Lifelong learning research – between policy making and academic credos

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Lifelong Learning in policy agenda - Europe 2020

- - Higher education institutions are crucial partners in delivering the European Union's strategy to drive forward and maintain growth.

- - Target: by 2020 40% of young Europeans have a higher education qualification. Through its Erasmus+ and Horizon 2020 programmes, the EU supports international exchanges for students, academic staff and researchers, as well as structured cooperation between higher education institutions and public authorities in different countries.

- - The objective is to create new opportunities for people in higher education to learn from one another across national borders and to work together on joint projects to develop good learning and teaching, undertake excellent research and promote innovation.
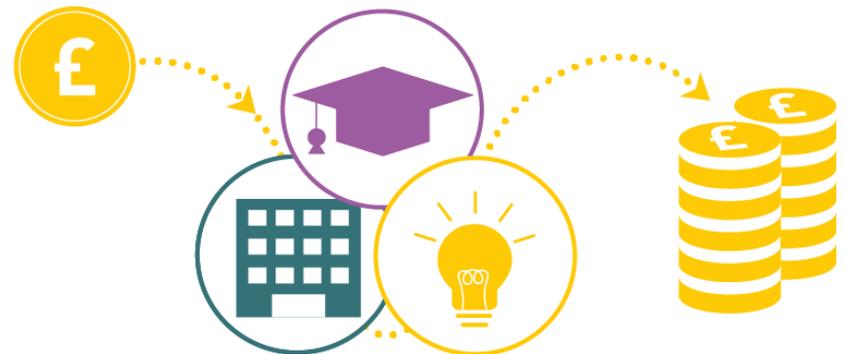
Lifelong Learning in Agenda 2030 - SDGs

- **Universities, globally, have a unique place in accelerating implementation of the SDGs, even as they face uneven contexts and challenges.**

- **Several initiatives to encourage universities and academics (and institutions of further education too) to publicly commit to the SDGs.**

- **Academia is recognized as a relevant stakeholder with the crucial task to inform policy making, to deliver research evidences and results that should enable monitoring, and to guide implementation.**

- **The contribution of science and innovation to the single SDG4 (environmental ones, poverty reduction...) and to the linkages...**

What is the discourse of this agendas?

- **We should improve framework conditions and access to finance for research and innovation so as to ensure that innovative ideas can be turned into products and services that create growth and jobs**

- **A greater capacity for research and development as well as innovation across all sectors of the economy, combined with increased resource efficiency will improve competitiveness and foster job creation.**

THE WORLD BANK

Skills, Not Just Diplomas
Managing Education for Results
in Eastern Europe and Central Asia

THE UN SUSTAINABLE DEVELOPMENT SOLUTIONS NETWORK (SDSN)

- **HAS BEEN OPERATING SINCE 2012 ... SDSN MOBILIZES GLOBAL <u>SCIENTIFIC AND TECHNOLOGICAL EXPERTISE</u> TO PROMOTE <u>PRACTICAL SOLUTIONS</u> FOR SUSTAINABLE DEVELOPMENT, INCLUDING THE IMPLEMENTATION OF THE (SDGS) AND THE PARIS CLIMATE AGREEMENT.**
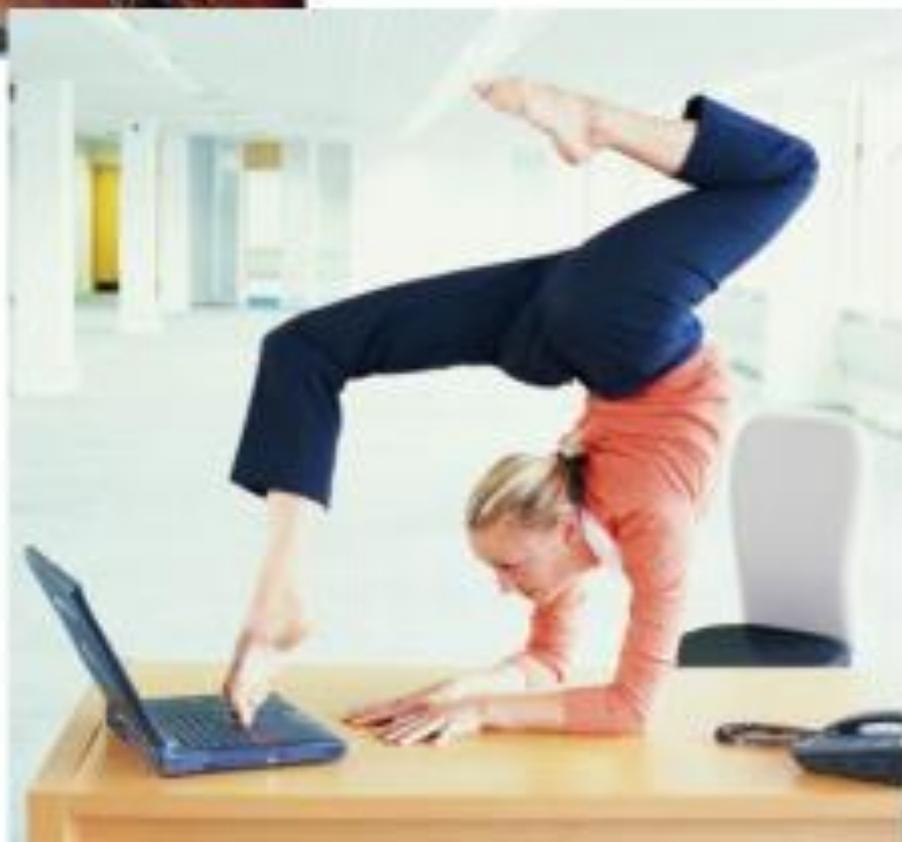
NO HOLISTIC APPROACH; NO META-ANALYSIS

- **The role of science reduces to the 'supporter' to the economic growth, industry, employment...**

- **Science and higher education supporting economic competition**

- **Prioritising science and technologies ove humanities**

   * Why is WHY less important than HOW

- **Academics should not only be problem-solvers but also problem-raisers.**

   * Why is critical engagement not important any more?

Evidence-based policy or policy-based evidences?

- **Research of policy / for policy / because of the policy**:
  - * Researchers who betray intellectual honesty (corruption)
  - * Researchers who (mis)use the methodology and the data (*policy - driven methodologies*)
  - * Researchers who 'follow' the policy stream (*policy-driven topics*)
- **Other ways of imposing the policy discourse**:
  - * Domination of quantitative approach and measuring
  - * Project-based and outcome-based financing of science
  - * 'Publish or perish' demand combined with the predatory journals and publisher

Neoliberal aspects in higher education and research

- **Orientation on: performances, effectiveness, results, input-output, measurement...**
- **Succesful and fast implementation / pragmatic character**
- **University and research as service**
  - *** industry as customer**
  - *** students as customer**
  - *** policy makers as customers**

If universities are supposed to be the main force behind the sustainable development and progress of people, society, environment and economy, and not only to meet the needs of the economy, the rethinking of research paradigms, policy and practices is an imperative.

Köszönöm!