

Working group I

Lifelong learning agenda at the
centre of institutional strategies?

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Setting the scene

- 6 issues/themes emerging from the morning session
 - Separation-integration: double separation: initial vs continuing education and the organisational perspective
 - Competition of priorities
 - Partnerships
 - Economy of LLL
 - Flexibility in courses, administration, delivering teaching and services
 - Strategy of implementation

Findings from Trends V

- A majority of the UNIV see LLL as a high priority but few are responding proactively and it is rarely a central strategic priority
- LLL is important and therefore it is a challenge to HE to broaden access and increase participation and to diversify educational offer
- We need to further explore some issues:
 - The role of LLL as a concept and a strategy in promoting innovation and regional development
 - Importance of the new learner centred paradigm
 - Validation of prior learning
 - Education/learning as a never ending process

Trends V continued

- Starting points for the development of a European Lifelong Learning University charter:
 - Responsibility of UNIV for regional innovation
 - What incentives for diversifying educational offers
 - New use of the Bologna tools
 - New understanding of the quality/equality relationship
 - Development of guidance and counselling

Hungary LLL strategy

- There is a Hungary LLL strategy defining objectives and priorities but there is no time frame or quantitative targets
- It is focused on developing basic skills in school education, improving access to education and training for all and enforcing quality at all education and training levels: school curricula based on the key competences, reducing differences in schools performance, developing quality management,
- Improving synergies between all levels and forms and the different education and training sectors: importance and challenge of developing of a NQF

Hungary LLL strategy HE

- HE LLL strategy equalizes implementation of the LLL strategy and the implementation of the Bologna process
- Achievements:
 - New HE act, developing 3 cycle degree structure, credit system,
 - Developing study programmes on the basis of LO
 - HEI have to develop institutional development plans including LLL objectives
- Future:
 - In 2008 impact assessment
 - HEI will be increasingly confronted by the new challenges

We are at the beginning not at the end of the road.

Discussions

- Incentives for Universities: what could be incentives and what should the government do?
- Funding that supports LLL
- To create a coherent framework for LLL including credit rating systems, flexible learning paths, rewarding excellence in the three missions of the university
- To have in place a QF
- To adopt learning outcomes for articulating study programmes
- Criteria for QA should include LLL criteria

Discussions continued

- Is there a deeper ideological struggle between the traditional idea of a university and the idea of a university for the purpose of the knowledge-based economy?
- LLL and the stratification of HEI: what are the reasons for a (research) university to develop a LLL strategy: are there more than two reasons: an ideological one and a financial one
- Will LLL remain at the periphery within research universities? Is that good or bad for LLL?
- The choice to develop a LLL strategy at the institutional level should be a positive choice (opening up to new targets groups and to more students) and not a negative choice (LLL as a source for revenues)

Discussions continued

- Hungary: declining student numbers will stimulate HEI to look at other students but also in other countries: market pressure will increase due to the shortage of students
- What does a growing participation mean for LLL? LLL is about:
 - Widening participation
 - Professional development
 - Developing new professional master programmes
 - E-learning and distance learning
- Can we distinguish two segments in the HE LLL market: low skilled people and the people who are already graduated?
- We don't have a common understanding of LLL.

Concluding

- Preliminary to the implementation of a LLL strategy we should be convinced to go that way: we have to make an analysis of our environment
- There is no clear articulated demand but universities should be able to respond to demands by providing opportunities and possibilities to individuals and companies
- Not too much focus on models. We are just starting and we have to accept diverse approaches depending on the context.
- Universities can add value to LLL: univ can offer research based training and training based on the new developments
- A lot of things are already happening within the universities and therefore we can be optimistic