

DEVELOPMENT OF LIFELONG LEARNING:

# CHALLENGES FOR THE EDUCATION SYSTEM

University of Kragujevac

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TEMPUS PROJECT 145010-TEMPUS-2008-RS-JPHES



## THE NEW ROLE OF UNIVERSITY IN KNOWLEDGE-BASED SOCIETY

Development of Lifelong Learning Framework in Serbia



VERICA BABIĆ, UNIVERSITY OF KRAGUJEVAC

# AGENDA

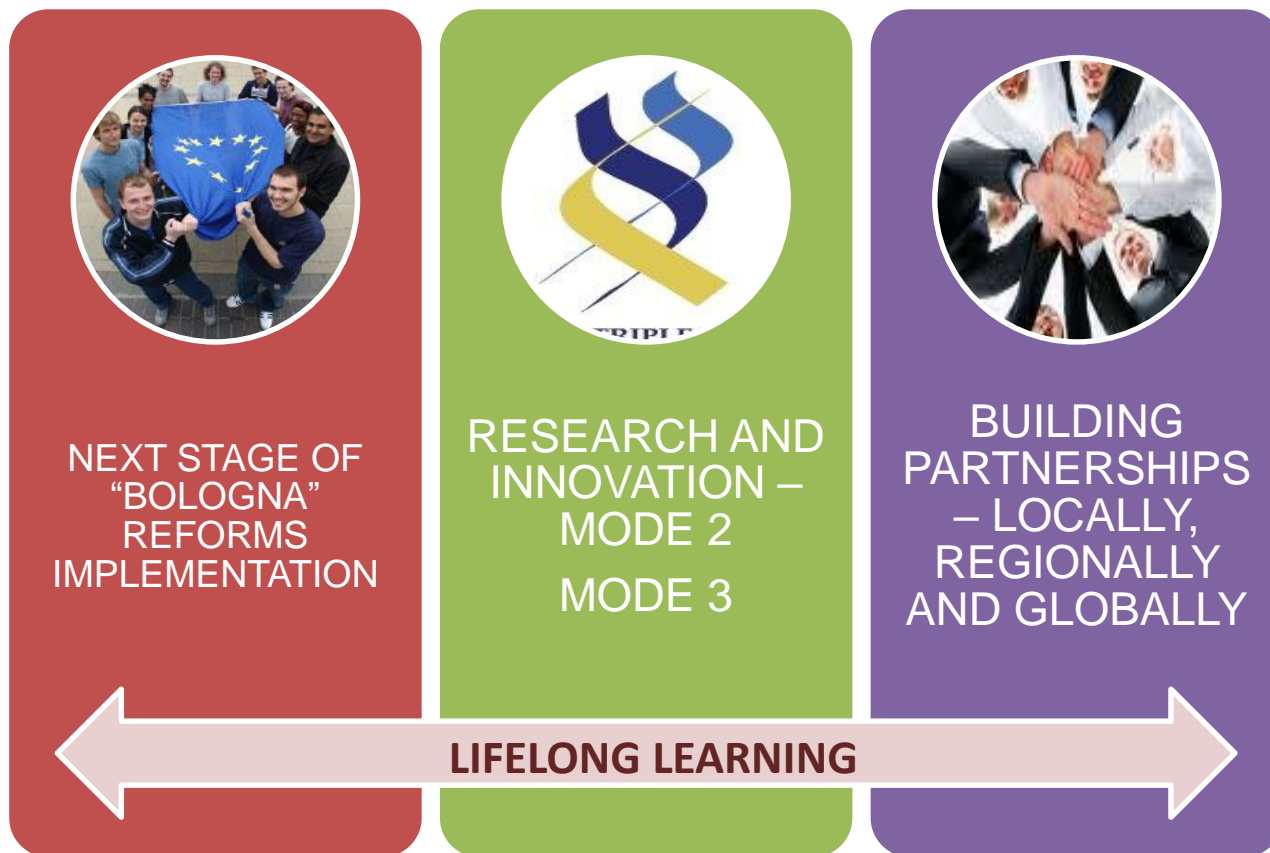
- KEY CHALLENGES FOR THE UNIVERSITIES
- TRENDS AND SCENARIOS IN KNOWLEDGE SOCIETY
- NEW ROLE(S) FOR THE UNIVERSITY

# KEY CHALLENGES FOR THE UNIVERSITIES

# KNOWLEDGE SOCIETY

- KNOWLEDGE, SKILLS AND COMPETENCES DETERMINE AN INDIVIDUAL'S CHANCES TO SUCCEED IN THE LABOUR MARKET AND TO HAVE AN ACTIVE ROLE IN SOCIETY.
- THEY ARE CRUCIAL FOR SOCIAL COHESION AS WELL AS THE COMPETITIVENESS AND THE INNOVATION CAPACITY OF ENTERPRISES AND THE ENTIRE ECONOMY.
- IN A GLOBALISED WORLD, HIGHER EDUCATION INSTITUTIONS HAVE AN IMPORTANT ROLE IN FLOWS OF PEOPLE, KNOWLEDGE, INFORMATION, TECHNOLOGIES, PRODUCTS AND FINANCIAL CAPITAL (Marginson, 2006).

# KEY CHALLENGES FOR UNIVERSITIES



# TRENDS AND SCENARIOS IN KNOWLEDGE SOCIETY

# Europe 2020: a new economic strategy





# Three areas for action



**Smart growth**  
**New sources for new growth**



**Sustainable growth**  
**Going green for a competitive economy**



**Inclusive growth**  
**Reaching out for a sustainable society**



# MAIN TRENDS WITHIN HEI - OECD

- **EXPANSION OF TERTIARY EDUCATION SYSTEMS**
- **DIVERSIFICATION OF PROVISION**
- **MORE HETEROGENEOUS STUDENT BODIES**
- **NEW FUNDING ARRANGEMENTS**
- **INCREASING FOCUS ON ACCOUNTABILITY AND PERFORMANCE**
- **NEW FORMS OF INSTITUTIONAL GOVERNANCE**
- **GLOBAL NETWORKING, MOBILITY AND COLLABORATION**



# OECD PROJECT ON THE FUTURE OF HIGHER EDUCATION (1)

## FOUR SCENARIOS

- **OPEN NETWORKING** – HEI ARE VERY INTERNATIONALIZED AND INVOLVES **INTENSIVE NETWORKING** AMONG INSTITUTIONS, SCHOLARS, STUDENTS AND WITH OTHER ACTORS SUCH AS INDUSTRY. IT IS A MODEL BASED MORE ON COLLABORATION THAN ON COMPETITION.
- **SERVING LOCAL COMMUNITIES** - HEI ARE FOCUSED (OR REFOCUSED) ON NATIONAL AND LOCAL MISSIONS. THEY ARE **EMBEDDED IN THEIR LOCAL AND REGIONAL COMMUNITIES**, AND ARE DEDICATED TO ADDRESSING LOCAL ECONOMIC AND COMMUNITY NEEDS IN THEIR TEACHING AND RESEARCH.

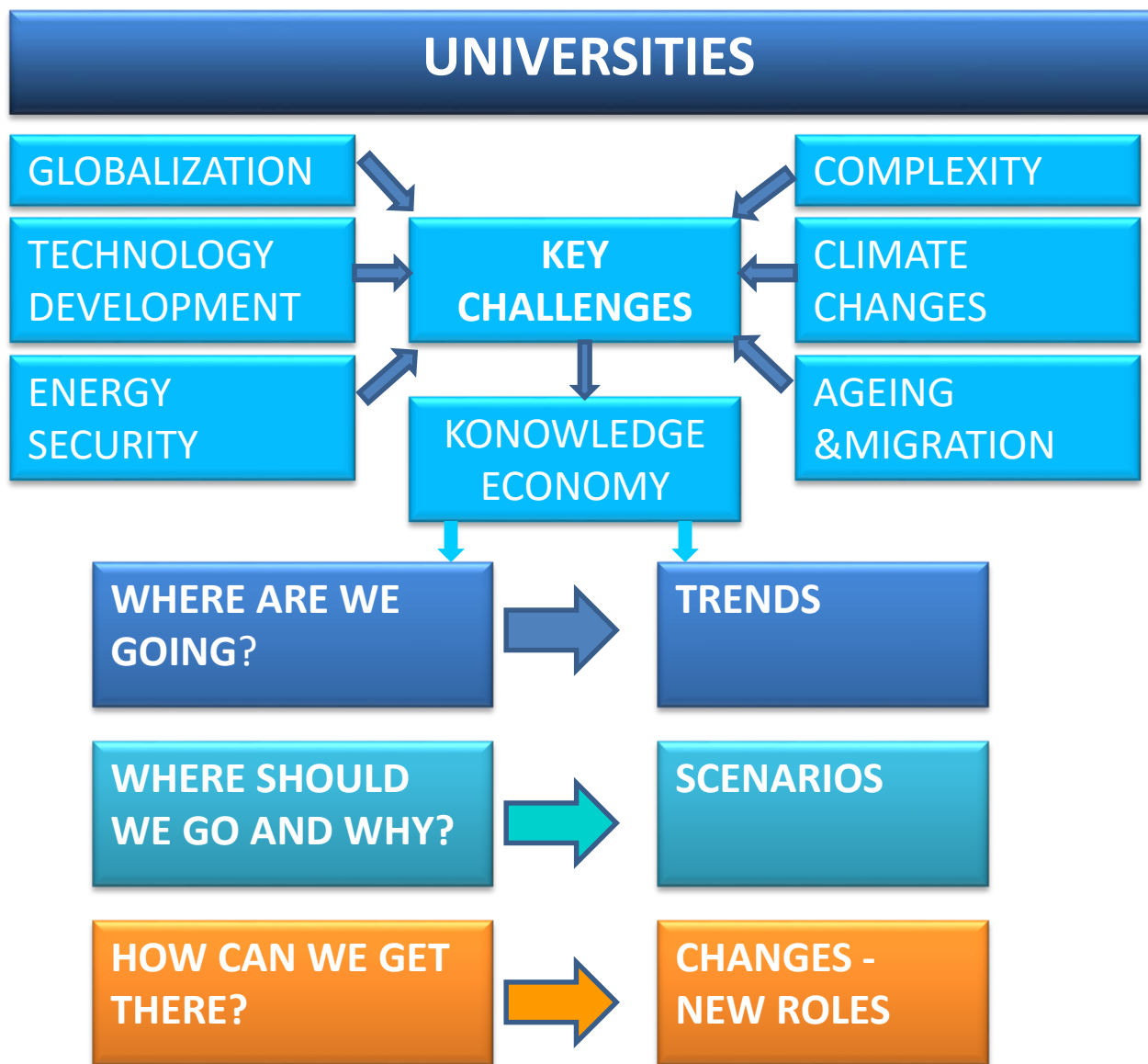
# OECD PROJECT ON THE FUTURE OF HIGHER EDUCATION (2)

- **NEW PUBLIC RESPONSIBILITY** – HEI ARE PRIMARILY PUBLICLY FUNDED, AS IS CURRENTLY THE CASE, BUT THERE IS A GREATER FOCUS ON THE USE OF “**NEW PUBLIC MANAGEMENT**” TOOLS, INCLUDING MARKET FORCES AND FINANCIAL INCENTIVES.
- **HIGHER EDUCATION INC.** - HEI **COMPETE GLOBALLY** TO PROVIDE EDUCATION SERVICES AND RESEARCH SERVICES ON A **COMMERCIAL BASIS**.



# A REPORT TO THE EUROPEAN COUNCIL BY THE REFLECTION GROUP ON THE FUTURE OF THE EU 2030

- UNIVERSITIES MUST DO MORE TO PROVIDE GRADUATES WITH THE **SKILLS NEEDED BY INDUSTRY**.
- TOP PRIORITIES OF THE EDUCATIONAL SYSTEM - CORRECTING THE **MISMATCH BETWEEN** THE SUPPLY AND DEMAND FOR EXPERTISE
- STRONG EMPHASIS ON SKILLS **UPGRADING** IN ORDER TO PREPARE INDIVIDUALS FOR EMPLOYMENT.
- THE NECESSARY PRECONDITION, IN TURN, WILL BE THE REALISATION OF A **FLEXIBLE, LIFE-LONG LEARNING CULTURE**, WHERE INDIVIDUALS ARE ABLE TO RETURN TO EDUCATION AT ANY POINT IN THEIR CAREERS UNDER CONDITIONS SIMILAR TO THE YOUNG.
- **“LEARNING TO LEARN”** MUST BECOME A GUIDING PRINCIPLE THROUGHOUT THE EDUCATION SYSTEM.



# NEW ROLE(S) FOR THE UNIVERSITY



# NEW ROLE EDUCATION VS. LEARNING



NEXT STAGE OF  
“BOLOGNA”  
REFORMS  
IMPLEMENTATION

# TRADITIONAL EDUCATION - TEACHING





# MODERN EDUCATION - LEARNING





# LLL HAS BEEN DEVELOPED ON THE PERIPHERY OF INSTITUTIONAL REFORM (Trends V, Crosier, Purser, Smidt, 2007)

## UNIVERSITY LIFELONG LEARNING

1

- TO PROVIDE **UNIVERSITY DEGREE STUDENTS** WITH GOOD LEARNING SKILLS

2

- TO UPDATE SKILLS AND **COMPETENCES OF EXPERTS** AFTER THE COMPLETION OF HIGHER EDUCATION

3

- TO OFFER THE **FLEXIBLE ROUTES** FOR HIGHER EDUCATION STUDIES– WIDENING ACCESS

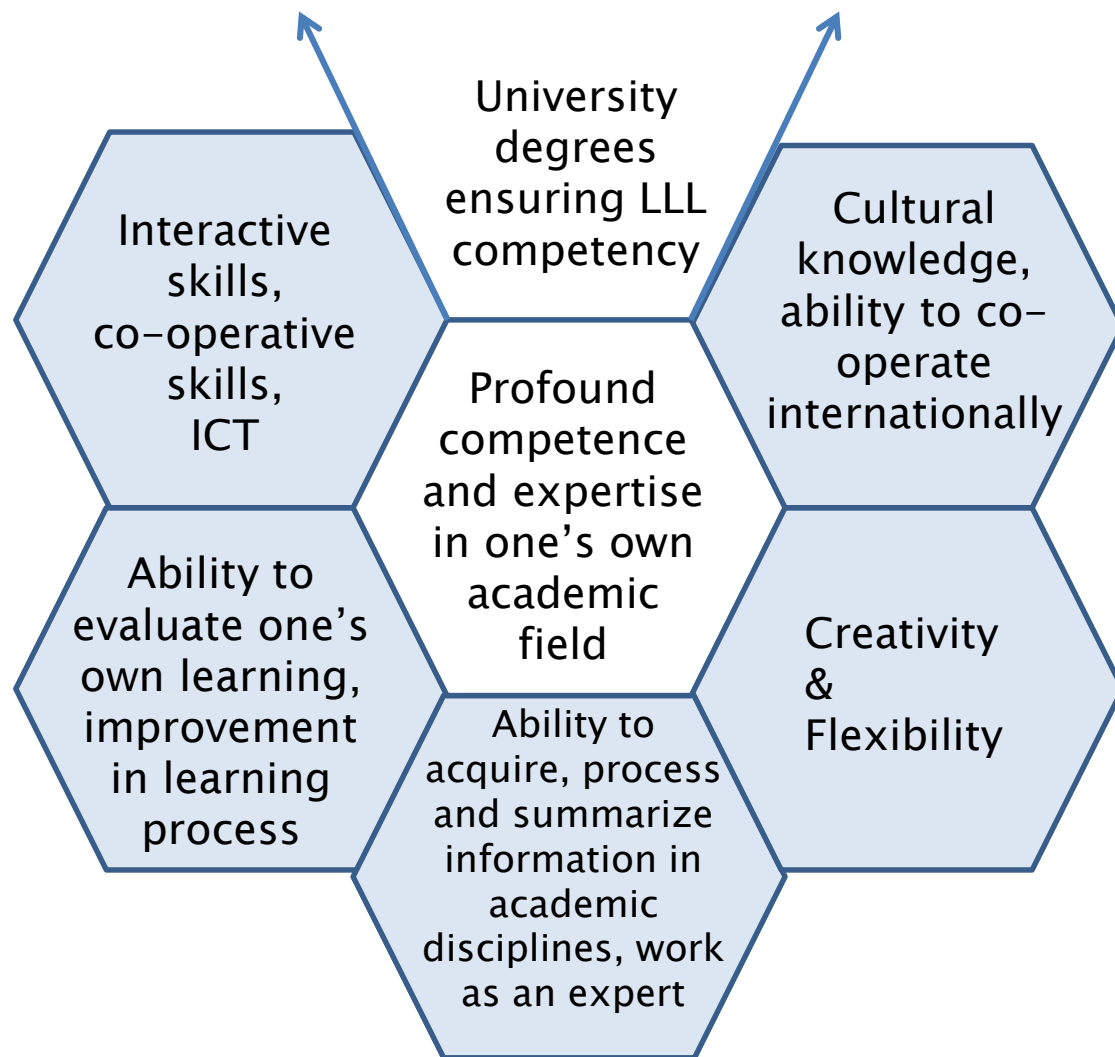
4

- TO CONTRIBUTE TO THE **REGIONAL DEVELOPMENT** AND KNOWLEDGE TRANSFER



## THE MAIN COMPONENTS OF UNIVERSITY DEGREES THAT BUILD THE BASIS FOR LIFELONG LEARNING

UNIVERSITY DEGREES FROM THREE CYCLES OF BOLOGNA PROCESS SERVE LLL IF THE DEGREE SYSTEM IS **FLEXIBLE** AND PROVIDE ACCESS TO **DIFFERENT DEGREES AT ANY STAGE OF LEARNER'S LIFE**



# NEW ROLE RESEARCH AND INOVATION



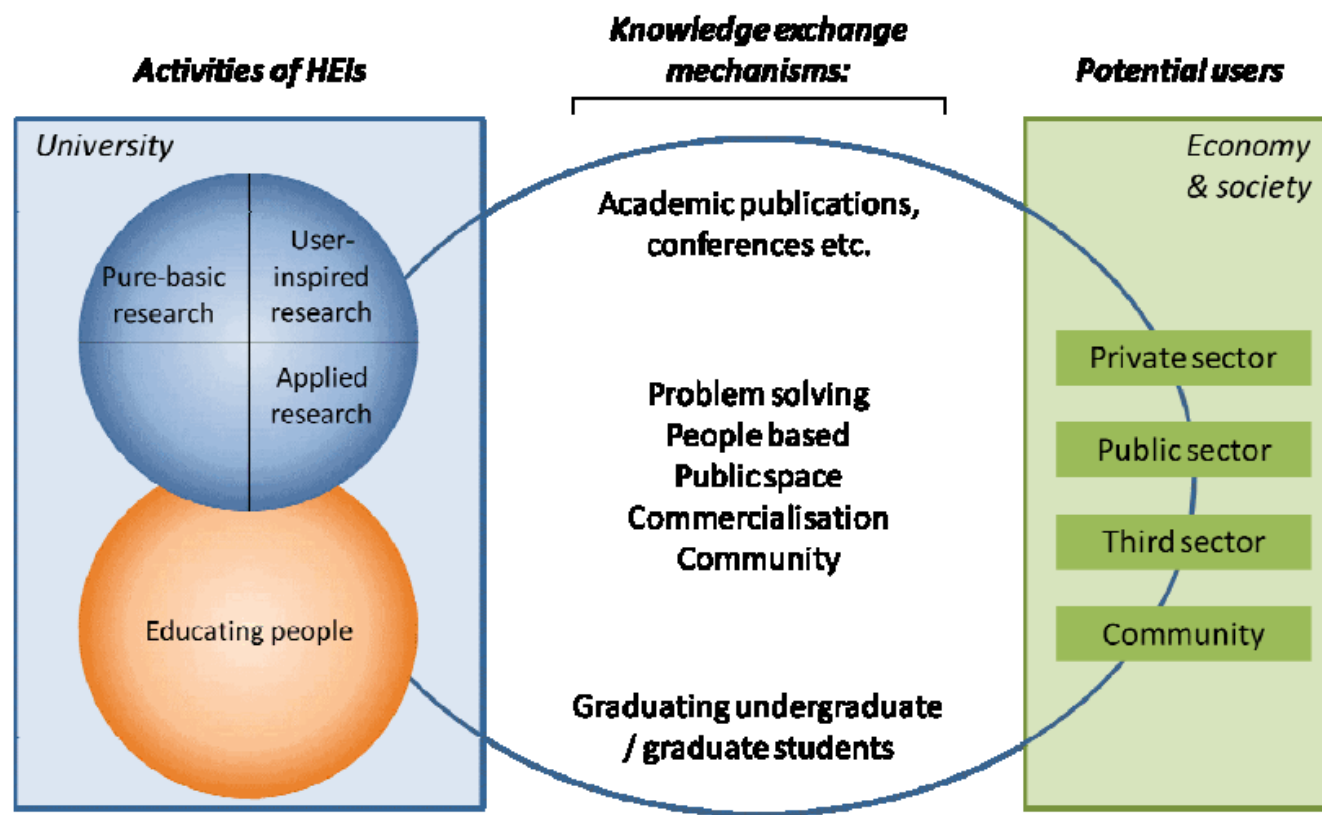
RESEARCH AND  
INNOVATION –  
MODE 2  
MODE 3



# Mode 1

- MODE 1 TRADITIONAL, “HIGH SCIENCE”, FOCUSES ON UNIVERSAL THEORIES, RESEARCH IS BASED ON THE SCIENTIFIC DISCIPLINE WITH PROFESSIONAL RULES, HIERARCHICAL RELATIONSHIP (INSIDE AND OUTSIDE), CLOSED SYSTEM

# The role of HEIs in contributing to economic and social development



Source: PACEC/CBR analysis

# Mode 2

- MODE 2 IS TRANSDISCIPLINARY RESEARCH, CHARACTERISED BY HETEROGENEITY AND IS MORE SOCIALLY ACCOUNTABLE AND REFLEXIVE.
- THE OTHER VARIANT OF THE METAMORPHOSIS THESIS IS THE **TRIPLE HELIX THESIS** WHICH STATES THAT THE UNIVERSITY CAN PLAY AN ENHANCED ROLE IN INNOVATION IN INCREASINGLY KNOWLEDGE BASED SOCIETIES.





# **TRIPLE HELIX MODEL- university-industry- government relationship**

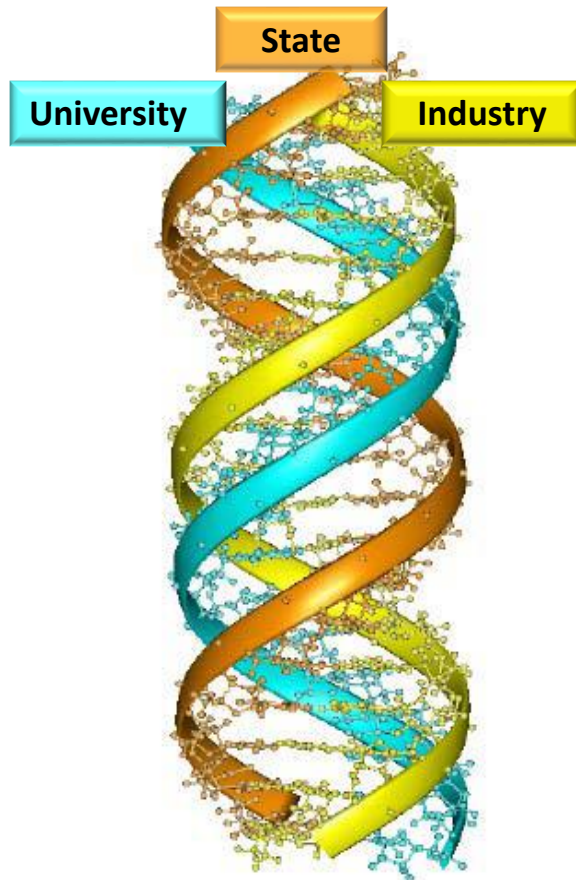
- **UNIVERSITY, INDUSTRY AND GOVERNMENT CONSTITUTE THE KEY INSTITUTIONAL FRAMEWORK OF POST INDUSTRIAL, KNOWLEDGE-BASED SOCIETIES.**

# MODE 3

- CAN RESEARCH BE HELPFUL IN PROMOTING SUSTAINABLE CHANGE, ECONOMIC GROWTH AND INNOVATION?
- MODE III RESEARCH CAN BE SEEN AS A COMBINATION OF MODE I AND MODE II UNIVERSITY IS A **HYBRID ORGANIZATION** INCORPORATING **ECONOMIC DEVELOPMENT TOGETHER WITH SCIENTIFIC RESEARCH AND EDUCATION** (Svensson, 2009)
- COMBINATION OF TRADITIONAL SCIENTIFIC VALUES (LIKE THEORETICAL AND GENERAL KNOWLEDGE PRODUCED IN A DISCIPLINE BASED UNIVERSITIES) WITH AND INNOVATIVE AND DEVELOPMENTAL AMBITION, WHICH DEMANDS FLEXIBILITY, CLOSENESS AND MUTUAL RELATIONSHIPS WITH THE PARTICIPANTS.



# KNOWLEDGE ECONOMIES NEED MULTI-ACTOR SOLUTIONS



➤ INTERACTIVE RESEARCH COULD BE SEEN AS A FORM OF JOINT KNOWLEDGE FORMATION BETWEEN PRACTITIONERS AND RESEARCHERS.

➤ REGIONALISATION AND GLOBALISATION BECOME COMPLEMENTARY PHENOMENA— REGIONS ARE NO LONGER „PROVINCIAL“ BUT GATEWAYS ONTO GLOBAL COMPETITION .

➤ PROACTIVE KNOWLEDGE INTENSIVE REGIONS USE TRIPLE HELIX COOPERATION .



# UNIVERSITIES AS 'ENGINES' OF THEIR REGIONS

- **ACADEMIC CAPITALISM** - UNIVERSITIES BECOME FERTILE GROUND FOR ENTREPRENEURIAL UNIVERSITIES AND ACADEMICS
- COMPLEX “ENTREPRENEURIAL” UNIVERSITY MODEL THAT INCORPORATES THE ADDITIONAL ROLE OF THE COMMERCIALIZATION OF KNOWLEDGE AND ACTIVE CONTRIBUTION TO THE DEVELOPMENT OF PRIVATE ENTERPRISES IN THE LOCAL AND REGIONAL ECONOMY.

# NEW ROLE PARTNERSHIP

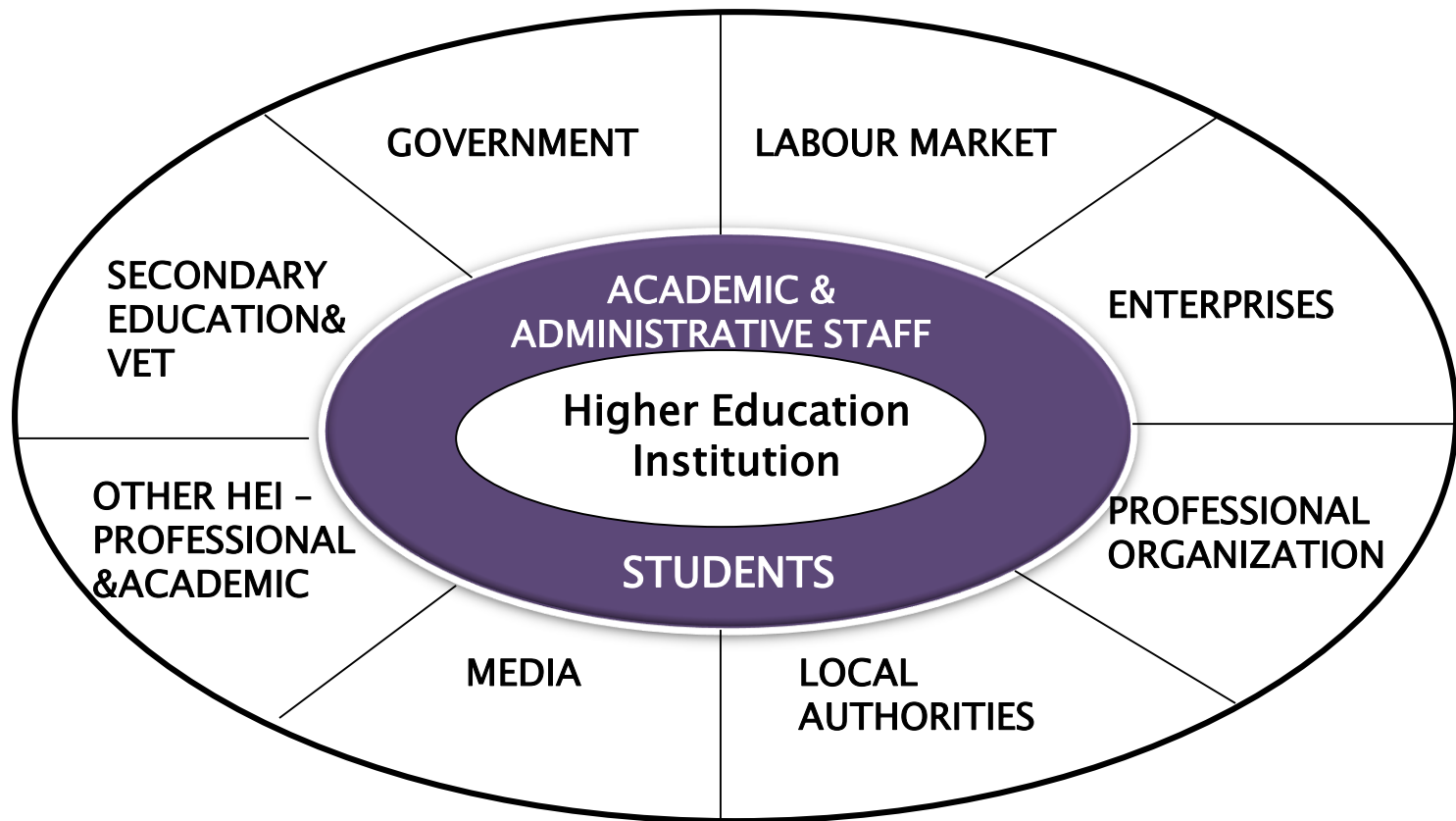


BUILDING  
PARTNERSHIPS

# THE THIRD ROLE OF UNIVERSITIES

- THE UNIVERSITIES HAVE BECOME MORE ACTIVE IN SERVING THE NEEDS OF THEIR REGIONS AND SOCIETY
- THE UNIVERSITIES HAVE OPENED UP MORE THAN BEFORE TO THEIR PARTNERS AND EXTERNAL STAKEHOLDERS
- THE THIRD ROLE OF THE UNIVERSITIES HAS COME TOGETHER WITH THE EMERGENCE OF NEW APPROACHES TO INSTITUTIONAL MANAGEMENT

# WHO ARE THE STAKEHOLDERS?

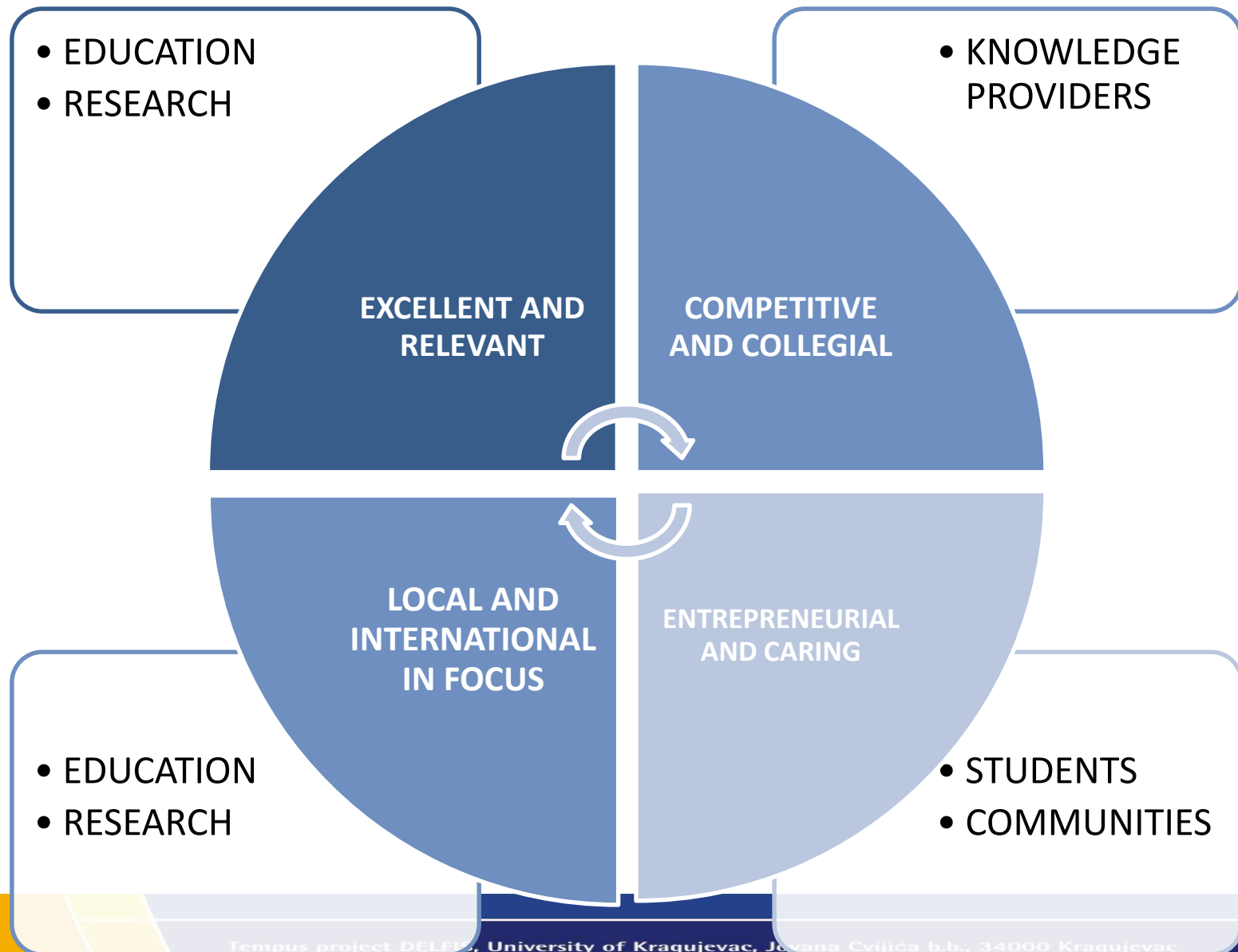


**THE STAKEHOLDER CONCEPT ORIGINATES FROM THE BUSINESS SCIENCE LITERATURE (FREEMAN, 1984)**

# PARTNERSHIP

- HIGHER EDUCATION INSTITUTIONS OPERATE IN REGIONAL, NATIONAL AND INTERNATIONAL NETWORKS SIMULTANEOUSLY AND HAVE TO ENGAGE WITH A WIDE RANGE OF DIFFERENT STAKEHOLDER GROUPS
- ONE LOGICAL CONSEQUENCE OF THIS IS THE NEED FOR A **CONTINUOUS DIALOGUE BETWEEN** THE DIFFERENT STAKEHOLDERS FOR THE OVERALL STRATEGY.

# UNIVERSITIES ARE EXPECTED TO BE





# THANK YOU FOR YOUR ATTENTION

**THE WIND IS NEVER  
FAVOURABLE TO  
THOSE WHO DON'T  
KNOW WHERE THEY  
ARE GOING**

Seneca (4bC-65ad)

