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Strategizing LLL

At which stage are the 10 partners?

Lessons learnt to elaborate guidelines?



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1 Methodology

2 Main results

3 Further developments?

Methodology

- A grid based on the Louvain la Neuve reflections
- Identify in case studies the answers provided by the 10 universities participating in the project to 5 questions
- Make a transversal analysis of these answers

5 questions

- What are the external and internal drivers of a strategizing process on LLL in our universities?
- Who are the main actors, internally and externally, implied in this process?
- Which organisation to set up?
- Which strategizing process to be developed ?
- How to implement it?

Main results

Why? (1)

Vision

- The 10 universities announce that their strategies are influenced by the economic and social context, in particular in this period of financial crisis and its impact on the role of Universities
- Those having the more advanced strategies are those which in addition benefit from HE and national policies considering LLL as a priority

Why? (2)

Missions, Motivations and Values

- The 10 universities underline the evolution of the traditional missions of the university:
 - Provide better services to individuals of all ages, to companies, to the society
 - Contribute in the knowledge society
- The motivations are mainly to contribute:
 - To the development of individuals and society
 - To a more learner centered approach
- The values are based on the new responsibility of universities regarding the society and citizens

Why? (3)

- 4 « models »:
 - LLL strategies in place
 - Not yet LLL strategies but a vision
 - LLL still a challenge, a mid-term objective
 - Isolated initiatives

Why? (4)

Objectives

- The 10 universities mention more or less in the same words this objective: to meet the new needs of university environment and society
- This implies:
 - To increase internal and external partnerships
 - To propose new Services (LL guidance, RPL,...)
 - To increase diversification and flexibilisation of programmes.
- This requires:
 - To develop a culture of quality
 - To ensure staff development and management

Who? (1)

Actors

- A level of implementation of LLL strategies linked to the level of implication of internal actors (« learning community »)
- Three models of internal relationships

MODEL 1

Commitment of the top management
High level of implication of academics
Dedicated Services
Strong relationships with external partners
Staff development

MODEL 2

Conviction of the top management, but among other preoccupations

Limited implication of academics

UCE Services playing a central role in the development of the reflection and implementation

Limited or problematic relationships with external partners

MODEL 3

No real commitment from the top management
Implication of academics limited to the activities initiated by the UCE Service
Separated Services
Strong relationships with external partners

How? (1)

Organisation

- Three types of institutional organisations
 - UCE traditional Services, acting as separated units but diversifying progressively services provided
 - Co existence of 2 units: one more in charge of traditional UCE (short courses,...)and one in charge of access and participation of mature students in academic programmes
 - Strong units offering offering a range of services to adults or mature students in a LLL perspective

How? (2)

Debates on organisations

- Centralisation vs decentralisation
- Integration vs separation
- Increasing role of Councils and top management vs specificity of UCE

What chances for a LLL strategy?

Discussions and debates

- In the 10 universities we identify 3 levels of discussions on the implementation of LLL strategies
- 1 the necessary change in University culture
 - A new level of complexity: to think globally the educational strategy and to provide a wider range of services to more diversified populations
 - To find a new equilibrium between the traditional missions
 - To take time for discussions and debates, to develop experiments

- 2 A list of problems that have to be solved before or conditions to meet:
 - Lack of awareness of colleagues
 - To overcome resistance from colleagues
 - Lack of interest or commitment from the top management
 - Lack of technical resources, of engineering competences
 - Priority given to other missions
 - To put together local or « individual » initiatives
- 3 Funding as a pre-condition
 - Necessity to define a new funding model
 - Despite the crisis

Implementing a LLL strategy

Conditions to meet

- A shared vision of the future: the new economic and social role of universities: services to the society, the community, the individuals
- Sustainable commitment of top managers, of heads of faculties and departments, existence of strategic documents, plans,...
- A strong specific Unit having a role of impulsion and coordination

- LLL as a guiding principle in the development of Services to the learners
- Diversification of Services, priority given to guidance and counselling
- Competence of staff
- Creation of a new culture by communication, discussions and debates
- Decentralisation and integration

Further developments

Questions for the discussion

- Reactions from the 10 universities
- Reactions from the six universities visited: have they the same feeling? Is this useful for them?
- Which contribution to guidelines?
- Unique model or different models of implementation?

Thank you for your attention