Developing Lifelong Learning Strategies, Business Plans and Actions

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EUROPEAN ASSOCIATION OF DISTANCE TEACHING UNIVERSITIES

Education and Culture DG

Lifelong Learning Programme

EADTU

EADTU is Europe's leading representative association for Lifelong Open and Flexible (LOF) learning in distance HE.

Members are:
12 Open and distance teaching Universities
15 Consortia and Associations of conventional universities operating with e-learning and DE
3 Associate members

Representing over 200 Universities and
3 million students.

EADTU's scope

EADTU initiates activities in the field of:

- Virtual Erasmus (virtual mobility)
- Networked curricula
- Employability (virtual internships)
- Open Educational Resources
- Quality Assurance in e-learning
- Research in LLL
- University Strategies and BM for LLL

USBM: addressing the LLL Challenge

- to develop university strategies and new business models of LLL for 25+ in higher education in Europe.
- to boost lifelong learning in a collaborative setting of conventional universities and distance teaching universities.
- to develop guidelines for institutional strategies and new business models at the local university level based on current best practice, innovative projects and strategies of the partners.
- to raise awareness in the academic community for organising LLL and pave the way for actual changes in institutional strategies.

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Obstacles for organising LLL

- Government lack of investment/recognition
- Priority of BA/MA and research agenda
- Inadequate offer from HE
- Uncertified commercial offer
- Wide competition between private providers
- Absence of ICT competencies from HE
- Lack of recognition of elearning
- Inadequate infrastructure to support large number of distance education students

Project Partners

Coordinating Institution

European Association of Distance Teaching Universities

EADTU Partner institutions and authors

- Universidade Aberta I **PT** I
- The Open University I **UK** I
- Open Universiteit I **NL** I
- Universidad Nacional de Educación a Distancia I **ES** I
- FernUniversität in Hagen I **DE** I
- Anadolu University I **TR** I
- Università Telematica Internazionale UNINETTUNO I **IT** I
- Linköping University I **SE** I
- Danish Association of Open Universities I **DK** I
- Katholieke Universiteit Leuven I **BE** I
- Lund University I **SE** I
- Moscow State University of Economics, Statistics and Informatics I **RU** I
- Fernstudien Schweiz I **CH** I

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Welcome to USBM, the portal for Lifelong Learning

Taking the next step in lifelong learning!

This portal is addressing the Lifelong Learning challenge Universities are currently facing. Lifelong learning is about developing structures for continuing education that fit the realities of professional life and helps complete the knowledge that people acquire during their careers and renew or develop their existing knowledge. It is about all those phrases we use in speeches like "unlocking the knowledge of universities" and "making university education responsive to the needs of business". **Lifelong learning is broadly embraced throughout Europe.**

Although lifelong learning is a concept broadly supported and strongly recognised by universities, governments and the EU, it is still in the initial phases of being implemented. **Lifelong learning is not widely implemented yet.**

Most universities are not sufficiently prepared to deliver lifelong learning. This can easily be explained when looking at their principle task and target groups. In general, universities are bound to their conventional business models focussing on research and innovation and educational programmes in the BA/MA structure. This is the right strategy for the target group of traditional students. **To reach a new target group of LLL-students we need to develop new strategies and new business models.**

This explains for the most part the hesitation of universities to take the next step in organising lifelong learning. The USBM consortium is bringing together **university strategies and business models for lifelong learning** that already fulfil the conditions for successful implementation.

Within EADTU, in a collaborative setting of Associations in distance education, conventional universities and distance teaching universities have worked towards institutional strategies and business models for LLL.

Please find our 2 publications on Lifelong Learning below and find your way in organising LLL by using our open on-line Guide:

Overview of USBM products

Report Showcases	Report Organising LLL	Guide of LLL
Showcases of University Strategies and Business Models for Lifelong Learning	Organising Lifelong Learning	

Disclaimer

This portal is a result of the USBM project. The USBM project is carried out with the support of the European Commission, DG for Education and Culture, under the lifelong Learning Programme. However sole responsibility for this portal content lies with the EADTU and the Commission is not responsible for any use that may be made of the information contained therein.

Triple Track Approach

Formal education: degree education

Non-formal education: customizing flexible education and training to companies and communities

Informal education: sharing of open knowledge; the organisation of open and flexible modules

Universities and national policy makers should <u>be aware that traditional formal education alone cannot meet the challenges of the knowledge society.</u>
<u>Open and flexible distance education</u> to support these concepts<u>.</u>

A demanding supplementary challenge for universities
  – to address new target groups,
  – shift to new approaches
  – change their business models.

This brings forward questions like:
  – what target groups to address and how?
  – what staff (capacities are) is needed?
  – what to offer?
  – how to deliver/provide?
  – what strategies
  – on-campus, off-campus or mixed?
  – how to finance this?

A University Strategy

- **a *vision* statement** - indicating where the institution expects to be in the future and how the operation in planning will contribute.

- **a *mission* statement** - explaining what the institution wants to achieve by its operations in general and more specific why and when new operations are started.

- **considerations on *positioning*** – governing the relationships of the institution with society, customers/students, suppliers, employees, local community and other stakeholders.

Business plan

Strategic planning determines where an organization is going over the next year or more, how it's going to get there and how it'll know if it got there or not. The focus of a strategic plan is usually on the entire organization, while the focus of a business plan is usually on a particular product, service or program.

Based of this definition it makes sense to characterize implementation of lifelong learning into a university strategy as a business model. After all lifelong learning is only a part of the overall strategy for a university.

3 operational clusters

1. market relations
– covering customer segment, value propositions, channels and customers relationships,

2. production and delivery
– covering key resources, key activities and key partnerships,

3. financing
– covering revenue streams and cost structure.

Market relations

- <u>Do we have courses or programmes that learners outside of our traditional cohort of campus-based students need</u>, or do we have the expertise to create such courses or programmes (a value proposition)?

- Who are the learners and how are they segmented (<u>customer segments</u>)? How are we going to reach and deliver our courses to these groups of learners (channels)?

- <u>How do we service the learners </u>(costumer relationships)? Which sort of communicative infrastructure and learning support should be in place for these non-campus-based learners?

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Considerations

- <u>Demand driven</u> or <u>expertise driven</u> approach
- <u>Install regional university-business platform</u>
- <u>Business approach from within the institutions or outside</u>
- Is a similar course being offered by competing institutions ?
- How many lifelong learners have a need for or an interest in the course and are likely to sign up for it?
- Is it likely that employers will pay the fee or will it have to be paid out of the learner's own budget?
- Are there requirements that the student has to fulfil before been accepted on the course/programme?
- Does the course require specific language skills?

Production and Delivery

- Do we have the <u>key competences in-house</u> ,or do we have to go into partnership with other educational institutions: <u>key partnerships</u>?

- Do we have the <u>communication and service infrastructure</u> in place?

- Are we able to <u>facilitate collaboration and communication among the students and between students and tutors/teachers</u>?

- <u>Make staff familiar</u> with the <u>new pedagogical models</u>?

- How to <u>finance</u> the development of courses/programmes in a period prior to delivery?

- Etc

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Considerations

- Offering <u>formal – informal – non-formal education</u>
- <u>Flexible, accessible, personalised and interactive</u>
- <u>Does the university have the technological infrastructure</u> and the <u>pedagogical expertise</u> to offer the course as e-learning?
- How much self-produced educational material is it possible to provide for the course?
- Does the course include some hand-on experiments to be carried out in special laboratories?
- How much manpower – professors, lecturers and tutors – will be involved in the delivery of the course and for how many working hours?
- Etc.

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Financing

- How do we finance the <u>development</u> of lifelong learning courses/programmes – both <u>manpower</u>, <u>material</u> and <u>infrastructure</u>? From which sources do we receive our income (revenue streams)?

- How are our costs distributed (cost structure)? What are the <u>fixed costs</u> – e.g. investment in the production of the course/programme - and what are the <u>variable costs</u> – e.g. expenses for delivery to each student?

  <u>How many students</u> do we have to recruit in order to reach a break-even point for revenue and cost – and how many years will it take to reach this point?

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Considerations

- Is it possible to develop and deliver a course with a <u>high competitive content</u> that fulfils the <u>quality</u> standards of the institution for a <u>price</u> that students/companies are willing to pay?

- Does the programme aim at an <u>audience</u> for whom the <u>fee</u> is irrelevant or of minor importance or even prestigious?

- Does the <u>delivery format</u> place considerable additional costs on the students?

- From which <u>sources</u> does the university receive the funds necessary for providing lifelong learning?

Successful BM

HE institutions need the ability not only to identify a <u>market opportunity</u> but also to <u>assess and accommodate the different learning objectives and styles</u> of a diverse group of customers. This means <u>blending different learning materials and teaching styles</u> dependent of the group of learners.

All this in a complex and rapidly changing market

USBM LLL-Guide

Lifelong Learning implementation GUIDE with references to European Showcases

http://www.eadtu.eu/lll-portal/

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Examples of good practices

- Formal:
  - The Virtual Environmental Consultancy at OUNL
  - The APEL course at OUUK
- Non Formal:
  - The Pentalfa programme at K.U. Leuven
  - Short courses at UNED
- Informal:
  - OER (OUUK, OUNL, UNED, MESI, UAb, Anadolou…)
  - Media and museums at Aarhus University

Conclusion

There is no such thing as a singular, definitive strategy and business model that can be generically implemented in all institutions

- **Changed (business) models for learning**
  From formal to non- and informal learning (TRIPLE-Track)

- **Changed Student Expectations**
  Flexible and personalised

- **Changed opportunities for academic cooperation**
  Networked Curricula (NetCu) + Virtual mobility (EPICS)

LLL-PRO
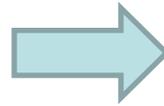
Thanks for you attention

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