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LIFELONG LEARNING

FOR THE NEW DECADE

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LIFELONG LEARNING
FOR THE NEW DECADE

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(editors)

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Helka Urponen and Rob Mark

PREFACE

The 39th European University Continuing Education Conference (EUCEN) was held at the University of Lapland, Rovaniemi, Finland in May 2010. The university is located on the Arctic Circle, giving it the honour of being the most Northerly European University to ever host a EUCEN conference.

The conference entitled 'Lifelong Learning for the New Decade,' centred around new challenges which university continuing education will face over the next decade. In particular, it focussed on how to develop and promote restorative education and practices through social, economic, juridical and cultural environments in harmony with the physical environment. In the future, it was suggested, lifelong learning will be better connected with the socio-economic and environmental issues affecting our planet and how universities can facilitate innovation and change through a process of lifelong learning.

The University of Lapland is very grateful to EUCEN for providing a platform for these discussions. It is our hope that future conferences will provide an opportunity for more in-depth discussions on a range of inter-related issues such as the impact of climate change on the lives of European citizens, planet earth and the promotion of justice and peace and how to promote improved inter-cultural dialogue through a lifelong learning approach.

The European Association for University Lifelong Learning (EUCEN) and the University of Lapland together organised and managed the conference which was attended by more than 120 experts from all over Europe and beyond. This book includes a range of articles providing information, opinions and critical discussion on a range of topics. The challenges for university lifelong learning are discussed in fifteen chapters based on lectures and workshop given at the conference. The emerging picture of university lifelong learning in Europe is quite diffuse and this report can perhaps provide new ideas and challenges on the role which universities can play in shaping our future. The book would be of particular interest to policy makers, researchers, managers and teachers of university lifelong learning as well as students involved with the development of university lifelong learning.

We would like to express our thanks to all those who attended the conference and in particular to those who made contributions the book.

We would like to express our thanks to Professor Mauri Ylä-Kotola, Rector of the University of Lapland for hosting the conference and to Professor Michel Feutrie, President of EUCEN and the EUCEN steering group who supported the conference. A special mention is due to Ms. Henna Virkkunen, Finnish Minister of Education and Science who attended the conference and contributed to the book.

Very many people assisted with the administration and organisation of the conference and we would like to thank each and every one. A special mention is made to Ms. Marja-Leena Porsanger and her team at the University Conference Office, University of Lapland for ensuring the conference was such a huge success. We would like to mention the EUCEN Executive Secretary, Ms. Carmen Royo and Personal Assistant Ms. Paula Niembro, for their assistance. We are also deeply indebted to Ms. Paula Niemelä for preparing the graphics and layout of the book.

We wish to mention the following organisations for their support for the conference:

The Federation of Finnish Learned Societies,
City of Rovaniemi,
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The Rovala Settlement and Rovala Folk High School.

Dr Helka Urponen   Dr Rob Mark
University of Lapland   Queen´s University Belfast
Conference Chair   EUCEN Steering Committee

November 2010

LIFELONG LEARNING
FOR THE NEW DECADE

Henna Virkkunen

Rita Asplund

Geza Fischl

Teuri Brunila

THE PROMINENCE OF LIFELONG LEARNING IN THE HIGHER EDUCATION

Henna Virkkunen

Lifelong Learning for the New Decade is a very topical theme for us in Finland. Education and knowledge enhancement figure prominently in the work of our Government. We have carried out a number of reforms at all levels of education. The reforms most relevant to the theme of the conference are a new Universities Act and an overall reform of adult education.

Each country is currently faced with a very challenging economic situation. The Finnish economy is not getting through the turmoil of the world economy without some knocks and bumps, even though our economy was in a fairly good shape before the crisis. The unemployment rate has gone up and public finances are in deficit. As a result, there is a threat of growing structural unemployment. The decreasing tax revenue will further undermine the sustainability of the public economy. The repercussions of the recession will be felt for a long time to come.

Finland rose from the previous recession in the 1990s largely because we invested strongly in knowledge building and education, notably in university core funding and research. The results were excellent, and as we emerged from the recession, we were on a stronger growth track than ever before. In the present recession, we have once again put our faith in education and research. But now, alongside the development of research and education, we are focusing on the transfer and utilisation of knowledge. The questions we are asking are how to proceed flexibly from university basic research towards efficient and speedy application of research findings in production and how can polytechnics supplement this knowledge transfer in an appropriate way? These questions are also being addressed by many other countries, too.

Lifelong learning is a crucial precondition for an ability to apply knowledge and skills to managing the ongoing structural change. The workforce as a whole need constant updating and upgrading of knowledge in order to work effectively.

Three years ago when the current government programme was developed, there was a substantial reform of adult education and training.

Adult education and training has the important job of responding to changes in the world of work and society. Our aim is to build an adult education system for the needs of the new decade by developing a system that will give incentives for the adult population to enhance their knowledge and skills throughout their working careers and their lives.

The recession highlights the importance of adult education. With the reform, we seek ways and means of alleviating the pressures of unemployment and at the same time preparing for the future. The ongoing demographic change and the growing national debt necessitate longer work careers and higher productivity. An efficient and effective adult education system is a major part of our policy for enhancing well-being and assuring a good future.

Although adult education measures are needed today to alleviate the impact of the recession, we must also look beyond the recession and try to formulate an adult education policy that will also be appropriate in the long run.

According to international comparisons, Finland and the other Nordic countries are world leaders in the rate of participation in adult education. Every year over 1.7 million persons, over 50 per cent of the working age population, take part in some kind of adult education or training. The target has been set as high as at 60 per cent and we need to work hard to reach this goal.

As work careers may be up to 45 years long, regular updating of knowledge and skills is a necessity. People should also have the possibility to overhaul their competencies on a larger scale. This requires an efficient adult education system, employers who invest in staff development and public financing.

The current trends in Finnish adult education are demand-based development, work-based learning and study alongside work; opportunities to combine degrees and qualifications and their parts; recognition of knowledge and skills wherever they are acquired; and made-to-order education and training. Demand for higher education is growing. In response, we have launched a new form of continuing education in which the method is very similar to apprenticeship training.

A very topical question in Finland relates to higher education and the promotion of lifelong learning. Finnish universities were given a new

economic and administrative status last year. The new Universities Act increased the autonomy of universities and made them independent legal entities. Universities have constitutional self-government, and freedom to research. The Universities Act gave both Rectors and academic decision-maker a new and enhanced status.

In the new Act, the central mission of the universities is still research and education. What is new is the duty of the universities to promote lifelong learning across the curriculum.
The promotion of lifelong learning means a particular operational culture of teaching and study guidance across all university provision. A university may develop a distinct profile in research, degree education, artistic activity, lifelong learning or innovation and regional activities.

Earlier, I mentioned university autonomy and greater academic decision-making and leadership. As I see it, the realisation of lifelong learning is strongly dependent on the attention given to it in university management, more specifically in academic leadership, in the Rector's work. Cooperation between European universities, of which this conference is an excellent example, is especially needed when countries are looking for new ways and outlooks in translating objectives into reality.

A little over a year ago we, the Ministers responsible for higher education of the 46 Bologna process countries, met in Belgium to assess what we have achieved within the process. We also outlined priorities for the European Higher Education Area for the next decade. At the time we noted that realising lifelong learning policies calls for strong partnerships between the public administration, the higher education institutions, students, employers and employees. The European Universities' Charter on Lifelong Learning published by the European University Association (EUA) helps in the definition of these partnerships.

One important step towards achieving lifelong learning is a National Qualifications Framework. As the world of work is increasingly dependent on advanced qualifications, higher education must provide the in-depth knowledge, skills and competencies they need during their professional careers. We encourage higher education institutions to include work practice and on-the-job learning for the award of degrees.

Higher education should be based on high-standard research and innovation at all levels; this makes for a more innovative and

creative society. We recognise the role of degree programmes, notably programmes based on applied research, in promoting innovation.

These and other objectives recorded in the Leuven declaration have formed part of Finnish higher education development for some time now. Lifelong learning is naturally part of all higher education policies.

There is a wide selection of tools available for promoting lifelong learning.

For a long time, we in Finland have considered it important to offer possibilities to study parts of degrees without aiming at a full qualification. This is possible in open university and polytechnic instruction. Public funding also covers open instruction, so that the fees charged to the student can be kept at a low level. Open university and polytechnic studies can be pursued by anyone, whatever their prior education. Another possibility is for a higher education institution to admit a person to study as a non-degree student alongside degree students.

Open instruction has several functions. For many adults, it gives a second chance to study at the higher education level. For those already in working life, it is an opportunity to supplement their qualifications, and for others it is a chance just to learn for the joy of learning. The higher education institutions must also develop their provision in order to lower the threshold for immigrants and foreigners to seek entry.

In 2008, we put adult education and lifelong learning under special scrutiny. We found that the graduate population was very active in participating in training, especially short-term courses, but they do not have sufficient opportunities to acquire new competencies on a wider scale in the course of their work careers or to demonstrate and use their learning after they graduate.

The current adult education reform included proposals for two new models of further education: continuing education of an apprenticeship type and extensive knowledge entities studied after graduation, or post-graduate specialisations. The higher education institutions are working individually and jointly to develop this model further. I hope this form will stimulate discussion and that this conference will promote international cooperation we need to further refine this model.

Education given to people already active in working life is a direct two-way channel to the world of work and its practices. The benefit for the higher education institution is that they get information they need to develop degrees to include core knowledge in response to working life requirements. And for students the new forms of education give confidence that they can upgrade their qualification after graduation, if they so wish.

The promotion of lifelong learning and education for working adults involves the same themes and challenges as the development of degrees and degree structures. Both require that the higher education institutions have direct contacts with the world of work and a profound understanding of academic and professional expertise and the required competencies. A further requirement is that they carry out research, innovation product development that bring added value to the enhancement of knowledge and competencies needed by professionals and employers.

CHALLENGES FOR THE NEW DECADE: IS THERE A ROLE FOR LIFELONG LEARNING?

Rita Asplund

Lifelong Learning has a long history and has been on the academic as well as the political agenda for several decades. What it is about and how it can be financed are questions which have been discussed from many different angles. Today, it could be said, there is fairly broad consensus about what lifelong learning means or should mean. However, on the other hand, when it comes to its financing, the debate tends to reflect much disagreement. This is well illustrated by the fact that year after year the discussion about financing issues circulates around the same fundamental questions and at the end of the day, boils down to very diverging opinions about how financing should be shared, if at all, among different stakeholders.

The situation described above is well illustrated by, for instance, the following statement made in a recent report prepared for the European Commission by the Expert Group on New Skills for New Jobs[1]:

"Working life for individuals should be an active and continuing process of skills development, where there are high stakes to keep up with the pace of change and to be able to move easily from one job to another. Government, employers and individuals should see training and upskilling as an investment in a sustainable future, rather than as a cost to be minimised."

While this is an important statement, it contains principally nothing new compared to previous reports concerned with adult education or, more generally, lifelong learning. It basically presents, in a slightly different mode, a set of obvious matters which experts and policymakers have pondered for years but which, for some reason, seems too challenging to settle in a way that is agreeable to the stakeholders involved.

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1 *New Skills for New Jobs: Action Now*, A report by the Expert Group on New Skills for New Jobs prepared for the European Commission, 2010, pp. 8–9.

Adult education evaluated
from an economic perspective

Lifelong learning can and should begin in early childhood. Nonetheless, the present contribution will focus on the role of lifelong learning only after initial formal education is completed. More precisely, it will offer a critical assessment of adult education in general and of employer-provided training in particular. The strong focusing on employer-provided training is motivated by the fact that vocational adult education i.e. adult education connected to the work or the occupation of the trainee – consists mainly of training sponsored by the employer.

However, the priority given to employer-provided training can also be rationalised by the adopted perspective being purely economic. In other words, the emphasis will be on the economic benefits and gains that – according to our present-day evidence-based knowledge – can be reaped by individuals/employees, employers and, in the last resort, the whole economy and society from investing in adult education. Indeed, while the economic value of investing in employer-provided training has been disentangled in a broad number of studies[2], other modes of adult education have been sparsely researched. Moreover, recent empirical evidence from Finland[3] indicates that only employer-provided training has a clear-cut economic value, whereas the economic benefits from other modes of vocational adult education seem to be minor or non-existent. This finding of a negligible, if any, economic effect is also found to hold true for more general-type adult education, that is, adult education pursued out of a general interest, or with a hobby or pastime in mind.[4]

All in all, the point of departure is a review (by no means complete) of the international economic literature within the particular field

2 Note, though, that this research has to the most part concerned employer-sponsored 'formal' training (training outside the job) as opposed to 'informal' training (learning-by-doing). Accordingly the findings related to employer-provided training referred to in the subsequent sections do not necessarily apply to the informal training provided by employers.

3 See Laukkanen, Erkki (2010), *Wage Returns to Training: Evidence from Finland*. Helsinki: Labour Institute for Economic Research, Studies 110.

4 These findings of principally no economic effect do not, of course, rule out the possibility that investments in these types of adult education might have a non-negligible *indirect* impact also from an economic point-of-view.

of research, with illustrative examples being occasionally given from Finland. The overarching objective thereby is to unravel the existing empirical evidence while simultaneously pointing to crucial gaps in our present-day knowledge base. Particular attention is paid to unveiling what we know and what we do not know about individuals' incentives to participate in adult education, on the one hand, and about employers' incentives to provide their employees with further education and training, on the other. This is done by highlighting a number of challenging aspects related to adult education and, especially, to employer-provided training.

Strong selection into adult education and especially into employer-provided training

A distinct feature of adult education in general and of employer-provided training in particular is a conspicuous selection of individuals into these modes of lifelong learning. This selection may, of course, be the outcome of the individual's own behaviour, that is, of his/her willingness to participate in education and training after completed initial formal education. However, when it comes to employer-provided training, the individual's opportunities to participate in training are, in the last resort, determined by the employer.

A first pre-condition for having the possibility to participate in training is, of course, that the employer does offer such opportunities. Accordingly it is of interest to start by asking: How large is actually the present share of non-training enterprises? If this share turns out to be outstandingly large, then a natural follow-up question is: Why do these enterprises not train their personnel?

A recent survey conducted by Eurostat provides illustrative responses to these two questions. As is evident from Table 1 below (last row), the EU–27 average of non-training enterprises was 40 per cent in 2005. Put differently, about 60 per cent of the enterprises within the EU–27 area offered at least some training to their staff in that particular year. The share of training vs. non-training enterprises varied, however, considerably across the 27 European Union member states: from a share of only about 10 per cent (UK) to as much as nearly 80 per cent (Greece) of non-training enterprises.

Table 1. Percentage of non-training enterprises in 2005, by reason for not providing CVT, EU–27 and Finland

GEO/REASON	EU–27 average	Min. share	Max. share	Finland
The existing skills and competences of the persons employed corresponded to the current needs of the enterprise	74	50	86	60
People recruited with the skills needed	53	16	79	37
No time	32	1	56	40
Too expensive	23	8	53	15
Other reasons	21	3	39	6
Lack of suitable CVT courses in the market	15	3	25	15
Difficult to assess enterprise's needs	10	2	24	9
Either focus on IVT than CVT	10	0	35	11
Major training effort realised in a previous year	8	0	16	0
Total	40	10	79	23

IVT = Initial Vocational Training;
CVT = Continuous Vocational Training
Source: *Eurostat, Table trng_cvts3_07*

The surveyed enterprises give a multitude of reasons for not training their personnel. Nonetheless, certain reasons are clearly more common than others. As shown in Table 1, the most commonly stated reason is that the enterprise judges the existing skills and competencies of the persons employed to correspond to its current needs. Another frequently used explanation is that the enterprise has recruited people with the skills needed. Interestingly enough, the cost of training or the availability of appropriate training courses do not seem to be insurmountable obstacles. It is also noteworthy that the overall picture mediated by Table 1 has remained strikingly similar over the years. This contention follows from a comparison of the 2005 results with Eurostat's corresponding results for 1999.

Given that the employer does offer its personnel training opportunities, the next question to ask is: Who is most likely to participate in these training courses? The existing international empirical literature is close to unanimous in answering this question. Broadly speaking the answer is that training opportunities are more likely offered to the high educated than to the low educated (resulting in a concentration of skills), to men than to women, to young than to old, to those in permanent and full-time employment than to those employed on a temporary or part-time basis, to those in certain occupations, in certain branches or at certain hierarchical levels, to those employed in the public sector compared to private-sector employment, and to those employed in large enterprises compared to small firms.

Moreover, also the overall pattern of selection of employed persons into training has remained surprisingly unchanged over the past years. While this contention can be illuminated in a multitude of ways, the situation in Finland may well serve as an illustrative example. For instance, according to numbers recently published by Eurofound[5], both the percentage share of employees not offered training during the past year and the percentage share of employees with job tasks offering only weak learning opportunities have changed only marginally between 1995 and 2005. Over this 10-year period, about one in two employees was offered no training during the past year, whereas about one in four employees felt that his/her job tasks offered only weak learning opportunities.

The international evidence further shows that the well-documented selectivity among employed persons when it comes to training opportunities is strengthened by the amount and content of the training received. Although this kind of information is still rather limited, certain indicative conclusions may, nonetheless, be drawn. First, the average number of total training days per year reveals a declining trend over time, implying that employers increasingly prefer shorter training spells to longer ones. Having said this, it should be noted, though, that there is a huge variation in the length of training across trainees. Second, there are clear indications of a strong correlation between the length and the content of the training spell.

Should we worry about these selection patterns? The answer is definitively 'yes'. And, as argued below, a major reason for this positive answer is that the economic gains to be reaped are mostly substantial, which is likely to affect wage and income inequality. Accordingly it would be of utmost importance to deepen our understanding of the selection of individuals into training of different length and content.

The economic gains to individuals from training are mostly substantial

Before turning to the empirical evidence available, it is of interest to note that individuals tend to have a strong belief in the benefits of adult education. For instance, survey data recently gathered and compiled by Statistics Finland[6] show that almost two-thirds think that additional vocational education would help them in performing

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5 Eurofound (2009), *Convergence and divergence of working conditions in Europe: 1990–2005.* Dublin.
6 *Adult Education Survey 2006.*

their current job tasks, in finding a new job and also in ascending their career ladder more generally. Additionally these survey results reveal that more than one-third believes that additional vocational education can help them maintain their current job.

This firm belief in the benefits of adult education is largely supported by the general conclusions that can be drawn based on the international empirical literature. Indeed, a multitude of studies provide evidence in support of the contention that participation in employer-provided training has a positive effect on the trainee's wage. However, the available evidence also shows that this wage gain varies substantially with the trainee's characteristics and, even more so, with the mode, length and content of the training received. This outcome thus amplifies the consequences of a strong selection of individuals with respect to all these crucial dimensions of employer-provided training.

Furthermore, a growing number of studies report that the wage gains from employer-supported training do not necessarily arise merely at the employer having provided the training. Wage gains might be gained also when changing employer. On the other hand it has also been found that a pre-condition for such positive wage effects is that the training received is more general in nature and/or that the skills acquired are recognised in the form of a qualification.

In addition to positive wage effects, employer-provided training has also been shown to enhance the trainee's job satisfaction and well-being. In contrast to this evidence, there is considerable uncertainty concerning other potential effects of employer-provided training or, more generally, of adult education. More specifically, the empirical evidence available does not provide a clear-cut answer to the question of whether or not adult education in general and employer-provided training in particular can mitigate the trainee's risk of unemployment or enhance his/her employability. The available evidence is neither sufficient to tell to what extent the trainees can expect their labour market mobility to be improved and/or their career opportunities to be advanced.

In conclusion, it may be argued that despite all the emphasis on lifelong learning, our present-day knowledge about its economic value for the individual is still rather limited. These major knowledge gaps also extend to the potential lack of training opportunities and incentives due to strong selection tendencies not only among individuals (participation in training or not) but also among the trainees themselves (mode, length and content of the training).

Employer gain from training

The international literature provides strong evidence in support of training having a productivity-enhancing effect. However, emerging evidence indicates that these positive productivity effects do not arise from any investment in the personnel. Instead the effect has been shown to depend largely on the extent of concomitant organizational and technical innovations. Additionally there is evidence confirming that training improves competitiveness, and possibly also profitability. Recent evidence further suggests that investments in the training of the personnel lessen the risk of going out of business. Employers also seem to gain from providing training through an improved working environment, although this evidence is still rather weak.

Alongside these positive effects, there is also empirical evidence suggesting that employers face a higher risk of loosing trained (as compared to non-trained) employees. This finding is, however, quite controversial in the sense that other studies do not find support for such a negative effect on employers from offering their personnel training opportunities.

All in all, there is an obvious lack of convincing empirical evidence on the economic gains to and, hence, incentives for employers to invest in the training of their employees. Indeed, the knowledge gap on economic gains to be reaped from investing in training is undeniably much larger on the employers' than on the employees' side.

Needless to say, scarce employer-level information on the modes of and the reasons for training impedes sound evaluation of the effectiveness of the provided training. This unsatisfactory situation may, in turn, affect (i) the amount, type and timing of the provided training, (ii) the groups of employees being trained (selectivity), and (iii) the willingness of employers to (co-)finance training. The lack of sound evidence might also result in a situation where employers prefer new hires with the requested skills to training their current staff (cf. Table 1).

There have, over the years, been extensive debates about whether or not the public sector should intervene in training incentives of employers. Broadly speaking, the rationale for intervention has been that the investments in education and training in working life are undersized from the perspective of both the economy (in terms of external effects) and the society (in terms of welfare). The discussion has centred around a number of critical questions: Are investments in education and training in working life truly undervalued? If

yes, to what extent? Which are the main reasons for and the major consequences of such under-investments? Do public subsidies offer the best solution to the problem? If yes, on which grounds, in which mode(s) and to what extent are public subsidies to be used? A problem related to public subsidies is that there is no particular solution applicable in every situation. Instead the cost effectiveness and the impact on employees, employers and the whole economy and society are likely to differ substantially depending on the situation in question and the intervention measure used.

Another question that might be raised in relation to employer-provided training is whether state-run training programmes could provide a better, or at least part of a solution to the so called under-investment in training. However, in this respect, lack of information seems to be a major stumbling block. Any movement in this direction should rely on convincing evidence-based knowledge on clear-cut positive effects of state-run training programmes with respect to the wages, employment and employability of the trainees, and also to the effectiveness of the programmes to justify government involvement and expenditure. This kind of evaluation is simply not available. Moreover, attempts made so far to evaluate government-run training programmes have mostly found the economic and social consequences to be negligible or even negative rather than positive. Having said this, it should be noted that this rather depressing outcome should be contrasted against the effects of government-run training programmes which are extremely complex and hard to evaluate quantitatively and qualitatively. The critique of such evaluation actually undertaken it should be said has been mostly critical.

Conclusions

As alluded to above, adult education and, hence, lifelong learning can be shown to still face several important challenges which are intimately related to prevailing opportunities and incentives. Unless these challenges are addressed and solved in a satisfactory way, there may not be a clear role for lifelong learning in the new decade. This would be regrettable not least because of the unfolding economic crisis and booming unemployment, especially among young people.

RESTORATION POTENTIAL
IN EDUCATIONAL ENVIRONMENTS

Géza Fischl

Introduction

The purpose of this paper is to elaborate upon the prospective of attention restoration theory (Kaplan & Kaplan, 1989) applied for physical environments. The first part of the paper discusses the attention restoration theory (ART) in details, while the second part shed light on the areas that might be applicable for educational purposes. By studying the environmental details that contribute to attention restoration, a deeper understanding of the relevance of environmental modification or design for educational facilities can be made.

Generally speaking, recovery from environmental stress is thought to happen in the absence of stressors. However, as a complementary area to environmental stress research, the restorative environments have been investigated for fostering recovery processes (Hartig, Böök, Garvill, & Olsson, 1996a). One of the underlying cognitive frameworks related to approaches of understanding restoration and restorative environments is the recovery from attentional fatigue (Kaplan & Kaplan, 1989). The Kaplans (1989) argue that attention fatigue may happen even when anticipation, negative evaluation, and harm are absent.

Attention fatigue, in the context of the Kaplan's (1995) understanding is following James' (1892) classifications of voluntary and involuntary attention. While voluntary attention is associated with directed attention, the involuntary corresponds to soft fascination. The latter is characterized with the occurrence of enough interest in the surroundings to hold attention, but reflection and some aesthetic pleasure are included (Herzog, Black, Fountaine, & Knotts, 1997). While the former may result in attentional fatigue which can be due to applications supported by attentional resources such as perception, decision making, response selection, working memory and cognition, and response execution. The sequels of the diminishing resources for these applications may result in performance decrements on certain attention requiring tasks, fostering negative evaluations,

irritability, decreased sensibility to interpersonal cues, and inability to plan (Korpela, Hartig, Kaiser, & Fuhrer 2001). Support for the Kaplans' (1989) framework was first found in self reported gardening satisfaction and wilderness experience benefits. Recently, research in restorative environments has increased considerably, however educational facilities have been scarcely mentioned. On the other hand, emphasis was made to investigate the outdoor recreational places adjacent to educational facilities for pre-school and special care (e.g. Mårtensson, Boldemann, Söderström, Blennow, Englund & Grahn, 2009).

Traditionally, ART describes four aspects of a restorative experience:

- *Being away.* A necessary condition for attention restoration involves getting distance from ordinarily present or routine aspects of life. The Kaplans (1989) described three possible ways of being away: 1. To escape from unwanted distractions in the surroundings; 2. To distance oneself from one's usual work and reminders of it; and 3. To suspend the particular activities.
- *Extent.* It is considered as a function of connectedness and scope. Connectedness refers to the relatedness of immediately perceived elements or features of the environment, to a coherent whole, such as a mental representation of the area. Scope refers to the scale of the immediate surroundings and areas that are out of sight but imagined or conceptualized, in which the perceptual and organizational activity is situated (Hartig, Korpela, Evans, & Gärling, 1996*b*).
- *Compatibility.* Refers to the match between the person's goals, the perceived demands, and the patterns of information available in the environment for support of activities. It is an extension of the person-environment congruence and fit concepts that are common to the environment-behavior literature. Compatibility is high when the supporting patterns of information are interesting and contributes to a sense of extent (Evans & Cohen, 1987; Caplan & Van Harrison, 1993)
- *Fascination.* Considered to be the most important aspect among the four. The term *soft fascination* represents an experience of moderate fascination with aesthetically pleasing stimuli. In this context, fascination has pleasantness and intensity dimensions in addition to a functionality dimension (Herzog *et al.*, 1997). Therefore, soft fascination is thought to be most contributing to restoration. Models of attention are typically not concerned with fascination and the operative assumption appears to be that attention capacity is recovered during rest. However evidences are piling up for involuntary fascination that occurs due to attractive scenes in which human abilities to process information

are stimulated and in which, this processes are successful. Prerequisite for the successful information processing might lie in the Kaplan's (1987) environmental preference matrix, which was introduced to characterize immediate and inferred or predicted information in terms of its understanding and exploration (Table 1). One dimension of this matrix is the "*Understanding*" versus "*Exploration*" distinction. The other dimension depends on the degree of effort required to process environmental information in time, that is, coherence and complexity are considered to require less analysis, whereas legibility and mystery require more cognitive processing.

Table 1. Organization of the model of environmental preference (Kaplan, 1987)

Characterization of information	Understanding	Exploration
Immediate	Coherence	Complexity
Inferred or Predicted	Legibility	Mystery

The four main components are:

- *Coherence* is the degree to which a scene hangs together or has organization. The more coherence, the greater the preference for the scene.
- *Legibility* is the degree of distinctiveness that enables the observer to understand and categorize the contents of a scene. The greater the legibility, the greater the preference.
- *Complexity* is the variety of elements in a scene. The greater the complexity of natural scenes the greater the preference.
- *Mystery* is the degree to which the scene contains hidden information so that one is drawn into the scene to try to find out more information. The more mystery, the greater the preference.

The terms used in this matrix are similar to the ones used in the ART, and the concepts compliment each other, which suggest that environment preference has a lot to do with restoration, particularly fascination. However, all the four ART factors could be related to the four environmental preference components. Kaplan's (1987) preference matrix coexists with the model of Berlyne's (1971) collative stimulus properties. At least two of these dimensions (complexity, coherence) are similar to Berlyne's (1971) collative properties. A distinction between the Kaplan model (1987) and

the Berlyne (1971) perspective, is that Kaplan's (1987) emphasize the informational content of a scene in an ecological/functional sense as one basis of preference judgments (Cupchik & Winston, 1996), while Berlyne's theory (1971) emphasizes the importance of information in aesthetic judgments.

Restoration and the built environment

The general assumption about the ranges of restorative potential in an environment was described by Hartig, Korpela, Evans & Gärling (1997). In their study, eight sites were selected according to a two (natural vs. built) by two (outdoor vs. indoor) by two (low vs. high restoration) scheme. Accordingly, the hypothesized ranges of restorative potential in built outdoor and indoor environments were below the range of the natural outdoor environment, while the hypothesized restorative potential of the natural indoor environment and the built outdoor environment was in the same range. In practical terms, eliminating socio-physical and temporal conditions that impose unwanted demands does not necessarily result in a restorative environment. Evans (2003) stated that "*design elements, other than nature have the potential to enhance restorative processes within settings*" (p. 546). Any architectural features which support fascination, curiosity, or involuntary attention should have the capability to influence recovery from mental fatigue. For instance, views of nature, fireplaces, fountains, aquariums, and animals as well as paintings and other coherent and tranquil scenery are potential settings for restoration supportiveness (Evans, 2003; Evans & McCoy, 1998).

If the concept of restorative environments is based on a psychological notion which supports the idea that there are restorative places in the built environment then designers should be able to construct them. The knowledge depicting contribution to describe the main components of a restoration supportive built environment for design practitioners may reduce the self-anchored concepts in the discussion with the clients. Clients may include users, who may experience high stress and strain, or people who are simply unable to cope with the everyday challenges and seeking for places for reflection in a non-restorative environment (Table 2).

Table 2. Transformation of ART aspects to design considerations.

Restoration factors	Psychological elements	Proposed design considerations
Being away	To escape from unwanted distraction	Geographical distancing
	To distance oneself from one's activity	Outdoor recreation facility
	To suspend activity	Place for relaxation
Extent	Connectedness	Clear master plan, central places for orientation
	Scope	Clear identification of the surrounding
Fascination	Aesthetically pleasing stimuli	Lively color, well lit rooms, pleasing forms
Compatibility	Supporting behavior	Room sizes, logical room locations

A study of environmental details that might support restoration was carried out by Fischl (2004) and showed that windows have an impact on the perceived quality of the environment, which in turn might affect physiological responses. Another study (Fischl & Gärling, 2008) utilizing imagination generation about restoration supportive environments among Swedish architects, laypersons, and students revealed that natural light and openings (windows and doors) received the highest restoration potential among the 13 environmental components identified to contribute to restoration. Similar results on the restorative potentials for windows and natural light were seen in a Dutch study (Fischl, Varkevisser, Gärling, & Keyson, 2007). This study was carried out in a Home lab at Delft University; its interior and concept was originated from ART. Additional findings revealed that stressful tasks and restoration in different rooms had an impact on the novelty, boredom, and complexity factors. Furthermore, another study (Fischl, 2006) suggested that there were 10 main indoor built environmental components which corresponded to the appraisal process within restoration supportiveness. Furthermore a many-faceted Rasch analysis indicated evidence for validity and reliability of the Built Environment Restoration Scale as a measurement tool for describing restorative potential of the built environment.

The results of these studies on environmental details contributed to a possible description of how restoration of attention resources works in a designed environment (Figure 1).

Figure 1. The restoration and instoration of attention resources with practical design considerations
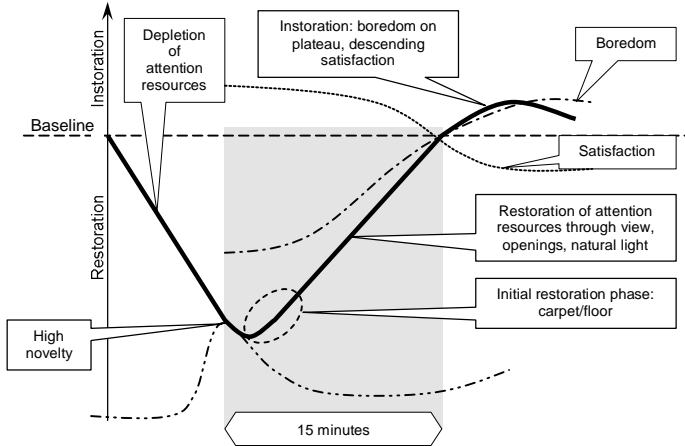
From a person point of view, the optimal functioning is represented with a base-line or a equilibrium level. This equilibrium is maintained through homeostasis which regulates the person's internal environment to maintain a stable, constant condition, by means of multiple dynamic adjustments, controlled by inter-related regulation mechanisms. Analogous to this maintaining regulation mechanism with respect to the attention resources, the suspected inter-related regulators might be the perception of novelty, satisfaction, and boredom. It is assumed in the model, that there are two primary attentional resource conditions, namely restoration and instoration. The restoration is described as a process regaining energy after a demanding task resulting in attentional deficit, while instoration posits "*benefits that do not involve correcting a deficit*" (p. 381) (Hartig *et al.*, 1996a), but in-storing energy for later depletion. The process, how depletion of attention resources turn into restoration might be due to the first intervening regulator called novelty. Perception of a novel environment might trigger the person's attentional resources to consider other environmental conditions too. It can also be said that novelty inhibits existing negative evaluations and slows down the depletion process. Therefore, a different course of actions could be taken by the person, triggered by novelty. After this, the initial restoration phase plays a vital role in the whole process.

It is characterized by decreasing novelty, high satisfaction, and low boredom. The design feature, thought to permit such a process, was associated with carpet or even floor. However, the person cannot just focus of these earth-related perceptions during the restoration process, but gradually shifting the interest toward the openings, then the view and natural light. When this shift in focus is completed the restoration process reaches its near-baseline level. The baseline thought to be achieved, when satisfaction and boredom equalizes. If there is such a condition as instoration, then its magnitude might be characterized with high boredom and decreasing satisfaction. Then, the process of attentional resource deficit may start again, triggered by a stressful situation or attention requiring task. Applying this theoretical concept to the restoration process, the study (Fischl *et al.*, 2007) showed that 15 minutes would be a sufficient time to stay in the environment for recharging the attentional resources after a 15 minutes period of stressful task. On the other hand, those who entered the restorative room without stress task, 10 minutes were enough to reach the optimal level/baseline. This implied that a stress task would be accounted for 5 minutes of extra time for restoration in the same environment.

Designing educational environments is a complex activity. Whether or not considering attention restoration theory, the intent should be always to establish a pleasant learning environment wherein acquisition of new abilities, responsiveness, and the enhancement of natural development can take place.

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RESTORATIVE PRACTICES IN FINLAND

Teuri Brunila

The term restorative refers to a person´s return of strength, or health, by means of enhancing his/her renewing abilities, according to the Oxford English Dictionary (2003) and Geza Fischl (2006).

Restorative Theories

The Restoration Theory of Sleep: Suggests that the function of sleep is to repair and restore the brain and the body. If this did not happen, then the function of the brain and the body would gradually break down. Bodily restoration occurs during optional sleep, but can also occur at other times (e.g. during periods of relaxed wakefulness, www. psychlotron.org.uk).

Restorative environment: Pertains to the quality of the man made or natural environment which is capable of renewing the individual´s attention resources by providing opportunities for non-threatening environmental characteristics and place for reflection (Fischl 2006). The main goal of restorative environmental design is to achieve a harmonious relationship between people and nature in the built environment. Thus, the question whether restoration supportive environmental details can be universally found and whether there are similarities between these details, rather than differences, could contribute to a common interest among design practitioners, namely to prove that everyday design has vital effects on health and well-being Fischl 2006).

Restorative community, Restorative architecture, Restorative design, Restorative schools, Restorative workplaces, Restorative courthouses and Restorative Justice

The restorative theory of sleep says that we shall have a good night sleep to be healthy and the restorative theory according to environment says that we shall build healthy communities. But we cannot be healthy in our bodies if there are constant blockage or grudge, hate, sadness, guilt and grief inside of us (Tipping 2008). The trauma. Here steps in the theory of Restorative Justice. It is not too early to consider that the Theory of Restoration and all the parts is a question of human well-being.

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Restorative Justice is a process to involve, to the extent possible, those who have a stake in a specific offense and collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible (Zehr 2002).

The restorative principles in Restorative Justice (Elonheimo 2003) are:

1. Empowerment*:* This is one of the most fundamental elements in Restorative Justice. The parties are in the centre, while the authorities and the mediators only provide them with a safe place for dialogue. The parties are given voice. They make the agreements; they are the experts. (Christie 1977) Mediators only control that the agreements do not violate the human rights or exceed what would be imposed in court of law (Braithwaite 2003).

2. Restoration: In the restorative process, all material, emotional and social damages caused by the crime shall be addressed.

3. Responsibility: The offender is to take full responsibility for the crime.

4. Dialogue: The parties can tell their stories in their own words. They understand what is being said and agreed upon. Through genuine dialogue and storytelling, the parties come to understand each other better.

5. Emotional process: Rather than just a method to settle conflicts, Restorative Justice is an emotional process. Emotions constitute the core of the dialogue. Emotions need to be dealt with in order to get over the psychological crisis. (Umbreit 2001) Victims especially need to resolve their anger, fear and shame, and offenders their shame (Ahmed et al. 2001, Wachtel 1977).

6. Respect: Although the wrongful act is disapproved of, the offender is treated with respect.

7. Community: Community also plays a central part in the restorative process. The significant others need to be invited in the conference for they exert the most influence on the individual´s behavior and can best monitor the fulfilling of the agreement. (Braithwaite 2002).

8. Rehabilitation: Restorative Justice is concerned about resolving underlying problems, not just the isolated conflict. Victim and offender both gain a sense of "closure" and both are reintegrated into the community (Zehr 2002).

9. Creation: Restorative Justice enables creative, individual, win-win agreements

The tree pillars of Restorative Justice are encounter, compensation and restoration

The Restorative Justice is a dialog and the tool for the dialogue is the Restorative Mediation with the Facilitative Counseling

Theories of restorative justice and victim/offender mediation stand in the background for the modern mediation movement in Finland. School /peer mediation, family mediation, mediation in work communities, environmental mediation etc. have all their origin in Restorative Justice.

Conflict can occur only in human opinion and in the end, there are no other conflicts. The motive within a person's mind is the determining factor. If we seek for a psychological theory that passes near mediation we will find the Sociodynamic Counseling (Peavy 2006). We may continue with Peavy's words: The truth is not born in and cannot be found in one person´s head; it is born in the interaction and communication of people searching for it together. The solution is the product of an interactive dialogue-based process.

Restorative justice is considered to be justice because the law is always in the background. It is a tool for finding health and well-being for the people. However, if law and order, and the community welfare in all, require punishment, nowadays usually the law takes the center stage without consideration of mediation.

A dialogue:

- allows for a wider range of feelings to be expressed
- inspires honesty and forthrightness
- avoids superficial, forced compromises
- generates learning, new options and innovations
- allows for everyone to be heard
- seeks the deeper truth in every perspective

Restorative mediation enables its parties to let go of the fantasy on "winning". This is necessary in order for mediation even to begin. The starting point for mediation is that the right answer will be found in the different views of the parties. It is based on collaboration and on the parties trying to understand each other. The objective of mediation is to seek sustainable positive outcomes. Since the courtroom logic of debate and winning are absent, the atmosphere in mediation is a very safe one. The safeness is also due to the fact that the parties themselves are in control of the subject of the argument.

In a courtroom, the subject is controlled by attorneys and judges. An important demand in mediation is that you listen to the other party. Listening is as important as talking.

In mediation, the parties have the courage to reveal both their uncertainties about some issues as well as their strong opinions about other issues. Mediation allows the parties to together come up with new solution models in which both parties' interests have been sufficiently taken into account. In mediation, everyone wins (Domenici & Littlejohn, 2001).

Mediation is a learning process

In mediation people learn to deal with conflicts in a positive way. In the long run, people are empowered and learn to deal with all of their conflicts in a creative way. Mediation teaches (Pehrman, 2009):

- creative problem solving skills
- integral thinking
- understanding of differences
- leading the mediation process
- group work
- courage
- objectivity
- listening

The development of democracy and the empowerment of the civil society demand a change in our conflict culture. In order for human rights to become a reality, people must themselves be allowed to participate in the processing and resolution of their own affairs (Moore 2003). The 14th section of the Constitution of Finland states that "public authorities shall promote the opportunities for the individual to participate in societal activity and to influence the decisions that concern him or her" and its 22nd section states that "public authorities shall guarantee the observance of basic rights and liberties and human rights". In mediation, a person can influence the decisions concerning him. For this reason, mediation should become the primary method of conflict resolution. Mediation brings full benefits to both its parties and the whole society. Mediation ends the conflict.

ARENAS OF MEDIATION

Mediation in criminal cases (VOM)

If something gets broken, it needs to be fixed. It is very seldom that the best consequence for a crime would be, from the victim's or the offender's point of view, a conviction (VOM= victim offender mediation).

The law on mediating criminal cases and some disputes in Finland became effective in January 2006 and was taken into practice on the 1st of June 2006. Responsible for the organization and costs of mediation as a practice, is the Finnish state which acts according to mandates made with municipalities and other organizers.

By mediation in criminal cases is meant a free service, in which the suspect and the victim of the crime are given the opportunity, in the presence of an impartial mediator, to encounter each other confidentially. Such issues as the victim's mental and material injuries can then be addressed and an agreement on how these injuries could be compensated for, can be reached independently.

Mediation in criminal cases saves the society's resources. It has been seen to have humane importance to both the victim and the offender as well as educational importance to especially young offenders. At its best, mediation in criminal cases diminishes or even erases the harm caused by the crime and prevents crime renewal. It is a goal for SSF that mediation be used also in hard crime cases as well as family violence conflicts, as a means of lessening the psychological consequences of them.

School mediation (SSF=Finnish Forum for Mediation)

School mediation is a conflict management tool especially suited for solving conflict amongst pupils. Its two methods are: Peer mediation, where pupil mediators help the parties of the conflict to find a solution to their conflict by themselves and thus change their behaviour, and Adult-led mediation, where trained mediation supportive adults guide the parties to find a common agreement to the conflict.

There are nowadays over 7000 peer mediators and over 1500 supportive adults working as experts of mediation in 400 Finnish primary, secondary, vocational and high schools. Adult-led mediation is used in more difficult cases, such as more serious violence. In all cases agreements are sought through a creative dialogue that concentrates

on the parties´ own experiences and feeling. In mediation it is essential that the parties are finding solution to their conflict themselves. The role of mediators is facilitating. The project is funded by the Finland's Slot Machine Association RAY (www.ray.fi) and is run by tree whole-day trainers.

School mediation is the key to all mediation, for the basis of behaviour culture is created in schools. Thus, mediation needs to be a part of the school culture. SSF's peer mediation project aims at this. School mediation needs to be continuously developed and the adults in schools need to be more trained in.

Mediation in work communities (SSF)

Harassment and bullying at work are prohibited by law, but there are very few ways to intervene in such cases. Mediation is one of these ways. The encouraging experiences we have had with peer mediation lead us to believe that also mediation in work communities could be led mainly within the workplace by training representatives for employees, managers and employees to become mediators. One of the challenges for good management will in the future be to meet employees in situations based on equivalency (Restorative management). Mediation in work communities is a way to intervene with bullying and harassment at work, to add to the employees' well-being and to promote the security in and the productivity of the work community.

The Work Place mediation project (TYSO) started in year 2007 and the report of the research of 14 pilot work place mediation cases was given 5.3.2010. The project has been funded by the Finnish Work Environment Fund (www.tsr.fi) (Pehrman 2009 and Poikela 2010).

Mediation in family conflicts (SSF)

According to the Finnish Marriage law of 1988, solutions to conflicts and legal questions within a family must primarily be sought in negotiations between those concerned. For the time being, modern facilitative mediation is not used in Finnish family mediation. Also municipalities have been reluctant to develop and improve mediation services. It is one of the goals of SSF to participate in the creation of a new mediation approach that focuses on children's interests. In practise, this means a voluntary, facilitative approach in which the parties themselves, led by a trained mediator, make the agreements on custody and visiting rights. Both the parents' and the children's needs are taken into consideration so that the parenthood of both parents may continue even after the separation.

The Facilitative Family Mediation project (Fasper) started in September 2009. The 3,5 years project is funded by the Finland's Slot Machine Association (RAY) and it is run by three whole-day researcher/interventionists. The Project will produce grass-root knowledge about the mediation practices in socio-legal services available for families. It also studies the whole field of professional help – both social, psychological and legal – that is organized for divorced families. Ethnographic study includes interviews of clients and professionals, observations, case analysis and statistical data.

Five municipalities are participating in the project as research partners in order to develop family mediation practices in their area. Several actors are involved: mediators, social workers, family therapists, family counselors, psychologists, child welfare officer, district court judges, attorneys and legal aid counsels, among others. Local work groups and networks get training in family mediation and on that basis, elaborate the facilitative method suitable for family conflicts and the practical applications that are locally implementable. As a result, the project produces a model and practices of facilitative family mediation, as well as a model for cross-professional family mediation training. In doing so, the project also promotes and expands a mediation and restorative culture in society.

Environmental mediation (SSF)

This year SSF has in cooperation with the Aalto University started a research project in environmental mediation. The aim of the program is to find new tools for solving conflicts for example in urban planning. Though we have not yet received needed funding for the research project we have anyhow started it. The first pilot mediation case has begun in Turku. There meets each other the restorative urban environment and the restorative mediation. There are two old houses in the center of the city. The building company wants to take down these old houses and to build a new one. Local inhabitants want to conserve the old buildings.

International or Peace Mediation (SSF)

The EU has, during the last decade, seen how a number of its former allies from Africa and certain Islamic countries are drifting away from the rigorous European mainstream in the UN and other global organisations. This is not a good trend. The question of whether the peacekeeping missions will be success stories or not, will, more than ever, be dependent on a large dose of cultural competence and deep cross-cultural understanding (Liesinen 2009).

SSF arranged with the Ministry of Foreign Affairs of Finland 15.10.2009 in Helsinki a seminar "Mediation, Conflict Resolution, and International Politics". Mr Pertti Salolainen, Member of Parliament, Chairman of the Foreign Affairs Committee made the Opening Address. As foreign lecturers were Mr Kelvin Ong, Chief of UN Mediation Unit, United Nations, Mr Murezi Michael, Federal Department of Foreign Affairs, Switzerland, Mr Vasu Gounden, Director, African Centre of Constructive Resolution of Disputes and Dr Joachim Rücker, Ambassador of Germany, Stockholm.

SSF has the idea that, when we are making a deep research in all mediation arenas and understand more also the consequences of our activities in another culture, Finland could be a new star in international crisis management.

Court mediation

The law on mediating disputes in the general Finnish courts became effective in January 2006. The mediator is a judge at the court that processes the case. The advantages of mediation compared with the traditional dispute proceedings are mediation's rapidity, low costs and the right that the parties themselves have to manage and control the conciliation agreement. To ensure the needed expertise, the mediator is free to bring in an assistant. The mediation is confidential. If the case is not settled and moves on to a court trial, the mediator may not judge the case.

Mediation by Finnish Bar Association

The Finnish Bar Association offers mediation especially in commercial affairs, work relations, and family affairs. In the procedure, an impartial lawyer acts as a mediator and assists the parties in affirming a settlement. This type of mediation is really negotiation aiming at settlement with the help of a third part.

The Finnish Bar Association has for several years now had a mediation training programme for lawyers. A list of these lawyers, as well as other information on the association can be found on the association's website at: www.asianajajaliitto.fi. On the website there is also a model for the mediation agreement as well as the Bar Association's mediation rules.

Training in mediation

The only Nordic mediation professorship is at the Faculty of Law, at the Copenhagen University. Systematic, academic research on

mediation is still lacking in Finland. SSF has started negotiations with the Ministry of Education and Culture on organising good quality mediation training and research in our country. Our proposal is that there should be a two year long Masters program in Restorative mediation here in the University of Lapland.

Restorative Theories are a "Lifelong Learning for the New Decade".

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LIFELONG LEARNING, UNIVERSITY AND SOCIO-ECONOMIC APPROACHES

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UNIVERSITY STRATEGY DEVELOPMENT FOR LIFELONG LEARNING AND INNOVATION

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Introduction

We are currently moving towards a global knowledge-based society, driven by digitization with a growing importance and influence by innovation, entrepreneurship and citizenship. Lifelong learning is considered as an all-permeating success factor to prepare and further develop our human resource potential for this new era. Therefore lifelong learning is high on the agenda of many organizations at different levels in our society. Also universities (and other higher education institutions) are facing the challenges of new learning needs and are questioning their role in creating and sharing knowledge. They have to review, refine and/or develop their strategies for learning, and especially lifelong (and life-wide) learning, in order to better implement their three-fold mission, i.e. research, education and service to society, the latter sometimes interchanged with 'innovation'.

In this paper we will first elaborate on the way Europe and its nations are responding to current needs in society by a lifelong learning agenda. We will then focus on a couple of universities that are in the process of adapting their vision on teaching and learning to include a lifelong and life-wide dimension. And this will, to our understanding, lead towards interesting and inspiring ideas for further discussion.

CONTEXT FOR LIFELONG LEARNING STRATEGY DEVELOPMENT IN UNIVERSITIES

European Landscape for Lifelong Learning and Innovation

The concept of lifelong learning (LLL) has been around for more than 50 years now. It is beyond the scope of this paper to go back

in history that far. We start in 1996, when the OECD published its 'Lifelong Learning for All' approach, *'from cradle to grave'*. They wanted strategies for lifelong learning *'respond to the convergence between the economic imperative dictated by the needs of the knowledge society and the societal need to promote social cohesion by providing long-term benefits for the individual, the enterprise, the economy and the society more generally'*. The same year 1996 was also the European Year of Lifelong Learning, which had a major political impact at European level by putting lifelong learning centre-stage and by involving new players in a field which until then had been reserved for specialists. The EU's contribution to the global debate on lifelong learning was marked by a broad concept embracing the same 'cradle to grave' approach which does not subordinate learning to economic imperatives and gives full place to such issues as personal growth, participation in the democratic decision-making process, recreational learning and active ageing.

In March 2000, the European Council formulated its Lisbon Strategy, aimed at making the European Union (EU) the most competitive economy in the world and achieving full employment by 2010. It was based on innovation as the motor for economic change, on a 'learning economy', and on social and environmental renewal. In response the European Commission published a Memorandum on Lifelong Learning to foster the debate at European and Member state level to reach these goals. It was recognized that LLL was key to growth and jobs, as well as to allow everyone the opportunity to participate fully in society.

Although national governments are responsible for education and training political cooperation was considered as imperative and this has been done through the Education and Training 2010 work programme launched in 2001 and its follow-up, the strategic framework for European cooperation in education and training ('ET 2020') adopted by the Council in May 2009. Striking to see is that *'making lifelong learning and mobility a reality'* is identified as one of the four long term strategic objectives, translated into the EU-level benchmark indicator that *'an average of at least 15 % of adults (age group 25-64) should participate in lifelong learning'* by 2020. A number of instruments have been developed to support European citizens, learning providers, companies, guidance counsellors and educational authorities and allow them to fully exploit the potential of the European lifelong learning area and the EU-wide labour market, since *'The challenges posed by demographic change and the regular need to update and develop skills in line with changing economic and social circumstances call for a lifelong approach to learning and for education*

and training systems which are more responsive to change and more open to the wider world. While new initiatives in the field of lifelong learning may be developed to reflect future challenges, further progress with ongoing initiatives is still required, especially in implementing coherent and comprehensive lifelong learning strategies.' To make this happen the European Commission has also integrated its various educational and training initiatives under one single umbrella, the Lifelong Learning Programme (LLP), replacing previous education, vocational training and e-Learning programmes, which ended in 2006.

One specific activity under this LLP was the European Year of Creativity and Innovation (2009). It aimed to stimulate research, to raise public awareness, to spread information and to promote public debate on creativity and the capacity for innovation, as essential elements for the future success of Europe and its long-term economic competitiveness.

Together with the Lisbon Strategy and all its related initiatives we are implementing the Bologna Process in Europe. It is the process of creating the European Higher Education Area (EHEA) and is based on cooperation between ministries, higher education institutions, students and staff from 47 countries, with the participation of international organisations. In April 2009, the Ministers responsible for higher education in the then 46 countries of the Bologna Process met in Leuven and Louvain-la-Neuve to establish the priorities for the EHEA until 2020. In their Communiqué *'they highlighted in particular the importance of lifelong learning, widening access to higher education, and mobility.'* Would this be the real start for making lifelong learning a reality in higher education?

A Definition of University Lifelong Learning

Lifelong learning is a complex concept, with many different dimensions. Very diverse views on its meaning have emerged over the past 50 years. In its 'Lifelong Learning for All' the OECD adopted *'a more comprehensive view that covers all purposeful learning activity, from the cradle to the grave, that aims to improve knowledge and competencies for all individuals who wish to participate in learning activities.'* Four main features are distinguished: a systemic view (learning opportunities all over the whole lifecycle, from pre-school education until after retirement, covering all forms of formal, non-formal and informal learning), centrality of the learner (meeting learning needs rather than supply-side driven), motivation to learn ('learn-to-learn') and multiple objectives of educational policy (like personal development, knowledge development, economic, social

and cultural objectives). The European Commission initially used a much narrower definition, describing lifelong learning as '*all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.*' This definition was later adjusted to its current version, with similar accents to the OECD description: '*Lifelong learning should be understood as all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.*'

To realize this lifelong learning process, it is clear that many partners need to be involved. In order to offer people and organisations the opportunity to acquire the necessary knowledge and competences to manage their professional, economical, social and cultural tasks, in a rapidly changing society, a strong interplay between many different actors in the field of education and training is required. Universities are crucial partners in this dialogue. Yet in spite of the ambitions of the EU and national governments, the actual implementation of lifelong learning still remains in its early stages and a clarification on the role of the university is often absent. Except for the few references in the Bologna process, there are few indications to the particular expectations of universities in all these European-wide LLL strategies. Two European networks in particular, the European University Association (EUA) and the European University Continuing Education Network (EUCEN) have noticed this gap and have taken the initiative to bring forward a generic 'scenario' on 'university lifelong learning'.

In the BeFlex project (2005-2007) EUCEN has built a picture of the state of play at present in 'university lifelong learning'. As a result of a 'benchmapping' exercise, it was stated that '*ULLL is a field of enormous complexity and diversity*' and therefore a working definition is required that reflects this diversity in the present situation:

> *ULLL is the provision by higher education institutions of learning opportunities, services and research for:*
>
> 1. *the personal and professional development of a wide range of individuals - lifelong and life-wide; and*
>
> 2. *the social, cultural and economic development of communities and the region.*
>
> *ULLL is at university level and research-based; it focuses primarily on the needs of the learners; and it is often developed and/or provided in collaboration with stakeholders and external actors.*

In a follow-up project, BeFlex Plus, a new update on ULLL was made and it was further studied how universities could be supported (in terms of recommendations) in the development and implementation of regional strategies for ULLL.

In 2008, the EUA joined this debate on the role of the university in the lifelong learning process by drafting a European Universities' Charter on Lifelong Learning. It is written in the form of commitments in the first instance for universities in addressing the development and implementation of LLL strategies. However, it is well understood that these commitments are hardly realised by European universities if not accompanied by concerted actions of governments and regional partners in providing appropriate legal environments and funding. So, the Charter also includes a set of (often forgotten) commitments for governments at all levels.

Towards a new University Lifelong Learning Strategy

Both the EUCEN and EUA perspectives offer an interesting starting point for universities to define their own position, within their regional/national context. Once the role of university lifelong learning is clarified, the next crucial step is to find the right strategy and corresponding business models in order to implement policies and structures to enable the change necessary. EUCEN has asked te3h question "how can we move from university lifelong learning to lifelong learning universities?", the theme of the Leuven Spring Conference in 2009.

Currently there are a number of European projects that indicate that universities with different profiles seek for opportunities to revise, develop and enhance their strategic LLL approaches, in interactive discussion with colleagues from all over Europe.

The EUA, in a consortium with the European Association of Distance Teaching Universities (EADTU), the European Access Network (EAN) and EUCEN, is addressing the 'strategy topic' in its recently launched project, called SIRUS (Shaping Inclusive and Responsive University Strategies). This project supports Europe's universities in implementing the commitments made in the European Universities' Charter on Lifelong Learning and thus assists them in developing their specific role as lifelong learning institutions forming a central pillar of the Europe of Knowledge.

A similar project called USBM (University Strategies and Business Models for LLL), coordinated by EADTU, is working on the same

question in a collaborative setting of open universities, conventional universities and associations in distance education. USBM aims to present, analyse and share current and intended institutional strategies and business models (including examples of good practice) for ULLL.

A final project to mention is EUGENE. It is a thematic network of engineering universities and their stakeholders. One of the lines will develop concepts and tools to help universities in their LLL practices and processes and thus to help European working life to meet the requirements of fast change towards the new business logic of global industrial value networking. The focus of this project is on a) processes in the university-industry cooperation interface, b) innovation management and leadership, and c) ICT and project management for university productivity. All four universities, represented by the authors of this paper, are strongly involved in EUGENE.

In addition to these projects, there are also a number of regional/national initiatives, where universities are at different stages of LLL implementation. This is in particular the case with the universities where the authors are affiliated with. In the following section of this paper we describe the different settings in which we are revising and/or developing those LLL strategies, which steps have been or should be taken, and where we want to land in the near future.

CASE STUDIES

K.U.Leuven (Belgium)

In its Strategic Plan for 2007-2012 the K.U.Leuven has already mentioned that the university should foster an attitude of LLL. In its Business Plan for Education 2006-2009, it was stated that education at the university should create conditions for LLL. And finally, in its revised Vision on Teaching and Learning, it says that the educational offer should address networks for lifelong and society wide learning in Flanders, Europe and the world. The university is well aware that these phrases are only marginally touching the subject of LLL, when compared to the more elaborated description above. Taking into account these international considerations and after an internal reform of its teaching and learning support centres at the university K.U.Leuven decided to renew and adapt its vision and strategy towards Lifelong Learning. A dedicated working group with representatives from different bodies within the universities is drafting a new policy. Special attention is paid to link the developments of

the working group to what is happening in the knowledge transfer centre of the university. Indeed, while they are focusing on regional development through the creation of spin-off activities and other ways of entrepreneurship, we should also consider LLL initiatives as potential means to transfer research-based knowledge from the university towards the community and society in general. In this way we could through lifelong learning nicely link the three pillars in our university's mission, i.e. research, education and service to the community with the knowledge triangle, based on research, education and innovation.

In the current stage of the work, we finished a SWOT-analysis as a snapshot of where we are now with LLL at the university. From here we are now deriving strategic and operational objectives for the short and mid-long term. We realize that this will be only possible in collaboration with stakeholders and external actors, even in the early stage of drafting our new policy. Therefore we decided to benefit from our involvement in international projects and networks to organize proper peer assessment of our process and its outcomes with colleagues from other universities.

Delft University of Technology (Netherlands)

At Delft University of Technology (TU Delft) LLL is connected to research, education, and particularly to knowledge valorisation, the third core task of the university. One of the priorities 2009-2010 in its Strategic Plan 2007-2010 is: '*TU Delft would like to develop structural collaboration agreements with multinationals, major technical companies and relevant government bodies. This will be done by making strategic and long-term agreements about research, and preferable about training and degree programmes (LLL), knowledge management and facility sharing.*' Regional development and being a 'networked university' are spearheads of the university policy: TU Delft is aiming to generate new economic activity by creating the Science Port Holland, together with local and provincial governments and to strengthen relationships with small and medium enterprises. Key player in this is Delft Top Tech BV: '*[Their] programmes aim to strengthen the innovative capabilities of individuals and organizations from both the private and the public sector.*' Worthwhile mentioning is also the OpenCourseWare initiative, offering free access to TU Delft course content online for 'scientists from outside TU Delft, potential students and lifelong learners, former students who wish to continue learning'.

To conclude, LLL is part of the current vision and strategy of the TU Delft. The executive board has been starting the discussion to set priorities that apply university-wide for the next strategic plan for the years 2011-2014. Further research is necessary to reveal the extent to which the mentioned initiatives are based on learning centred educational models that suits adult learners/professionals.

Aalborg Universitet (Denmark)

Over the years Aalborg University (AAU) has developed into an international oriented network university which strategic goal is to contribute to the global society knowledge and the Danish society's wealth, welfare and cultural development and to support regional knowledge sharing and development. AAU is always ready to get involved in binding collaborations with the surrounding society concerning creating, exchange and/or applying new knowledge. AAU has a long tradition in continuing education, e.g. for the last 15 years AAU has dedicated the 3th week in August as 'LLL-WEEK', a week where AAU invites their graduates (alumni) to join a week of lectures and networking free of charge.

In 2001 the Danish Ministry of Education encouraged the universities to put more effort into the LLL area. AAU at that time started looking at more specific needs in the regional companies and found out that more tailor-made continuing education was necessary. Based on AAU's pedagogical approach Problem Based Learning (PBL) courses were developed to match those needs of the individual companies and also to meet the preferences of the employees. The PBL approach in an industrial context has been named Facilitated Work Based Learning (FWBL) and has been further developed during the last decade.

In the draft strategic plan of AAU for 2010-2015 it is put that the university should further develop its offers of research based continuing education. A strategy of LLL is not explicitly mentioned but innovation is highly in focus, and within this strategy for innovative collaboration LLL is considered as a strong mean to reach the goal.

Aalto University (Finland)

Finland has initiated a university reform to develop an educational and research agenda that can respond to the challenges of globalization and internationalization as well as changes in population structure, working life and other areas. A flagship of this reform is the Aalto University – a foundation-based university through the full merger of

three universities: Helsinki University of Technology TKK, Helsinki School of Economics HSE and the University of Art and Design Helsinki TaiK. Aalto has set the goal to become an inspiring and ambitious community which encourages lifelong learning. The goal is to create a place and context in which art and science meet and in which societal issues are approached through a comprehensive research approach. According to the Aalto University strategy a learning-centred culture challenges teachers and researchers to reform their teaching methods, based on the real case and real life principle and a new networking culture. Blended learning as well as the production and open sharing of teaching and learning materials will become key aspects of the learning community's operations.

A more detailed strategic process for LLL will be drafted in spring 2010. Some of the major guidelines will be derived from the Lifelong Learning Strategy approved by the TKK Board in 2007. This strategy defined a set of development targets. Corresponding actions were determined by TKK's Adult Education Committee and their realisation was implemented according to TKK's annual working procedures.

The on-going development can be described with the expression *Knowledge Triangle*, i.e. increasing synergy between research, education and innovation. This means, as well, multidisciplinary education and training services to be built and continuously developed in Aalto University. Based on collaboration with experts from various disciplines, these services will enable the integration of research, basic and postgraduate education, lifelong learning, and development projects. The Aalto Factories and Aalto Entrepreneurship Society, as well as other collaborative venues and platforms, connect undergraduates, graduates, postgraduates, working life experts, business people, and pensioners in joint learning and development projects. Every learner group has its own role but all of them share the same general interest.

Conclusion

In this paper we went through the landscape of innovative concepts, definitions, strategies and implementation plans of LLL in an international context, illustrated by some European universities addressing this issue currently high on their agenda. It goes without saying that this is just a snapshot of where we are at the moment and that this is work to be continued. We will benefit from the international community to further fine-tune our plans, share our knowledge (as real lifelong learners ourselves), and create real innovation in this field.

We conclude here with mentioning the Aalto Camp for Societal Innovation. This is a meta-level innovation platform that networks international researcher and user communities. It builds up a global, self-renewing collaboration and integrates global innovation activities for learning, research and rapid implementation. All authors of this paper will contribute to this new-generation concept of societal innovation and make it an international (lifelong) learning experience.

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SUPPORTING GENERATIONAL CHANGE AMONG SCHOOL TEACHERS: THE 2AGEPRO PROJECT FOR SCHOOL-UNIVERSITY COOPERATION

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Challenges in the teaching profession

There will be a significant generational change in the teaching profession in a not too distant future. At present, one third of all teachers in Europe are aged over 50 years and reports indicate that many of these experienced teachers plan to retire as early as possible (European Commission 2009, 182-185). At the same time, a significant number of novice teachers leave their profession during their first years (ETUCE 2008, 38). By 2015, over a million Primary and Secondary education teachers will have to be recruited and trained. Thus, the challenges for the European teaching profession are to support novice teachers at the early stages of their careers and to encourage experienced teachers to remain in their profession and to continue their professional development. One initiative to develop and test solutions for these challenges is the 2AgePro project.

This paper reports the work of the 2AgePro project to face the challenges and to support generational change in the teaching profession in Europe. The project has been funded with support from the European Commission Lifelong Learning Programme. This paper reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Reciprocal Learning Scenarios for Cooperation between Experienced and Novice Teachers

The work so far in the 2AgePro project has produced reciprocal learning models for interaction between experienced and novice

Primary and Secondary education teachers. The aims for these models are twofold. Firstly, to motivate the experienced teachers to remain in the profession and offer them options to develop their professional skills and opportunities to share their competence and knowledge accumulated with novice teachers. Secondly, to provide social and pedagogical support for novice teachers at the early stages of their careers

These collaboration models are the result of close cooperation between universities and schools in five European countries – the Czech Republic, Finland, Germany, the Netherlands and Sweden – and they have integrated both theoretical and practical know-how. The 2AgePro project, which runs from November 2008 to October 2010, is piloted and evaluated nationally in each of the five participating countries. This paper attempts to bring together and describe the work that has been done so far with creating and testing different scenarios. All scenarios that are described here are tested in pilot activities during the spring of 2010.

Czech Scenario

The Czech scenario started as an initiative from Charles University in Prague, where university representatives cooperated with local schools with the aim of launching a 2AgePro pilot project for teachers. The university representatives also contacted other instances but it was the collaboration with the schools that lead to the start of the pilot. Although there were initial challenges, including the political challenges that Czech schools and teachers face at the end of the first decade of the new millennium, 6 teachers were recruited to the pilot.

In the Czech scenario, the intergenerational challenges are tackled through pair discussions. The collaboration between experienced and novice teachers is built around working in pairs where the teachers work together to discuss goals and methods that support the transfer of experience-based knowledge between experienced and novice teachers. The participating teachers come from the same school, which facilitates working in pairs. The pairs consist of one experienced and one novice teachers and they meet once a week to discuss issues from their everyday teaching, to visits each others´ classes and to participate in seminars about school development projects or other current issues. Both teachers keep a diary with notes on their experiences and the discussions that they have had with each other, for example regarding the ways they have helped each other.

The university representatives work in close cooperation with the participating teachers and schools. They monitor the work of the pairs and support them in this process, including overcoming any problems in the collaborative work. There is a meeting each month for all teachers in the pilot and the university representatives where the teachers' collaborations and the issues that they have shared with each other are discussed. During the pilot, the participating teachers have access to a password-protected online learning environment. This virtual environment is maintained by the university and it enables discussions and the exchange of ideas between all participating teachers.

Dutch Scenario

The Dutch scenario builds on the idea of coaching and it is founded within the University of Utrecht's nestor-coaching programme for experienced teachers. The scenario was developed by university representatives in a network with regional school directors and school boards. The aim for this initial networking was to discuss and determine the forms and contents for the scenario and the teachers' participation in this reciprocal learning programme. The university representatives, the school boards and the schools have had initial contacts and the first steps towards recruiting teachers have been taken. However, there have been problems during the recruitment of teachers due to the fact that the premises for the teachers' participation have changed with relative short notice. The work to recruit teachers is continuing and it is anticipated that the pilot will be launched soon.

In the Dutch scenario, the intergenerational challenges are tackled through group sessions and working in pairs. In this process, the university representatives instruct the participating teachers about how to improve personal coaching skills and how to develop the ability to reflect on their own teaching. The teachers are also given tasks between the meetings and the results of these tasks are discussed at the regular meetings. The teachers also form pairs and each pair decides on what to focus on, for example classroom management, cooperation with parents, teaching pupils with special needs or the use of ICT in teaching. In each pair, the teachers may, for example, develop teaching materials together or observe each other's classes or in other ways coach each other with the aim of sharing knowledge and improving their teaching.

The university representatives are active and organize meetings with the participating teachers, hand out tasks and collect feedback from the teachers regarding their participation in the pilot.

Finnish Scenario

The Finnish Scenario started with the representatives from the University of Oulu contacting two local education authorities in the cities of Oulu and Raahe. This enabled the university representatives to get in contact with and to recruit teachers with the help of local education departments. In both cities, it was decided that one of the participating teachers would act as group leader and a mentor to the other participating teachers and that a total of three groups would be formed as pilot groups. The coordinating teachers would also have the responsibility for organizing the meetings and the group activities. The foundation for this kind of peer-group mentoring has been developed in an earlier Finnish project, the Verme-project, which focused on the needs of newly qualified teachers. The challenge for the 2AgePro groups has been to expand the ideas from the Verme-project to also include experienced teachers.

In Finland, the intergenerational challenges are tackled through group work and peer-group mentoring. The groups consist of experienced and novice teachers and the base for this reciprocal learning scenario are the teachers' discussions regarding everyday challenges in their teaching profession and their sharing of ideas with each other. The groups have monthly meetings, where each meeting lasts for approximately two hours, and there are 3-5 meetings in total. The themes for these meetings are decided by the teachers themselves, and they include, for example, classroom management, teaching styles, teacher-parent communication, teachers' workload/time management and teaching pupils with special needs.

The university representatives have discussions with local education departments and teachers and organize the start-up of the mentoring groups and take an overall responsibility for the running of the groups. One teacher per group is appointed as group coordinator with the responsibility to run and supervise the group meetings. The university representatives visit each group at least once and they conduct the evaluation at the end of the pilot.

German Scenario

The German scenario builds on the cooperation between The Ludwig-Maximilians-Universität München, the Ministry of Education and Cultural Affairs of Bavaria and a number of in-service training institutes in Bavaria. In addition to these contacts, the university

representatives have had direct contact with a number of schools, via the headmasters, to recruit teachers to the project. This meant that the headmasters introduced the 2AgePro project and the reciprocal learning model to the teachers and teachers who were interested to participate were given the opportunity to join the project.

In Germany, the intergenerational challenges are tackled through working in pairs with experienced and novice teachers. The pairs meet for a total of 3-8 times, in addition to the initial meetings for matchmaking and the ending evaluative meeting. It is the teachers themselves who decide on the exact number of times that they meet (a minimum of three meetings per pair) and they also decide on the content, for example project work, counselling sessions and class visits to supervision lessons. The teachers' work during the meetings is supported by the use of index cards. The content of these cards is developed by the university representatives based on the situations and topics that are deemed important by the participating teachers. The content includes questions to discuss about, for example, class preparation, classroom management, homework, the values of the teacher, coping with emotional difficulties and working together with parents.

The role of the university representatives is to start the pair work (matchmaking, setting up goals and introducing the work with the index cards) and to monitor this work. The pairs work independent of each other and the university representatives during the pilot. The role of the representatives is also to evaluate the pilot, including the activities of the groups, at the end of the project time.

Swedish Scenario

The Swedish scenario started as an initiative from the Department of Education at Umeå Universitet where the university representatives contacted the Municipality of Umeå and the local school authorities and Headmasters at local schools. A number of teachers from different schools in the region were recruited.

In Sweden, the intergenerational challenges are tackled through subject-focused (all teachers teach the same subject) peer-group mentoring. The participants are experienced and novice Physical Education teachers on the Primary and/or Lower-Secondary School levels. These two groups meet a total of eight times during the pilot to share experiences and to discuss problems in their everyday work as teachers. The teachers are also given tasks by the university representatives and the teachers work on these tasks between the

meetings. These tasks involve problems and challenges in everyday teaching situations and they are related to the concepts of experienced/ novice teachers and the concept of mentoring. The participating teachers have access to a password-protected project web site where they can download material and discuss current issues, including each week's task, with each other.

The university representatives attend all meetings, to provide guidance and to support the group, but their role is more prominent at the first meetings. The participating teachers decide amongst themselves what work-related issues and problems (and suggestions for solutions to these problems) should be discussed at each meeting.

Summary

It is possible to summarise the results from the five national scenarios for reciprocal collaboration between experienced and novice teachers implemented so far in the 2AgePro project.

The results show that
- The content of the national scenarios is very much the same in all five partner countries, and that this content focuses on the problems that the participants face in their everyday work as teachers. These problems include, among others, issues regarding the assessment and evaluation of learning outcomes, problems in classroom management, the challenges of working with pupils with special needs, working with parents and the use of ICT.
- Teachers appreciate peer support and benefit greatly from discussions that focus on their everyday schoolwork. The best way to facilitate this is to create situations where knowledge is shared and support is given between experienced and novice teachers.
- The school management – mainly local school authorities and headmasters – play an important role in development projects of the kind that is presented in this paper. The results from the 2AgePro project clearly show that it is important to discuss and listen to local school management continuously when development work is planned and executed.
- The university representatives play an equally important role in a project of this kind. The results show that they have been active and that they have supported the pilot groups in various ways. Also, the cooperation between the universities and the schools requires active communication on all levels of the participating organizations. In the 2AgePro project, the first steps in the development of the reciprocal collaboration scenarios meant that the university representatives recruited teachers and prepared the

initial meetings. As the project moved forward, the representatives worked as a facilitator and coaches to the participating teachers, schools and school authorities.

- A lot of the challenges to reciprocal collaboration are the same in all participating countries, for example regarding the strained financial situation for local school authorities and schools. The results from the 2AgePro project show that it is important to find solutions that are economically justified for the authorities and the schools. Here, the national educational authorities can provide significant support. In Finland, for example, the National Board of Education has launched a new funding programme that will distribute resources for mentoring with the aim of supporting teachers´ and headmasters´ daily work.

The scenarios described above were tested during the spring of 2010. The work in the 2AgePro project will continue after the summer, where the university representatives will find new roles during the autumn of 2010. The last phase of the 2AgePro project, which ends in October 2010, includes further development work by the university representatives to support local actors in making the developed scenarios work in the continuum of teachers´ professional development.

Conclusion

Reciprocal learning has connections to teachers´ professional development, satisfaction and wellbeing at work. Although there are a lot of differences between countries in terms of teachers' working methods, the challenges that teachers face are often the same. There is no doubt that schools and teachers need systematic support and that school authorities should take this issue seriously.

The university representatives have a role on the organizational side of the programmes and they can be active in developing, launching and evaluating reciprocal learning programmes. They can also be active in the communication with local policy makers and in promoting the development of national support systems for teachers' satisfaction and wellbeing at work and for teachers' professional development. At the same time it is also evident that the teachers are the best experts when dealing with the challenges of experienced and novice teachers.

A lot of work has been done thus far in the 2AgePro project and there still more work to be done. The challenges for future work include, among others: how to make the developed scenarios work continuously, how to motivate potential participants on all levels

(from the school authorities to the individual teachers) to participate in this kind of action and how to face the challenges of time and money for the reciprocal learning programmes. Many promising actions have already been taken, but a lot of work and development in all organizational levels and participating countries remains to be done by the end of the project.

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WHAT PLACE FOR SKILL DEVELOPMENT AND ULLL IN THE FRENCH COMPETITIVENESS CLUSTERS?

Jean-Marie Filloque

Abstract

In 2004, an ambitious public policy to maintain the attractiveness and competitiveness of France and territories was agreed. More than seventy competitive clusters including firms, technological networks and combining public and private research, as well as public training and research organisations was created. The first evaluation of these clusters was carried out four years later, in 2008, and showed that very little attention has been put on skills development and qualification of workers in or out of work. In spite the fact that many university teachers and researchers are involved in these clusters, most of them have not thought about the opportunity for their educational institutions to contribute to "human resource development" programmes. For nearly one year, the national network of UCE has been working with partners (mainly ministries), to prepare a proposal for new services that universities can offer to the clusters, all relevant with LLL activities.

The aim of this paper is to present the context of the French competitiveness clusters and to underline reason why they have not considered this aspect in higher education missions. We will present short examples of best practices nevertheless found in some cases and we will conclude with a presentation of the action plan we are currently building to contribute to solve the problem.

Introduction

The French government six years ago developed an ambitious public policy to maintain the attractiveness and competitiveness of France and territories to contribute to the creation of new wealth, and potentially new jobs. More than seventy competitiveness clusters involving firms, technological networks combining public and private research, as well as public training and research organisations, were created. They were supported by public funds coming from ministries (Industry, Finance, Territorial development, Higher Education and

Research) but also from regional government. The aim of this paper is to present possible relations between this public policy and the lifelong learning strategy of the universities.

We take into account the definition of university Lifelong Learning proposed in the first BeFlex project [1] :

> *"ULLL is the provision by higher education institutions of learning opportunities, services and research for: the personal and professional development of a wide range of individuals, lifelong and life wide; and the social, cultural and economic development of communities and the region. It is at university level and research-based; it focuses primarily on the needs of the learners; and it is often developed and/or provided in collaboration with stakeholders and external actors."*

This definition clearly connects learning opportunities and services with economic development and research activities. Furthermore, clusters are based on active collaboration and cooperation between different category of actors and UCE departments can be potentially included in them.

We will present firstly the French policy for innovation and competitiveness view as a "virtuous eco-system" and the possible roles of higher level Education institution in this eco-system. Some examples of good practices are shown together with the conclusions of the first national evaluation of the clusters conducted in 2008. Then, we will analyse the support that can be brought by UCE departments and the strategy developed by the French UCE network to try to formalize this cooperation.

A public policy for economic development,

the "Competitiveness Clusters"

In the context of the Lisbon strategy and knowledge society, a national industrial policy was agreed in 2004 by the French government. It was based on the idea that economic development and competition require greater innovation, fertilized in a kind of virtuous territorial economic development eco-system. So, for a given local area, a competitiveness cluster has been defined as "an association of companies, research centres and educational institutions, working in partnership (under a common development strategy), to generate synergies in the execution of innovative projects in the interest of one or more given markets" [2].

The aim of this policy is to encourage and to support projects initiated by the economic and academic players in a given local area. This policy is defined at the Prime minister level, managed mainly by the Ministry of Economy, industry and labour, but also with other ministries such as ministry of rural areas and land settlement and ministry of Higher Education and Research.

Figure 1 gives a theoretic view of the expected "eco-system" with a same importance for the three basic "petals": companies, research centres including universities and their knowledge transfer services, and finally education centres. One of the hypotheses is that this eco-system requires skill management and transfer to be alive and that education centres must be used for that.

Figure 1. The model of eco-system
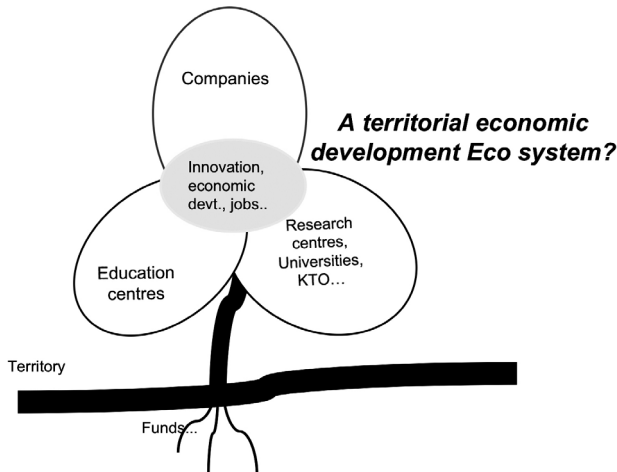
The competitiveness clusters can operate in different directions. They can develop partnerships between the various stakeholders, based on their complementary skills. They can also construct shared strategic R&D projects that can benefit from public funds. They have to promote an overall environment favourable to innovation and the competitiveness cluster's stakeholders.

After the first call for propositions, 71 competitiveness clusters have been approved. In 2007, more than 5,000 companies were cluster members and 80% of these were SMEs (small medium size enterprises). The analysis of the clusters shows that most of the French universities are involved in at least one cluster. Finally, last but not the

least 1.47 Billion of €uros of public funds have been received for R&D projects between 2005 and 2008.

Possible roles of HEI in this eco-system

Higher Education Institution can play different roles in this eco-system. First of all, they host basic and applied research. Very often, they have implanted Knowledge Transfer Organizations (KTO). More close to our subject dealing with LLL, they can design cluster based on training actions like:

• new credited programs at B, M and D level,
• tailor-made courses for specific skills,
• specific services for human resources management such as RPL, senior employment, entrepreneurship

To illustrate this, we have chosen, three Clusters where we can find examples of actions: The first one is the cluster MATERALIA with an action called « Skills for SME » (www.materalia.fr). The project involved 300 SMEs, professional union of Metallurgy and the Universities of Loraine. They have designed 32 innovation transfer workshops (ITW and ATI in French). Each ITW makes work together one project team from one enterprise with a group of student from one university. The objective is to transfer results or resources from a research laboratory into new skills for either salaries (included in a LLL program) or normal students working together. The result after two years is 27 specific course units developed and a new professional bachelor. All these ITW are coordinated by a structure, a department of Nancy-University called the "Technology and Innovation Nest" created in 2007.

Figure 2. Scheme of an ITW
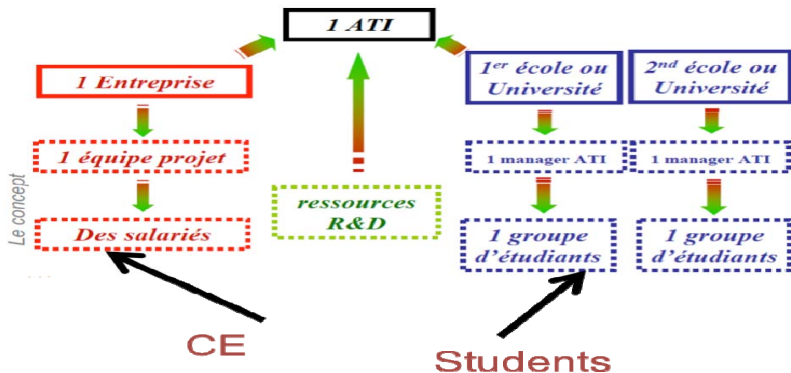
The second example comes from the cluster Industry & agro-resources with an action concerning accreditation of diplomas (www.iar-pole.com). The cluster has done a work on required skills and its "training commission" delivered a kind of "cluster iar accreditation" to different specific courses at all levels (4, 5, 6(B level) and 7(M level) of the EQF), and diplomas delivered by institutions from inside or outside the cluster. Up to now, one professional bachelor degree, one master and two engineer degrees have been accredited. About 60% of "classical" students and 40% of mature students prepare them. More than 10% of the course are organised by apprenticeship

The final ne is PEGASE, dedicated to aerospace technologies with an action for solving the problem of sustainability of rare skills in SMEs of the cluster (www.pole-pegase.com).
They have proposed a specification of "rare skills". They can be defined as skills that Implied knowledge in action, difficult to find on the "market", strategic and essential for the enterprise, only partly formalised and hold by only 1 or 2 persons. Then they have defined a method to identify, select, link and organise "pieces" of skills and then courses to transfer them. HEI are involved in this process at research level but also at pedagogical level.

The first evaluation of French competitiveness clusters

French ministries have conducted a first global evaluation in 2008 [3], [4]. It has been noted that most competitiveness Clusters have reached on average their objectives. But a complementary study has been conducted on the implications of the clusters in the field of employment, education and skills and has shown that these points have not been taken into account in most cases [5], [6].
A specific managing group (called Inter ministerial Technical Group), dedicated to this question, has established that the good conditions to have a good "eco system" don't meet in most cases. Only less than 20 clusters have developed a real strategy for "human capital management". And, in most cases, they only accreted programs, with out real co-construction process.

Figure 3. Ideal and real eco-system for competitiveness clusters
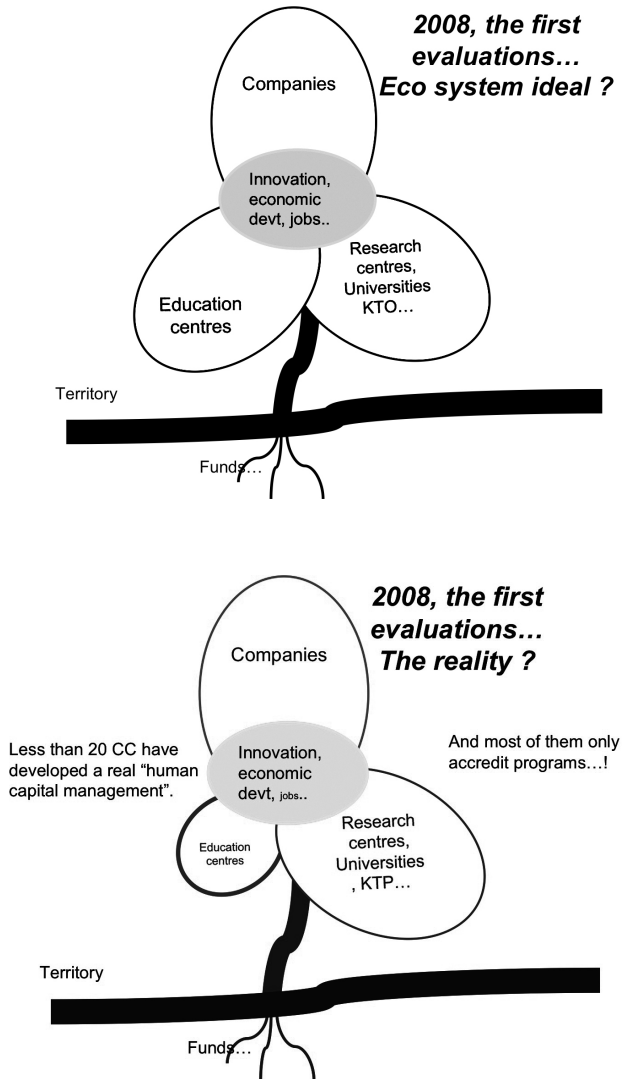
The "Inter ministerial Technical Group" has included, from the beginning, all the stakeholders from Ministries and representatives of rectors and directors of high schools conferences. After the evaluation, the French UCE Network has been invited as a network associated to the conference of rectors. The objectives were to try to connect stakeholders and UCE departments, and to convince that they entities are able to participate effectively in the work on qualification and skills development at the required level. The first step was to prove to other stakeholders that UCE Departments exist and have a real activity, that they are a real network, covering the whole territory and that they have a real expertise on skill management, via recognition and accreditation of prior learning, on design of courses, on counselling… The second step was to make propositions of interest for the clusters. We have prepared a proposition organized in two levels, one at national level, to coordinate the action, and one at territorial level. A national seminar has been organised for all the UCE departments with most of the stakeholders. At this point, the Inter ministerial Technical Group stops its activity in this field for political reasons, but many colleagues have started a real work at territorial level and many projects are emerging.

The action plan proposed by UCE network

The main objective is to deliver a tailor-made offer of services based on identified requirements of the SMEs included in clusters. In order to be able to generalize all over the territory, the first phase has to include a test group representative of public policy diversity and of priority thematic. At top level, a contract between stakeholders (Ministries), representatives of clusters, Conference of rectors will be established, including financial aspects… and national UCE network will be the operator. As many as necessary contracts will be established between local actors at territorial level (may be regional). Local UCE department will be the local operator.

To give a concrete existence to these orientation, the ministry of economy, together with clusters volunteer for experimentation, will include specific indicators in their « tableau de bord », based for example on the number of individuals involved in an action.

Proposed action plan

National level

1. A steering committee (SC) is established. It is composed of representatives of the relevant Ministries (Economy, territorial management, Higher Education, research, labour and social affairs…), conference of rectors and clusters.

2. The Ministries will select main themes and clusters. The selection will be based on "good practices" previously observed and territorial repartition.

3. The Conference of rectors and UCE network will associate previous choices with possible HEI (Research domain, education specialities…) in the concerned territories on a voluntary base. If required, regional or national cooperation could be initiated.

4. UCE network will coordinate all this phase and will take care of
   a. First contact and definition of the perimeter of the action with cluster steering committee.
   b. Meeting with social partners and regional authorities.
   c. Communication on the project

5. Conference of rectors and UCE network will coordinate with other public or private actors in order to find possible complementarities.

Territorial level

1. A territorial steering committee (LSC) is established and a contract established between Universities, State representative and president of cluster.

2. The relation with regional authorities could be included as part of the future "regional contract for the development of vocational training".

3. UCE departments of local universities are responsible of the action.

Conclusions

It is difficult to draw conclusions on this topic because it is creating new opportunities for many Higher Education Institutions and the future is completely "open". Nevertheless, we will try to underline what appears to us as the main facts. First of all, HEI's and specifically universities, rarely appears as pertinent partners in discussions regarding qualification and skills development. At the same time, it's clear that most universities have no global vision of economic development and so no global answer to propose. This would require that a good coordination and common work between laboratories, UCE Departments, and knowledge transfer departments exists. This exists sometimes and, when it can be discuss with regional stakeholders and economic actors, innovative projects and sustainable development can arise. This is observed through projects such as Pascal/pure [7].

Some subjects have to be studied more in depth, through a vision

oriented on the relations that exists between jobs, competencies and learning activities. These questions could be:

- How universities are usually involved in Knowledge Transfer Partnership?
- Which relations exist between HEI and high level and innovative small and medium Industry (or enterprises)?
- What could be the possible contributions of universities to regional development?
- What is the impact of the sustainable constraints on skills?
- What is the impact of demography with the specific question of the seniors?

These are the challenges which we face.

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COUNTERING SOCIAL DISADVANTAGE

Colin Trotman
Lynne Jenkins
Joanna Ward

Defining Social Disadvantage and Social Exclusion

There is much debate in the literature surrounding the terms social disadvantage and social exclusion. Ferrier & North, for example, define social exclusion as a process and social disadvantage as a state of being and link them by stating that social disadvantage is the outcome of the process of social exclusion (Ferrier & North, 2009). In this paper we will use the terms interchangeably and note the UK Social Exclusion Unit's definition of social exclusion as:

… a shorthand label for what can happen when people or areas suffer from a combination of linked problems, such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown. These problems are linked and mutually reinforcing. Social exclusion is an extreme consequence of what happens when people do not get a fair deal throughout their lives and find themselves in difficult situations. This pattern of disadvantage can be transmitted from one generation to the next. (Cabinet Office Social Exclusion Taskforce, 2009)

The Social Exclusion Unit was set up to tackle disadvantage and to ensure fairness and opportunity for all and in 2007 under the Comprehensive Spending Review outlined Public Service Agreements which aimed to:

• 'Narrow the Gap in educational attainment between children from disadvantaged backgrounds and their peers
• Improve the heath and well being of children and young people
• Halve the number of children in poverty by 2010, on the way to eradicating child poverty by 2020
• Promote greater independence and wellbeing in later life
• Increase the number of young people entering adulthood on the path to success
• Reduce the harm caused by illegal drugs and Alcohol
• Reduce crime and anti-social behaviour
• Maximise employment opportunity for all '
  (Cabinet Office Social Exclusion PSA, 2009)

However, despite much activity by the UK government since 1997 to reduce the numbers experiencing social exclusion, recent figures published by the Joseph Rowntree Foundation, who have been tasked with monitoring poverty and social exclusion, indicate that unemployment is at its highest since 1997, the unemployment rate amongst 16-24 year olds is at its highest since 1993, the number of people living in low-income households is now as high as it was in 2000 and the number of children in low income households where at least one adult works is as high as it has ever been. (MacInness et al, 2009).

Interestingly the report points out that all of these data facts were as a result of trends which started before the current economic recession (ibid). Given the current economic forecast therefore the problem of social exclusion and disadvantage is not likely to disappear in the near future irrespective of which party/parties form the next UK government.

The Role of Education - Indicator / Solution

Education forms an important part in any discussion on social exclusion. Firstly, it can be seen as a very useful indicator of social exclusion in that poor skills are amongst the plethora of problems affecting those who are suffering social exclusion. Participation in all educational activity and associated success rates are low amongst lower socio-economic groups. For example, children from disadvantaged backgrounds do worse than those from advantaged backgrounds by a greater amount in the UK than in similar countries. Only about a quarter of students receiving free school meals gaining five good GCSE's compared to over a half of the overall population national average (OECD, 2001 cited in Hirsch, 2007). The National Institute of Adult Continuing Education (NIACE) Survey on Adult Participation in Learning 2009 also highlights the difference in the participation rates amongst the various social groups where it states that:

'The highest socio-economic groups A, B, C1 are at least twice as likely to be learning as those in the poorest groups DE and in particular:

- 25% ABs and 23% C1s are currently learning; compared with 11% of DEs;
- Current or recent participation by DEs has fallen to a ten year low at 24%; compared with 53% for ABs;
- 20% of ABs say they have done no learning since school, compared with 55% of DEs;

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- Current or recent participation by C2s has fallen back to the level (33%) reported before the election of a Labour Government in 1997 after rising to 40% in 2005.'

(Aldridge and Tuckett, 2009: 6)

Secondly, education can be seen as playing an important role in countering social exclusion. From a simple employment focused discussion, as people acquire more skills they become more employable and hence one of the risk factors associated with social exclusion – lack of employment - is eradicated. Connolly et al have given specific figures of the returns to education in terms of income for various countries and they have highlighted the fact that there is a positive relationship between education and increased earnings for all countries and that it is particularly high for the UK. (Connolly et al, 2008).

It is not only from an employment perspective that education can have an important role in widening access to counter social exclusion. Connelly et al look further at the non-economic benefits to learning and point out the important relationships between learning and crime and learning and health. They suggest significant cost savings if the numbers achieving no qualifications could be reduced. They also quote results by the Centre for Research on the Wider Benefits of Learning which stated that adults taking courses were more likely to give up smoking, to take more exercise and also to experience more satisfaction with life. In addition they quoted research by the same authors which indicated a strengthening of civic engagement as a result of participation in education. In particular using evidence from Feinstein and Hammond (2004) they posited that adult learning was related to increased 'race' tolerance, a decrease in authoritarian attitudes, increased take-up in membership of organisations and an increased tendency to vote. (Connolly et al, 2008)

The Welsh Context

Since devolution in 1999 the Welsh Assembly Government (WAG) has taken over many of the functions previously carried out by the UK government including health and education strategy and provision. Early in its first term of office the WAG set up the Communities First programme which was '... to improve the living conditions and prospects of people in the most disadvantaged communities across Wales.' and sought to '…support communities, groups and individuals to find their voices and use their skills and experiences to change, challenge, negotiate, persuade and jointly plan for the benefit of their communities'. (WAG, 2010a)

Initially when the programme was launched in 2001 it worked with 142 communities which were identified as the most deprived wards in the Welsh Index of Multiple Deprivation (WIMD). In 2005 a further 46 areas which were identified as being amongst the 10% most deprived in Wales and were added to the list making a total of 188 Communities First areas.

Education has been seen as an important aspect in trying to counter social disadvantage in Wales with a very strong emphasis in WAG policies on widening access to under-represented social groups in higher education. From the first paving document - The Learning Country (2001b), through Skills That Work For Wales (2008) to its most recent publication For Our Future (2009), the WAG has recognised the importance of education as a means of countering social disadvantage by acknowledging the role it has in improving skills and hence supporting employment and by also taking into consideration the role education has in creating social justice. The For Our Future document emphasises the need to 'ensure a continued and concerted strategic approach to supporting those who face the highest barriers to discovering and unlocking their potential'. (WAG, 2009:15)

However, despite the various initiatives, poverty and social exclusion are still much in evidence in Wales, with low income rates increasing even before the current economic recession to the extent that half of the previous improvement in child poverty had already been lost by 2009. (Rowntree Foundation, 2009)

In addition, figures for adult participation in learning according to social class profile are similar to those for the UK as a whole, with patterns of participation being highly correlated with socio-economic class. (Aldridge et al, 2008) and adults living in Wales being less likely to take up learning in the next three years than in England, (Aldridge and Tuckett, 2009)

The Department of Adult Continuing Education (DACE)

It is within this context that the Department of Adult Continuing Education (DACE) at Swansea University delivers its programmes and courses. DACE has built on its traditional liberal adult education roots to become one of the leading higher education community providers in the region. The primary aim of the Department is to widen access to higher education and in so doing counter social disadvantage in surrounding communities. To this aim DACE develops and delivers educational programmes in nineteen out of the

twenty-one Communities First areas in the local region and offers students a ladder of progression from non-accredited taster courses to accredited preparatory courses and to degree and masters level courses. These programmes are delivered at the point of need - in the community.

This community-based provision has long been a feature of DACE's work evidenced by the fact that the Department was instrumental in setting up the Community of the Valleys Partnership (CUVP) in 1993 which worked with other higher and further education providers and community organisations to provide community-based higher education. The CUVP's remit was 'to bring learning closer to home and work with community partners to ensure opportunities met the needs of all sections of local communities'. (CUV, 2009)

This long-standing relationship between the Department and local communities has also led to a long tradition of managing various European funded projects which all have the common feature of widening access and engaging hard to reach students. Some examples include:

- The Connecting Communities Cymru (CCC) project which developed community-based lifelong learning using ICT to establish on-line community education.
- The Mental Health Partnerships project which was a unique collaboration between DACE and seventeen partners, working to deliver lifelong learning in mental health recovery settings;
- The Cymraeg Gwaith project which provided courses in Welsh for the workplace.
- The Pathways for Ethnic Minorities project which sought to increase participation in HE by individuals from BME communities in south west Wales.
- The Community Progression Project which endeavoured to make HE more accessible to those normally excluded due to socio-economic disadvantage.

The BA Humanities Part-Time Degree Scheme

The part-time degree scheme, which was originally set up in 1990, is the Department's flagship programme and runs on the University campus and in 15 community venues in all four Unitary Authorities in south west Wales.

The programme, which has now produced almost 400 graduates, is targeted at students who have not had the opportunity of studying

at higher educational level previously and who because of work commitments or caring responsibilities cannot study on a full-time basis.

In setting up the scheme, which is geared towards adult students who study on campus or in the community on a part-time basis, the Department seeks to provide a totally supportive learner-centred environment for students by working closely with tutors and community venue partners to ensure that the diverse needs of students are met. In practical terms, this means providing help with childcare, help with funding issues, support for students with disabilities, flexibility in timetabling to cater for students with caring responsibilities, impartial educational advice and guidance, a specific preparatory programme offered on campus and in community venues and extensive study skills support. Additionally, academic tutors are selected not only on their academic expertise but also on the basis of their experience in dealing with adult students who come from a variety of social and educational backgrounds. The pedagogical approach in the Department is one of using students' own personal experiences to bring academic subjects alive. It is by using all the support measures above that the Department is able to achieve a retention rate of 84% and to avoid the low retention rates which are associated with schemes set up for widening access students. As Stuart points out,

> . widening participation is as much about retention as it is about access…students who come from lower socio-economic backgrounds and who have fewer qualifications are more likely to drop out. If widening participation is to mean anything at all, helping students complete their study must be a priority.' (Stuart, 2002:111)

Study Support

In addition to providing student support, as outlined above, providing study skills support for non-traditional students is also essential to guarantee a high level of retention as students are returning to study after a considerable time and may not have the necessary skills to study at degree level. The support which is offered to part-time degree students includes:

• A Preparation for Study course at the start of each academic year (approx 8 hours). This forms the basis of a brief introduction to study for adult learners, outlines the support and resources available to part-time degree students.

- The STAR Handbook (Study Tips to Achieve Results) - a study skills 'manual' offering useful advice and guidance for adult learners.
- Student On-line Support – SOS (www.swan.ac.uk/dace/sos) is a learning resource tailored to the needs of part-time degree students.
- On-going individual and group study skills help on campus and in community locations from a small team of dedicated study skills experts.

Graduates' Perceptions on the Wider Benefits of Learning

The wider benefits associated with learning generate a great deal of interest and much work has been carried out in this area in recent years not least by the Centre for Research on the Wider Benefits of Learning (The Centre for Research on the Wider Benefits of Learning, 2009)

In 2005 and 2006 a research project was carried out on the graduates from the DACE Part-time degree programme in order to investigate the graduates' perceptions of the wider benefits of learning. The research project consisted of a two-stage mixed method analysis and involved a quantitative and qualitative approach. A postal questionnaire was administered to 233 people who had graduated from the part-time degree scheme between 1995 and 2004. 105 (45%) questionnaires were returned with 69 (30%) graduates agreeing to further in-depth interviews

The following table shows students' responses to the question 'What has improved for you since graduation?' It is interesting to note that the students score the 'softer' outcomes of changes in self-concept, attitude & identity and improved confidence more highly than the 'harder' work-related outcome.

More involved with the community	30%
Family more involved with learning	32%
Job situation	39%
Health and well-being	52%
Life generally	71%
Made new friends	75%
Self-concept, attitude & identity	76%
Confidence	84%

Further statistical cross tabulation analysis was carried out looking at the sub-categories age, gender and venue. Some of the results from the cross tabulation analysis were unsurprising such as more people than expected aged between 25 and 40 were employed and more women than expected were employed part-time or in a full-time caring role.

Other results confirmed what was already known about the demographic makeup of the part-time degree students e.g. more of the community students than expected were unemployed and had lower previous qualifications. This result can be seen as verification of the fact that the community venues are in Communities First areas.

One very important result from this deeper analysis was that more community students than expected said that they were more involved in social, cultural and community activities after graduating. Since involvement in the community is a crucial part of the department's work it was decided that the qualitative work should focus on this aspect.

The qualitative research involved semi-structured interviews with eleven individual students who were selected to represent the broad range of students on the part-time degree in terms of age, gender, work situation and venue at which the programme was studied. The qualitative analysis confirmed the quantitative analysis indicating that those students who studied at community locations were indeed more actively involved in community issues after graduating. (Jenkins et al, 2006)

Student Narratives

During the academic year, 2009-2010, in order to mark the twentieth year of the part-time degree programme, a booklet entitled '20 years 20 stories' was published which presented narratives of twenty graduates, students, tutors and community venue partners involved in the part-time degree scheme. (DACE, 2009) The graduates and students had studied on campus and in the community and were from a variety of social backgrounds. The main focus of the narratives was to explore what students felt they had gained from studying the part-time degree and what they had done since their studies.

Five narratives are highlighted below which illustrate the wide range of student experience on the scheme.

1. Sharon was a single parent working as a full-time learning assistant during her studies and studied in the evening on campus. She graduated in 2005 and has since become a qualified teacher.

'The experience of obtaining my BA degree was the second proudest moment of my life, the first being the birth of my daughter'.

2. Steve left school at 16 and went to work in a range of jobs including working in a cheese factory and working for ten years in pest control. He graduated in 2000 with a first class History degree and is now a teacher in a local comprehensive school.

'The degree gave me the self belief to make a career change'.

3. Lesley was a working mother and primary carer for an elderly relative when she studied the part-time degree in a community venue. She graduated in 2003 and has since completed an MA in Lifelong Learning. She currently manages a community education venue.

'From the moment I began the BA I was hooked, the lecturers were brilliant, the learners in the classes I took became good friends, but most of all the knowledge I gained has helped me to see the world differently.'

4. Baden worked as an electrical engineer in the coal mines for thirty-five years before studying the part-time degree at a community venue. He graduated in 2008

'I have five grandchildren who now look to 'Grampa' for help with their homework; such moments are priceless'.

5. Sian was confined to a wheelchair having been struck by illness at the start of her studies on the part-time degree scheme. She graduated in 2005 with a first class honours degree and has since completed an MA. She now holds a senior executive position in a community venue.

'The degree gave me a focus and determination to succeed. It also gave me a social life and friendships that will be with me for life. My graduation day was one of the proudest moments of my life.'

Changing Lives Transforming Communities

All the indicators are that in the UK public sector spending will be cut in the next few years due to the economic recession. Education institutions are certain to be adversely affected but it is essential that widening access activities are supported if social exclusion is to be countered. It is imperative that all those concerned with widening participation and community-based education are imaginative, innovative and tenacious in their practices to counter social disadvantage through education.

An example of this innovation might be DACE's use of video-conferencing facilities to reach community venues. During 2009-2010, for the first time Part-time degree modules have been delivered simultaneously, across community venues and linked to the University campus via video-conferencing. This allows for the simultaneous delivery of modules to students in isolated community venues which represents very cost-effective use of current IT resources and staff and highlights the quality of collaboration between all partners concerned. It is envisaged that this form of distance learning will be expanded upon in future academic years.

During this paper we have shown that education can be life-changing and has the capacity to counter social exclusion. We have also shown how the Department's motto of 'Changing Lives Transforming Communities' works in practice.

Whilst widening access can be seen as expensive, it is not so when compared to the cost of social exclusion to society. The costs in terms of health and crime have been documented earlier, but we need also to consider the cost which is incurred because of the vast untapped human potential in society.

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UNIVERSITY AND ITS ROLE IN FACILITATING INNOVATIONS IN LIFELONG LEARNING

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DEVELOPING SKILLS FOR UNIVERSITY TEACHERS WORKING IN THE LIFELONG LEARNING SECTOR: CHALLENGES FOR THE NEW DECADE

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Summary

The Empowerment of Vocational Education and Training through E-learning Project, known as the EVETE project, was established to provide teachers and trainers working in vocational education and Training (VET) and other training organisations with an understanding and competence in diversification of training based on individual expectations and abilities. Using open and distance learning (ODL) course modules it developed materials for VET teachers and trainers who wished to apply didactical and pedagogical approaches USING technology enhanced learning The EVETE project lasted for a period of four years and was funded in two phases – Phase 1 (2005-7) & Phase 2 (2007-9).

This paper discusses some of the findings from the second phase of EVETE 2007-9. The project focused on the need to develop a range of new skills such as distance learning, social networking, methods and tools for collaborative e-learning and entrepreneurial skills. It also looked at how these can contribute to learner motivation and success. Using examples of materials developed during the project, the paper demonstrates the importance of developing key skills and competences which can empower teachers and tutors in the lifelong learning sector in the new decade. An example on how to promote entrepreneurial readiness is discussed.

Introduction

The Lisbon European Council (2000) first highlighted the need for the European Union to face up to new challenges in adapting to globalisation and the shift towards knowledge based economies. It stressed that every citizen must be equipped with the skills needed to live and work in this new information society.

In the past decade, a number of policy frameworks have been put forward to meet these new challenges. In 2000, The *Memorandum on Lifelong Learning* launched a European-wide debate on a comprehensive strategy for implementing lifelong learning and later the European Commission's policy document *Key Competences for Lifelong Learning (2006)* outlined eight key competences needed to live and work in the new knowledge-based society.

The EVETE project is one of a number of projects funded in the first decade of the new millennium to examine ways of meeting new challenges through innovation in teaching and learning. Commencing in 2005, The EVETE project set out to provide teachers with the skills and knowledge to promote an innovative curriculum for those working in the vocational sector through technology-enhanced learning. The project was funded under the *Leonardo da Vinci* vocational education and training programme and coordinated by the E-Learning Technologies Centre at Kaunas University of Technology, Lithuania. The project had 8 partners from 6 countries - Lithuania, Finland, Greece, Hungary, Iceland and the UK. In the 1st stage of the project, there was a focus on providing teachers and trainers in vocational education and training (VET) organisations with knowledge, understanding and competencies for diversification in the delivery of training. The project developed a range of online modules on topics in areas such as competence assessment, course design, and evaluating and measuring the quality of distance education. As a result of the success of the project, the European Commission extended funding for a further two years to 2009. In the second phase, the project members looked at how teacher programmes were supporting the development of key competences in the countries involved in the project and went on to develop learning units to support teachers in the development of key competences for lifelong learning.

The European context

The *Lisbon European Council (2000)* recognised that Europe faces challenges in adapting to globalisation and in the shift to knowledge based economies. It stressed that every citizen must be equipped with the skills needed to live and work in this new information society and that 'a European framework should define the new basic skills to be provided through lifelong learning.' The EU's *Memorandum on Lifelong Learning (2000)* launched a European-wide debate on a comprehensive strategy for implementing lifelong learning.

The Commission's Report *'Making a European area of lifelong learning a reality '(2001)* and the Council Resolution on lifelong learning (2002)

stressed the importance of lifelong learning for competitiveness and employability and for social inclusion, active citizenship and personal development. In order to raise economic growth, competitiveness and social inclusion, through education and training of adults, were seen to be critical. Recent reports have encouraged the acquisition of key competencies (Lifelong learning and key competences for all: vital contributions to prosperity and social cohesion CEC November .2005) and to meet the needs of diverse groups (It is Never too Late to Learn , CEC, October 2006. The importance of developing basic skills competencies was recognised in the first key message of the EU's *Memorandum on Lifelong Learning (2000)* :

In November 2005,   the Commission adopted a proposal for a recommendation of the Council and the Parliament on key competences which sets out what are considered to be the essential skills, knowledge and attitudes that every European should have to prosper in a knowledge-based society and economy.

'Lifelong learning and key competences for all: vital contributions to prosperity and social cohesion' (2005) http://ec.europa.eu/education/policies/2010/doc/keyrec_en.pdf

The eight key competences were identified as follows:

• Communication in the mother tongue;
• Communication in foreign languages;
• Basic competences in maths, science and technology;
• Digital competence;
• Learning to learn;
• Interpersonal, intercultural and social competences, and civic competence;
• Entrepreneurship;
• Cultural expression.

The importance of the development of entrepreneurship in the European context is clearly demonstrated in the above documents and will be discussed later.

The background of EVETE Project virtual course at the University of Lapland

The primary target group in the second phase of the project, EVETE2, were teachers in different institutions, for example, in regional professional training networks and in higher education institutions.

Other potential benefiters may be learners and participants in these institutions. The design team of this virtual course has considered entrepreneurial action as the result of cooperative interaction between some decision-making factors (Cope 2005, 373; Haataja, Hietanen, Järvi & Tompuri 2009a; Haataja et al. 2009b). According to Gibb (2005, 56; 2002) a person who acts in entrepreneurial way takes risks, experiments, learns through mistakes and receives and values feedback. Kyrö (2008, 143) sees an entrepreneurial person as a free, unique actor who recognises possibilities, adapts new knowledge to practice and takes responsibility for his/her own life, risks included. The design team recognised five common factors in the four different learning environments which are presented in the virtual course: possibility to make choices, take responsibility, take risks, accept inter-individual differences and maintain dialogue (Haataja et al. 2009c). This way the team considers entrepreneurial readiness and activity as lifelong learning skills with which every citizen should be equipped. The EVETE2 virtual course at University of Lapland has been designed on this basis.

The course consists of six learning units and offers a systemic continuum of developing entrepreneurial readiness in four learning environments. The environments have been designed for the lower grades of basic education (grades1-2), the upper grades of basic education (grades 7-9), the vocational education and adult education. The participating learners are teachers working or interested in working in mentioned learning environments. Each learner is first instructed to choose the learning unit number one and then, through the CAT questions, he/she is instructed to become acquaintance with at least one of the presented learning environments. The sixth learning unit, though, is common to all. The learners are for example asked to discuss pre-organized solutions on given examples in the environments and evaluate them together with the tutor through the internet. (Haataja et al 2009b.)

Each participating learner makes a digital competence portfolio. It should include the learner´s view point on entrepreneurship as a phenomenon, on understanding entrepreneurship in terms of the operation of society and on entrepreneurial readiness and their role as lifelong learning skills of every citizen. Not to mention, the importance of the learner´s own growth and development of entrepreneurial readiness throughout this learning process.. On this foundation, the learner acquires an ability to organize learning environments that allow both teachers and learners to develop their respective entrepreneurial readiness and operations. (Haataja et al 2009b.)

Entrepreneurship at the University of Lapland

The Ministry of Education published "Guidelines for Entrepreneurship Education" in April 2009. (OPM 2009:9). This publication is a guideline on, for example, how to notice entrepreneurship at priorities and operations in studies in higher education. According to the view of the Ministry of Education the aims of entrepreneurship education relate to developing an active, participatory citizenship, encouraging creativity and innovation in education, in leisure activities and in working (OPM 2009:9, 14).

" Entrepreneurship education is a much broader concept than entrepreneurship as a practice of trade. Its components are an active individual with initiative, an entrepreneurial learning environment, education and training, and active and enterprise-promoting policy in society. Entrepreneurship education is part of lifelong learning; in it, entrepreneurial skills are developed and supplemented at different points in life. It is a question of life management, interaction, self-guided action, a capacity for innovation and an ability to encounter change. _ _ An advancing society is founded on entrepreneurial activity. Psychological, physical and social welfare is underpinned by individuals' own activity, their responsibility for their own action and care for their fellow beings." (OPM 2009:9, 12.)

According to the EU Key Competencies entrepreneurship is cross-sectoral competency touching up on all other key competencies (PReofEUPar 2005.) Therefore, it should be incorporated into curriculums and strategies in all different educational institutions. The Competencies of Entrepreneurial Studies 60 ECTS at the University of Lapland has been planned on the base of these facts during autumn 2009 and winter 2010. These new learning units are going to be piloted from autumn 2010. The new studies are offered by the Open University of Lapland and are accepted in the Faculty of Social Science. (Tompuri, 2010) The contents, aims and methods are based on the EU Key Competencies, The Guidelines for Entrepreneurship Education and The Strategy of the University of Lapland LaYS 2020.) The influence of the EVETE project is evident in these studies.
The learning methods applied in these new studies are based on entrepreneurial pedagogy and cooperative learning. Formal and non-formal settings are applicable approaches in these studies. The learning tasks are linked to real life. And for this reason, some alumni will be recruited as quest teachers and experts on occasion during the courses. The learner´s entrepreneurial process is a remarkable endeavour and so a portfolio is seen as an excellent form of evaluation

and documentation (Tompuri, 2010) The university's duty is to foster entrepreneurship and entrepreneurial operation through basic studies in each faculty and degree program (OPM 2009:9). The role of the University of Lapland is also to offer further education to help people in surrounding area to have better possibilities to work and live. These studies, including some virtual courses and entrepreneurship as content, are one answer to strengthening the regional living circumstances in Lapland and the Barents region at large.

Dissemination

Through examining the virtual course in teacher education we can begin by looking at the approach presented by Lecturer Haataja in the second learning unit of the course. She is using this environment in her everyday teaching at the Teacher Training School of the University of Lapland. The teacher students can become acquainted with the system while their teaching practise in Haataja`s classroom. (Haataja 2009; Haataja et al 2009b). The course designers: Haataja, Hietanen, Järvi and Tompuri also have designed the face to face course to include the idea and content of their EVETE2 virtual course. The entire programme is aimed at class teacher students.

Besides adhering the common strategy of the university each faculty can establish their own priorities within their degree programs. For example, for class teacher education the priorities include entrepreneurship education, inclusion and media education (LaY/ KTK 2009). Under the new entrepreneurial studies the virtual course of EVETE2 is incorporated after the first learning unit, 'Fostering Entrepreneurial Mindset'. After the unit the student will, for example, be able to explain concepts of entrepreneurship and the role of entrepreneurship in learning and the education process, operate in an entrepreneurial way in different situations, recognise his/her own entrepreneurial readiness, tell what it means to lead one-self and to use the competence portfolio in his/her own learning. The teacher students are recommended to participate at least this unit and, also, the learning unit of 'Researching one´s own work to develop one´s own entrepreneurial acting'. At the end of this unit, the teacher student will be able to document, recognize, evaluate and develop his/her entrepreneurial activities while working as a teacher. Through research and creation of a new scientific know-how the already working teacher may integrate his/her own work into an academic life after university studies. (Tompuri, 2010)

While designing an EVETE2 course learning unit for music class, Lecturer Hietanen, the designer of the unit, was teaching music to upper classes in basic education. The examples created in the unit were hypothetical but could easily be applied to reality. The entrepreneurial

operation in these situations is based on Hietanen´s interpretation about the National Curriculum of Basic Education in Finland and on her research concerning pupils´ entrepreneurial operation while learning music (Hietanen 2009a; Haataja et al 2009d; POPS 2004). Hietanen´s current position is Senior Lecturer in Music Education at the University of Lapland where she mostly works with teacher students. She also teaches some courses in further education in which teachers wish to strengthen and renew their musical competences by operating in this entrepreneurial way.

The current example of the EVETE2 idea is being used is from music lessons given in the autumn 2009. The first lesson introduced the students to basic knowledge on how to construct accompaniment to the piano. Each student was asked to design his/her own type of accompaniment and play it in the next lesson. The other students were supposed to write the rhythm down after just listening to it. After the second lesson, the students were asked to discuss the following question: What entrepreneurial approach did the teacher operate during the lesson while the students presented their own material for other students? They claimed that during the lesson the teacher had experienced uncertainty, taken risks and taken the responsibility for the physical, social and psychological 'safe' learning environment. They also discussed the idea of what would have happened if only the teacher had made the material and played it for them herself. The students felt that they would not have been able to use their initiation and creativity and take responsibility in the same way. At least the students wouldn´t be able to practise their initiation, creativity and responsibility same way. In the above classroom example, the idea of EVETE2 discussion through internet was now carried through face-to-face discussion between real students and teacher and in real learning process. (Hietanen 2009b)

Conclusion

The EVETE project has shown that teachers are interested to develop and improve key competences for lifelong learning. Using an innovative curriculum and through new approaches to designing learning units supported by appropriate ICT tools, new skills and competences which can promote innovation can be developed.

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FROM OPEN UNIVERSITY TO UNIVERSITY DEGREE STUDENT –
A narrative study of Finnish Open University Students who have gained admission to University through Open University

Sirpa Purtilo-Nieminen

Introduction

This paper focuses on the stories told by students of the University of Lapland. These students have studied in the Open University and then gained admission to university degree students on the basis of their studies in Open University. The article is based on my doctoral dissertation on the subject. The research material includes narrative interviews of seventeen (17) students. In the analysis of the data both is used: the analysis of narratives and the narrative analysis. The following research questions are answered: What kind of meanings the students give to their studying? What kind of experiences do they have of studying in Open University? How do students experience the transition to degree student? Who is a typical student taking this Open University gateway?

Open University System in Finland

Finnish universities organize Open University courses for all; one can take part regardless of age, educational aims or previous schooling. There are no formal educational requirements for admission. The Open University in Finland is not a single, coherent organisation. Rather, almost all Finnish universities offer Open University education. (www.avoinyliopisto.fi.)

Each university has its own degree requirements and curricula, which are similar in Open University. Open University education corresponds to regular undergraduate courses with regard to content, teaching and requirements. This is confirmed by the universities themselves. Open University courses are organized by universities themselves or in collaboration with adult education institutions and summer universities. (www.avoinyliopisto.fi.)

The Open University gives its students a chance to take part in university education on a wide spectrum of fields and to gain academic knowledge and receive research-based higher education. Even though Open University courses can be taken for credit, they do not lead directly to a degree. (www.avoinyliopisto.fi.)

Open University Students in Finland

Over the last decades, the age of an average student in Open University has been between 30 and 40 years. Yet, when youth unemployment has increased, the state has directed resources to education in order to improve the situation. As a result, the average age of students in Open Universities is now lower. However, the average age of university students has grown over the past few decades, and people are entering degree programmes at adult age. (Rinne, Jauhiainen, Tuomisto, Alho-Malmelin, Halttunen, Lehtonen 2003; Mannisenmäki & Manninen 2004)

As a result of the former quantitative surveys a "typical" student at the Open University is female, age 25-30, unmarried, childless, working in a service occupation with rather low income, a secondary school graduate and living in a town in the south of Finland. (see Rinne etc. 2003; Mannisenmäki & Manninen 2004).

According to earlier studies, Open University students have various motives for their studies. Students may look for cultural or social capital or opportunities for self-development. They may also pursue degrees or aim at improving their competitiveness in the labour market. Besides, they may regard their Open University studies as a way to a better quality of life or as an alternative route to education. (Rinne, Jauhiainen, Tuomisto, Alho-Malmelin, Halttunen & Lehtonen 2003; Piesanen 1995)

From Open University to University Degree Student

Open University gateway or track means gaining admission to university degree student on the basis of studies in Open University. Traditionally one has had to pass entrance examination to gain degree students status in university. The Open University gateway is mainly adult's route to the university; students taking this path are on older than the average Open University students. (Rinne, Haltia, Nori & Jauhiainen 2008)

These students taking this, still rather narrow path, have already studied a major part of their degree studies when enrolling to university. The admission requires successfully completed studies at the Open University.

RESEARCH METHOD

Narrative research

According to Mishler (1995), narrative research refers to studies in which the primary data source is some type of subject provided narrative. Concept of narrative can denote an entire life story or it can refer to the practice of storytelling (Riessmann 2008: 6). Quoting Chase (2008: 58), narrative is understood as a short topical story about a particular event and specific characters, an extended story about a significant aspect of one's life, or a narrative of one's whole life, when it can be attached to biographical studies (also Erkkilä 2006, 201). In addition, Erkkilä (2006: 199-200) points out that narrative refers also to the way of knowing and the nature of knowledge.

Narrative can refer also to scientific data collection and analysis. When collecting the data, the narrative approach requires that informants are able to tell freely about their lives and experiences. In data analysis, one can distinguish analyzing narratives and narrative analysis. The first one refers to analysis that categorizes various narratives. The latter is a way of analyzing narratives that aims at finding the plot of the story, hearing and preserving the voice of the speaker, analyzing speaker and researcher's cooperation in producing the narrative and analyzing different ways of narration and context. (Erkkilä 2006: 200; Riessmann 2008: 6.)

In this study, the concept of narrative is understood as a story with a particular event and specific character (Chase 2008: 58). In the phases of data collection and analysis, narrative here refers to ways of conducting the study. The data collection is narrative for the goal was to collect stories. Also, I see narrative framework as an ontological and epistemological presumption. Thus, this study is both theoretical and methodologically narrative study. In narrative study, stories are seen important instruments for structuring life and thinking (Hänninen 1999, 15). Main idea of narrative research is that an individual is seen, according to the social constructionism, as an expressive social and cultural being who constructs his conception of the world in interaction with other people. People construct their lives and describe it to other through stories. Story is also an instrument for evaluation, making significance and constructing identity. According to narrative scholars, the story is a fundamental form of human communication and therefore it accounts for human experience (Clandinin 2007; Atkinson 1998).

DATA COLLECTION AND ANALYSIS

Narrative interview

Hyvärinen and Löyttyniemi (2005, 191) describes narrative interview as a loose framework for collecting narratives. Still, the narrative scholars point out that, the interview strategies are different from traditional ones. Above all, Riessman (2008: 23) underlines, basing her view on Mishler (1986), that the traditional interview convention is replaced by conversation where interviewees can develop narrative together. Following these guidelines, I interviewed 17 students. The interviewees were between 29 and 61 years of age, 16 women and one man. Some of them had studied their Open University studies in the campus area of University of Lapland, some of them in adult education institutions throughout Northern Finland.

I started the interview with one broad question: "tell me about your studying process". I gave the interviewees as much space as possible to construct narratives about their study paths posing the questions that I thought would tempt narratives (Hyvärinen & Löyttyniemi 2005, 191). Some students told me their story fluently full of details and it seemed that the story they told me was already constructed, just waiting to be told. Whereas some students were clearly expecting more questions and the narrative was jointly constructed.

Analysis of narratives and narrative analysis

When analyzing the data both was used: *analysis of narratives* and *narrative analysis* (Polkinghorne 1995, 6-8). Analysis of narratives is based on paradigmatic mode of thought and narrative analysis rather on the narrative mode of thought. In the *analysis of narratives* a thematic categorisation of the narratives was made. In *narrative analysis* the main point of focus was the production of a new narrative on the basis of the narratives of the material.

In this study I used thematic analysis when analyzing the student narratives. Following themes emerged. Learning and studying was experienced as a lifeline and a mean of survival. Student gained power and felt more empowered and emancipated when he was studying. Attending to university courses had also socializing significance. New relationships emerged and an adult student adopted new kind of social status as a university student.

The interviewees felt also, that their studying had work-related and professional meanings. A few of them had lost their jobs prior their

training, so their motive for studying was clear. Some of the students, especially the youngest, had a clear picture of their future profession after graduation. Those who studied alongside fulltime work hoped that new kind of possibilities would appear after the degree or they simply aimed at boosting their competitiveness in the labour market.

Learning as a second chances became evident particularly in narratives told by oldest among the interviewees. Adults who have missed out on an education are looking for a second chance to study and gain qualifications. This implicates also the grand narrative of life long learning, which is adopted politically, socially and individually in Finland where education has traditionally been highly valued (Siivonen 2010, 305). The message of LLL is tempting especially for those adult learners whom education has not been available in the youth.

Studying is no longer a clear and separate phase of life, studies may overlap with other central areas of adult life such as work and family. According to the narratives all the life sectors are equally important and taken care for. Often studying was described as a hobby and, especially by the female students "my own thing".

The individualisation of the post-modern western society could be seen in these student narratives. The effectiveness, measurability and the values of competition and economy showed also in this data. Interviewees had individualized study paths which composed periods of studying and working or studying and working synchronously (Furlong & Cartmel 1997; Viinamäki 1999, 23–24). In these student narratives I noticed also that studying is on-going process (Fornäs 1993). You have to be ready to develop yourself and learn constantly. Life long learning is promoted as means for providing equal learning opportunities for all kind of people regardless of age, gender, and social class (Edwards, Armstrong & Miller 2001). Yet, several recent researches show, that life long learning is primarily aimed at learners who are still at work (Siivonen 2010, 306; Ojala 2005). Old, retired people are encouraged to learn, but only as a hobby.

Students who are pursuing their university degree through Open University have to reflect their study paths both a university degree students and an adult student's cultural master or model narratives. In the master narrative of a mature adult student shows the dominant picture in adult education when student is active and self-directed struggling his way to better professional position. At the same time young students master narrative emphasizes academic freedom and

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youthfulness. Conflict between these two master narratives came obvious also in the data of this inquiry. Interviewees spoke about the youngsters as "others" and things like one doesn't take part in the events and activities arranged by the student union or what it is like to study in parallel with one's work and family and their right to study despite the fact that their route to degree student is different.

As a result of a narrative analysis three typical narratives was constructed: a story of a young degree achieving student, a hectic story of a student who studies in parallel with his family and work, and the third narrative which was about an elder student who is making his young age dream come true. As a result it seemed that the students go through various paths to the university.

Research Findings

The results of this study showed that the interviewees felt that their studying had a comprehensive importance in their lives. Studying had professional and personal as well as socializing and equalizing importance.

The interviewees felt that their studying on Open University had been mostly positive. They told that the sparkle of learning had flamed namely in the Open University. There were also stories where student had to travel from another town or village to Rovaniemi to study nearly every evening. They studied in University but still lived, work and had their family in another location. The most rewarding in the Open University studies were fellow students and be able to exchange views with them. Especially pleased interviewees were the guidance and counselling in Open University.

The students told me that the transition from Open University to degree student was uncomplicated. Instead they felt that socializing to academic community and finding out its practices was more challenging. Unlike in Open University, students felt that in getting guidance and counselling you have to be more active. The guidance should be more apparent to the students and that there should be more information about it. They also felt that there should have been specific tutoring for students taking Open University gateway.

Based on the findings, the study paths are of these gateway students are various. As a result of a narrative analysis three typical narratives was constructed: a story of a young degree achieving student, a hectic story of a student who studies in parallel with his family and work, and the third narrative which was about an elder student who is making his young age dream come true.

The first story was about youngish student who started her studies in Open University aiming to achieve degree student's status through Open University gateway. She had failed in university examination test and wanted to take this detour to University. In this narrative, formal higher education was seen important in order to obtain a good profession and the student was degree-orientated at the very beginning of her studies.

The second narrative was about an adult learner, who studies in parallel with her family and work. In this adult learners life there are different areas; family, work (or two), various hobbies and studying. Studying is only one of the many commitments of hers. This student studies effectively and manages and schedules all the different aspects of life skilfully.

The third story tells about mature student, who has studied as a hobby for a long time and who then later in life sought her way to a degree student. Studying is a tool for personal growth and development, but also an academic degree was seen important. In this narrative, studying is a second chance to acquire higher education in adulthood. In this story, there seems to be a desire to learn.

Conclusions

There are various kinds of students in modern universities. It is important to listen to many different stories, because stories told by marginal actors may serve an emancipatory function for future students. New kind of students with various backgrounds challenges academe to develop its practices. This study attempts to contribute to enrich existing scholarship by building a more diverse picture of university students.

By giving the voice to these Open University route students we can reach more dimensional and more critical understanding on learning in university setting. The analysis of narratives indicates that the training gets different and even contradictory meanings in relation to one's life.

From the viewpoint of educational policy these students were ideal individuals. For them, getting further training was not a problem but an obvious choice. They also felt personal interest and joy of learning.

Based on the findings, one of the challenges of Finnish university education is to develop ways of guidance for students who have

already studied a major part of their degree in Open University. Also open universities should develop further more the guidance process for those students who are degree-orientated at the very beginning of their study path.

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INVESTIGATING PRACTICAL LEARNING ENVIRONMENTS FOR LIFELONG LEARNING – A CASE STUDY

Sue Cross

Abstract

UCL's modular MA programme supports initial and continuing professional development for university staff studying with mid-career professionals practicing in a range of disciplines outside academia. By working together in this way professional academics and learning support staff (e.g. administrators, librarians and educational technologists) engage actively with multi-contextual lifelong learning.

This contribution to the Rovaniemi conference will present a module which looks explicitly at the learning environment as a case study. This module turns attention onto the material and virtual environments in which adult learning and professional development take place. Formal, non-formal and informal contexts for learning may be explored in terms of their physical, social and cultural attributes. The module examines many of the things which are often taken for granted as well as the design and development of highly technical and learning specific places. It is likely that the environment is exerting an influence, for good or ill, in many ways. It will focus or distract attention, delight or disturb, enhance or inhibit learning. By exploring, investigating, enquiring and researching, participants discover more about this important topic and share their findings with their peers.

Participants work alone, in pairs and/or small groups to explore the influence of environments on learning. They design and conduct a small-scale investigative project into their immediate professional environment, or an environment of professional interest to them, as a site of practical learning. The environment is selected from the following list of examples (or an alternative agreed with the module leader):

- Fieldwork with undergraduate/postgraduate university students
- Collections of objects e.g. in museum, art gallery or library
- Retreat centre or other residential (secular or religious) community

- Theatre or concert hall
- Clinical or other professional training environment
- Virtual learning environment
- Outdoors
- Faith community or other context for informal learning

Individual, group, institutional and societal levels of analysis may be considered as environments are investigated in terms of claims made of their potential to support learning, any associated risks and issues of care, quality assurance and cost, hidden assumptions about values and cultural presuppositions, questions of design and technical specification. The module also considers equality of opportunity, access and anti-discriminatory practices appropriate to the environments being investigated.

Introduction

When a module on practical learning environments was included within the planned MA in Adult Learning and Professional Development in UCL nearly ten years ago, it attracted very little interest. Now, it is worthy of some more attention. I discuss the influence of learning environments on adult teaching and learning elsewhere (Cross, 2009, pp 33-45 for example). This brief paper treats the module as a case study.

> "Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships... Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods" (Soy, 1997)

Dealing with it in this way has surfaced some questions for discussion in the workshop in Rovaniemi. Such deliberations will feed-back into the review of the module itself and contribute further to the case study. This virtuous cycle of action and reflection improves the quality of the learning for those adults who participate in it. It also demonstrates one way that universities facilitate innovation in lifelong learning.

The Practical Learning Environments Module – a brief description

This is a 30 credit[1] masters level module which can be taken either as a short course or as a part of a UCL postgraduate award. All participants study part time (either intensively or at quite a slow pace) while they work in a range of careers, including different roles at UCL. This year the module has 9 students who work in the following contexts:

- University research
- Ordained Christian ministry (3 people)
- Primary medical care
- University teaching
- Social Work
- Armed Services
- Training for long-term unemployed adults
- Film making

Eight of the students are registered for MA Education while 1 has chosen to take less credit over two years (rather than a maximum of five years for the MA) as she is unlikely to be in London after summer 2011. She aims to exit with the Postgraduate Certificate in Adult Learning & Professional Development. The student age range is from 25-60 years and there are seven women and two men. Five students were born in the UK. Three are from mainland Europe and one from Africa. Six of the students teach adult learners in formal or non-formal contexts on a regular basis, including three who contribute to initial professional development/formation. I am the module leader and I work with a colleague from the Centre for the Advancement of Learning and Teaching at UCL. We describe the academic colleague who works with the module leader as the 'second chair' for the module. Two curators (from UCL Art Collections and the Grant Museum of Zoology) and a librarian also contributed to the teaching this year. Students and tutors work with a module handbook which details the requirements of the module including learning outcomes, task specification for the coursework and descriptors for its assessment. It is a 'living document' in that there is negotiation of content, activities, pace of learning and choice of contexts during the module. There is also a virtual learning environment (in this case a 'moodle' site) which will be discussed below. All the modules which contribute to these postgraduate awards are assessed by coursework (rather than unseen written examinations). A short discussion of the *ethos*, *pedagogy* and *assessment* for this module will contextualize

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1 30 credits in the EK is equivalent to 12 ECTS credits i.e. about 300 hours total learning time.

the learning it provides and illustrate the role of the university in facilitating innovation in lifelong learning.

Firstly, by *ethos* I mean the distinctive spirit, culture and attitudes which are embodied or lived out in the module. While the role of pleasure as a motivator to adult learning is touched upon in many of our modules (see also for example Cross, 2009 pp 144-157. for a discussion of 'learning outside the classroom' and particularly of different ways adults are motivated to sustain learning) it is explicitly brought into the foreground in this one. We immerse students in different environments (see details in the pedagogy below) in an atmosphere of pleasurable exploration. There is a spirit of discovery, of wonder and amusement, sometimes even playfulness. This builds the confidence and trust which enables the students to tackle significant challenges for themselves. Students and tutors enjoy each other's company but also work alone. Environments, with rich learning potential are chosen because they also have the capacity to delight, surprise and entertain. We create an authentic ethos where self-direction is of fundamental importance to learning. The outcomes of study are likely also to be useful to the students' employers, but this module focuses attention on a deep experience of engagement for its own intrinsic worth. Such "autotelic experience, that is, one that contains its goal in itself" (Csikszentmihalyi and Robinson, 1990, p7) is a guiding principle which may be viewed as innovative when contrasted with so much instrumentality in university teaching for mid-career professionals.

Secondly*, the pedagogy* concentrates the attention of the students on identifying for themselves the aspects of an environment which impact on learning. They inhabit, question and learn to theorise about spaces with the potential to generate or support learning. This year the chosen environments for teaching are on the UCL campus in Bloomsbury or only a short walk from it. They include the British Library, the Strang Print Room, The Grant Museum of Zoology, and the Foundling Museum as well as a classroom, a computer cluster, cafes and outdoor spaces. Direct, firsthand experience of locating and entering into unfamiliar situations which have complex physical attributes, socio-cultural practices and opaque meanings is difficult for many of them at first. As well as the pleasure and excitement of going to world class buildings, they may also become aware of their own previous and/or current experience of confusion, exclusion and alienation in particular contexts. This deepens their appreciation of the ways in which other adult learners may find the environment enhances or impedes the realization of learning potential. Through observation, participation, discussion with peers/tutors and reflective

writing, students become sensitized to detail which they had not previously noticed. The possible significance of some unquestioned practices and systems become objects for analysis, interrogation and debate. Issues of cost, equity, environmental sustainability, elitism, accessibility and social exclusion may be brought into focus. Their own acquired prejudices, uncertainties, tastes and preferences are gradually exposed to critical consideration as they are encouraged to reflect deeply on the places the module takes them. Experience using all five senses is a source of delight or distaste. Freedom to explore (alone or in company) is a central aspect of the module. Creative approaches to solving problems and presenting the outcomes of enquiry are constantly encouraged.

Virtual learning is incorporated into this module as an essential analogue to the material/physical environments being studied. We use it while also considering its usefulness. It is a space to meet, a means of communication and an object of study. It has enormous potential and wastes a huge amount of time. It is loved and loathed. Like all rich learning environments it needs time and good guidance if one is not to get lost.

Thirdly, two components contribute to the *assessment.* One is a seminar paper of around 3,000 words which is based on a review of appropriate literature. The major task is described as follows in the module handbook (p3):

" … 2) This is weighted as 60% of the overall assessment: a written report of around 1000 words (plus appendices, to include the research log), on your practical investigation of a chosen learning environment (e.g. work environment, the outdoors, theatre, VLE, field work, retreat centre, gallery or museum, research environment, clinical setting – to be agreed with the tutor) and its effect on learners and learning – you will make a presentation based on the investigation to the class and receive peer and tutor formative feedback before submitting the final written version."

Some students choose a specific context in a familiar professional sphere (e.g. the use of a high-tech simulator for intensive training in emergency procedures or leadership development within Church of England Parishes). Others select an environment which is not part of day to day professional life (e.g. the Horniman Museum and Gardens or the London Film School). Having chosen the environment they wish to investigate, students determine which research methods will be appropriate, assess any ethical permissions required, refine the scope and scale of the project to ensure it is practical within the time

available, write a plan which is shared with peers and approved by tutors, undertake the investigation, present it to peers and tutors in draft form and then submit the written report.

Tutors set the assessments, approve student plans and provide summative assessment with written feedback. The course work will be marked by the internal examiners (the module leader and second chair). When practical, all work is sent to an External Examiner who will verify that it has been correctly assessed. The assessment is not awarded a numerical mark. No attempt is made to compare the work of different students, it is criterion referenced against a set of descriptors published in the module handbook and discussed with the students. This approach to assessment is innovative in that, while being rigorous, it encourages the students to work together during the module because they are not competing with each other for a higher place in a final order of merit. They share expertise during the learning and offer formative feedback on each other's work. A process of mutual critique helps them to reflect critically on each other's presentations and motivates them all. They recognize expertise which is different from and complimentary to their own.

Conclusion

Reflection on this module as a case study of innovation in lifelong learning (rather than just being a short course of study within which students are expected to progress towards achieving certain pre-specified learning outcomes) has led to some speculative conclusions. What these (and possibly all other) adults need from a material or virtual learning environment is the appropriate satisfaction of the following conditions. The environment should be:
• physically sufficient for the needs of learners and the duration of the period of study (including temperature, lighting and ventilation control, furniture and fittings which promote health and wellbeing)
• fit for the purposes of learning (i.e. rich enough to stimulate the senses and make resources accessible while being free from distraction and permitting appropriate rest and refreshment)
• socially balanced (including opportunity for working alone and in company with other scholars)
• emotionally sustaining (safe, supportive and cherishing learners to stretch themselves, take risks and challenge themselves and each other)
• equitable and sustainable – economically, environmentally, socially

Universities in the UK used to provide relatively long periods of higher education which met the first four criteria for about 20% of the nation's young adult (18-21 years) intellectual elite. *"Education and Training for the 21ˢᵗ Century"* (UK government white paper published in 1991) proposed that 30% of the age group should have entry to HE and only six years later the incoming Labour government was proposing that the proportion should rise to 50%. Much of this expansion has been achieved. It has largely been funded by efficiency gains in universities, combined with the introduction of student fees, the increase in high-fee paying students from overseas and some redefinition of the necessary attributes for a '*Higher*' Education. The economics of providing lifelong learning opportunities for all (not just a greater participation in HE, however defined) is a difficult balance of investment. Priority is often given to the instrumental approach to the training of a globally competitive workforce. A genuinely 21ˢᵗ century provision needs to be efficient in this area, as well as supporting a system which is more socially equitable, environmentally sustainable and personally satisfying for learners. There is a growing risk of accepting inappropriate and/or impoverished learning environments for many adults (in which they may fail and will certainly not flourish) combined with heavily restricted availability of the best provision for some.

Feast or famine is not the solution here. Learners, teachers, social and academic communities, local and national government have to value more fully the benefits of lifelong learning to society (as well as to the learners themselves) if the necessary commitment is to be made. The beneficiaries of the opportunity to study in excellent environments (and so optimize their learning) need to be motivated and able to commit themselves to the provision of more equitable access to appropriate learning for all. Universities and their partners (for example the museums, galleries, libraries, cafés, workplaces, evening classes, medical practices and recreational facilities) which were the focus for this case study of learning environments can do so much when they work together. In this case, innovation is about sharing technology and enhancing opportunity in the community for the pleasure, learning and benefit of all.

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LEARNING TOURISM AND STORY TELLING

Esa Poikela
Sari Poikela

The aim of the article is to link together the ideas of environmental psychology, immaterial content production and problem-based learning. Environmental psychology opens a view to restorative travelling and tourism that revives and increases individuals' personal well being. Immaterial content production leads consumers to consider the forms and activities of tourism that are not consumptive of nature and the environment. Story telling is a form of immaterial service which can be considered as a sustainable act of tourism. Problem-based learning(PBL) emerges from the needs of everyday living and is a useful tool to combine storytelling and new ways of viewing tourism.

The Basic of Restorative Tourism

The concept of restorative thinking is linked to environmental psychology which researches the relationship between humans and nature (Kaplan & Kaplan 1989). Certain kinds of environments and places - beautiful natural landscapes, for example - have a positive effect on recovering from stress or hard experiences. It is typical for a human to seek out and find an environment where it is possible to rest, to recover and to return back to his/her normal level of activity. According to environmental psychology, the human ability to recover is linked to mental resources of attention that play a central role in the interaction between a human and the environment and in the processing of information linked to that interaction. Observation, knowing, memory, decision- making, choosing and controlling action are all parts of mental attention resources. They are not in use automatically but demand selective application because resources are limited. (Wickens 2000)

The key concept of Kaplan's attention restoration theory is directed attention, which links to a person's volitional functions. These are opposite to automatic functions of the mind, when a person acts without struggling with the needs and interests awakened by an environment. For example, a well-known concept of flow (Csikszentmihalyi 1975; 2005) expresses the joy of work, grabbing the person along and allowing that person to forget about time and

place. The opposite of the joy of work is stressful and exhausting forced labor that depletes and, eventually, wears out personal resources. The problem of directed attention lies in getting tired and fatigue and then the need to restore again. According to Kaplan a human being needs restorative experiences. The basic elements for experiences that can be called restorative are (1) being away from the routines of everyday life, (2) relaxed doing and fascination in an interesting environment, (3) the extent to which there is a feeling of timelessness and having no boundaries, created by both physical and conceptual environments and (4) compatibility. These restorative experiences produce a feeling that one's own efforts are parallel and bound together with the environment; human beings enjoy a sense of coexisting with the environment. These four basic elements, then – relocation, fascination, extent and compatibility - enable an experience that restores and revives; a person is then able to direct his/her attention, once again, to the demands of everyday life (Kaplan 2001; and Korpela et al. 2001.)

Kaplan (2001) states that restorative experiences emerge in an environment that pleases a person both physically and conceptually. A favorite scene or place or a certain state of mind (e.g natural environments, gardens, art exhibitions, concerts) enables a person to retrieve resources that have been lost in stressful circumstances (c.f. Watchel 2000; Lange 2004; Poikela, E. 2010). Compared with meditation, restorative experiences gained in restorative environments retrieves psychological resources faster and more effectively because there is no need to study and learn different techniques to master your mind. The merits of restorative environments and the effects of restorative experiences gained in these environments have been noticed in architecture and in community planning with the designing of environments that increase health and well being. According to Fischl (2006), the term 'restorative environment' indicates the quality and attributes of manmade or natural environments that create security and reform individuals' attention resources. That kind of environment enables reflection upon the past, the present and the future.

Towards learning tourism?

The basic idea of tourism and travelling is in restorative action, 'being away', aiming to produce relaxation and fascination in an environment that provides physical and conceptual timelessness without borders for experiencing compatibility between an individual and his/her environment.

**Figure 1**. Restorative tourism – activities, elements and forms

Tourism - activities	Tourism - elements	Tourism - forms
Being and following	Observing environment	Nature tourism
Doing and acting	Acquiring experiences	Adventure tourism
Stories and story telling	Gaining knowledge and competence	Learning tourism

At its simplest, travelling and tourism offers an opportunity to get away from everyday life, to see and experience different, new environments shaped by nature or by humans. Both individual and shared action provides adventures and experiences that are not included in everyday living. But travelling can also open new views of the past, new appreciation of the present and new perspectives for the future. This can happen when the tourist/traveler wants to know and learn, in a meaningful and entertaining way, the facts and background influencing the new phenomena being experienced.

Educating Storytellers in Lapland

One of the elements of learning and restorative tourism is story telling. A story is more than a performance by a skilful teller. A story also involves the listeners. When it does, it transforms into a shared story experienced together by all the participants. Story telling awakens a desire to try to live the experiences the story describes. The tourist who allows him/herself to be drawn in to the storytelling not only empathizes with a situation but learns something new about her/himself and about the environment. The story is not a random case or a collection of anecdotes aiming only to describe something exciting or to amuse the audience. The story has roots that can be traced to the history, the nature and the everyday life of the county. The tourist arrives from a different culture but, with the help of the story, it is possible to reach out and establish a connection to the history and to the "essence" of the area. Could there be a better reason to use the concept 'learning tourism'?

Figure 2 The whole picture of guide's competence
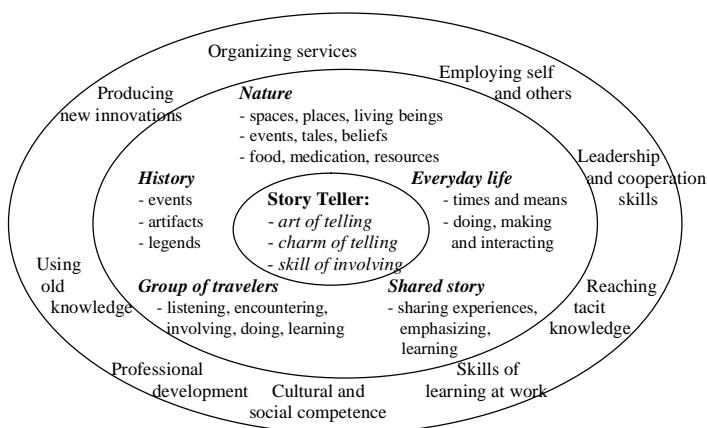
Tourists can learn about the way of living of local people and about nature with its indigenous animals and plants. After all, the ordinary things are the most interesting – how the people cope with the arctic, how and where they live, the kind of customs and habits they have. Natural attractions and manmade monuments have already been found or built and are easily seen but events, habits, people, actions, folklore, old knowledge and newly discovered skills are the endless foundations of stories.

The basic idea behind the program for educating story tellers is to value and respect the old Lappish culture and to pass it on to the tourists visiting in the area. The program is professional continuing education aimed, especially, at the Lappish micro-entrepreneurs whose work is connected to the field of tourism. It consists of 25 study credits and is financed by the European Social Fund and the Lapland Centre for Economic Development, Transport and the Environment. Twenty students started the studies in September 2009 and twelve of them passed the final skill test by July 2010. Students had interesting backgrounds and professional experiences; among the students was a gold miner, a nature guide, a craftsman using every part of reindeer, a masseur, a farmer, a horse trainer, a doll maker and a writer.

The programme consisted of two-day face-to-face meetings about once a month from September to April (16 days in all). Meetings were organized in different parts of Lapland indicating local, historical, natural and cultural diversity. The study themes were (1)

the eight seasons of the Lappish year (2) the meaning and history of wilderness areas (3) the tales of the North (5) Samiland of shamans and cultures (6) traditional Lappish food and customs (7) modern, industrial Lapland and (8) the different faces of Lapland. Between the meetings, the learning platform Optima was used for discussions about learning tasks and sharing information.

PBL as a pedagogical idea of learning storytelling

The main pedagogical idea of the program was PBL, problem-based learning. The tutorial sessions were renamed as knowledge worksites (see figure 3) to give students a more concrete idea of this type of learning. The knowledge worksites were the environments for handling knowledge, a starting point for learning a new theme, a site for planning information acquisition and a site for constructing and sharing new understanding. Two-hour knowledge worksites took place in the mornings on both days.

Figure 3. The phases of problem-solving – the structure of knowledge worksite (Poikela, E. & Poikela, S. 2005; 2006)
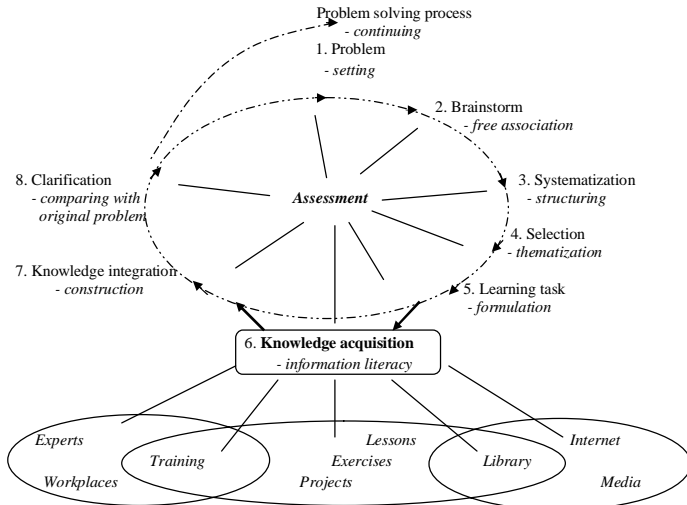
Skills of storytelling were developed in story workshops. Students practiced story telling always in front of a camera, 'a staring one-eyed-pike' as named by students. On the first day, the stories were to be based on the learning task that had been studied for a month. On the second day, the aim was to link the stories to a new theme just started the same morning. The second day story was more 'an ad hoc story' and revealed more of the presenters' story telling skills than the depth of knowledge of the story. All the stories were recorded, watched, assessed and reflected upon together. So, every student did not assess only her/his own story telling but also the others' and everyone got maximal benefit from the peer feedback. Of course, the facilitators gave feedback also. There was no need for exhausting long lectures given by the experts but only short, well-timed briefings and overviews by the trainers. Learning was based mainly on the students' own information acquisition. Libraries and archives were opened to the students in a new way. Living oral traditions were collected from the old-timers and the possibilities of using resources such as Internet browsing became more familiar for most of the students.

Knowledge acquisition – working with the internet and learning to network

The learning platform 'Optima' was used as a tool to gather and share information and to discuss the findings. Optima and the use of the internet, in general, was a totally new thing for some students. Some of the students had some experience, for example, in marketing their services for tourists. Despite the different backgrounds, every one recognized the benefits of using the Internet for acquiring and sharing knowledge. There were differences, however, in how active students were working with the internet. Three of the students noticed how they could use shared files in process writing. They wrote a fascinating fiction about a gold miner's life in the wilderness. Many practical ideas and discussions about the use of social media were shared - for example, how micro entrepreneurs can use Facebook as a marketing channel.

The students were either acting entrepreneurs in the field of tourism or had a special skill in some area (writer, artist, crafts person). They wanted to present and test their own products to be able to develop them further. To answer this need, every meeting had a certain time for "story product workshop" which in Finnish was named after a traditional Sami shelter made from peat, 'kammi'. This name also indicated that product workshop was confidential and offered students a safe testing space that most of them did not have because of working alone. Product workshop was a 'nightshift', because of

a chronic lack of time; even the first day, we studied ten to twelve hours and started the second day early in the morning. However, intensive and long hours also showed that students and trainers alike were serious in what they were doing.

In the product workshop, stories were linked to artifacts, aquarelle paintings, doll presentation, handicraft of reindeer bones and leather, Lappish jewelry and souvenirs, herbs and natural products and histories. The trainers were the ones who likely learned most in these sessions because they were given a rare opportunity to get to know the products in their fountainhead. For students, presenting their own products was an opportunity to share knowledge and skills and to deepen their own special competence – and their own self confidence.

Skill test of storytelling on the stage of tourism

Story tellers' competencies were tested on the stages of tourism that were as natural as possible. The first stage was a rehearsal for the final traditional Lappish feast, organized half way through the program in February 2010. The members of the programs' steering committee were invited and the media, local TV, radio and newspapers were present. Traditional Lappish food flavored with stories was a successful combination that got a lot of attention in the local media. The final skill tests were organized between May and July in different districts of Lapland in places that were real stages of tourism (doll gallery, handcraft shop, museum, folklore festival).

Evaluation criteria for assessing the skills of story-telling were created for the skill tests. Criteria were tested and developed in cooperation with students. With the help of the criteria, students and assessors were able to monitor the quality of the operational, social, reflective and cognitive competence of a story teller. The trainers, the student her/himself and peers all acted as evaluators. The audience was asked to give feedback about the ideas that stories awoke in them.

Conclusion

During recent years the tourism industry in Lapland has concentrated mainly on developing either exciting outdoor activities like slalom, white-water rafting and snow mobile safaris or Christmas fairytales around Santa Claus. However, there is a growing need to develop tourism activities that respect the unique Arctic natural environment, traditional life and local customs. Story telling helps visitors to learn the history, meet the people and enjoy nature without damaging or wearing out the physical environment and nature of the Arctic. Our

aim has been to introduce the idea of learning tourism and tourism as a restorative action or experience. So far, tourism has been researched mainly from viewpoints of marketing and sociology but not from viewpoints of adult education, lifelong learning and immaterial service. Learning tourism is not a new idea. It is comparable to already old-fashioned concepts of learning organizations, learning cities or learning regions. Combining the concept of learning tourism with the ideas of restorative experiences, consisting of natural and cultural environments, however, helps to plan the foundation for sustainable tourism in the beauty and the naturalness of the Arctic.

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LIFELONG LEARNING AND THE ENVIRONMENT

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CAN UNIVERSITIES CONTRIBUTE TO SUSTAINABLE DEVELOPMENT THROUGH LIFELONG LEARNING?

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Introduction

Speaking about "*sustainable development*" induces a perilous intellectual shift between normative and explanatory models (Coméliau, 1994): this conceit finds indeed its origins in both scientific and political debates. As such, establishing a univocal definition is a highly thorny problem: Pessey (1989) proposed a review of 37 different acceptations of the syntagm and Hatem (1990) proposed a typology based on no less than 60 different meanings found in the literature. It should first of all be emphasized that the authors of this article want to sit on the fence about this debate.

Classically however, sustainable development is often defined as "*the development that meets the needs of the present without compromising the ability of future generations to meet their own needs*", a definition taken from the Brundtland Report (WCED, 1987). It is generally schematised at the intersection of three constituents: namely the social, economic and environmental parts (Barbier, 1987). Of course, those three "pillars" of sustainable development are closely interlinked (Pearce, 1989; Dasgupta, 2007). For the purpose of this article, let us postulate that this definition, as vague as it is, can be used as a reference.

It is of outmost importance, discussing those three pillars of "sustainable development", to pinpoint the fact that there is no ineluctable stress between the economic, social and ecological points of view of the development (Stengers, 1998). The common hypothesis that there should be a "balance" between those three parts appears therefore as an ideological construction that needs to be considered with great scientific care, even though it is fairly common in productivist approaches[1] (Arrow *et al.*, 2004; Dasgupta, 2007).

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1   Non-productivist approaches often consider sustainable development as an oxymoron, rather using conceits such as 'economic degrowth' (Latouche, 2003).

Since the Sixties, human capital theories have studied the link between growth and education (Schultz, 1961; Becker, 1964). More contemporary theories suggest that investing in human capital (and thus in education) leads to an increased economic growth via an enhancement in technological innovations (conceived as an "endogenous" factor) (Romer, 1990). Although those theories fail to describe empirical observations (Livingstone, 1997), they have contributed to the development of lifelong learning policies, as a way to improve economical growth (Maes *et al.*, 2010). Lifelong learning policies are indeed conceived to increase access to knowledge and, therefore, to widen diffusion of scientific results and technological innovations.

On the other hand, lifelong learning leads to an increased access to qualifications (notably via the recognition of informal and non-formal learning). This increase allows higher employability and thus higher "social cohesion".

For many experts, the technological progress will be a keystone for environmental preservation and in particular, to tackle global warming (IPPC, 2007). The training intended to spread the scientific results and more specifically, the technological innovations allow lifelong learning policies to be therefore conceived as a way to contribute to sustainable development in its three dimensions.

In practical terms, however, is it possible to conceive training programs within the universities, which can clearly respond to the three "pillars" of sustainable development?

In this article, we will describe a training program on "*rational use of energy*" (RUE) designed by the Université Libre de Bruxelles (ULB) in partnership with the Université de Mons (UMONS) that tries to take up the challenge. The "rational use of energy" is indeed a major issue in the fight against global warming. As such, it has inspired many policies at the regional, national, European and international levels. For instance, the European Union adopted the directives on the energy performance of buildings (DIR 2002/91) and on energy end-use efficiency and energy services (DIR 2006/32). However, the implementation of those directives in national policies requires the appropriation of the conceits underlying the directives by local actors (public and private sector) and the development of adequate technological approaches. It is thus obvious that trainings in that field can improve the realisation of the European guidelines.

In Sec. 1 of the article, we describe the partnership that allowed the conception of a coherent program combining both theoretical

and practical aspects. In Sec. 2, we will set out a typology of the profiles of the participants and analyse briefly their motivations. In a Sec.3, we describe the contribution of this training program to the implementation of sustainable development strategies in the public and private sectors. In Sec. 4, we underline the necessary conditions for such a contribution to succeed. Among them, we will pinpoint the prerequisites that directly concern universities. In conclusion, we present a general strategy to set-up such trainings and therefore to increase the contribution of universities to sustainable development through lifelong learning.

Partnership and program

It seemed important to the academic promoters of the training to include fundamental and applied aspects, general and specialized elements. To adopt such an approach, they proposed to associate university staff members and professionals in the field.

The academic staffs of the training come from two different universities (Université libre de Bruxelles and Université de Mons) and two types of faculties (Architecture and Applied Science). The professionals come from both public (e.g. public service corporations, regional training centres, higher education institutions) and private sectors (e.g. consulting agency, law offices, non-profit sector associations). The professionals are selected to ensure a global, coherent perception of the field: they are chosen on the basis of their specialized knowledge and know-how but, in the same time, they are asked to be able to demonstrate a wider point of view on the matter.

The program, corresponding to 18 ECTS, is composed of three different modules (6 ECTS each): buildings, electricity, heating and cooling. In all the three modules, the contents include both theoretical and more practical aspects. They combine scientific, legal and economical approaches.

In each module, the first course introduces the subject via a contextual description and defines the required global notions (1 ECTS). The global notions given in this introductory course are often quite scholastic: for instance, in the 'heating and cooling' module, the first course is 'basic thermodynamics'. The reason for this classical academic approach is to be found in an empirical observation based on the application forms of the participants: many highly specialized professionals applying to the training were clearly lacking of general scientific basis and therefore were not able for instance to compare two different technological solutions.

The following courses in all the modules alternate lectures and case studies talks and exercises. The lectures introduce the theory underlying the different technological tools. The case studies allow discussion of the efficiency of each technological solution and, of course, it is an excellent way to experiment the theoretical analysis tools introduced during the lectures.

The training is self-funded: the tuition fees are the only source of funding. It should however be mentioned that the regional public authorities *recognized* the training, allowing some of the participants to benefit from public funding covering their tuition fees.

Participants

The second session of the training was held during the academic year 2009-2010. 26 participants registered. Based on their admission forms, we can distinguish three *typical profiles* of the participants:

- *Backers* (public administrations and service corporations representatives, real estate agents),
- *Developers* (architects, real estate consultants, R&D managers),
- *Executants* (builders, applied scientists working in a R&D department).

Almost all of them, independent from their sector, were expecting the development of a '*holistic*' approach of the RUE problem. Indeed, many of them indicated the difficulty to operate a synthesis of different scientific results and technological innovations and to understand the meta-framework in which all the so-called '*green technologies*' are developed. They also insisted on their need of *analysis criterions* to compare the different technological options. Moreover, they wanted to increase their ability to adapt themselves autonomously to newly developed technologies.

The expectations of the *backers* concerned both general and specialized knowledge in the field. More specifically, the representatives of the public sector indicated the crucial need for the administration and the public service corporations to master both the technical/highly specialized aspects (needed e.g. to write down the specifications included in a call for tender) and the general/global conceits (that are necessary when motivating a decision submitted to the policy makers).

The *developers* from both private and public sectors were more insisting on their need to determine, for a given situation, the appropriate technological answer to fulfil efficiently the expectations

of their backers. A few of those developers had already followed several different short trainings in the field each time focusing on a specific technology. They mentioned explicitly their difficulty to fully apprehend the range of application of each technological tool, this difficulty being increased by each specialized training.

The *executants* were focusing on more practical, down-to-earth aspects. They all insisted in their need to master simultaneously different aspects of a given technology: efficiency, impact, reliability and appropriate use conditions. Moreover, they were in need of a better understanding of the limitations of each technology.

Impact

All the impacts of this training are not yet measurable as the first training took place during the 2008-2009 academic year. However, the first feedbacks from the participants combined to their profiles give good hints of what those impacts will be.

The first effects on the public sector come from the involvement of participants belonging to the administration. Some of them are indeed in charge of regional policy-making, rules and regulation. Their participation allows the design of well-thought, scientifically relevant regulation policies. Several participants coming from this sector are also in charge of writing the calls for tenders issued by the public service corporations and administrations and of monitoring the realization of publicly funded projects. The result of the training is thus an *improvement in the affectation of public funds* and *in the public governance*.

Two major effects can already be identified on the private sector. Several participants indicated that they are progressively gaining a deeper comprehension of the RUE in the course of the training, as they are building up a holistic view of the field and, in the same time, as they are appropriating the theoretical aspects needed to develop a *critical assessment* of the technologies. Moreover, a few participants coming form R&D departments of private firms indicated that, as a result of the training, they foresaw *new paths of applied industrial research*.

In summary, this training contributes to the economical development in the field of green technologies, increasing its relevance to the needs of the different public and private sectors. Simultaneously, it allows the participants to evolve in their career and, in a way, to build up a new job: 'RUE counsellor'. We could therefore envisage

that this training contributes to the creation of new specialized jobs via the development of new competencies. As such, this training actually encounters the three pillars (social, economical, ecological) of *sustainable development* mentioned before. And yet, in this case, the impacts on the three pillars appear totally congruent: there seem not to exist any stress between the three dimensions of *sustainable development* when considering the contribution of continuing education.

Success factors

The elements that contributed to the success of this training were both *internal* and *external* to the universities. We will not detail in extend all the external elements as the goal of this article is to focus on the internal aspects. However, we have to mention that the training benefited from recognition of the regional authorities, which took the form of the authorization for employees to use *training vouchers* that are distributed by the employers as a social advantage in order to pay a part of the tuition fees of the RUE training.

Regarding the internal aspects, it is not surprising that the ability to balance concrete and abstract matters, theory and exercises, constitutes a really valuable asset of the university in designing lifelong learning trainings. But to guarantee such a balance, it is often necessary to ask the contribution of professionals in the continuing education programs. In this context, insuring that the partnership with those professionals does not suffer from pressures exerted by private firms is crucial. 'Green technologies' is a emerging sector that could represent not less than 1 600 billions € and become the third most important industrial sector in Europe in 2020 (WWF, 2009): the competition between the firms is important as they try to impose their technologies. To avoid any bias in its contents, e.g. the promotion of one specific technology, the university imposed that the persons responsible for the training had to be academic teachers. This condition allowed the discussion of the benefits and the defaults of the various technological solutions and the development of scientifically based analysis criterions.

Another kind of bias could come from the political actors: they could indeed seek arguments to justify their choices in the attribution of public funds. The independency of the academic staff towards the policy makers is therefore an important issue. To insure that independency, it appeared to the university that the academic staff in charge of the training had to be principally university teachers and/or researchers. In other terms, the *academic freedom* of the university, from *both economical and political* actors is a prerequisite for such a training to make sense.

Last but not least, it should be noticed that the difference between pure and applied research is a keystone to build such training. The holistic approach of a field, the comparison and analysis criterions of technologies, are generally outputs of pure research. Any "privatisation" of those results could lead to the impossibility to build analytical guides used by both private and public sectors. The dissemination of the results constitutes one of the specificities of the university continuing education, but it is necessary not to consider these results as goods: the aim of training is to train people and therefore to disseminate knowledge, not to sell it.

Conclusions. Towards a general strategy?

Sheldon Krimsky showed in 2003 that there's a tendency in some research labs of US universities to align the research topics to the expectancies of the "potential sponsors" from the industrial sector regardless of the fact that the "potential sponsors" *did not express* any willingness to influence those research topics. In other terms, scientists aligned their research to what *they thought* the private sector would find interesting (Krimsky, 2003; de Montlibert, 2004).

When the universities are developing lifelong trainings in fields such as *sustainable development*, it is obvious that there is a major risk that they align the contents to what they *suppose* to be the expectations of the public and private sectors. Amongst the widespread representations, the hypothesis that adult following continuing education expect more specialized, down-to-earth contents could lead the universities to develop short trainings, targeted on some technological aspects and closely linked with a chosen industrial partner.

Nevertheless, a close look at the *real* motivations of the participants in such trainings indicates the strong interest of maintaining classical scholastic courses, referring to results coming from 'pure research', in the contents of the trainings. This approach enables a critical view on the field that cannot be found in trainings offered by other operators. *This could be the main asset of universities in continuing education!*

In a previous article, we discussed the origin of the difficulties experienced by the persons in charge of the implementation of lifelong learning strategies in European universities (Sztalberg et al., 2009). We proposed the thesis that those difficulties are induced by stresses 'at the interface' of three different "idealized" universities: the *humboldtian university*, the *massified university* and the *market university*. In a way, the present paper completes this analysis by showing how the three models are irremediably linked in actual universities. In the case of

the 'RUE' training, the funding was entirely coming from the tuition fees and thus, the program had to be competitive in the '*continuing education market*' in order to recruit the students. The recognition by the public authorities, which helped to recruit some students, and the participation of many workers from the public sector indicate proximity with the "massified university" fundaments. As we showed above, one of the main interests of this training comes from the fact that university allows pure research lead only by the curiosity of the researcher – which is a typical 'humboldtian' characteristic.

We therefore suggest that the effectiveness of the contribution universities in areas involving political and economical stakes such as *sustainable development* strongly reflect on their intrinsic characteristics and, more specifically, on their *academic freedom*. And yet, the academic freedom can only be guaranteed by sufficient public funding (Krimsky, 2003; de Montlibert, 2004; Washburn, 2007).

"*Can universities contribute to sustainable development through lifelong learning?*" The answer is positive, but only if universities remain universities.

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AN APPROACH TO UNIVERSITIES' SOCIAL RESPONSIBILITY - The Experience of the University of Granada

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Universities in the face of Corporate Social Responsibility

Corporate Social Responsibility (CSR) is understood, in general terms, as the ethical dimension that both organizations and institutions should adopt and promote as an integral part of their practices and pursuits. The Green Book of the European Union, which encourages a European framework for companies' social responsibility, defines CSR as "a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis [COM (2001) 366]".

In fact, CSR arises when an organization becomes aware of and takes responsibility for its impact on the environment. The challenge is to contribute to the building of a new model of society that tends to sustainable environmental development and an equal opportunities system. This should be achieved not through occasional philanthropic activities or commitments with the environment, but by integrating certain ethical standards into the very structure and activity of a given organization.

CSR originated from the business sector, but during the last few years it has extended to universities, both public and private. The concern of the universities regarding CSR emanates from the awareness that their activities are not ethically and socially neutral. Their organisation, their administrative procedures and decision making, their energy, goods and services consumption, their academic opportunities and research productivity, reproduce –consciously or not – given values and habits. And, by so doing, they legitimate, reinforce and transmit them. Thereby, the administrative, organisational, and pedagogical routines of every university enclose what specialised literature denominates as "general hidden *ethos*", which the institution conveys

both to its students and to society at large, through a sort of "invisible pedagogy".

In view of this reality, the universities' commitment to SCR crystallises in a transformative process that, in general terms, should gradually unfold in the following way:

a) First, universities should overcome their understanding of "university outreach" and "cooperation for development" as mere adjuncts to their standard activities, and enhance their awareness, taking responsibility as a driving force for the implementation of an agreed social model. Expressly, the Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education, launched in France in 2005, and endorsed so far by over 73 colleges and universities from all over the world, states,

> "We believe that higher education institutions exist to serve and strengthen the society of which they are part. Through the learning, values and commitment of faculty, staff and students, our institutions create social capital, preparing students to contribute positively to local, national and global communities. Universities have the responsibility to foster in faculty, staff and students a sense of social responsibility and a commitment to the social good, which, we believe, is central to the success of a democratic and just society" (TD 2005)

b) Consistent with the previous reasoning, universities should undertake self examination to diagnose which aspects of each institution are prone to contribute to equitable, and economically and ecologically sustainable social development. To this end, they should analyse their impact upon their social environment and discover their strengths and weaknesses. In short, it comes down to explaining and reviewing what their hidden *ethos* is. As Joaquín Garralda has pointed out "the behaviours most resistant to change are those of which we are not aware" (2006, 2). This is the reason why inquiring into the development model that lies hidden under organisation and activity of a given institution is essential.

c) This process will culminate with the assumption by a given university of a definite ethical commitment, both in its organisation and activity, and with the launching of a CSR project in order to contribute to the transformation and sustainable development of society. Twenty-first century universities should not limit themselves to be mere vehicles for the transmission of knowledge, but they should assume a proactive commitment to social and economic

sustainable development, bringing into this ethical model all groups under their influence: students, educators, administrative and service staff, public and private entities connected with them, and society at large. According to the Talloires Declaration for a Sustainable Future, launched in 1990 by the Association of University Leaders for a Sustainable Future, and currently subscribed by 413 universities in 52 countries,

> "Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. Thus, university leaders must initiate and support mobilization of internal and external resources so that their institutions respond to this urgent challenge" (TD 1990).

University Corporate Social Responsibility and Life Long Learning (or Continuous Education)

In conformity with the preceding, CSR will have a mainstream and global impact upon the activity and organisation of the university institution. Within this body, the organs in charge of management and educational offering of Life Long Learning are in a privileged position to contribute to the development of university CSR. This is, at least, our experience at the School for Postgraduate Studies at the University of Granada.

In connection with this sphere of its mission, the School for Postgraduate Studies has assumed a voluntary commitment to continue to enhance its performance in the fields of environment, economy and society, with the aim of contributing to its milieu's sustainable development.

The policy of social responsibility of our School is implemented in three main areas: management, learning programmes, and social projects. Herewith, we would like to draw attention to a few aspects of our work, with the aim of furthering the discussion, and of exchanging concerns and experiences in reference to the social commitments that should be assumed by universities in the frame of the European Space for Higher Education and Life Long Learning.

CSR and administrative management

With regard to the first area under discussion, that is, management and administration, the policy of Social Responsibility of the School for Postgraduate Studies materialises in the provision of fair, safe and qualitative working conditions for its staff. To this aim, systems for

the prevention of occupational hazards have been implemented, as well as for the training of the staff in this province. At the same time, policies for equal opportunity that avoid discrimination on grounds of gender, origin and condition distinction, have been enforced.

The quality of the Centre administrative management has been so far certified by external mechanisms of assessment that guarantee quality assurance.

At the same time, the commitment to the environment is one of the main concerns of the Centre management team, which has furthered the adoption of good practices relating to recycling, slowdown in use of paper, energy and consumables, and regarding the selection of suppliers. All this is in conformity with the University of Granada's environmental policy, which has set us up as a model of environmental responsibility.

Commitment to social integration and non-discrimination

Another cornerstone of the CSR policy of the Centre is social integration and zero tolerance regarding discrimination by reason of age, gender, disability, and ethnic or racial distinction. Both staff and administration pay especial attention to the erasure of social barriers for excluded groups and for those sectors of the population that suffer from greater difficulties in gaining access to the job market (women, disabled and unemployed).

We consider that universities have the opportunity to enhance social awareness of the integration of underprivileged groups and to promote sustainable development through the agency of Life Long Learning. Towards this end, the School favours mainstream training for sustainable development, while educating in social and individual values, peaceful cohabitation and human rights protection. As a matter of fact, during the last few years the School has increased its educational offer regarding legal, social and political aspects of current concerns such as social integration of minors, dependents, handicapped or immigrants; consumer's rights protection; environmental protection; social mediation and conflict resolution, etc. At the same time, the School endeavours to facilitate access to our academic offer to those socially underprivileged, as we will discuss in this paper.

More to the point, the School's rejection of any kind of discrimination crystallizes in the way it deals with sexl discrimination. In the first place, it is relevant to emphasize that the composition of the directing body of the School, including senior managers, is gender balanced.

Spanish legislation in matter of gender balance has advanced inexorably during the last few years, crystallizing in 2007 in a Law [Ley Orgánica 3/2007 de 22 de marzo] for effective equality between men and women. This Law together with previous rulings -as the Law against violence against women [Ley Orgánica 1/2004 de 28 de diciembre]-, mentions explicitly the role of the universities in achieving the proposed objectives. This commitment has been further assumed by the universities, as university regulations specifically stipulate that "education for any professional activity must contribute to the knowledge and development of the principle of equality between men and women". (Preamble R.D. 1393/2007)

Within the framework of these rulings, but also because the governing boards of the University of Granada and the School for Postgraduate Studies are fully persuaded of these ideas, measures have been established to achieve the objectives intended both by national legislation and university social commitment. One of these measures consists of the adoption of non-sexist language in official documents and the promotion of non-sexist language among staff and students. Spanish is a gender-specific language which, through long standing use and custom, has often obliterated the feminine grammatical gender under the alleged generic masculine.

Aside from the language policy, and previous to these bodies of legislation, the School has a long tradition in organising and offering specialised courses on gender issues, and entertains projects to organise other courses on these issues in future, addressed both to university staff and to other interested users and stakeholders.

Another School priority is to prevent ageism. Our goal is not only the integration of senior people, but also to attain the acknowledgment that they are important and valuable human capital within increasingly long-lived societies. In this respect, one of the most relevant activities within the Centre is what we label "Permanent Education Classroom". Within its frame, university teaching is offered to senior citizens, some of whom never had the opportunity before to gain access to university education due to professional and/or family commitments, or financial constrains. By integrating the elderly in the university community, this programme often helps them to feel useful, while achieving another very important target: making them socially visible.

In the same way, the School for Postgraduate Studies seeks full integration and non-discrimination of the disabled. To this end, we strive to facilitate accessibility to our premises, not only from a physical point of view, but also enabling easy access to teaching

material and to information about the Centre. The philosophy behind these endeavours emanates from the School rules on accessibility and universal usability of its settings, processes, goods, and services, and addresses a strategy of "design for everyone". All postgraduate courses take account of a specific plan of tutorial action for disabled people and of accessibility to teaching material. Moreover, on all courses some places are reserved for disabled students, who are also entitled to apply for financial support that allows them to enrol and to gain access to permanent education. Finally, new technologies are a privileged tool for the integration and participation of disabled people.

In short, the School has adopted a whole series of measures to guarantee affirmative action in pursuit of actual and effective equality.

As a matter of fact, the goal of the School is to make university training, in general, and Life Long Learning and Postgraduate studies, in particular, accessible to any individual. It is our belief that lack of economic resources should not be an issue at this stage. For this reason, 15% of the School income generated from course offering is directed towards grants for financially disadvantaged students. We count also with special programmes to support the unemployed, and specific formative actions have been designed to enable professional recycling and further training with the aim of enhancing employability.

In short, through these and other actions, which are part of daily management and teaching practices, the School favours universal accessibility to its services while avoiding both direct and indirect discrimination, whether it be because of sex, ethnic origin, disability, age, sexual orientation, belief system or political persuasion.

We are convinced that the integration as students of elderly and disabled people is beneficial for them but, above all, for the whole university community and society at large. Rendering them visible, and evincing their capabilities before the teaching community and their fellow students, will contribute to the erasure of social barriers and prejudices against them. The goal of the School is to enhance mutual understanding of all social actors in an ethical, humane and non-discriminatory form.

Our society is far from being uniform. On that score, when the university acknowledges and assumes diversity, and understands difference not as a nuisance or disturbance but as an added value, it becomes a role model for the society in which it is embedded, and leads it to assume diversity as a positive and rich benefit.

Marketing and Responsible Communication

According to the Talloires Declaration (TD 1990), the ultimate goal of university adoption of CSR is to become a role model of awareness and commitment for a sustainable future. Universities should commit themselves to enhancing the awareness of the rest of public and private institutions and society at large.

In this vein, we believe that the university should be able to transmit its ethical commitment, both through its corporate image and through its activity. Recently, most respondents who participated in a survey conducted in Latin American universities declared that they were unaware of their universities' CSR commitments. In the face of that, we are aware that universities should not only assume, and put into practical effect, an ethical and social commitment, but should also go to any lengths to communicate it through transparent information, and by devising and implementing sustainable communication plans in order to ensure it projects the best social image possible.

The University must take care of its image, by knowing how to publicize its actions, making them easily available to stakeholders and all other interested parties. To this end, caring for the use of socially inclusive non-discriminatory language is essential so that its message and activities reach out to the diverse population sectors of today's complex societies.

Socially responsible communication is a mandatory requirement for universities, to be implemented through accurate and fluent dialogue with stakeholders.

Thus, communication, marketing and publicity, which were all practices exclusively concerned with persuading and offering a "clean" image of a given corporate entity in the past, are now compelled to be clothed with sustainability. This is a noticeable, increasingly obvious necessity, apparent in several recent projects devoted to finding the way of contributing added values through sustainable products and services marketing.

As it has been expressed by the Enterprise and Society Foundation (2009),

> "…in future, business will not be able to afford being a simple economic exploitation in the traditional meaning of the term. It will gain in importance within society insofar as it is socially responsible, which embodies aspects such as the fact that its products and services are accepted by citizenry, it observes

strictly governing law, its senior staff conduct themselves according to an unblemished ethical behaviour, it places suitable importance on the relation with its employees, it is respectful of the environment and supports underprivileged people within the communities in which it operates"

This definition should undoubtedly go with an essentially responsible marketing, whose practices lead the currently reticent and distrustful public to form either a positive or negative impression about the institution.

University CSR beneficiaries

The adoption by the university of a social responsibility policy benefits, in the first place, the institution itself. Both the legitimacy and rationale of twenty-first century universities are reframed and reinforced. In present day societies, the role of the universities cannot be confined to contributing to knowledge progress and transfer. Universities regarded as ivory towers, isolated from society, are anachronistic. On the contrary, universities must actively engage in training socially responsible professionals and citizens, who posses an ethical and caring conscience and are thoughtful, innovative, discerning people, able to enhance quality of life and cement respect of the environment and human rights.

Moreover, university CSR benefits all members of the institution: administrative and service staff, students and educators, and public and private entities that interact with it.

Finally, the universities' social commitment will benefit the social community at large, by contributing to the promotion and achievement of a balanced and sustainable future.

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NETWORKING FOR LIFELONG LEARNING

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Abstract. In this paper we present our view on the importance of networking and cooperation in the context of lifelong learning. Networking enables integration of variety of learning needs and involves a wide range of lifelong learners, education and training providers and other actors in lifelong learning processes. In Slovenia providers of education and training form a social network which we analysed through our exploratory study. In the study we also identify and propose several possible models and networking mechanisms for enabling and promoting lifelong learning. We focused our research findings especially on cooperation between higher education institutions and other training or education providers or business enterprises and related organisations.

Key words: lifelong learning, social networks, education, training, cooperation

Introduction

The occurrence of demographical and technological changes in modern societies emphasizes the importance of lifelong learning (LLL). Nowadays there are many different actors in the area of LLL. Numerous educational and training organizations offer various approaches to learning, including formal and nonformal learning [3]. People learn because of personal reasons, aiming personal development, selffulfillment and pleasure, but also for the reason of professional development. On the other hand there is a variety of lifelong learners learning for different reasons - for personal reasons, aiming personal development, selffulfilment, pleasure etc. but also for the reason of professional development, career and for organisational effectiveness as well. In enterprises and other types of organizations training and education is usually the most frequent answer of management of these organisations to ambiguity of today's world [11].

Lifelong learners require different teaching approaches [11] and a mix of different kinds of knowledge [4, 10]. When considering learning

theories it is obvious that people learn best through practice, at work, in interaction with other people and with the help and guidance of experts or individuals, who act either as role models or mentors. Beside, providers of learning are usually specialized on transferring only limited kinds of knowledge - either practical expertise combined with implicit experiences or theoretical, explicitly expressed knowledge written in different textbooks and implementing limited kinds of teaching approaches. It seems that a mixture of different learning needs, different learning styles, learning methods and learning contents that are needed by various learners - individuals, industry, different public and private organizations etc. can not be covered by only one training or education provider.

There are many successful examples in which learning opportunities are planned, created, developed and implemented in partnerships, for example between education or continuing education institutions, training organisations, professional associations, trade unions, employers' associations, business enterprises etc. Networks of training and education providers which possibly include potential users of training and educational services could provide a better learning context - paying attention to all kinds of relevant knowledge, respecting knowledge and experience adult learners already possess, basing learning on learners' work experiences, involving mentors, role models etc. Through specialization which improves teaching competences of involved learning providers and through cooperation between them a better learning experience could be offered to learning individuals and related organizations.

In our research we focused especially on the links between higher education institutions (HEI), enterprises, employers' and professional associations, trade unions, different regional and national authorities etc. As a result we identify some interesting approaches to networking and network mechanisms through which providers of education and training in Slovenia and elsewhere intentionally or unintentionally promote and implement LLL. The results of the study enabled us to define network models of education and training.

Methodology

A (social) network is defined with the set of actors and the ties (or relations) between them [13]. In our network the actors would be organizations involved in LLL and the ties or relations would be the forms of (training or educational) cooperation between these organizations. When we were planning our research a special concern was directed to the question which actors should be included in the network, but the boundaries of the network were practically impossible

to determine in advance. Our research approach is presented in the following paragraphs.

As already noted the aim of our research was to check the situation of formal and informal education in Slovenia and to identify possible links between organisations involved in LLL. Questionnaires were sent to all Slovenian secondary schools, high schools, HEIs, further education institutions and forprofit training providers, regional development agencies (RDAs), technology parks and incubators, to some trade unions and to a sample of Slovenian enterprises. On average the response rate was rather low – from 8 % for trade union organisations to 36 % for further education providers (people's universities).

Social network analysis (SNA)

The actors in our network were asked (among other questions) to rank three organisations they mostly cooperate with in terms of LLL. In the case when they mark organizations which had not been on our mailing list, we sent a questionnaire to them as well. This is so called snowball sampling approach [8, 9].

Analysis of the research findings was carried out by R package [5] software and descriptive statistical methods. Network analysis was conducted using the program Pajek (slovenian word for Spider) [1]. Pajek is the open source program for analyzing and visualizing large networks ([2, 13]). In the following paragraphs we describe some conclusions regarding network analysis.

With the survey we obtained a directed onemode network with 1277 vertices representing organizations involved in LLL. The ties were directed from the organizations which choose to organizations which are chosen. Ties were weighted according to the selected rank (first, second or third rank, regarding the intensity of cooperation). In the research organisations were clustered into nine organisational types (see Figure 1). As it is evident from the Figure 1, most of them were enterprises. Another important criteria used in the analysis was the data about the Slovenian geographic region to which organisations in the network belong.

For the identification of denser parts of the network we used the so called core principle. In Figure 2 there is a 4core presentation of our network. Every organisation in this subnetwork is connected with at least four other organisations from the same subnetwork. Vertices representing organizations are coloured differently according to the region of origin (see left side of Figure 2). We analysed the network

also with the islands principle approach and through the procedures of network shrinking.

Figure 1. Types of organizations in obtained network.
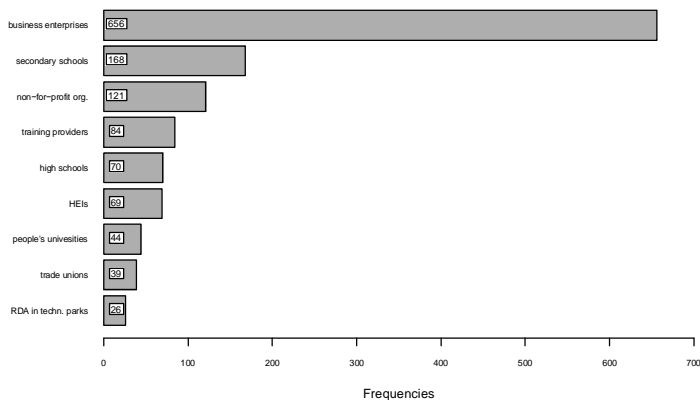
With the help of SNA we recognised some important issues regarding networking and cooperation, which represent a possible base for further research and for guidelines when formulating policies for promotion of LLL:

a) *Involving regions in LLL and value added.* The research results show that not all of the regions in Slovenia participate equally in LLL integration. In the recognised networks mostly educational, training and business organisations from Central Slovenia and Podravska region are involved, and slightly less often the organisations from the Savinjska and Gorenjska region. Involvement of the organisations from other 8 Slovenian regions, which are geographically relatively more distant from the Central Slovenia region, is on the contrary quite weak. It is interesting to compare this information with gross value added data. There seems to be a correlation between the amount of cooperation and the gross value added. The highest gross value added is achieved by Central Slovenia and Podravska Region and slightly lower values by the Savinjska and Gorenjska regions. Other regions' gross value added is significantly lower [12].

b) *Establishing centres of LLL initiatives.* We identified a few organizations in education and training which seem to be important

centres of LLL initiatives. It is important to mention that all of them belong to the most successful geographic regions. Among these organisations there are some engineering and business HEIs (Faculty of Economics in Ljubljana, Faculty of Electrical Engineering and Computer Science in Maribor, Faculty of Mechanical Engineering in Maribor), Slovenian Chamber of Commerce representing majority of Slovenian enterprises, high school and vocational secondary school in Velenje and two further education institutions People's University in Celje and in Jesenice.

c) *Integration criteria.* Matrix presentation of 4core (Figure 2) and clustering organisations with Ward method and corrected Euclidean distance [6, 7] give us another interesting point of view. We can observe that majority of the dark spots in the matrix are on the main diagonal. Organisations cooperate mainly with other organisations within their cluster (clusters are separated by thicker lines) and less frequently with organisations outside the cluster. In the study we discovered key criteria leading to LLL integration - geographic proximity especially in terms of belonging to a particular

Figure 2. 4core subnetwork.

Figure 3. Matrix presentation of the 4core subnetwork.
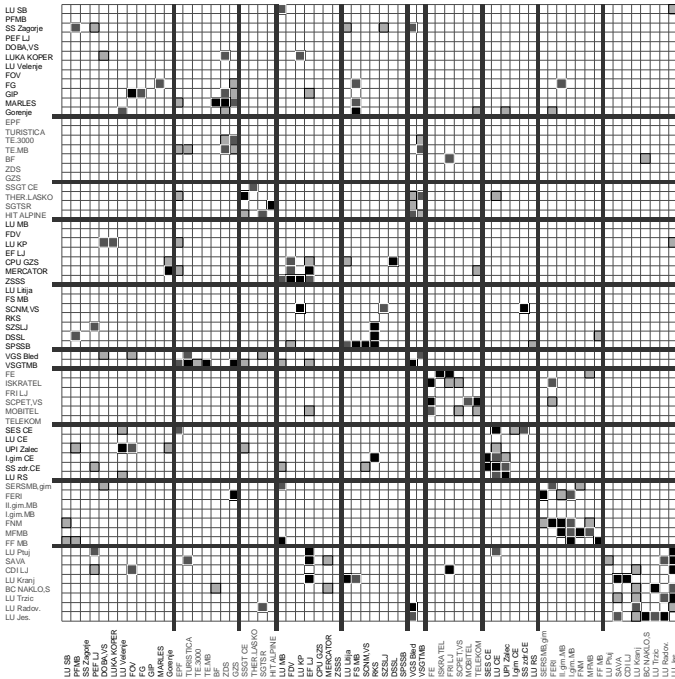
region or urban environment, common industry or sectoral membership, common organisational type and various combinations of the former three criteria. These are important messages to the creators of national policies regarding LLL about which organisations and combinations of organisations might be successful in LLL cooperation initiatives and which combinations should be avoided.

Discusion and key findings

Through the survey and the descriptive statistical analysis we recognised some important issues about attitudes towards cooperation and about networking mechanisms in Slovenia. In the following paragraphs we present some key ideas:

a) Promotional activities and information dissemination. HEIs for example, strongly support integration with other educational institutions and business enterprises but their involvement in commercial training is much less frequent. Over 90 % of HEIs support participating of their experts in the implementation of education or training in other educational institutions. On the other hand, in business enterprises there is a weak support for cooperation with educational and training institutions. Management and individuals in enterprises often avoid participation in the design and implementation of educational and training programmes since they seem to believe that such cooperation is relatively insignificant for the performance of the enterprise. Besides, enterprises unlike HEIs, do not attach a special importance to the opportunities for obtaining ECTS credits or various (vocational, professional) certificates. Enterprises that are nevertheless involved in the codevelopment of educational or training programmes have the expectation that the programmes should be work based. In addition they are willing to contribute their infrastructure, latest technology and all the necessary equipment. In our opinion information asymmetry is an important barrier which impedes cooperation in the area of LLL. It seems that HEIs are usually aware of the potential benefits of cooperation, ECTS principles etc. but they might not be aware of the importance of work based learning and possibilities to use equipment, infrastructure and technology of business enterprises in the context of education. Business enterprises and other related organisations on the other hand lack the information about possible benefits of cooperation with HEIs. Promotional activities, dissemination of good practices of cooperation and transfer of relevant information are examples which should be introduced in the future.

b) Design of a network. In accordance with our research findings, in Slovenian case we can identify a few models of networking: geographic model, sectoral model and homogeneous model. Monotype model, hybrid model and diffuse model could not be identified in Slovenian context. General types of models are presented in Table 1. These are broad guidelines to the national policy which networking initiatives should be supported and promoted especially when planning public calls for LLL initiatives.

Table 1. Models of networking.

Model	Geographic proximity	Type of organization	Industry
Geographical	Proximity	Diversity	Diversity
Industry	Diversification of proximity	Diversity	Similarity
Monotype	Diversification of proximity	Similarity	Diversity
Hybrid	Diversification	Diversity	Diversity
Homogeneous	Proximity	Similarity	Similarity
Diffused	Diversification	Similarity	Similarity

c) Compliance with the history of cooperation and activities coordination. Besides, there are some additional issues which should be addressed when considering networking in education and training. One of the most important conditions to build a successful network is to structure it on the basis of previously existing links, established informal contacts and a high enough degree of trust between the involved organizations. It is also important to establish some kind of a central unit, which would be responsible for the coordination of organizations involved in the network. This unit is also a translator between the higher education environment and business environment, environments with very different cultures and ways of communication. The role of this unit would be to establish channels of communication within the organizations involved in the network as well. Central unit should act on a regional level or at the level of urban settlement and should be closely related to HEIs involved in the network.

Conclusion

In our study, we have tried to identified connections and the importance of collaboration between different providers of lifelong learning in Slovenia. Using network analysis some key characteristics were proposed and analyzed. We believe that this contribution is a starting point for future analysis in the field of lifelong learning in Slovenia and comparable European countries.

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APPENDIX

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This book explores some of the challenges which university lifelong learning will face in this next decade. In particular, it focuses on how to develop and promote restorative education and practices through social, economic, juridical and cultural environments in harmony with the physical environment.

The content of the book is based on papers and workshops presented at the 39th European University Continuing Education Conference (EUCEN, www.eucen. eu) on 'Lifelong Learning for the New Decade' held at the University of Lapland, Finland, in May 2010. The book includes information, opinions and critical discussion on a range of topics and provides new ideas and challenges on the role which university lifelong learning can play in shaping our future. The book would be of particular interest to policy makers, researchers, managers, teachers and students of university lifelong learning.

Kirjassa käsitellään eurooppalaisten yliopistojen aikuiskoulutusta ja elinikäiseen oppimiseen kohdistuvia haasteita alkaneella vuosikymmenellä. Kirjoittajat esittelevät hyviä käytänteitä ja uusia malleja, mutta käyvät myös arvioivaa keskustelua elinikäisen oppimisen teemoista, joissa on kehitettävää ja joihin yliopistojen tulisi tarttua. Uutena teemana kirjassa tuodaan keskusteluun restoratiivinen koulutus ja restoratiiviset käytännöt. Lähestymistapaa pohditaan mm. sosiaalisten, taloudellisten, juridisten ja kulttuuristen ympäristöjen ja tilanteiden kautta.

Kirja perustuu eurooppalaisten yliopistojen aikuiskoulutusverkoston (EUCEN, www.eucen.eu) ja Lapin yliopiston järjestämän konferenssin esityksiin. Konferenssi järjestettiin toukokuussa 2010 Rovaniemellä. Kirja on tarkoitettu erityisesti elinikäisestä oppimisesta kiinnostuneille päätöksentekijöille ja toimijoille, tutkijoille, suunnittelijoille, opettajille sekä opiskelijoille.

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