

LLL

the new challenge for HEIs

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Four questions

- Why the LLL perspective is so crucial now for our societies?
- What is the specific role of HE?
- How to move from rhetoric to practice?
Which initiatives have to be taken?
- What are the conditions to meet?

1 Why LLL?

Six major external drivers of change

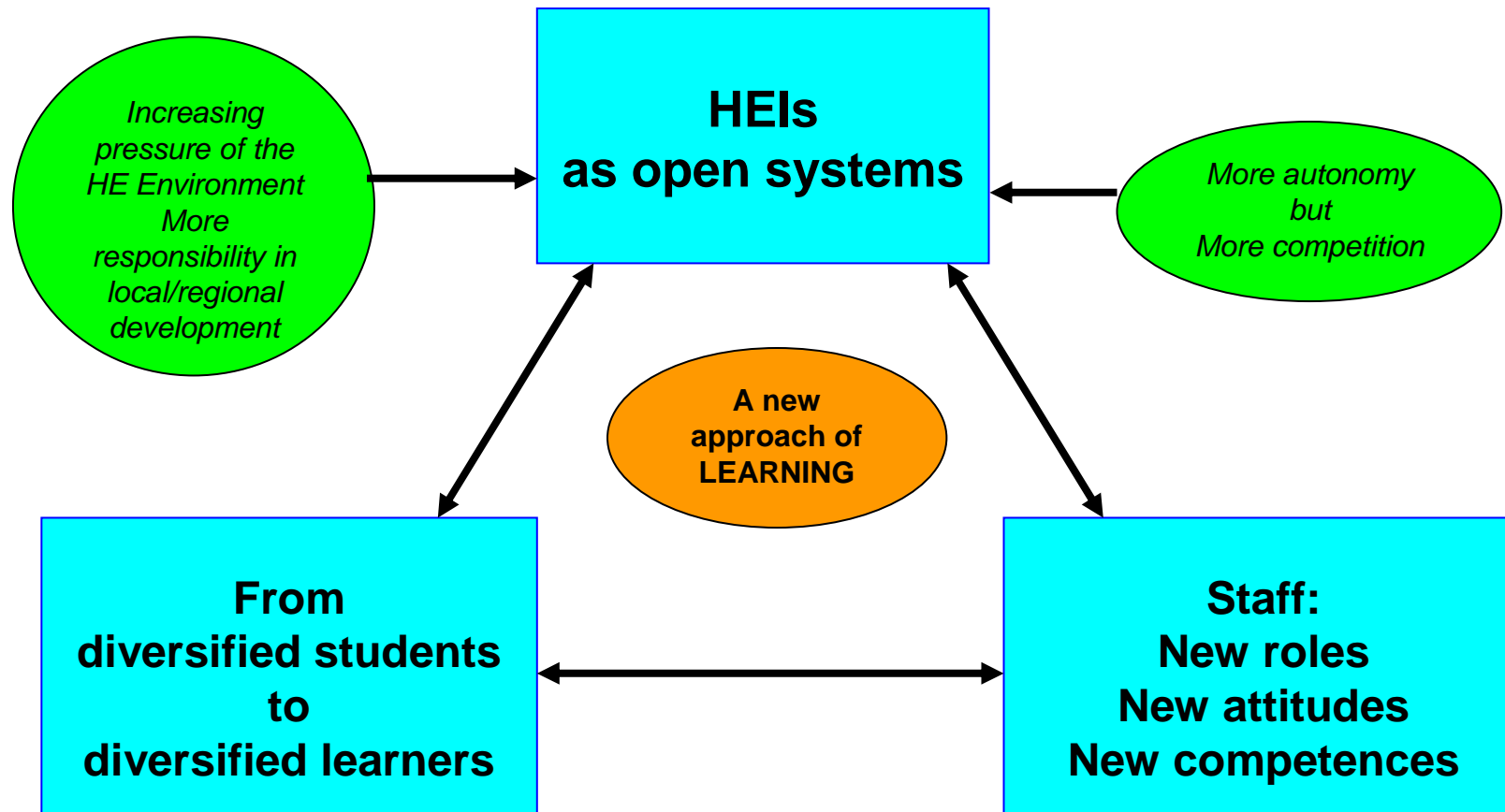
- The explosion of the volume of knowledge
- The speed of technical, organisational and methodological changes
- The multiplication of the opportunities of learning
- The challenges arising from globalisation
- The higher pressure of stakeholders: companies but also regions and local authorities calling for more active and concrete contribution to local development
- The demographic change

2 The specific role of HEIs

What is the impact of these changes on HEIs?

- Changes in the triangle linking the institution, the staff and the students
- Changes in the context in which HEIs operate
- Changes in the conception of learning

A vision of HE



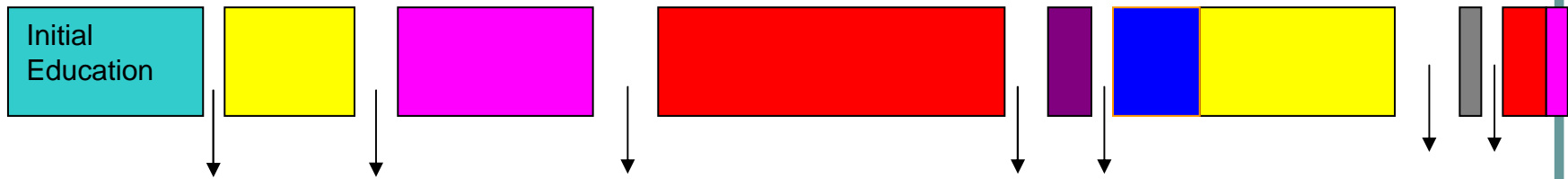
The HEIs: long term services providers

- HEIs have now to offer long term services to be delivered during the lifespan of students: to ensure continuity in discontinuity
- Services provided at place and time specified by the « client-student »
- This means:
 - Not only to update their knowledge or contribute to CPD
 - But to build an integrated knowledge articulating what participants have learnt by themselves and HEIs' provisions based on new developments in sciences and technologies

TRADITIONAL PROFESSIONNAL PATHS



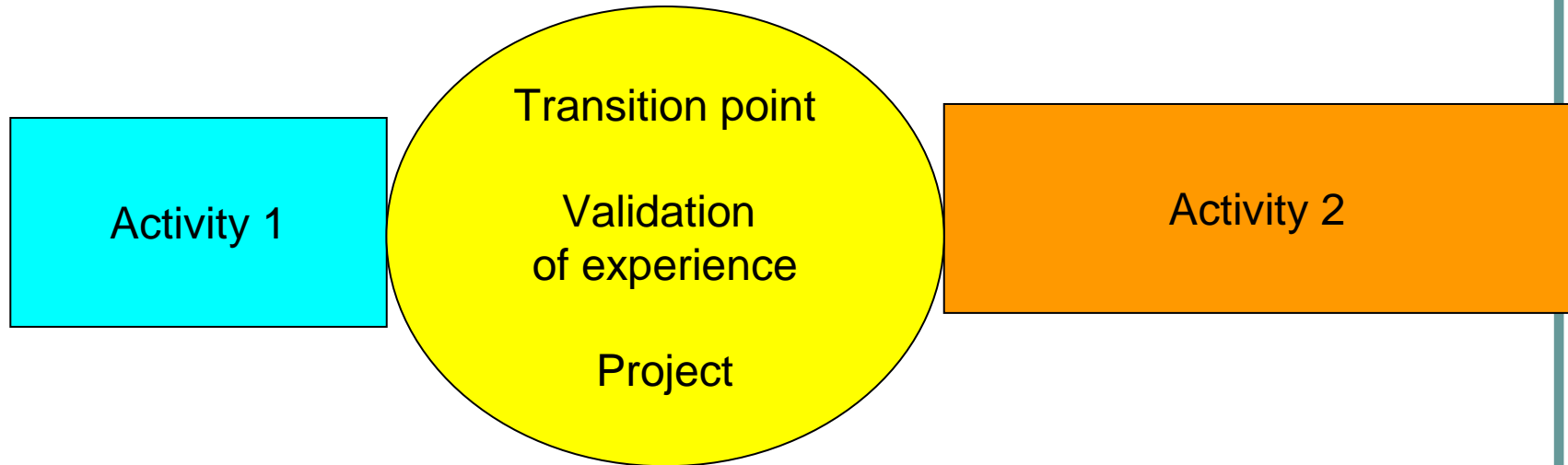
NEW PROFESSIONAL PATHS



Professional insertion

Transition points

New role for HEIs



A learner-centred approach

- A necessity if we consider the diversity of learners, of individual backgrounds, of external learning opportunities
- A system based on learning outcomes making more clear the objectives, making possible recognition and validation, facilitating mobility,...
- Design a system which allows continuity and progression between levels, institutions, sectors

A flexible organisation to welcome students of all ages

- Mixing populations
- Taking advantage of the diversity of learners (diversity as a chance and a resource)
- Credits as a basis
- More open administrative approaches, not necessarily based on the academic year
- Distance and open learning

New and diverse services to more diverse learners

- Access arrangements: validation of non formal and informal learning, recognition of prior learning
- Guidance and counselling: help in definition of individual project and individual routes in HEIs
- Tutoring: pedagogical supports in learning pathways
- New roles for staff and teachers
- New ways of funding: a new funding model
- To prepare and help our students to become « lifelong learners »

3 The current answer of HE

Next steps?

The position of EUA

The University LLL Charter

EUA: the University LLL Charter

November 2008

- 1 Embedding concepts of widening access and lifelong learning in their institutional **strategies**
- 2 Providing education and learning to a **diversified** student population
- 3 **Adapting study programmes** to ensure that they are designed to widen participation and attract returning adult learners
- 4 Providing appropriate **guidance and counselling** services
- 5 **Recognising** prior learning

- 6 Embracing LLL in **quality culture**
- 7 Strengthening the relationships between **research** teaching and innovation in a perspective of LLL
- 8 Consolidating reforms to promote a **flexible and creative learning environment** for all students
- 9 Developing **partnerships** at local, regional and international level to provide attractive and relevant programmes
- 10 Acting as **role models** of LLL institutions

The position of EUCEN

The Leuven recommendations

March 2009

- 1 **Intensify the reflection** at all levels in HEIs on what it means to become a lifelong learning organisation in practice
- 2 Develop intensive and comprehensive **research in LLL** to support, feed and guide the implementation of a LLLU
- 3 Exploit the opportunities offered by the **Bologna Process** (credit system, learning outcomes, validation of non formal and informal learning,...) to provide flexible learning paths and continuous guidance, to ensure continuity and progression
- 4 Build a **learner centred educational model** of management for LLL, integrating pedagogical, organisational and financial dimensions
- 5 To ensure that curriculum partnerships are part of the quality assurance of the HEI

- 6 To develop validation of non formal and informal learning and increase the investment in services provided to learners: **guidance and counselling**, support programmes, e-learning,...
- 7 Improve their understanding of the various **partnerships and collaborations** that exist in their institutions
- 8 **Communicate** more effectively, internally and externally, their new strategies, reforms, services,...
- 9 Develop the concept of a “**networked university**” involving a range of external stakeholders
- 10 To develop platforms, joint staff development and funding streams to support the networking

The next steps proposed by
EHEA and Europe...

Leuven Communiqué

- LLL involves obtaining qualifications, extending knowledge and understanding, gaining new skills and competences or enriching personal growth
- LLL implies that qualifications may be obtained through flexible learning paths, including part-time studies, as well as work based routes.
- The implementation of LLL policies requires strong partnerships between public authorities, higher education institutions, students, employers and employees.
- Successful policies for LLL will include basic principles and procedures for recognition of prior learning on the basis of learning outcomes regardless of whether the knowledge, skills and competences were acquired through formal, non-formal, or informal learning paths.

E&T 2020

LLL is a strategic objective based on:

- The development of NQF
- More flexible learning pathways with better transitions between sectors and institutions
- The promotion of adult education et of guidance systems
- The development of new educational provisions.

4 The conditions to meet

Institutions

- To adopt a new vision: redefining the mission of HEIs in LLL
- To adopt an institutional strategy, but which space for LLL in a global competition between HEIs?
- And then to adopt a pedagogical and administrative and financial organisation dedicated to this perspective
- To adopt a networked approach

To convince our rectors or directors that LLL is a key for excellence

- LLL as an alternative road towards excellence
- LLL a way to become more attractive for learners, more inserted in a Region, gaining more funding,...
- LLL a contribution to economic and social development, to equity and social insertion, to sustainability,...

Individuals

- To convince and prepare them to become lifelong learners :
 - to adopt new attitudes (to take advantage of personal and professional experiences, self assessment,...)
 - to consider themselves as involved in a « learning community » offering permanent services or opportunities

Teachers

- Guides to sources of knowledge more than lecturers
- Providing selection, organisation, critic, hierarchisation, formalisation of knowledge gained in different settings, most of time informally
- How to face the need for more individualised learning plans?

Governments

- Do they encourage this vision of HEIs or are they more aware of « traditional » approaches?
- Do they reflect on new regulations?
- Do they think about new ways of funding?

Thank you for your attention