





# COMPASS LLL

40<sup>th</sup> EUCEN Conference From Rhetoric to Reality  
The European Universities' Charter on Lifelong Learning, two years after

Workshop  
The Charter: Commitments on National Policies State of Play

Friday 19 November 2010, SUDES, University of Lille, France  
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The Charter: European University Association (EUA) 2008  
10 commitments for Universities  
10 commitments for Governments  
[www.eua.be](http://www.eua.be)

The COMPASS Project: The state of play of LLL in HE  
The Consortium: EUCEN (lead), Austria, Finland, France,  
Germany, Portugal, Slovenia, Spain, Switzerland, United Kingdom

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## This workshop:

Presentation of the interim results of the transversal analysis of the “national commentaries” written by the partners in the project

Data sources: interviews with government representatives, analysis of main policy documents and/or processes



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## Results:

- Governments are (in general) aware of the Charter and use it for the development of (U)LLL policies – link to national policies on Lifelong Learning in general
- Aspects of the Charter are incorporated into national policies, not due to the Charter but due to recommendations by experts (working groups, expert circles, consultation, ...)



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- ULLL as opportunity needs more awareness / lobbying / “marketing” to a wider public (including also governments and stakeholders in the labour market); important: prepare for demographic change
- The positive role of national ULLL networks in policy development at institutional and national level



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- LLL concepts are independently and voluntarily defined and developed by universities themselves (autonomy of universities, LLL to be self-financed!); ministries in some countries are closely observing and/or giving guidance to the process of LLL strategies in universities
- The positive role of national legislation as framework for autonomous developmental work of the universities



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- In all countries the implementation of LLL concepts in the strategies of universities is not yet fully achieved and if LLL is mentioned in the strategies of the universities it often remains a rhetorical statement
- Bologna:
  - a) stimulating discussions at national and institutional level
    - policy/strategy development; and
  - b) offering interesting and helpful tools for ULLL (ECTS, diploma supplement, learning outcomes, ...)




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- Universities are expected more and more to fulfil the demands of the labour market; for lifelong learners, this means finding new access routes for vocational/professional purposes (business orientation vs. social/cultural benefits)
  - Widen access to HE and implement clear RPL/APEL procedures (in most of the countries weak)
  - More guidance needed (is expensive)
  - Organisational change/staff development needed




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- Better quality assurance in ULLL needed
- Better coordination between vocational education and higher education needed
- (Better) collaboration with other (educational) sectors (in the region) needed




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- Lack of financing: universities are expected (by governments and – potential – ULL learners) to develop their ULLL role (also including more service such as extended LLL guidance for participants), but at the same time budgets are cut and fees cannot be raised further;  
Priority: self-financing, or even better: income for the university  
→ new funding models needed




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The Charter two years after...

From being not even “ignored” (because not even known) ...

to

being actively taken up to stimulate discussion, for institutional review, and/or as instrument for a feedback loop between government and universities for performance agreements




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Questions for discussion:

1. How can these results provoke discussions at policy level on a regional/national/European scale?
2. How can this data be used for recommendations for the further development and elaboration of comprehensive and coherent LLL strategies?




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