

Engaging in Lifelong Learning:

Shaping Inclusive and Responsive University Strategies

The Engaged University – Shaping Inclusive and Responsive University Strategies











Lifelong Learning Programme



Change drivers:

- Growing interest in LLL at national and institutional levels
 - Demographic change
 - Growing need for tertiary educated populations
 - Stress on skills and employability
- Bologna Process
 - Social dimension: diverse students, greater access
 - Student-centred learning, flexible learning paths
 - Learning outcomes, ECTS, modularisation, recognition of prior learning, Masters
- 2008 European Universities Charter for LLL



European Universities' Charter on LLL

European Universities commit to...

Embedding concepts of widening access and LLL in institutional strategies

Providing education and learning to a diversified student population

Adapting study programmes to enhance widening participation

Providing appropriate guidance and counselling service

Recognising prior learning

Embracing LLL in quality culture

Strengthening the relationship between research and teaching in a perspective of LLL

Consolidating Bologna reforms & tools to promote flexible learning environment

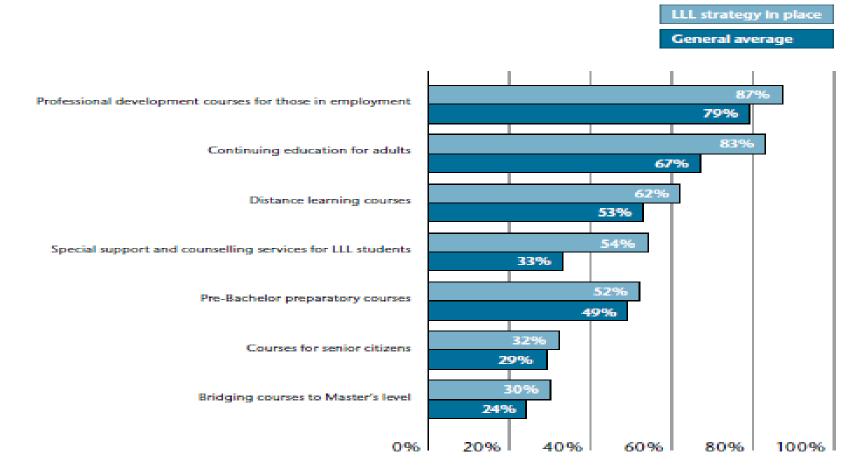
Developing partnerships at local, regional, national and international level

Acting as role models of LLL institutions



Trends 2010

Table 23. Q42. Does your institution offer any of the following?







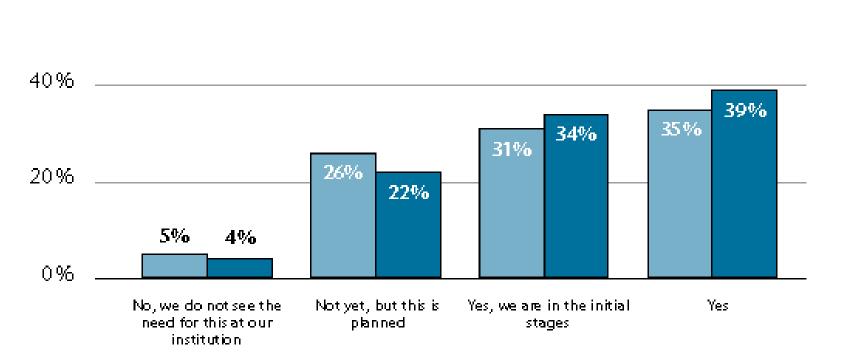
60%

Trends 2010

Table 22. Q41. Has your institution developed an overall strategy regarding Lifelong Learning (LLL) initiatives?



TRENDS 2010





The SIRUS project

• 29 universities from 18 European countries (16 EU, plus Russia and Georgia)

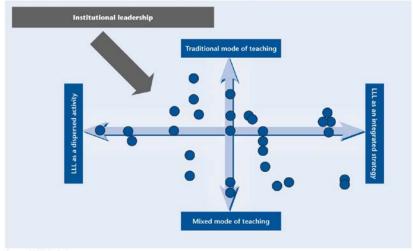
• Main aims:

- Assess the implementation of the Charter re. the "10 commitments" of universities
- Share best practices
- Support institutional strategic developments that would put LLL at the centre

Strategy development

Project start

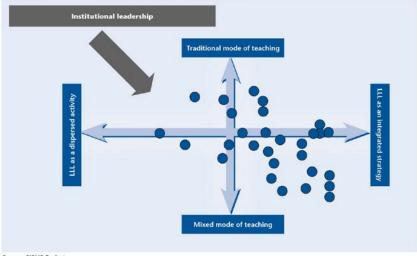
Figure 15: Institutional strategies at the beginning of the project



Source: SIRUS Project

Project end

Figure 16: Institutional strategies at the end of the project



Source: SIRUS Project



Results: Framework conditions and success factors

- National level: Legal framework and policy support
 - National policies on access and widening participation
 - Sustainable funding
 - Student-centered learning, recognition of prior learning
 - Institutional autonomy

Local level:

- Mapping out regional development needs
- Cooperating with stakeholders
- Establishing partnerships with university and non-university partners

Institutional level:

- Leadership engagement
- Staff commitment: changed role of academics working in teams
- Strategy



Results:

Typical developmental phases for LLL

• The adaptation stage

The organisational stage

The cultural stage

HISTORICAL MODEL OF UNIVERSITY LIFE

Separate Silos

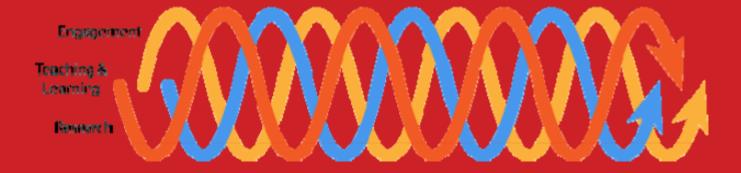
Teaching

Research

Public Service

INTER-CONNECTED ENGAGEMENT MODEL

Discovery, Learning, Engagement:
 A direct, two-way interaction where partners learn together, discover new knowledge, and achieve mutual benefits.



Our teaching, learning and research activities are strengthened through collaborative knowledge-exchange relationships.



Potential benefits of LLL for research institutions – Georg Winckler

- "Expanding concepts of learning and knowledge
- Making educational structures more flexible
- Upstream strategies: new subjects, interdisciplinary research
- Non-linearity of the research process: '...by questioning the linearity and predictability of the research process, it called into question definitions of applied as well as pure research...' (Nowotny et al.) "



The engaged university:

• The engaged university – a way of bringing coherence to the various responsibilities of universities:

The "civic" or "engaged" university is managed in such a way as to facilitate wide engagement with its local and regional environment and positions itself strategically"