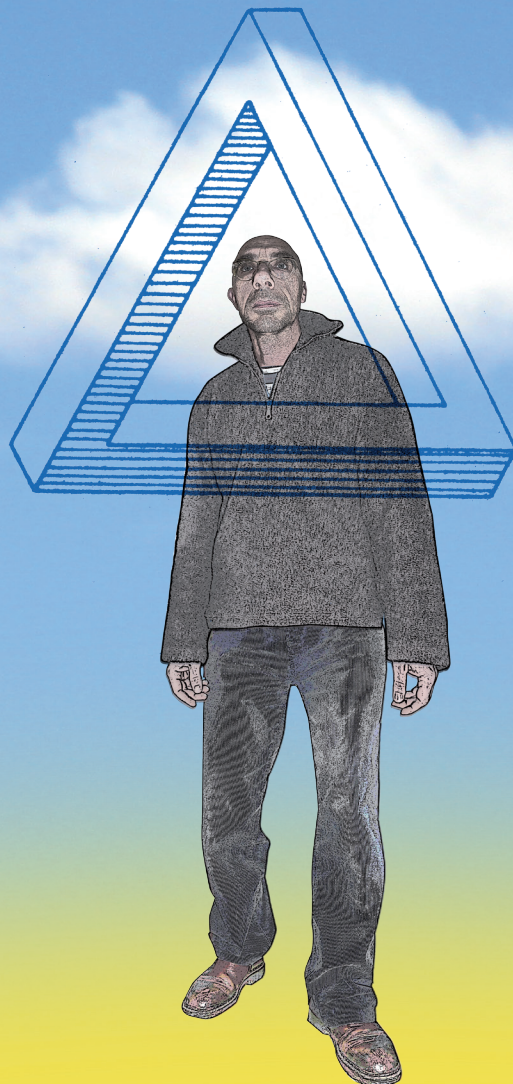




Tertiary Lifelong Learning for People in Mid-Life



Higher Education in a Changing World

The European society has deeply changed in the last decades by:

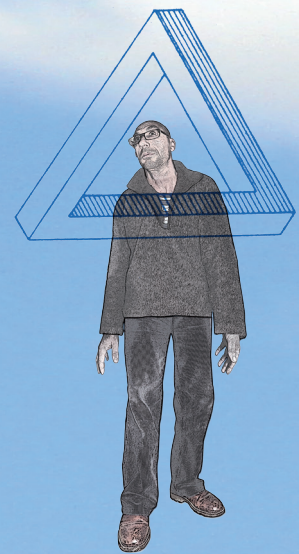
- The **aging of the European population**, to which the EU governments has react changing the economic and social policies, delaying the age of retirement and putting barriers to the early retirement, so that the real working life of the European population became and will become longer.
- The **increasing education level**: the rate of people between 15 and 74 years with a qualification certificate equivalent to higher education (ISCED 5-6) has grown only between 2000 and 2007 in the EU from 20,6% to 25,1%.
- The **increasing social and labour risks** of the population due to he social and economic dynamics towards a globalized knowledge society.
- The **need of lifelong and lifewide learning**: The social and economic dynamics demand a constantly upgrading of the knowledge, competences and aptitudes of the people during their whole social and working life.

The social function of higher education

Education and learning is considered essential part of the economic and social policies. The new European strategy EUROPE 2020 stressed the importance of education and learning for the competitiveness in the globalised economy, and for social cohesion in Europe. Higher education has a considerable function to achieve both objectives.

THEMP (Tertiary Higher Education for People in Mid-life) is oriented to one of the most important challenges of the European society:

How the constant upgrading of the competences and aptitudes of the population can be organized aimed to reduce the old and new social risk?



Challenge of the Higher Education Systems

- opening the access for new collectives, especially for adults learners,
- designing new and flexible learning trajectories taking into account prior learning and professional experience;
- create flexible learning environments conciliating family and working life with formal learning opportunities; and
- the adaptation of the learning and teaching methods to the characteristics of adult learners.

This requires closer relations to enterprises and other stakeholders aimed to design adequate programs for students with professional experience, but also to detect learning needs and to evaluate the social efficiency of the tertiary lifelong learning programs.

Tertiary Lifelong Learning for People in Mid-Life

THEMP focuses on a specific group of people, those who are older than 40 years considering that

- they are more and more exposed to social and labour risks;
- their inclusion in lifelong learning programs is still an open question in the strategy of the European Union and its member state.

The project addresses a specific form of learning – the higher education – considering that

- the population disposing a higher education certificate is always more relevant and in so far it is important offering lifelong learning at this level of education and learning;
- the role of the universities and other higher education institutions in the lifelong learning programs will increase in the next years;

THEMP proposes an analysis of tertiary lifelong learning strategies for persons with large professional experience and their contribution to the improvement or maintenance of labour market positions and quality of life.

THEMP pays special attention on periods of labour transition as i.e. changes of the work place in the same enterprise or between enterprise, but also the adaptation to the changes in the actual work environment and the re-entry in the labour market after a period of unemployment.

THEMP proposes the use of an approach of economic, human, cultural and social capital to measure the situation of the adult learners, to analyse what they need in the future to improve or maintain their labour situation, which is necessary to achieve the desired quality of life.

Objective

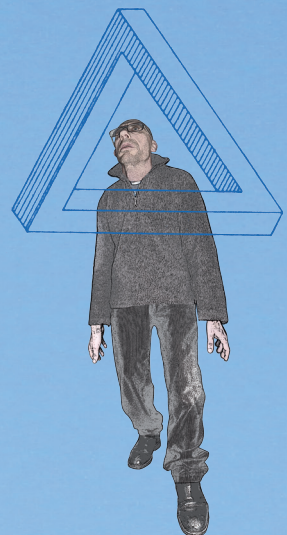
THEMP analyses tertiary lifelong programs at universities in 7 EU-member states. It provides a description of the landscapes of tertiary lifelong learning in these countries, but the core contributions are case studies of at least three universities in each country.

The project offers:

- a) an analysis of the weak and strong points of their lifelong learning activities of the cooperating universities ; and
- b) the development of tools and procedures to detect lifelong learning needs and to evaluate the social efficiency of their programs.

Both, the analysis and the development of tools and procedures, requires a tight cooperation with universities. Besides the series of interviews with institutional responsables, stakeholders, teachers and students, THEMP will organize a series of seminars of mutual learning so that the cooperating universities can interchange experience and participate actively in the analysis and development.

Project Duration: 01/01/2011 – 31/12/2013



Partnership

Spain



Fundation Conocimiento y Desarrollo (Coordinator)



University Rovira i Virgili - Tarragona



Netherlands

Plato – University Leiden



Italy

University Modena Reggio Emilia



Czech Republic

Navreme Boheme



Hungary

Institut of Sociology - Hungarian Academy of Science



United Kingdom

University Glasgow



Germany

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More Información at

www.themp.eu