

Instead of closing remarks..!

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University in the 21st Century

▶ Predicting the future is risky !



- “*Who the hell wants to hear actors talk?*” -
 - citation of H. M. Warner, founder of Warner Brothers, 1927



▶ Traditional role of the university– *this is*

▶ *the end?* Professional school, Knowledge factory, cultural institution..

▶ The university – Crises of Identity?

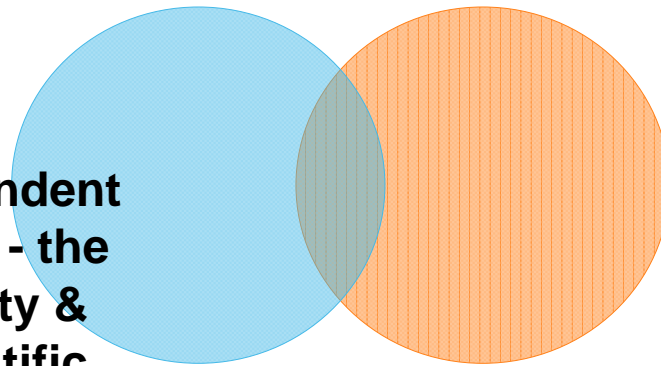
- *A redundant as an “Idea”?*
- *Broken as a Monopoly*
- *Confronted with unprecedented change ?*

New context for Universities

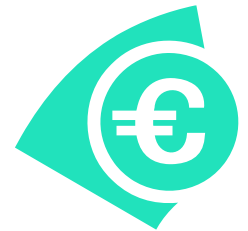
New Millennium Challenges



**University a Respondent
to changing needs - the
demands of society &
advances in scientific
knowledge.**



Constraints



UNIVERSITY CHALLENGE

External

- ▶ Average size of Universities has doubled in 40 years
- ▶ Greater internal organizational complexity
- ▶ Greater external accountability
- ▶ More volatile competitive environment
- ▶ University Challenge: to change or risk being overwhelmed.

▶ Internal

- ▶ SHIFT : From collegial culture to managerial&colaborative culture


New European context

- ▶ Lisbon Treaty since 2000
- ▶ Strategies in Education & Training
- ▶ Modernisation strategies in HE – Brussels, 10 May 2006
Europe needs modernised universities, says European Commission

Overall Objectives and targets 2010

- ▶ improving the quality and effectiveness of education and training systems;
- ▶ facilitating access to education and training systems; *and*
- ▶ opening up EU education and training systems to the wider world.

Higher Education in Europe

- ▶ The main fields of reform are:
 - ▶ **Curricular reform:** The three cycle system (bachelor–master–doctorate), competence based learning, flexible learning paths, recognition, mobility.
 - ▶ **Governance reform:** University autonomy, strategic partnerships, including with enterprises, quality assurance.
 - ▶ **Funding reform:** Diversified sources of university income better linked to performance, promoting equity, access and efficiency, including the possible role of tuition fees, grants and loans.
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5 EU Level Benchmarks – 2010

- ▶ the average rate of early school leavers should be no more than 10%;
- ▶ the total number of graduates in maths, science and technology should increase by at least 15%, while the gender imbalance in these subjects should be reduced;
- ▶ 85% of 22 year olds should complete upper secondary education;
- ▶ the share of low achieving 15 year olds in reading should decrease by at least 20%; and!



The average participation of working adults population in

LLL should rise by at least 12.5%.


What's the problem with Europe's universities?

The performance of developed economies is closely related to their ability to *create*, *disseminate* and *apply* knowledge.

These three poles – education, research, innovation – are known as the 'knowledge triangle'. Unfortunately, Europe has fallen behind in all three parts of the knowledge triangle, and needs to improve its performance in each of them. The problems with Europe's universities centre on the following:

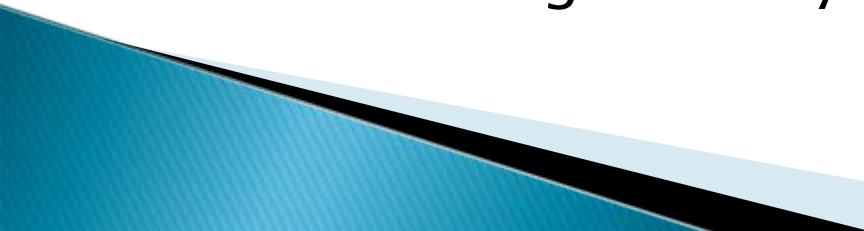
- ▶ **European higher education is fragmented** into (what are often) small national systems and sub-systems, without effective links and bridges between them;
- ▶ **National regulations are too often over-detailed**, and this diminishes universities' responsiveness to changing learning and research needs emerging from markets and society;
- ▶ **Europe's universities have a tendency to uniformity within each system/subsystem** which has led to a good average level, but has limited access and failed to enable enough world-class research;
- ▶ **Universities under-use the knowledge they produce** because they and business still inhabit largely separate worlds;
- ▶ **Many universities are insufficiently prepared** for the coming competition for students, researchers and resources in an increasingly globalising world.
- ▶ Most importantly, **funding for universities is far too low** compared to our major competitors, both in education and in research, due mainly to much smaller contributions from private sources.
- ▶ **Access rates to higher education are still lower in Europe than in many other leading world regions, *especially***
 - ▶ **for adult learners!**

University in .. 2025

- ▶ The “Distributed” University System –degree-awarding body; staff; students; campus facilities
 - ▶ The “Core” University Model –a commissioner of courses from self-employed academics – the end of tenure and start of tender
 - ▶ The “post-Fordist” University –post modern; post-managerial.
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Change is needed!

Change Drivers

- ▶ Globalisation
 - ▶ Technology
 - ▶ Social Change–
 - Role of Government: from provider to purchaser of services (“Contractual Government”) –Growth of consumerism: “one size no longer fits all”
 - Widening scope of professional status: growth of “credentialism” –Ageing population: balance post-35
 - “Knowledge Society”
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Historical and political perspective:


...steering mechanisms in higher education change according to societal and political trends (Neave & Van Vught, 1991)



...governments give with more autonomy to the institutions (Maassen 1997, p.115)

- ▶ Concept of self-regulation: the government defines a general framework and the universities and colleges are able to elaborate the details by themselves
 - shift from an interventionary towards a facilitatory state (Neave & Van Vught, 1991)
 - affected quality control mechanisms.

Instead of conclusions– Questions?

- ▶ How did LLL systems in higher education develop in OECD countries?
 - ▶ What are the most important actors in the field of LLL in higher education in an international perspective?
 - ▶ Which should be the adequate QA system for LLL?
 - ▶ What are the differences of public and private higher education sectors in terms of LLL practice?
 - ▶ What are the responsible indicators for developing a certain kind of quality assurance system of LLL?
 - ▶ **What are the main problems and future challenges of LLL??**
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Shift in Emphasis

- ▶ University of the Real World, for the Real World
- ▶ University that “Adds Value” – to students, of all type, employers, society and the economy

How??

- Sharing & Learning together
- Enhancing cooperation with *Trade Unions, and other actors from Civil Society*



- Since – *The world is flat*– Thomas Friedman, 2005

but ...

▶ *The world is flat*– Thomas Friedman, 2005

So, there are solutions: ..

- Improving, adjusting, enhancing LLL policy at European, national, local level
- Learning from and with others
- Enhancing cooperation with Trade Unions, and other actors active in our civil society
 - *Stronger focus on regions*
 - *Overcoming barriers*
 - **Overcoming barriers to developing human capital**
 - **within regions**
 - *Building capacity for engagement*
- ... and some other more...!

Thank you for coming in the heart of Romanian culture– Iasi!



SEE YOU IN ANOTHER
Project

WARM THANKS
to our Coordinator &
Contractor!