

ALLUME experience

University of Turku

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Key turning points for LLL in UTU

Steps till now

- University adult education strategy in 1996
- The institutional evaluation of the University in 1999
- The working group of adult education in 2002-2003
- University lifelong learning strategy in 2006
- Preparations for the University of excellence in adult education for 2006-2009
- University strategy in 2009

”UTU LLL Charter”

- UTU strategy with LLL relevance in 2009
 - Both a principle and special services
 - Responsible: leadership, expert units, faculties
 - What LLL is for UTU
- From the margin to the mainstream
- LLL links with research
- LLL as a part of the social interaction
- Implementation plans of the new strategy

Development towards a LLLU

From now on

- Balancing the mainstreaming of commitment and specialization of expertise
- Documenting the entirety of lifelong learning for the use of the University steering process and the lifelong learners
- Embedding lifelong learning into the University mission as
 - a relevant tool for disseminating the research results
 - a covering principle in teaching and learning and
 - a central element in the interaction with society.

Do's and Don'ts

- Prepare for a long journey/
Don't think that you are already there
- Do your homework/Don't take anything for granted
- Know the University and the Context/Don't think that you'll hear applause at once
- Provide yourself with the support of the University leadership/Don't think that you can do it alone
- Ally yourself with the externals as well/Don't only play the university game

(Study visit) challenges

- All features of lifelong learning are not present in the basic teaching and degree education all around university.
- Various faculty priorities
- We need to find the solutions to utilize the outcomes of research for the benefit of lifelong learners.
- In the times of reduced resources, the strategic investments tend to be allocated into the essential core.

Eye-openers?

General

- Lifelong learning has not been a focus of financial statistics or follow-up.
- While the universities have to struggle for their own funding, we can expect to see problems where national cooperation would be advantageous.
- External expertise in the planning, organization and delivery of courses is essential.

Funding

- Mixture of public and private funding
- The project-based operations and financial model is flexible but fragile.
- Different financial logics
- Adequate funding in general
- Demand to raise the proportion of external funding

Key questions for the guidelines

- How to make the guidelines specific for the LLLU, not only as general strategic procedures?
- How to keep "the third mission" a principle for the benefit of lifelong learners – not a financial tool for filling in the gaps of funding?