

# Engaging in Lifelong Learning: Shaping Inclusive and Responsive University Strategies

By Hanne Smidt and Andrée Sursock

## SIRUS

SHAPING INCLUSIVE AND RESPONSIVE UNIVERSITY STRATEGIES



Copyright © by the European University Association 2011

All rights reserved. This information may be freely used and copied for non-commercial purposes, provided that the source is acknowledged (©European University Association).

Additional copies of this publication are available for 20 Euro per copy.

**European University Association asbl**

Avenue de l'Yser 24  
1040 Brussels, Belgium  
Tel: +32-2 230 55 44  
Fax: +32-2 230 57 51

A free electronic version of this report is available through [www.eua.be](http://www.eua.be).

With the support of the Lifelong Learning programme of the European Commission. This publication reflects the views only of the author(s), and the Commission cannot be held responsible for any use which may be made of the information contained therein.

ISBN: 9789078997283

# Engaging in Lifelong Learning: Shaping Inclusive and Responsive University Strategies

By Hanne Smidt and Andrée Sursock

## SIRUS

SHAPING INCLUSIVE AND RESPONSIVE UNIVERSITY STRATEGIES



# Contents

<b>Foreword</b> .....	6
<b>Acknowledgements</b> .....	7
<b>List of acronyms</b> .....	8
<b>Part 1 – Introduction</b> .....	10
1.1 Framing the report.....	10
1.2 The SIRUS project .....	12
1.3 Report structure .....	14
<b>Part 2 – Setting the scene: lifelong learning - a new old concept</b> .....	15
2.1 Toward a student-centred learning approach.....	16
2.2 Widening access and participation.....	18
2.3 Addressing lifelong learning in a regional context.....	22
<b>Part 3 – Engaging in lifelong learning at institutional level</b> .....	25
3.1 The development of lifelong learning at institutional level.....	25
3.2 Voices of European universities: addressing the challenges of implementing the European Universities’ Charter on Lifelong Learning .....	26
<b>Part 4 – A strategic approach to implementing lifelong learning</b> .....	51
4.1 Framework conditions: funding and legislation .....	51
4.2 Key aspects for developing and implementing institutional lifelong learning strategies .....	52
4.3 Implementation issues .....	57
<b>Part 5 – Conclusion: The engaged university</b> .....	60
5.1 Engagement .....	61
5.2 Conclusions .....	64
<b>Annex I – List of SIRUS project partners</b> .....	66
<b>Annex II – List of participating universities</b> .....	68
<b>Annex III – Institutional Presentations</b> .....	69
<b>Annex IV – The presentations given at SIRUS seminars</b> .....	97
<b>References</b> .....	98

# Table of figures

---

Figure 1:	Organisation of widening participation model 1 .....	19
Figure 2:	Organisation of widening participation model 2 .....	20
Figure 3:	Student life cycle model .....	21
Figure 4:	Strategic alliance .....	23
Figure 5:	Learner’s personal project development at UVSQ .....	34
Figure 6:	Demand driven model of the University of Camerino .....	43
Figure 7:	Strategic objectives system of the Wroclaw University of Technology .....	46
Figure 8:	Supporting legislation on LLL in the 18 countries of the SIRUS institutions .....	51
Figure 9:	Government funding for the development of LLL in the 18 countries of the SIRUS institutions .....	52
Figure 10:	Recognition of prior learning in the 29 SIRUS institutions .....	53
Figure 11:	Flexible study structures and open and distance learning in the 29 SIRUS institutions .....	55
Figure 12:	Building external partnerships in the 29 SIRUS institutions .....	56
Figure 13:	Organisation of lifelong learning in the 29 SIRUS institutions .....	57
Figure 14:	LLL and internal quality assurance in the 29 SIRUS institutions .....	58
Figure 15:	Institutional strategies at the beginning of the project .....	60
Figure 16:	Institutional strategies at the end of the project .....	61
Figure 17:	Higher education drivers for change .....	62

---

# Foreword



*Lifelong learning has been on the European agenda for more than a decade, but the recent economic and financial crisis and demographic changes in Europe have made it a priority for European universities. It is in this context that this report addresses the specific challenge faced by European universities to prepare citizens for their role in society and the economy by providing educational opportunities for professional and personal development.*

*The European Universities' Charter on Lifelong Learning, adopted in 2008, provided the starting point of a project entitled "Shaping Inclusive and Responsive University Strategies" (SIRUS), which examined the processes of designing, adopting and implementing new strategies for lifelong learning from the perspective of higher education institutions.*

*29 universities from 18 different European countries have shared their experiences of creating or updating an institutional strategy for lifelong learning. They provide concrete examples of how universities are addressing these issues and the success and obstacle factors that they have encountered along the way.*

*It is hoped that their experiences documented in the present report can inspire other European universities to address actively the challenges of widening access and participation and lifelong learning. The project results indicate that, while national legal and financial frameworks play an important role for universities in the development of institutional strategies, the single most important push factor has been the active engagement of the university leadership in creating inclusive and responsive university strategies.*

*On behalf of the project consortium, which included the European Association of Distance Teaching Universities (EADTU), the European Access Network (EAN), and the European University Continuing Education Network (EUCEN), EUA would like to thank all parties that have contributed to the project and this report.*

**Jean-Marc Rapp**  
EUA President

# Acknowledgements

The SIRUS report is essentially based on material prepared by representatives of the 29 participating European universities. We thank each and every one of them for their significant work and their active participation in the project. Without them, this report would not have been possible. Together, we have discussed, developed and evaluated institutional lifelong learning strategies. The frank and open discussions provided us with invaluable insights into strategic institutional development. We would especially like to thank the eight participating universities that provided the case studies for Part 3. They illustrate just how many different approaches are needed, in different contexts, in order to respond to societal demands.

We are also grateful to Ellen Hazelkorn, Robin Middlehurst, Sybille Reichert, Maria Slowey and Liz Thomas whose contributions to the SIRUS seminars were essential, and have been referenced frequently in this report<sup>1</sup>. We would like to thank the partners who joined EUA in this project and contributed in multiple ways to its success: Mee Foong Lee from the European Access Network, Michel Feutrie and Oliver Janoschka from EUCEN, and Kees-Jan van Dorp from EADTU.

The report has benefited from the invaluable comments provided by Michael Gaebel and the assistance given by Lea Brunner from the EUA Secretariat. We thank them both for their support. The project owes a great deal to Michael Hörig who developed and managed it in its first and decisive year, and thus laid the foundation for the outcomes that were collected after his departure from EUA.

Finally, we wish to thank the European Commission, DG EAC, which co-funded the project under the Lifelong Learning Programme.

It is hoped that the different approaches of European universities towards lifelong learning, as presented in this report, will be useful in enhancing the engagement of universities to reach out and provide access and education to all potential learners in Europe.

**Hanne Smidt and Andrée Sursock**  
June 2011

---

<sup>1</sup> cf. Annex IV for the presentations delivered at the seminars.

# List of acronyms

ALLUME	EUCEN conducted project “A Lifelong Learning University Model for Lifelong Learning”
ANECA	“Agencia Nacional de Evaluación de la Calidad y Acreditación” – Spanish National Quality Assurance and Accreditation Agency
AQU	“Agència per a la Qualitat del Sistema Universitari de Catalunya”, Catalanian Quality Assurance Agency for the university system
ARPE	Academic recognition of prior professional experience
BA/MA	Bachelor/master
BeFlex /BeFlex+	EUCEN conducted projects, “Benchmarking Flexibility in the Bologna Reforms” and “Progress on Flexibility in the Bologna Reform”
BMBF	German Federal Ministry for Education and Science
BMD	Bachelor-master-doctorate (equivalent to the French system of “LMD – licence-master-doctorat”)
BME	Budapest University of Technology and Economics
BSc	Bachelor of Science degree
COMPASS LLL	EUCEN conducted project “Collaboration On Modern(izing) Policies and Strategies on LLL”
CPE	Continued/continuous professional education
CRE	Association of European Universities
CVT	Continuing vocational training
DG EAC	European Commission, Directorate-General for Education and Culture
DSp	Diploma Specialist degree
EADTU	European Association of Distance Teaching Universities
EAN	European Access Network
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
EI	Education International
E-learning	All forms of electronically supported learning and teaching
ENQA	European Association for Quality Assurance in Higher Education
ESU	European Students’ Union
ETUC	European Trade Union Confederation
EUA	European University Association
EUCEN	European University Continuing Education Network
HE	Higher education
HEI	Higher education institution
ICT	Information and communication technology
IGI	International Graduate Institute at the UOC
IPM	Institute for Performance Management at the Leuphana University Lüneburg
IT	Information technology
KSTU	Kazan State Technical University
LLL	Lifelong learning
LLP	Lifelong Learning Programme of the European Commission
LO	Learning outcomes
LOF	Lifelong open and flexible learning
MESI	Moscow State University of Economics, Statistics and Informatics
MSc	Master of Science degree
NUIM	National University of Ireland Maynooth



ODL	Open and distance learning
OER	Open educational resources
OPULL	Leuphana University Lüneburg (IPM) conducted project “Opening Universities for Lifelong Learning”
OU	Open University
OUNL	Open University in the Netherlands
QA	Quality assurance
RPL	Recognition of prior learning
SIRUS	EUA conducted project “Shaping Inclusive and Responsive University Strategies”
SME’s	Small and medium-sized enterprises
SUT	Silesian University of Technology
SWOT analysis	Analysis of strengths, weaknesses, opportunities and threats
T4SCL	EI and ESU conducted project “Time for Student-centred learning”
TSU	Ivane Javakhishvili Tbilisi State University
ULB	Université Libre de Bruxelles/Free University of Brussels
ULLL	University lifelong learning
UNICAM	University of Camerino
UOC	Open University of Catalonia
UOI	University of Ioannina
URV	University Rovira I Virgili
USBM	EADTU conducted project on “University Strategies and Business Models for Lifelong Learning”
UT	University of Twente
UVSQ	University of Versailles Saint-Quentin-en-Yvelines
WUT	Wrocław University of Technology

# Part 1 – Introduction

## 1.1 Framing the report

This report is based on a project entitled “Shaping Inclusive and Responsive University Strategies”, or SIRUS, which was co-funded by the European Commission’s Lifelong Learning Programme. The project addressed various aspects of developing or reframing institutional lifelong learning strategies and their implementation in universities.

The “European Universities’ Charter on Lifelong Learning” (henceforth, the LLL Charter), adopted in 2008, provided the starting point for this project (EUA, 2008). The Charter intentionally did not provide a definition for lifelong learning in order to allow flexibility in its interpretation and fitness to national or institutional contexts, but this may have inadvertently led to a lack of understanding as to what constitutes lifelong learning.

There have been many attempts to define lifelong learning at the European policy level. The European Commission has used a broad definition in a cradle-to-grave perspective as all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within personal, civic, social or employment-related perspectives (EU, 2001). The late Maggie Woodrow (executive director of the European Access Network) defined lifelong learning broadly as:

- “A paradigm, which, linked to the vision of a learning society has been widely accepted in theory and political declaration.
- A principle, when followed, ensures a broadly based and continuous process of learning throughout society.
- A process for combining formal and informal learning throughout someone’s lifetime.”

Woodrow underlined that it should not be:

- “A platitude, no more than a catchy slogan.
- A specific form of capital which follows a logic of accumulation, not of compensation, and this turns out to be a first rate source of social positioning, perpetuating social class divisions.
- A means of status maintenance, of individual adaptability to economic imperative, to fit in with the established order rather than to change it” (Woodrow 2000).

In the LLL Charter, the challenges of widening access and participation and lifelong learning are merged. While both aspects address the challenges of including the pool of readily available human talent in higher education, the connection between the two is not always easily appreciated and focus tends to be on one or the other – and in separate parts of the university.

The LLL Charter identified a set of ten commitments from universities in addressing the development and implementation of lifelong learning strategies, mainly:

1. Embedding concepts of widening access and lifelong learning in institutional strategies
2. Providing education and learning to a diversified population
3. Adapting study programmes to ensure that they are designed to widen participation and attract adult learners
4. Providing appropriate guidance and counselling services
5. Recognising prior learning
6. Embracing lifelong learning in quality culture
7. Strengthening the relationship between research, teaching and innovation in a perspective of lifelong learning
8. Consolidating reforms to promote a flexible and creative learning environment for all students
9. Developing partnerships at local, regional, national and international level to provide attractive and relevant programmes
10. Acting as role models of lifelong learning institutions.

In addition, the LLL Charter identified a set of matching commitments for governments and regional partners to support universities in their social engagement.

The SIRUS project focused on the ten commitments from universities, while bearing in mind the role of governments and external partners in the strategic involvement of universities in lifelong learning.

The SIRUS project also took into account major trends and developments in European higher education that have led to reshaping and redefining university missions in Europe. These include: increased stress on knowledge as a foundation for societal and economic development, globalisation, new demographic trends, and rapid advances in new technologies. The *Trends 2010* report speaks about “the brave new world of higher education” in which institutions are increasingly viewed by policy makers as “economic engines”. Through their research and educational activities, universities are seen as essential for development at local, regional, national, or European level through the continuous up-skilling of the workforce and their research and innovation activities.

These change drivers have resulted in:

- The expansion and diversification of the higher education sector.
- New European policies, mainly: the Bologna Process resulting in the launch of the European Higher Education Area in 2010, and numerous initiatives of the European Union under the Lisbon Strategy and increased funding for the Lifelong Learning Programme. The Lisbon Strategy included the modernisation agenda for higher education and the introduction of a variety of instruments aimed at strengthening the European Research Area.
- New national policies that have affected essential functions in universities – governance, funding, QA, research policies, etc. – aimed at increasing the accountability of universities.

These developments, combined with the current global economic crisis and heightened international competition in the higher education sector, are placing additional pressures on European universities to develop coherent institutional strategies that address these multiple challenges (EUA, 2009).

It is in this context that this report addresses the specific challenge faced by European universities to prepare citizens for their role in society and the economy, and to respond to societal expectations by providing educational opportunities for professional and personal development. Specifically, the report focuses on ways to provide educational opportunities for a widening circle of learners during their whole lifetime while paying close attention to successful attainment.

## 1.2 The SIRUS project

### 1.2.1 Aims and methods

In 2009, the European University Association (EUA) – in a consortium with the European Association of Distance Teaching Universities (EADTU), the European Access Network (EAN), and the European University Continuing Education Network (EUCEN)<sup>2</sup> – launched the SIRUS project to support European universities in implementing the commitments set out in the LLL Charter and to enhance further the institutional implementation of these commitments. Thus, three of the stakeholder organisations that had been consulted during the drafting of the LLL Charter became part of the SIRUS project.

Other organisations were involved in SIRUS through a stakeholder consultation group: Business Europe, European Trade Union Confederation (ETUC) and the European Students' Union (ESU).

The European higher education stakeholder organisations have used the Charter in connection with their own activities and thus tested the commitments in practice. In particular, EADTU conducted a project on “University Strategies and Business Models for Lifelong Learning” (USBM) and EUCEN ran two projects that aim to test and map the preconditions for implementing the Charter: “Collaboration On Modern(ising) Policies and Strategies on LLL” (COMPASS LLL) and “A Lifelong Learning University Model for Lifelong Learning” (ALLUME).

Based on existing research, the underlying assumption in the SIRUS project was that many universities already contribute substantially to lifelong learning (LLL), but that these approaches are often not guided by institutional strategies and are constrained by national legal frameworks and financial provisions. The EUA *Trends 2010* report highlighted the lack of progress in developing lifelong learning strategies between 2003 and 2009 while advances were taking place in relation to other higher education objectives and reforms. The *BeFlex* and *BeFlex+* projects carried out by EUCEN reflect the same result.

Through the further development of institutional strategies for lifelong learning, the aim of the project was to look at the positioning of LLL in different types of higher education institutions in Europe and to demonstrate different ways of incorporating LLL activities into institutional portfolios. Thus the SIRUS project offered an opportunity for a diverse group of universities to develop and enhance their strategic LLL approaches through interactive discussions with colleagues from across Europe. Specifically, the goals of SIRUS were to:

- support universities in developing, embedding and enhancing lifelong learning strategies
- test the implementation of the ten commitments adopted in the European Universities' Charter on Lifelong Learning
- ensure wide dissemination of existing best practices in the field to universities, governments and stakeholders
- contribute to the further development of policy recommendations.

### 1.2.2 Selection of participating institutions

The project consortium selected 29 participating universities, from 18 countries, on the basis of their responses to an open call for participation in SIRUS that was published on the websites of the consortium members. 26 were located in 16 EU Member States (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Lithuania, the Netherlands, Poland, Slovakia, Spain and the UK); and a further three institutions came from two neighbouring European countries (Russian Federation and Georgia) who paid their own way<sup>3</sup>.

<sup>2</sup> cf. Annex I – List of SIRUS project partners.

<sup>3</sup> cf. Annex II for a list of the universities and Annex III for presentations of their LLL initiatives.

The selected universities represent a great variety of institutions ranging from comprehensive to specialised universities; from small to very large institutions; from open to brick-and mortar institutions; from universities that intended to create a LLL strategy for the first time to those that wanted to update or fine-tune an existing one.

Each university nominated a representative who participated in the four seminars organised by the project; these institutional representatives analysed and exchanged institutional experiences and developed their institutional strategies. The participants were fully engaged in the project and produced several key documents, which also required the involvement and participation of the leadership within their institutions. Involvement of the leadership had been identified by participating universities at an early stage as a crucial element for the success of the project. In order to ensure greater leadership engagement, the opportunity was given to invite a senior leader from each institution to one of the project seminars.

### 1.2.3 Project approach

One of the main activities of the project consisted in discussions in four thematic networks, each coordinated by one of the consortium partners. Institutions indicated in their applications their interest in one of the four thematic priorities. Each network focused on one theme and addressed a specific subset of the commitments set out in the LLL Charter as follows:

- **Embedding concepts of widening access in institutional lifelong learning strategies, enabling currently underrepresented groups to participate in higher education** (coordinated by the European Access Network)

This thematic network looked specifically at how to provide education to a diversified and underrepresented student population. The universities in this network analysed the preconditions for diversifying the student groups they serve and want to serve and defining programmes, training and outreach strategies that will, in many cases, target minority students from different ethnic origins and socio-economic backgrounds.

- **Strengthening the provision of university continuing education, catering to the needs of adult learners** (coordinated by the European Universities Continuing Education Network)

This thematic network addressed the challenge of providing and strengthening continued education and training for adult learners.

- **Consolidating reforms in creating a flexible and creative learning environment, making best use of new technological opportunities** (coordinated by the European Association of Distance Teaching Universities)

This thematic network addressed the necessity of providing relevant and innovative study programmes and discussed how to reinforce the teaching mission of universities by maintaining curricular reform and renewal, introducing new approaches to teaching, offering flexible learning paths adapted to the needs of different learners and ensuring that tomorrow's graduates, including those entering the labour market from the bachelor's level, have the skills and competences needed to make them employable in rapidly changing job markets.

- **Strengthening the regional role of universities, by fostering better university-business collaboration** (coordinated by the European University Association)

The main focus of this network was to address the three missions of universities – education, research and service to the community – and how these activities can facilitate innovation and economic, social or cultural regional development. Special emphasis was placed on the need for structured partnerships – with a range of other educational institutions, employers, employees' organisations (trade unions) as well as with other stakeholders – and in ensuring that provision is responsive, flexible and innovative.

Each institution was asked to produce a set of documents to be discussed in the networks and in plenum. These documents – which included a “proud practice” in lifelong learning (a successful LLL activity), a SWOT analysis and a draft strategy – were discussed during the four seminars held during the project (in Brussels, Lille, Vienna and Antwerp). The discussions gave institutions the opportunity to compare their situations with others. Invited speakers and stakeholders presented approaches and experiences that provided inspiration and ideas for the work of the participating institutions.

The findings of the project were discussed with some of the European stakeholder organisations that were part of the consultation during the drafting of the LLL Charter in 2008. Additional stakeholder groups were invited to join the seminars: the European Business and Innovation Centre Network, the Confederation of British Industry and the University-Enterprise Foundation. At the end of the project, a project dissemination conference discussed the findings, case studies and recommendations identified during the project lifecycle, as well as the preconditions for creating and supporting European universities in a culture of lifelong learning.

The project promoted a joint, European approach to support and implement LLL in higher education by involving universities and stakeholders. It encouraged universities to undertake self-assessments to gauge their role and effectiveness as an LLL provider. By comparing their state of play in LLL with that of others across Europe, they were able to shape their own institutional strategies and their own realistic objectives.

The SIRUS project worked on the principle that there is no single approach to how universities should embrace the challenges of providing education to European citizens throughout their lifetime. Different higher educational cultures, social and legal contexts are at play across Europe and each university has to define its role within its specific environment. The diversity of the 29 institutions participating in the project produced a vast array of strategies, appropriate to the role that each of these universities had defined for itself, in line with its specific societal and economic environment. This report seeks to highlight these different strategic approaches to LLL, and to identify common challenges based on the contributions made by the participating universities during the project.

## 1.3 Report structure

Following this introductory chapter, Part 2 of this report sets the scene by discussing the concept of lifelong learning from its origins 150 years ago to its rejuvenation in facing the societal challenges of the 21<sup>st</sup> century.

Part 3 presents the voice of eight European universities representing the different approaches to developing an institutional strategy for lifelong learning, their experiences and best practices.

Part 4 analyses the participants’ contributions to the SIRUS project. It focuses on: (1) the framework conditions that the universities have identified as important in order to develop and implement a lifelong learning strategy, (2) the key aspects to address when creating a lifelong learning strategy and (3) issues to consider during the implementation stage.

Part 5 concludes the report with the notion of the engaged university as a concept that encompasses and addresses the need for dynamic collaboration between the institutions and their external partners.

## Part 2 – Setting the scene: lifelong learning – a new old concept

Lifelong learning has been on the European agenda since the European Year of Lifelong Learning in 1996, and its importance has been highlighted in the Bologna Process, the Lisbon Strategy and *EU 2020*. Nevertheless, the integration of lifelong learning strategies into the mission of higher education institutions is still marginal across Europe even if lifelong learning activities (e.g., part-time studies, continuing education, professional up-grading, children's and senior universities) have formed an important part of universities' contribution to societal development. In addition, in some cases, these activities have not always been recognised as lifelong learning. As examples, part-time study has been a long-standing tradition in many European countries as has been professional up-skilling, but these have only recently been seen as part of lifelong learning.

The present political emphasis on lifelong learning builds upon a concept that appeared in Denmark 150 years ago, when the Danish scholar and priest N.F.S. Grundtvig introduced the notion of liberal education and the folk high schools as a means to improve the general knowledge of all citizens, in order to equip them to participate fully in public life (Smidt, 2008: 37). This quickly spread across the Nordic countries. The educational reform was related to social and economic development, as is the promotion of lifelong learning today. It coincided with the introduction of the democratic state and was publicly funded, and supplemented by private contributions. The core emphasis was to create an educated civil society based on engaged citizens. Engagement is a core issue for the lifelong learning agenda and we will return to this issue throughout the report.

Thus, from its origin, lifelong learning had two main pillars: widening participation and learning throughout life. Therefore, the present focus on LLL can be seen as an evolution of prior practice, even if it may seem today to revolutionise the self-understanding of higher education institutions and their perception of service to society. It is sometimes assumed that lifelong learning is in some ways different to the provision of education to traditional students. In reality, institutions do not generally provide different educational services through the provision of lifelong learning. Rather, they make their usual range of educational offer (based on research) available to different groups of learners – and it is here that the link between widening participation and lifelong learning becomes clear. The concept of lifelong learning from a university perspective means that institutions have to provide services to target groups without losing sight of the importance of providing quality-assured, research-based education.

Based on discussions in the project, this implies considering three cross-cutting issues: student-centred learning, widening participation and the regional role of universities. These issues are the focus of Part 2, which is based on reports written by the four thematic networks and on presentations given by keynote speakers during the SIRUS seminars.

## 2.1 Toward a student-centred learning approach

Because student-centred learning is an essential precondition for a successful LLL strategy, it is important to start with this notion. The tradition of providing a one-stop, long education is (slowly) changing in continental Europe through the implementation of the Bologna reforms, the rise of new types of HEIs, increased permeability between different types of higher education institutions, and especially the introduction of student-centred learning. Through the provision of flexible and accessible learning paths, student-centred learning can be seen as a positive step in creating the conditions that will facilitate widening access and lifelong learning in European universities.

Education International (EI) and the European Students' Union (ESU) – two organisations that represent academic staff and students, respectively – have recently produced several publications, based on an EC-funded project called “Time for student-centred learning” (T4SCL), in which they develop different sets of principles and a toolkit for the introduction of student-centred learning. The project discussed the importance of adopting an integrated approach that articulates the Bologna architecture for the benefits of all students (Santa, 2011). The Bologna three-degree levels can be regarded as a series of possible levels of achievements through life and can thus enhance the development of an attractive European Higher Education Area that would promote flexible and individualised learning paths.

The shift towards student-centred learning can be regarded as the single most important step towards transforming European universities into socially-engaged universities or universities that provide a diverse educational offer in order to become “lifelong learning universities”, to quote the European University Continuing Education Network (EUCEN).

Student-centred learning refers to pedagogies focused on the learner and what is learned, rather than on the teacher and what is taught (Sursock, Smidt and Korhonen, 2011). In other words, the learning process is not just or even primarily about the transfer and reproduction of knowledge, but about deeper understanding and critical thinking. The student-centred approach to learning involves a different relationship between teacher and learner, in which the teacher becomes a facilitator and responsibility for learning is shared: in other words, the learning is “negotiated”. The process approaches learners as individuals by taking account of their particular backgrounds, experiences, perceptual frameworks, learning styles and needs. The learners “construct” their own meaning by proactive, independent learning, discovery and reflection. Assessment is generally formative and feedback continuous.

Such a new approach requires motivated teachers who are committed to teaching and who are ready to experiment with new teaching methods in which critical thinking is a central building block of the learning objectives along with the goal of attaining higher level skills and knowledge, generic skills and knowledge. It also requires a flexible, modularised curriculum that allows student choice of mode of delivery as well as pace and intensity of studies.

Although such an approach is appropriate to all types of students, student-centred learning is particularly suitable to lifelong learners because they are generally highly motivated and have a higher degree of learning autonomy; they also require flexibility since their enrolment patterns are more unpredictable than that of traditional students.

The principles of student-centred learning, as defined in the T4SCL project, can give essential guidance on student-centred learning for the benefit not only of the lifelong learners but of all learners.

1. Student-centred learning requires an ongoing reflexive process
2. Student-centred learning does not have a ‘one-size-fits-all’ solution
3. Students have different learning styles
4. Students have different needs and interests
5. Choice is central to effective learning in student-centred learning
6. Students have different experiences and background knowledge
7. Students should have control over their learning
8. Student-centred learning is about enabling, not telling
9. Learning requires cooperation between students and staff.



These principles suggest that there are a number of success factors for implementing a student-centred approach and many of them are reflected in the Bologna architecture and tools. Others have to do with the organisation of the university.

The curricula need to be structured in a modularised way with clear progression paths based on credits and credit accumulation (ECTS) with clear learning outcomes (LO). This implies that the responsibilities for the curricula are lodged in pedagogical teams. A core focus should be on the flexible delivery of courses and course material. This can be by distance education or in mixed mode (mix of face-to-face and distance education) but always with a flexible time schedule. In this context, EADTU speaks about the importance of “lifelong open and flexible (LOF) learning in distance higher education”. The pedagogical approach needs to promote individual work outside the classroom and interactivity and discussion in the classroom. Thus classroom architecture needs to be adapted to seminars and group work.

Student support services are essential (advising, counselling, etc.) with staff who are able to understand and address the specific needs of lifelong learners, and they need to be available when the students need them. It is also important to have a central unit that organises examinations and registers credits in order to ensure a coherent institutional approach.

To support student-centred learning, the university also needs the financial resources to support a lower student-staff ratio and staff policies that develop and reward good teachers. Furthermore, the internal quality assurance processes must be in line with the teaching goals of the institution and they must be able to measure student engagement and the achievement of the learning outcomes that have been identified.

These success factors are not all within the control of HEIs, but are also dependent on the scope of institutional autonomy and on the level of funding. The *Trends 2010* report documents the obstacles that European higher education institutions have met in shifting to a student-centred learning and, by extension, to delivering higher education to diversified students throughout their lives. It is clear that the changes required have not been easy for a number of reasons.

First and foremost there are financial, legal and regulatory constraints, for example in respect of lack of funding for implementing and developing student-centred learning, heavy teaching workloads, staff promotion that seems to favour research productivity over time invested in developing new teaching approaches, and types of examinations that have not been rethought in the context of teaching innovations and the restructuring of study programmes as a whole.

Second, there are issues of cultural change and adaptation for both staff and students. Students and teachers are required to become more active and to engage in a different way in the learning process – a challenge to formal and hierarchical cultures. The new teaching approaches transform the way students study and need to be considered within the changing student body. Because student-centred learning may initially be seen as more demanding for the students, it is particularly important to ensure that part-time students are able to meet the new teaching requirements.

In addition, working as part of pedagogical teams may represent a challenge to teachers in those cultures where they are individually responsible for what they teach and where there is no coordination at programme level. The attitude of the teaching staff can also be an obstacle to change. The *Trends 2010* report suggests that some (younger) staff members may be generally more willing to adopt the new methods and ideas, as the pressure on them to perform well both as teachers and researchers increases, but this is not without cost. In some cases it has resulted in the transfer of significant levels of responsibility to younger members of staff, while the distance between older staff members and students increases.

Student-centred learning can be seen as a prerequisite for lifelong learning, but requires great engagement from universities in order to introduce it in a coherent way that will both facilitate learning and stimulate learners. The universities also have the very important responsibility of communicating to the employers the advantages of the change to a student-centred approach and the stress on generic skills.

## 2.2 Widening access and participation

But is it enough to introduce student-centred learning and provide it in flexible modes throughout an individual's life? EUA's Prague Declaration (2009) responds with the argument that it is important to tap "unused potential" through commitment to both widening access and lifelong learning:

... to meet the goals set out in the European Universities' Charter on Lifelong Learning, to provide additional retraining and up-skilling while also reaching out to those who wish to enter higher education for the first time. This requires working together with both governments and business to develop and fund appropriate incentive measures, for example through redirecting unemployment benefits into covering the costs of people going back to universities.

In order to ensure that lifelong learning contributes to the European agenda on social inclusion and learning societies, universities need to develop educational offers that are attractive for different groups of European citizens to access and participate in throughout their lives.

European universities have been offering a vast array of lifelong learning activities, but recent research (Bartušek, 2009; Usher, 2010) has revealed that the rapid increase in participation rates does not result in widening participation. Therefore, it is important to enquire who the beneficiaries are and if widening participation has formed an integral part of the education systems? Thus, having a lifelong learning strategy does not necessarily mean that there is also a widening participation objective embedded within it. EUA's *Trends 2010* report found that in the majority of European countries, lifelong learning, widening participation and access are considered as a set of activities provided outside mainstream education. On that basis, it called for the necessity to ensure that all education provision is seen within a lifelong learning perspective.

If we accept that LLL implies universal participation in education, for all purposes, throughout one's lifetime, how do we ensure that *all* groups benefit from it? Institutions should be careful that LLL is not used as a "specific form of capital" by privileged students. As with all forms of social and human capital, the more one starts with, the more one stands to gain, to the detriment of others who have less capital. How can we help more people from disadvantaged backgrounds gain access to higher education and participate *successfully*, especially those from low-income families, ethnic minority backgrounds, learners with disabilities, adult learners, or those who are first in their family to attend higher education?

Here a distinction should be made between widening vs. increasing participation, as they are not the same thing. Increasing participation may merely increase the numbers without necessarily broadening the base, whereas widening participation is to include more diverse student groups. Increasing participation has come in different waves since WWII. In many European countries it was taken for granted that increasing participation equalled widening participation, that open access or funding would create equal opportunities for participation. In fact, widening participation has stalled during the past decade. Therefore, it is important to embed widening participation within the institution's lifelong learning strategy.

Conditions have been created over the past decade to make it possible for European universities to address the challenges of a more diversified student body. A number of countries have introduced legislation that promotes widening participation, even if there is no common European understanding of the terminology related to widening access and widening participation as noted in EUA's *Access to Success* report (EUA, 2010). These countries are predominantly found in Northern Europe: Belgium, Finland, Ireland, the Netherlands, Norway and the UK.

The *Access to Success* project also raises the question as to why widening access and participation have not improved significantly despite the marked growth in the numbers of students entering higher education. Indeed, many countries have anti-discrimination policies in place; yet, these seem to have had little effect. Are systems so deeply rooted in societal structures that access is restricted only to those few non-traditional students who are able to work their way through the higher education system successfully? One reason might be that universities in continental Europe have restricted autonomy in addressing widening participation and access as highlighted in the *Trends* reports in 2007 and 2010.

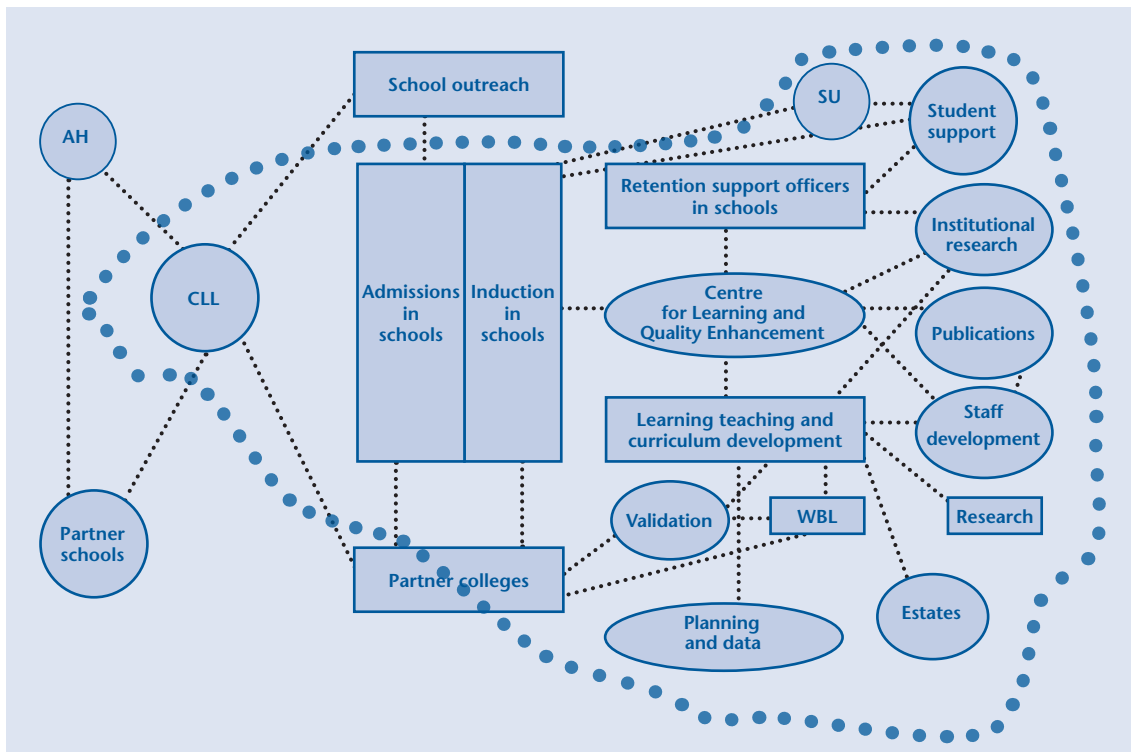
Examples of restricted autonomy include: centralised admission processes, based on grades or tests, that do not allow higher education institutions to choose their students; or higher education systems with open access, which provide no opportunities for institutions to prioritise and identify the type of students that they wish to attract. It is only where it is possible to select students that institutions can actively promote diversity. However, the *EUA Autonomy study* (EUA, 2009) confirms that only in a few European countries do higher education institutions have the possibility to choose their students directly.

Furthermore, the institutional intricacies of widening participation arrangements and management and how LLL is organised and supported once students are admitted are complex. Institutions need to address the following questions:

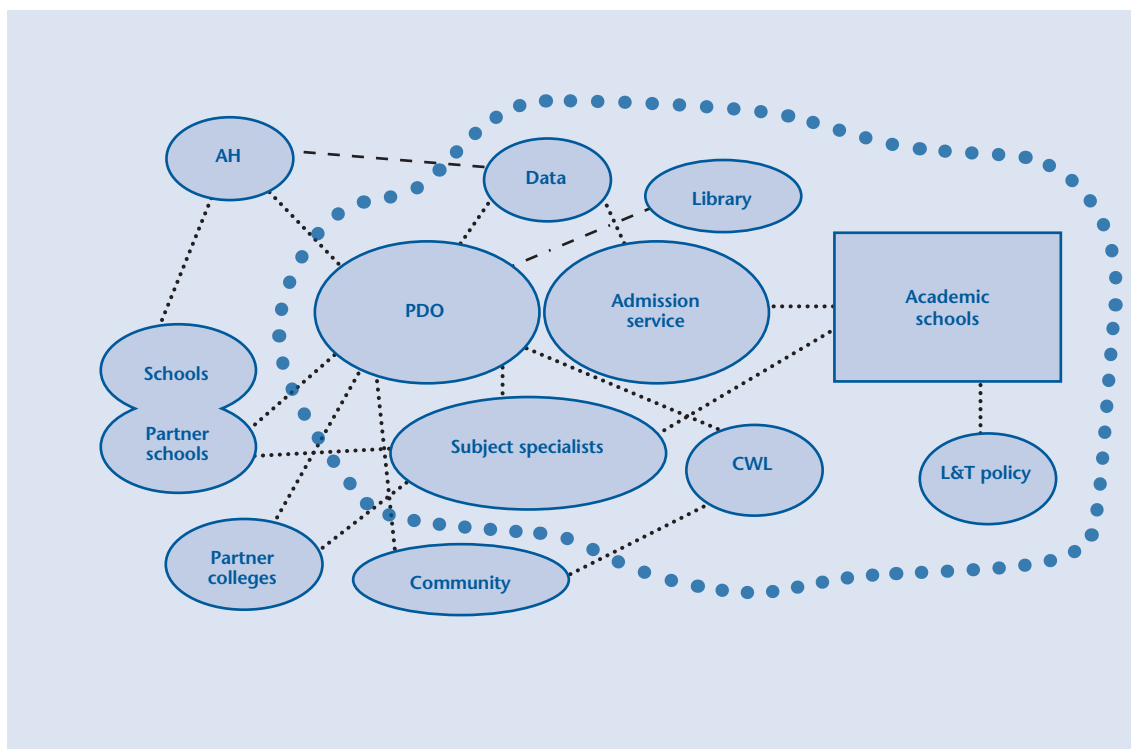
- Who is responsible?
- Should there be a centralised service or should the approach be integrated across the institution?
- How to identify those who might need special support?

The choice of whether to implement centralised vs. integrated student support services will depend on the structure of the institution but if there is a lifelong learning or a widening participation office, its role must cut across the whole institution. At the SIRUS Lille seminar, Liz Thomas provided two examples to illustrate how LLL and widening participation could be organised and mainstreamed.

**Figure 1: Organisation of widening participation model 1**



Source: Liz Thomas; slide of a presentation given at the SIRUS seminar in Lille, 3-4 June 2010

**Figure 2: Organisation of widening participation model 2**


Source: Liz Thomas; slide of a presentation given at the SIRUS seminar in Lille, 3-4 June 2010

The two models illustrate the complexity of addressing widening and increasing participation. The first model describes a very integrated approach with a close collaboration with the surrounding schools and the second model describes an approach where the work starts once the students have enrolled. Neither of the models is simple or straightforward and, to be successful, both will require excellent leadership and management, strong commitment of the staff involved, and good working relationships and effective communication between different departments, schools, faculties, and other stakeholders. To address widening participation is not something that can be done simply by introducing national legislation; it has to be integrated into the fabric of the institution and will often require a change in attitude from all staff towards a culture of inclusiveness.

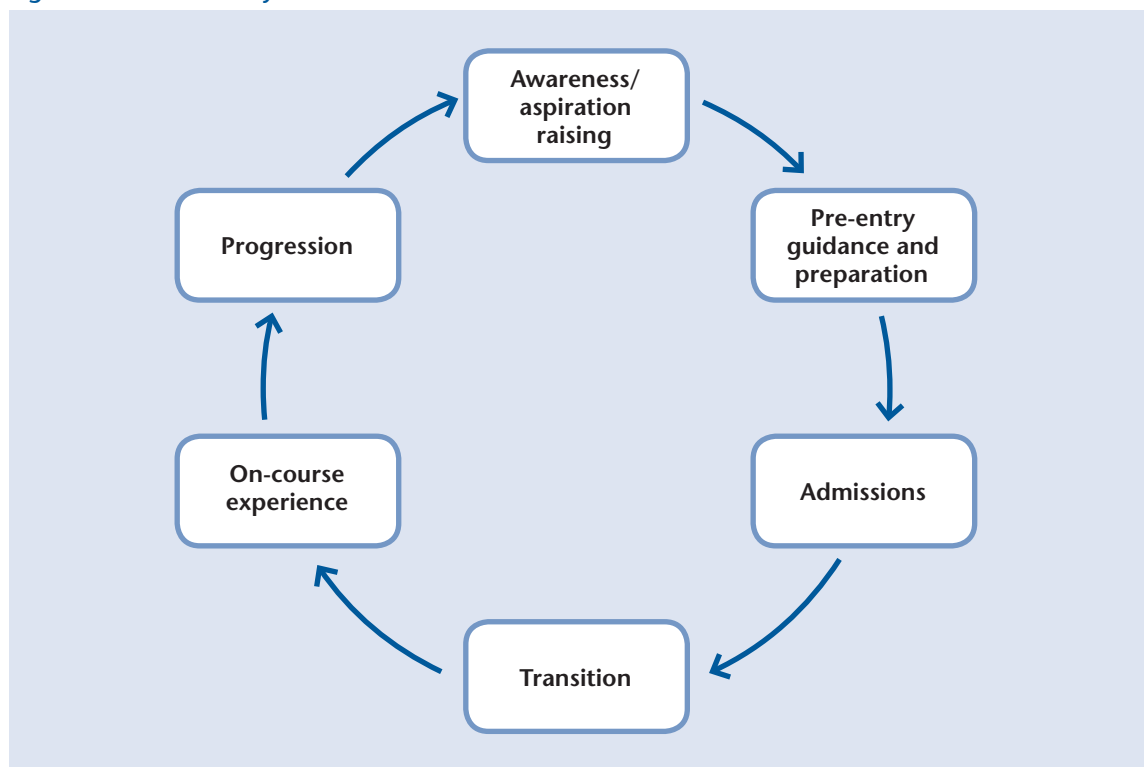
Having successfully organised and structured widening participation within the institution, a range of questions remain:

- Is there evidence that widened participation has been effective?
  - Does the institution know who its students are?
  - Has the student base broadened as a result of institutional efforts or is the institution getting more of the same types of students?
- Who are the adult learners who avail themselves of continuing education?
  - Are they returning students who come back to upgrade their qualifications?
  - Are they those who left the education system early and are returning to acquire some form of qualification? Are they from low-income families or from ethnic minority backgrounds?
- How does a university set about collecting information on student background and monitor student progress?

Again, there is evidence that the possibilities to track students are very different in different countries in Europe. In countries where an open access system based on the secondary school leaving certificate has been conceived as widening participation, there has been little tradition of tracking students through their student life cycle. The same is true for systems where the selection is based on tests or grade average that have been perceived as fair and democratic. Indeed, tracking of students would be necessary to assess the success of the widening participation agenda.

This set of questions leads to the pivotal question of whether widening participation is a goal in itself and just focused on getting the students in, or does it span the whole student lifecycle? An open access system will not necessarily result in widening participation if retention rate is low. Access without support is no opportunity. As Ferrier remarked “Higher education institutions that recruit a more diverse student group but do not meet these students’ learning and support needs fail themselves and their students. They will not be able to sustain diversity, and will miss out on the benefits it has to offer. Student retention will be affected” (Ferrier, 2010). A more effective approach is provided by a student life cycle model that puts the emphasis on the student experience and assists student transition from year to year: from an undergraduate to a postgraduate programme, from study to work or work to study.

Figure 3: Student life cycle model



Source: Liz Thomas; *Journal of the European Higher Education Area 1*, 2011

In short, mainstreaming and sustaining widening access and participation require institution-wide efforts with linked policies, strategies and shared responsibilities. Embedding change in an institution requires simultaneous attention to staff and to the institution’s plans, policies and strategies as illustrated in the figure above. Quite clearly, the student life cycle model should not be restricted to the non-traditional groups; traditional students will benefit as much from such an approach. An inclusive institution will reach its goals by providing services that will enhance the learners’ chances of success instead of leaving them to sink or swim.

The student life cycle is the basis of a successful institutional approach and the foundation for the future competitiveness of the European Higher Education Area (EHEA). The student life cycle should be supported by developing a strategic framework, by engaging staff in strategic development, by collecting and analysing data and evaluating the results of institutional initiatives, all with a view to strengthening widening participation and lifelong learning.

Thus, if the “four pillars” of a socially-engaged institution, as identified by EAN, are – “access, equity, diversity, and inclusion” – then the following list, developed by Liz Thomas (2011), might be useful for checking if mainstreaming and sustaining widening participation have been achieved:

1. Institution-wide understanding and ownership
2. Visible commitment to widening participation which influences strategic decision making
3. Effective processes and structures to avoid reliance on committed individuals
4. Inclusive culture reflecting staff engagement across the institution/student life cycle
5. Inclusive learning, teaching, assessment and curriculum approaches
6. Integrated outreach and admissions processes
7. Use of data, monitoring, evaluation and research to improve practice and inform decision making
8. Effective funding for widening participation.

## 2.3 Addressing lifelong learning in a regional context

Lifelong learning is often initially developed as a response to local and regional demands. The local or regional role of a university, however, is often perceived differently by different faculties within the same institution, which impacts on the formulation of a coherent institutional strategy especially when it comes to lifelong learning. Not all parts of an institution have equal opportunities for cooperation, as demography, type of industrial and municipal partners and other public or private stakeholders vary greatly by region and disciplinary field. A thorough and mutually beneficial engagement is predicated on many factors, including national, regional or local incentives that can have a major impact in shaping institutional practice and strategy.

Sybille Reichert identified five different models of the role of the university and its engagement with its external community. One of these models promotes “the social view of the university” and supports the spirit of the LLL Charter:

It sees the university as an important critical counterbalance to governing forces and attitudes, be they market forces or mainstream societal attitudes. The public role of the university lies in its ability to widen the access to knowledge and its benefits to as wide a range of individuals as possible. The university would also be the institution that seeks to be the first to identify and define future developments and problems and to offer solutions to complex societal concerns. In this model the university tries to engage in a dialogue with regional actors in order to identify their needs and respond to them (Reichert, 2009: 22).

Reichert developed these issues in her presentation at the Lille SIRUS seminar. She described the policy shift that has taken place from giving state aid to disadvantaged regions to supporting indigenous development through skills, entrepreneurship and innovation. In this new context, concepts such as “industrial clusters” and “learning regions” imply that the knowledge and learning infrastructure of a region are pivotal and that policy responses which first focused on enhancing the capacity for technological innovation have now widened to include social and organisational innovation. A number of the universities participating in the SIRUS project were in a situation where such a policy shift had taken place and it had become essential to respond to changing regional needs by developing social and organisational innovation. Examples can be found in Part 3.

Although the context is changing, it is important to point out that higher education institutions have always played an important regional role, both as large employers and as cultural institutions or by attracting staff and students from outside the region. They have always chosen to regard their mission in a diverse manner. Different views are often represented within a single university, across its different faculties or departments.

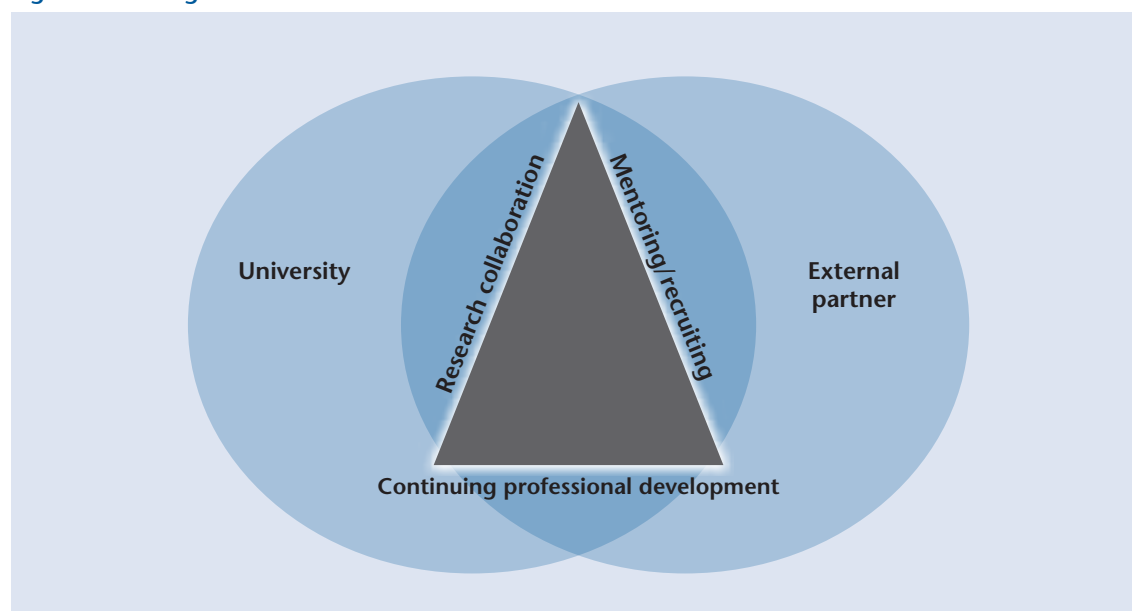
Social change has led to new demands on both universities and regional policy makers. The focus on skills, both within and outside universities, has meant more focus on employability, and entrepreneurial and social skills in a context of knowledge transfer between universities, public and private stakeholders and students, potentially leading to increased innovation and increased competitiveness of the region. The regionally-engaged university views both traditional teaching and continuing education as vital parts

of its mission. Such institutions are also more likely to focus on applied research, societal challenges and innovation (Reichert, 2009).

Reichert identified a number of benefits in engaging in the provision of lifelong learning and more specifically in continuing education. Reaching out to non-traditional learners is an opportunity to develop more innovative teaching methods because the diverse student groups are more demanding than the more homogenous, traditional student cohorts. More interactive teaching methods can be used, often based on the knowledge and skills that the more mature learners bring to the classrooms. The new students will often be interested in getting and giving direct feedback thus demanding a transparent and high-profile quality assurance system.

Time and money are usually of the essence for the non-traditional students. Therefore, universities need to engage with local employers and identify – in cooperation with stakeholders – how higher education can support and up-grade the knowledge and skills of the regional workforce for the mutual benefit of the student, the university and the employer. Ideally, such cooperation with stakeholders is a central part of the institutional strategic orientation. Reichert even speaks of a “strategic alliance” as the following picture shows.

**Figure 4: Strategic alliance**



Source: Sybille Reichert; slide of a presentation given at the SIRUS seminar in Lille, 3-4 June 2010

Reichert argues that continuing education should be an intrinsic part of the institutional profile and, whenever possible, the offer of continuing education should closely link up to the institutional profile. Research strengths should be exploited and it is essential to connect all activities, both research and education, and see them as part of the knowledge transfer between the region and the university. The dialogue should not be restricted to either up-skilling of staff or research cooperation, but support the potential for innovation in the relationship through an on-going dialogue. To build this dialogue it is important that clear indicators are identified (cf. Part 5). These can be used both for internal purposes and for documenting the results to a wider audience.

The concept of the regionally-engaged university should be based on professionalism as Wedgwood (2003: 148) points out when she addresses the broader concept of “engagement”:

For a university to be effectively engaged requires a framework of policies, an institutional infrastructure to ensure delivery and skills in stakeholder management and the management of different funding streams. The whole activity should ideally be delivered within a framework of professionalism, with professionals who are skilled in promoting and maintaining the interfaces. Meanwhile, the fundamental activities of teaching and research must be carried on, financial soundness and national and regional requirements observed.

Processes to develop, monitor and assure the quality of the academic work must take account of the new challenges. The attraction of new types of learners will also generate new demands on student support services, teaching methods and the general learning environment, thus calling for new arrangements and adaptation.

Generally, regionally engaged universities regard lifelong learning as an activity (e.g., continuing education or up-skilling the regional workforce). So far, the discussion on reaching out to non-traditional students has only played a minor role but, in some regions, demographic development and the current economic crisis have pushed in the direction of enlarging the concept of lifelong learning and redefining it as a cultural and all-encompassing concept, a concept that implies that the mission of the university is to be both responsive to societal needs and inclusive towards new types of students.

Part 3 provides a model for understanding the development and implementation of lifelong learning at the institutional level and gives voice to eight different universities that are at different stages of development in different parts of Europe.



## Part 3 – Engaging in lifelong learning at institutional level

Part 3 is based on an analysis of discussions and contributions from the SIRUS participating universities on developing and implementing lifelong learning at the institutional level and a presentation of the different ways that eight of the participating universities have approached the issue of regional engagement, inclusiveness and lifelong learning that were described in Part 2. The case studies – presented alphabetically by country – can be regarded as examples of best practice, set in different external and institutional contexts. Before presenting the case studies, however, Part 3 discusses the different developmental steps towards an integrated lifelong learning strategy.

### 3.1 The development of lifelong learning at institutional level

The SIRUS project clearly showed that the progression of universities toward developing an overarching LLL strategy and the implementation of relevant activities follow a three-stage sequence: an adaptation stage, an organisational stage and a cultural stage. However, there is no linear progression from one stage to the next (cf. Part 4). In most of the cases the progression looks like a spiral based on the successive decisions of the top management which make progress possible or lead to regression.

#### 3.1.1 The adaptation stage

At this stage, the universities announce that they have adopted an LLL strategy, but they have not clearly defined LLL. In most cases, the definition remains more or less implicit. Alternatively, a Continuing Education Office or equivalent (e.g., Open University, summer school, senior university, language centre, etc.) can be entrusted with the definition and the implementation of this strategy. As a result, LLL is seen by these universities as part of continuing education. The traditional activities of the universities are not really affected by this “strategy” which appears peripheral and only dedicated to mature learners. Continuing Education departments or units consider that, although they have introduced LLL to universities, they are often obliged to work at the periphery of the university in order to maintain the capacity to develop these activities. Nevertheless, interesting initiatives are observed in some universities which contribute to the heterogeneity of learners, the introduction of flexible learning pathways, and the provision of specific programmes or services that open the doors to further development.

#### 3.1.2 The organisational stage

At this stage, the universities have an LLL strategy based on quite a long experience in continuing education. This strategy is recorded in official internal documents and in strategic plans. The statements of goals and objectives rest on a comprehensive definition of LLL. The universities demonstrate some progression in the integration of initial and continuing education, adapting their study programmes to attract adult learners and widening participation to a diversified population. They take advantage of the diversity of learners by mixing populations in the classrooms and adopting administrative and financial measures to enable wider participation. They offer services in order to facilitate access and progression. They are open to the recognition of prior and experiential learning. They consider that they have a social responsibility towards their community and that they have to contribute to the local and regional development.

### 3.1.3 The cultural stage

For universities to reach this stage, they will have adopted a new way of thinking, a new institutional “culture” where all education – whether it is at the bachelor’s, master’s or doctoral level or different types of tailor-made education – is viewed as a contribution to lifelong learning. This also means that universities have developed a shared vision of LLL across the institution that engages all staff (academics and administration) and that they have adopted a clear perception of responsibility for supporting the individual students to achieve their best. The learners, whoever they are, are at the centre. Universities who have reached this stage are also actively engaged in research on lifelong learning and provide lifelong learning to staff within the institution.

Interestingly, the implementation of lifelong learning and lifelong learning strategies can be compared to the development of internationalisation over the past couple of decades, which, like lifelong learning, is another kind of transversal issue that requires the engagement of the whole institution and a distinct cultural change. Thus, Middlehurst’s analysis of internationalisation (2009) is applicable to the different approaches to lifelong learning. Middlehurst shows how institutions move in stages through the following phases:

- Internationalisation is defined narrowly (e.g. mobility) and left to individual initiatives
- The international office coordinates some of these initiatives
- Encompassing strategies are developed to engage a wider set of staff within the institution.

Jane Knight (2003) talks about the mature or, to use Middlehurst’s terminology, “encompassing” internationalisation strategies that are characterised by “horizontal integration” and “vertical alignment”. She emphasises two specific requirements, which are also applicable to lifelong learning:

- The need to bring functions together, *horizontally*, across different disciplines and service areas of the institution, so that they complement each other and add value in ways that make the whole greater than the sums of the parts (e.g. teaching and curricula, research, business and community development on the academic side; finance, human resources, marketing and quality assurance on the services side). It would be necessary to add admission and student services for the lifelong learning agenda.
- The need to operate more formally and strategically as an institution, adopting a proactive rather than responsive stance to engagement. This implies a need to align lifelong learning activities and engagement *vertically*, from the level of individual academics, through departments, schools and faculties, to the central level.

This is very similar to how lifelong learning is gradually embraced by and within institutions and how arrangements start with activities dedicated to specific student populations and provided by units that are more or less separated from the core activities of the university, to an effective implementation of an LLL strategy at institutional level that aims to change the perception of lifelong learning.

The following sections present the strategic approach of eight European universities to the development and implementation of lifelong learning.

## 3.2 Voices of European universities: addressing the challenges of implementing the European Universities’ Charter on Lifelong Learning

It quickly emerged from the SIRUS discussions that there is no common European understanding of lifelong learning or even of its core elements. Understanding was clearly dependent upon the national higher education sector and the cultural traditions for access to knowledge. Nevertheless, a more common understanding of lifelong learning and widening participation quickly evolved during the life of the project. The majority of participating universities had a variety of educational offers targeted at different

student groups, and a range of services that in some cases were coordinated by one unit and in other cases distributed throughout the institutions. The differentiating factor was the extent to which institutions were planning to integrate lifelong learning activities into the core of their strategy, and to adopt a holistic approach of education geared to widening participation and supporting actively lifelong learners. If the aim was to develop a holistic approach to a lifelong learning strategy, institutions had to find a way of linking it to the overall institutional strategy and address implementation issues accordingly. The rest of this chapter presents the approach of eight universities with varying missions from different parts of Europe to institutional engagement in lifelong learning.

### 3.2.1 Towards a strategy for lifelong learning: Experiences from K.U.Leuven

#### Wim Van Petegem

Director Media and Learning Unit  
Catholic University Leuven (K.U.Leuven)  
Belgium

#### Background

Inspired and motivated by the international dialogue on university lifelong learning, K.U.Leuven decided to join this debate. Aspects of lifelong learning are already part of the strategic plan of the university (2007-2012) and many successful initiatives are already taking place throughout the university. On 16 November 2009 the Academic Council of K.U.Leuven has adopted a new 'Vision on Teaching and Learning'. This vision defines the educational activities of the university within the scope of its mission. With regard to lifelong learning it states that "its educational programmes are integrated in Flemish, European and worldwide networks for lifelong and society-wide learning. Thus, K.U.Leuven shares its strengths and traditions, is open to the contributions of others and collaborates with its partners to foster quality and solidarity". As such, lifelong learning is the responsibility of the faculties (all teaching staff is potentially involved), with a small central support unit (currently embedded in the Media and Learning Unit, formerly known as AVNet) for general communication, advice on didactics, use of educational technologies, etc. At our satellite campus in Kortrijk a slightly different approach is taken, with one centre organising continuing education for the whole region.

During 2010-2011 a set of policy notes further refined the Vision on Teaching and Learning to ensure its implementation. One of these policy notes is an integrated strategic vision and action plan to reinforce the position of the university in terms of knowledge transfer to lifelong learners in the region. The external drivers for this exercise were the European emphasis on lifelong learning (Memorandum on Lifelong Learning, Education and Training 2020, the 2009 Leuven Communiqué on the Bologna Process, etc.), and its translation into Flemish actions (Vlaanderen in Actie – Flanders in Action, where De lerende Vlaming – Learning Flemish is one of the priorities. The latter is – amongst other initiatives – described in the Flexibility Decree on Higher Education, which all universities have to comply with. As a specific internal driver, we could mention the (re-)positioning of the previous central support unit, only dedicated to continuing education, in a larger centre, the Media and Learning Unit. This integration certainly sparked the discussion in the university about the direction to take with lifelong learning.

#### A Working Group on Lifelong Learning

At the end of 2009, a specific LLL Working Group was set up, chaired by the vice-rector for educational policy. To ensure a good exchange of ideas between different stakeholders in the university, the Working Group consisted of people from across the university. For that reason the Group brought together representatives of the 13 faculties, staff members of the (central) educational support units, the director of Leuven Research & Development (LR&D – the knowledge transfer centre) and the coordinator of the Study Advice Unit. In addition an expert in lifelong learning from the Open Universiteit Nederland was invited to join the team.

To guarantee full autonomy of the Working Group the vice-rector decided not to participate in the meetings in person. He was kept informed about the developments on a regular basis by the Media and Learning Unit that coordinated the meetings of the Working Group.

All members of the Working Group had previous experience in organising continuing education activities for their department, faculty or within their discipline. Some members also had a research expertise in lifelong learning itself. The three members of the support units had knowledge of either the design of policy instruments or the setup of support services for lifelong learning initiatives. The director of the unit on LR&D was invited to discuss the issue of regional development through lifelong learning, i.e. the idea that lifelong learning initiatives could be also a viable means to transfer research-based knowledge to our professional partners in the region in addition to the support of current spin-off activities and other forms of entrepreneurship.

After an initial kick-off session the Working Group started its activities in December 2009. A total of six meetings were planned for the first part of 2010. The ambition was to have the broad strategic goals ready by summer 2010, so that the Working Group could continue with the specifics of implementation in the autumn of 2010. We have met this objective, though the implementation plan was only partly realised. We were able to present the strategic goals to the Council for Education in June 2010, which adopted the strategy for lifelong learning and decided to give priority to an implementation plan for continuing education (as part of lifelong learning). In a second phase we were then able to tackle all other lifelong learning initiatives taken by our university. At the same time, the implementation plan for continuing education was discussed with the Council for Education and has now been presented to the Academic Council for approval.

This seems to be quite a drawn-out process, but that is the way important decisions are taken in our university, step by step, with the support of all stakeholders, and approved by the different bodies in the university.

### Definition of Lifelong Learning

As a first step the Working Group had to come up with a definition for lifelong learning. Combining the definitions of OECD, the EC, EUA and EUCEN we finally proposed developing a strategy for lifelong learning for K.U.Leuven on the basis of the following definition:

University lifelong learning is about the promotion of a “want-to-learn” attitude and the competences to be able to learn, and the subsequent provision of learning opportunities, services and research for the personal and professional development of a wide range of individuals – lifelong and life wide, and for the social, cultural, ethical and economic development of communities and the region. University lifelong learning is always research-based; it focuses primarily on the needs of the learners within their learning context and whenever relevant it is developed and/or provided in collaboration with stakeholders and external actors.

On the basis of this definition it was possible to assess to what extent K.U.Leuven was already implementing university lifelong learning and which elements were still missing.

### Strategy plan

The strategy is based on a SWOT analysis of all current initiatives taken at our university, mainly with regard to continuing education. Nevertheless this resulted in a global vision on what a university like K.U.Leuven has to offer in terms of learning opportunities for a broad range of learners (before, during and after the initial bachelor’s/master’s programmes). The main strategic goals were set as:

1. In 2020 lifelong learning as an attitude is embedded in the **culture** of the university and it is as such actively promoted towards society.  
*This goal is considered the most critical one. A shared understanding and recognition of the importance of lifelong learning within the academic community is the basic foundation to implement university lifelong learning successfully.*

2. In 2015 lifelong learning is a perspective from which *scientific research, education and service* to society are being strengthened and vice versa.  
*This goal is about the provision of academic learning opportunities for the personal and professional development of a wide range of individuals or organisations. It implies above all a review of the current (typology of) offerings and new innovative scenarios for lifelong learning initiatives.*
3. In 2015 the university actively uses synergetic partnerships at different levels to support the production and delivery of its educational offer and to reach out to new target groups.  
*This goal implies the active search and use of synergetic partnerships for lifelong learning. In particular this could be regarding our alumni networks, as we recognise that a better exploitation of their former ties with the university might lead to more learners and potential co-designers of the lifelong learning offer.*
4. In 2015 the university has an efficient and effective *support structure* in place, with clearly defined processes, responsibilities, competences and the necessary means to realise the cultural, substantive and contextual embedding of LLL at the university.  
*The last goal refers to the structures, processes, people and finances that support lifelong learning activities.*

This overall strategy plan was approved by the Council for Education in June 2010.

### ... and its implementation

As explained above, the first priority in implementing the strategy plan was given to the development of innovative ways to organise continuing education as the post-initial interpretation of lifelong learning. An implementation matrix was set up for different activities to be put in place, organised according to the above main strategic goals (i.e. structure, content, context and culture), and to the different levels in the process (management, organisation and support). This matrix was doubled, one at the central and one at the decentralised level (taking into account e.g. the particularity of our satellite campus in Kortrijk). Again, this set of activities was presented to the Council for Education. They agreed with the double approach of a more faculty and discipline/sector oriented line on the one hand and a more central supported regional scope on the other. In both cases, it was made very clear that a one-stop contact and service point for organisers was recommended, wherever that was located in the university.

In a second phase we will now look at the other aspects of lifelong learning, e.g. how this strategy affects the initial programmes, and what our university has to offer for students entering higher education. At present, we are considering how to organise this task for the Working Group.

### Some reflections at the end

The success of the Working Group was greatly due to the strong commitment of its members, and the expertise we could each bring to the discussions. Nevertheless, we did not miss a chance to share our views with peers in networks like EUA, EADTU, EUCEN, EDEN, etc. We were also fortunate to participate as partner in several projects related to the development of our lifelong learning strategy. In this regard the SIRUS project came just about in time. For us it was an opportunity to:

- benchmark our strategy development process with other universities undergoing a similar exercise
- present and discuss the intermediate and final results of our strategy process with peers
- share good/best practices with respect to lifelong learning initiatives and lifelong learning strategy development in other universities
- find common ground for a more European-wide approach on lifelong learning, including strategy development and implementation plans.

We hope to continue to share our experiences with the international community to further fine-tune our plans and make our university a more lifelong learning university.

## 3.2.2 On the path towards a lifelong learning university – University of Turku

**Kari Seppälä**

Director, Centre for Extension Studies  
University of Turku  
Finland

### Long journey

In the 1980's, the Finnish approach to academic lifelong learning concentrated on adult education as a service. The key actors were the centres for continuing education that also offered Open University education and were active in regional development, publishing and development of teaching. Their capacity to serve external demand and ability to manage projects in complex networks led to rapid growth. The volume of students, staff and funding could be compared to that of a medium-size faculty.

As the activities increased, the universities started to give growing attention to their corporate governance. In 1996, the University of Turku made a decision to define adult education a part of its main mission. Gradually, the scope widened from special services to the general principle of LLL and it was natural to link the LLL enhancement with the main strategic process. The most important steps were:

- 1996 The first university-wide strategy of adult education in Finland.
- 1999 The institutional evaluation of the impact on the university. Adult education carefully analysed.
- 2002 The working group of adult education with the focus on internal structures.
- 2006 LLL strategy with the key issues of the academic role of universities in LLL, the entirety of the service, the conditions of continued professional education (CPE), regional development as a part of the third mission, university network as a resource base, funding mechanisms and the rules of the game, quality assurance and skills management.
- 2006 The national label of a university of excellence in adult education. The quality competition demand for a good balance between the strategic aims and evidence of practical outcomes.

In parallel with the strategic positioning, we continued the constant development of the service and its quality. So as to be a credible element of the university mission, LLL needs university-wide presence, considerable volume, financial robustness, academic standard and societal relevance. If we want the university leadership to take positive ownership of the strategic development of LLL, we need to build LLL capacity in a determined and persistent manner.

### What made the change

Academic lifelong learning is structurally dependent on the trends of educational politics, the university and the markets. The analysis of this triangle was the basis for our strategic work. In education policy, the significance of the adult population and lifelong learning is increasing. The obligation set out by the University Act to promote lifelong learning lays the foundation for permanent progress.

In 2010, Finnish universities started a new phase as independent public bodies or foundations. The fundamental changes in the universities also affected the production of lifelong learning services. The merger of the University of Turku and Turku School of Economics was the practical motivation to launch a new main strategy.

The permanent change of society and technology challenge the structures and practices of degree education. The changes in the age and educational structure of the population will increase the demand for academic

adult education in the training market. On the other hand, the new learning forms, environments and service providers will make the competition harder.

The coexistence of two key drivers seems to be essential: the general need for learning demands strong commitment to LLL by the universities; the need to strengthen the financial basis of the university urges the departments and institutions to be active. Internally, the university leadership emphasises the strategic ownership and institutional clarity while the LLL service producers want to sharpen the university profile and mainstream the responsibility.

### **Not an easy task**

The fundamental challenge of LLL in the university is the multitude of faculty priorities. Scientific research is the absolute number one. Education for master's and doctoral degrees has been the second priority, while offering possibilities of learning for wider audiences has not been very high up on the agenda.

As to the essence of academic lifelong learning, we need to find the solution to using the outcomes of research for the benefit of lifelong learners. This is not only a pedagogical issue, but also a challenge for the organisational structures, financial arrangements and, most importantly, for human resources development.

In university decision making, the presence of various internal interest groups makes the promotion of lifelong learning a challenge. The University Board decision not to approve a separate lifelong learning charter in 2006 was an example of the effect of these additional factors.

In times of economic crisis, universities need to find a financial balance in a new context. Once universities have to make cutbacks, they tend to protect the academic heartland and make sacrifices in those activities that are relevant in their own right. Correspondingly, with reduced resources, strategic investments tend to be allocated to the core missions.

### **How we got here**

In 2009, the University of Turku launched a strategy for 2010-2012. The rector appointed a steering group that was responsible for the construction of the new university strategy. The preparation process involved various permanent and temporary working groups. The Teaching Council drafted the teaching chapter. As with other sections of the strategy, the steering group gave plenty of feedback to the groups and finalised the work. The group was committed to the idea of lifelong learning from the outset.

The first official documentation of the idea of lifelong learning as a key element in the new strategy can be found in the notes of the adult education group of the Teaching Council. The original initiative was made by the Director of the Centre for Extension Studies (now Brahea Centre for Training and Development), who also became a member of the strategy steering group.

Generally, lifelong learning seems to move forward when the university's own decisions are a result of external pressures. In 2009, LLL gained momentum, as the new University Law provided a solid background to the strategic work. The promotion of LLL was defined as a requirement for all the universities, and external representatives were provided for the university boards. The European policy discussion gave good support to the legislation.

It has been a long road from adult education in the margins of the university to the mission statement with the lifelong learning emphasis. To make lifelong learning a reality for the vast majority of faculties, we need both cultural progress and structural support in the management system. Without specialised experts, whose number one priority is lifelong learning, new audiences and demands will probably not find adequate support for their learning needs. One of the key questions is how to find the balance between a committed leadership, the wide scientific network and the expertise of the broker organisations.



## Breakthrough

The LLL strategy demanded by the Ministry of Education in 2006 had been approved as a part of the medium-term action and financial plan. In the new main strategy, lifelong learning is embedded in the definitions of policy, priorities and practices as well as the implementation plans. During the preparation of the new strategy, the EUA LLL Charter's commitments for universities were used as a framework to support the analysis, which can obviously be read in the final product.

The fundamental strategic choice is that LLL is seen both as a principle in all education and as special services. The essence of academic LLL demands strong links to research that need to be multidisciplinary because of the strategic profile of the university. Student orientation, individual pathways, learning outcomes, life-wide orientation and work-life relevance are other key words. The responsibility for LLL is shared with the university leadership, faculty and expert units.

The main statement of the educational strategy is that teaching is based on scientific research and the principle of lifelong learning, which defines the core logic of the teaching chapter. Teaching and learning is one of the six strategic research areas of the university. Research and development also underpin LLL that is seen both as a form of dissemination of research results and a form of social interaction. The university also sees itself as a learning organisation.

## How to make it work

The strategy is made concrete in seven implementation plans. The plan for scientific teaching and lifelong learning consists of five baskets of development. LLL is both a basket and a covering principle. The basket emphasises the research base, widening services, clearing the structures and processes and enhancing expert education. The other baskets cover the links to research, guidance, diversified approach and work-life relevance as well as student recruitment. LLL is also present in the implementation plans for social interaction and internationalisation.

The new Teaching Council appointed subgroups for teaching, studying and lifelong learning in June 2010. All the subgroups have the mandate to follow the implementation of the strategy and its work plans. The LLL subgroup started its work in September 2010. The meetings are organised following the four tasks of the LLL basket. The group has organised promotion meetings and events for the whole university staff.

The coordinator for LLL in the university services acts as a secretary to the subgroup that offers her a concentration of expertise and a forum for interaction between the stakeholders in the university. She is the key person in ensuring that LLL is taken into account in the other baskets of implementation.

The daily work to offer opportunities for learning continues. Many university units are also active in national and international development projects. Among others, the Brahea Centre for Teaching and Development coordinates two strategic national projects, one for the promotion of recognition of prior learning and another for the recognition of experience. Participation in European cooperation activities supports the university in taking its next steps to becoming a lifelong learning university.

The implementation plans are a reasonably good starting point for the practical work. They define the main paths for development and in some cases quite concrete steps to move forward. Nevertheless, the new working groups and the reorganised roles of the staff members require some work with the ownership and commitment of the various actors. We also face the risk of overload because of the wide range of implementation activities. We need more time to be able to evaluate the points of success, failures and things to learn for the future.

At the national level, the government platform for lifelong learning under preparation will be of special interest. As to academic lifelong learning, the potential definition of post-experience education might open the door for the systematic recognition of LLL expertise in the higher education institutions. In Turku, the preparations for the university strategy 2013-2016 have started. Sustainable success in lifelong learning demands both practical efforts and renewable visions for the future. As Aristotle said, "We are what we repeatedly do. Excellence, therefore, is not an act but a habit".



### 3.2.3 Strengthening and developing a locally integrated and sustainable LLL university strategy – University of Versailles Saint-Quentin-en-Yvelines

**Alain Nicolas**

Director, Continuing Education Service  
University of Versailles Saint-Quentin-en-Yvelines  
France

#### Historical context and future developments of lifelong learning

The University of Versailles Saint-Quentin-en-Yvelines' (UVSQ) lifelong learning strategy is related to a highly competitive local environment where universities in Paris have historically been most attractive and mainly focused on initial education and research. Since 1971, however, the French government has introduced a national policy on vocational training, including for higher education, which has enabled the development of an LLL strategy to be seen as an asset.

In 2010, 11,798,000 people were living in the Ile-de-France region (Paris and its surrounding suburbs). This represented 18.78% of France's mainland population and a rise of 14% since 1999, mainly due to the region's demographic dynamism since migration flows to other regions are decreasing.

Based on this demographic change, in 1991, the government founded four universities in the outlying suburbs of Paris. One of these was UVSQ. These new universities' aims included catering for a growing student population, attracting students outside of Paris in order to avoid congestion in Parisian universities, and developing lifelong learning programmes in these new institutions. In that context, UVSQ sought to become a university of excellence in the fields of research and teaching.

As a new university, UVSQ was able to experiment with innovative strategies to attract students from local communities as well as from beyond the region's boundaries. These innovative strategies were applied to the reorganisation of the disciplines (implementation of bachelor's/master's/doctoral degrees, multidisciplinary approaches, vocational degrees ...), and included the area of pedagogy (apprenticeship, ICT and e-learning, accreditation of prior learning), the decision to develop a vocational programme (entry-level jobs, career development through the resumption of studies) and socially responsible objectives (towards a better understanding of individual and social contemporary issues). This is how UVSQ came to develop a lifelong learning programme. Moreover, the university's commitment to LLL was further consolidated with the creation, in 1998, of a joint service responsible for continuing education (the SCUFC).

Economic and social changes, as well as advancements in technology are a constant source of challenge in terms of activities, employment and qualifications. These territorial and individual vulnerabilities result in an increased need for lifelong learning (LLL). Out of the need to adapt socially, people's life paths tend to be characterised by a constant movement back and forth between training and employment. This new context led UVSQ's SCUFC to develop, as early as 2000, experimental training programmes providing a range of services, pre- and post-training and tailor-made answers based on individual needs and profiles. This was made possible thanks to French and European funding opportunities.

This LLL approach was boosted and promoted politically, both at a government level, through laws and decrees establishing training rights, sustained by funds for individuals and groups, and through negotiations between employers and trade unions pertaining to the implementation of professional as well as interprofessional training programmes. The regulatory framework, set by a law passed on 16 July 1971 defining employees' right to continuing vocational training (CVT), was strengthened through subsidiary legislation in 1985 and 1993 on the validation of prior professional experience and the accreditation of prior (formal or informal) experience in 2002. Finally, the agreement signed in 2003 between social partners (employers and trade unions) pertaining to national interprofessional and lifelong learning training, led to a law passed on 4 May 2004 defining employees' right to lifelong learning training. This law brings together employers and employees in defining training schemes; gives employees greater means in defining their own training programme; and ensures greater visibility in terms of training needs.

This approach has been strengthened by the Lisbon Strategy, through several deliberations at Bologna Ministerial Conferences (Bologna, Bergen ...) and through the adoption of the “European Universities’ Charter on Lifelong Learning” by the European University Association (EUA).

In France, access to training opportunities and validation of prior learning and experience constitutes an important form of professional social security. Access is secured through the right to training and funding for vocational training through social, local authorities and government department actions as well as through the development of relevant infrastructures. In this context, and in the face of these social challenges, universities play a crucial role at a local level in providing lifelong learning opportunities, as:

- universities’ curricula provide basic skills as the essential building block towards sustainable professional development pathways
- universities’ research teams are devoted to the production and diffusion of knowledge and
- universities’ multi and interdisciplinary approaches offer a way of addressing the complexity and integration issues linked to today’s working environment.

Thus, UVSQ’s approach, instigated in 2000, and its development of lifelong learning infrastructure and activities have become a major strategic focus across all areas of governance of the university. This process has become even more significant in the context of autonomy of higher education institutions and in relation to the university’s need to increase its capacity to attract local students in the current competitive environment. This is done by offering a range of programmes and pedagogical methods, as well as by developing partnerships with private sector players, local authorities and other institutions in order to improve local networking and collaboration.

### Lifelong Learning approaches

LLL refers to an individual’s opportunity to acquire knowledge, qualifications and skills throughout his or her life, as well as the capacity to have his/her prior learning recognised (whether personal, civic, social, professional or employment-based learning). LLL must be exemplified by a universal right to lifelong learning based on a set of training schemes open to a wide range of learners.

This broad definition means a shift in perspective for all French education system players. Indeed, lifelong learning training needs are heterogeneous, persistent, targeted and individualised and involve the whole population.

In that context and in order to address the challenge that represents these diverse and specific needs, it is essential to develop a set of integrated and flexible programmes that can cope with individual and collective needs.

To this end, the various programmes are organised around a common element, a personal project for which each learner has access to a range of services (information, greeting, orientation, assessment, recognition of prior learning, varied teaching methods, tutorials, project management support ...) that draws on the lessons learnt from a competency-based approach combined with ICT.

**Figure 5: Learner’s personal project development at UVSQ**



Source: SIRUS Project, University of Versailles Saint-Quentin-en-Yvelines

Thus, lifelong learning is not only about knowledge transfer. Each LLL programme needs to provide learners with services that can enable the resumption of studies with the aim of refining skills according to learners' specific objectives and set of constraints.

In a competitive environment, these programmes are strengthened and become more efficient when they belong to a network of excellence, built in close relationship to competitive clusters. The capacity of broadening access and personalising training programmes may require the development of internal and external partnership and cooperation networks in order to develop and disseminate resources jointly. UVSQ has developed several such partnerships.

### **UVSQ's sustainable lifelong learning approach**

UVSQ's strategy aims to establish the university as a major local player in the field of lifelong learning.

Our strategic goals, as stated in our planning documents (recent four-year contract with the French Department for Education, internal guidelines, long-term strategic plan) include:

- to complete what is already in place by enriching and diversifying our activities pertaining to curriculum development (new degrees, academic pathways, modules, ICT) as well as pre- and post-training programmes (defining a project, orientation, competency evaluation, assistance towards integration, assistance towards private enterprise)
- to widen our partnerships with local players involved in professional lifelong learning training (branches of economic activity, local authorities, trade unions, orientation centres, employment centres, funding bodies, training/work-experience centres, human resources consultants ...)
- to develop relationships with the industry sector (public-private partnership, active participation in competitive clusters, development of an industrial chair) while promoting our research centres of excellence and including a training component dedicated to adapting and enriching skills throughout a learner's working life.

The implementation of this strategy was carried out internally by integrating LLL in the university's governing programmes and reshaping the SCUFC's organisation.

The development of partnerships with other local players received strong endorsement and support from the university's president. It was also boosted by the transformative development of professional and technological disciplines as well as the introduction of applied studies within the university at under- and post-graduate levels.

In order to foster a greater collaborative teaching approach and strengthen the links between training needs and training solutions, UVSQ's SCUFC adopted a decentralised system. This has meant opening offices within each faculty that provide a one-stop shop for those interested in training or in having their prior learning experience recognised.

Enticing specialised training programmes have been developed thanks to the teams' close working relationships, the new degree structure and the relationship with local and regional economic and social players. Close relationships with competitive clusters and businesses have enabled the signing of agreements and the foundation of industrial chairs linking research and lifelong learning. The university has also developed foundations in order to strengthen the relationships between local needs and research and training (for example, FONDATERRA's role in terms of sustainable development and its local impact on new training and research programmes in the fields of building, energy and environmental services).

These actions, ratified by agreements with local authorities and several quality assurance charters, have been signed with major players in the field of vocational training (policy-making and funding bodies, graduate integration and reinsertion institutions, Regional Council in charge of professional training).

In order to facilitate the resumption of studies, UVSQ has developed assessment and accreditation of prior experience schemes that enable learners to access training without the usual formal qualifications. To overcome time and geographical constraints, the university has also put in place a learning platform and a

unit responsible for assisting staff in the development of e-learning resources. Finally, in order to guarantee greater sustainability, other Internet-based tools have been developed (e-portfolio, an online professional skills portfolio; and valid expert, a tool used to help with the accreditation of prior experience process or the development of a training programme).

All these actions have gradually made it possible progressively to further the university's lifelong learning approach and the resulting pedagogical and relational repercussions. The usual obstacles to the organisation of standard courses are overcome on most training programmes by the necessity to submit course information sheets outlining the expected outcomes of the training based on the National Register of Vocational Certification and by the development of applied and/or distance learning courses. The development of economic partnerships around competitive clusters, industrial chairs and foundations has made it possible to instil a new culture both within UVSQ's traditional teaching and research missions as well as in its capacity to provide a response to the needs of adaptation and redeployment of qualifications (for instance, changes in qualifications and new jobs linked to the emergence of green growth).

Even though these actions still need to be strengthened and developed further, they have already fostered the rise of solid cooperation networks that have led to an offer adapted to local needs, making UVSQ a major sustainable local player in the field of LLL.

### 3.2.4 Introducing principles of lifelong learning into Ivane Javakhishvili Tbilisi State University

**Ketevan Tsintsadze**

Head of the Centre for Academic Development and Lifelong Learning  
Ivane Javakhishvili Tbilisi State University  
Georgia

#### General overview

In recent years the education system of Georgia has undergone a complete transformation, both in terms of structure and content. Transition to the market economy together with technological progress, the increased number of accredited universities, the transition from state-owned university funding to the voucher system, the increased mobility of students and the renewed interest in labour market-oriented training programmes have all put Ivane Javakhishvili Tbilisi State University (TSU) in a tightly competitive position both academically and financially. It has led to the establishment of non-traditional, non-degree training courses and to the search for additional funding sources.

In addition, after signing the Bologna Declaration in 2005, the higher education institutions of Georgia were obliged to implement the core principles of the Bologna Process, one of which is lifelong learning, a major pre-condition to integration in the pan-European higher education world.

The Strategic Development Plan adopted with Decree No. 14 (19-03-2007) issued by the Academic Council of TSU included the introduction of lifelong learning principles as one of its major strategic goals. The following actions were planned for achieving this goal:

1. Establish a lifelong learning centre
2. Establish a teacher training centre
3. Establish professional high schools
4. Develop and introduce certificate programme
5. Establish professional high schools in the region
6. Organise qualification courses
7. Establish joint international professional high schools
8. Establish a language centre.

By the end of 2010 TSU:

1. Had established an Academic Development and Lifelong Learning Centre
2. Had developed professional development programmes for school teachers in the Centre for Academic Development and Lifelong Learning
3. Had established a professional high school for tourism (International School of Tourism) at TSU. From 1 September 2010, a new law was enacted on professional education in Georgia. Hence, all university programmes of professional education may need to be revised
4. The Academic Council and the Quality Assurance Service had developed and approved the regulations for the submission, adoption and monitoring of the Lifelong Learning programmes. Since there is no legislative base for LLL in the country, the regulations have not defined Lifelong Learning Programmes for TSU, so all the 12 programmes approved according to these regulations are programmes of continuing education only
5. TSU is working to extend measures to the regions
6. TSU had 13 accredited professional development programmes for school teachers, which are managed by the Centre for Academic Development and Lifelong Learning
7. It will also need to revisit these after the enforcement of the new law on professional education
8. TSU had established a Language Centre which currently serves only the degree students enrolled in the academic programmes.

TSU has also launched a University for Children and a Training Centre for potential students who are offered preparatory courses for entering exams.

### **Developing the strategic development plan of for the Centre for Academic Development and Lifelong Learning within the context of lifelong learning principles**

In line with the strategic development plan of the university (2007-2010) to foster the process of implementation and development of the lifelong learning system at TSU, the Centre for Academic Development and Lifelong Learning was established in 2009. Before the summer of 2010 the centre was mostly involved in conducting professional development programmes for school teachers, but after 25 June 2010 when the Academic Council of TSU adopted the new mission statement of the university that, inter alia, includes as one of its major aims the development of an LLL system, reforms have been introduced to achieve the goals:

- The Centre was initiated and took responsibility for designing and conducting various continuing education programmes for the wider society and for professional development programmes for TSU academic and administrative staff
- The Centre should provide a new strategy of development
- The Centre has also been involved in the SIRUS project.

Being part of the SIRUS project gave a unique opportunity to the Centre to collaborate and discuss problems, challenges and perspectives of lifelong learning with other European universities and on the basis of the experience gained, worked out the Strategic Development Plan of the Centre. This strategy was later presented at the Vienna seminar of the SIRUS project.

In short, the strategic development plan of the Centre for Academic Development and Lifelong learning contains the following statements:

#### **Major areas of operation**

The major area of operation for the Centre is to administer the LLL/continuing education programmes and to facilitate the development of the academic and administrative personnel of the university. Continuing education programmes administered by the Centre are aimed mainly at two target audiences: internal, university staff (academic and administrative personnel) and students, and the general public.

## Vision

In the context of LLL/continuing education TSU strives to become a leader among the universities of Georgia in terms of offering superior quality, diverse and appropriate education programmes.

## Mission

The Centre for Academic Development and Lifelong Learning aims to provide the general public with a possibility to use the university resources for professional and personal development, improvement of qualifications, acquisition of new professional skills, thus leading to the achievement of the major goal of the university.

## Major goals of the Centre

- Goal 1:** Building on the university role and importance through the different services delivered to the general public by offering LLL learning programmes. This also leads to additional sources of funding for the university.
- Goal 2:** Organise the relevant qualification courses/training/seminars for the professional development of the academic and administrative staff of the university.
- Goal 3:** TSU participation in and close cooperation with international and national networks and organisations of lifelong learning.

The strategic development plan clearly responds to the European Universities LLL Charter: all the major activities of the Centre contribute to the design of adapted study programmes for attracting returning learners by strengthen the relationship between research, teaching and innovation by providing research-based LLL courses to the wider society. We also provide professional development courses, seminars, training to the academic and administrative staff of our university and, in so doing, try to act as a role model institution for lifelong learning.

TSU strives to implement this strategy gradually but progress is slow because of a lack of a legislative base for LLL in the country. During the implementation process we have also had to take into consideration risk factors such as a lack of interest and participation in the development of LLL programmes by the university departments and the faculty; inaccurate stereotypes on the operation of the Centre for Academic Development and Lifelong Learning; and the social and financial environment within the country.

Currently the Centre follows the main directives of the abovementioned strategic plan but the Parliament of Georgia is in the process of discussing a new law on higher education, that will naturally bring about certain changes in TSU regulations and hopefully the new regulations will be more flexible for the implementation of LLL principles and provide a clear definition of LLL programmes and terms for TSU.

## 3.2.5 Lifelong learning in practice at Leuphana University

### Prof. Dr. Sabine Remdisch

Director of the Institute for Performance Management  
Leuphana University Lüneburg  
Germany

### The socioeconomic framework for LLL in Germany

Leuphana's strategic decisions and concrete activities towards becoming a LLL university must be considered against the background of Germany's current socio-political and economic developments.

There is a constantly growing demand for qualified specialists and academics in the German job market, and thus also for systematic LLL opportunities. Companies need efficient talent management throughout the entire careers of their staff. This is increasingly important in the context of the ever increasing demographic shift in Germany. A particularly serious lack of manpower is predicted for jobs in mathematics, informatics, natural sciences and technology. However, considerable gaps are also foreseen in health and social fields, as well as in media, arts and social sciences. This not only applies to university graduates, but correspondingly impacts the level of skilled workers and specialists, for example qualified craftsmen and technicians and master craftsmen. This has resulted particularly in small and medium-sized enterprises (SMEs) struggling with a worsening shortage of specialists.

In order to close this gap in the German labour market, there must be an increase in the number of university graduates and the integration of non-traditional target groups by drawing the professionally qualified into academic types of education. Germany possesses an internationally renowned vocational training system which, in spite of its excellence, is only minimally linked with the higher education system. Gradually, the concept of an “open” university is becoming recognised and pursued in education policy, i.e. a facilitation of university entrance for these qualified professionals, as well as the recognition of professional or non-university earned competencies.

Lower Saxony is one of the German states that has taken a pioneer role regarding the opening of universities in recent years. In June 2010, a statutory framework for Lower Saxony’s concept for an open university was created through the amendment of Lower Saxony’s laws on universities. The essential changes facilitate not only the accreditation of competencies and the establishment of study programmes parallel to employment, but also the further opening of university entrance to professionally qualified applicants. The law provides that whoever has a vocational/professional qualification may now enter university studies related to their field after three years of working practice.

### **The development of LLL at Leuphana**

Leuphana has reacted to the social and economic challenges. The university has recognised that continuing education/LLL provides it with a wide and attractive field of activity; and in order to meet the clear demand and widen participation in higher education, it has systematically developed specific flexible continuing education opportunities for new learner groups in full-time employment. Leuphana is also working towards the better interlocking of university education with other modes of education through its development of an “open” university concept. Leuphana’s new and innovative restructuring of recent years, with its unique study programmes and organisational model, have made it easy to meet the requirements of an LLL university profile.

Leuphana University was re-founded in 2007 with the mission to be a humanist, sustainable and proactive university for the benefit of society in the 21<sup>st</sup> century and to be a model for the future of German learning and research. The opportunity for change came when the University of Lüneburg was merged with a university of applied sciences and completely restructured. The new structure was innovative in Germany, allowing the university to deliver its unique trans-disciplinary degrees to different target groups. The range of studies is built around four pillars. While the College and the Graduate School offer full-time bachelor’s and master’s programmes, the Professional school is the main seat of lifelong learning (LLL) with a range of flexible bachelor’s and master’s programmes designed for professionals who want to begin or return to higher education alongside full-time work. Leuphana’s fourth body, the House of Research, focuses on questions with practical relevance for today’s society.

### **LLL activities at Leuphana**

Leuphana’s LLL activities take place at three levels: concrete opportunities for those in employment, research on the theme of LLL and especially on the needs of the new target groups with relation to LLL and knowledge transfer, and LLL for the region and with the region.



## 1. Programmes for new target groups

Leuphana offers flexible continuing education to professionals and people with vocational qualifications. So far, programmes are available in business and health and social care fields. The programmes aim to help relieve the labour market shortages of skilled workers.

New target groups demand new types of programmes. The Leuphana Professional School offers bachelor's and master's programmes as well as certificate courses parallel to work. Sustainable approaches to learning allow students to keep on learning, return to learning and learn flexibly, even long after entering the workplace. Not only do these programmes represent a unique opportunity for learners, but they can also generate a long-term income source for the university.

The master's programmes, currently designed for leaders and managers in business as well as in social organisations, last from three to five semesters (60-90 credit points). The bachelor's programmes are targeted at specific vocational groups. These programmes are for students with non-academic vocational/professional educational backgrounds and with varying levels of qualifications in their field. Open access allows advanced placement based on individual assessment of prior learning.

Course content is scientifically based, trans-disciplinary and designed to be immediately transferable to practice in the students' working life, for example, using authentic case studies. Teaching staff are experienced in business and professional fields as well as in academia and research. They strive to integrate students' perspectives into teaching content. Study parallel to work is facilitated by blended learning methods and after-work contact hours, IT support for e-learning and a supportive learning environment.

The Professional School tries to create an environment that is most conducive to learning. Although students study partly off campus, they are treated as individuals, for example, they are offered individual coaching. To ensure high quality in continuing education there are regular evaluations and accreditation procedures.

## 2. Researching how to deliver LLL to new target groups

There is a lack of research on the learning needs of new target groups and how to attract them. These questions are being researched by Leuphana's Institute for Performance Management (IPM), which works in close cooperation with the Professional School. The IPM's research team are networking with adult education providers plus employers to identify the demand for closely tailored academic programmes for specific professional and vocational groups, providing a bridge between vocational, adult and higher education, degree programmes which the Professional School could then offer for these new groups.

The IPM is also exploring how to create learning environments to suit the needs of non-traditional learners better and how to support non-traditional learners in their studies. What makes them successful learners? Why do so few non-traditional students use existing alternative university entrance paths? How can we create a bridge between their prior experience and work-place learning and university studies? The Professional School is trying to create an 'open university' with flexible entryways and accreditation of prior learning to widen university participation while maintaining academic quality. The research project 'Open University Lüneburg' is developing accreditation models for prior vocational learning and learning acquired outside of traditional education in order to offer advanced placement on degree programmes to those without formal higher education entrance qualifications.

Leuphana is also working with European universities and organisations to learn from their approaches to opening access. The IPM is leading the European project 'Opening Universities for Lifelong Learning' (OPULL), which is funded by the German Federal Ministry for Education and Science (BMBF). This project is a strategic partnership between four European universities (Leuphana University; Open University, UK; University of Southern Denmark; University of Helsinki) researching different approaches to widening participation in higher education. Each institution contributes its expertise to answering the research questions. Good practices from the partner countries are being identified and integrated into an overall European model for open universities.



### 3. Bringing LLL to the region

The Professional School also offers separate master's programmes tailored to in-company management training needs, allowing companies to offer their staff academic continuing education which is truly responsive to the changing workplace and economy. In addition, its "Knowledge Transfer Centre" and "Innovation Assistance Unit" were set up to enable the transfer of knowledge to companies in the region.

To strengthen the research and development potential in SMEs and to produce highly-qualified graduates, Leuphana is working to create new jobs in fields with secure futures through continuing education, knowledge transfer, business start-ups and innovative research cooperation, with a wide variety of current projects in the university's different fields of expertise. For example, the Institute for Performance Management's project 'Performance management in medium-sized enterprises' is creating a long-term innovation network of managers and owners of SMEs, to support them in developing personnel and management strategies to strengthen their business development.

#### Diversity management as a future task for LLL

Commitment to LLL is part of the overall institutional strategy. LLL is interpreted and implemented in many different ways in different parts of the university. Because LLL is primarily interpreted as serving new target groups, the Professional School was planned as the central provider for LLL in the university. Within the process of developing LLL programmes, and triggered by the SIRUS discussions, Leuphana has outlined its commitment to LLL according to all 10 points of the EUA charter.

An LLL commitment results in a greater diversity of students, which, in turn, changes the culture of the university; when students in traditional educational pathways see those who have returned to continuing education from professional life and realise that they can remain flexible throughout their lives they begin to see their career and learning paths as one.

In the future, in order for German universities to welcome new target groups and the increasing diversity of learners on campus, diversity management will become a central challenge. Leuphana has to consider how best to create a living LLL culture with a shared understanding of what this means throughout the university. In an LLL university, this is reflected in the infrastructure, in the types of programmes and entrance procedures, in the teaching content and methods, the quality assurance arrangements, the focus and commitment of teaching staff and emphasis on research based learning. The commitment is also reflected in the types of cooperation that exist with other universities and with businesses and organisations in the region. LLL goals should also be included in the university's business plan. In this way, it will be generally visible right through from student services and service structures up to decision-making at the highest level.

### 3.2.6 Weaving the university into the fabric of the region – University of Camerino

**Michael J. Zebrak**  
Steering Committee for LLL  
University of Camerino  
Italy

#### Threading the Needle

The comparison between strengthening ties with regional stakeholders and textile design may seem hackneyed, but, upon closer inspection, one perceives the degree to which many university initiatives are isolated strands that could change the design of lifelong learning were they to become part of the regional

fabric. This, indeed, is the case at the University of Camerino (UNICAM), where numerous programmes have been developed with partners from the local and regional to the national and international levels. However, LLL is still not seen as a holistic process that underlies the strategic decisions of the university. As a consequence, these initiatives are often isolated, heavily dependent upon individual efforts, loosely organised and often invisible to the university community as a whole. Moreover, a supply-side mindset underpins most of the provision, with the result that these threads are, at best, loosely tied into the learning needs of the outside stakeholders.

The adoption of the Charter on Lifelong Learning by UNICAM and subsequent participation in the SIRUS project have acted as catalysts, offering the university an opportunity not only to discuss and analyse the current state of LLL, but also to bring into focus the strategic importance of building an open dialogue with our regional partners. This constructive dialogue is imperative in shaping the form and content of provision based upon the real learning needs of the LLL community in order to adapt study programmes and widen access to non-traditional students. Change of this nature necessitates, however, a redefinition of the provision model for LLL, which must be based on the learning demands originating from outside the university. In fact, the core of UNICAM's strategic plan is based upon a demand-driven model developed to strengthen ties with outside stakeholders and to coordinate the efforts of teaching and administrative staff in formulating and delivering new learning initiatives.

### **A changing pattern**

This change in approach has already begun to alter the design of how UNICAM interacts with the region. Existing ties with the major trade unions and professional associations have been bolstered by actively involving them in roundtable discussions with the university's nascent Steering Committee for LLL. These efforts have led to the university's involvement in a project regarding the formation of a certification body at the regional level for professional skills and competences. This body will be formed by the four universities present in the region, along with the representatives from trade unions and professional associations. In addition, UNICAM has formulated a series of projects (IT related) aimed at re-qualifying workers who have lost their jobs or have been laid off. Again this new, multilateral discussion with regional stakeholders is the key to opening access to this target group: their involvement and support opens access to financing by private training funds. Discussions with professional associations (the Order of Pharmacists and the Order of Architects) have led to two professional training course proposals based on their perceived needs. Finally, several master's degree programmes have emerged from contacts with our regional and national partners in the areas of REACH, cultural heritage and secondary school teacher education and training.

### **What drives the change in pattern**

The global financial crisis has impacted LLL in a variety of ways. At the regional level, the majority of funds allocated to professional training have been absorbed by unemployment benefits for workers that have been laid off or lost their jobs. The funding that remains is now based on a voucher system in which learners are awarded funds to enrol in courses of their choice. The result is that regional funding is in large part demand-driven: very few courses are being subsidised directly. This change in the funding scheme is a main driver in how UNICAM developed its strategic action plan. In addition, the very workers who received the unemployment benefits that drained previously available funds are those in need of training. One of the few ways for the university to reach out to them is through the support of the regional stakeholders (trade unions and professional associations), as they are in control of private training funds that can be used to re-skill the workforce. In this time of diminishing public funding, budget cuts have thrust LLL into the fore as not only a socially strategic endeavour, but also a way for universities to gain access to alternative funding and to increase enrolment.

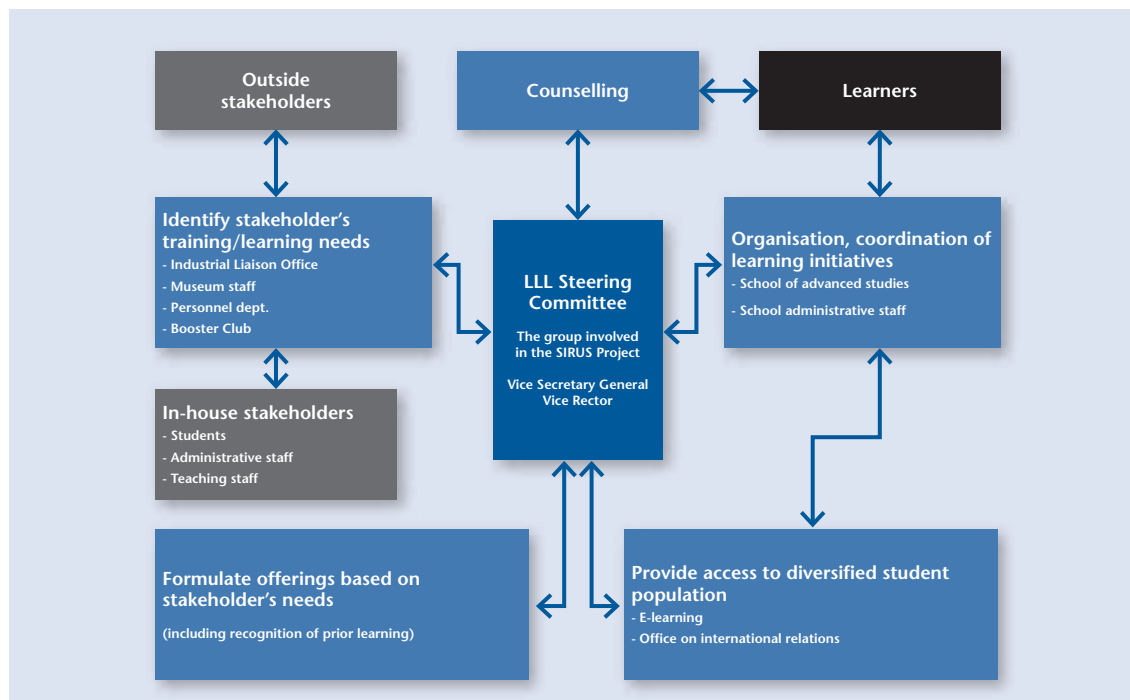
### **The strategy**

The strategic action plan developed by UNICAM springs from the SWOT analysis conducted for the SIRUS project and centres on the deployment of a demand-driven provision model which hinges on the assessment of training needs in concert with external and internal stakeholders. The model also organises the work flow

within the institution around the Steering Committee. The model foresees six phases:

1. identification of stakeholder needs;
2. alignment of programmes to said needs;
3. widening access by providing flexible delivery;
4. providing appropriate counselling services for LLL students;
5. organisation and delivery of LLL offerings;
6. implementation of quality control procedures.

**Figure 6: Demand driven model of the University of Camerino**



Source: SIRUS Project, University of Camerino

The strategy seeks to address the central issues of the EUA's LLL Charter through a very practical and business-like approach. The thought being that embedding LLL into the culture of the university will take place to the extent that the community must deal with these issues as they arise through the course of the initiatives the university undertakes. As one may deduce, the strategic action plan itself is a strand that has not yet been woven into the overall strategy of the institution. However, this will take place alongside the aforementioned embedding process. Paradoxically, awareness of and sensitivity to the needs of lifelong learners spring from the community's involvement with students in their learning process.

### The Steering Committee

The strategic action plan, as well as the work which led to its drafting, is the work of UNICAM's Steering Committee. The Committee was formed in February 2010 with the purpose of guiding institutional change within the ambit of LLL. The Committee has met on a regular basis over the past 15 months not only to manage the SIRUS project, but also to discuss, plan and implement a series of initiatives. Naturally, the strategic plan is the product of the concerted efforts of the members of the Committee, which has received support from the rector of the university, and leadership from the vice-rector in charge of graduate studies.

### Implementation

In order to strengthen ties with regional stakeholders, many new initiatives are being implemented through bolstered relations with outside and in-house stakeholders. This attests to the implementation of the action plan itself. Beyond these regional horizons, the university is developing a course on gender mainstreaming

within the ambit of equal opportunity; a master's degree course in cultural heritage to be delivered in e-learning at the national level; participating in the Alpha III project regarding university accreditation in Argentina; and delivering safety in the work place training for the employees of UNICAM and other public sector bodies.

### What the future holds

Undoubtedly, the main strategic goal for the coming years is to found a Centre for LLL which is able to bring together the various LLL initiatives at the university. Another important goal is to institute a school for equal opportunities to provide appropriate training for decision makers in the public and private sectors in order to meet the challenges of gender issues in the Information Society. UNICAM will also take part in a new Italian Network for LLL from its very inception and plans to become an active member of EUCEN within the very near future.

## 3.2.7 Lifelong learning at Wrocław University of Technology

**Janusz Gorniak, Hanna Helman, Piotr Kubinski, Jan Kwiatkowski, Andrzej Moczko, Jerzy Rutkowski, Jolanta Ruszel, Agnieszka Wilczynska**  
Wrocław University of Technology  
Poland

### Background

Wrocław University of Technology (WUT) is an autonomous technical university and an academic research institution. Its mission is to form creative, critical and tolerant undergraduate and post-graduate students and to lay the foundations for new directions in science and technology. The university executes its mission through inventiveness and innovation, maintaining the highest standards in scientific research, knowledge transfer, and high quality of education and freedom of criticism with respect of law. As an academic community, Wrocław University of Technology is open to everybody, fosters academic values and traditions, broad cooperation with different universities and strives for prominence amongst European and world universities. Development directions of WUT are determined by the following strategic aims:

1. Raising the level of science research dictated by the position of the university as a research university in the knowledge and innovation communities
2. Improving the academic education of students together with shaping their personalities for civil society
3. Creating a wide professional educational offer of postgraduate studies and different forms of continuous education, corresponding to social needs and, especially, the labour market
4. Developing and fostering a strong feeling of the academic community based on the intellectual and social association of students, graduates and employees of Wrocław University of Technology and developing and maintaining good relationships with its closer and further environment – industry, local, national and international organisations and especially with graduates
5. Improvement of internal processes and balanced development of the university's resources, supporting the realisation of aims 1 to 4 above.

Lifelong learning strategies are essential tools in these goals. Raising the level of research and innovation, as expressed by the position of the university in the communities of knowledge and innovation, is very important for WUT as well and this can be accomplished by putting every effort into improving lifelong learning programmes and strategies. One of the elements of WUT's strategy is the LLL programme. It is the main reason that the Centre of Continuing Education was created as an extra faculty by the Senate of WUT on 21 October 1993. The primary aim of the Centre is to promote and implement lifelong learning programmes in various didactic forms, providing complementary education on engineering, master's and doctoral levels corresponding to market needs, essential in the areas represented at the university. The main purpose of the Centre is to provide teaching services to clients outside the university. This includes

small and medium-sized enterprises, as well as staff and students of the university. The activity is conducted in accordance with the results of market research on the demand for educational services, and includes various forms of lifelong learning education: changes in professional specialty, updating of knowledge and skills, improvement of professional qualifications, acquiring a second job, acquiring specific professional qualifications. The Centre operates in agreement with local government and economic authorities, units of state administration, economic organisations, domestic and foreign universities, etc.

### **A Working Group on lifelong learning**

At early 2010, a specific LLL Working Group was formed by the vice-rector for development of the Wrocław University of Technology. The main goal of the group was to develop the university LLL strategy. The proposed strategy sits neatly within the Bologna Process, which includes, for example, recommendations for the development of lifelong learning. And learning throughout life is considered as one of the priorities for higher education to 2020. It also includes the 2009 report prepared by the Polish government “Poland 2030 – development challenges”, which underlines that one must learn throughout life. The pace of scientific development, especially in engineering sciences, means that everyone, regardless of age, needs to develop and acquire new qualifications to keep pace with the labour market. The report cites the Academy of Experts, which estimates that by 2025 there will be 250 000 – 300 000 new jobs in knowledge-based occupations. This will represent about 45% of all new jobs, available only to those who have developed their professional qualifications.

The strategy fits the prepared draft “Strategy for the Development of Higher Education in Poland until 2020”, both in the ministerial as well as environmental draft (prepared by the academic community), which highlights the opening of universities to students from different age groups and offers them various forms of training to renew knowledge and skills previously acquired in their professional lives. Organising and expanding the learning context for lifelong learning carried out in university also fits into the “Strategy for the Development of Wrocław University of Technology”.

The LLL strategy takes into account the development trends of the economy of the country and is based on assumptions about the economic development of Lower Silesia identified in the “Silesian Region Development Strategy to 2020”, which promotes a knowledge-based economy, which is rapidly growing and generating new and better jobs. Labour market research commissioned by the Lower Silesian Marshal Office in 2009/2010, based on development trends of industry and the demand for engineers, suggest a long term development trend towards sectors based on advanced technologies and innovation. The recommendations made can be summarised as follows: the primary task of educational institutions should be to train students in order to place them a strong position in the labour market. Educational institutions should adapt their educational offer in terms of quantity and quality to meet employers’ needs by basing the actual number of study places offered in the different fields of study on the trends of regional economic development forecasts. Moreover, teaching should be more focused on practical skills, knowledge of foreign languages and the development of soft skills.

There are also plans to patent the development of the educational system to enable continuous learning by encouraging a lifelong learning system in the region and enhancing the role of universities in adult education and lifelong learning system integration with the traditional education system.

### **LLL vision of Wrocław University of Technology in 2020**

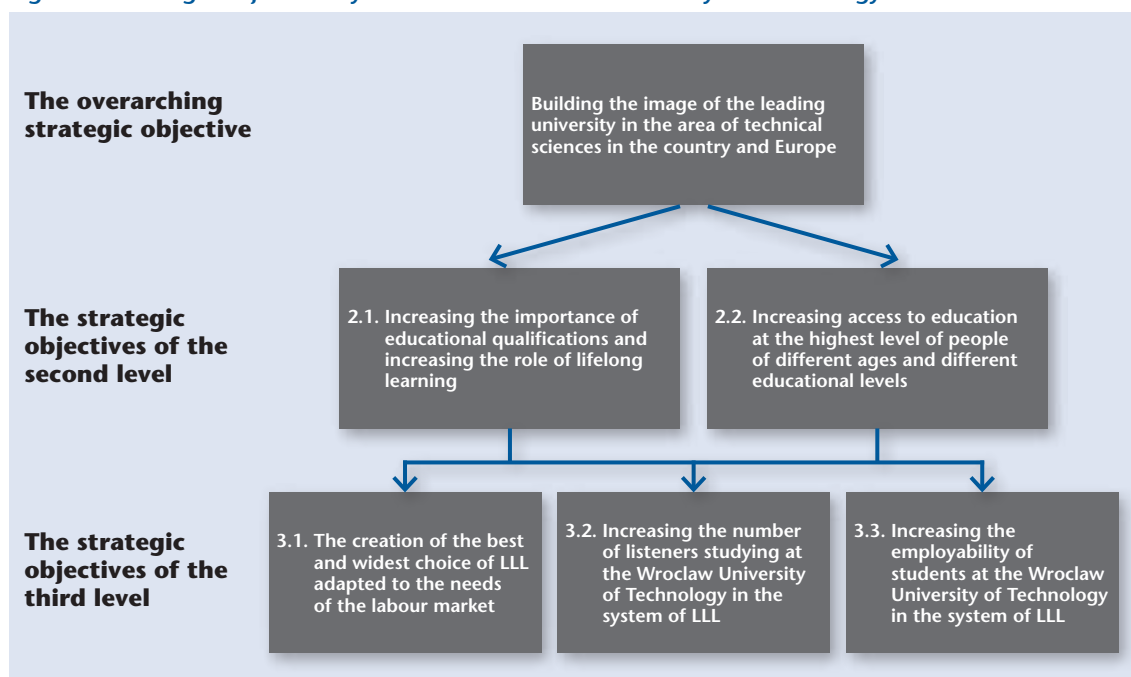
- We realise the openness of education through internationalisation and the flexible organisation of framework
- We have the widest range of teaching provision in the Lower Silesia region – including a fourfold increase in the offer of postgraduate study
- We have a wide range of courses supported by e-learning techniques
- The European and national qualifications frameworks have been implemented and are used for the recognition of prior learning
- We increase the range of further educational options, after first degree graduation, and after the requirements formulated by the university have been met

- Graduates have the key competencies expected by employers in: teamwork, problem solving, decision making, project management, business ethics
- We have launched an efficient system of information and advice on career development for those interested in lifelong learning at the Technical University of Wrocław
- We develop innovative methods and use various forms of lifelong learning through which students gain knowledge and practical skills relevant to labour market needs
- We cooperate with employers, local authorities, academia and other interested parties to improve the LLL system
- We support occupational and geographic mobility of students and graduates.

### Strategic objectives system

The figure below presents a system of strategic objectives related to LLL.

Figure 7: Strategic objectives system of the Wrocław University of Technology



Source: SIRUS Project, Wrocław University of Technology

Three strategic levels have been identified. The overarching strategic objective is “Building the image of the leading university in the area of technical sciences in the country and Europe”. This certain strategic objective results from the strategy of whole university, which aims to achieve a strong position in the European Research Area. The strategic objectives of the second order are intended to enhance the role of knowledge and learning and to improve the openness of WUT to the educational needs of society at different ages, different levels of education and different stages of work. The strategic objectives of the third order directly relate to the education of students at the Wrocław University of Technology in the lifelong learning system.

The first of these relates to creating the highest quality of LLL offer as the essence of the development of this kind of education at our University. The second strategic objective relates to the creation of a system and an institutional basis for the functioning of LLL in the university as well as to increase the number of students in this system. The last strategic objective relates to activities for increasing the employability of our students.

### Conclusion

In view of anticipated legislative changes in Poland, the work related to preparation of the new Wrocław University of Technology institutional strategy has already begun. Developed under the SIRUS project, LLL strategy will be taken into account during this work.

Implementation of LLL at WUT will be promoted by:

- Economic trends:
  - Close the economic gap between Poland and the highly developed countries of the European Union
  - Polish economic development based on modern technologies and innovation
- Growth in demand for employees with high-quality technical professional qualification
- Increased educational aspirations of society resulting from the increasing role of customer satisfaction and employee satisfaction, social prestige, financial success, career development, which determines the necessity and the need to improve professional competence formally.

The threat to the smooth implementation of the strategy can be:

- Baby bust – decreasing number of graduates and the declining population of working-age people
- Low interest in mathematical and technical sciences among young people
- Financial constraints.

### 3.2.8 Lifelong learning in a virtual university: Experiences from the Open University of Catalonia (UOC)

#### Begoña Gros

Vice-rector of Research and Innovation  
Open University of Catalonia  
Spain

#### Background

The Universitat Oberta de Catalunya (Open University of Catalonia, UOC) was founded in 1995 by the Catalan Parliament. From the outset its main mission was to extend access to higher education and lifelong learning to people who cannot attend university in person because of geographic or time constraints. Its aim is to help individuals meet their learning needs and provide them with full access to knowledge. Lifelong learning is part of the institutional strategy.

The institution is well recognised and the number of students has been increasing steadily in recent years. On average, our students are between 33 and 37 years old, and most of them have a full-time job. Currently, 57% of the students are women. The learning system is completely online and there are strong professional relationships between the students and their teachers and mentors in the virtual campus.

During 2006-2007, the university president analysed the educational offer in order to respond better to the challenges created by the economic crisis. Among the many concerns, the current economic crisis has revealed the inadequacy of the Catalan and Spanish production model with regard to economic competitiveness and the global knowledge society. This serious stumbling block to the future wellbeing of society, which translates into a rise in unemployment and the erosion of sustainable jobs, is rooted in clear shortfalls in the education system. It is very relevant to provide a flexible higher education linked to creativity, entrepreneurship, innovation and the ability to take decisions to react to needs. To achieve a better flexibility for establishing links to society, in 2007 the university created the *International Graduate Institute* to improve the structure of postgraduate programmes.

#### The International Graduate Institute

The International Graduate Institute (IGI) offers postgraduate programmes tailored to respond to the LLL needs of society, such as in-company programmes developing specific content and skills for each of the



business units and the sectors within those units. In addition, we have a specific programme for adults over 25 to access the university's undergraduate studies and open programmes.

The Institute has an international advisory council in which experts from the academic and professional world participate. They assess the academic and professional quality and suitability of the training offer and help to identify opportunities and changes within the academic-business environment, both at national and international level, and to attract talent and knowledge from the business world.

With regard to students, the aim of the IGI is to present an extensive education offer according to their education needs. LLL programmes are developed with a curricular structure designed in a modular and flexible way using problem-solving-based methodology.

Academic recognition of prior professional experience (ARPE) becomes especially relevant. For this recognition, contributions by the competent bodies and persons, such as highly regarded professionals, accredited associations or related companies and institutions recognised by society, which may act as consultation bodies, may be taken into consideration. Recognition of knowledge and work activities carried out by students during their lives is one of the differentiating and key elements of the UOC's LLL programmes. The flexibility provided through assessment of prior achievements has an impact on education. It facilitates continuous learning based on the development of the student's academic-professional profile.

### eLearn Center

In 2009, the University decided to focus its research and innovation on the use of ICT for LLL, and a specific research centre was created (eLearn Center), chaired by the vice-rector of research and innovation.

The research activities of the eLearn Center reflect the priorities identified by the experts in e-learning related to three main areas: management and policy, learning and teaching processes and educational technology.

### Strategy plan

The strategy plan is based on the analysis of the different initiatives taken at our university. There was a process of revision of the mission statement, the values and guiding principles. It was created using a bottom-up strategy with the participation of the main agents of the organisation: academic and technical staff. The rector and the management team discussed the different strategies and established a calendar and the action plan.

We established eight guidelines related to LLL. They form part of the university's mission and values and reflect the UOC's expertise and its differentiation.

1. **Globalisation.** The contribution of LLL to the UOC's presence in the world as a prestigious university through the creation of global programmes, both in terms of the design and content; the transfer of knowledge and cooperation between the people who constitute the programmes (teaching staff and students); and knowledge-based relationships with other similar universities and/or institutions.
2. **Multidisciplinary.** To offer education programmes aimed at developing teaching-learning processes, which promote multidisciplinary collaborative work.
3. **Mobility and attracting talent.** LLL at the UOC as a base for mobility, virtual and on-site programmes, for teachers and students. Mobility also offers potential to attract and share talent with other universities and organisations around the world.
4. **Professionalisation.** LLL programmes help: 1) improve the competitiveness of people and companies and ensure greater and better employment for people and 2) promote continuous learning as a lifelong investment for people and organisations. These programmes are also aimed at improving sustainable employment for students, academic recognition of the professional activity carried out, and meet the education demands of society and the professional world.



5. **Quality.** Quality is determined by the following elements: the relationship between teaching and research development; the flexibility of the programme to innovate and improve the education offer; the richness of teaching resources and student learning support resources; the level of integration and postgraduate professional improvement; and the experience of teachers, both in terms of their ability to teach and get the most out of ICT and their skills when teaching within the EHEA framework, in a virtual learning environment.
6. **Flexibility.** There must be flexibility in the programme design and in how the learning itineraries are presented to students.
7. **Cross-disciplinary approach.** The desire to create LLL official and UOC-specific qualifications – irrespective of whether or not they provide access to doctoral programmes – combine a (multi) disciplinary nature with a cross-disciplinary approach.
8. **Sustainability.** Programme design and development must ensure academic and economic sustainability-feasibility (having the knowledge and human resources to deploy the programmes) of the LLL offering at the UOC.

These guidelines are essentially based on the European standards and guidelines which ensure quality in the EHEA (ENQA<sup>4</sup>), on criteria used for the quality in official postgraduate programmes, accreditation of master's programmes (AQU<sup>5</sup> and ANECA<sup>6</sup>), and on UOC's LLL experience.

### Action plan

The first priority in implementing the strategic plan is to develop flexible ways to organise continuing education and to innovate teaching-learning forms. To do this we need to incorporate new technological platforms and teaching tools and resources (teaching plans, activity design, fast-acting flexible and dynamic materials, use of content available on the net, open content, etc).

The development of the Open Programmes is also important. It comprises different types of programmes in accordance with the demand profiles for which they have been designed: Creation of the Companies' Virtual Nursery (Emprenedors.net); Expansion of Open Programmes (Oberts.net), etc.

The academic recognition of prior professional experience includes proof of professional skills acquired before successfully completing the programme and its transformation into credits on the student's academic transcript and the diploma supplement.

Finally, it is very important to collect data about learning results, satisfaction and employment to be able to have rapid feedback into the decision-making process and to improve our system constantly. It is necessary to adapt the different tools that we have developed to obtain data from the students and be able to produce a rapid response to fulfil the needs of the students.

### Conclusions

LLL is one of the main missions of UOC; on-line learning is the method for acquiring knowledge. However, during the last 15 years, the use of the Internet has changed considerably and in order to adapt to social needs the university must rapidly and constantly improve its learning methodologies. The creation of the International Graduate Institute and the eLearn Center aims to improve the quality from the academic and research perspectives.

The success of this action plan depends on internal and external factors. First, applying our model of academic recognition is not problem-free. Our students have a different profile to those in traditional universities. In fact, most have had prior university experiences (73.7%) many are seeking to complete their studies, take a second degree, or follow a specific course. However, we cannot apply our model of prior recognition in official programmes due to the very restrictive Spanish legislation.

<sup>4</sup> European Association for Quality Assurance in Higher Education.

<sup>5</sup> Agència per a la Qualitat del Sistema Universitari de Catalunya.

<sup>6</sup> Agencia Nacional de Evaluación de la Calidad y Acreditación.

The second challenge is the internal organisation. To provide flexibility in a virtual university, the internal support of most of the areas (different calendars, access to campus, development of materials, etc) need to change in order to be able to provide rapid support to the students.

We also hope to increase the internationalisation of the programmes. We have courses in Spanish and we have a good relationship with Latin America universities. At the same time, we have started to provide a few courses in English because the challenge is to participate in an international community.

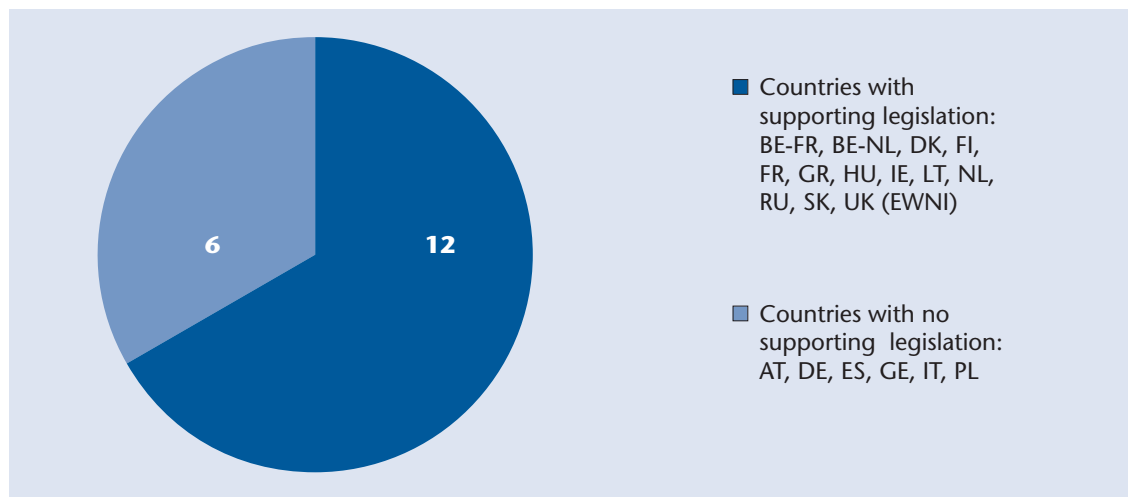
# Part 4 – A strategic approach to implementing lifelong learning

Part 4 is based on an analysis of the participants’ contributions to the SIRUS project, particularly the case studies included in Part 3 and the institutional presentations in Annex III. It focuses on: (1) the framework conditions that the universities have identified as important in order to develop and implement a lifelong learning strategy, (2) the key aspects to address when creating a lifelong learning strategy and (3) issues to consider during the implementation stage.

## 4.1 Framework conditions: funding and legislation

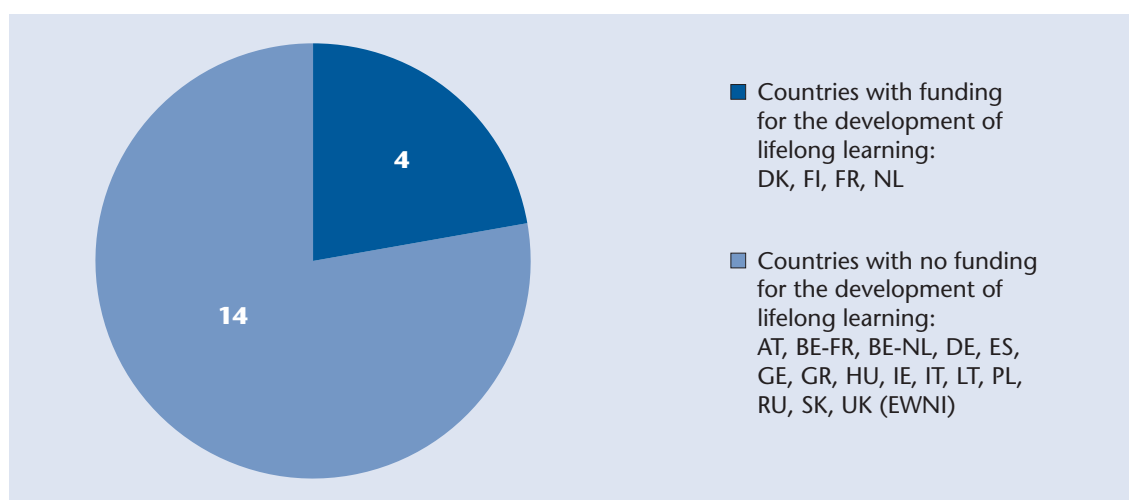
The very first discussions in SIRUS pointed to funding and legislation as two essential prerequisites for the strategic development of lifelong learning. Tertiary LLL legislation has been introduced in many EU countries. Thus, of the 18 countries represented in the project, 12 had legislation in place as shown in Figure 8.

Figure 8: Supporting legislation on LLL in the 18 countries of the SIRUS institutions



Source: SIRUS project

Very few countries represented in the SIRUS project, however, have actively responded to the government commitments of the Charter, especially when it comes to funding the development of lifelong learning activities in European universities (cf. Figure 9). In fact, only four countries in Europe have specific funding for the development of lifelong learning activities. The lack of funding is an important brake on developing institutional strategies for lifelong learning as a number of recent reports argue (*Trends 2010*, *BeFlex* and *BeFlex+*).

**Figure 9: Government funding for the development of LLL in the 18 countries of the SIRUS institutions**

Source: SIRUS project

The lack of funding, however, did not deter the participating universities from developing a strategic approach to lifelong learning and diversifying educational provision. As shown in a recent EUA report, universities have been paying increased attention to the diversification of income streams in order to complement or compensate for stagnating or declining public funding. The report reveals the range of approaches to foster income diversification. Lifelong learning activities play a role for 65.5% of the universities, but its share in the total funding is minor compared to that of other activities, such as fundraising, spin-off companies, and science parks (EUA 2011b).

In addition, while diversifying income requires, in general, a legal framework that allows universities to do so, this does not apply necessarily to LLL activities. Indeed, universities in many countries are expected, if not obliged, to offer LLL activities at full cost (for examples of business models, see EADTU, 2010). The problem is that for LLL (and probably other activities of the university) it is difficult to cover full costs. A revealing example is that of the Palmenia Centre for Continuing Education (University of Helsinki), the largest lifelong learning institution attached to a university in Europe. Even such a well-established institution does not recover all the costs incurred, although it has successfully exported its programmes to other countries. Currently, the income flowing into the Centre covers about 90% of the associated costs (EUA, 2011b: 54).

Finally, legislation and funding for lifelong learning are often very complex and related to labour market legislation and opportunities for lifelong learning students to receive student grants and loans.

## 4.2 Key aspects for developing and implementing institutional lifelong learning strategies

Regardless of the external framework conditions and the fact that the universities participating in the SIRUS project were at various stages in developing LLL, the analysis of their institutional strategies identified the four following aspects as common elements:

1. Diversifying student populations
2. Diversifying services to learners
3. Diversifying educational provision
4. Diversifying partnerships

These four aspects form the central axes that universities have to consider when creating and implementing a strategy for lifelong learning. As pointed out earlier, they do not in reality differ from the core provision of education.

### 4.2.1 Diversifying student populations

Diversification is a key word regarding the populations that universities aim to attract, as a response to the challenges of the knowledge society (cf. Part 2) and as an attempt to increase income streams and sustain institutional funding (cf. 4.1). Diversification in the context of this report means increasing participation from all strands of society, and that the institution offers opportunities to all types of students at any moment during their individual pathway. This aspect is closely related to diversifying the provision of education and student services (cf. 4.2.2 and 4.2.3).

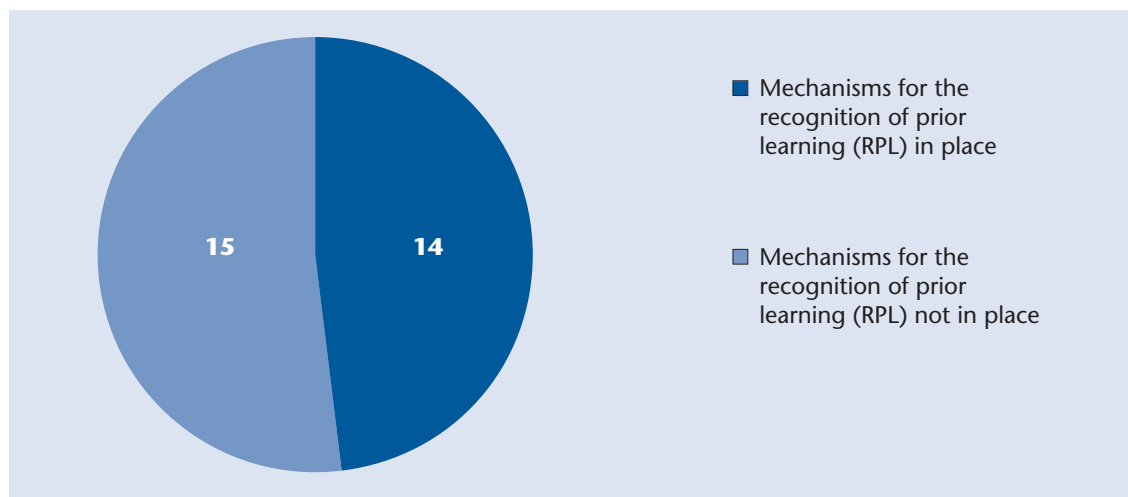
Generally, universities committed to LLL identified in their strategic approach the specific populations that they want to involve depending on institutional culture, social and economic environment, organisation and strategy. Sometimes these are qualified as “non-traditional” students as opposed to the “traditional” students who are often young and full-time. Many universities have little or no leeway to select their traditional students because most admissions procedures in mainland Europe are based on open access or grade point average, but institutions do have the possibility to select students for specialised degrees or courses such as professional up-skilling, continuing education or tailor-made courses for specific target groups. When different admissions procedures co-exist, it may lead to further fencing off of LLL and access from “mainstream education”.

The institutions in the SIRUS project mentioned the following groups of “non-traditional” learners:

- Full- and part-time students from non-traditional backgrounds
- Mature learners
- “Returners”(either drop-outs or professional up-skilling)
- Immigrants and ethnic minorities
- Learners with no formal qualifications
- Students with disabilities

One particular group of potential students were the focus of attention: the learners with no formal qualifications who apply for recognition of prior learning (RPL). RPL – whether used towards part of or a full degree – is considered to be a major challenge both by the institutions where it has become common practice and by the institutions that have not yet started to address the issue in connection with lifelong learners.

Figure 10: Recognition of prior learning in the 29 SIRUS institutions



Source: SIRUS project

Only half of the participating institutions used RPL towards a degree in a systematic way. The participating universities from Belgium, France and Ireland have had substantial experience in validating prior learning for parts of or for a whole degree. In other countries, the legislation was in place, but not in common use yet. The recognition or validation of prior learning for access to a degree programme was commonly used in most countries and was felt to be less controversial. One major concern was of a financial nature as the application process itself is very costly and time-consuming both for the applicant and the institution. The division of labour between different parts of the university services may be an explanation as to why recognition of prior learning is so difficult to implement for the majority of the universities in the project (cf. Figure 10).

One of the key discoveries for the universities participating in the SIRUS project was the link between access and lifelong learning. In many universities there had been no reflection on linking these two dimensions.

## 4.2.2 Diversifying services to learners

As pointed out in Part 2, it is essential not only to attract new groups of students, but also to make a sustained effort to retain them and to facilitate their transition back into working life by offering them appropriate support. The participating universities underlined the interaction between the provision of student services and the possibilities to diversify the student population. Thus, all universities considered it important to address a wide variety of learners and to provide up-to-date and specific services in order to attract and retain both non-traditional and traditional learners, young and mature students, and generally to meet the needs of a more heterogeneous student population.

In general, the development of student services has been partly prompted by the massification of European higher education and partly by the implementation of Bologna. Academic advising has become essential in order to guide students and ensure the coherence of individualised learning paths. In addition, the focus on access, attainment and employability requires student services that support these aims (cf. Part 2).

In general, there were two approaches to providing support services to learners: either as part of the overall provision of student support services or in special units directly attached to a centre for continuing education. Both approaches have their strengths and weaknesses, but the central point is that it is essential to have student support services that target lifelong learners and their specific needs. In addition, wherever the student services might be placed, it is important to initiate an internal dialogue on how best to collaborate in order to ensure that the support services are inclusive and responsive to the needs of lifelong learners and that of the more traditional student.

At most universities student services were provided separately for traditional and lifelong learning students, although it was not necessarily perceived to be the best way to organise them. This was often done for funding reasons and included:

- Access offices, access programmes and procedures: pre-entry preparatory courses, orientation programmes, entry routes, etc.
- Validation (recognition) of non-formal and informal learning, validation of prior learning, validation of experience, with a large diversity in the conception and the implementation of this procedure
- Other services, for instance, those supporting the participation of students with children (day nursery, etc.).

It is worth noting that this set of services support access albeit sometimes in an implicit way. This suggests that there is a need to link access and LLL and that it is difficult to develop a lifelong learning strategy without paying attention to access procedures as pointed out in Part 2.

In addition, the following general services were available for all students at nearly all the universities represented in SIRUS, but with varying levels of ambition and scope:

- Information offices
- Academic guidance provided by professionals

- Social, medical and psychological services
- Career guidance offices, placement offices.

Student services are essential to the competitiveness of the university whatever its profile: all students need support throughout their student life cycle as pointed out in Part 2. The universities with a tradition of continuing education offices have accumulated a genuine expertise which could be also used for the traditional student cohorts.

### 4.2.3 Diversifying educational provision

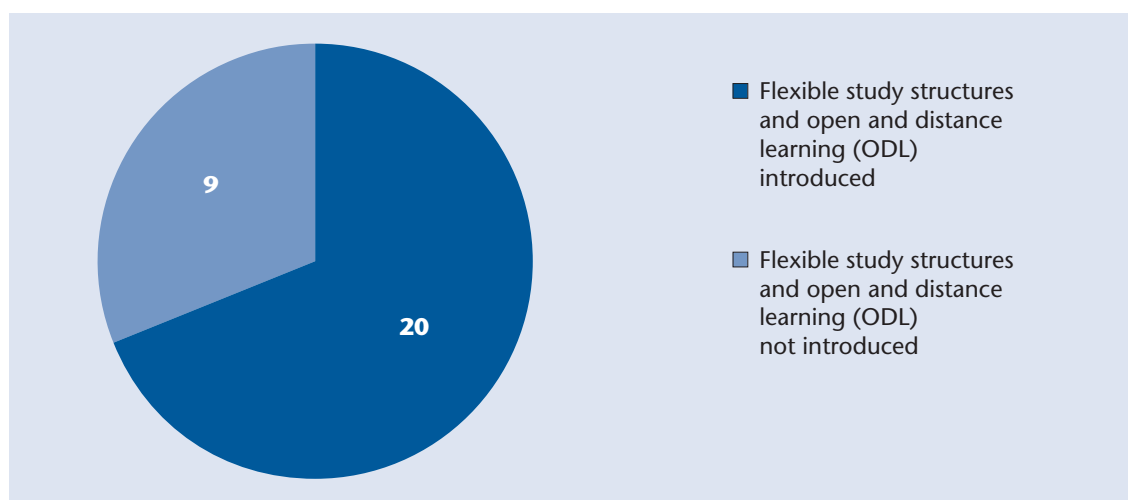
Diversity is also the key characteristic of educational provision. The range of provision on offer is directly linked to the strategy of the university and to its conception of lifelong learning as well as to the populations that it wishes to attract or the specific demands it seeks to meet. The contextual drivers – massification, the economic crisis, demographic changes and new regional needs (cf. Part 2) – have changed educational provision in many of the participating universities; in particular, the expansion of higher education has taken a different form depending on the context.

With the diversification of educational provision and as part of the Bologna reforms, there is an emerging common engagement in developing student-centred learning. As discussed in Part 2, this approach to active and flexible learning is fundamental to diversifying educational provision through the following aspects:

- Time and place of delivery: flexibility and tailor-made arrangements allowing students to study at their individual pace, organise individual learning pathways, and take into account specific constraints faced by the learners. These arrangements include: distance learning, e-learning, blended learning, tailor-made up-grading or professional development programmes (for alumni), summer schools, third age and children’s universities, resources centres, modular part-time programmes, “out of hours” programmes, bridging courses, credit accumulation systems, semesterisation, etc.
- Willingness to meet non-traditional learners’ needs through the recognition of non-formal and informal learning.
- More supportive relationship to learners, based on tutoring and mentoring, new assessment approaches, and active learning especially when reaching out to non-traditional students such as children, students with no formal qualifications, and adults.

The participating universities indicated that they were creating more flexible learning environments (cf. Figure 11). The introduction of flexible study structures and the possibilities for open and distance learning (ODL) was considered by the majority of the universities as the basis for their educational provision, especially for LLL. Thus, engagement in lifelong learning is associated with a move from traditional to mixed mode teaching (cf. Part 5).

Figure 11: Flexible study structures and open and distance learning in the 29 SIRUS institutions



Source: SIRUS project

A number of universities in the project, particularly from Belgium, Finland, Spain and Poland, were exploring the possibility of developing joint degrees for lifelong learning students or targeting international learners through courses offered in a major language (e.g., English or Spanish). Thus, the project showed interesting and new cross-fertilisation between the internationalisation and the lifelong learning agendas.

As indicated above, diversified education cannot be provided without first having developed services that can attract and retain students, and cannot be successful without entering into partnerships with the local, regional or national stakeholders.

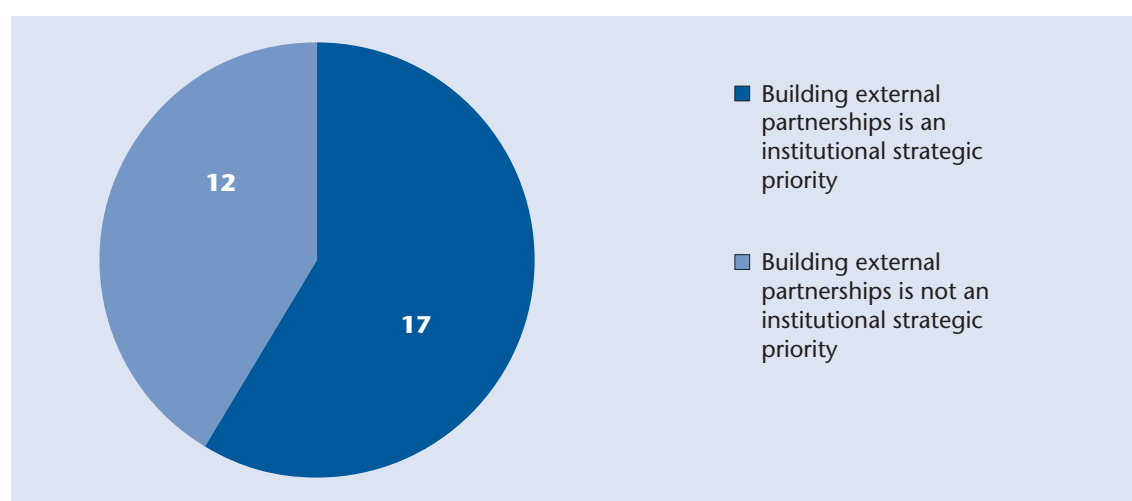
#### 4.2.4 Diversifying partnerships

The majority of the universities involved in SIRUS linked the development of LLL policies to a wide range of partnerships that depended on their regional and geographical position and responded proactively to external demands. Partnerships included:

- Local or regional authorities
- Regional employment offices
- Regional and international companies
- Trade unions and professional organisations
- Educational institutions.

These partnerships often led to bespoke programmes – tailor-made for external partners. The most frequent partners were companies and professional organisations that have a shared interest in the development of courses and programmes that aim at meeting the needs of different populations and contributing to local and regional social, cultural and economical development. In some cases, the current economic crisis had spurred the development of specific courses to upgrade the qualifications of the local or regional workforce or courses specifically targeted at the unemployed, often with the support of the public unemployment services. In other cases, cooperation ceased due to lack of funding.

**Figure 12: Building external partnerships in the 29 SIRUS institutions**



Source: SIRUS project

Cooperation with external partners is essential for the development of specially targeted modules, but the experiences presented during the project showed that it is not always easy to establish a close working relationship and sustain it over time. Figure 12 above shows that a little more than half of the universities viewed external partnerships as a strategic priority. Certain types of higher education institutions or disciplines found it easier to engage with external stakeholders. Many SIRUS participants felt that more efforts were needed to establish and, most importantly, sustain and maintain these partnerships over time. It was also suggested that the interrelationship between research, education and innovation described through the knowledge triangle can be used to initiate cooperation that may not have an “economic” driver, but a more “civic” or societal driver instead (cf. Part 5).



The “responsible partnering” approach (EUA *et al.*, 2009), commonly used for research cooperation, could easily be extended to education by focusing on the following aspects:

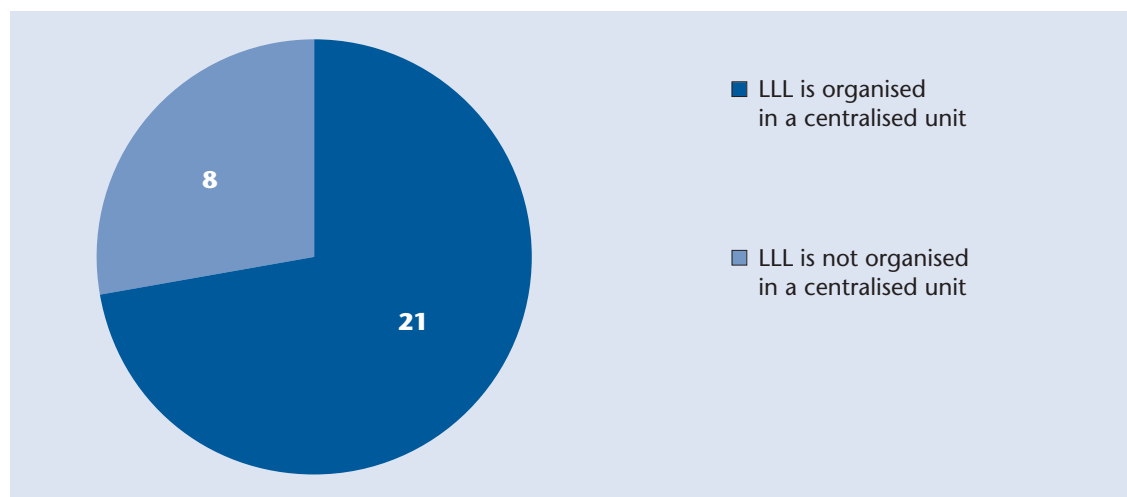
- How to identify partners?
- How to communicate with the partners and maintain their continuing involvement?
- How to follow these initiatives and ensure that they are of the highest quality and respond to the evolving needs expressed by the partners (cf. Part 5)?

## 4.3 Implementation issues

### 4.3.1 Positioning lifelong learning within the institution

The internal organisation of lifelong learning is another cross-cutting issue that was highlighted and discussed during the project. The most common approach was to organise and support the implementation of lifelong learning in a centralised unit. This was the case for 21 out of the 29 participating institutions. The centralised unit is most commonly in charge of establishing external partnerships with stakeholders and addressing the lifelong learners’ needs. The remit of the unit – while usually named the continuing education unit or similar – is radically different from university to university, as was discussed in Part 3. The unit in charge of lifelong learners is often located at the margin of the institution and of the core provision of teaching and learning.

Figure 13: Organisation of lifelong learning in the 29 SIRUS institutions



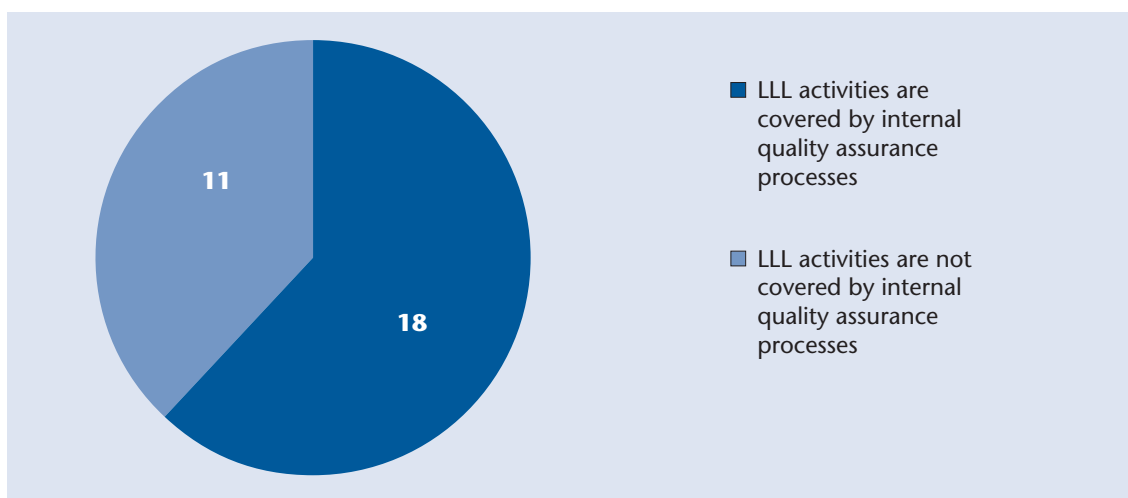
Source: SIRUS project

The organisation and the institutional placement of the lifelong learning unit may play a central role in the strategic development of lifelong learning and in promoting internal quality assurance processes for this area.

### 4.3.2 Quality assurance processes

Institutions in Europe have made great strides in developing their internal quality processes. These are usually focused on teaching and learning but also cover aspects of research activities and service to society. If the institution views lifelong learning as a core function, internal quality processes will naturally cover this area as well. As noted earlier (cf. Part 3), however, the lifelong learning offer is often fenced off from the traditional course offer. As such, it can be bypassed by internal quality processes and, therefore, have less legitimacy than core educational provision.

Figure 14: LLL and internal quality assurance in the 29 SIRUS institutions



Source: SIRUS project

SIRUS participants argued on the basis of their existing institutional practice that lifelong learning – including specific aspects such as access and student diversity – should be covered by internal quality processes along with other institutional activities.

Research conducted by EUA revealed that, in order to develop good internal quality processes, the institutions must have

a capacity for long-term strategic planning in order to develop quality monitoring of their activities in a meaningful way (i.e., to ensure feedback into the strategic planning process). This implies a stable funding and legal environment and the capacity for the career management of academic and administrative staff (EUA, 2005: 8).

These preconditions are essential to any institution, even if the nature of quality processes varies depending upon the institution's internal and external environment. Therefore, while it is difficult to propose a single approach for internal quality processes, EUA's Quality Culture report identifies eight principles on which these should be based (EUA, 2005: 10). They include:

- building a university community and the staff's identification with the institution
- developing the participation of students in quality processes and, more generally, in university governance
- ensuring the development of a quality culture through communication, discussions and devolved responsibilities
- agreeing an overarching framework for quality review processes and standards
- defining key institutional data – historical, comparative, national and international – and systematically collecting and analysing them
- involving the appropriate external and internal stakeholders
- stressing the self-evaluation stage as a collective exercise for the unit under review to ensure the implementation of appropriate change (this includes academic and administrative staff and students)
- ensuring a follow-up of the internal reviews: e.g., implementation of the appropriate recommendations and feedback loops into strategic management.

These principles are perfectly applicable to monitoring lifelong learning and access, although it might be challenging to involve non-traditional students who might lack the time to engage in internal quality processes.

### 4.3.3 Recommendations for strategic implementation

Discussions in the SIRUS project revealed a widely shared view that, in order to bolster the impact of LLL and access, it is important to engage strategically placed individuals and create external strategic alliances and partnerships (cf. Part 2).

Internally, it is essential to engage both the leadership and academic colleagues by:

- initiating discussions on the LLL institutional policy
- showcasing good practices that support an integrated LLL perspective
- defining indicators and initiating data collection related to LLL that can showcase success in this area
- engaging in wide consultation with colleagues to create consensus, but basing actions primarily on allies
- recognising that development takes time, and respecting the rhythm of colleagues: giving them time ... but not too much.

Externally, it is essential to work strategically and pragmatically with the local, regional, national and international companies, organisations, other education institutions and the community that can be potential allies in creating regions of knowledge and can enhance regional development (cf. Part 2). Cooperation may also take the form of closer collaboration between different kinds of educational providers in the region.

These elements of strategic orientations and implementation are complex and challenging. The notion of the engaged or civic university, which is discussed in Part 5, could bring coherence to a strategic approach for lifelong learning and unite all the different aspects that have been discussed in this report.

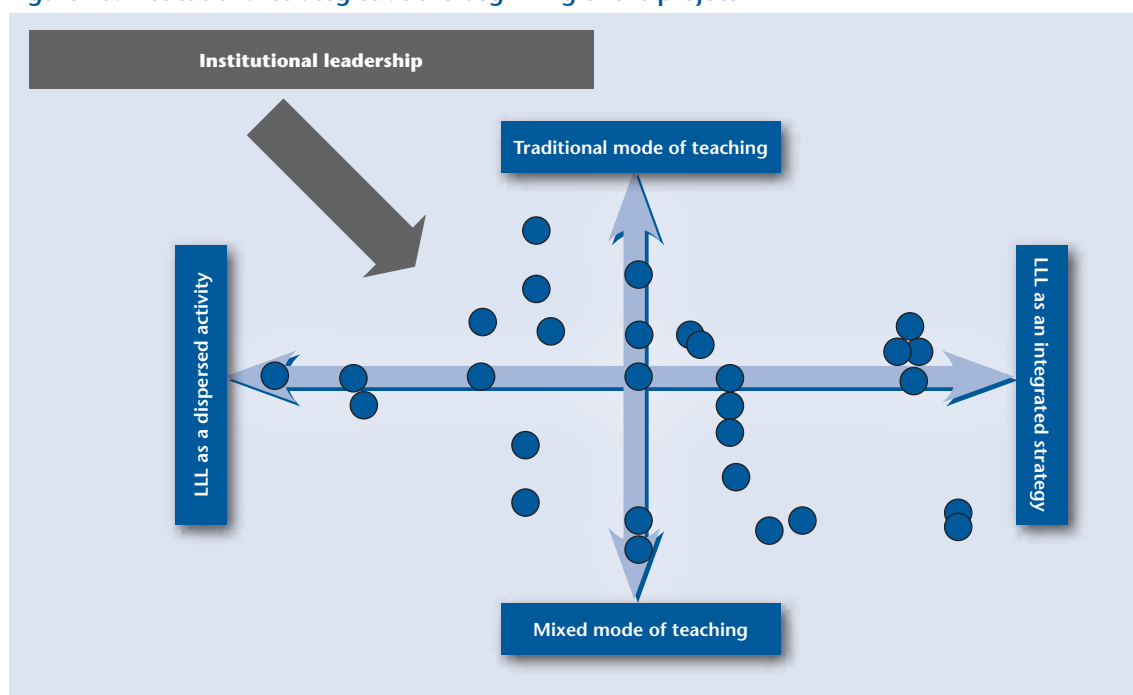
## Part 5 – Conclusion: The engaged university

Part 5 concludes this report by considering how the concept of the engaged or civic university may embrace the different ways in which European universities engage in lifelong learning.

The European Universities Association’s Charter on Lifelong Learning promotes the introduction of a culture of lifelong learning in Europe and in European higher education institutions. As mentioned earlier, that is not to say that European higher education institutions have not engaged in lifelong learning activities before, but rather that the LLL Charter encourages the institutions to move from an activity-based concept of LLL to an inclusive and responsive strategic approach where all teaching and learning provision is regarded in a lifelong perspective. The move is illustrated in the case studies presented in Part 3 and the institutional presentations that can be found in Annex III.

Figure 15, below, indicates the positioning of the institutions at the beginning of the SIRUS project. A minority of the participating institutions regarded LLL solely as an activity, but such factors as the demographic developments and the economic crisis have prompted them to participate in the SIRUS project. At the other end of the scale, a number of institutions were far advanced and were about to develop or had adopted an institutional strategy where the concept of lifelong learning played a major role. These institutions were generally prompted by a national legal framework (but supported by funding only in four countries, cf. Part 4) and an institutional leadership that strongly supported the re-framing of an inclusive and responsive lifelong learning strategy. Indeed, one of the main findings of the project has been the pivotal role that an engaged leadership plays in the development and implementation of an institutional strategy for lifelong learning.

**Figure 15: Institutional strategies at the beginning of the project**

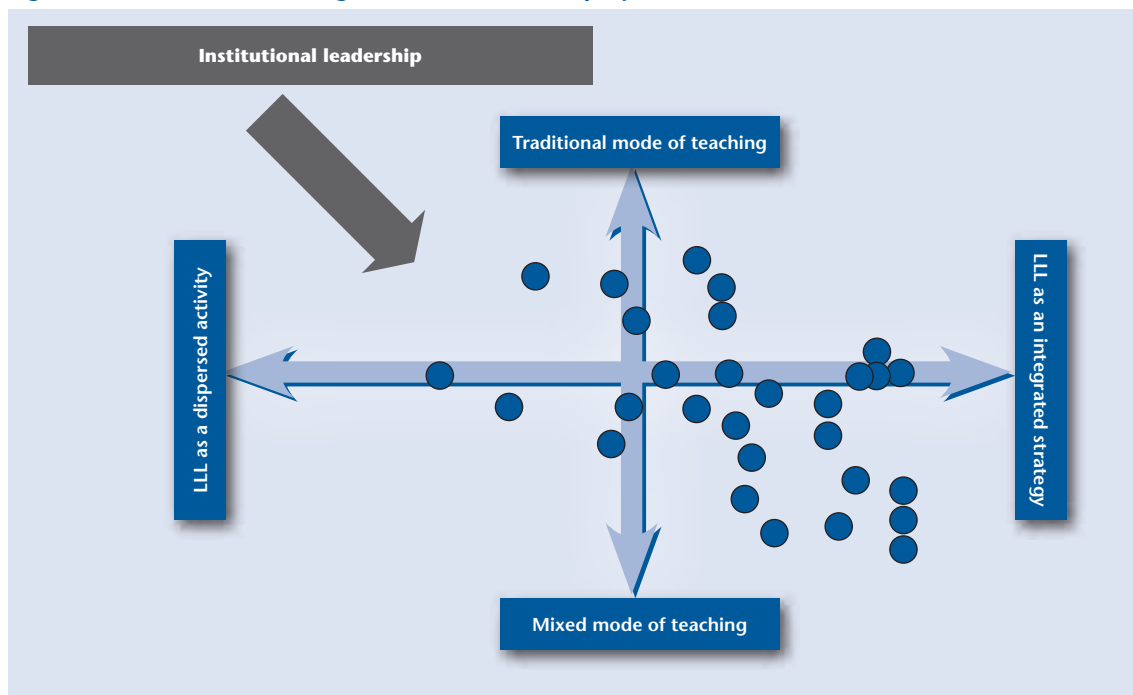


Source: SIRUS Project

The sample of the universities participating in the SIRUS project confirmed the findings of the *Trends 2010* report: one-third of the universities already had an LLL strategy in place but wanted to refine it; two-thirds had a series of activities in place but wanted to consolidate and create an integrated strategy for lifelong learning, either as a stand-alone strategy or included in the overall institutional strategy.

The SIRUS project contributed to the development of many institutions as they moved from regarding LLL as an activity towards integrating it into the overall institutional strategy as shown in Figure 16. While there are a number of different drivers for the implementation of institutional lifelong learning strategies, from an institutional point of view engaged leadership has been singled out as conditional to the other factors. Another interesting finding is that 21 of the 29 universities have introduced flexible learning paths (cf. Figure 11 and Figure 16) and mixed teaching modes.

**Figure 16: Institutional strategies at the end of the project**



Source: SIRUS Project

## 5.1 Engagement

This report ends with the notion of engagement, which has been alluded to throughout the text. The notion of the engaged university touches upon all aspects of university missions – teaching, research and service to society – and ties together the different strands of this report.

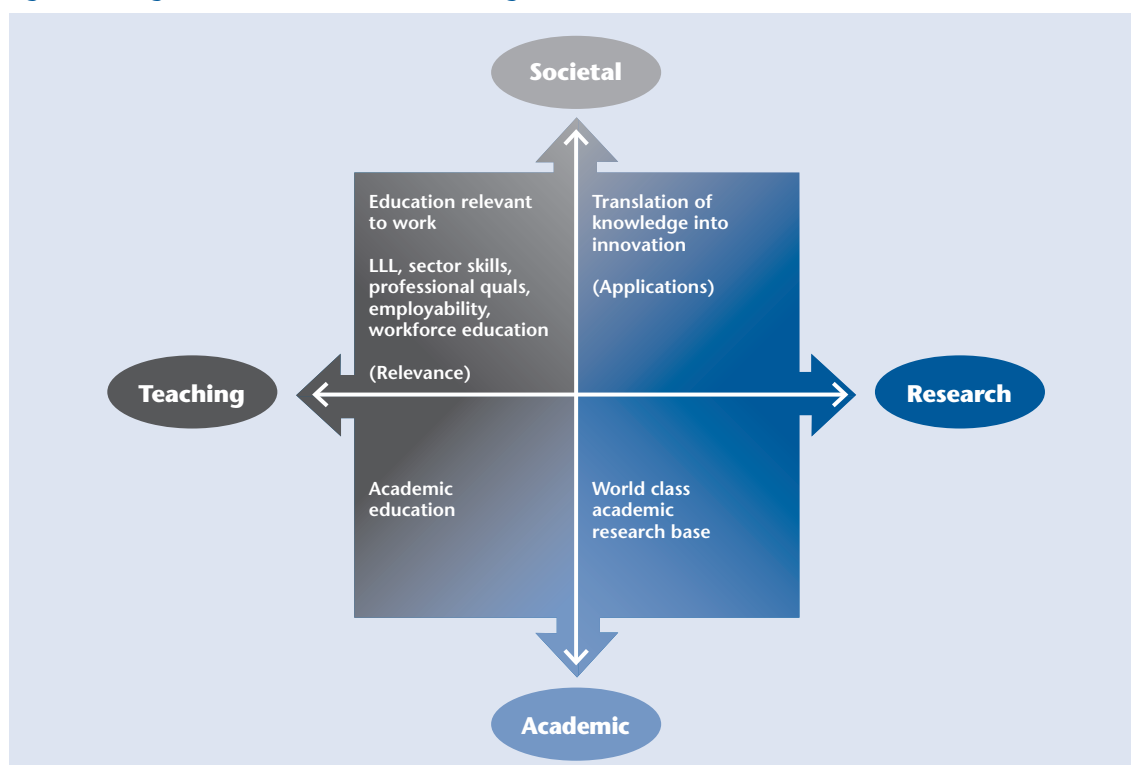
In her contribution to the Vienna SIRUS seminar, Ellen Hazelkorn argued that the knowledge triangle has the potential of broadening the conceptualisation of higher education, and to enable higher education to demonstrate value beyond the ‘ivory tower’. With the emergence of new knowledge providers, universities are no longer the sole supplier of new ideas or innovation; rather research is conducted increasingly through bilateral, inter-regional and global networks, with interlocking innovation systems because complex problems require collaborative solutions. The strengths of European universities may lie in providing research-informed teaching and teaching-informed research, using real-life problems and issues, and engaging in research that is derived and developed in tandem with end-users. This ensures that research promotes social, economic and technological innovation, within a reciprocal partnership model that stresses knowledge exchange rather than simply knowledge transfer. Thus, Hazelkorn argues, universities are ideally placed to strategically develop their capacity to provide lifelong learning and should engage proactively to retain this advantage.

Hazelkorn uses John Goddard’s concept of the “civic university” (Goddard, 2009) that provides opportunities for the society of which it is part (individual learners, business, public institutions), engages as a whole

rather than piecemeal with its surroundings, and enters into partnership with other universities and colleges. The civic university is managed in such a way as to facilitate wide engagement with its local and regional environment and positions itself strategically, as is the case with some of the universities in the SIRUS project that have progressed the furthest in implementing a strategy for lifelong learning.

Marilyn Wedgwood (2003) developed a diagram that allows universities to place themselves in relation to their perceived institutional strengths in an increasingly demanding policy environment that might be seen as pulling them in opposite directions: teaching and research; meeting societal needs and achieving academic excellence.

**Figure 17: Higher education drivers for change**



Source: Marilyn Wedgwood; slide of a presentation given at the EUA conference in Glasgow 2005

But are these different priorities necessarily pulling in opposite directions? Could the apparent divergences be brought together and form the basis for a lifelong learning strategy? In addition, why should European universities adopt a strategy for lifelong learning, when the focus of the debate on higher education at the moment tends to be on excellence and ranking or coping with the financial crisis?

As Hazelkorn emphasised, there are a great number of benefits to adopting an overall institutional strategy that includes lifelong learning:

- **Economic benefits:** e.g., improved productivity; contributing to economic growth and wealth creation; enhancing the skills base; increasing employment opportunities; as well as unquantifiable returns resulting from social/policy adjustments.
- **Social benefits:** e.g., improving people's health and quality of life; stimulating new approaches to social issues; changing community attitudes; framing social issues; informing public debate and policies.
- **Environmental benefits:** e.g., improving the environment and lifestyle; reducing waste and pollution; improving natural resource management; reducing fossil fuel consumption; and adaptation to climate change.
- **Cultural benefits:** e.g., supporting greater understanding of where we have come from, and who and what we are as a nation and society; contributing to cultural preservation and enrichment; and bringing new ideas and new modes of experience to the nation.

The benefits are often overlooked by what Roderick Floud described as the four myths of lifelong learning:

First, that lifelong learning is a new activity for higher education. Second, that there is a conflict between lifelong learning and the pursuit of excellence in teaching and research. Third, that older students are more difficult and less rewarding to teach. Fourth, that there is a shortage of qualified students so that “more means worse” (EUA, 2008).

Floud noted that lifelong learning was part of medieval education, that there were many examples of excellence in research carried out at the Open University in the UK, that older students were indeed more difficult to teach, but also much more rewarding as they brought their own knowledge and that new knowledge could be co-created by students and teachers in line with the Humboldtian tradition. The last and, in some ways, the most persistent myth is that there is a limited talent pool and that more means worse. Floud countered this by noting that a similar argument was used to keep women out of higher education until World War II when Europe faced a shortage of men. Today, Europe is facing a comparable, radical demographic development and will need to broaden access to new categories of learners; that may well prove to be an incentive for European higher education institutions to be more inclusive and responsive.

Nevertheless, institutionalising **engagement** may face several obstacles, including:

- Unclear vision and rationales, which lead to difficulties in measuring and evaluating engagement and the ambivalence of academics about how to apportion time between social engagement and other activities (Jacob, 2010).
- A research culture that resists interdisciplinarity; a weak research capacity; weak acceptance by society of university research; resistance on the part of academics to view research as a complex exercise that involves non-experts, including lifelong learners.
- Lack of balance between engagement in the community and institutional autonomy; weak communication channels between the university and its community.
- Lack of commitment and support from top management or from rank-and-file academics; lack of staff development and staff policies.

The success factors include the following aspects:

- The university has the capacity to identify and study new scientific, technological, social and cultural developments and to explain their importance to non-university actors. This implies a good research capacity and the capacity of the non-academic community to absorb this knowledge (Reichert, 2006: 41-42), which is increased when universities promote the value of research and knowledge through science and art museums, the organisation of public debates, exhibitions, etc.
- The socially-engaged university values creativity and individual development of staff and students. It has adapted its staff policies to promote and reward engagement and provides an environment that values risk-taking by its students and researchers and encourages interdisciplinarity (EUA, 2007).
- The learning environment is modified in order to adapt to new and more varied teaching methods.
- The university's capacity to manage pressures from different stakeholder groups is developed. This involves several steps:
  - Identifying and targeting stakeholders according to the strategic objectives of the institution. This is one of the major steps in developing a strategy for stakeholder management.
  - In order to support the development and realisation of such a strategy, the civic university establishes specific structures (supported with core funding) to manage its relationships with stakeholders. These include the following functions: legal, marketing, a platform for dialogue and negotiation with stakeholders, etc.
  - Thinking about how to move from stakeholder partnerships to alliances and networks. This requires building trust, setting long-term objectives, evaluating risks and developing an exit strategy.
- The university communicates its commitment to serve society both to external stakeholders (including the larger community of potential students) and internal constituencies (students and staff). With regards to the latter, it will have to address proactively the concerns of the academic community, particularly the view that pursuing additional income is an infringement on academic

freedom, a distraction from the core research and teaching missions or as undermining the public values of universities.

- Criteria to measure the quality and effectiveness of engagement are identified and used to improve performance and to ensure that academic core values are maintained yet the institution is responsive to its environment.

In response to the ever growing challenges faced by universities and the potential benefits of adopting a strategic approach to lifelong learning and access, Hazelkorn suggests that the civic universities created with a specific mission in mind should take the lead in developing socially-robust knowledge in the same way that 'traditional' universities dominate disciplinary research. But one could question if not all universities need to:

- create competitive and distinctive advantages by building critical mass in key fields of research-informed teaching and user-inspired research, which is socially and regionally engaged and globally embedded
- build collaborative knowledge clusters with other institutions and the wider community that engage in the distributed knowledge production system
- broaden their definition of academic activity to embrace the breadth of the knowledge triangle, including recognition of research impact 'beyond the academy'
- align policy with assessment and recruitment practices, by developing appropriate incentive and reward systems to support and promote the production of socially robust research.

To achieve this vision, engagement of the institutional leadership, at the different levels, in the provision of lifelong learning is essential. This is overwhelmingly clear from the analysis of the strategies provided by the participating universities. With strong leadership it is possible to move very quickly through (or even skip one of) the development stages described in Part 3. In addition, the second most important set of factors relates to the legal and financial framework that enables and supports the development of lifelong learning strategies and activities.

## 5.2 Conclusions

The project has shown that the European Universities' Charter on Lifelong Learning has played an important role as inspiration for the institutional development of lifelong learning strategies. The results of the SIRUS project suggest that there is not one single road to becoming a lifelong learning or an engaged university but that there are number of supporting factors and drivers that can facilitate the strategic development of the lifelong learning agenda, whether that is considered to be an institutional, a national or a European agenda.

Nevertheless, the most difficult and persistent challenges identified by the participating institutions included:

1. embedding concepts of widening access and lifelong learning in institutional strategies
2. adapting study programmes to ensure that they are designed to widen and attract returning adult learners
3. providing appropriate guidance and counselling services
4. recognising learning, in particular prior learning
5. establishing sustainable external partnership.

This set of challenges remained unchanged during the life-span of the project and might be considered as core issues for implementing lifelong learning in European universities. In fact, these are also common challenges that universities face for their core mission of providing teaching and learning for all students.

Many participants also highlighted the fact that their governments have been slow to respond to the government commitments of the Charter, especially when it comes to funding the development of lifelong learning activities in European universities (cf. 4.1). The lack of funding for higher education in general is an important brake to developing institutional strategies for lifelong learning.



This report weaves lifelong learning with the concept of the engaged university. Such a notion ties together the different strands of the project in describing an institution with a culture of inclusiveness and responsiveness that articulates its three missions through a mix of activities that fits its specific ecosystem. Such an institution is driven by a strategy that balances academic values and societal concerns and advances academic knowledge and individual and societal development. It balances the pressures for academic excellence, societal expectations, government policies and institutional survival in the increasingly competitive world of higher education.

The SIRUS project has made it possible to examine the processes of designing, adopting and implementing new strategies for lifelong learning from the perspective of higher education institutions. It has highlighted the fact that it is a time-consuming process to change the direction of a university even if the appropriate conditions are assembled. The widening participation and lifelong learning agenda is not only about changing and developing the provision of education and research; it is also about the time-consuming process of changing minds or institutional self-perceptions. Academic staff must be persuaded to develop new pedagogical approaches and to implement continuous development in partnership with external stakeholders in order to move LLL from the periphery to the centre of the institutional strategy, from the confinement of a continuing education centre to playing a central part at the core of the provision of teaching and learning to all students.

It is hoped that the SIRUS project will give European universities inspiration on how to move quickly through the different developmental stages of implementing new lifelong learning strategies.

# Annex I – List of SIRUS project partners

## European University Association (EUA)



The European University Association (EUA) represents and supports higher education institutions in 47 countries, providing them with a unique forum to cooperate and keep abreast of the latest trends in higher education and research policies.

Members of the Association include nearly 800 European universities, and 34 national associations of rectors and other organisations active in higher education and research.

EUA plays an essential role in shaping tomorrow's European higher education and research landscape thanks to its unique knowledge of the sector and the diversity of its members. The Association's mandate in the Bologna Process, contribution to EU research policy-making and relations with intergovernmental organisations, European institutions and international associations, ensure its capacity to debate issues which are crucial for universities in relation to higher education, research and innovation.

EUA is the result of a merger between the Association of European Universities (CRE) and the Confederation of European Union Rectors' Conferences, which took place in Salamanca, Spain on 31 March 2001.

[www.eua.be](http://www.eua.be)



## European Association of Distance Teaching Universities (EADTU)

Innovative leadership for open and flexible education: Established in January 1987, EADTU is Europe's institutional network for open and flexible higher education. EADTU is a membership organisation. At present its membership comprises the open and distance teaching universities, national consortia which connect conventional universities and associate members from non-European countries. Its membership covers over 200 universities and around 3 million students across Europe.

EADTU supports the European development of its members and their members on the inner consortia level and is committed to strengthening its members, both individually and collectively, through simulation of cooperation and expression of views on the national and international level.

EADTU is the representative organisation of both the European open and distance learning universities and of the national consortia of higher education institutions active in the field of distance education and e-learning.

[www.eadtu.eu](http://www.eadtu.eu)



## European University Continuing Education Network (EUCEN)

EUCEN is the largest European multidisciplinary association in university lifelong learning. It is registered in Belgium as an international, non-governmental, non-profit making organisation and has 212 members from 40 different countries. Its Executive Office is located in Barcelona.

Main aims and objectives of EUCEN:

1. to contribute to the economic and cultural life of Europe through the promotion and advancement of lifelong learning within higher education institutions in Europe and elsewhere;
2. to foster universities' influence in the development of lifelong learning knowledge and policies throughout Europe.

[www.eucen.eu](http://www.eucen.eu)



## European Access Network (EAN)

The four pillars of the EAN: Access, Equity, Diversity, Inclusion

The European Access Network encourages wider access to higher education for those who are currently under-represented, whether for reasons of gender, ethnic origin, nationality, age, disability, family background, vocational training, geographic location, or earlier educational disadvantage.

The EAN is the only European-wide, non-governmental organisation for widening participation in higher education. It is organised for educational purposes and operates under English Law. Membership is open to all those with an interest in widening access.

[www.ean-edu.org](http://www.ean-edu.org)

## Annex II – List of participating universities

Universities from the following 18 European countries, three of which are from outside the European Union, participated in the project: Austria, Belgium, Germany, Denmark, Spain, Finland, France, Georgia, Greece, Hungary, Ireland, Italy, Lithuania, the Netherlands, Poland, Russian Federation, Slovakia and the United Kingdom.

It should be noted that the individual case studies of the universities, while they provide an idea of diversity in LLL in different parts of Europe, are not necessarily representative of the situation in their countries.

The 29 universities are:

Aarhus University	Denmark
Budapest University of Technology and Economics	Hungary
Catholic University Leuven	Belgium
Ghent University Association	Belgium
Ivane Javakishvili Tbilisi State University	Georgia
Kazan State Technical University	Russian Federation
Leuphana University Lüneburg	Germany
Moscow State University of Economics, Statistics and Informatics	Russian Federation
Mykolas Romeris University	Lithuania
National University of Ireland Maynooth	Ireland
Open University of Catalonia	Spain
Open University in the Netherlands	Netherlands
Silesian University of Technology	Poland
Technical University of Lodz	Poland
University of Antwerp	Belgium
University of Camerino	Italy
University of Helsinki	Finland
University of Ioannina	Greece
Université Libre de Bruxelles/Free University of Brussels	Belgium
University of Lille 1, Science and Technology	France
University Rovira I Virgili	Spain
University of Southampton	United Kingdom
University of Turku	Finland
University of Twente	Netherlands
University of Versailles Saint-Quentin-en-Yvelines	France
University of Vienna	Austria
University of Zilina	Slovakia
Vilnius University	Lithuania
Wrocław University of Technology	Poland

# Annex III – Institutional Presentations

Note: The institutional presentations are in alphabetical order.

Aarhus University, Denmark	
Number of faculties: 4	
Number of students: 32 304	Number of LLL students: 8 591
Number of staff: 6 876	Number of staff involved in LLL: no figures (principally all)

## Organisation of LLL in the institution

The mission statement of Aarhus University covers all activities including lifelong learning, without specifically mentioning LLL. Among the strategic goals for the university for the period 2008-2012, lifelong learning is mentioned specifically as “continuing and further education”: “to offer the best and most attractive continuing and further education programmes to both bachelor’s degree and master’s degree graduates, and that contact with the graduates must be maintained via an alumni network”. Marketing of LLL and registration of students in LLL programmes is done by a unit for LLL. Teaching and development of courses is the responsibility of departments and study boards.

## Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

In 2007 Aarhus University entered a period of transition incorporating 4 research institutions and growing from 5 to 9 faculties. In 2010 these 9 faculties merged into 4. This expansion and reorganisation has emphasised the need for a revision of the LLL policy of the university and for creating a new action plan for further development of LLL. Characteristic for university-based LLL in Denmark is that the obligation to provide LLL to the public, which has been written into Danish University Law since 2003.

## The strategy currently in place or under development

At Aarhus University a working group with the task of revising the university’s policy on further education and LLL was established in the summer of 2009. A report on the future strategy for LLL was submitted to the university Board in Spring 2010 and in June 2010 the Board decided the strategy. In Spring 2011 the strategy will be turned into actions with concrete goals, a timeframe for course/programme production and delivery and financial plans, involving an analysis of 1) *market relations* within the different areas – covering customer segment, value propositions, communication channels and customers relationships, 2) *production and delivery conditions* – covering key resources, key activities and key partnerships, and 3) *financing options* – covering revenue streams and cost structure.

## The implementation of the strategy

For dual-mode universities it is a challenge to find resources for the development of lifelong learning and further educational courses and programmes. In the current financial situation it is difficult to find support – money as well as manpower – for the development of courses and programmes that haven’t recruited students on the market yet. There is a need to allocate more resources for course development and production of e-learning material prior to marketing of courses. Furthermore, there is a need to further develop the pedagogical model toward more e-learning and less face-to-face teaching – especially if the university wants to offer courses and programmes on the European and global educational market.

## Main strategic goals for LLL for the coming years

Our challenge is to broaden the market by convincing the private enterprises and public institutions to make use of the further education and LLL programmes available at Aarhus University. Our relation to the stakeholders is the most pressing problem and the financial crisis of the past few years has further exacerbated the problem.

## Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The June 2010 strategy didn’t include an implementation plan or business model for LLL at Aarhus University. Our participation in the SIRUS project has primarily focused our attention on these elements. It has become very clear to us that lifelong learning strategies and business models have to be adapted to the local situation taking into consideration national legal regulations, financial options and labour market requirements, among other more topic- and programme-specific issues.

## Budapest University of Technology and Economics, Hungary

Number of faculties: 8

Number of students: 20 000

Number of LLL students: 9 000

Number of staff: 1 300

### Organisation of LLL in the institution

Continuing and adult education exists at the university, within its frame providing over 400 courses and programmes. For example between November 2007 and November 2009 there were 98 courses implemented for 8 600 learners. Besides education they propose career guidance, counselling and monitoring. They help their students to recognise the informal and non-formal learning possibilities which mean alternative learning pathways. They provide extending learning opportunities, information and communication technologies and distance learning. There have been several decades of training experience for technical instructors and engineering teachers/technical teachers. Budapest University of Technology and Economics (BME) has also been providing a service and resource centre approach to continuing-lifelong-adult education with the "Centre for Learning Innovation and Adult Learning" & "Institute for Continuing Engineering Education". This was the first such European institution in 1939. There is another programme starting at the university but building on the teacher postgraduate courses. It is called "Educating Professionals" where the aim is to educate EU-compatible professors who will be capable of using the multimedia technologies, who can offer courses in English at an international level, who possess the latest knowledge in methodology and didactics. These are part of the university but consist of a separate unit where LLL is provided in an organised way. Otherwise LLL is present throughout the university as part of the whole educational system and not specifically organised.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

BME wants to develop strategic relations with stakeholders and with the labour market. It is also necessary for the university to provide high-quality education/training resulting in qualifications recognised (internationally) by learners, stakeholders and the labour market. However, BME has to progress with the recognition of prior learning (formal, informal and non-formal). BME must respond positively to the increasingly diverse demand from a broad spectrum of learners. The university wants to develop and reinforce LLL partnerships at local, regional, national and international level to provide attractive and relevant programmes. And there is a new programme running at BME to put in place LLL and further training opportunities for university employees – whether academic, administrative or technical and auxiliary staff.

### The strategy currently in place or under development

The university regards LLL strategy as important and this project has also helped the institute to continue along this path. As BME is a big university with many different faculties and departments and there has been a decentralisation process in the institute, it is hard to make a homogeneous strategy for the whole university. Therefore this strategy only lays down the generalities for the LLL mission and this is currently being worked out so no-one has yet been made responsible. The strategy itself will be developed and worked out by the faculties taking into consideration their own possibilities.

### The implementation of the strategy

Implementing the project "Modern Competences for Teachers" with the aim of developing a further training system for providing a flexible training framework for young and innovative teachers. The project will be built upon the results of the currently ongoing project "Training of trainers" and will be the starting point for creating a Competence Centre which provides programmes to enable teachers and researchers to meet the requirements of the European academic environment.

### Main strategic goals for LLL for the coming years

Increasing and developing the academic offer; diversification of services; increasing numbers of participants in LLL; transparency and clarity of the contents of academic processes, in the acquisition of knowledge and of its market value; flexible academic offers adaptable to the market and to individual career plans; development of educational systems in accordance with labour market needs; quality control; application of up-to-date, flexible procedures; incentives for individual and employer investments.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The university leadership focuses on, and can better understand, the paradigm change of lifelong learning. They realise and recognise the synergy in the knowledge triangle. In 2010 BME won the title of research university therefore there is a three-year strategy for maintaining the educational and research system of the university. LLL is part of this strategy, mainly in the development of human resources which will result in a quantitative and a qualitative increase of the scientific employees at the university. With the SIRUS project we have put the LLL concept, together with its paradigm change, into the university strategy policy. We have encouraged the university leadership towards a wider and more effective understanding of the importance of LLL and the necessity of integrating the LLL concept into the institutional strategy. In December 2010, the university joined the EUGENE (European and Global Engineering Education) project, a Thematic Network supported by the EU Lifelong Learning Programme with the main goal of improving the impact of European engineering education on competitiveness, innovation and socio-economic growth in a global context. EUGENE presents an exemplary European university strategic development. In the EUGENE Network, all the major European engineering stakeholders (linked with their corresponding societies all over the world) work on five activity lines. BME joined line D with the topic "LLL and continuing education as a tool to improve competitiveness and innovation of European engineers". The university expects its traditional population of mainly 18-30 year-old students to change to a more heterogeneous population that stretches from 18 year-old freshmen to senior students that are 'learning in later life' and the various types of students in-between. A growing number of students will have work experience, or want to combine work and education. This asks for more flexibility in study programmes, effective admission procedures, new techniques of e-learning, different types of assignments, assessments, etc. The university has many building blocks in place for LLL and continuing engineering education, but these blocks do not fit very well together. The bricks are there, but the building still has to be built.

## Catholic University Leuven, Belgium

Number of faculties: 14	
Number of students: 38 640	Number of LLL students: not available
Number of staff: 17 880	Number of staff involved in LLL: not applicable

### Organisation of LLL in the institution

LLL is explicitly mentioned in K.U.Leuven's vision of teaching and learning, in relation and alongside its BA, MA and PhD programmes. *These educational programmes are integrated in Flemish, European and worldwide networks for lifelong and society-wide learning. Thus, K.U.Leuven shares its strengths and traditions, is open to the contributions of others and collaborates with its partners to foster quality and solidarity.* As such, LLL is the responsibility of the faculties (all teaching staff is potentially involved), with a small central support unit for general communication, advice on didactics, use of educational technologies, etc. At our satellite campus in Kortrijk a slightly different approach is taken, with one centre organising continuing education for the whole region.

### Reasons and internal/external drivers for creating or updating the LLL strategy

The external drivers are the European emphasis on LLL (Memorandum, ET2020, Leuven Communiqué on the Bologna Process, etc.), and its translation into Flemish actions (*Vlaanderen in Actie* – Flanders in Action), where *De lerende Vlaming* – Learning Flemish is one of the priorities. The latter is – amongst other initiatives – described in the Flexibility Decree on Higher Education, which all universities have to comply with.

An internal driver was certainly the (re-)positioning of the previous central support unit, only dedicated to continuing education, in a larger centre, currently called the Media and Learning Unit. This integration sparked the discussion in the university of where to head to with LLL.

### The strategy currently in place or under development

The (new) LLL strategy is developed by a specific Working Group, consisting of people from across the university (faculty representatives, educational support staff, study advisors, etc.), and under the supervision of the vice-rector for educational policy. The strategy is based on a SWOT analysis of all current initiatives taken at our university, especially with regard to continuing education. It encompasses nevertheless a global vision of what a university like K.U.Leuven has to offer in terms of learning opportunities for a broad range of learners (before, during and after the initial BA/MA programmes). The strategy (together with the implementation plan) was approved by the Council for Education and is now presented to the Academic Council.

### The implementation of the strategy

The first priority in implementing the LLL strategy was given to the development of innovative ways of organising continuing education as the post-initial interpretation of LLL. An implementation matrix was set up for different activities to be put in place, organised according to the main strategic goals for LLL (see further: structure, content, context and culture), and to the different levels in the process (management, organisation and support). This matrix was doubled, one at the central and one at the decentralised level (taking into account the particularity of our satellite campus in Kortrijk). In a second phase we will look at the other aspects of LLL, e.g. how this strategy affects the initial programmes, and what our university has to offer students who enter higher education.

### Main strategic goals for LLL for the coming years

- In 2020 LLL as an attitude is embedded in the culture of the university and it is, as such, actively promoted towards society.
- In 2015 LLL is a perspective from which scientific research, education and service to society are being strengthened and vice versa.
- In 2015 the university actively uses synergetic partnerships at different levels to support the production and delivery of its educational offer, and to reach out to new target groups.
- In 2015 the university has an efficient and effective support structure in place, with clearly defined processes, responsibilities, competences and the necessary means to realise the cultural, the substantive and the contextual embedding of LLL at the university.

### Reasons and internal/external drivers for creating or updating the LLL strategy

The SIRUS project came just about in time. It was, for us, an opportunity:

- to benchmark our strategy development process with other universities in a similar exercise
- to present and discuss the intermediate and final results of our strategy process with peers
- to share good/best practices with respect to LLL initiatives and LLL strategy development in other universities
- to find common ground for a more European-wide approach on LLL, including strategy development and implementation plans.

<h2 style="text-align: center;">Ghent University Association, Belgium</h2> <p style="text-align: center;">An umbrella organisation with four members: Ghent University; University College Ghent; Artevelde University College Ghent; University College West-Flanders</p>		
Number of faculties: Ghent University: 11 faculties University College Ghent: 13 departments Artevelde University College Ghent: 17 study programmes University College West-Flanders: 29 study programmes		
Number of students: Ghent University: 35 000 University College Ghent: 15 000 Artevelde University College Ghent: 10 000 University College West-Flanders: 5 000		Number of LLL students: (cannot be defined)
Number of staff: Ghent University: 7 100 University College Ghent: 2 200 Artevelde University College Ghent: 1 000 University College West-Flanders: 600		Number of staff involved in LLL: (cannot be defined)

### Organisation of LLL in the institution

At the level of Ghent University Association (instead of or in cooperation between the different member institutions), some tasks are organised in the framework of LLL, e.g.:

- entrance to higher education for persons without a secondary school leaving certificate
- organisation of “linking” and “bridging” courses between (profession-oriented) bachelor’s and master’s programmes, where no direct entry is possible
- a procedure for the recognition of prior learning or experience
- measures to facilitate the re-orientation (between the different member institutions ) of students in the course of their study career

There is neither a stand-alone LLL-strategy nor a separate office exclusively focusing on LLL: it is an inherent element of the mission of Ghent University Association and one of the main reasons for its existence.

### Reasons and internal/external drivers for creating or updating the LLL strategy

Many of the tasks referred to above are legal responsibilities of the associations in Flanders. Hence putting all these together into one coherent strategy and linking this to the future role of the association seemed to be a logical step.

This strategy was discussed and endorsed by the management of the association during its meeting in June 2010.

### The strategy currently in place or under development

The main element in the strategy of Ghent University Association to face the challenges regarding LLL and innovation is the creation of a so-called “Open Impact Network”, which is characterised by the following elements:

- all relevant organisations in our region (especially East- and West-Flanders) should have the possibility to engage in the network. Such organisations include not only all kinds of educational providers, but also those involved in non-formal learning, (public) authorities and socio-economical organisations
- the cooperation is based on mutual respect of each organisation’s identity and autonomy
- the network stimulates the availability of new knowledge and information, as an essential basis for innovation, and as such wants to contribute to the creation of a learning society and hence the strengthening of the social and talent capital in the region
- the network wants to contribute, in a realistic way, to the creation of a clear “qualifications ladder” aiming for personal and professional growth throughout life. This implies the translation of the concepts underlying qualifications frameworks into concrete actions
- the members of the Open Impact Network strive for a common language. The network needs to be perceived as a crossroads of various interpretations, which can – when approached with an open mind – become a continuous source of dialogue.

Members of the network join forces in varying groups to work around very concrete actions.

### The implementation of the strategy

We are currently in the phase of creating the Open Impact Network.

### Main strategic goals for LLL for the coming years

The main strategic goal is to turn Ghent University Association into a kind of “Knowledge Transfer Centre”: a centre where the demand and supply side regarding lifelong learning can easily meet and work out solutions.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The main lessons learned are:

- the need for clear indicators (in the past there was not enough data regarding LLL-related activities)
- the need to invest in networking with all relevant (regional) stakeholders
- the need for a separate “centre” dedicated to LLL, where the demand and supply side regarding lifelong learning can easily meet and work out solutions.



## Ivane Javakhishvili Tbilisi State University, Georgia

Number of faculties: 6	
Number of students: approx. 21 500	Number of LLL students: approx. 150 (the number of students enrolled in the short/long-term certificate courses of the Centre for Academic Development and Lifelong Learning running now. This figure is subject to change)
Number of staff: academic staff 684 administrative staff 690	Number of staff involved in LLL: staff of the Centre for Academic Development and Lifelong Learning – 7

### Organisation of LLL in the institution

The Strategic Development Plan adopted with Decree No. 14 (19-03-2007) issued by the Academic Council of Ivane Javakhishvili Tbilisi State University (TSU) included the introduction of LLL principles as one of its strategic goals. As the result of the above mentioned Strategic Development Plan, the Centre for Academic Development and Lifelong Learning was established in 2009. Throughout 2010 the Centre has developed its own strategy which is not yet included in the Strategic Development Plan of the university. While the Centre for Academic Development and Lifelong Learning is responsible for implementation of LLL principles at the university, other TSU institutions provide some LLL activities (for example: the Centre for Foreign Languages, Training Centre for potential students, who are offered preparatory courses for entering exams, Children's University, etc.).

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

In recent years the education system of Georgia has undergone a complete transformation, both in terms of structure and content. Transition to the market economy together with technological progress, the increased number of accredited universities of Georgia, the transition from state-owned university funding to the voucher system, the increased mobility of students and the renewed interest in labour market-oriented training programmes have all put Tbilisi State University (TSU) in a tightly competitive academic and financial position. It has led to the establishment of non-traditional, non-degree training courses and to the search for additional funding sources at TSU.

In addition, after signing the Bologna Declaration in 2005, higher education institutions of Georgia were obliged to implement the core principles of the Bologna Process, one of which is lifelong learning, a major pre-condition to integration in the pan-European education world.

### The strategy currently in place or under development

- Building on the university role and importance through the different services delivered to the general public by offering LLL programmes, this also leads to additional sources of funding for the university
- Organise the relevant qualification courses/training/seminars for the professional development of the academic and administrative staff of the university
- TSU membership of and close cooperation with international and national networks and organisations of lifelong learning.

### The implementation of the strategy

- Clarification of the role of the QA service in the process of adoption of LLL programmes
- Developing a new action plan for the implementation of LLL principles at the university
- Revising the "Strategic Plan of Development for Academic Development and LLL/Continuing Education Centre within the Context of Lifelong Learning Principles Introduced at TSU" (presented at the Vienna seminar) according to new demands (structural changes at the university and in the educational system of the country)

### Main strategic goals for LLL for the coming years

- To set up the organisational structure of LLL at the university
- To develop institutional LLL policy
- To develop the funding system
- To increase the number of LLL programmes and LLL students
- To cover the regions of Georgia
- To cooperate with the government sector and NGOs, businesses, local authorities, professional organisations, potential employers, international organisations, etc.
- To implement the appropriate information campaign on university LLL programmes

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

- Participating in the SIRUS project was a unique experience for the Centre for Academic Development and Lifelong Learning, as it was our first opportunity to be involved in an international project dealing with LLL.
- The Centre for Academic Development and Lifelong Learning has developed its strategy on the basis of the experience gained in the SIRUS project.

## Kazan State Technical University, Russian Federation

Number of faculties: 8 Institutes

Number of students: 24 000

Number of staff: 1 500

Number of LLL students: 3 000

Number of staff involved in LLL: 300

### Organisation of LLL in the institution

The main objective of the Kazan State Technical University (KSTU) Development Programme for 2009-2018 is to create a new image of KSTU as an academic-research-innovative centre which trains highly qualified engineers and managers to ensure the sustained growth and competitiveness of the high-tech machinery industry in Russia and in the Tatarstan region. Therefore, LLL activities play an important role in this Programme. At KSTU, LLL activities are formally organised and coordinated by 2 specialised institutions inside the university: 1) Institute of Continuing Education; 2) Institute of Supplementary Professional Education. The Institute of Continuing Education comprises 7 units of supplementary education, 12 units of second higher education, and a unit of distance education. The Institute of Supplementary Professional Education comprises 24 academic and training centres for retraining and professional development.

### Reasons and internal/external drivers for creating or updating the LLL strategy

KSTU decided to modify and update the current LLL strategy in order to make it correspond directly to the university's mission. In relation to LLL, KSTU's mission is to provide a range of opportunities for high quality education in various forms and for very large segments of society, i.e.: pre-university education in the forms of vocational education and training courses for university admission; supplementary and further education in a wide range of training areas; higher education in the context of LLL for returning students; skills training and retraining programmes etc.

The 2009-2018 goals are: 1) To improve academic activities of KSTU to build a competitive human resource capacity and train highly qualified engineering and managerial personnel for the Russian high-tech machinery industry; 2) To strengthen the system of training, qualification improvement and retraining of the HE's teaching staff and engineering and managerial staff of hi-tech machinery industry; 3) To improve fundamental and applied research efficiency based on integration of education, research and production sectors; 4) To integrate and strengthen KSTU's positioning in the international academic and scientific community.

### The strategy currently in place or under development

1) Introduction of new forms and methods of a training process organisation within a complex of primary-secondary-higher vocational education based on integration with leading industrial enterprises and employers; 2) Quality management in the training and retraining process in accordance with international standards of university quality education; 3) Creation of a system of supplementary specialised training of students in IT for engineering design; 4) Further developing the pre-university training system for school children and attracting talented youth to KSTU; 5) Attracting relatively young teachers and researchers to KSTU; 6) Expansion of both numbers of PhD-defence-councils and of PhD majors in the priority fields of high-tech engineering; 7) Increase the number of PhD students seconded/sent to KSTU by sectoral industry, ministries and enterprises; 8) Strengthening the system of training, qualification improvement and retraining of HE teachers, of the administrative and managerial staff and industry professionals.

### The implementation of the strategy

1) The system of training and professional development of the faculty staff in order to organise properly the academic process in line with the world's leading universities will be developed. In 2018-2020, more than 1 000 members of the KSTU's teaching staff will enhance their qualifications and skills. 2) The system of advanced training to provide a certified training of students in 50 academic programmes will be established. 3) The system of pre-university training will be upgraded and further developed to attract ca. 2 500-3 000 talented young people to the university annually. 4) The continuous system of adaptive and efficient staff retraining will be developed in order to upgrade skills and competences of qualified specialists of leading regional and country-wide industrial enterprises in defined specific training profiles. In 2018-2020, annually more than 600 specialists from hi-tech machine-building enterprises will be taught on retraining and professional development programmes. 5) The necessary conditions for continuous monitoring and needs analysis of more than 100 leading industrial enterprises will be provided according to "KSTU's Academic, Scientific and Engineering Development's Priority Directions for 2009-2018". The percentage of KSTU graduates in employment in accordance with their specialty/diploma obtained will increase up to 80-90%. 6) The creation, according to the ISO 9001:2000 standard, of a quality management system for teachers' and specialists' training and professional development programmes based on the analysis of advanced development areas, on the needs of leading industrial enterprises, and on the results of R&D activities.

### Main strategic goals for LLL for the coming years

To form and support KSTU's image as one of the leading Russian and European polytechnic universities in the academic and scientific fields, including enhancing its reputation for LLL programmes adapted to the labour market to allow for easier future employment of its LLL programmes graduates. 1) To extend the range as well as scientific and methodical upgrading of LLL programmes based on their adaptation to the labour market and by using modern information and business technologies and quality management approaches. 2) To expand access to LLL education at various levels and increase the number of LLL students of different ages and with different levels of previous education.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

In order to implement all the strategic elements, both current and under modification, KSTU today offers a wide range of LLL activities for a diversified student population: 1) Career guidance and specialised courses for 5<sup>th</sup>-11<sup>th</sup>-form school children; 2) Vocational Secondary Education: training for 9<sup>th</sup> and 11<sup>th</sup> form graduates; 3) Preparatory Courses to enter university: for current and former graduates; 4) Traditional University Education: BSc/DSp/MSc; 5) Supplementary Education: for HE Degree/Diploma (BSc/DSp/MSc) holders; 6) Second Higher Education: second major for HE Diploma holders; 7) Professional Development/advanced training: for HE Diploma holders; 8) Vocational Retraining: for HE Diploma holders; 9) Part-time Programmes: Bachelor's and Diploma Specialist degree programmes; 10) Off-campus Programmes: some bachelor's and Diploma Specialist degree programmes; 11) External Programmes: some bachelor's and Diploma Specialist degree programmes; 12) Distant Education: various programmes of secondary and higher vocational education; 13) Russian language courses: for different categories of foreign students; 14) Vocational rehabilitation training courses (prevocational training and adaptation) for persons with disabilities.

## Leuphana University Lüneburg, Germany

Number of faculties: 4 trans-disciplinary faculties	
Number of students: approx. 7 000 full-time	Number of LLL students: approx. 464 LLL students (studying parallel to work)
Number of staff: approx. 800 full-time staff (over half are academic staff, ratio to students 1:16 )	Number of staff involved in LLL: 54 staff members for LLL (incl. full and part-time academic staff)

### Organisation of LLL in the institution

A commitment to LLL is part of the overall institutional strategy, embedded in the university's structure since it was re-founded in 2007. This structure, which was innovative in Germany, allows the university to deliver its unique transdisciplinary degrees to different target groups. While the College and the Graduate School offer full-time degrees, the Professional School is the main seat of LLL with a range of flexible bachelor's and master's programmes designed for students who want to begin or return to higher education alongside full-time work.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

The main external driver is demographic change, which has already resulted in a lack of qualified and specialist staff for German businesses. Rapid globalisation and technological change also demand a workforce which is flexible and learning throughout their careers. In order to meet these challenges, LLL universities must widen participation in higher education to ensure future economic growth. There is an urgent need to target non-traditional groups including offering continuing higher education to people with non-academic vocational training. Leuphana recognises that developing and revising a LLL strategy is an ongoing process.

### The strategy currently in place or under development

Leuphana's Professional School promotes LLL firstly by developing and offering flexible bachelor's and master's degrees for new target groups, for people in full-time professions/vocations either returning to higher education or entering higher education for the first time. Secondly, Leuphana is researching how to meet the needs of new target groups including optimising learning environments and learning tools and supporting new target groups in their studies. We are also researching how to create an 'open university' with flexible entryways to widen university participation while maintaining academic quality. Thirdly, Leuphana is bringing learning to regional business and organisations, for example through networks, tandems, and knowledge transfer projects. The promotion of LLL requires universities to network and cooperate. Leuphana is working with other universities on a regional standard for accreditation. We are also leading an international project which is seeking best practice models for widening participation in higher education by researching current European approaches.

### The implementation of the strategy

In order to guarantee the quality of its degree programmes, the Professional School has a new systematic quality assurance strategy, with dedicated personnel and the establishment of quality circles. In addition, the Professional School is providing teaching staff with certificated training in coaching techniques to increase the personal coaching available to students.

### Main strategic goals for LLL for the coming years

Our main goal is to continue to open the Professional School to new target groups who have different needs from traditional students. We must focus on developing programmes which are even more closely tailored to specific groups. For these new target groups a university requires an innovative infrastructure, new types of entrance procedures, highly practical teaching content and methods, the understanding and commitment of teaching staff, special student services and support structures and quality assurance methods to monitor our effectiveness. We are also paying close attention to how learning can be delivered so that it is easily transferred to working practice, including developing flexible e-learning and real case studies. Finally, we must create a living LLL culture throughout the university so that LLL is interpreted and implemented with a common vision.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The main benefit from our involvement in SIRUS has been learning about other universities' approaches and seeing that there are a great variety of solutions and how national conditions influence each university's strategy. Pooling ideas from best practice models and others' experiences might provide answers to common questions, for example, the apparently unsolved question of how to accredit competencies.

## Moscow State University of Economics, Statistics and Informatics, Russian Federation

Number of faculties: 7

Number of students: 96 000 (7 750 Moscow area)

Number of LLL students: 72 000 (1 700 Moscow area)

Number of staff: 2 300 (1 740)

Number of staff involved in LLL: 1 700 (1 000)

### Organisation of LLL in the institution

The mission of Moscow State University of Economics, Statistics and Informatics (MESI) corresponds exactly to the purposes of LLL. That is why LLL Strategy has become one of the strategic goals and a separate part of MESI Strategic Plan 2010-2012. LLL was reflected in the MESI mission: *Meeting the needs of individual, state and society in general in accessible and qualitative lifelong education and learning through the integration of advanced educational technology, research, innovation and business in the information society.*

### Reasons and internal/external drivers for creating or updating the LLL strategy

MESI's development as a scientific-educational complex for training for the innovative economy and information society through providing education of high quality for everybody regardless of his/her place of residence and learning time in order to guarantee inclusive social and professional involvement.

### The implementation of the strategy

The Programme "Information Society Technologies" has become one of the new trends in the university's activities within its LLL strategy. The Programme goal is the adaptation of pensioners to life in the information society as well as support in getting practical skills in using modern information technologies. The training is delivered free. Following instructions from the state MESI provides for the retraining of university faculty, teachers of specialised secondary school and secondary school in ICT and for teaching as well as the retraining of unemployed people in accounting and management courses at the expense of the Federal Employment Service. We consider these projects to be forward-looking and up-to-date.

### Main strategic goals for LLL for the coming years

The certification of MESI according the standards of UNIQUe and the standards of Public and Professional Accreditation.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

MESI Strategic Plan was reviewed (updated) in June-August 2010 during our participation in the SIRUS project. As a result LLL Strategy became one of the strategic goals and a separate part of MESI Strategic Plan 2010-2012. We expect more efficient collaboration with employers (at the moment not all the university's initiatives are always accepted positively by employers).

## Mykolas Romeris University, Lithuania

Number of faculties: 6	
Number of students: 21 586 involved in all study forms	Number of LLL students: 11 600 involved in continuous non-bachelor's studies (the question was not clear)
Number of staff: 1 200 academic staff and 500 non-academic	Number of staff involved in LLL: 400 academic 30 non-academic

### Organisation of LLL in the institution

LLL strategy at Mykolas Romeris University (MRU) is a part of the overall strategy of university. There is no special office or centre for the implementation of LLL strategy at the university. But the vice-rector is the senior administrator who is responsible for it as well as for the Centre for Academic Affairs. Every faculty has someone (generally a junior administrator) responsible for the organisation of in-service training courses.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

The main drivers are: demographic changes of society and changes of student population; emigration of students; new national legislation and the new funding system of higher education. The university has developed and enhanced its LLL strategy and will implement the best practice of colleagues. A new structure of LLL was established at the university; a methodology and measures for studies in the workplace for target groups were put in place; courses and complex psychological, legal, social counselling in the regions responding to the needs of adult learners were organised; new technologies for better accessibility of studies were utilised. It fosters better university-business collaboration thus contributing to economic growth; it balances better the need to meet regional labour market needs with the need to encourage national and global mobility and competitiveness of staff and students by paying more attention to the transferable skills of learners. Numbers of students are decreasing in Lithuania due to demographical changes and emigration. Availability of university: during a recession people look for cost-effective ways to up-skill and re-skill that might affect the financial resources necessary for providing continuous education. These issues are significant and may seriously impede the implementation of some elements of MRU's LLL strategy.

### The strategy currently in place or under development

The university provides bachelor's, master's and doctoral degree level study programmes in Social Sciences and, in carrying out its activity goals, observes lifelong learning aims. Studies are carried out in compliance with the major principles of the Bologna Process. MRU responds positively to the increasing diverse demand from a broad spectrum of students – including children's university, post secondary, undergraduate, post-graduate and doctoral students, adult learners, professionals (social workers, teachers, lawyers, public administrators, etc.) who seek to up-grade skills for the workplace, senior citizens, the academic staff itself seeking to up-date knowledge. A variety of study forms of LLL is offered: competence improvement, special training, distance learning courses and programmes, non-formal adult education assessment. Recognition of prior learning has been established at the university.

### The implementation of the strategy

- 1) MRU has developed an LLL strategy and has prepared an LLL action plan that must now be implemented.
- 2) A QA system needs to be developed and implemented throughout the university.

### Main strategic goals for LLL for the coming years

- 1) To form a system of LLL and create facilities for LLL and provide education and learning to a diversified student population and to respond positively to interests from a broad spectrum of society (Children's university; regular students; in-service training courses; senior citizens; alumni; academic and administrative staff of university)
- 2) To adapt flexible study programmes and ensure that they are designed to widen participation and attract returning adult learners; to develop further flexible and transparent learning paths for different types of learners and so help them interact together in a supportive mutual learning environment; to consolidate reforms to promote a flexible and creative study environment for all students; to enhance distance learning at the university; to link a continuous education profile and initial courses as much as possible; to implement continuous study programmes.
- 3) To ensure high educational quality for all levels of learners; to change the organisation of lectures; to implement more innovative teaching methods (diverse and demanding students, interactive teaching project work); to decrease the number of a large lectures, to implement more small group work; to organise more teaching in the first year, less in subsequent years; to make learning and teaching more engaging and rewarding for staff; to move from campus-organised lectures to regions; to enhance recognition of prior learning; to develop internal quality culture; to direct feedback.
- 4) To strengthen the relationship between research, teaching and innovation within a perspective of LLL. Research results to be transferred into innovation processes.
- 5) To develop partnership at local, regional, national and international level to provide attractive and relevant programmes; to develop social clusters and learning regions; to focus on regional policy; awareness of employers' needs and practitioners, including good practice in human resources development.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The presentations during all the meetings were very valuable, interesting and inspired the development of MRU's LLL strategy. We learned a great deal from the best LLL practices of the European universities. Teamwork is very important for implementing an LLL strategy. We were made aware that, to widen participation, it is important to embed LLL into everything that the university does.

## National University of Ireland Maynooth, Ireland

Number of faculties: 3 faculties/26 academic departments

Number of students: 8 000

Number of LLL students: approx. 1 500

### Organisation of LLL in the institution

LLL is part of the university's Strategic Plan 2006-2011 and the more recent Strategic Plan Addendum 2009-2014. Goal 5 of the National University of Ireland Maynooth (NUIM) Strategic Plan 2006-2011 outlines its commitment: Continue to play a leading role in the development of access and LLL such that NUIM retains its position as an authority in the development and delivery of such opportunities in Ireland. Strategic Plan Addendum 2009-2014 Goal 5: Further develop NUIM's reputation as the national leader in the provision of access programmes and in catering for part-time students while also extending offerings in LLL. Many departments have embraced LLL offering continuous professional development, entry-level and pre-university courses in their discipline. However, the Continuing Education unit within the Department of Adult & Community Education carries much of the responsibility for LLL including the university's very successful part-time outreach and on-campus undergraduate programmes. In excess of 1 500 register annually for these courses. The university also has a LLL campus in Kilkenny. A number of degree, diploma and certificate courses are offered there, some are offered in collaboration with other departments of the university while others are delivered in partnership with other third-level institutions in the region. All courses are designed to offer maximum flexibility, however, they are offered on a part-time basis only. The campus was established 1997. There is no overarching structure in place at present but rather there are a number of LLL clusters across the university that are engaged in LLL. All students are registered through the central administration systems and are subject to the QA procedures of the university.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

The SIRUS project offered the university an opportunity to review its approach to LLL. It provided a reason to bring a conversation about LLL into Faculty and Academic Council. Academic staff have begun an open dialogue about the role of LLL in university education. This is very important as the conversations about LLL in the university have emphasised its commercial role without considering the potential possibilities. The university is due to develop a new five-year Strategic Plan later this year, it is expected that as a result of involvement in the SIRUS project, LLL will play a far more central role in it than heretofore. The drive for participating in the project came from the Head of Continuing Education within the Department of Adult and Community Education. The invisibility of work of Continuing Education and Kilkenny Campus in the university was a concern.

### The strategy currently in place or under development

LLL at NUIM is underpinned by fundamental values. It is valued as a human right for everyone throughout their lives and its purpose is to foster and release people's capacities to engage with and influence their world. It is concerned with providing learning opportunities that are responsive to the changing life cycles of learners and includes the 'life-wide' dimension of learning that refers to 'the multiplicity of sites' in which learning occurs. It is proposed to devise an inclusive structure for LLL that will recognise and enhance the participation of departments, stakeholders, students and staff in NUI Maynooth and Kilkenny campus. Creating a learning environment where 'non-traditional students' can participate in their own right and not as exceptional individualised cases is core to the strategy. This means that the university will recognise the rights of part-time non-traditional students and actively support their participation in all aspects of university life. Partnership has been a central feature of Continuing Education at NUIM. Thus it is important that new opportunities be created whereby external stakeholders can actively contribute to research in the future.

### The implementation of the strategy

*The following goals are currently being implemented:* Create a university-wide forum for dialogue and action in LLL; further develop processes to deepen co-operation and collaboration to progress the design of more inclusive systems; develop new courses and adapt existing courses to be delivered through e-learning and blended learning; foster and promote the role of Kilkenny campus as a significant contributor to the social, cultural, economic and educational development of Kilkenny and the surrounding region; develop a process for recognition of 'lifewide' prior learning (including non-formal and informal learning); continue to build on the outreach remit to explore better ways of serving the needs of Maynooth/Kilkenny and their immediate localities; establish community/university partnerships to create community-based experiential learning sites for public education; forge links with local businesses to support the development of locally produced products and indigenous sustainable industry; create new opportunities whereby external stakeholders can actively contribute to research development; establish dedicated units for collaborative research and development in targeted areas.

*Challenges:* Research is an area requiring most development at the moment. Finding space to work out areas of interest is slow; however some proposals have been submitted for funding. Involvement in the EUCEN Dialogue project will hopefully provide opportunities to broaden the LLL research agenda at NUIM. Fostering supportive collaborations with local sustainable development movements in Maynooth and Kilkenny has not been progressed. Funding challenges are ongoing. The recent National Strategy on Higher Education (known as the Hunt Report) advocates for parity of fees between full-time and part-time students and investment in courses that target the unemployed this could help some students to access LLL.

### Main strategic goals for LLL for the coming years

The university is planning to develop a new university-wide five-year strategic plan at the end of this year. It is envisaged that the Strategic Development Plan for Lifelong Learning will be integral part of it thus placing LLL on the core agenda of the university for the first time.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The SIRUS project put LLL on the agenda at Faculty and Academic Council for the first time. It provided academic staff with an opportunity to engage in a dialogue about the role of LLL in university education. A small working group from across the faculties was established to develop the Strategic Plan. Many of them had no experience of LLL. A plan was drawn up together with a set of underpinning values that will inform future developments. These are very significant outcomes.

## Open University of Catalonia, Spain

Number of faculties: 7

Number of students: 45 000

Number of staff: 240

Number of LLL students: 15 000

Number of staff involved in LLL: 90

### Organisation of LLL in the institution

In 2007, the university president decided to create the International Graduate Institute in order to improve the structure of postgraduate programmes. The International Graduate Institute offers postgraduate programmes tailored to respond to LLL needs within our society, such as in-company programmes developing specific content and skills for each of the business units and sectors within those units. We have a specific programme for adults over 25 to access the university's undergraduate studies.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

The UOC was founded in 1995. Its main mission is to extend access to higher education and LLL to people who are limited by geographic or time constraints and cannot attend university in person. Its aim is to help individuals meet their learning needs and provide them with full access to knowledge. LLL is the main mission of the university. The university is partly funded by the Catalan Government.

### The strategy currently in place or under development

The International Graduate Institute has to guarantee that the education model of the programmes adheres to the bases of the UOC's education model. It also has to ensure that the UOC's own academic standards are followed and approved by the Governing Council. In short, the UOC's education model guarantees the principles of flexibility and personalisation in the learning process, accompanied by teaching figures, with an asynchronous link to the student through the Virtual Campus; development and access for students to learning resources in different formats which make the achievement of the learning aims possible; multidirectional collaborative systems between the students, lecturers and the institution that make cooperative work and learning possible; and a learning assessment system based on continuous learning and the achievement of the skills defined by the programme.

### The implementation of the strategy

- Development of the Open Programmes comprising different types of programmes in accordance with the demand profiles for which they have been designed: Creation of the Ocup@t Programme and the programme's support office; Creation of the Companies' Virtual Nursery (Emprenedors.net); Expansion of Open Programmes (Oberts.net).
- Establishment of the International Graduate Institute's Advisory Council.
- Establishment of the Internationalisation Council of the International Graduate Institute.

### Main strategic goals for LLL for the coming years

- To have an internal model for joint programmes with other universities, institutions and organisations
- To increase actions based on academic recognition of prior professional experience through assessment
- Through alliances, promote the internationalisation of the education programmes created from the global perspective of design, aimed at attracting and sharing talent and resources with other universities and institutions
- To define the collaboration framework with other universities by drawing up framework agreements
- To improve current mechanisms used to obtain quality indicators for education programmes

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

- The different actions that we have undertaken during the SIRUS project have been very valuable. For instance, the SWOT analysis allows us to open up a discussion within the institution about the current situation and the main strategic goals for LLL in the coming years.
- The meetings of the project provide a lot of input and we think that the selection of the speakers has been most appropriate
- To share the vision and progress with the rest of the participants who illustrated the strong differences in Europe. At the same time, these differences were quite extreme and it was difficult to reach common conclusions.

We did expect to find more experiences in the use of ICT for LLL in order to share our situation as a distance learning university.



## Open University in the Netherlands, the Netherlands

Number of faculties: 6	
Number of students: 26 170 (end 2010)	Number of LLL students: 26 170 (end 2010)
Number of staff: total 778 of which 384 faculty staff	Number of staff involved in LLL: total 778 of which 384 faculty staff

### Organisation of LLL in the institution

Lifelong learning is at the centre of all activities of the Open University in the Netherlands (OUNL) and therefore part of both the overall institutional strategy and the programmes of its faculties and research centres.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

The most important drivers behind the update of the LLL strategy of the OUNL are:

- the growing political and societal demands for lifelong learning
- the need for OUNL to adapt to the changes in the LLL-market such as increased competition and changing learning behaviours and preferences of adults
- the need to reformulate the societal role of OUNL as defined by law: to provide open distance higher education for people who have not completed the formally required pre-university education, and/or who combine their studies with jobs, care tasks or other activities at any given moment in their lives
- the need to become more efficient
- the need to improve the success rates of students.

### The strategy currently in place or under development

Over the coming years OUNL will develop and promote itself in the field of LLL. Based on this profile, the whole range of higher education programmes will be expanded: bachelor's and master's programmes, short programmes, specialised training options, professionalisation, etc. OUNL will achieve this by working together with other universities and the business world. OUNL will implement a gradual and specific expansion of its research activities. Research is necessary in order to underpin educational programmes. Strong relationships between education and research are a prerequisite for accreditation. Research is vital for OUNL's reputation. In line with specific government-assigned tasks, scientific and practical contributions are made to the lifelong professionalisation of teachers. Finally, OUNL's outward orientation is strengthened by offering more dedicated products and programmes, often provided in collaboration with other institutes of higher education.

### The implementation of the strategy

Milestones 2015:

- OUNL provides education at university level to 10% more students than in 2010
- The success rate has increased by 10% since 2010
- The OUNL provides, in collaboration with universities for professional education, a minimum of four bachelor's programmes under the label of the Networked Open Polytechnic and thereby caters for 2 000 students
- OUNL has a business model in 2015 that includes Open Educational Resources (OER)
- Contract research funding and indirect government funding have grown by 40% compared to 2010
- 40 PhD students graduate per year
- 300 teachers follow professionalisation and training tracks and 30 teachers, linked to the Graduate School, are following a PhD track
- The OUNL caters for a number of specific groups (e.g. people with a handicap, immigrants, top sporting personalities)
- At least one third of new students at OU have not completed prior higher education.

### Main strategic goals for LLL for the coming years

The main strategic goals for the OUNL for the coming years are:

- Growth in revenue
- More efficiency and better yield
- Improvement of the success rate of students
- Successful penetration of the market of professional higher education
- Strengthening the national and international position in research and development through its centres: Netherlands Laboratory for Lifelong Learning (NeLLL), Centre for Learning Sciences and Technology (CELSTEC) and the Ruud de Moor Centre (RdMC)
- Developing a sustainable business model that includes the production and use of Open Educational Resources (OER)
- Strengthening the position of the OUNL as national centre for knowledge and expertise for the professionalisation of teachers
- The positioning of OUNL graduate school as obvious home base and community for LLL students following PhD tracks.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

Lessons learned during the SIRUS project:

- exchange of ideas and practices of different LLL strategies, both between universities with different profiles and interest in LLL and between countries
- interactive discussion of lifelong learning strategies and lifelong learning practices
- contribution to the further development of the LLL-strategy of the OUNL itself.



## Silesian University of Technology, Poland

Number of faculties: 13 + Foreign Languages Teaching Centre	
Number of students: 30 000	Number of LLL students: approx. 250 - LLL outgoing students approx. 100 - LLL incoming students
Number of staff: 1 855 - academic staff	Number of staff involved in LLL: approx. 50 - LLL outgoing staff approx. 20 - LLL incoming staff

### Organisation of LLL in the institution

LLL is a part of the overall Silesian University of Technology (SUT) strategy – there is no central office. LLL activities within the university are run at decentralised level (faculties) and central level (central International Offices), overseen and supervised by the vice-rector for international cooperation, mandated by the rector.

### Reasons and internal/external drivers for creating or updating the LLL strategy

SUT wants to update and develop an LLL strategy because it is a must action for every modern university. In today's globalised world, any HEI without clear LLL activities cannot be distinguishable and valued on national and international education markets.

### The strategy currently in place or under development

Today, the SUT offers the following LLL activities:

- Full-time and part-time studies, in some 40 fields of study and 140 specialisations, for both BSc and MSc students
- Continuing professional development and up-skilling of the workforce, with wide and disparate course offers
- International cooperation with EU and non-EU universities within LLL (mainly mobility) programmes, such as: LLP/Erasmus (150 EU universities), Erasmus-Mundus, ECW (11 Latin-America universities + 9 European universities), CEI (Central European Initiative) joint projects; CEEPUS Programme (Central European Exchange Program for University Studies), STF (Scholarship and Training Fund) devoted to projects with Norway, Iceland and Liechtenstein, etc. These activities include looking for new calls and consortia, proposals submissions and particular projects managements
- Cooperation, including student mobility, with non-EU universities (Korea, Japan, Russia, Ukraine, Belarus) based on bilateral agreements (MOUs). Study programmes offered for such exchange students include some courses delivered fully in English
- Scientific talks and events addressed to scholars. "European Researchers Night", EC initiative hosting a variety of entertainment and fun events, has been organised annually since 2005
- Cooperation with regional industrial partners in developing LLL programmes, based on bilateral agreements and/or within the Centre of Innovation & Technology Transfer framework
- Providing pre-bachelor preparatory courses – mainly mathematics and physics.

### The implementation of the strategy

Working on the development of the wider course offer lectured fully in English. Development of better internal formal recognition of staff academic mobility and their involvement in international projects (e.g. greater value given to such activities in the internal periodic assessment). Building international relations with new universities which already work on an LLL basis, including the upcoming educational markets (e.g., Central Asia). Working on a regional initiative of nine public universities of Upper Silesia Region (Silesian Universities Network-SUN, established formally in autumn 2010), focusing on common educational and promotion ideas and services for foreign academics. One of SUN's future targets is the possibility of providing a common education offer ("package") for foreign students.

### Main strategic goals for LLL for the coming years

*Goals:* Building further international relations with other universities and groups/networks of universities which are already implemented and follow the LLL strategies (LLL benchmarking partners). Establishing the SUT Science Foundation, comprising the most important institutional partners (industry, business and authorities). The Foundation should play the key role in LLL development, as the strategy development platform and political lobbying forum. Establishing the Innovative Learning Centre in the SUT structure which concentrates on creation, promotion and development of LLL, technology-based education (TBE), cooperative Learning and Experimental Learning. Organisation of the Silesian Science Centre, Technology Museum, or similar centre to promote STEM, in cooperation with local stakeholders with the idea of making science accessible to everyone and to improve the quality of the public debate about science and technology. Organisation (within the SUN consortium mentioned above) of the one, common for the region, Children University and the Third Age University. Organisation of Internet TV (radio), which addresses the current technical issues.

*Strategic actions required for achieving the goals foreseen above:* The rector appoints the main Commissioner for Lifelong Learning, which will also play the role of project manager of the SUT Innovative Learning Centre; the main Commissioner for Lifelong Learning appoints project managers responsible for key strategies; each project manager prepares a feasibility study regarding the assigned strategy; financing of particular projects should be based on private-public partnership with a special role played by the SUT Science Foundation and with extensive usage of EU structural funds, which are available for Poland up to 2013.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

*Main benefit and lesson learnt:* Much wider and better understanding within the university of the idea, possibilities and opportunities given by the lifelong learning programme. Better understanding that the LLL processes are fundamental to a knowledge-based society. Enhancement of lifelong learning processes. Building further external relations with various stakeholders as the basis for a lifelong learning strategy. Improvement of the educational process. Participation in more international projects. Supporting young people's interest in technology education.

## University of Antwerp, Belgium

Number of faculties: 7 faculties & 4 academic institutes	
Number of students: 13 000	Number of LLL students: +/- 700 (degree oriented)
Number of staff: 2 300 academic & 1 100 admin.	Number of staff involved in LLL: 3 (admin. central service)

### Organisation of LLL in the institution

In the past five years the University of Antwerp has financed several innovation projects on blended learning in different faculties (esp. Social Sciences and Law). As one of the results of these projects, the university established in 2008 a central unit called Centre for Working and Studying (Centrum WeST). In doing so the university wanted to retain the acquired know-how on blended learning and to put it into use for the benefit of working students in all faculties. The centre is also becoming well-known among working students as a place where they can get support, information and coaching on e.g. study skills or study planning.

### Reasons and internal/external drivers for creating or updating the LLL strategy

*Legislation:* Since the introduction of the bachelor-master structure (Bologna Process) in 2004/2005 universities in Flanders (Belgium) have adopted a very flexible system for full-time and part-time study. The system entails some essential LLL characteristics:

- Flexible study progress. Students can quite freely compose study programmes ranging from 3 to 66 ECTS per academic year, and they can obtain academic degrees at their own pace.
- Students can make use of recognition procedures for formal and non-formal prior learning. These procedures can exempt students from one or more courses of their degree programme.
- Universities can offer so-called "bridging programmes" for bachelors graduated at vocationally oriented HEIs who want to supplement their study with a master's degree.

*Diversity and equal opportunities:* Antwerp is a city that hosts a very diverse population. About 50% of the city's school-going population are of foreign origin, being predominantly 1st-, 2nd- or 3rd-generation immigrants from non-Western European countries. Very few of these young people enter university. Moreover, research at our university shows that only a small fraction of this already select group makes a successful study career and takes an academic degree. Our university takes measures aimed at making the university more accessible for freshmen, such as pre-bachelor preparatory courses and tutoring. In addition LLL is seen as a provision that should be in place for the disadvantaged who want to upgrade their knowledge and skills in a later stage of their lives.

### The strategy currently in place or under development

In the university's policy a distinction is made between two types of actions to promote LLL:

- 1) Actions aimed at adults who want to combine their professional career with an academic degree oriented study
- 2) Actions aimed at non-degree oriented general education for a broad public of all ages (from primary-school children to retired seniors)

Both types of LLL are included in the university's strategic plans.

### The implementation of the strategy

The university has developed and approved action plans for the two types of LLL actions. Specifically for the first type the action plan has the following components:

- Design and optimisation of blended learning in study programmes for working students
- Integration of Open University courses in study programmes of working students
- Support for working students
- Internal and external promotion of the interests of working students
- Permanent facilities for working students.

### Main strategic goals for LLL for the coming years

The number of working students should increase from 700 to 1 000. Faculties should adapt more study programmes for the benefit of working students. Faculties should make more use of the courses of the Dutch Open University by integrating them in their study programmes, by recognising the credits (ECTS) or by setting up joint programmes. The national authorities should (financially) reward the university's efforts for working students

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

Benefits: concise overviews by speakers who are experts in the domain of LLL, widening participation and strategy implementation (Taylor, Slowey, Reichert, Winckler, Hazelkorn, Middlehurst); exchange of ideas in strategy working groups. Lesson learned: the project confirmed our opinion that we have made good strategic choices, but it will be a challenge to stay on the right track!

## University of Camerino, Italy

Number of faculties: 7

Number of students: 8 034

Number of LLL students: 500

Number of staff: 600

Number of staff involved in LLL: 10

### Organisation of LLL in the institution

The creation of a Steering Committee represents a concrete step towards institutionalising the organisation of LLL at University of Camerino (UNICAM). Many LLL initiatives are undertaken and managed by the respective schools of the university, or are the fruit of individual efforts. Hence, one of the objectives of the Steering Committee is to weave these strands together in order to take advantage of best practices in existing endeavours, transforming them into a patrimony for the entire institution. This fragmentation is indicative of the institutional strategy, which, as stated above, is currently being revised by the Steering Committee. At present, there is no office for LLL.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

In July of 2009, UNICAM adopted the principles of the LLL Charter with a clear vision of the strategic importance of this initiative in creating a culture of success and innovation to respond to a real demand in Italy for wider access to learning. UNICAM has implemented initiatives to widen access and adapt study programmes to attract adult learners (degrees in Political Science, Computer Science, Fitness, Pharmaceutical Sciences, 16 Masters, 14 PhDs). In addition, UNICAM has created partnerships at the local, regional and national levels (Confindustria, Confesercenti, Cescot, UIL, CGL, CISL, Postal Police, Ministry of Justice, Marche Region, Province of Macerata, Regional School District, AlmaLaurea) to widen access. However, most of these LLL initiatives are the fruit of individual efforts. Hence, an internal driver behind the desire to update the LLL strategy was to weave these strands together in order to take advantage of best practices in existing endeavours, transforming them into a patrimony for the entire institution.

### The strategy currently in place or under development

Although the UNICAM has adopted the principles of the LLL Charter with a clear vision of the strategic importance of this initiative in responding to a real demand in Italy for wider access to learning, it has yet to institutionalise these processes and make the change from a supply-side oriented offering to a demand-driven one. In fact, UNICAM has implemented initiatives to widen access and adapt study programmes to attract adult learners and it has created partnerships at the local, regional and national levels to widen access. It offers courses for continuing professional development for the community as a whole, as well as for its own employees. Hence, the goal of this plan is to make strategic changes in order to coordinate existing initiatives and move the focus towards a truly demand-driven model. The current policy of the Marche Region regarding how many LLL courses are financed underlines the necessity of adopting such a model. In fact, the region no longer directly finances master's courses (a major LLL offering), but, rather, issues vouchers directly to students who are then free to choose which course to take.

### The implementation of the strategy

Many new initiatives are being implemented through bolstered relations with outside and in-house stakeholders. These initiatives include projects with the trade unions to re-skill laid-off workers, a training course for the crafts sector on e-commerce, a professional training course for architects on renewable energy, a course on gender mainstreaming within the ambit of Equal Opportunity, a master's degree course in cultural heritage to be delivered in e-learning, involvement in the Alpha III project regarding university accreditation in Argentina, safety in the work place training for the employees of UNICAM and other public sector bodies and professional development courses for pharmacists. In addition, UNICAM is working with the major trade unions in the region to develop and formalise a certification process for LLL within specific labour sectors.

### Main strategic goals for LLL for the coming years

Undoubtedly, the main strategic goal for the coming years is to found a Centre for LLL which is able to bring together the various LLL initiatives at the university. Another important goal is to institute a school for equal opportunities in order to provide appropriate training for decision makers in the public and private sectors in order to meet the challenges of gender issues in the information society.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

Perhaps the most beneficial impact of the SIRUS project has been the opportunity to raise awareness of LLL issues at UNICAM and clarify what LLL means for the university. Moreover, this awareness has led to efforts to strengthen ties with regional stakeholders. Much progress has been made, as indicated above, regarding new initiatives in the area of LLL using the demand-driven model outlined in the strategic actions plan drafted during the SIRUS project. Finally, UNICAM is also adhering to a national network for LLL.

## University of Helsinki, Finland

Number of faculties: 11

Number of student: 35 000

Number of staff: 8 000

Number of LLL students: 45 000

Number of staff involved in LLL: approx. 180 in LLL only

### Organisation of LLL in the institution

LLL is an integral part of the university's Strategic Plan. The principles and practices of LLL have been integrated in teaching at all levels of the university. Excluding the faculties which offer degree-oriented studies, the Open University and the Palmenia Centre for Continuing Education are the most effective LLL service providers in the university. The new LLL steering group, chaired by the vice-rector in charge of LLL, was established in 2010 to steer and coordinate the development of LLL in the university.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

As stated in the university's Strategic Plan the university will continue to foster a versatile and thoroughgoing education in Finland. The university recognises the need to create a novel educational continuum in the current situation where careers take on increasingly diverse forms due to the increasingly rapid changes taking place in professional life. This approach is being supported by the new Universities' Act (2010) in which LLL is mentioned for the first time as a mission of universities in Finland.

### The strategy currently in place or under development

The university's new Strategic Plan for the years 2013-2016 is under elaboration. In spring/autumn 2011 the LLL steering group will provide guidelines to steer the faculties and other units in LLL development.

### The implementation of the strategy

The university's LLL steering group has prioritised three specific LLL development areas for the years 2011-2013: 1) Strengthening the visibility and information dissemination of LLL; 2) Support to longer careers, in other words quick continuation from secondary level education to higher education, shorter duration of higher education studies, flexible continuation from study to work, continuous professional development and LLL as a part of wellbeing at work; 3) Enhancement of alumni cooperation in LLL to promote the university's societal interaction and collaboration with the labour market.

### Main strategic goals for LLL for the coming years

The university's LLL steering group is currently discussing the following strategic issues (no official decisions made so far in spring 2011): 1) functional development and developing the university's educational services as a comprehensive system with clear roles, division of work and good cooperation; 2) LLL is seen as offering learning opportunities for active people who have individual interests and needs; 3) strengthening the good brand of the university's LLL services.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The SIRUS project has offered an up-to-date overview on the development of LLL in European universities. Furthermore, the project has served as a forum for networking and sharing of good practices. The project's analytical assignments and joint sharing of the university-based results and experiences have contributed well to the strategic review and development of LLL in the University of Helsinki. The newly established LLL steering group will continue to support comprehensive and goal-oriented LLL development in the University of Helsinki.

University of Ioannina, Greece	
Number of faculties: 17	
Number of students: approx. 15 500 undergraduates + 1 570 MSc + 2 398 PhD (postgraduates)	Number of LLL students: (2010-2011) approx. 1. Erasmus incoming students 39 2. LLL (Didaskaleio) 90 students 3. Leonardo Da Vinci 28 students
Number of staff: approx. 566 teaching staff + 550 admin staff	Number of staff involved in LLL: approx. 1. in Erasmus programmes, most of the teaching staff is involved as they offer courses to undergraduates and postgraduates 2. in Didaskaleio LLL 38 teaching staff 3. university teaching staff

### Organisation of LLL in the institution

The University of Ioannina (UOI) has been in existence for over 40 years and its mission is to achieve and sustain excellence in every area of teaching, learning and research. Based on contemporary educational needs and advances, LLL, continuing education and distance learning are implemented by the UOI. Such strategies comply with European regulations and legislation as well as national regulations and legislations. On 21 September 2010, the Greek government passed the new law concerning LLL, published in the official gazette no. (3879). According to this law, every institution or organisation of higher education and vocational training in Greece is enabled to implement in the future issues of LLL based on this new regulation. While the general framework will be under the supervision of the Ministry of Education, Lifelong Learning and Religious Affairs ([www.ypepth.gr/en\\_ec\\_home.htm](http://www.ypepth.gr/en_ec_home.htm)), each university has the freedom in how it realises the strategic goals.

The LLL strategy of the UOI follows the rules laid down by the Greek Ministry of Education, Lifelong Learning and Religious Affairs [www.ypepth.gr/en\\_ec\\_home.htm](http://www.ypepth.gr/en_ec_home.htm)

Specifically:

1. At Central level: Offices responsible for LLL (Erasmus, Leonardo Da Vinci, etc)
  - [www.uoi.gr/gr/education/erasmus.php](http://www.uoi.gr/gr/education/erasmus.php)
  - [dikepppee.uoi.gr/?q=en/node/130](http://dikepppee.uoi.gr/?q=en/node/130)
  - [www.uoi.gr/gr/facilities/kek.php](http://www.uoi.gr/gr/facilities/kek.php) and
  - a separate central office for the Vocational Training Centre of the University of Ioannina and the Centre for the Study of Hellenic Language and Culture (HeLaS) (housed in the International Centre of Hellenic Education-Culture & Vocational Training "Stavros S. Niarchos", <http://dikepppee.uoi.gr/?q=en/node/130>, [www.uoi.gr/gr/facilities/kek.php](http://www.uoi.gr/gr/facilities/kek.php)).
2. At faculty level there are LLL programmes for in service teachers, offered from the School of Education (Didaskaleio), which promote flexible and creative learning
  - [www.uoi.gr/schools/early-childhood/didaskaleio.htm](http://www.uoi.gr/schools/early-childhood/didaskaleio.htm)
  - <http://dde.uoi.gr/>

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

In the immediate future a committee responsible for LLL activities will be established, according to the law 3879/21-9-2010. University academic staff members will organise, coordinate and manage LLL initiatives. Each department will have a representative and overall decisions, indicators and action plans will be implemented. This plan is in progress.

Funding, as a consequence of the current economical situation in Greece, is an issue of great importance. With limited funds, participation and development of LLL actions will become quite complex.

### The strategy currently in place or under development

LLL strategies at UOI concern students (undergraduates and postgraduates), researchers, administrative and academic staff from the University, in-service professionals as well as learners from multiple target groups from outside the university. Moreover, the UOI is in the process of upgrading its courses (online courses for distance and blended learning), offering more courses on line for university students and lifelong learners, using more educational media.

### The implementation of the strategy

The new committee on LLL will be responsible for the implementation of LLL in UOI considering the indicators, success factors etc, according to the law 3879/21-9-2010.

### Main strategic goals for LLL for the coming years

Apart from the Committee in charge for LLL in our university, in the coming years the UOI aims to take part in more LLL programmes and implement more LLL strategies. This will be fulfilled by broadening the target groups, improving the educational practices (including the improvement of courses), widening participation (scientific and professional areas) with more LLL programmes.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

SIRUS helped us to realise how LLL in our university can be more practical, better organised, accessible to a heterogeneity of learners, and recognise prior learning, include programmes for retired seniors, support working students, strengthen the relationship between research and teaching, encourage partnership at regional level with local authorities, integrate educational technology, and improve quality.

## Université Libre de Bruxelles/Free University of Brussels, Belgium

Number of faculties: 10

Number of students: 22 000

Number of staff: 5 000

Number of LLL students: 5 000

Number of staff involved in LLL: 500

### Organisation of LLL in the institution

Lifelong learning is part of the institutional strategy of the Université Libre de Bruxelles (ULB). ULB provides courses that can be followed by professionals and, more generally, adults. The LLL courses are developed following six major axes: health, management, human resources and communication, sciences and technologies, information technology, multidisciplinary matters and society. LLL is organised as a department attached to the central administration.

### Reasons and internal/external drivers for creating or update the LLL strategy

The lifelong learning experiences reinforce the ability of ULB to interact with society and practice a policy of widening participation for adult learners. Opening the doors to other publics, allows the university to create wealth based on exchanges between students and teachers, to increase its role in society and to reinforce its visibility. For the moment, no incentives are given for the LLL development inside the university.

### The strategy currently in place or under development

Currently, LLL is developing a niche and opportunistic market strategy. Strategy of LLL is based on an integrated approach, supported by research and should develop incentives. New structures should be developed to allow more flexibility and more resources should be allocated to the activity in order to fulfil all the missions. LLL should be considered as a priority activity. The authorities must clearly communicate the guidelines and objectives of this LLL strategy and show their strong support to this project. ULB should increase the quality of its continuing education offer via the development of adequate pedagogical methodologies.

### The implementation of the strategy

An incentive policy is presently under discussion. A new communication process and website have just been implemented. Electronic integration of the activity into the processes of the university is in progress. Indicators are also being discussed with the "bureau d'études" (institutional research office) of ULB.

### Main strategic goals for LLL for the coming years

- LLL activity will be really integrated in the overall strategy of university and benefit from sufficient resources in order to accomplish the mission satisfactorily
- Participation in LLL activity will be recognised by university for everyone: teachers, staff, students.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

We saw that all the institutions are facing similar problems and discovered the way they tackle them: creative solutions and guidance (from the UK foundation) were really fruitful. What helped me most inside my institution was the structuring of the process and the DO's and DON'Ts. The university has elected a new leadership and LLL is still and again under discussion. The evolution of the project will depend on the new rector's priorities. One very positive point was that a member of the leadership team came with me to Vienna: the double participation gave weight to what has been done before and to convince the new university leadership. They seem to consider positively the continuation of the implementation of LLL. LLL is already integrated into the widening participation activities inside the university.

## University of Lille 1, Science and Technology, France

Number of faculties: 13

Number of students: 19 461

Number of LLL students: 11 561

Number of staff: 2 755

Number of staff involved in LLL: 1 463

### Organisation of LLL in the institution

Our strategy is guided by a vision of education and training not limited to initial education, or to a vision of lifelong learning based only on continuing education, but by an integrated organisation of all educational provisions. It contributes in building the identity of Lille 1. Concretely the university appointed a vice-president in charge of LLL. Nearly all programmes are open to “young students” and “returners” and specific programmes are provided for “adults” (employed or unemployed). A department provides specific services to “returners”, and organises and manages programmes dedicated to “adults”.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

Our main objective now is to progress towards a better integration of initial and continuing education, to organise our programmes to achieve continuity and progression, and to develop a culture of lifelong learning for our students, preparing them to become partners for life with our university guaranteeing them long-term services. This approach is based on the conviction that in a world where a linear progression of careers is becoming rarer we need to offer learners opportunities to come back to us at different moments of their professional lives and to make new developments in science and technology based on the latest research results permanently available to them.

### The strategy currently in place or under development

This strategy is described in the four-year contract signed with the ministry in 2009.

The central objective was to make bring initial and continuing education closer together, to interlink the two logics, and to help “students” to adopt new attitudes. Individuals have to take the entire responsibility for their personal and professional pathway, in the perspective of several returns between education and training during their professional life. Five goals orient this next step:

- To reinforce activities in access, advice and guidance, in the management of individual routes. One proposal is to set up “An Individual personal and professional route Management Centre”, broadening services which are currently offered and providing new tools.
- To reinforce the use of validation of experience at various transition points in professional routes and to improve guidance methods and tools to take into account new needs linked more closely to human resources management in companies.
- To increase the flexibility of provision provided for “adults” by developing a permanent offer based on the diversity of programmes offered by the university, granting “returners” or candidates partial validation procedures to find immediate solutions (based on a range of pedagogical modalities) to start or finish a learning process at any moment during the academic year.
- To build training programmes for staff engaged in this process (teachers, advisors and counsellors, administrative and financial officer ...), to develop competencies in providing appropriate answers to make this project successful.
- To capitalise and disseminate to all students the tools developed in the guidance of “adults”.

### The implementation of the strategy

The contract signed with the ministry proposes an action plan covering the 2010-2013 period:

- the information and reception centre of SUDES will be transformed into a Centre whose mission will be to help individuals manage their professional paths, linking education and the labour market more closely
- to provide sustainable solutions or opportunities to guarantee individuals continuity in their individual learning paths, especially at transition points
- to develop validation of non-formal and informal learning as a support for formalisation of what they have learnt in different settings
- to develop validation of non-formal and informal learning as a tool for human resources management in companies
- to introduce more flexibility in programmes by dividing them into several “competences certificates” awarding a part of the whole qualification as step towards a full degree and to develop learning outcomes oriented approaches.

### Main strategic goals for LLL for the coming years

The strategy described above is a midterm strategy. We know that we will not reach all the goals. We know that this needs time. The only chance for us to be successful is to respect the rhythm of colleagues, to take time for experimentation. But this strategy benefits from a permanent engagement of the top management of the university over the past 20 years and from regular discussions in the different university councils, with faculties and departments and external actors (regional and local authorities and social partners).

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The SIRUS project gave us the opportunity to meet, discuss and share visions with other universities having developed interesting processes regarding LLL. This project was a real opportunity for benchmarking. In this way we have identified universities which are at the same stage of reflection or implementation. We have identified potential partners for future projects. We have also learnt from other projects. Some approaches, arrangements, solutions will help us to orient or finalise our future activities.



## University Rovira I Virgili, Spain

Number of faculties: 12

Number of students: 12 847

Number of staff: total 590

Number of LLL students: 4 130

Number of staff involved in LLL: 18

### Organisation of LLL in the institution

The Centre for Lifelong Learning is a centralised unit that manages all of the LLL courses, focuses on professional development courses and programmes throughout the university. Currently, the Lifelong Learning Centre is part of an external organisation called "Foundation URV", founded by the university and develops the third mission of the university. Next year, following the LLL strategy, the centre will be integrated into the organisational structure of the university.

So far, the lifelong learning strategy has only been developed in the LLL Centre. Now, as a result of participation in the SIRUS project, the university has established a strategy for the whole institution.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

The university has created the LLL strategy to develop and provide comprehensive and high-quality lifelong learning opportunities, services and research, to people and organisations for:

- the personal and professional development of citizens and professionals throughout life
- the social, cultural and economic development of the community
- innovation and knowledge transfer in the region and companies

The drivers of this process have been the steering committee of the university (rector and vice-rectors) and the LLL Centre, motivated by commitment to the social, cultural and economic development of the community.

In Spain there are no incentives for universities to develop LLL programmes.

### The strategy currently in place or under development

The lifelong learning strategy of the university is organised around five axes: education, third mission, internationalisation, quality and management, and seeks to incorporate the culture of lifelong learning in all of the activities and services of the university.

### The implementation of the strategy

The action plan is organised around 8 goals and 22 actions to be developed over the next four years, with annual monitoring through the quality unit and the working group set up to lead the process.

The first step is to integrate the lifelong learning centre into the university and create a centralised unit to manage the whole offer of postgraduate and continuing education programmes. This will imply changing the internal regulations as well as the management processes of academic, financial and student services, and develop new technological applications.

The biggest obstacle is the strong impact of the economic crisis in the financing of public services, which is currently already affecting the budgets of the universities.

### Main strategic goals for LLL for the coming years

The main objectives are:

- to widen the access to a more diversified student population
- to strengthen the relations between the BMD studies and the LLL programmes
- to contribute to the transformation of our region into a knowledge region
- to boost the international profile of lifelong learning
- to reinforce the quality assurance strategy related to lifelong learning.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The ULLL Strategy has been elaborated. It has involved the board of directors and management of the university. It has clearly improved the overall vision of the lifelong learning activities of the university. I have learned how to manage the process to engage the university community in developing the strategy, as well as an overview of the status of the lifelong learning programmes and strategies in European universities, and I have also increased my knowledge of the different national lifelong learning policies.



## University of Southampton, United Kingdom

Number of faculties: 8	
Number of students: 22 000	Number of LLL students: 3 000
Number of staff: 5 000	Number of staff involved in LLL: all staff potentially

### Organisation of LLL in the institution

LLL is part of the University Strategy 2010-2015 and embedded in the Education Strategic Plan. Following a university-wide review of LLL a report has been accepted that will see the establishment of a central hub to host the LLL offer from the various faculties. The University of Southampton provides education to support a wide range of learners from conferences and one-off events to full time degrees. By bringing together our offer under one central 'way in', we can standardise not only our lifelong learning provision, but also present a coherent lifelong learning brand.

### Reasons and internal/external drivers for creating or update an LLL strategy

The Continuous Professional Development (CPD) market is extremely crowded in the UK, with not only HEIs, but private training bodies and professional associations all involved in offering CPD for professionals. Individual and corporate spending on HE-level professional development is estimated at more than £6billion, of which less than 7% is spent with universities (CIHE (2008) Influence through Collaboration: Employer Demand for Higher Learning and Engagement with Higher Education, Connor H. & Hirst W). There is potential for the University of Southampton to grow its share in this market, and our potential to offer CPD should be part of the conversation we hold with key strategic partners. Externally, as working careers lengthen, and the need for re-skilling and retraining becomes more apparent, both to individuals in order to remain attractive in the labour market and to employers to remain competitive, the model of how we support LLL will need to evolve. Internally, we have explored the consequences for the use of academia staff time, administration and physical infrastructure to enable the implementation of our plans. 1 *CIHE (2008) Influence through Collaboration: Employer Demand for Higher Learning and Engagement with Higher Education, Connor H. & Hirst W.*

### The strategy currently in place or under development

The University of Southampton is working to establish a greater presence in lifelong learning; both at the leisure end of the market, and in CPD, with a concentration on high end, bespoke courses. This will build on the university's research strengths in particular areas and our reputation with the local community, providing another interface with the regional economy, and better exploit the university's existing assets.

### The implementation of the strategy

Following the completion of an internal review, a sub-group of the University Education and Student Experience Advisory Group has been established to plan the implementation of the recommendation of the review. An initial single point of contact for potential customers wishing to explore lifelong learning is being established, building on the excellent work of our Faculty of Humanities.

<http://www.soton.ac.uk/humanitieslearn/>

### Main strategic goals for LLL for the coming years

**Short term:** Establish the LLL Hub based on the model developed in our Faculty of Humanities and move to a common infrastructure for both leisure learning and CPD to provide a university-wide support for the administration of this activity.

**Medium term:** Understand the accreditation needs of our existing and potential customers, and build an accreditation framework which is valued by customers. In line with university-wide curriculum innovation, build an education curriculum which is flexible enough to enable real 'lifelong learning', with step-on step-off programme options, the accumulation of credits over a longer timescale, and a responsive student-centred approach. [www.soton.ac.uk/cjp/](http://www.soton.ac.uk/cjp/)

**Long term:** aim for a 'Future proofed' organisation – offering flexible education models for all markets of lifelong learners. 'Learning hotel' concept where we offer a range of education and offer a more fluid transfer of staff between business and public bodies who hold positions of responsibility across organisations.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

Involvement in the SIRUS project has brought with it the invaluable opportunity to share with and learn from colleagues from across Europe and Russia. These varying perspectives and national arrangements have helped to inform our review and the plans we will now take forward for LLL. The power of the project has been in the networks and connections it has fostered.

## University of Turku, Finland

Number of faculties: 7 faculties and 12 special units

Number of students: 21 000 full-time students

Number of LLL students: 17 000 adult students annually

Number of staff: 3 500 employees

Number of staff involved in LLL: 200 employees

### Organisation of LLL in the institution

In the University of Turku, LLL is understood both as an integrated principle in all university activities and as the specific services for adults. Thus, the whole university community shares the responsibility for implementing the LLL agenda but there are also units with specific LLL duties and tasks. During the preparation of the latest university strategy 2010-2012 it was decided not to produce a separate strategy for LLL but embed it in the main strategy. The strategy has a strong LLL emphasis. The vice-rector for education and social interaction is the chair of the Council in which the vice-deans, members of staff and students and the Brahea Centre for Training and Development are represented. The Teaching Council appointed three sub-groups in June 2010, one of them dedicated to LLL. The sub-groups report to the Teaching Council annually. There is a coordinator for lifelong learning in the university services. The appointed working group of societal interaction, chaired by the vice-rector, is responsible for the implementation. The most important LLL units are: the Brahea Centre for Training and Development, the Centre for Maritime Studies, Finland's Future Research Centre and TSE exe.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

Drivers for the development of LLL relate to legislation and funding as well as to the changes in society. The underlying foundation for the permanent progress is the University Act providing for universities to promote LLL. It is also true that tailored LLL services can bring external funding to the university besides the basic funding coming from the ministry. In addition, the changes in the age and the educational and cultural background of the population combined with structural reforms in the economy increase the importance of and demand for academic adult education in Finland. Flexible learning environments and new student or learner specific tools have to be designed so that the universities are capable of widening the access of a varied student population to higher education. The units of LLL have always been the forerunners in these solutions.

### The strategy currently in place or under development

The university strategy 2010-2012 states that teaching is based on scientific research and the principle of LLL. Lifelong learning is embedded in the definitions of policy, priorities and practices as well as the implementation plans of the strategy. The strategy is divided into the following main chapters: Competitive research, Promising career for doctors, Research-based teaching and lifelong learning, Science and society and Prerequisites for success. The basic values of the university are ethics, self-criticism, creativity, openness and communality. Concerning LLL, the following summarises the main elements:

- LLL is understood both as a principle in all university activities and as special services for adults.
- Responsibilities for the LLL agenda are shared among university leadership, faculties and the special units of LLL services.
- Services are based on research combined with work life relevance. One of their main aims is to disseminate the research results.
- LLL highlights the learner-centred approach, meaning individual pathways and flexible study methods and environments.
- The university itself is a learning organisation dedicated to outcomes-based learning as the basic foundation for LLL promotion.

### The implementation of the strategy

The university strategy is realised in six implementation plans. The implementation plans deepen the understanding of the relevant concepts and name the key priorities. From the LLL point of view the plan for research-based teaching and LLL and the plan for societal interaction are the most relevant. Both LLL as a principle in all university activities and as the specific services are highlighted. The LLL coordinator bears the main responsibility for the implementation utilising the expertise of the Teaching Council and its sub-groups. The coordinator gathers information on the activities, ensures synergies between different units, designs content for the university website and organises events for university staff. The LLL focus is on the following thematic goals and actions:

- Strengthening the links of the LLL services to research and development
- Establishing a special service point for adult students
- Participating actively in the construction of the new national system of recognition of expertise
- Developing the consulting and guidance services for university students
- Sharpening the university's LLL profile internationally and RPL role nationally
- Intensifying dissemination of research outcomes
- Defining the incentives and related indicators for societal interaction
- Developing the internal structures, management and operational model of LLL and societal interaction
- Widening, regularising and publishing the quality system of lifelong learning to the whole university.

### Main strategic goals for LLL for the coming years

We have made some breakthroughs in the strategic development and implementation of LLL. However, the situation is not equal in all faculties and with all aspects of LLL. Versatile services for adults have been developed but all features of LLL are not present in degree education. The main strategic goal is to transfer strategic aims and priorities into the various practices of the university. The LLL agenda should be seen as an equal part in the academic heartlands and among the various university priorities. That demands determined leadership, mainstreamed responsibility and specialised expertise. One of the key prerequisites for success is staff whose number one priority is LLL promotion. At the faculty level both cultural progress and structural support from the administration are needed.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The SIRUS project has required us to take an analytical look at the strategic development of LLL in our university and offered an opportunity to compare the efforts of the colleagues abroad. For us, the special focus has been the implementation procedures and many ideas have sprung up during the project concerning the organisation and mainstreaming of LLL in the university. During the project the understanding on the LLL both as a principle and as specific services became clearer.

University of Twente, the Netherlands	
Number of faculties: 6	
Number of students: approx. 11 000 (students in the young Twente Academy, the Twente Academy, the Bachelor's/ Master's programmes, PhD's, post-doc's, Studium Generale, professional learning)	Number of LLL students: in our view all students are LLL (formal/informal/non-formal learning)
Number of staff: about 450 directly related as (teaching) staff; with an additional 400 in a supporting capacity	Number of staff involved in LLL: in our view all staff are involved in LLL

### Organisation of LLL in the institution

Apart from the "regular" bachelor and master students, the most advanced implementation of LLL is found within the ITC Faculty and the Postgraduate Initial Education (BPO) of the MB Faculty. BPO's strategic plan will provide the basis for further development of LLL within the university. In addition, University of Twente (UT) is involved in the Twente Academy (pre-university college educational activities, which are integrated into the curricula of secondary schools in the region).

### Reasons and internal/external drivers for creating or updating the LLL strategy

UT sees LLL as a dynamic concept in which an individual over a lifetime (e.g. 4-94 years) responds to developments and changes around them through formal, non-formal and informal learning. In its overall strategic plan "Route 14", UT indicates that its core subject in education rests with awarding degrees in the area of science education at the undergraduate and graduate levels. But we also know that learning does not begin and end with the granting of a degree.

### The strategy currently in place or under development

Our university is finalising a renewed/intensified overall-strategic plan (RoUTe 14+). Because of this new strategy (in the context of government policy to cut higher education and proposed measures concerning students who study for too long), the focus of UT has been oriented towards the primary process (bachelor's/master's programmes). Furthermore, it has been decided that the group 'Professional Learning and Development' on which the LLL activities have been incorporated, will be closed. However, the activities in this area will continue within the Bureau of Post-initial Education (Faculty of Management & Governance) and the ITC faculty. But actually many activities at UT which may be considered to be of an LLL-nature (e.g. the start of PDEng's) either already exist or will be introduced in the near future.

### Main strategic goals for LLL for the coming years

Fewer but broader bachelor's programmes will be developed, including a university college. The positioning and quality of master's programmes will be monitored.

LLL will be developed according to a growth-model and on the basis of learning by doing.

A position paper on professional learning/LLL will be written, related to a central vision.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

Lessons learned:

1. Do not necessarily perceive bachelor and master students as automatically being outside of the LLL "paradigm"
2. Leadership with a clear vision and steering capacity are absolute requirements for implementing LLL successfully
3. The notion that when developing educational programmes, one should focus beyond the "traditional" target groups (BA/MA)

## University of Versailles Saint-Quentin-en-Yvelines, France

Number of faculties: 4 faculties + Engineer School + 2 Institute of technology + 2 nurse school	
Number of students: 18 000	Number of LLL students: 2 500
Number of staff: 1 360 teachers and researchers + 650 technical and administrative staff	Number of staff involved in LLL: all the teachers can be involved in LLL training + 21 for the LLL service

### Organisation of LLL in the institution

By law and because of economic needs, LLL is an educational mission for the university and is a part of the overall institutional strategy. Since 1998, LLL has been organised as an office at the central level. But in the objective to promote LLL activities, we have developed local representation in each faculty. This organisational change reinforces the links with staff (managers, teachers, administrative staff ...) and we can follow each learner along his/her training route.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

The University of Versailles Saint-Quentin-en-Yvelines wants to update its LLL strategy because it is a necessity in the present context. We have external drivers (laws, agreements between social partners, quality chart), and also internal drivers, decided by the governance of the university and formulated in the four-year contract with the higher education ministry, and then evaluated by commissions. In France the government has introduced the autonomy of the university and each institution must find the necessary funding for their activities. With this in mind, it is very important to reinforce the reputation of the institution as a regional LLL actor as well as an excellent research centre. We have new legal texts, which provide new rights for salaries and job seekers to help them to build a secure vocational pathway. Based on the research and the economic changes, we must prepare for sustainable new skills and new jobs establishing relations with professional sectors and enterprises and building cooperation with these partners. The academic staff is aware of the need to change the curricular design (modularisation) and to develop new pedagogies adapted to different profiles of learners, with a view to opening up the university to returning students. We must introduce some services around this training: helping students to define their professional path, assessing their skills, accrediting prior learning, helping with professional integration or with new business start-ups.

### The strategy currently in place or under development

The strategy is to position the university as a sustainable regional LLL actor. Based on the SWOT analysis, strategic objectives are: first, to complete what already exists through enriching and diversifying our services in both engineering education and upstream and downstream of these programmes; then, in parallel, to expand our partnerships with regional actors involved in vocational LLL (branches, public services, trade unions, guidance centres, job centres, purchasing advisors and funders, vocational training centres, Human Resource Advisors, ...). In particular, the university seeks to develop partnerships with the business world (public/private partnership, active participation in competitive clusters, and the creation of an industrial chair) by enhancing our research centres of excellence, and by including a training-oriented dimension to the adaptation and enhancement of skills throughout career paths.

### The implementation of the strategy

The university's continuing education service seeks to develop within the university a service which will ensure the professional development of its students; one able to respond to any guidance, training or recognition request; from initial training through to the up-skilling and the up-dating of qualifications required throughout a career. It is a question of closing the circle of the services that the university is able to provide (legibility of skills diplomas, project definition, skills assessment, assistance in professional insertion, company start-up support), to diversify the educational modalities of training (part-time courses, distance learning, use of ICT, pedagogy by project), to respond to the variety of learners' profiles and the specificity of their personal situation (status, time availability and other constraints). The development of partnerships with regional actors is strongly promoted and supported by the presidency of the university and by the cultural revolution brought about by the development of new technologies and vocational courses and alternating work/study contracts within the university, at all levels of the BMD. Multi-dimensional research and training agreements have been drawn up as a model for developing partnerships with business and other professional fields, as well as with several regional public authorities. Finally, several quality charters have been signed with important suppliers of vocational training (FONGECIF, Pole Post Regional Council). Indicators testifying to this evolution can be seen in terms of the growth rate of activity and performance (trained staff, success rate, insertion rate, number of vocational degrees, numbers of recognition of prior learning through experience, number of individual agreements and group agreements, number of digital learning resources, turnover) and in terms of the implementation of new information, reception and advice structures.

### Main strategic goals for LLL for the coming years

Complete the internal support services in LLL. Reinforce activity with business and professional circles. Develop training in engineering (complex architectural combination of recognition, prior learning through experience and a modular course using ICT).

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The main lesson stemming from SIRUS during these two years is the realisation that higher education in Europe is highly diversified. For many partners, the LLL approach is still strongly influenced by the organisation of initial training in a classic university (in the sense of a university cut off from the technological and professional fields and is mainly oriented towards research and education). Nevertheless, it seems that this situation generates ideas and interesting experiments, which bring together the approaches of some countries that have advanced further along the route. Thus, the two-year experience suggests that it would be very rewarding to establish a permanent network to exchange experiences and good practices.

## University of Vienna, Austria

Number of faculties: 15 faculties and 3 centres. In the area of administration, there are 8 university offices, 4 administrative departments and 1 special facility.	
Number of students: 88 000	Number of LLL students: 1 300 (students in continuing education programmes)
Number of staff: 8 900	Number of staff involved in LLL: Not relatable. Postgraduate Centre (organisation and programme management) 20 employees

### Organisation of LLL in the institution

The University of Vienna carries out many projects in the field of LLL and puts a main focus on continuing education. So far, no "office" for LLL has been established, instead the Postgraduate Centre (responsible for Continuing Education) is heavily involved in the "lifelong learning discussion". The University of Vienna offers 36 advanced postgraduate programmes leading to academic certificates as well as to master's degrees; it follows a broad concept of LLL that is reflected in a wide range of programmes and activities. In recent years, LLL has become a main focus, alongside research and teaching. In 2008, the University of Vienna announced that it will put an emphasis on postgraduate education within its lifelong learning initiative, which should result in the definition of a strategic and institutional foundation by 2011. The Development Plan 2012 represents the strategic foundation within which the objectives of this initiative are outlined. So far, no institutional lifelong learning strategy has been developed by the University of Vienna and currently more importance is paid to other topics (i.e. financing). At the moment, there are limited financial university budgets (from the Austrian Federal Ministry of Research and Science) and the number of public grants has been cut back dramatically.

### Reasons and internal/external drivers for creating or updating the LLL strategy

For an international, research-based university it is necessary to put a focus on the field of LLL. There are five potential benefits of LLL for research universities: 1) Expanding concepts of learning and knowledge; 2) Making educational structures more flexible; 3) Upstream strategies: new subjects, interdisciplinary research; 4) Non-linearity of the research process; 5) Strengthening resources. The new rectorate (October 2011) will discuss strategies for the implementation of LLL. A key issue for the near future will be the development and growth of financial resources (universities and Austrian Ministry). In 2010, the Austrian Ministry of Science and Research declared that there are certain expectations towards the Austrian universities as part of the agreement of objectives. These expectations should be met by the end of 2012 and include the following: a clear positioning of the universities within the agreement of objectives concerning LLL, a declaration of objectives and procedures as well as an institutional LLL strategy and that Austrian universities should have an institutional LLL strategy by the end of 2012 – although this also depends on the final results of the national LLL strategy.

### The strategy currently in place or under development

LLL is commonly a part of the overall strategy and all areas within the university are concerned with LLL (e.g. University for children, BA/MA/PHD, continuing education, joint-programmes), but there is no institutional "LLL-definition". The University of Vienna offers a wide range of postgraduate programmes and other LLL activities (i.e. for more than 10 years, we have been offering the open lecture series "University Meets the Public" which provides the public with the opportunity to follow scientific lectures held by researchers of various disciplines). On our part, we hope that lifelong learning will increasingly become a core part of the strategic plans of the University of Vienna. The University of Vienna has identified the chance to develop part-time postgraduate programmes for working professionals. Now, the challenge will be to use the experiences gained from postgraduate education for the benefit of regular programmes at the university.

### The implementation of the strategy

Lifelong learning is part of the University of Vienna's Development Plan and as such intended to be consolidated as a university strategy by 2012. However, a national LLL strategy has not been available so far. Quality control mechanisms have been put into place in the area of continuing education as well as in regular degree programmes. Quality control in advanced training has been recently initiated as a nation-wide project by the Austrian Federal Ministry of Science and Research, with the University of Vienna as a prospective future partner institution. Potential shortfalls are to be expected with regard to evaluations in the area of continuing education, aside from regular course evaluations. There has been a substantial change regarding the acceptance of the new structure of studies: the modularisation of the curricula as well as the description of learning outcomes show that the Bologna Process has effectively been implemented. Generally, the needs of students have been changing: an increasing number of students are "on-the-job" and it seems very important to react to that change. Postgraduate education at the University of Vienna can act as a role model for the development of new teaching and learning methods.

### Main strategic goals for LLL for the coming years

To discuss LLL more intensively and to integrate it into the new development plan of the University of Vienna. To create a strong connection between the strategic plans in the field of LLL to the core research areas. To put a stronger emphasis on continuing education measures in order to increase its range of continuing education programmes and improve support for the implementation and realisation of such programmes. To focus on the cooperation with partner-institutions from various fields (universities but also business partners), as well as to carry out more scientific projects in the field of LLL. Medium-term, continuing education must bear its own financial burden, therefore the calculation of university training courses and specialised continuing education modules needs to be based on full cost accounting. Ability to enforce the collaboration between research, education, professional practice and the needs of society. Become more visible as an actor with a wide range of LLL activities. To develop our current portfolio with new professional master's programmes (international focus, inter/multidisciplinary). To create an all-embracing quality control/management system.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

This has led to an increase of the number of projects with external university cooperation partners and a stronger cooperation with enterprises; also the number of participants of continuing education programmes, of interlinks with the Alumniverband (alumni association) and the career service and the one of new projects (e.g. events for bachelor or postgraduate fairs) has grown.

## University of Žilina, Slovakia

Number of faculties: 7	
Number of students: 11 000	Number of LLL students: 5 660
Number of staff: 1 530	Number of staff involved in LLL: 67 (not including the staff from faculties)

### Organisation of LLL in the institution

Lifelong learning at the University of Žilina is included in the long-term institutional strategy (2008-2013) as an integral part. The LLL activities are not coordinated by one single office or department. They are offered by various parts of university: the faculties, 7 institutes and 3 specialised training departments. Each faculty or institute has its own LLL activity for specific target groups. That is why there are many and various activities for a large number of LLL students. Some of the activities are prepared in cooperation but most of them are isolated initiatives.

The faculty LLL activities are coordinated by the deans. The vice-rectors coordinate the LLL activities in each institute. Moreover, there is a specific organisation for part-time students. They represent 20% of the registered students, pay specific tuition fees (around 500 to 600 Euro/year) and prepare the same diplomas as full-time students. The courses are organised so that students can continue their job or activity in parallel. They are between 25 and 40 years old.

### Reasons and internal/external drivers for creating or updating the LLL strategy

The main internal drivers for changes in LLL activities at the University of Žilina are the low level of cooperation, lack of awareness within and outside the university and the fact that the competencies of stakeholders in LLL activities are not clearly defined. The new strategy is slowly being prepared by the new management of the university.

The aim is that the University of Žilina will be able to bring a global and precise view of lifelong learning activities at the university as a whole, clearly identify and describe the responsibilities of stakeholders, enhance their mutual cooperation and use their resources more effectively. It should create a one-stop institution or department which will work in collaboration with other specialists at the university to meet the LLL needs of the public comprehensively.

The main external incentive for the start of these changes was a reduction in funding for state universities. This situation led to the search for new sources of funding including through improving efficiency and performance of various parts of the university. The changes in the structure and requirements of the students and the labour market are another main set of stimuli to find, identify and use the resources and capacities of the university more effectively.

### The strategy currently in place or under development

The present long-term strategy of the University of Žilina is still in force. The faculties and institutions are still working in the same way. But the personal and process audit and identification of the core activities in each institute is underway and this is the first step in the change of strategy.

### The implementation of the strategy

The LLL approach of universities in Slovakia and abroad was presented to the rector and vice-rector for education; the internal stakeholders were identified. The personal and process audit is still in progress (till June 2011). The first common meeting of all providers of LLL activities at the university will be initiated and coordinated by the Institute of Continuing Education. The aim of this meeting is for each unit to present its own LLL activities and start the discussion about university-wide cooperation. This first common meeting of all stakeholders is the "ground zero" for creating of the new university LLL strategy.

### Main strategic goals for LLL for the coming years

- Realise the personal and process audit in the institution offering LLL activities
- Define the role and tasks in the field of LLL in the new university strategy including the LLL strategy
- Establish the working group and build a common strategy for LLL as a part of the university strategy
- Final version of the strategy – autumn 2012.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

- Getting to know the system of higher and continuing education in universities in Europe
- Obtaining stronger and clear arguments necessary to promote change leading to the effective development of lifelong learning at the university
- Getting inspired by the initiatives and the activities of other European universities – help us to identify better the potential target groups and the tools to involve the people in the process of continuing education.



## Vilnius University, Lithuania

Number of faculties: 14 faculties, 5 institutes, 4 centers

Number of students: 23 000

Number of LLL students: 5 000

Number of staff: 3 600

### Organisation of LLL in the institution

LLL part of Vilnius University's overall strategic plan for 2007-2013. The statutes of Vilnius University require that it creates conditions for specialists to improve their knowledge as well as fulfilling the regulations on "inconsequent" studies (a term from the law on higher education: students can study longer and accumulate credits over a longer period of time than those following consequent, i.e. full-time studies with a minimum requirement of 30 ECTS per semester) approved by the university senate in 2003. These require creating proper conditions for continuous education. LLL is organised both centrally and in a decentralised fashion. The coordination of LLL is organised at the administration (central) level, but the management and implementation of separate LLL courses and programmes is decentralised at faculty, institute and/or centre level. A more elaborate structure might be developed by the end of April 2012. There is an ongoing project of Vilnius University management framework development and by the end of this project a new management structure should be developed.

### Why did the university want to create/update an LLL strategy? What were the external and/or internal drivers?

There have been a few factors which led to the development of an LLL strategy. Among those:

- The economic situation in Lithuania. The high unemployment rate reduces students attending on a fee basis
- Reduced funding from ministries, other agencies. Total dependence on European Structural funds
- The total number of students for "inconsequence" or part time studies is rather low
- No market oriented strategy of the offered courses. Offered courses are rather badly advertised.

### The strategy currently in place or under development

The strategy is under development due to the overall structural changes in the institution and nationally. The 2009 law on studies and science have led to change: all state higher education institutions have changed their legal status from "state budget" into "public" institutions by the end of 2011. Currently all income universities receive (fees, renting out facilities, consultation, projects, etc.) is sent to the State treasury, as state budget income. The state returns it to the university as state budget expenditure. The difference is that this expenditure is provided from other sources which are not taxpayers' money (budget expenditure).

From 2012 on, university income will no longer be considered as state budget income, but rather as property of the universities. Universities will have more rights after the reform, as, for example, the possibility to own property, use income without going through the Ministry of Finance), and to take out bank loans. On the other hand they will have less autonomy to govern their institutions. This principle is discussed in the Constitutional Court of Lithuania. The internal Management Framework project of Vilnius University should provide a more systematic approach to the management of LLL and the overall study process as well. See also the above question on Organisation of LLL in the institution. The SWOT analysis made under the SIRUS project brings up opportunities and choices to be made as we indicate below with the goals and indicators to be met.

### The implementation of the strategy

A new administrative structure for the implementation of the LLL strategy will have the following responsibilities:

- To ensure the cooperation across the faculties and other academic branches (institute, centres) of the university
- To develop effective marketing policy by analysing needs and requirements of customers
- To create a school for the better use of andragogic principles for university teachers
- To cooperate with similar structures of other universities within the framework of the Association of Institutions of Continuous Education of Lithuania (LUTSIA).

### Main strategic goals for LLL for the coming years

*New study programmes and courses* should be developed and should focus on different age groups and needs of customers. All faculties will take an active role by participating in LLL.

The *quality assurance and assessment system* should be based on transparency of procedures and decisions taken, and indicators for quality assurance should be developed. The QA mechanisms should be based on the analysis of students' and customers' evaluations; external evaluation; analysis of responses from alumni and stakeholders. Indicators for quality assessment will be developed and mechanisms of quality improvement will be developed. Training of teachers is a very important factor for the quality of studies.

*Marketing structure for LLL:* Inform community about activities and services offered by the university. The main information resource can be the website. Information on offered courses to be found easily. "Open days" are a well-known form of information on studies. Media can be used to increase the information to the public. New technologies (Facebook, social networks) are welcomed. Co-operation with partner municipalities for distribution of information about LLL at Vilnius University. The networks of Vilnius University Alumni organisations and clubs should be also engaged as a tool for information about LLL activities.

*Financial support systems:* Financing of LLL is a very important factor for accessibility of courses and programmes for adults; the system cannot be sustainable if the financing of LLL is based on fees alone. Different financial resources should be used. The funding model of LLL should have a core income. Utilisation of European Structural Funds is a key factor for the improvement of LLL performance. The university should initiate a process of improvement of legislation in order to make funding from the business sector more valuable. Municipalities should take a more active role in funding LLL. The university should use agreements with municipalities to improve income for LLL.

*Effective international cooperation:* More effective international cooperation of the university in the process of LLL. The university should use existing networks and agreements in order to improve the quality of LLL activities, accessibility and better management of the process. Different projects offered by EUA, EUCEN IAU, BSRUN, BUP, UNICA to be used. The Career centre should be involved in improving international cooperation.

*Implementation and performance indicators:* The strategy should have an implementation plan with concrete actions taken as well as a time frame. Necessary resources calculated for each activity, and the strategy re-assessed after two years.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

It was of great use being able to communicate and gain experiences from all those good practices, realising we have common problems and trying together to see the possible ways out and the most suitable, appropriate solutions, considerations and suggestions. The development SWOT analysis was very useful as well and helped to determine in a more precise way the key elements on weaknesses and strengths thus leading to a more thought through and clear strategy to be implemented.

## Wrocław University of Technology, Poland

Number of faculties: 12

Number of students: 34 078

Number of staff: 4 078

Number of LLL students: 6 958

Number of staff involved in LLL: 4 078

### Organisation of LLL in the institution

LLL is one of the strategic aims of Wrocław University of Technology. This was the reason that the LLL Centre was created at the university level. The LLL Centre is the body that is responsible for promotion, administration, organisation, financial issues and recruitment. All of the LLL initiatives are realised at faculty level. The person responsible for the coordination of any LLL activity is the head of the project nominated by the Dean of the Faculty and approved by the Faculty Board.

### Reasons and internal/external drivers for creating or updating the LLL strategy

In view of anticipated legislative changes in Poland, the work related to the preparation of a new Wrocław University of Technology institutional strategy has begun. Developed under the SIRUS project, the LLL strategy will be taken into account during this work.

### The strategy currently in place or under development

The overarching strategic objective is to "Build the image of the institution as a leading university in the area of technical sciences in the country and in Europe". The strategic objectives of the second order are intended to enhance the role of knowledge and learning and to improve the openness of Wrocław University of Technology to the educational needs of society at different ages, different levels of education and different stages of work. The strategic objectives of the third order directly relate to directions of the education of students at the Wrocław University of Technology in the LLL system.

### The implementation of the strategy

The implementation of the strategy will require the development of some procedures, for example:

- elaboration of principles for the validation for single courses
- establishing the financial rules (calculations, settlement, billing between departments and units)
- establishing rules for the calculation of resource use
- separation of resources for the development of LLL in the form of educational investment.

### Main strategic goals for LLL for the coming years

As an academic research institution, Wrocław University of Technology defines the directions of developments in science and technology, provides its students, auditors and employees with access to current knowledge based on current research. Through various forms of access to LLL, the university has created the conditions for obtaining, updating and upgrading knowledge through continuing education of all concerned. The university as an academic community is open to supporting the development of its students at every stage of their life. In pursuing lifelong learning, the university works with employers and other interested business entities contributing to the acquisition of new skills and qualifications tailored to the labour-market.

### Progress/benefits/lessons learned and achievements realised during the SIRUS project period/during the past 2 years

The primary change in recent years has been understanding the meaning of LLL in the teaching process carried out at the university.



## Annex IV – The presentations given at SIRUS seminars

### SIRUS seminar at the University of Lille 1, Science and Technology 3-4 June 2010, Lille, France:

Sybille Reichert, Director, Reichert Consulting, Switzerland –  
*“Strengthening the role of universities in their regional context”*

Maria Slowey, Director of Higher Education Research and Development in the Office of the Vice-President  
for Learning Innovation, Dublin City University, Ireland –  
*“Strengthening the provision of university level continuing education”*

Liz Thomas, Director, Widening Participation Research Centre, Edge Hill University, United Kingdom –  
*“Embedding concepts of widening access in institutional lifelong learning strategies”*

### SIRUS seminar at the University of Vienna, 25-26 November 2010, Vienna, Austria

Ellen Hazelkorn, Vice-President Research and Enterprise and Dean of the Graduate Research School,  
Head of the Higher Education Policy Research Unit, Dublin Institute of Technology, Ireland –  
*“Teaching, Research and Engagement: Strengthening the Knowledge Triangle”*

Robin Middlehurst, Director Strategy, Research and International at the Leadership Foundation for Higher  
Education (LFHE) and Professor of Higher Education at Kingston University, UK –  
*“Engaging with leaders in higher education – Implementing Strategies”*

# References

Bartušek, A., Koucký, J. and Kovářovic, J., 2009, *Who is more Equal? Access to Tertiary Education in Europe*, Education Policy Centre Charles University, Prague

Bologna Communiqué, 2009, *The Bologna Process 2020 – the European Higher Education Area in the new decade*, Leuven and Louvain-la-Neuve Communiqué, [http://www.ond.vlaanderen.be/hogeronderwijs/Bologna/documents/MDC/London\\_Communique18May2007.pdf](http://www.ond.vlaanderen.be/hogeronderwijs/Bologna/documents/MDC/London_Communique18May2007.pdf)

ESU/EI, Attard, A. et al., 2010, *Student-centred Learning – Toolkit for students, staff and higher education institutions*, Brussels, <http://download.ei-ie.org/SiteDirectory/hersc/Documents/2010%20T4SCL%20Stakeholders%20Forum%20Leuven%20-%20Conference%20Guide.pdf>

EU, 2001, *Making a European Area of Lifelong Learning a Reality*, COM(2001) 678

EU, Eurydice, 2011, *Adults in formal education Policies and practices in Europe*, [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/128EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/128EN.pdf)

European University Association (EUA), 2005, *Developing an internal quality culture in European universities: Report on the Quality Culture Project 2002-2003*, Brussels, [http://www.eua.be/eua/jsp/en/upload/QC1\\_full.1111487662479.pdf](http://www.eua.be/eua/jsp/en/upload/QC1_full.1111487662479.pdf)

European University Association (EUA), Crosier, D., Purser, L. and Smidt, H., 2007, *Trends V: Universities Shaping the European Higher Education Area*, Brussels, <http://www.eua.be/publications>

European University Association (EUA), Sursock, A. and Smidt, H., 2010, *Trends 2010: A Decade of Change in European Higher Education*, Brussels, <http://www.eua.be/publications>

European University Association (EUA), 2008, *European Universities' Charter on Lifelong Learning*, Brussels, <http://www.eua.be/publications>

European University Association (EUA), 2008, *Special Edition: Focus on lifelong Learning, EUA Bologna Handbook*, Berlin: Raabe Verlag, Berlin, <http://www.bologna-handbook.com>

European University Association (EUA), 2009, *Prague Declaration: Looking forward with Confidence* [http://www.eua.be/typo3conf/ext/bzb\\_securelink/pushFile.php?cuid=398&file=fileadmin/user\\_upload/files/Publications/EUA\\_Prague\\_Declaration\\_European\\_Universities\\_-\\_Looking\\_forward\\_with\\_confidence.pdf](http://www.eua.be/typo3conf/ext/bzb_securelink/pushFile.php?cuid=398&file=fileadmin/user_upload/files/Publications/EUA_Prague_Declaration_European_Universities_-_Looking_forward_with_confidence.pdf)

European University Association (EUA), Estermann, T. and Nokkala, T., 2009, *University Autonomy in Europe 1 – Exploratory Study*, Brussels, <http://www.eua.be/publications>

European University Association (EUA), 2010, *Access to Success: Fostering Trust and Exchange between Europe and Africa*, Brussels, <http://www.accesstosuccess-africa.eu/web/images/literature/access%20to%20success%20project%20compendium.pdf>

European University Association (EUA), Estermann, T. and Bennetot Pruvot, E., 2011, *Financially Sustainable Universities II: European Universities Diversifying Income Streams*, Brussels, [http://www.eua.be/Pubs/Financially\\_Sustainable\\_Universities\\_II.pdf](http://www.eua.be/Pubs/Financially_Sustainable_Universities_II.pdf)

European University Association (EUA), EIRMA, ProTon Europe and EARTO, 2009, *Responsible Partnering Joining Forces in a World of Open Innovation: Guidelines for Collaborative Research and Knowledge Transfer between Science And Industry*, Brussels, <http://www.eua.be/Publications.aspx>

EADTU, Bang, J., 2010, *Organising Lifelong Learning: A Report on University Strategies and Business Models for Lifelong Learning in Higher Education*, <http://www.eadtu.nl/usbm>

EUCEN, Davies, P., 2007, *BeFlex report*, <http://www.eucen.eu/beflex.html>

EUCEN, Davies, P., 2009, *BeFlex+ report*, <http://www.eucen.eu/BeFlexPlus/index.html>

EUCEN, 2011, *LLL-Policy Implementation, Trends and Recommendations of the Compass Project*, <http://compass.eucen.eu>

Ferrier, F., 2010, *Increasing and Sustaining Student Diversity in Higher Education*

Floud, R., 2004, *Response to the presentation of David Ward, EUA Conference on the occasion of the 600<sup>th</sup> Anniversary of the University of Turin, Charting the course between public service and commercialisation: prices, values and quality*, 3-5 June 2004, Turin, Italy, <http://www.eua.be/Publications.aspx>

Goddard, J., 2009, *Re-inventing the Civic University*, Provocation 12, October 2009, London, National Endowment for Science, Technology and the Arts

Jacob, M., 2010, *Social engagement and higher education: new imperatives. OECD/IMHE Higher Education International Conference: Higher Education in a World Changed Utterly. Doing More with Less*, 13-15 September 2010, Paris, France

Knight, J., 2003, *Updating the definition of internationalisation*, *International Higher Education*, Vol. 33, [http://www.bc.edu/bc\\_org/vp/soe/cihe/newsletter/News33/text001.htm](http://www.bc.edu/bc_org/vp/soe/cihe/newsletter/News33/text001.htm)

Middlehurst, R., 2009, *Developing institutional internationalisation policies and strategies: an overview of key issues*, EUA-ACA Internationalisation Handbook, B-1.1-1, Berlin

Reichert, S., 2006, *The Rise of the Knowledge Regions: Emerging Opportunities and Challenges for Universities*. Brussels, <http://www.eua.be/publications>

Reichert, S., 2009, *Institutional Diversity in European Higher Education: Tensions and Challenges for Policy Makers and Institutional Leaders*. Brussels: European University Association, <http://www.eua.be/publications>

Santa, R., 2011, 'Student centred learning and Bologna process', *Journal of the European Higher Education Area*, Berlin: Raabe Verlag, <http://www.bologna-handbook.com>

Smidt, H., 2008, 'Do European universities have a strategy for lifelong learning?' *EUA Bologna Handbook*, Berlin: Raabe Verlag, <http://www.bologna-handbook.com>

Sursock, A., Smidt, H. & Korhonen, J., 2011, *The implementation of the Bologna bachelor: a comparative national analysis*, *Journal of the European Higher Education Area*, Berlin: Raabe Verlag

Thomas, L., 2011, *Socially inclusive higher education*, *Journal of the European Higher Education Area*, Berlin: Raabe Verlag, <http://www.bologna-handbook.com>

Usher, A., 2009, *Ten years back and ten years forward: developments and trends in higher education in the Europe region*, paper presented at UNESCO Forum on Higher Education in the Europe Region: Access, Values, Quality and Competitiveness, 21-24 May 2009, Bucharest, Romania

Wedgwood, M., 2003, *Making engagement work in practice*, Bjarnason, S. & Coldstream, P. (eds.), *The Idea of Engagement: Universities in Society*, p. 126-151, London, Association of Commonwealth Universities

Wedgwood, M., 2005, *Core Values for European Universities in responding to evolving societal needs*, presentation given at the 3<sup>rd</sup> EUA Convention of European Higher Education Institutions in Glasgow "Strong Universities for Europe", March 31<sup>st</sup> –April 2<sup>nd</sup> 2005, Glasgow, United Kingdom

Woodrow, M., 2000, *Lifelong Learning to Combat Social Exclusion: the Role of Higher Education Institutions*, Socrates Project Report 2000









The European University Association (EUA) is the representative organisation of universities and national rectors' conferences in 47 European countries. EUA plays a crucial role in the Bologna Process and in influencing EU policies on higher education, research and innovation. Thanks to its interaction with a range of other European and international organisations EUA ensures that the independent voice of European universities is heard wherever decisions are being taken that will impact on their activities.

The Association provides a unique expertise in higher education and research as well as a forum for exchange of ideas and good practice among universities. The results of EUA's work are made available to members and stakeholders through conferences, seminars, website and publications.

**European University Association asbl**

Avenue de l'Yser 24  
1040 Brussels, Belgium  
Tel: +32-2 230 55 44  
Fax: +32-2 230 57 51  
[www.eua.be](http://www.eua.be)

