

University Lifelong Learning in Europe

Regional Seminar on University Lifelong
Learning

15-20 June 2011, Batumi

Andrea Waxenegger

Overview of presentation

Part 1:

1. **Brief introduction to EUCEN - European University Continuing Education Network**
2. **University Lifelong Learning in Europe: State-of-the-Art and EUCEN's contribution**
3. **Outlook: Main challenges**

Part 2:

1. **Recognition of non-formal education – challenges and tendencies**
2. **Funding of LLL programmes**



Presenter: Dr. Andrea Waxenegger

- Present position: Director of the Center for Continuing Education at the University of Graz (since June 2000)
- University education: Educational Sciences/Adult Education; working since 1989 in the field of University Continuing Education in research & development, management, organisational development, consulting, project management and various functions
- Since 1996: Member of the founding group and, currently, Member of the Steering Committee of AUCEN - Austrian University Continuing Education and Staff Development Network
- Since 2000 Delegate to and since November 2010 President of EUCEN - European University Continuing Education Network
- Since 2004: Member of the Steering Committee and Managing Director of the Association for the Promotion of Lifelong Learning (in cooperation with the University of Graz)
- Member and Coordinator of the Austrian Expert Group Learning in Later Life (in cooperation with the Austrian Federal Ministry of Labour, Social Affairs and Consumer Protection)
- Seconded National Expert of the Austrian Federal Ministry of Science and Research to the ASEM (Asia-Europe Meeting) Education and Research Hub for Lifelong Learning Advisory Board
- National Expert to the Lifelong Learning Advisory Board of the Austrian Federal Ministry of Science and Research

Contact: andrea.waxenegger@uni-graz.at

Part 1:

- 1. Brief introduction to EUCEN - European University Continuing Education Network**
- 2. University Lifelong Learning in Europe: State-of-the-Art and EUCEN's contribution**
- 3. Outlook: Main challenges**



1. Brief introduction to EUCEN - European University Continuing Education Network

EUCEN is an international non-governmental, non-profit making organisation registered in Belgium.

- **Founded by 15 universities in Bristol, 4-5 May 1991**
- **First Statutes were discussed and approved in Liege, 16 May 1992**
- **First members were accepted at the General Assembly in Barcelona, 16 May 1993**

EUCEN currently has over 200 members in 40 different countries



EUCEN VISION

- **Make University Lifelong Learning (ULLL) play a central part in university policy and provision**
- **Assist universities in serving the people of Europe most effectively**

MISSION

- **Promote internal reflection**
- **Influence European policy on ULLL**
- **Exchange experiences and information**
- **Increase level of quality for ULLL amongst members**



EUCEN's organisation is comprised of:

- **a General Assembly of members that meets twice a year**
- **a Steering Committee with**
 - **a President**
 - **a Vice-President**
 - **a Secretary General**
 - **a Treasurer**
 - **other members (up to 6 more)**
- **the Executive Office (Barcelona, Spain)**
 - **an Administrative Unit**
 - **a Financial Unit**
 - **a Projects Unit**



Main benefits of joining EUCEN:

- **2 European conferences per year – networking, professional development, conferences discount**
- **Access to people, expertise and information across Europe**
- **Representation in European policy making process**
- **Opportunity to join European projects**
- **Support for own projects**
- **Websites, newsletter and market place**
- **Channel for dissemination of own activities**
- **Institutional membership – all staff can benefit**

- **EUCEN is a member of EUCIS – European Civil Society Platform on Lifelong Learning www.eucis-lll.eu**

Concrete outputs

- **Recommendations**
- **Guidelines**
- **Checklists**
- **Tools**
- **Reports**
- **Models**
- **Testing and experimentation results**
- **Evaluations and assessments**
- **Surveys**

Links from EUCEN to National ULLL Networks (NN)

- Website resource & links to National/Regional Networks
http://www.eucen.eu/national_networks/links
- Assistance in creating new National Networks
- National Networks Forum at EUCEN conferences
- EUCEN experts contribute to meetings of National/Regional Networks
- Contribution to national policy development
- Organisation of seminars or study visits in collaboration with National Networks
- EUCEN offers NN specific roles in EUCEN projects



National ULLL Networks' link to EUCEN

- Feed information into EUCEN and thus support policy development and lobbying at European level
- Serve as a forum for dissemination and valorisation of European projects
- Collaboration in organising EUCEN conferences with individual host universities

EUCEN contact: Ms Carme Royo, EUCEN Executive Secretary
carme.royo@eucen.org; www.eucen.eu

2. University Lifelong Learning in Europe: State-of-the-Art and EUCEN's contribution

At the European Policy level: The European Universities' Charter on Lifelong Learning

- Published by EUA-European University Association in 2008 – www.eua.be
- 10 Commitments universities
- 10 Commitments governments

The Challenge: its implementation

- Two EUCEN projects: ALLUME and COMPASS
- EUCEN Conference in Lille 2010: Two years after ...
- One EUA project: SIRUS

Universities commit to:

- 1. Embedding concepts of widening access and lifelong learning in their institutional strategies.**
- 2. Providing education and learning to a diversified student population.**
- 3. Adapting study programmes to ensure that they are designed to widen participation and attract returning adult learners.**
- 4. Providing appropriate guidance and counselling services.**
- 5. Recognising prior learning.**
- 6. Embracing lifelong learning in quality culture.**
- 7. Strengthening the relationship between research, teaching and innovation in a perspective of lifelong learning.**
- 8. Consolidating reforms to promote a flexible and creative learning environment for all students.**
- 9. Developing partnerships at local, regional, national and international level to provide attractive and relevant programmes.**
- 10. Acting as role models of lifelong learning institutions.**

Governments commit to:

- 1. Recognising the university contribution to LLL as a major benefit to individuals and society.**
- 2. Promoting social equity and an inclusive learning society.**
- 3. Including LLL objectives in the missions and work of national QA agencies and systems.**
- 4. Supporting the development of appropriate guidance and counselling services.**
- 5. Recognising prior learning.**
- 6. Removing legal obstacles that prevent potential learners from returning to HE.**
- 7. Ensuring autonomy and developing incentives for LLLU.**
- 8. Encouraging partnerships at regional level with local authorities, employers and agencies.**
- 9. Informing and encouraging citizens to take advantage of LLL opportunities offered by universities.**
- 10. Acting as role models of LLL institutions.**

Two years after the Charter: COMPASS – Collaboration on Modern(ising) Policies and systematic Strategies on LLL

At national and institutional level:

“More than two years after the Charter has been presented, the huge diversity of LLL activities at the level of HE, as indicated by previous project results like BeFlex and BeFlex+, remains valid while only few governments and institutions seem to have made significant progress implementing comprehensive LLL-strategies. In fact, only a minority of universities has been fully engaged in the process of integrating LLL into its institutional mission and strategies. Thus, the paradigm shift to genuine LLL universities as part of an overarching knowledge system for LLL seems yet to remain a high ranked issue on the policy agenda rather than a visible transformational change process of the higher education institutions.” (Final Report)



COMPASS Material:

http://compass.eucen.eu/news/dissemination_materials

National Reports:

- France
- Spain
- Germany
- Portugal
- United Kingdom
- Finland
- Austria
- Switzerland
- Slovenia

LLL-Policy Implementation: Trends & Recommendations of the COMPASS Project

Diversity at institutional level

Strategy:

“All we do is LLL...”

“We do LLL...”

“What is LLL...”

Organisation:

No separate Centre for LLL

Big (or small) separate Centre for LLL

Provision:

Efforts to integrate LLL provision into “regular studies”

LLL as a separate strand

Stakeholder cooperation:

More or less...



EUCEN's projects / contribution to European projects: Overview of projects finished, ongoing or submitted as proposals recently

EUCEN projects:

- **OBSERVAL – European Observatory of Validation of non-formal and informal Activities (finished)**
- **ALLUME – A Lifelong Learning University Model for Europe (ongoing)**
- **COMPASS – Collaboration on Modern(izing) Policies and Systematic Strategies on LLL (finished)**
- **DOLCETA – On-line Consumer Education (ongoing)**
- **DIALOGUE – Bridges between Research and Practice in ULLL (ongoing)**
- **IMPLEMENT – Implementing LLU's through training and development (ongoing)**
- **CLUENET – Collaboration models for Lifelong Learning University and Enterprise NETWORKS (new proposal)**
- **OBSERVAL NET (new proposal)**

EUCEN's projects / contribution to European projects - continued:

EUCEN as partner:

- **VALUE – Volunteering and Lifelong Learning in Universities in Europe (ongoing)**
- **VIRQUAL – Network for integrating Virtual Mobility and European Qualification Framework in HE and CE Institutions (ongoing)**
- **SIRUS – Shaping Inclusive and Responsive University Strategies (ongoing)**
- **INTERFACE – Developing and setting up measures for initiating, enhancing and sustaining Higher-Education-Society Cooperation (ongoing)**



OBSERVAL – European Observatory of Validation of non-formal and informal Activities (finished)

Project duration: 01 Nov 2007 to 31 Oct 2010

Action: Leonardo da Vinci Network

No. of project partners with EUCEN membership: 10

No. of external partners: 17 (from which 1 is a university and 1 is a HE institution)

<http://www.observal.org/observal/>

OBSERVAL has developed a strong network of experts dealing with the practice of recognition of non-formal and informal learning. The consortium, consisting of 27 partners from 21 EMS, gathered partners outside higher education from all sectors. The nucleus for the core vision of OBSERVAL was to create an online platform and database – the European Observatory.



ALLUME – A Lifelong Learning University Model for Europe (ongoing)

Project duration: 01 Oct 2009 to 30 Sept 2011

Action: ERASMUS Multilateral Project

No. of project partners with EUCEN membership: 10

No. of external partners: None

<http://allume.eucen.eu/>

ALLUME intends to contribute to the implementation process of the ULLL Charter on the basis of best practices at work in universities having already developed successful LLL strategies. It also intends to define and promote guidelines to assist European universities in becoming LLL institutions. The project will produce a set of guidelines based on: 10 case studies, a transversal analysis, a presentation in a consultation seminar, production and test of draft guidelines, and a presentation and discussion of the guidelines in a dissemination seminar.



COMPASS – Collaboration on Modern(izing) Policies and Systematic Strategies on LLL (finished)

Project duration: 01 Feb 2010 to 31 Jan 2011

Action: Key Activity 1: Policy Cooperation and Innovation

No. of project partners with EUCEN membership: 11

No. of external partners: None

<http://compass.eucen.eu/>

The key objectives of COMPASS were to analyse the European state of play concerning University LLL strategy implementation processes at national, regional and institutional level, while promoting the wider and deeper implementation of the “European Universities’ Charter on Lifelong Learning”. The results of COMPASS present different national experiences on how to face the challenges of incorporating and of reinforcing LLL-strategies and trends of LLL.



DOLCETA – On-line Consumer Education. A EUCEN project for the Directorate General for Health and Consumer Protection (ongoing)

Project duration: 20 Dec 2006 to 30 June 2011

Action: Tender (Call: DG SANCO)

Number of contracts within the tender: 13; Number of partners for each contract: 27 (The first contract had 2 partners; the last has 42.)

No. of projects partners with EUCEN membership: actually, all are members.

<http://www.dolceta.eu>

This project has developed 8 modules on topics specified by DG SANCO in 27 different countries of the EU and 25 different languages. The aims of the project are to assist in raising the level of awareness and understanding of European consumer rights in the Member States and to develop interactive web-based tools for consumer education to be used primarily by ‘multipliers’: teachers, trainers and adult educators in educational institutions, government bodies with consumer responsibilities, consumer associations etc. The website is also directly available to individual adult consumers.



DIALOGUE – Bridges between Research and Practice in ULLL (ongoing)

Project duration: 01 Jan 2011 to 31 Dec 2013

Action: Multilateral Networks

No. of project partners with EUCEN membership: 11

No. of external partners: 3 (from which all 3 are universities)

<http://dialogue.eucen.eu/>

The key purpose of the DIALOGUE-network is to bridge the gap between academic research on ULLL and the professional practice around adult teaching, learning and guidance within ULLL-provision. It will thus create a European Space for DIALOGUE between researchers, practitioners and policy makers active in the field. The reinforcement of this knowledge triangle will promote and enhance the development of teaching and learning and the promotion of high-quality ULLL.



IMPLEMENT – Implementing LLU's through training and development (ongoing)

Project duration: 01 Jan 2011 to 31 Dec 2012

Action: Multilateral Projects

No. of project partners with EUCEN membership: 9

No. of external partners: 2 (neither of them is a university)

<http://implement.eucen.eu/>

The aim of the IMPLEMENT project is to support institutions to become real LLL-Universities. The objectives are to further disseminate and actively exploit the highly praised results of the BeFlex Plus project and particularly the idea that the potential for transfer and implementation is at its peak when key partners are supported to act as multipliers and to adapt and work with the materials according to their own needs and the specifics of their home university and national context.



CLUENET – Collaboration models for Lifelong Learning University and Enterprise NETworks (new proposal)

Project duration: 01 Oct 2011 to 30 Sept 2013

Action: ERASMUS Multilateral Projects

No. of project partners with EUCEN membership: 4

No. of external partners: 4 (from which 2 are universities)

List of associated partners: 47

<http://www.eucen.eu/proposalprojects>

This project aims to increase the responsiveness of universities to their external stakeholders, in particular business, by focusing on the means and modalities of cooperation between the two entities. While many institutions have ad-hoc contacts with external stakeholders, they are often not official and/or systemised, and thus the impact of such activities is often limited, or at best, highly irregular.

OBSERVAL NET (new proposal)

Project duration: 01 Nov 2011 to 30 Oct 2013

Action: KA1 Networks

No. of project partners with EUCEN membership: 2

No. of external partners: 14 (neither of them is a university)

No. of associated partners: 8

<http://www.eucen.eu/proposalprojects>

OBSERVAL-NET intends to set up a stakeholder-centric network of organisations looking at supporting the validation of non-formal and informal learning (VNIL) in Europe. The core of the network will lie in the formation of national working groups in all participating countries of the application, with each national working group charged with organising a series of national stakeholder forums, bringing together key civil society actors in VNIL, employers, and crucially, policy and decision makers, to coordinate policy implementation actions in the field.



VALUE – Volunteering and Lifelong Learning in Universities in Europe (ongoing)

Project duration: 01 Oct 2008 to 31 Sept 2011

Action: Socrates

Coordinating institution: University of Liverpool

No. of partners: 20

No. of project partners with EUCEN membership: 7

EUCEN contact: Alison Hughes and Carol Stewart, Carme Royo

<http://www.valuenetwork.org.uk/index.htm>

VALUE's principal aims are to bring the university and volunteering sectors together to share experiences of working together and to explore the potential for developing new university lifelong learning opportunities for volunteers. Also an important aim is to develop a resource base which includes materials such as reports, case studies and bibliographic references and which will be of interest to organisations in both sectors.



VIRQUAL – Network for integrating Virtual Mobility and European Qualification Framework in HE and CE Institutions (ongoing)

Project duration: 01 Jan 2009 to 31 Dec 2011

Action: Transversal programme KA3 – ICT Networks

Coordinating institution: University of Porto

No. of partners: 9

No. of project partners with EUCEN membership: 4

EUCEN contact: Alfredo Soeiro, Carme Royo

<http://virqual.up.pt>

This project's main objectives are to help educational and training institutions achieve Virtual Mobility and to guarantee EQF implementation through e-learning, aiming at finding specific obstacles in institutions and proposing concrete and innovative solutions. It will promote cooperation and joint work among partner organisations and will link with related initiatives. It will address other educational networks to help the dissemination of the results.



SIRUS – Shaping Inclusive and Responsive University Strategies (ongoing)

Project duration: 01 Oct 2009 to 30 Sept 2011

Action: Erasmus

Coordinating institution: EUA

No. of partners: 4

No. of project partners with EUCEN membership: 1

EUCEN contact: Michel Feutrie and Oliver Janoschka

<http://www.sirus-project.eu/>

This project's aim is to support Europe's universities in implementing the commitments made in the European Universities' Charter on Lifelong Learning and thus to assist them in developing their specific role as lifelong learning institutions forming a central pillar of the Europe of Knowledge.



INTERFACE – Developing and setting up measures for initiating, enhancing and sustaining Higher-Education-Society Cooperation (ongoing)

Project duration: 15 Oct 2010 to 14 Oct 2013

Action: Higher Education and Society

Coordinating institution: Karl-Franzens-Universität Graz

No. of partners: 18; No. of project partners with EUCEN membership: 2

<http://www.wus-austria.org/project/0/84.html>

INTERFACE aims at supporting the progress of South-Eastern and Eastern European educational institutions in mainstreaming their programmes with the Bologna process and in reforming their HE systems to be better able to respond to the needs of the labour market and to enhance employability. The project intends to provide PCUs with the necessary instruments to be able to facilitate their graduates' entrance into the labour market through career services and cooperation with business and industry. Furthermore, based on the partnership an institutionalised LLL-system shall be set up.

3. Outlook: Main challenges

Increasing diversity (age – demographic development, cultural backgrounds, migration, ...) – challenge for our civil societies

Global economic competition

What does this mean for Higher Education Institutions? For University Lifelong Learning? What are the specific roles of various actors/stakeholders?

At European level: Vision(s), Strategy (strategies) and Processes

Europe 2020:

- **Smart growth: developing an economy based on knowledge and innovation**
- **Sustainable growth: promoting a more resource efficient, greener and more competitive economy**
- **Inclusive growth: fostering a high-employment economy delivering social and territorial cohesion**

Continued:

- **75% of the population aged 20-64 should be employed.**
- **3% of the EU's GDP should be invested in R&D.**
- **The “20/20/20” climate/energy targets should be met.**
- **The share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree.**
- **20 million less people should be at risk of poverty.**

Education & Training 2020:

is a strategic framework

has 4 strategic objectives

- **making lifelong learning and mobility a reality**
- **improving the quality and efficiency of education and training**
- **promoting equality, social cohesion and active citizenship**
- **enhancing creativity and innovation, including entrepreneurship, at all levels of education and training**

-
- **Modernisation of Higher Education incl. post Bologna: Further implementation of the new degree structure; develop and implement qualification frameworks based on learning outcomes; mobility of students and staff**
 - **A new Adult Education Plan in 2012? In 2006: the European Commission published a Communication: “It is never too late to learn” – Member States are invited to promote adult learning; in 2008: A Working Group was established (EUCEN is a member); 5 key targets: Lift the barriers to participation; Ensure the quality of adult learning; Recognition and validation of learning outcomes; Investing in the ageing population and migrants; indicators and benchmarks; Resources: <http://adultlearning-budapest2011.teamwork.fr/en/background>**

At national level:

- **National Lifelong Learning Strategy**
- **Implementation of the European Universities' Charter on Lifelong Learning**
- **Implementation of European Tools, e.g. develop a National Qualifications Framework**
- **Quality Management and development/assurance**
- **Funding: rethinking the models of funding: Who should pay for what?**

At institutional level:

- **Who are our learners? The new faces in Higher Education... What are their needs? (demographic challenge)**
- **How can we as universities find our priorities in a competitive higher education landscape? – strategic development and implementation plan**
- **How can we support learners offering individual pathways into higher education and in transition periods throughout their lives?**
- **How can we support business and industry/the public sector/NGOs with short-term and long-term provision for specific needs?**
- **Quality Development and Assurance**
- **Organisation and staff development**



And, finally, three invitations:

**Final ALLUME dissemination workshop
Mon 12 – Tues 13 September 2011, Barcelona, Spain**

Reinforcing Lifelong Learning in higher education institutions by helping universities to become real LLL institutions and by facilitating their strategic development

Product: a reflexive set of guidelines as concrete tool to support institutions to develop and implement their own set of LLL-strategies and approaches

<http://allume.eucen.eu>; projects@eucen.org



42nd EUCEN Conference: Bridging the gaps between learning pathways

Wed 16 – Fri 18 November 2011, University of Genoa, Genoa, Italy

Topics

- 1. Tools and methodologies to recognize, assess and validate prior experiential learning outcomes**
- 2. Proper technologies as support for developing best practices**
- 3. Ways to spread out and share common regulations**
- 4. Enhancing free movement of people with their competences**

<http://www.perform.unige.it/eucen/index.html>



43rd EUCEN Conference: Universities' Engagement in and with Society. The ULLL contribution

Wed 9 – Fri 11 May 2012, University of Graz, Graz, Austria

Topics

- 1. ULLL initiating/accompanying innovation and development in regional businesses, NGOs and the public sector**
- 2. Community based learning: concepts, practice, outreach work**
- 3. ULLL providing new learning opportunities for individual wellbeing, civic engagement and second careers in later life (intergenerational learning; productivity...)**
- 4. Supporting the individual learner: Who are our learners today and tomorrow? Work-life-education balance; what works? new teaching and learning methods, role of new social media; guidance and counseling; quality assurance**

<http://eucen.uni-graz.at>

Part 2:

- 1. Recognition of non-formal education – challenges and tendencies**
- 2. Funding of LLL programmes**

1. Recognition of non-formal education – challenges and tendencies

BEFLEX plus + IMPLEMENT (ongoing); Study/training materials for workshops and longer staff development events

The evidence from this BeFlex Plus project shows that for most countries (with a few notable exceptions in particular France, Netherlands and the UK), the recognition of prior learning (RPL) especially non-formal and informal learning, does indeed remain an aspiration rather than a reality.

Although there are clearly examples of good practice and in some countries experimentation is going on, in general there is still a lot of work to be done to implement such arrangements.

Reluctance

**some individual academics are often keen to develop RPL
considerable skepticism among others and at institutional level
remain**

Two main sources:

- **the reluctance to accept that learning outside the academy can be equivalent to learning inside the academy; and**
- **a view that while it may be interesting for other institutions it is not an appropriate activity for a University.**

And:

- **absence of tools, the cost, the lack of experience or expertise, or the lack of time to develop RPL etc.**



OBSERVAL – European Observatory of Validation of non-formal and informal Activities (finished)

Project duration: 01 Nov 2007 to 31 Oct 2010

The European Observatory on validation practices of non formal and informal learning in European countries:

<http://www.observal.org/observal/>

- **Web-based database of all produced and collected materials**
- **interactive**
- **For all stakeholders**

OBSERVAL – Case Studies & Annual National Reports

Case studies (CS): By the end of 2010 the project has produced 69 case studies covering the different educational sectors in the following way:

- **23 CS are focused on Higher Education (14 with cross-references to other sectors)**
- **42 CS are related to Vocational Education and Training (24 with cross-references to other sectors)**
- **14 CS introducing Employer based or WBL (12 with cross-references to other sectors)**
- **29 CS dealing with Adult Education (28 with cross-references to other sectors)**
- **29 CS referring to the 3rd Sector (29 CS with cross-references to other sectors)**

Annual National Reports from 25 countries: Most partner countries updated their annual report three times, for 2008, 2009 and 2010. Depending on the dynamics of the development in the respective country, these updates vary substantially.

Drivers

It seems possible to conclude, from the case studies collected, that the most successful examples of validation stemmed from situations, which benefited from the following ‘drivers’:

- **Existing tradition of adult education practices, or a strong 3rd sector and adult education sector (such as Austria, Bulgaria, Denmark, Iceland, Norway, Portugal, Romania or Sweden)**
- **Existing local partnerships, or a political or regional / local environment propitious to the creation of partnerships (such as Chambers of Commerce, Trade Unions,..)**
- **Existing HE and employers partnerships**

Drivers – continued

- **Devolved governance: the more decentralised the decision-making process, the more likely it is for local partnerships and local solutions for local issues to be found. (The exception to this is France, which has the only national legislative framework on validation. However, even there, legislation is an ‘enabler’, in as much as it has spurred activities at a local level, and spurred partnerships too (universities and local or national companies, for example)).**
- **At national level, joined-up thinking between ministries or government departments**

Drivers - continued

- **National or local funding: funding determines whether or not practices will get off the ground. In some countries, employers are willing to pay; and/or Trade Unions to contribute; and/ or validation candidates also have to contribute.**
- **In the central and Eastern European countries, there is no doubt that European funding, and the development of NQFs, have contributed to the development of practices in validation, essentially in the VET sector.**
- **A well developed VET sector.**
- **Universities' cooperation in research on new practices.**

Barriers

Partners struggled to collect examples of validation in countries where there was:

- **A centralised governance (top down), and where ministries do not share the decision-making process (for example, separate ministerial responsibility for VET, for HE and research, and / or for employment), with little or no joined-up thinking between them.**
- **Excessive reliance on quality assurance mechanisms in the form of examinations and formal evaluation of competences; it is difficult for countries with a strong tradition of formal examinations to trust different ways of assessing different kinds of knowledge; this often results in practices which are accrediting prior certificated knowledge (or credit transfer in some cases) rather than truly evaluating non-formal and informal learning.**

Barriers - continued

- **The same distrust of flexible evaluation methods usually goes together with a structural lack of flexibility in accessing HE or formal education for adults with a non traditional educational background, along with a weak or inexistent tradition of adult education/ 3rd sector presence.**
- **A lack of HE involvement (in wider professional learning networks for instance) and wide academic resistance to introduce forms of knowing and evaluating which are not 'academic' in the traditional sense**

2. Funding of LLL programmes

Diversity of ULLL → diversity of funding models

- **Case Study: University of Graz, Austria**
- **European Commission: Financing Adult Learning in times of crisis (Dohmen and D. Timmermann on behalf of GHK, Brussels 2010)**
- **Results from the EUCEN COMPASS project (monitoring project)**

Case study University of Graz, Austria: Provision/funding

- General interest courses at university level for public access – Civic & Community Programmes; training; specialised programmes up to Master’s Programmes (including languages, IT-skills, soft skills...)
- Staff development programmes (special unit within the Personnel Unit) – partly accessible for external participants
- Continuing professional development and training of staff in their specific fields (research and university administration)
- IT-Training including financial software
- Activities of associations and Alumni networks
- Formats: from public lectures addressing a wide audience to short courses and diploma courses and up to Master’s programmes lasting several semesters
- Certificates: from “confirmation of participation/certificate of attendance” → “university certificates” → “Master’s degrees”
- Money: from “no fees” to “cost-covering fees”, mixed funding

European Commission: Financing Adult Learning in times of crisis (Dohmen and D. Timmermann on behalf of GHK, Brussels 2010)

- **Economic and demographic trends in Europe as well as key data on adult learning in Europe (participation in adult learning; costs, benefits of and returns to adult learning)**
- **Models for financing adult education and further training – concepts and current developments (principles of the economics of adult education; financing adult education – theory, practice and debates - self-financing by individuals; publicly financed adult education; training vouchers and learning accounts; training Loans; savings plans for further training/capital accumulation for funding training; tax subsidies; employer financed adult education; paid and unpaid training leave; learning time accounts)**

http://adultlearning-budapest2011.teamwork.fr/docs/Background-report_Financing-Adult-Learning.pdf



Results of the EUCEN COMPASS project:

Lack of financing: universities are expected (by governments and – potential – ULLL learners) to develop their ULLL role (also including more service like extended LLL guidance for participants) but at the same time budgets are cut and fees cannot be raised more

Priority: self-financing, or even better: income for the university

→ new funding models needed!