



WORLD
CONGRESS
ON ACCESS TO POSTSECONDARY EDUCATION

Connecting the Unconnected

Access: the role of regional collaborations

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Some background and context

- Policy changes and shifts in focus
 - A move from a focus on adults to ‘under-represented’
 - The targeting of schools
- Structural changes
 - The slow demise of adult and continuing education: Lifelong learning comes of age?
 - Funding and opportunity costs

Outline

- **General context**
 - Lifelong learning
 - Learning region/city
 - Learning society
- **Some specifics**
 - The PURE (PASCAL Universities' Regional Engagement) Project)
 - R3L+ Quality framework for learning cities and regions
 - THEMP (Tertiary Higher Education for Mid-life People)

Access and collaboration

- Key concepts
 - Lifelong Learning
 - Learning Region/City
 - Learning Society

Lifelong Learning

- economic competitiveness and prosperity
- active citizenship
- social cohesion
- fulfilment of individual personal aspirations
- regional and local development

Learning Society

- a cloud-like concept?
- Use “region” or “city” to focus thinking
- Shared sets of meanings:
 - We live in...
 - We are...

But some confusion over definition (when did it start? How is it qualitatively different?)

Learning Regions/Cities

A region, city, urban or rural area, regardless of whether its identity is defined in administrative, cultural, geographical, physical or political terms. The learning region must, however, have sufficient size to encompass and mobilise the key players for the purpose of developing lifelong learning....

EC (2002) CALL FOR PROPOSALS (EAC/41/02) EUROPEAN NETWORKS TO PROMOTE THE LOCAL AND REGIONAL DIMENSION OF LIFELONG LEARNING (THE "R3L" INITIATIVE)

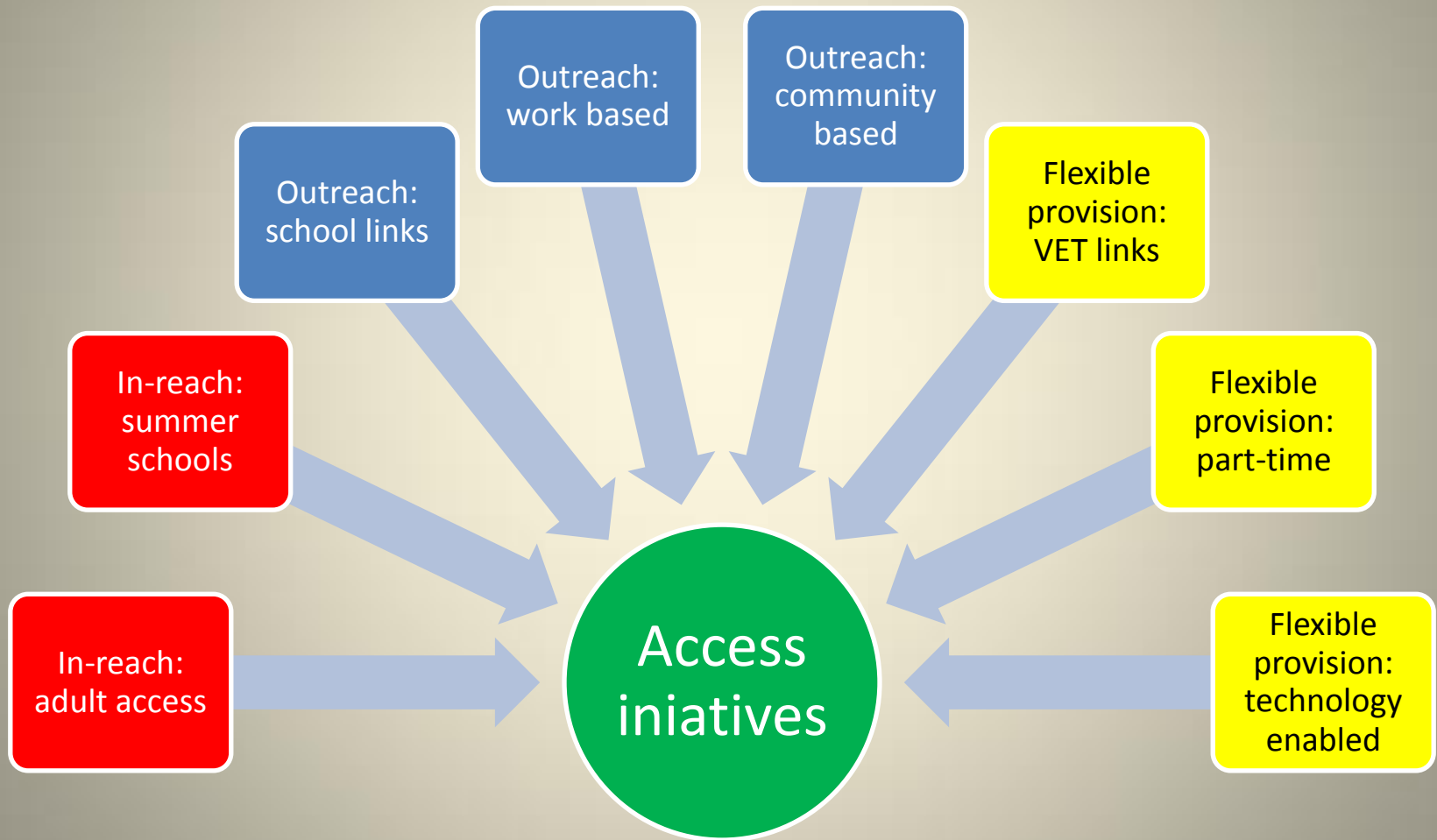
Why the Learning Region/City

- ♦ Mobilisation of all actors
 - ♦ To assess learning needs
 - ♦ To open opportunities for all
 - ♦ To provide flexible mechanisms for credit
- ♦ Closer co-operation and partnership
 - ♦ Formal, non-formal and informal
 - ♦ Local and regional government
 - ♦ Associations, Non Governmental Organisations, social partners
- ♦ Local Decision-making
- ♦ Services close to the ground
- ♦ Lifelong learning as the driver for local and regional regeneration

The role of the university (i)

- ♦ Widening participation
 - ♦ Creating opportunities for disadvantaged groups
 - ♦ In-reach, Out-reach and Flexibility
 - ♦ Includes work-based learning, recognition of prior learning
- ♦ Economic development
- ♦ Citizenship

A map of initiatives



The role of the university (ii)

- Reach-out to Business/ knowledge transfer
- ◆ Economic development of region
 - ◆ Institutional suppliers of knowledge within regional innovation systems
 - ◆ Facilitator of technology transfer
- ◆ Individual and corporate competitiveness
- ◆ Research and development

The role of the university (iii)

- **Citizenship**
 - ◆ Liberal adult education tradition
 - ◆ Third Age
 - ◆ Health and Well-being
 - ◆ Culture and Sport
 - ◆ Sustainability

PURE (Pascal Universities Regional Engagement) 14+ Project

- ◆ OECD/IMHE project Supporting the contribution of HEIs to regional development
- ◆ 14 Regions in 12 countries
 - ◆ to monitor and compare approaches to the innovation system and human capacity-building work of HEIs - cultural, civil society, health and welfare, environmental as well as economic
 - ◆ to identify barriers and ways of overcoming them
 - ◆ to interrogate and use existing data more effectively
 - ◆ to opt into selected benchmarking activities

Scope and range of PURE

Buskerud County

Darling Downs

Devon and Cornwall

Essex County

Flanders Region

Gaborone City

Glasgow City

Helsinki

Jamtland Region, Sweden

Kent County, England

Lesotho

Melbourne City

Northern Illinois

Puglia Region

South-Trans-Danubian Region

Thames Gateway, London

Varmland Region

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PURE activities

- Regional self-analysis 'self-descriptions' using common templates
- Preparation and agreement of a common template for analysis and a system for selecting additional options vital for the particular region (core + options)
- Secondary analysis of existing datasets
- Visits by an expert panel
- Continuous bi-lateral, cluster and full project electronic interchange
- Exchanges of practice within clusters
- Regional and synthesis reports

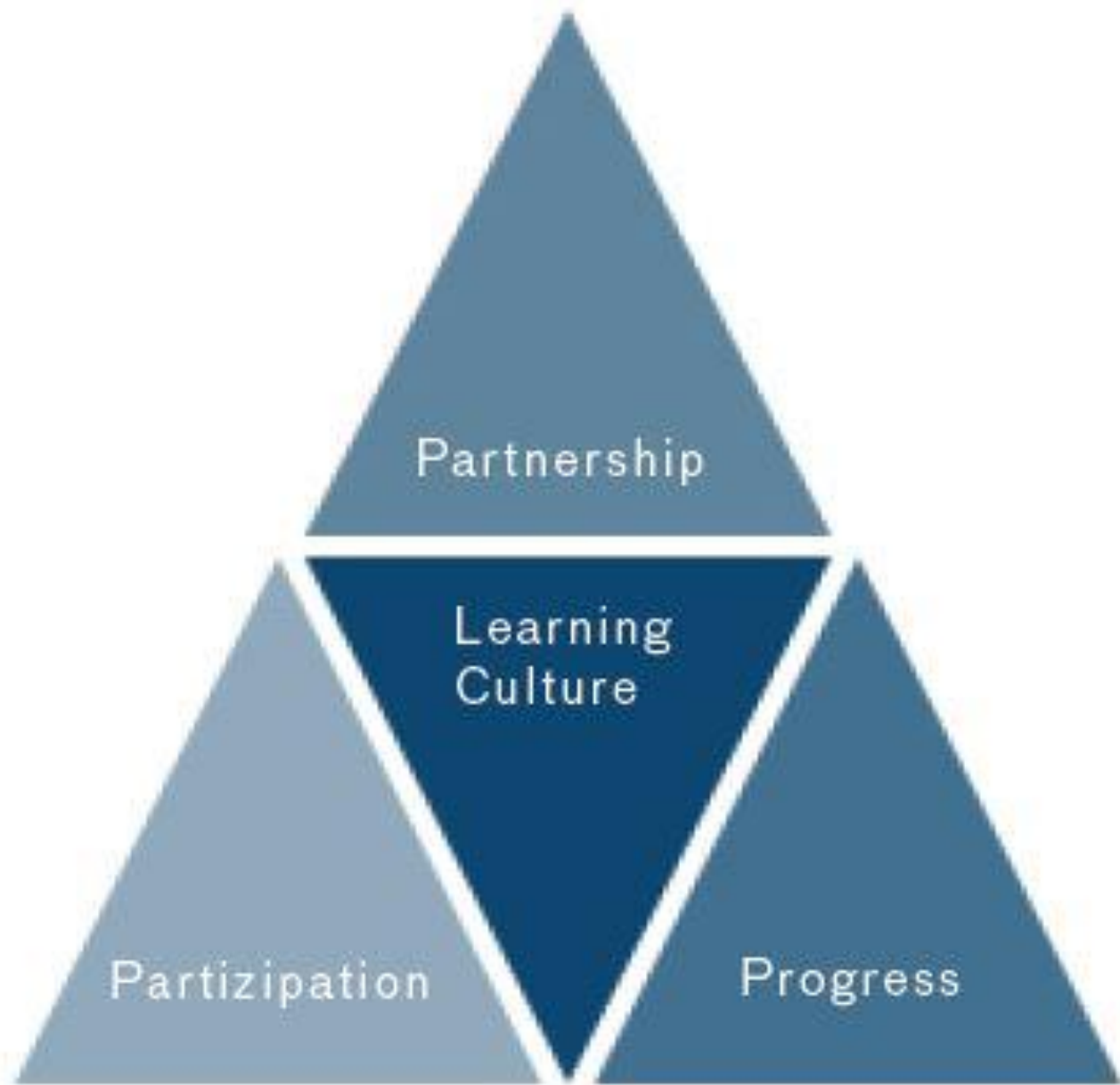
R3L+

- Learning cities and regions have become focal points for knowledge creation and learning in the new age of global and knowledge-intensive societies.
- However, learning cities and regions are dynamic and open systems. They function in contexts, such as local traditions, learning cultures, institutional setups and value systems.

- **R3L+** promotes quality in adult education by reflecting good practice to be found in Learning cities and regions in the light of the European quality strategy on training and education.
- **R3L+** more specifically capitalizes on good practice found in the Learning cities and regions, and further develops a common set of quality methods and instruments to ensure the development, assurance and improvement of quality learning networks.

R3L+ partners

- Ludwig-Maximilians-University Munich, p&w praxis und wissenschaft, Association of German Learning Regions (LRD e.V.) - Bodensee Learning Region
- University of Glasgow – Dundee City of Learning
- CITY Conersity AB – Lundaland Learning Region
- Kaunas University of Technology – Kaunas Learning City and Region
- Obervatory For Lifelong Learning Development Romania – Bucharest-Ilfov Development Region
- University of Pécs – Pecs Learning City and Region
- Nexus Ireland – Limerick City



Partnership

Learning
Culture

Partizipation

Progress

R3L+

- Why Dundee
- Macro and Micro levels
- Scope and scale of partnership
 - Macro: Dundee Partnership
 - Micro: CBAL (Community based Adult Learning)
- Supportive legislative framework
 - Single Outcome Agreement

So why Dundee?

- It had just launched itself as a Learning City
- Four areas of interest
 - Learning
 - Equality
 - Excellence
 - Arts, culture, sport and health.
- Three key principles
 - Social Inclusion, Sustainability and Active Citizenship

Macro: Dundee Partnership

- will have a strong and sustainable city economy that will provide jobs for the people of Dundee, retain more graduates and make the city a magnet for new talent;
- will offer real choice and opportunity in a city that has tackled the root causes of social and economic exclusion, creating a community which is healthy, safe, confident, educated and empowered;
- will be a vibrant and attractive city with an excellent quality of life where people choose to live, learn, work and visit

Community engagement

All organizations in the Dundee Partnership will consult with stakeholders to ensure that local policies are informed by a wide range of experience and take into account the impact on different sections of society. For voluntary and community organizations and the general public, this consultation will present an opportunity to bring their knowledge, experience and expertise to bear on partners' policies. (DP, 2010)

Actors and stakeholders

Dundee City Council

Scottish Enterprise

Tayside Police

NHS Tayside

Dundee Voluntary Action
(including Community and
Voluntary Alliance)

Dundee & Angus

Chamber of Commerce
and Industry

University of Dundee

University of Abertay

Dundee College

Dundee Trades Council

Scottish Churches Industrial
Mission

VisitScotland

Tayside Fire and Rescue

Stay Safe - a community
safety site for young
people

Tayside and Central Scotland
Transport Partnership

Discover

Opportunities

Micro Level: CBAL

- Dundee City Council Adult Learning and Dundee College work in partnership to provide Community Based Adult Learning opportunities which meet the needs and aspirations of learners, support progression, widen access and promote participation in lifelong learning.

Actors and stakeholders

- Adult Learning Manager, Dundee City Council
- Head of Continuing Education, University of Dundee
- Head of Learning Services, Dundee College
- Wider Access Manager, Dundee College
- Head of Student Services, University of Abertay
- Senior Community Learning & Development Worker (Adult Learning), Mitchell Street Centre
- Senior Community Learning & Development Worker (Adult Learning), Menzieshill Community Centre & Library
- School & Community Liaison Assistant, Dundee College
- Community Learning Officer, Continuing Education, University of Dundee
- Co-ordinator, Student Academic Support, University of Abertay

CBAL: Partnership statement

Purpose

To work in partnership to provide Community Based Adult Learning opportunities which meet the needs and aspirations of learners, support progression, widen access and promote participation in lifelong learning.

Outputs

- Engage with traditional non participants
- Remove barriers to lifelong learning
- Broaden participation
- Provide a positive learning experience
- Promote progression routes for learners

Outcomes

- Confident and successful learners
- Increased self esteem
- Increased knowledge base
- Increased individual and community capacity (CBAL, 2010)

Quality: CBAL

Learners value the support of staff and appreciate the opportunities provided. Participants across programmes are demonstrating the improvements being made in their personal, family and working lives. A growth in confidence, reduction in social isolation and increase in skills development is experienced by learners across all programmes. Guidance is available to all participants and effective partnership working provides a range of entry points and progression routes. A few learners have progressed to college, university or employment. Learners are successfully involved in the planning of provision and can see the difference their views have made across most programmes. (HMIE, 2010)

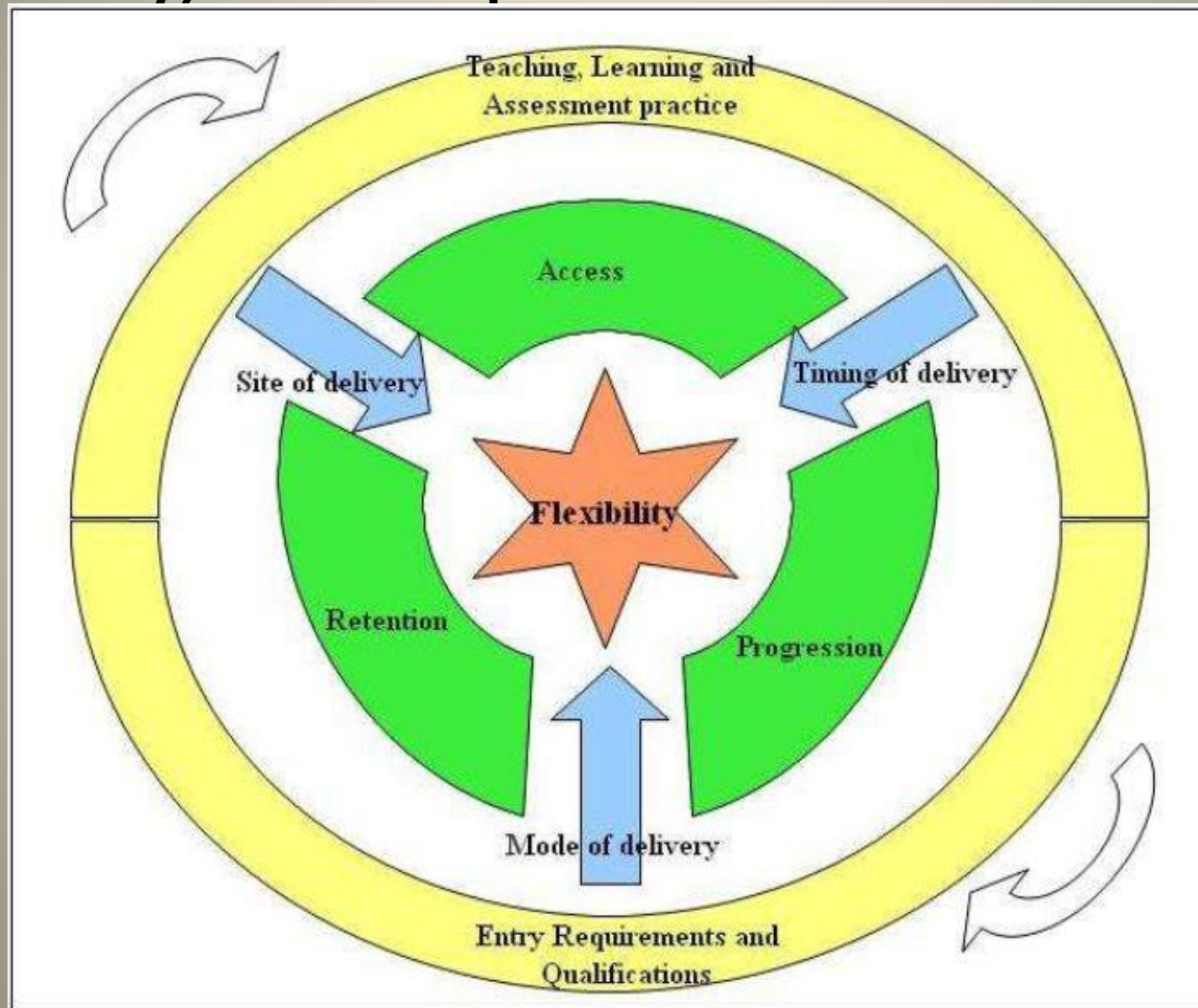
Legislative and policy context: Local Government in Scotland Act (2003)



THEMP

- Comparative case study approach to identify good practice in opening up HE to mid-life adults
- Programmes which enabled workers to gain professional qualifications and thus career benefits
- Collaborations between public/private/ and or third sector (voluntary/NGO/community groups)

Finally, the importance of flexibility



References and Links

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- PASCAL: <http://pascalobservatory.org/>
- PURE: <http://pure.pascalobservatory.org/>
- R3L+: <http://www.learning-regions.net/>
- THEMP: <http://themp.eu/>
- Dundee Partnership: <http://www.dundeepartnership.co.uk/>
- CBAL: <http://www.discoverlearning.org/community/cbal>