



International Trends in University Lifelong Learning

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Why lifelong learning – the economy, stupid?



- Competitiveness in a Global Market
- Rapid Technological Change
- Half-life of Knowledge
- Era of Discontinuous Change
- Work Smarter Not (or is it And?) Harder
- Hence
 - Investment in Human Capital
 - Knowledge and competences
 - Involvement of workforce in change

Skills, Skills and more Skills



OECD: Skills Strategy (2012)

UNESCO: Planning for technical and vocational skills development (2010)

EU: Europe 2020 why skills matter

UK: Prosperity for all in the global economy - world class skills.

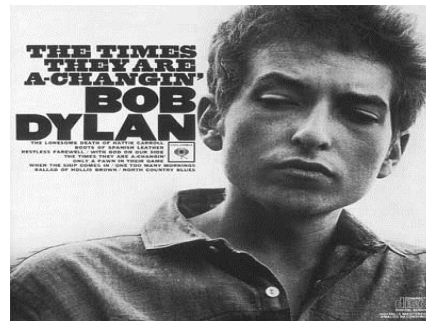
Four historical tendencies, but you don't have to be a weatherman ...

Connecting learning, employability and employment is a recent phenomenon

Education front-loaded – CPD neglected

Provision has been place and time bound

Educational institutions have owned credit-awarding powers (and labels).



How is this changing?

- Corporate Universities
 - Motorola, McDonalds, Turkcell, Turk Telekom
 - See <http://www.globalccu.com>
- New Types of Qualification (ECDL)
- MOOCs
- AP(E)L

Credit where credit is due



- Accreditation issues
- [Validation of non-formal and informal learning \(VNIL\)](#)
- European Credit Framework
- Know-what v Know How

Why lifelong learning – Social Inclusion, stupid?



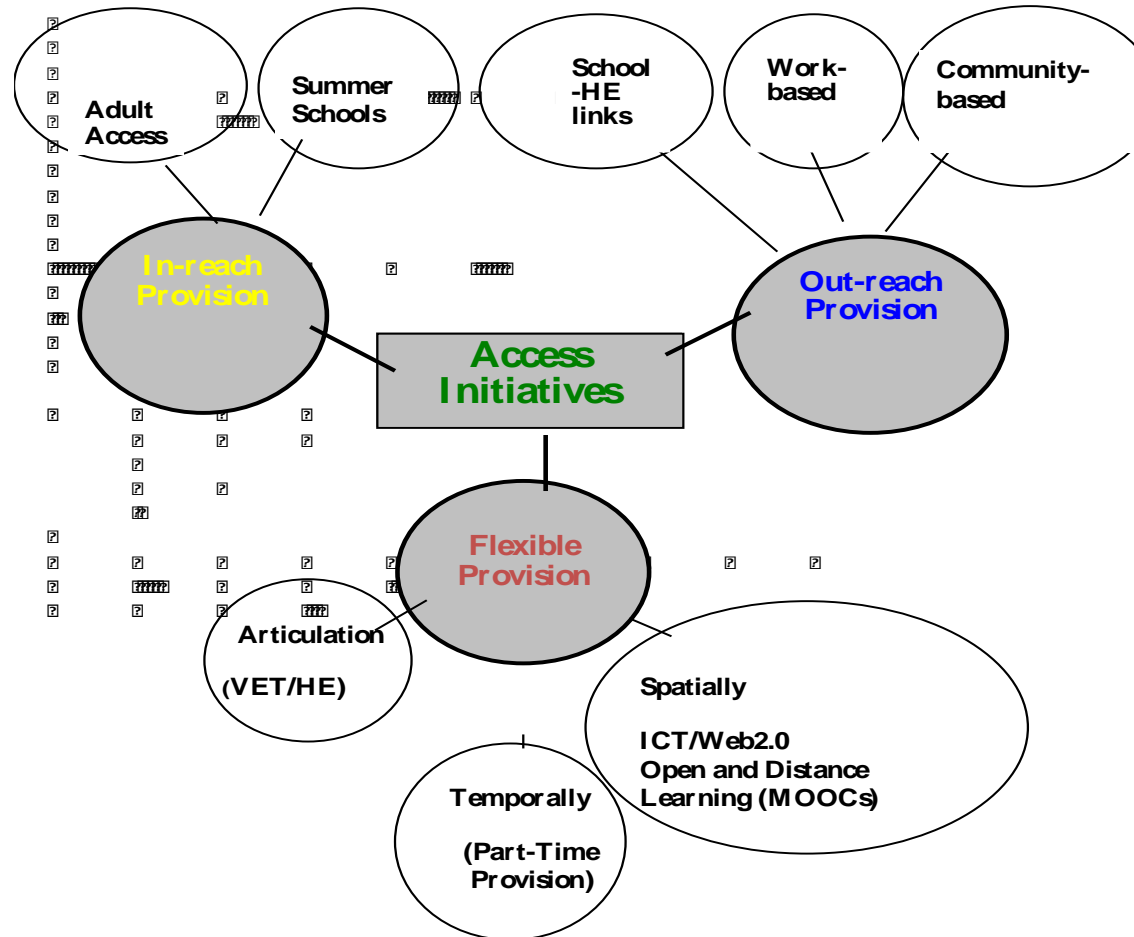
- Unequal access to HE on the basis of gender, age, socio-economic class, race/ethnicity, geography and disability
- Increasingly liberal regulatory and policy frameworks
- Structural and functional diversification of HE
 - Elite institutions and subjects
- Reproduction of existing segmentation

Access and Equity

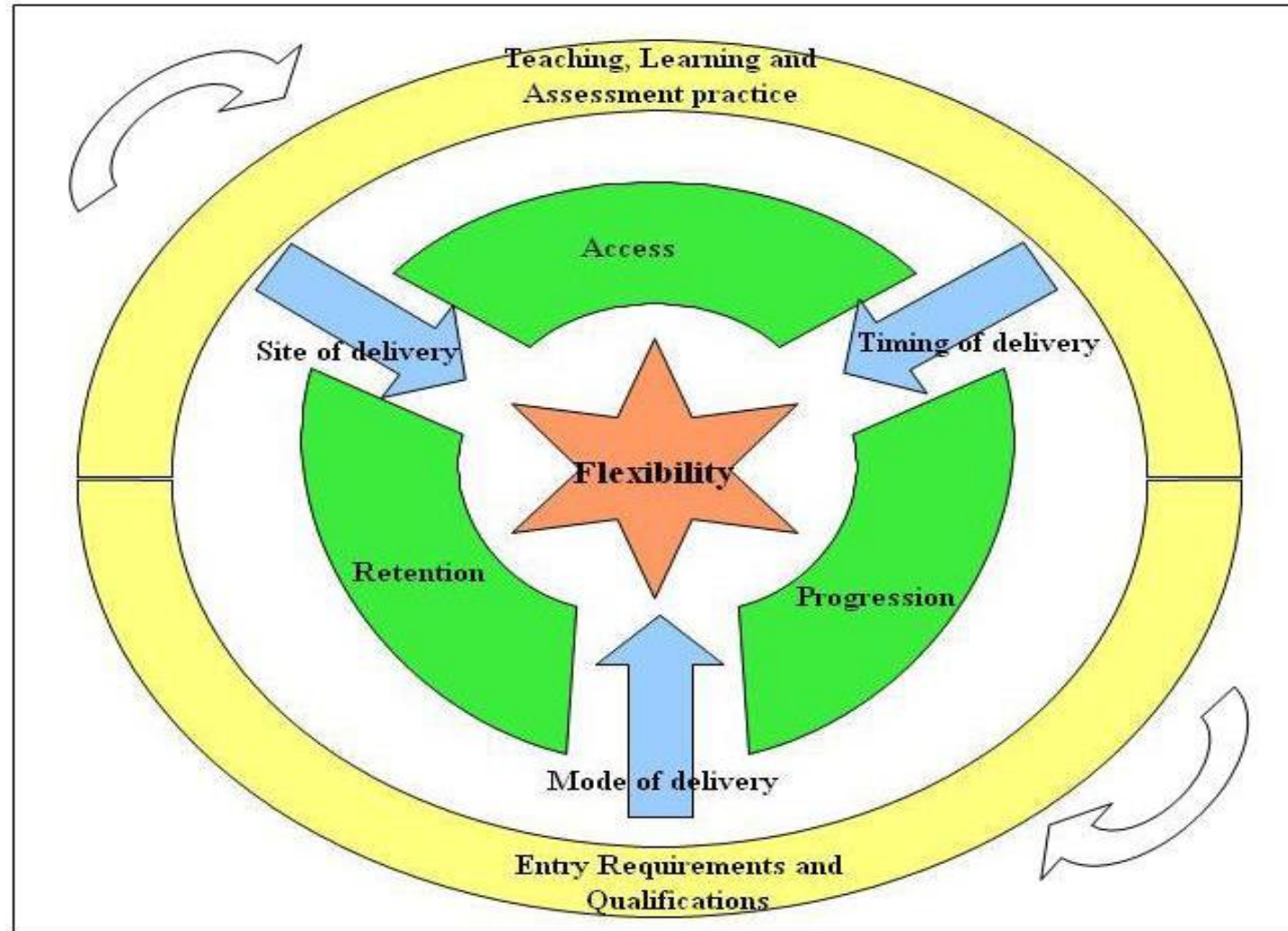


- In-reach
- Out-reach
- Flexibility

A map of Initiatives



Heuristic of elements of flexibility in HE



Benefits for whom?



- For individuals?
- For universities
- For enterprises?
SMEs?
- For regions and nations?

For the individual?

Investment in education creates an economic and social benefit –
not a dichotomy

Individuals consider that economic and career enhancement is the
principle benefit of LLL

But is it enough?

Trade off against initial investment – calculations are complex.

Who, When, What?

Stress of outcome in terms of extra responsibilities

- Fulfilling social responsibility role and being a ‘good institutional citizen’
- Increasing diversity to the benefit of all students, and reflecting their local heritage
- Contributing to regional and national prosperity

For enterprises?



For enterprises

Encouraging a *learning culture*

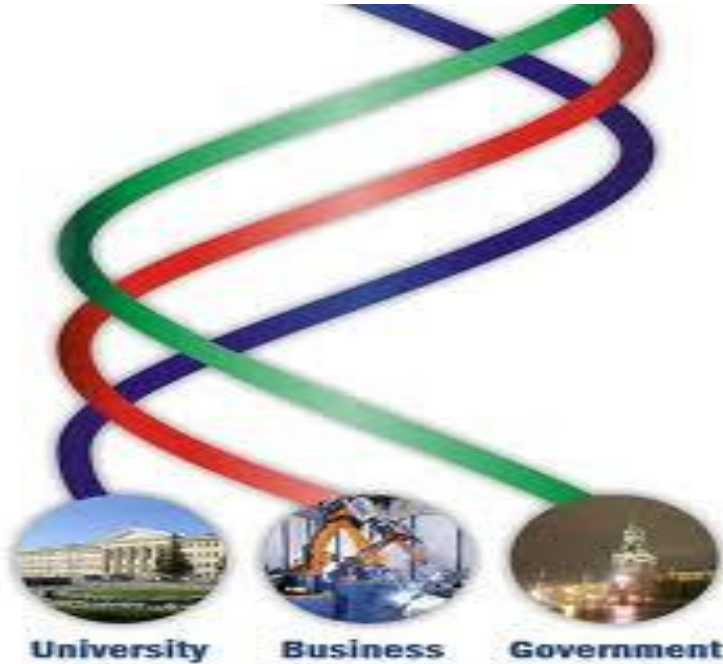
Contributing to the improvement of productivity

Efficiency and customer service

Enhancing the confidence, morale, commitment and motivation of the workforce

Cheaper to fund than pay-rises! – part of collective bargaining

The Learning Region and Triple Helix



The Concepts and Practice of Lifelong Learning

Morgan-Klein, B, and **Osborne M.** (2007) *The Concepts and Practice of Lifelong Learning*. London: Routledge



Further Reading



Longworth, N. and **Osborne, M.**, (Eds.) (2010) *Perspectives on Learning Cities and Regions: Policies, Practice and Participation*. NIACE, Leicester.

Duke, C., **Osborne, M.**, and Wilson, B. (2013) *A New Imperative: Regions and Higher Education in Difficult Times*. Manchester University Press, Manchester.

Benneworth, P., and **Osborne, M.** (2014) *Knowledge, engagement and higher education in Europe*. In: Escrigas , C., Granados, J., Hall, B.L. and Tandon, R. (eds.) *Higher Education in the World 5 Knowledge, Engagement and Higher Education: Contributing to Social Change*. Series: GUNI Series on the Social Commitment of Universities. Palgrave Macmillan, London. pp. 204-217.