



# D 6.3.4.1. Dissemination report for lifelong learning

April 2023

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# **Introduction**

The current plan is aimed to outline the existing lifelong learning initiatives, which are implemented in ERUA member universities and lay out a plan for disseminating information about them. The paper has the following structure. Firstly, we give definitions to lifelong learning as a concept and describe how it has developed and changed throughout the years. Secondly, we describe the lifelong learning strategies, which are in force in the countries, where ERUA member universities come from. Thirdly, we highlight the important lifelong learning initiatives, which exist in all the five members of the ERUA alliance (i.e. University Paris 8, University of Konstanz, Roskilde University, University of the Aegean, and New Bulgarian University). Finally, we describe the dissemination plan that we are following and will continue to follow in order to raise awareness about lifelong learning, share good practices in this field, and make this approach recognizable both within the ERUA alliance and beyond (in Europe and elsewhere).

## **I. Definitions**

Lifelong learning is a concept, which underlines that education in all its forms should not be confined to a certain age. The approach was developed in the 1970s and evolved since then<sup>1</sup>. Now it has become almost mainstream worldwide, taking into account the constant changes in technologies and other factors, which make it necessary to upgrade your skills throughout your lifetime in order to be competitive on the labour market.

There are several world institutions, which have greatly contributed to the development of lifelong learning strategies. These include UNESCO, The World Bank, as well as OECD. UNESCO was the first organization to outline a document about lifelong learning in 1972. It was stated there that leaning should be independent of class, race or financial means, as well as the age of the learner. In the 1970s the Council of Europe came up with a parallel concept named “education permanent”. However, we will stick to the term, which is accepted by the European Union, which is lifelong learning. UNESCO established an institute for lifelong learning, which initially dealt with a wider range of educational topics. In 1996 a crucial text was published, named ‘Learning: the treasure within’.<sup>2</sup> The author of this report was the then president of the International Commission for Education in the XXI century within the frames of UNESCO Jacques Delors. He was one of the pioneers, who made efforts to popularize the idea of lifelong learning and make it part of the agenda on an international level.

In 2000 the European Union has introduced a Memorandum of lifelong learning. This is the first official document outlining the lifelong learning policies in the EU. In this document the skills gained through informal and non-formal education were highlighted for the first time. Another key document is the Education and training agenda 2010, which included a European reference framework for key competences for lifelong learning. This framework outlines the eight key competencies, which are crucial for personal fulfillment. One of them is the ‘learning to learn’ ability.

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<sup>1</sup> K. Rubenson (2006) The Nordic model of Lifelong Learning, Compare. A Journal of Comparative and International Education, 36:3, 327-341, DOI: [10.1080/03057920600872472](https://doi.org/10.1080/03057920600872472).

<sup>2</sup> J. Delors (1996) Learning: the treasure within: report to UNESCO of the International Commission on Education for the Twenty-first Century (highlights). Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000109590> (accessed on 09.04.2023).

Some scholars argue that after the 2008 economic crisis the European Union decided to use lifelong learning policies to target youth unemployment<sup>3</sup>. The idea was to offer new skills to the younger jobseekers as a way to make them more competitive on the job market. However, these approaches are not welcomed by the whole community of scholars focusing on education research. They argue that lifelong learning is a concept, which should be put into the broader economic and social context of each country.

## **II. Lifelong learning in France, Denmark, Germany, Greece, and Bulgaria**

Although lifelong learning became a priority for the European Union from an early stage of its development, the way this approach to education is implemented in different countries varies. We will try to outline the main particularities of lifelong learning policies existing in the states, where ERUA members are based.

### **France**

France is one of the early adopters of the lifelong learning idea. Even before the Lisbon treaty (2000) the French authorities were pursuing policies, which were aimed to enhance the system of so-called continuous education. In the 1970-80s several laws were passed to outline the principles of vocational training through people's lifetime.

In 2004 the French government adopted a law on lifelong learning and vocational training. In the same year a National council for lifelong vocational training was created in order to enhance the cooperation and communication between 3 key actors: the state, the regional and social partners.

In 2009 another law was adopted (no.2009-1437), which introduced significant changes in the French lifelong learning vocational training system. It boosts the idea that all individuals have the right to personal training, no matter how old they are. It is focused mainly on the needs of the most under qualified employees and those who are seeking a job. The law introduces such tools, as professional development assessment, mid-career interviews, as well as guidance and training passport.

In France, the lifelong learning encompasses a continuum between initial, general or professional training, and all the situations in which skills are acquired: continuing training actions, professional activities, involvement in associations or volunteers. It includes orientation, assessment, support for employment, training and validation of acquired experience. The french lifelong learning policy foresees the following objectives:

- ensuring and developing access for all citizens to education and training throughout their lives, in order to enrich their individual paths (personal and professional);
- giving the possibility of acquiring or upgrading basic skills in order to satisfy changes in the employment market's requirements;
- reducing social inequalities by giving everyone the right to validate learning acquired in an informal context, e.g. professional experience;
- allowing people to stay in employment;

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<sup>3</sup> Valiente O, Capsada-Munsech Q, de Otero JPG (2020) Educationalisation of youth unemployment through lifelong learning policies in Europe. *European Educational Research Journal*. Epub ahead of print 23 February 2020. DOI: <https://doi.org/10.1177/1474904120908751>.

- contributing to the country's economic and cultural development and social promotion”<sup>4</sup>

In the professional context, the French lifelong learning policy is based on the obligation, for employers, to participate in the financing of the continuing training of employees, and on the right, for the latter, to train themselves on their working time. In each professional branch, the employers apply the national inter professional agreements negotiated by the social partners. Employees who have lost their job can also benefit from training programmes. Their financing is mainly based on unemployment insurance, the regions or the State.

## **Germany**

Germany adopted a strategy for lifelong learning in 2008. This document was developed and passed by the Federal government. It outlines the main challenges, as well as the main targets and measures. These include the following:

- “Strengthening the motivation to participate in educational activities
- Facilitating the access to continuing education
- Improving the offer of continuing education
- Enhancing the permeability and intermingling of education sectors
- Enhancing integration into civil society through education and the promotion of learning
- Deepening knowledge about the processes and effects of learning throughout the life course”<sup>5</sup>.

In Germany the sphere of continuing education is regulated to a much lesser degree than other spheres of education. The aim of the government is to set regulations and guidelines, which can later be executed on a local level

In German federal authorities have established a Federal Institute for Vocational Education and Training. This institute monitors the execution of educational policies and tries to promote the idea of lifelong learning. According to the site of the Institute, one of the objectives, which are pursued, is the engagement of a larger number of the working age population in different continuous education initiatives<sup>6</sup>.

## **Denmark**

Continuous education has been a priority for the Danish government, as it has a long-standing tradition of secondary education vocational training<sup>7</sup>. The Danish strategy for lifelong learning was adopted in 2007. Nine main objectives are formulate there. They are as follows:

1. “A coherent education system from preschool to higher education;
2. World-class education programmes that foster talent and accommodate weak learners;
3. Relevant, high quality adult education and continuing training for everyone in the labour market with a particular emphasis on those with the lowest level of education;

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<sup>4</sup> Lifelong learning strategies in France. EURYDICE. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/france/lifelong-learning-strategy> (accessed on 11.04.2023).

<sup>5</sup> CONCEPT OF THE FEDERAL GOVERNMENT ON LEARNING IN THE LIFE COURSE Federal Government, 2008. Available at: [http://www.saarland.de/dokumente/thema\\_bildung/Konzeption\\_LernenImLebenslauf\\_Ka binett\\_FINAL\\_A.pdf](http://www.saarland.de/dokumente/thema_bildung/Konzeption_LernenImLebenslauf_Ka binett_FINAL_A.pdf)

<sup>6</sup> Federal Institute for Vocational Education and Training. Germany. Available at: <https://www.bibb.de/en/18422.php> (accessed on 11.04.2023)

<sup>7</sup> Rasmussen, P. (2014). Lifelong learning policy in two national contexts. International Journal of Lifelong Education, 33(3), 326–342. doi:10.1080/02601370.2014.896088

4. Systematic competence development for employees in both public and private enterprises and increased investment in continuing training and competence development for employees;
5. Improved guidance and counselling opportunities to ensure pupils, students and adults the best possible conditions to choose education programmes and participate in lifelong learning;
6. All forms of education and learning should be based on and build on the knowledge, skills and competences of individuals;
7. Coherent education paths and transparency in the education system;
8. A global perspective in all education programmes to contribute to internationalization and cooperation with other countries;
9. Stronger higher education environments are to be created to contribute to higher quality in education and knowledge development, and a better framework and better conditions shall be developed for interaction between educational institutions and enterprises”<sup>8</sup>.

The particularities of the Danish approach to lifelong learning lies in the more holistic approach. The lifelong training is focused on all stages of education, not only the vocational training that people receive after getting a certain degree. The idea of continuous schooling is implemented from early childhood up to old age and is seen as a trajectory, covering all forms of education throughout people’s lifetime.

## **Greece**

In Greece the idea of lifelong learning is connected with previous developments in the field of Greek educational system. For example, in the 1980s an official body was established called General Secretariat for Popular Education, which focused on the creative skills and vocational training of Greek citizens. After Greece joined the EU, it adopted the ideas of the lifelong learning and integrated them into its national legislation.

There are two laws, which define the sphere of lifelong learning. The first one is Law 3879/2010 passed by the Greek government in 2010. Some of its clauses are still in force. A more recent law was passed in 2020. It is called 4763/2020 and presumes “common planning of VET and LLL, linking VET and LLL to the needs of the labour market, as well as upgrading the VET provision”<sup>9</sup>.

In 2022 the Greek minister of higher education submitted a Strategic Plan for Vocational Education, Training, Lifelong Learning and Youth. Lifelong learning with a focus on adult learning is one of the priorities in this plan.

In Greece there are several bodies, which deal with implementing lifelong learning policies. These include the General Secretariat for Vocational Education, Training, Lifelong Learning and Youth, the Central Council for Vocational Education and Training, the Central Scientific Committee, and the Production-Labour Market Liaison Councils. Other important bodies are: the National Organisation for the Certification of Qualifications and Vocational Guidance ( national accreditation system for non-formal adult education, including Initial and Continuing Vocational Training and provides scientific support to vocational guidance & counselling services both at national and local/regional levels), and the Youth and Lifelong Learning Foundation (supports youth innovation and mobility, issues related to pupil and

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<sup>8</sup> Lifelong learning strategy. Denmark. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/denmark/lifelong-learning-strategy> (accessed on 11.04.2023)

<sup>9</sup> National strategy for lifelong learning. Bulgaria (in Bulgarian). Available at: <https://www.strategy.bg/StrategicDocuments/View.aspx?Id=880>. (accessed on 11.04.2023).

student welfare and is the national agency responsible for implementing and monitoring the Erasmus+ program, jointly with IKY, as well as the European Solidarity Corps program).

## **Bulgaria**

In Bulgaria the first national strategy for lifelong learning was adopted in 2014. The document covers the period 2014-2020. The document was designed by the Bulgarian Ministry of Education and Science. The strategy takes into account two conditions: the need to overcome the financial crisis, happening in Europe. The second condition is related to preserving national identity and cultural diversity of Bulgaria. The strategy outlines the forms, content, environment, interactions among all actors in the field of education. In the document all forms of education are taken into account: formal, non-formal and informal.

The strategy states that more focus should be placed on such basic skills for all learners as:

- Achieving functional literacy in the mother tongue
- Achieving literacy in the area of mathematics and natural sciences
- Achieving technological and digital literacy
- Achieving foreign language communication skills<sup>10</sup>

The next period (2021-2030) is in focus in the Strategic framework for the development of education, which was adopted in 2021. Among other ideas about education there are some provisions about the lifelong learning. The strategy is focused on vocational education and training (VET). The idea of lifelong learning is included in the document. The document states a need to reorganized and modernize learning environments, use more digital technologies in the learning process, as well as new teaching approaches<sup>11</sup>.

### **III. Lifelong learning initiatives within the frames of ERUA**

We will try to outline the main lifelong leaning initiatives that are taking place in the universities, which form the ERUA alliance.

#### **University Paris 8**

The University of Paris 8 acts at two levels in favor of lifelong learning:

- **As part of the continuous training of its staff**

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<sup>10</sup>Strategic framework for the development of education in Republic of Bulgaria (in Bulgarian). Available at: [https://www.mon.bg/upload/25571/Strategicheska-ramka\\_ObrObuUchene\\_110321.pdf](https://www.mon.bg/upload/25571/Strategicheska-ramka_ObrObuUchene_110321.pdf) (accessed on 11.04.2023).

<sup>11</sup> Strategic framework for the development of education in Republic of Bulgaria (in Bulgarian). Available at: [https://www.mon.bg/upload/25571/Strategicheska-ramka\\_ObrObuUchene\\_110321.pdf](https://www.mon.bg/upload/25571/Strategicheska-ramka_ObrObuUchene_110321.pdf) (accessed on 11.04.2023).

In France, the Ministry of National Education:

- organizes and finances, from the State budget, the initial vocational training of young people
- has an operational mission of continuing education for adults
- also participates, at the institutional level, in the collective inter ministerial reflection on the evolution of orientation and lifelong training

The University of Paris 8 therefore has an annual public grant which makes it possible to finance the continuing and professional training of its employees, civil servants and contract agents. Thus, there is at Paris 8, within the Human Resources Department, a continuous staff training service whose mission is to develop the skills of all university staff in order to enable them to evolve throughout of their career.

The training offer offered by this service is as follows:

- locally: training plan, academic training plan
- regionally: inter-university training plan for the network of Ile de France training managers
- nationally: national training actions organized by selected higher education establishments, ministerial and inter-ministerial training courses, etc.

The improvement of professional practices via the systems offered by lifelong training is thus considered to be the guarantee of a quality public service and greater personal satisfaction.

### ➤ **Through its training offer for the external public**

1) Paris 8 has a Department entirely dedicated to lifelong learning and aimed at people outside the University staff. Thus, the Paris 8 Training Department brings together all the services relating to the Paris 8 training offer and which respond to the logic of lifelong training. The management is structured around several departments:

- An engineering service providing support to components and teachers in the design and implementation of training projects:
  - ❖ in continuing education, initial, work-study, Masters in Teaching, Education and Training and Validation of Acquired Experience);
  - ❖ through digital pedagogy.
- A training administration service ensuring:
  - ❖ the administrative management of open continuing education courses, hybrid courses and Masters in Teaching, Education and Training;
  - ❖ the budget management of these trainings.
- A work-study center ensuring:
  - ❖ the administrative management of training under professionalization contracts and apprenticeships (Paris 8 University is an apprenticeship training organization);
  - ❖ the organization of alternations between companies, the student and the University.
- The Student Life Steering and Observatory Center in charge of:
  - ❖ carrying out student surveys (on the evaluation of training, campus life, professional integration);
  - ❖ the production and dissemination of indicators for the benefit of other services, components and management of the University.



2) **The Work-Study:** Based on the articulation of theoretical and methodological training time at the University of Paris 8 and periods of acquisition of know-how in business, work-study is one of the devices of Lifelong Learning supported by the University of Paris 8 and its educational and engineering teams. It is organized around two specific employment contracts:

- the apprenticeship contract which is an employment contract that allows alternating periods of training in a company and in an apprentice training center. This type of contract is open to learners and young workers aged 16 to 29. Paris 8 University is recognized as an Apprenticeship Training Organization which monitors and manages apprenticeship contracts.
- the professionalization contract, which is a contract of employment concluded between an employer and an employee and that allows the acquisition – within the framework of continuing education – of a professional qualification (diploma, title, certificate of professional qualification, etc.) recognized by the State and/or the professional branch. The objective is the integration or return to employment of young people and adults.

This contract is open to:

- ❖ Young people aged 16 to 25 in order to complete their initial training;
- ❖ Job seekers aged 26 and over. Find out more about help in hiring a jobseeker over 26 years old and help in hiring a jobseeker aged 45 and over on a professionalization contract;
- ❖ Beneficiaries of the active solidarity income (RSA), the specific solidarity allowance (ASS) or the allowance for disabled adults (AAH);

Overall, Paris 8 offers 3 Technological University Bachelors (BUT) in apprenticeship via its two University Institutes of Technology. It also offers more than 30 apprenticeship training courses at Bachelor's and Master's level, in particular in IT Development, Economics-Management-Finance, Communication and Digital, Administration-Management-HR, Trade and International, Culture and Diversity, Law and Health, Management of territories. The Training Department centralizes the procedures relating to the distribution of offers, the contractualization and the administrative and financial monitoring of professionalization contracts.

3) **The University diplomas:** The DU (university diploma) is a diploma prepared at the university but which is not part of the traditional university diploma scheme. Unlike university bachelors and masters, it is not a national diploma. He is the only one not to be subject to an authorization from the Ministry of Higher Education. It is thus delivered directly by a French university, contrary to the other diplomas which are delivered in the name of the ministry.

Its recognition on the job market depends on the field concerned and its reputation acquired over the years with professionals. Its registration in the RNCP, National Directory of Professional Certifications, is a guarantee of the adequacy of the skills acquired with the labor market.

These university degrees are accessible to all bachelor's, master's or doctoral students... but not only. Attached to the university's continuing education service, the DUs are also open to people already in post, employees or job seekers.

In 2023, Paris 8 offers around ten university diplomas in various fields:

- The **University Diploma “Adult Trainer” (DUFA)** which is a professional certification that meets the needs of qualification, professionalization, integration of people (employees or job seekers) with experience, interested in the sector adult training.

- The **DU in Criminology (accessible face-to-face and remotely)** aims to prepare students for in-depth training in criminology but also professionals in the judicial or para-judicial professions (magistrates, police officers, lawyers, specialized educators, prison administration staff and Judicial Protection of Youth...) who wish to improve their knowledge in this area. The purpose of this diploma is to provide the tools for reflection for a better understanding of criminal etiology and to consider means of preventing and fighting crime. This diploma is only issued in a few universities in France and the training offers original lessons compared to traditional courses.
- The **diploma of higher studies of university of criminology** is a diploma prepared within the framework of the studies of law at the University of Paris 8. The DESU is part of the extension of the DU (level L3) of criminology and corresponds to the higher level (Master 1 level). It is designed for both students and practitioners of law, medicine, psychology and sociology. It is carried out in collaboration with the Institut Médico-legal de Paris.
- **DU Legal clinic - Justice, trial and procedure:** This diploma aims to prepare for the professionalization of law students, from the License 2 to the Master 2. Through contact with the organized public, and with the supervision of the team of teachers and professionals, it makes it possible to set up reception desks for the public, carry out analyzes of real cases and draft professional documents. It aims to prepare students for all legal careers. The Clinique Juridique Saint-Denis is a pioneer with this pre-professional training, complementary to the classical education delivered in Bachelor's and Master's degrees.
- **DU "Conduct of Associative Commitment: Administration and Development of Associations":** The program primarily aims to provide tools and methods for managing and developing an association or network of associations in line with the values of the social and solidarity economy. The program covers topics such as institutional, organizational, and managerial frameworks of associations, project management, human resource management, financial management, logistic management, and communication. It also aims to help students gain knowledge of existing networks and encourage their involvement in them, recognize and support student experiences and engagements, ensure the sustainability of associations on the territory, and train future association leaders.
- **DU European and international studies,** which aims at training executives familiar with European issues and community mechanisms for the sectors of culture, tourism, information, public or private companies and local authorities
- **DU Training in the fight against racism and anti-Semitism:** This training at the initiative of CERA (Centre for Education and Research against Racism and Anti-Semitism) is offered in partnership with the Interministerial Delegation for the Fight against Racism, Anti-Semitism and Anti-lgbt Hate (DILCRAH ) and the FMD (Foundation for the Memory of Deportation). At the end of this training, participants will be able to prevent conflict situations related to phenomena of racism and anti-Semitism and to deal with them.
- **DU Passerelle de FLE for students in exile in university integration:** The University Diploma in French as a Foreign Language is intended exclusively for refugee students and asylum seekers who are beginners or false beginners in French. This diploma aims to grant them a level of linguistic proficiency allowing their integration into French-

speaking higher education training, in order to resume studies interrupted or not started in their respective countries of origin.

- **DU Post-master - Challenges against inequalities in education (ECLIE):** This brand new University Diploma is aimed at holders of a Master's degree who are considering enrolling in a doctoral thesis but do not feel ready or whose project is not mature enough to give rise to thesis funding. . It also meets the needs of education professionals (teachers, social workers, cultural mediators, managers of partnership schemes, etc.) who want to resume studies without yet knowing whether they wish to do a thesis, move towards a CAFIPEMF or another course. It is open in initial training as well as in continuing education.

4) **The Institute for Distance Studies:** The Institute of Distance Education (IED) of the University of Paris 8 has been offering distance university courses since 1997 and welcomes more than 4,000 students each year in the following fields: psychology, law, education sciences and computer science. It allows to follow a university education in conditions compatible with the pursuit of a professional activity or any other form of constraint preventing the follow-up of a traditional education in face-to-face.

In addition to a complete course in psychology (bachelor and master), the training offer at the IED now includes the license in Law, the license (L3) and the master in Educational Sciences and the license in Computer Science. These are the same courses as those delivered face-to-face within the framework of the UFRs and/or corresponding departments. Other training courses should soon be offered remotely.

## **University of Konstanz**

The University of Konstanz implements lifelong learning policies through its Academy of Advanced Studies<sup>12</sup>. This is a unit in the University, which provides continuous training. It unites departments, teaching staff and university management and administration. The centre also tries to monitor the labor market and design programmes in accordance with the needs of the business and real-life working environment. It also works with external stakeholders to implement different training courses.

## **Roskilde University**

Roskilde University has mainly focused its lifelong learning activities on the part-time professional Master's and Diploma programmes that are part of the Danish adult higher education system. In 2022 Roskilde University established a central unit to further develop its lifelong learning activities across the whole institution in close collaboration with external stakeholders.

## **University of the Aegean**

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<sup>12</sup> Academy of Advanced Studies. University of Konstanz. Available at: <https://www.uni-konstanz.de/en/division-of-student-affairs-and-teaching/curricular-affairs-and-life-long-learning/life-long-learning/> ((accessed on 11.04.2023)).

**The Continuing Education and Lifelong Learning Center (CE-LLC)** of the University of the Aegean was founded in 2018. It is an academic unit that ensures the coordination and interdisciplinary cooperation in the development of education, continuing education, training, and lifelong learning programs in general. The establishment of CE-LLC is part of the overall strategy of the University of the Aegean and allows the continuation of the institution's activities in the context of Lifelong Learning, both in border areas and insular Greece, as well as at a national and international level, both by utilizing new technologies during the educational process, and through the organization of summer schools. The purpose of CE-LLC is the organization of all kinds of educational and training programs, in the non-Formal educational sector. In particular, the actions that are included are:

- the organization, development and provision of training programs, non-formal learning, continuing professional training, re-skilling, upgrading of skills, general education for adults, counseling, and professional guidance and in general lifelong learning programs for the students and graduates of higher educational institutions but also the general population;
- the provision of modern knowledge and skills based on the development of science, technology, the economy, and the changes brought about in the structure of employment by new professions and specialties;
- the organization, development, and provision of programs in the form of “winter” and “summer” intensive schools;
- the organization of conferences, and seminars, on issues related to the Centre's activities;
- the development and production of printed and digital educational material;
- the conclusion of contracts for the purpose of organizing and implementing programs for the training of personnel of private or public sector;
- the preparation of studies, on issues related to the activities of CE-LLC;
- monitoring progress in the field of lifelong learning, relevant European and national policies, institutional changes and regulations, as well as formulating proposals for educational policy and the development of lifelong learning;
- the manifestation of agreements regarding programs related to actions of the Centre;
- the collaboration of other Higher Educational Institutions (H.E.I.), Universities abroad, research and technological institutions and with other research and technological institutions with CE-LLC for the development of educational activities. More information about the lifelong programmes: <https://kedivim.aegean.gr/en/program-categories/>

**The UAegean Summer Schools** are based, since 2012, on the frontiers of research with a strong interdisciplinary perspective, within the fields of Humanities, Social Sciences, Environment, Science, and Business, aiming at PhD level, Master and Bachelor students More information: <https://kedivim.aegean.gr/en/summer-schools/>

## **New Bulgarian University**

The professional and continuous education at the New Bulgarian University is executed through the School for professional and continuous learning. The school sticks to the idea of lifelong learning and states that people learn throughout their lifetime.

This unit organizes professional mid-career trainings, different seminars, workshops, and other educational events for people of all ages and background. It has launched an online learning platform for distance courses<sup>13</sup>. The school also provides Bulgarian language courses

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<sup>13</sup> Online platform of the School of professional and continuous training at New Bulgarian University. Available at: <https://lll.nbu.bg/>(accessed on 11.04.2023).

for foreigners, as well as training for teachers of a foreign language. The courses are held throughout the calendar year and all practically-oriented.

One of the successful projects implemented by the School is a programme for teachers, who wish to learn the Montessori method. It was first implemented in 2016. Since then more than 300 teachers have graduated from the programme.

After the start of the war in Ukraine New Bulgarian University has launched a project for the integration of Ukrainian refugees. It provides online Bulgarian language courses to Ukrainian refugees, as well as seminars to get them acquainted with the legal environment in Bulgaria.

## **IV. Dissemination plan for lifelong learning initiatives**

Effectively disseminating the training offer of ERUA and its member universities in the field of lifelong learning requires several publicity actions and harmonization with the communication and network strategy of the Alliance. The following actions can promote better visibility of this training offer:

- Establish a common brand identity for lifelong learning: Develop a common brand identity for ERUA Lifelong Learning, in harmony with the graphic charter of the alliance, so that our training courses are more visible and easily recognizable.
- Create a common website: Create a dedicated section on the Alliance website as well as social network pages specific to this dimension of our catalog. These materials should serve as channels to present to the public the updated catalog of all courses offered by member universities, while providing clear information on the programs offered, admission criteria, tuition fees, deadlines and application procedures. The joint ERUA accounts on the main social media platforms will also be used to regularly share information on trainings, events, testimonials, ...
- Collaborate with companies and partner organizations to promote the training offered by ERUA member universities to their employees and network. As part of ERUA2 and the collaborations to be developed with our new associated partners, an effective strategy could thus be to carry out targeted communication aimed at local companies and professional organizations in our extended network, to offer them training programs tailor-made and professional development opportunities for their employees.
- Organize and participate in events (webinars, seminars, job fairs and networking events) to promote the training offered by ERUA and allow participants to discover the programs offered, meet teachers and students and ask questions. issues.
- Include ERUA's lifelong learning offerings in Alliance email marketing, include them in newsletters, and provide registrants with regular updates on programs offered by ERUA and/or each of these member universities.
- Measure the effectiveness of the dissemination plan using impact and audience monitoring tools, in order to assess engagement rates, adjust and improve the dissemination plan.

By implementing these strategies, ERUA will be able to promote its offer and reach a wider audience interested in lifelong learning. Working together as an Alliance reinforces this message and the impact of the Alliance, thereby increasing our reach and success in the field of lifelong learning.

## Sources used

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