

BOLOGNA SEMINAR ON RECOGNITION AND CREDIT SYSTEMS IN THE CONTEXT OF LIFELONG LEARNING

Praha, June 5 – 7, 2003

RECOMMENDATIONS

To higher education institutions and others

Higher education institutions and others should:

- reconfirm their historical commitment to, and reconsider their approach and relationship to, lifelong learning, bring learning closer to the learner and interact more with local communities and enterprises;
- adopt internal policies to promote the recognition of prior formal, non-formal and informal learning for access and study exemption;
- reconsider skills content in courses and the nature of their study programs;
- use the Diploma Supplement, ECTS credits and skills portfolios to record learning as well as to facilitate individual learning paths;
- express all qualifications in terms of explicit reference points: qualifications descriptors, level descriptors, learning outcomes, subject related and generic competencies;
- integrate lifelong learning into their overall strategy, global development plan and mission;
- develop partnerships with other stakeholders.

To public authorities responsible for higher education

Public authorities responsible for higher education should:

- clarify and define their goals with regard to lifelong learning and develop appropriate implementation strategies;
- develop new style national qualifications frameworks that integrate forms of lifelong learning as possible paths leading to higher education qualifications, as well as access qualifications, within this qualifications framework;
- take appropriate measures to ensure equal access to and appropriate opportunities for success in lifelong learning to each individual in accordance with his/her aspirations and abilities;
- ensure the right to fair recognition of qualifications acquired in different learning environments.
- encourage higher education institutions to develop and implement lifelong learning policies and measures the measures and support them in their endeavors;
- apply appropriate methods for the evaluation and, where appropriate, accreditation of various forms of lifelong learning.

To international institutions and organizations

International institutions and organizations should:

- through the ENIC and NARIC Networks, seek to develop international good practice to promote the recognition of qualifications earned through lifelong learning paths, as far as possible using the provisions and principles of the Lisboa Recognition Convention;
- where appropriate and needed, develop international instruments to facilitate such recognition;
- bring together existing experience with national qualifications frameworks with a view to facilitating the development of further national frameworks as well as a qualifications framework for the European Higher Education Area that would encompass lifelong learning paths.
- support and develop projects furthering the integration of lifelong learning paths within qualifications frameworks, improved description of lifelong learning paths and improving the opportunity of learners to follow the paths thus established;
- stimulate networks working in this area.

To the Berlin Higher Education Summit

The Ministers of the Bologna Process, meeting for the Berlin Higher Education Summit on September 18 – 19, 2003 may be invited to:

- launch work involving all appropriate stakeholders on a qualifications framework for the European Higher Education Area encompassing the wide range of lifelong learning paths, opportunities and techniques and making appropriate use of the ECTS credits. In entrusting the Bologna Follow Up Group with the organization of this endeavor, they should encourage cooperation between the development of this framework and the work of the Brugge-København Process in vocational education and training;
- underline the importance of improving the possibilities of all citizens to follow the lifelong learning paths established within qualifications frameworks in accordance with their aspirations and abilities and entrust the Bologna Follow Up Group, in time for the 2005 Ministerial Conference, with exploring how this goal may be achieved.