

Inclusive and responsive universities - ensuring Europe's competitiveness

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A lifelong learning strategy for Europe's universities

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External drivers of change

- ✓ The increasing speed of globalisation
- ✓ The demographic transformation of Europe into ageing societies
- ✓ Demand for new skills
- ✓ The rapid pace of technological change
- ✓ Autonomy and governance
- ✓ European reform processes: EHEA, ERA, BP
- ✓ International growth in participation rate

Internal drivers of change

- ✓ Leadership
- ✓ Funding
- ✓ Massification
- ✓ Ageing staff
- ✓ Diversification of mission – adoption of teaching methods
- ✓ Employability

Diversity

“Europe’s universities accept their public responsibility for promoting social equity and an inclusive society. They are making great efforts to widen the socio-economic basis of their student populations; they are dedicated to ensuring access and giving opportunities to succeed to all those who are qualified and have the potential to benefit from higher education. Success in this task requires partnership with governments and other parts of the educational system.” (Lisbon Declaration)

Partners

- Governments
- Employers
- Students
- Organisations
- Parents

Strategy

- ✓ Know your audience
- ✓ Cooperate with your stakeholders
- ✓ Provide incentives for reaching new audiences
- ✓ Create communities of learners:
- ✓ Support diversity of practices
- ✓ Reach the institutional potential by enhancing quality and competitiveness
- ✓ Support the close interaction between education, research and innovation

Create a culture

- ✓ Acknowledge all students who can benefit from higher education
- ✓ Support all students to reach their highest potential
- ✓ Discover and build on existing practices
- ✓ Develop new practices
- ✓ Initiatives to support diversified communities of learners

Portfolio

- Initial education: degree (full-time, part-time)
- Continuing education, up-grading, personal fulfillment
- Community of learners
- Student guidance and counselling
- Career guidance
- Alumni
- Fees
- Quality

Bologna Tools

- ✓ New degree structure based on students-centered learning, learning outcomes, modularisation, credits and accumulation, recognition of prior learning
 - ✓ Guidance and Counselling, before, during and exit
 - ✓ Diploma Supplement and the National Qualification Frameworks
 - ✓ Quality and accountability
- Can also be used for:
- ✓ Differentiated educational offer with clear learning outcomes

Definiton of lifelong learning?

- The charter has asked for a definition or a common understanding?
- Widening participation – promote inclusiveness
- Diversified communities of learners
- All formal, non-formal and informal education
- Common terminology – including all learners from the ones pursuing learning for pleasure to degree-students, researchers and the up-graders?

BUT it is for each and every European university to define in their unique local, regional, national or international context the provision of formal, non-formal and informal learning throughout a citizens life.

Communicate

- with the society, not only governments, but all stakeholders
- the BP goals, but also the possibilities - our stakeholders often have very little knowledge of the sweeping reform processes that have taken place in Europe
- the wealth of high quality formal, non-formal and informal education available on a broad scale in Europe
- Europe's universities charter on lifelong learning

Back to the future

« There is a trend emerging among those that do have a policy to place at its centre that life long learning is either 'prioritised in the same way as ordinary education' or that it provides the broader framework within which all other education activities are then situated. »

« If Europe does succeed in harmonising its learning potential and generating the ideas needed to contribute to global prosperity, diminished inequalities and global governance, other parts of the world may look to the old continent with new eyes. »

Mary O'Mahony, EUA 2001