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**THE LIFE-LONG LEARNING INSTITUTES AS
PREREQUISITES FOR UNDER-GRADUATE
UNIVERSITY UPGRADING**

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“The Life-Long Learning Institutes as a Prerequisite for University Upgrading”

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Universities, focus or should focus their efforts into:

1. DISCIPLINARY SPECIALIZATION

Develop scientists that are capable of transforming their scientific knowledge into practice the best possible way, in other words that are capable to deliver according to the specific demands of their profession

2. TRANSDISCIPLINARY COMPETENCE

Develop scientists that are capable to further promote and develop their science according to the increasing development of sciences in total and to the increasingly developing needs of the society in our times. In other words, to develop those scientists that will form the researchers and designers of the future

3. INTERDISCIPLINARY EXPERIENCE

Develop scientists that will participate drastically into the formation of a Civilization on which the humanity of the future will be based on

Universities, should initiate a reengineering process and redefine their grand goals that have placed them to the forefront of the international cultural milieu, as traditionally have been.

I) Duration of Studies

Diversification of demand in terms of employment



Gradually intensifying development of sciences



Universities, running their own race to be placed in front of these developments, are evidently neglecting all the rest, trying as hard as they can to educate students that are capable to respond immediately to the continually changing and upgrading demands of competition in seeking employment



Universities believe they offer competitive education if it has the least possible duration (i.e. 3 years) and the worst thing of all is that both students and their families seem to be convinced it is the right thing to do

It becomes professionally harmful both for the graduates themselves and for the economies of countries investing on such education perceptions

II) Range of Studies

The evolution of science is extremely fast that Universities cannot keep up with this evolution



Today there are certain types of knowledge that last one (1) year
Hence, these Universities create this way temporary “science operators”

Universities do not create researchers, whereas sciences do demand more and more researchers, i.e. scientists possessing researchers’ knowledge background

The Facts

In order for Universities -all Universities- to effectively respond to their enhanced role in society and on Civilization, they should initially be considered as such firstly by the society and secondly by the students and their families

The effort of a supposed economic reciprocity by shrinking the range and the duration of studies is in fact economically detrimental for both the countries that support them and for the young students that will be transformed into “science operators” of one use, and consequently absolutely detrimental for the future of the Humanity itself

A Solution: Life-Long Learning Institutes

The Education system should initiate a reengineering process and redefine its fundamental goals and strategies

A positive first step would be to de-couple Universities from the anxiety of immediate response to professional practice

By investing more into in-depth knowledge instead of the evidently temporary specialization, Universities will create scientists that are flexible, possessing a knowledge background that would allow them :

- to easily adapt to the continuous, inevitable -and desirable- evolution of their science
- to foresee it and
- to induce it as well

This need is served in the best way possible by the already established “Life-long Learning Institutes”.



TEI IONION
NHΣION

“Students’ Handbook” Developed for TEI of Athens & TEI of Ionian Islands

The **Life-long Learning Institutes’** mission is to inform Tertiary Education graduates of the developments of sciences in the continually changing requirements of the production process. The successful attendance of such an educating procedure leads to “accreditation” that does not constitute academic degree of studies... More specifically our goals are:

1. To continually inform Tertiary Education graduates of the developments of sciences in the continually changing requirements of the production process;
2. To contribute into creating active self-reliant citizens -referring always to Tertiary Education graduates - and into establishing their substantial participation into the basic issues of social life in local, national and international level;
3. To facilitate and to smooth down the social integration, to secure equal opportunities and social cohesion reinforcement; and
4. To produce favorable terms and conditions for personal development and completion...”.

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Therefore it becomes apparent that

**LIFE-LONG LEARNING INSTITUTES'
EFFICIENT OPERATION BECOMES A MAJOR PREREQUISITE
FOR UPGRADING UNDERGRADUATE STUDIES**

Bearing accordingly

- further beneficiary consequences for the society and also
- a major excellent assistance for their graduates

THANK YOU FOR YOUR ATTENTION!