Design-thinking workshop
Sub-theme 4: Fostering opportunities for all ages

Bridging HEIs and the Society for Promoting the Lifelong Learning: A case in Japan

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since 1947

Workshop Objective

Design-thinking WS   =   Solution-building WS

Bringing out practical ideas for promoting the lifelong learning, with considering a roll of the EQAA as an "intermediator" between HEIs and the society.

What do the terms mean?

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The Terminology: „Lifelong Learning"

Lifelong learning is rooted in the integration of learning and living, encompassing <u>learning activities for people of all ages</u> (children, young people, adults and older people) in <u>all life-wide contexts</u> (i.e. family, school, community and workplace) and through <u>a variety of modalities</u> (formal, non-formal and informal) which together meet a wide range of learning needs and demands.

(UNESCO ILL 2019, p.4)

social inclusion through equitable education

reskilling, upskilling, professional development of working adults

etc.

Main focal point in today's WS.

(*cf.* Håkansson Lindqvist et al. 2024, pp.29–34)

The Terminology: „Lifelong Learning"

Modality	Definition	example
formal Learning	organized as learning and leading to qualification	degree program
non-formal learning	organized as learning but not leading to a qualification	non-degree program offered by educational institute
informal learning	not organized as learning per se	participating in online communities or discussion forums

(*cf.* Broek et al. 2024, p.2)

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For Successful Lifelong Learning

different backgrounds of diverse cohorts of (potential) learners

Necessity for understanding & developing socio-spatial environments
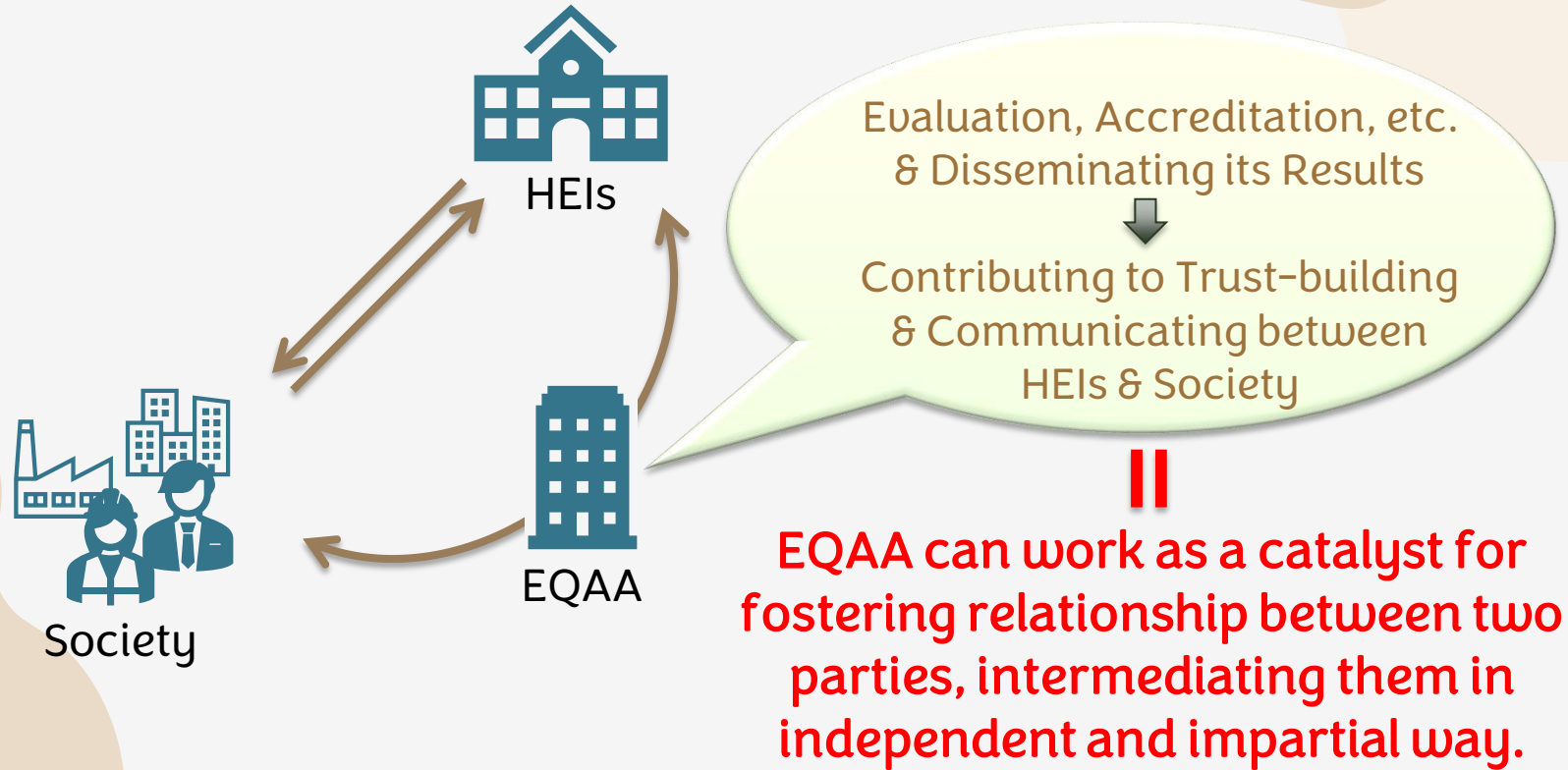(*cf.* Broek et al. 2024, p.2)

Necessity for knowing the needs and matching with seeds (education)

**Continuous communication between HEIs and the society is crucial.
&
EQAA can „intermediate" between them.**

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EQAA as an Intermediator –a conceptual model–

HEIs

Society

EQAA

Evaluation, Accreditation, etc.
& Disseminating its Results

Contributing to Trust-building
& Communicating between
HEIs & Society

=

EQAA can work as a catalyst for fostering relationship between two parties, intermediating them in independent and impartial way.

Discussion

But…,
Evaluation, accreditation, and disseminating its results…
Is your current EQA enough to bridge HEIs with the society?
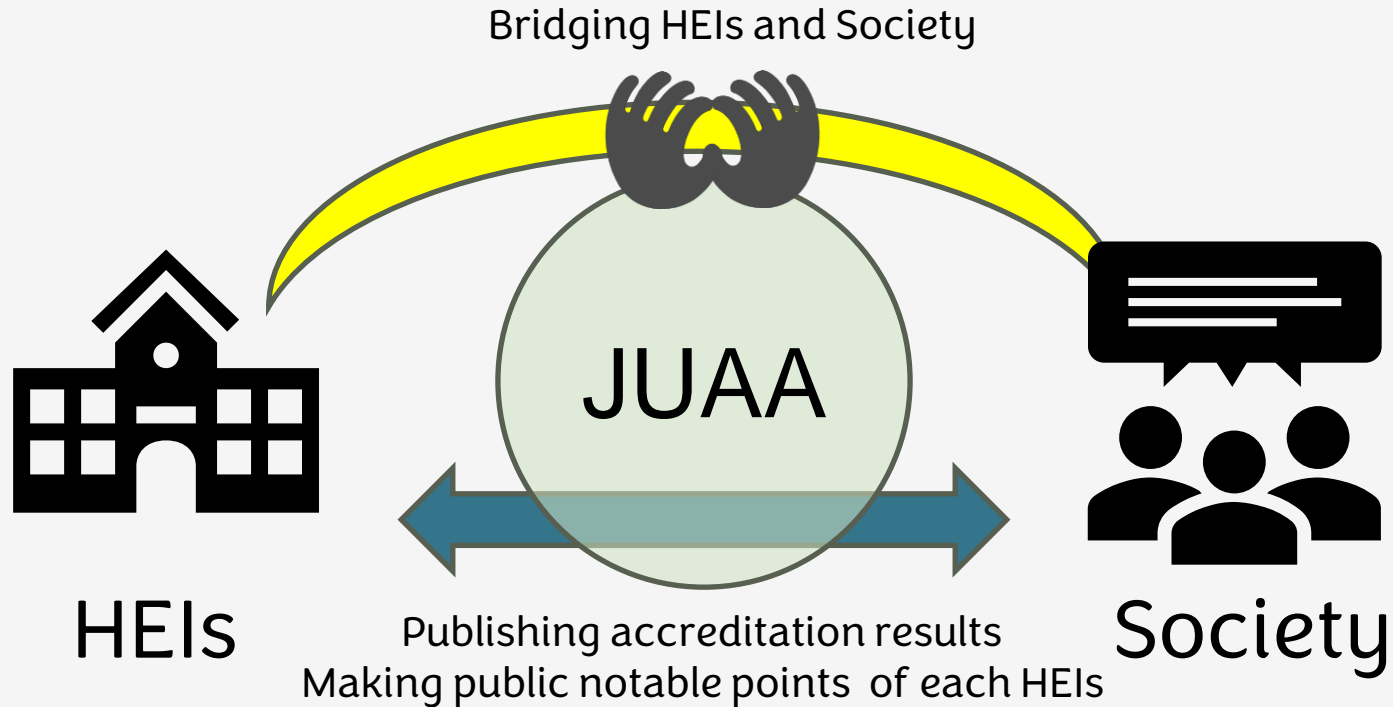*Aren't there anything else what EQAA can do?*

■ Questions for discussion

What can EQAAs do for fostering lifelong learning as an "intermediator" between HEIs and society? Do you have any good ideas on:

i.   New Approaches in EQA

ii.   New Strategies for Enhancing Social Impact of EQA

iii.   Any Other Ways alongside Evaluation or accreditation.

Bridging HEIs and Society : a JUAA case

The JUAA has offered dialogue seminars involving both side in discussion.

|	1st seminar	2nd seminar
Date	Dec. 20, 2022	Jul. 28, 2023
Topic	How the society see the educational outcomes of HEIs?	Liberal Arts for 21st Century and the Possibilities of the dialogue between HEIs and the labor market
Agenda	1. Speeches on the topics (one speaker from HEI & one from a global company) 2. Panel Discussion 3. Discussion among All Participants	1. Speech on the Topics (one speaker from HEI) 2. Panel Discussion (incl. short presentations by two panels from a global company & smaller company) 3. Discussion among All Participants
Number of Participants	HEIs: 171 Labor market: 3	HEIs: 160 Labor market: 4

Timeline

50min(-15:35) Group work

→ write down what you discuss in the sheet below.

https://docs.google.com/document/d/1V-ytWgD8NVXlaqBac3DI642n_u6HlLChOiHNclruOqM/edit?usp=sharing
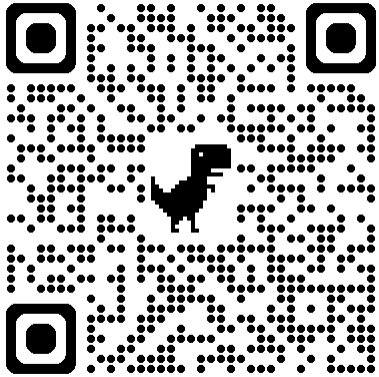
What can EQAAs do for fostering lifelong learning as an "intermediator" between HEIs and society? Do you have any good ideas on:

i.   New Approaches in EQA

ii.   New Strategies for Enhancing Social Impact of EQA

iii. Any Other Ways alongside Evaluation or accreditation.

Timeline

25min(-16:00)
→ discussion among all participants
and wrap-up.

Literatures

- Broek, S., Kuijpers, M. A. C. T., Semeijn, J. H., & van der Linden, J. (2024). Conditions for successful adult learning systems at local level: creating a conducive socio-spatial environment for adults to engage in learning. *International Journal of Lifelong Education*, pp.1–24.

- Håkansson Lindqvist, M., Mozelius, P., Jaldemark, J., & Cleveland Innes, M. (2024). Higher education transformation towards lifelong learning in a digital era – a scoping literature review. International Journal of Lifelong Education, 43(1), pp.24–38.

- UNESCO ILL (2019), *Promoting lifelong learning for all*, Hamburg: UNESCO ILL

Thanks!

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