



**Plate forme de la société civile pour l'éducation tout au long de la vie  
European Civil Society Platform on Lifelong Learning**

**CONTRIBUTION OF THE EUCIS-LLL PLATFORM ON THE « TRÜPEL REPORT »**

A proposal for a recommendation on the definition of key competences for lifelong learning elaborated by the European Commission was sent to the European Parliament. This proposal was the object of a report by Madam Trüpel from the Culture and Education Commission of the European Parliament.

The fundamental issue is at the same time to define those key competences and to see if they can be integrated into training programmes that concern young people and adults.

This approach is linked to the Lisbon process and is a constituent part of the "Education and Training 2010" programme.

The platform wishes to share its position on this initiative in the debate that emerged.

It reaffirms its own belief on the necessity that all European citizen be endowed with the capacities that are likely to help him/her become effectively an "apprentice of lifelong learning", who knows how to take the best of formal, informal and non-formal apprenticeships that come out from the educative, professional and personal situations in which the individual is immersed.

It reaffirms its attachment to a conception of lifelong training that is not excluding for individuals, which means that it is focused on personal development as well as on professional development, that it is directed to the citizen as well as to the "producer". Indeed, the Lisbon process could, if certain equilibrium are not respected, turn the efforts mainly towards immediate employability and limit in a certain way the possibilities of intervention.

It reaffirms its attachment to an approach that is not limits to initial education but integrates all the ages of life at a same level of esteem and involvement, which supposes to mobilise important means notably concerning the publics that are the most far away from training and qualification.

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***Figures :***

- 40 European countries,*
- 54 500 for training and education venues,*
- 2 350 000 professionals and volunteers,*
- 62 000 000 concerned persons.*



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As regards the very generalist character of the propositions so far, the platform shares its fears. They concern :

- On the very heterogeneous character of the proposed competences. If the possession of certain competences seems immediately perceptible by the majority of the publics, others are not likely to generate an immediate interest, as the public at large does not necessarily feel a need for them. One needs to be very careful here on the different approaches that will obviously appear between publics from initial training for whom the acquisition of these competences can be integrated into training programmes and publics from lifelong learning for whom the approach is based on a voluntary basis and on the basis of the recognition of prior learning.
- On the lack of information on concrete modalities, for example will each of these levels be associated to levels? Will there be several levels of skill? Will a basic level be required?
- On the recognition systems that are likely to be implemented: will skills identification be realised through the classic recognition systems? Are specific recognition systems planned, for example under the shape of portfolios? Is the link with EUROPASS planned? ...
- On the finalisation of the targeted competences according to national or regional cultures, to personal or professional situations, to the characteristics of the publics that are the most likely to benefit from this measure.
- Finally, the platform wonders about the links likely to be established between the construction of these key competences and the European Qualification Framework. Following the European consultation, some descriptive elements allowing to identify each level have been specified. Key competences are not part of it. This can be understood as it is very difficult and even hardly conceivable to assign a level to these competence. The platform is strongly reluctant to the idea of introducing a standardisation of these competences.

Jean Marc Roirant,  
President of EUCIS-LLL platform,  
28 August 2006

***The members :***

***ACC*** : Association for community colleges.

***AECEE*** : Association des états généraux des étudiants de l'Europe.

***EAEA*** : European association for education of adults.

***ECSWE*** : European Council for Steiner Waldorf Education.

***EFFE*** : European federation for freedom in education

***EfVET*** : European forum of technical and vocational education and training.

***EUCEN*** : European Universities Continuing Education Network

***EURO-WEA*** : European workers education association.

***EVTA*** : European vocational training association.

***FECC*** : European federation for Education and culture

***SOLIDAR*** : European platform on social affairs, international solidarity and lifelong learning.