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Concluding report
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1. Demographic changes

General contexts:

Ageing society poses challenges for the sustainability of societies
(Instance)

Highly expensive societies with a shortage of human resources to pay enough taxes to sustain the cost of social programs (pensions, health, education), and lack of decent jobs (precarization).

Some countries: informal economy add challenges

Ageing society. Differences in developed and developing countries

Developed: highly educated adults

Developing: low educated adults

Demographic bonus in developing countries: advantages were not adequately taken.

No good and enough education and not decent jobs for youth.

New pressures to education

2. Migration

Internationalization of HE: students, academic

Brain drains to brain gains. New ways of knowledge circulation through networks.

Different educational needs of migrants: high skilled vs low skilled migrants

Issues of recognition, prior learning

Participation of migrants on higher education by level of income

Different level of engagement to migrants in different countries. The case of Ireland (Ita Tobin) or Germany

New realities, needs of more efforts to conceptualize and categorize types of migrants and education motivations, needs and barriers (language, legal status, school degrees or certifications, social integration, cultural barriers)

3. Refugees

High sensitive problem in many countries.

Changes in the meaning of “refugees” and “migrations”.

Humanitarian approach implies attention to educative needs of children, youth and adults people

Integration (jobs and education), cultural divides, fears.

4. Pressures to education for adults

Purposes and models:

Academic: for getting Bachelor's, masters or even doctoral degrees

Human capital: adult education for training

Compensatory or redress model: For completion

Community model: For community engagement

Leisure model: For personal growing

Policies and finance:

Almost not systemic approach in any countries

5.Policies, systems and institutions

Diversifications and differentiation policies.

Some cases can address, in some extent, adults needs (open education or technical programs for young adults at work, or seeking jobs.

Potential roles of HEI: Education, research, engagement

Different institutional experiences:

Canada: programs for old people. Community engagement oriented

China: Universities for adults. (95 Centers for adults)

Is lifelong learning models opposed to old adult “active learning”?

Predominant economic paradigms act against priorities to older learners

6. Learners

New types:

Heterogeneity. Different motivations, expectations, realities

Young adults, mature adults, old adults

Old people on retirement, old people at work, old people *at jobs*,
old people at home not on retirement, especially women (Robin)

Full students, part time students

Single, married

Workers

7. Some final remarks.

Equity issues

Quality issues

Provision issues

Financial issues

Political issues

Educational issues: models, targets and levels, modalities.

Solidarity, community