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## **Universities as providers of lifelong learning:**

**A case study about implementation environments within universities in a Nordic EU member state.**

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# Approach

1. Methodology (comparison)
2. Theory (political science)
3. Empirics (policy documents)

Four ways of thinking:  
**The box model**

**PRACTICE**

**POLICY**

**PROFESSION**

**RESEARCH**

# Research questions

1. Which administrative principles and which policy instruments were employed by the Ministry of Education in the 2000 ***policy*** design?
2. Which administrative principles and which policy instruments were applied by the Universities in their 2001 ***practice*** design?
3. How can the ***poor*** implementation environment 2001-2012 be explained?

# Conceptualization

- *Administrative principles* (Thompson 2003)
  1. Hierarchy
  2. Market
  3. Network
- *Policy instruments* (Vedung 1998)
  1. Regulations
  2. Economic Means
  3. Information

# Implementation Theories

The concept of *implementation environment* May (2003)

The *integrated implementation model* (Winter 2010)

Universities practicing *knowledge economy*:

1. the transnational formulation step in 2000 (the Bologna Process & the Lisbon Strategy),
2. the national implementation step in 2001 (policy design, act on VFV, design of a new practice at the universities), and
3. the national evaluation step in 2012 ,

# Research Question 1

Which A) administrative principles and which B) policy instruments were selected by the Ministry of Education in the 2000 *policy* design?

- A) Market, B) Economic Means

Recommendation:

- Network & Information

## Research Question 2

Which A) administrative principles and which B) policy instruments were selected by the universities in the 2001 *practice* design?

- A) Network, B) Regulation

Recommendation:

- Hierarchy & Information



# Research Question 3

How can the poor *implementation environment* 2001-2012 be explained?

- administrative principle : Marked
- policy instruments: Economic Means

Recommendation:

Network & Information