

**COMMIT**

Committing to the social  
dimension in universities

**EMBEDDING THE LLL CONTRIBUTION  
FOR SOCIAL ENGAGEMENT  
INTO UNIVERSITY STRUCTURES  
AND PRACTICES**

**MONITORING  
ATTAINMENT  
TOOL**

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**EC** = European Commission  
**EQF** = European Qualification Framework  
**HE** = Higher Education  
**HEI** = Higher Education Institution  
**LLL** = Lifelong Learning  
**NGO** = Non-governmental organisation  
**SD** = Social Dimension  
**VET** = Vocational Education and Training

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<http://commit.eucen.eu>

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The definition of a strategy for LLL is often motivated by the idea of the **social responsibility** of the institution and its staff. Despite the fact that this can represent a valuable motivation, the idea does not always involve (or benefit) the same individuals or groups of individuals, or the same sectors or areas. The consequence is that it is often difficult to evaluate the achievement of real objectives. This is why the COMMIT project intends to describe and define what is involved in the **social dimension of Higher Education** more clearly, promoting strategies for a more comprehensive approach to LLL and for monitoring not just participation but also attainment levels.

This version of the tool has been enhanced after a testing done in 12 countries during the years 2014-2015. If you use the tool and you have comments, you are invited to report them to the project address [commit@eucen.eu](mailto:commit@eucen.eu)

The introduction gives an overview of the rationale behind the monitoring tool and a short description of its content.

The benchmarking tool is then divided in two parts.

Part A gives you the opportunity to present in detail the monitoring system of your institution. This questionnaire has to be filled in in advance as a supporting instrument for a first discussion.

Once you have done the preparatory work and discussed its results, you are ready to complete the Part B, which is composed of several sets of indicators, qualitative and quantitative, on the social dimension: the arrangements offered and their availability, for the individuals or for the community. The work has to be done at management level, with the help of the person in charge of the monitoring system at central level, or other staff members. The sections 1 and 3 can be easily filled in as they monitor the arrangements proposed and the criteria used (or not). They are mostly qualitative. The section 2 is quantitative and is based on the assumption that your institution collects these data. If this is not the case, you can just skip this part.

See description of the content in the next page.

## Contents found in Tool 4 and their use

Section	Page	Objective of the section	Type of activity
<b>Introduction</b>	3	To provide you with background material to understand the topic	Reading
<b>Rationale behind the monitoring attainment tool</b>	5	To provide you with background material to understand the topic	Reading
<b>Description of the architecture of the monitoring attainment tool</b>	6	To give you an overview of the questionnaires and links to bibliography references to understand the topic	Reading

### PART A: Analyse the monitoring system of your institution

<b>Defining the monitoring system of your institution</b>	7	To have a complete view of the monitoring system of the institution: the type of information collected regularly, the agenda of the monitoring system, the areas covered, the actors involved and the purposes of the collection.	Can be filled in by the manager or by any responsible person but at central level preferably.
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### PART B: Monitoring attainment of your institution

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#### Section 1: Arrangements for individuals and citizens

<b>Description and scope of the services</b>	10	Criteria that are relevant in your university to characterise a lifelong learner or an adult learner.	Form to be filled in. It is needed to indicate whether all the proposed criteria are used (and monitored) in your institution, for an administrative or a pedagogical purpose.
<b>Type of learners</b>	12	List the arrangements offered by the institution for individuals and citizens.	Form to be filled in. It is needed to indicate the specific arrangements provided for each category of learners to which the criteria applies.
<b>Reporting process</b>	18	To whom do you report about the participation and the LLL activity of the lifelong learners identified by each criterion?	Form to be filled in. It is needed to indicate which information is monitored for each category of learners and to whom the information is transmitted.

#### Section 2: Achievements

<b>Participation</b>	21	Quantitative data on participation (by gender)	Form to be filled in. It is needed to indicate the number of registered females and males for each category of learners, and the trend of the total number over the last years.
<b>Achievements</b>	22	The number of learners who have obtained a degree (by gender)	Form to be filled in. It is needed to indicate the number of females and males who have obtained their degree and the trend on the total number over last years.

#### Section 3: Collective aspects of Social Dimension

<b>Permanent and ad hoc/on demand arrangements</b>	29	The connections between the university and all kind of external bodies and organisations.	Form to be filled in. The social dimension of university activities requires more or less strong connections with a whole range of external bodies and organisations. This table gives you the opportunity to grade the intensity of the relation from "does not exist" to "fully active".
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## Rationale behind the monitoring attainment tool

In 1996, the European Commission and the European Parliament adopted a revision of the document, initially designed in 1961 and called "The European Social Charter" [1] that has been ratified by Member States. This Charter includes 31 rights and principles that must be implemented by each of them to achieve the minimum level of social responsibility. Higher Education has a specific responsibility in this field and one could have expected that the Bologna process, initiated in 1999, would have included these aspects. Unfortunately we had to wait until 2007 and the "London Communiqué" [3] to have a clearer definition of what these responsibilities are, from the point of view of the HE Ministries:

*"We share the societal aspiration that the student body entering, participating in and completing higher education at all levels should reflect the diversity of our populations. We reaffirm the importance of students being able to complete their studies without obstacles related to their social and economic background. We therefore continue our efforts to provide adequate student services, create more flexible learning pathways into and within higher education, and to widen participation at all levels on the basis of equal opportunity."*

The Council of the European Union delivered specific conclusions on the social dimension (SD) of higher education in a communication published in May 2013 [2]. This document focuses on all aspects of SD including LLL. We note specifically these two affirmations:

*"While the challenges facing Europe today cannot be resolved by education and training alone, it is critical both in economic and social terms **to equip people with the high-level skills and competences** that Europe needs, including by striving to secure **more equitable access to, participation in and completion** of higher education. There are still too many capable individuals who do not participate in higher education for **social, cultural or economic reasons** or due to **insufficient systems of support and guidance.**"*

*"In parallel with efforts to improve skills through vocational education and training, high-quality higher education and lifelong learning also have a crucial role to play in **enhancing employability and increasing competitiveness**, while at the same time promoting **the personal and professional development of students and graduates, and stimulating social solidarity and civic engagement.**"*

The EC proposed ten recommendations to bring HE in a better position for the SD. The tenth one focuses specifically on the necessity of benchmarking and collecting quantitative data on all aspects of social engagement: "the EC invites the Member States to *Engage in the systematic collection of relevant comparable data - while making optimum use of existing resources - in order to enhance the evidence base for policy development and to enable the effective monitoring of national objectives on access, participation and completion rates among under-represented and disadvantaged groups in higher education.*"

This is why the COMMIT project intends to describe and define more clearly what is involved in the social dimension of HE, promoting strategies for a more comprehensive approach to LLL and to monitoring not just participation but also attainment levels.

The first version of this tool has been designed and tested by all the COMMIT partners between July 2014 and June 2015. A feasibility report has been produced, based on the synthesis of the feedback collected from users (both experts and visited partners) in the visit reports, on the evaluation questionnaires filled out during the summer of 2015 and on the transversal analysis of the 12 "tool 4 questionnaires" filled out by the project partners. This second version of the tool is based on the main findings of this overall work and is an "extra" production that still has to be validated. This version can be computerised through a simple "questionnaire management tool" like "Limesurvey" (<https://www.limesurvey.org>) or "surveymonkey" (<https://fr.surveymonkey.com/>).

## **Description of the architecture of the monitoring attainment tool**

This tool is designed in **two main parts**.

**PART A** is made up of a set of questions to be prepared in advance and discussed during the activity. They allow to create a sort of profile of the university around the Social Dimension.

**PART B** consists of a more detailed set of questions to be completed immediately after the activity, if there is the possibility and concrete interest to go further. For this second part, we have selected a reduced set of indicators that enable the monitoring of the achievement of learners entering and passing through the arrangements in HEI for LLL, with a specific focus on the social dimension. These indicators are not necessarily available in all countries or institutions and this is, in itself, an indicator of the strategy of this country or institution concerning the social dimension of HE. Focusing on lifelong learning and adults in HE, it is clear in this tool that adult learners cannot be treated as a homogenous group and that there are different criteria to define "what is an adult in HE", depending on the country.

- A first set of questions concerns the arrangements that are, (or not) offered by the institution for individuals and citizens. These arrangements include funding questions and cannot ignore the country policies to foster greater equality in higher education, and specifically for adults [4]
- A second set of questions is designed to try to monitor the reality of each of these arrangements, in terms of the level of activity (quantitative per year) or availability (permanent or ad hoc arrangements)
- A third set of questions is designed to try to monitor the reality of the arrangements made at a collective level. This could be with communities, authorities, public agencies...

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The questionnaires are based on the criteria used for the analysis of the participation of adults in Higher Education conducted in the HEAD project in 2013 [5] and several other documents coming from the EC (e.g. [4]) and other organisations (e.g. [6]).

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**PART A: Monitoring attainment of your institution**

*Defining the monitoring system of your institution – Questionnaire*

**Q 1.1: Do you collect information about lifelong learners separately from other categories of learners?**

- Yes  No

If the answer is No, go to question 1.3

**Q 1.2: Which data about lifelong learners and mature students do you collect and monitor?**

**Please tick the appropriate boxes.**

- Administrative data at enrolment stage (in enrolment form):
  - Educational background/age
  - Experience and employment status/name of employers
- During studies (student retention)
- At the end (at graduation: completion rate)
- Later, after graduation (concerning personal life)

*NB: please indicate if you aggregate the data*

**Q 1.3: Does your university implement an equality policy and select underrepresented learners?**

- Yes  No

If the answer is No, go to question 1.5

**Q 1.4: Which criteria do you use to implement the equality policy and select underrepresented learners?**

**Please tick the appropriate boxes**

- No criteria
- Equal opportunities monitoring
- Citizenship
- Immigration status
- Disabilities/learning difficulties/Health problems
- Other (Please, comment): .....

.....  
**Q 1.5: What do you monitor to improve the social dimension aspect?**

- Student retention during studies: students at risk, for further support
- Student results: completion rate at the end (e.g. graduation)
- Professional life, later after graduation

**Q 1.6: Are the same data collected for all learners/students? (e.g. is it different for LLL students?)**

- Yes  No

**Q 1.7: Who collects these data and when is it collected?**

*Q7a: Internally (central administration, faculty, LLL unit/centre)*

- At enrolment stage
- During studies
- At the end: at graduation (completion rate)
- Later/after graduation (concerning professional life)

*Q7b: Externally (ministries, local/regional authorities, stakeholders)*

- At enrolment stage
- During studies
- At the end: at graduation (completion rate)
- Later/after graduation (concerning professional life)

**Q 1.8: Which methodology do you use to collect feedback from students (innovative, online survey, role of specific department...?)**

NB: different kinds of surveys can be used:

- At entry, on background and expectations of newly enrolled students
  - Exit survey, for dropout students (even if this is not a frequent and systematic practice)
  - After graduation surveys: strategic purposes (including the improvement of teaching and services)
  - Alumni tracking studies
  - Survey on the general student experience
  - Other (please, comment): .....
- .....

**Q 1.9: What are the purposes of the various datasets collected?**

Q1.9 a: Internally – how are the data used?

- For financial reasons
- For statistical purposes
- To adapt the programmes accordingly
- To evaluate people (academic, administrative staff and students)
- For strategy purposes (to evaluate the institution and improve some of its aspects, e.g. the study programmes, the learning environment, etc.)

Q1.9 b: Externally – how are the data used?

- For financial reasons
- For statistical purposes
- To adapt the programmes accordingly
- For strategy purposes

*Other options:*

- Institutional or national quality assurance*
- Benchmarking performance/ranking*
- Administrative and statistical purposes (administration/statistics)*
- Providing info for current and prospective students and counselling (info & counselling)*
- Allocation of resources to HE institutions (resource allocation)*
- Supporting policy planning and the design of HE policy (policy planning)*

## PART B: Monitoring attainment tool – Questionnaire

The part is organised in three sections:

**Section 1:** focuses on the arrangements for individuals and citizens

**Section 2:** dedicated to the achievement of individuals and citizens

**Section 3:** dedicated to collective arrangements and policies

### Section 1: Arrangements for individuals and citizens

This section is dedicated to arrangements offered by the institution to individuals and citizens. These arrangements can exist or not and in certain circumstances be impossible to implement.

#### 1.1. Description and scope of the services

*Are there services and facilitations in terms of reconciling studies with family and private life for students according to the specified following characteristics?*

For each proposed criteria, we ask you to answer by (please tick appropriate the box):

- **Yes:** it is used
- **No:** it is never used

Please answer the open question if relevant.

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#### Underrepresented group: Learners with disabilities

Yes  No

What kind of disabilities?

Which services are provided for learners with disabilities?

#### Socially disadvantaged family

Yes  No

Which services are provided for learners from socially disadvantaged families?

#### Immigrants of first and second generation

Yes  No

Which services are provided for learners who are immigrants of first and second generation?

#### Refugees

Yes  No

Which services are provided for learners who are refugees?

#### Ethnic minority

Yes  No

Which services are provided for learners who are from an ethnic minority?

#### People reconciling work and family life (for men and women)

Yes  No

Which services are provided for learners who are people reconciling work and family life (for men and women)?

**Are there services and facilitations for students who comply with specific characteristics?**

**Reconciliation of studies with family and private life:** following a break from education and training (with duration criteria if used)

Yes  No

Which services are provided for people following a break from education and training? (with duration criteria, if used)

**Reconciliation of studies with family and private life:** following a winding biographical path after a first VET

Yes  No

Which services are provided for people following a winding biographical path after a first VET?

**Reconciliation of studies with family and private life:** following work experience (with duration criteria if used)

Yes  No

Which services are provided for people following work experience (with duration criteria if used)?

**Reconciliation of studies with family and private life:** Following a period of unemployment

Yes  No

Which services are provided for people following a period of unemployment?

**Are there arrangements (in terms of mode of study) in your University for lifelong learners or adult learners?**

**For part time learners?**

Yes  No

Which services are provided for part time learners?

**For distance learners?**

Yes  No

Which services are provided for distance learners?

**For people working overtime (i.e. personal time)**

Yes  No

Which services are provided for people working overtime (i.e. personal time)?

**For people needing specific hours (evening, week end, intensive blocks of time, etc.)**

Yes  No

Which services are provided for people needing specific hours (evening, week end, intensive blocks of time, etc.)?

**Other criteria?** .....

**1.2. For each kind of learner, are specific arrangements offered to widen access or to promote equity of access?**

Please tick the appropriate boxes

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<b>Student support services</b>		
<i>Kind of user</i>	<b>Yes</b>	<b>No</b>
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend....)		

<b>Distance learning</b>		
<i>Kind of user</i>	<b>Yes</b>	<b>No</b>
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend....)		

<b>Specific desk/reception</b>		
<i>Kind of user</i>	<b>Yes</b>	<b>No</b>
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend...)		

<b>Services and activities to support entry into the labour market (e.g. career guidance)</b>		
<i>Kind of user</i>	<b>Yes</b>	<b>No</b>
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend...)		

<b>Pedagogical organisation (e.g. part time, coaching, etc.)</b>		
<b>Kind of user</b>	<b>Yes</b>	<b>No</b>
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend....)		

<b>Validation of formal prior learning (including Vocational education and training)</b>		
<b>Kind of user</b>	<b>Yes</b>	<b>No</b>
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend....)		

**Validation of non formal informal learning for credit within the diploma**

<i>Kind of user</i>	Yes	No
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend...)		

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**Specific funding system for grants (kind of salary replacement, allocation...)**

<i>Kind of user</i>	Yes	No
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend...)		

Other (please specify....)

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<b>Adapted tools or possibilities for people with disabilities</b>		
<b>Kind of user</b>	<b>Yes</b>	<b>No</b>
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend....)		

<b>Specific funding system for tuition fees (free access, grants, specific pricing...)</b>		
<b>Kind of user</b>	<b>Yes</b>	<b>No</b>
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend....)		

### Validation of non formal and informal learning for access

<i>Kind of user</i>	Yes	No
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend...)		

### Specific organisation for children (nursery, kindergarten, etc.)

<i>Kind of user</i>	Yes	No
Learners with a disability		
Socially disadvantaged family (single parent, low incomes...)		
Immigrants of first and second generation		
Refugees		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Following a break from education and training (with duration criteria if used)		
Following a winding biographical path after a first VET		
Following work experience (with duration criteria if used)		
Following a period of unemployment		
Following a winding biographical path after a first school career including VET		
Part time learners		
Distance learners		
Outside working hours (personal time)		
Specific hours (evening, weekend...)		

**1.3 Does your institution/faculty monitor the activity and participation of these groups? To whom does it report?**

Do you report and, if so, to whom do you report about the participation and the LLL activity of the lifelong learners identified by each criterion presented in the table?

If you report, it could be to:

- a** – The University Council or Senate
- b** – The board of the university or faculty, faculty members...
- c** – Press
- d** – Stakeholders
- e** – Ministry of HE or other
- f** – Politicians at regional level
- g** – Politicians at local level
- h** – Internal website (intranet)
- i** – External website (extranet)
- j** – Other (please specify)

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Please tick the appropriate boxes:

The University Council or Senate		
Kind of user	Yes	No
Learner with a disability		
Socially disadvantaged family		
Immigrant of first and second generation		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Learners with validation of formal prior learning (including VET)		
Unemployed people registered full time		

The board of the University or faculty, faculty members		
Kind of user	Yes	No
Learner with a disability		
Socially disadvantaged family		
Immigrant of first and second generation		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Learners with validation of formal prior learning (including VET)		
Unemployed people registered full time		

<b>Press</b>		
<i>Kind of user</i>	<b>Yes</b>	<b>No</b>
Learner with a disability		
Socially disadvantaged family		
Immigrant of first and second generation		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Learners with validation of formal prior learning (including VET)		
Unemployed people registered full time		

<b>Stakeholders</b>		
<i>Kind of user</i>	<b>Yes</b>	<b>No</b>
Learner with a disability		
Socially disadvantaged family		
Immigrant of first and second generation		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Learners with validation of formal prior learning (including VET)		
Unemployed people registered full time		

<b>Ministry of HE or other</b>		
<i>Kind of user</i>	<b>Yes</b>	<b>No</b>
Learner with a disability		
Socially disadvantaged family		
Immigrant of first and second generation		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Learners with validation of formal prior learning (including VET)		
Unemployed people registered full time		

<b>Politicians at regional level</b>		
<i>Kind of user</i>	<b>Yes</b>	<b>No</b>
Learner with a disability		
Socially disadvantaged family		
Immigrant of first and second generation		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Learners with validation of formal prior learning (including VET)		
Unemployed people registered full time		

Politicians at local level		
<i>Kind of user</i>	Yes	No
Learner with a disability		
Socially disadvantaged family		
Immigrant of first and second generation		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Learners with validation of formal prior learning (including VET)		
Unemployed people registered full time		

Internal website (Intranet)		
<i>Kind of user</i>	Yes	No
Learner with a disability		
Socially disadvantaged family		
Immigrant of first and second generation		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Learners with validation of formal prior learning (including VET)		
Unemployed people registered full time		

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External website (internet)		
<i>Kind of user</i>	Yes	No
Learner with a disability		
Socially disadvantaged family		
Immigrant of first and second generation		
Ethnic minority		
Learners aged between 25 and 60		
Learners aged over 60		
Learners with validation of formal prior learning (including VET)		
Unemployed people registered full time		

Other kind of groups: please specify...

**Section 2: Achievements**

This section focuses on **monitoring**, in terms of level of activity (quantity per year), **the reality of each of the arrangements** provided for the individuals and citizens, which are strongly connected with the social dimension of your institution.

This section is devoted to those universities that have those figures available.

**2.1. Quantitative results: Participation**

It is very difficult to obtain an exact view of the attainment in the field of LLL and certainly more difficult to “measure” the social dimension (SD). We propose to test different ways:

- The number of people concerned, in one year, by gender (taking 2012-13 academic year, for example)
- The total number of people concerned in one year (M+F)
- The percentage of these people by the total number of students enrolled, if relevant (same year)
- The trend over 2 consecutive years (+, or S for steady) for the number of people concerned

Number of Males	Number of Females	Total M+F	Total % from the total of registered students	Trend (+, -, S) over two years or more
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<b>Does my institution monitor this specific group of learners? Indicate the numbers in all the boxes</b>					
<b>Concerned learners</b>	<b>M</b>	<b>F</b>	<b>Total (M+F)</b>	<b>Total %</b>	<b>Trend</b>
Learners aged between 25 and 60					
Learners aged over 60					
Learners with validation of formal prior learning (including VET)					
Learners with validation of non-formal and informal learning for access					
Learners with validation of non formal and informal learning for credit					
Number of learners with specific funding system for grants (kind of salary replacement, allocation...)					
Learners with disability					
Distance learners					
Employed people registered full time					
Unemployed people registered full time					
Immigrants					
Other (please specify...)					

## 2.2. Quantitative results: Achievements

This second part is focused on the results obtained by learners. If applicable, we ask you to indicate in the next table:

- The number of people who have obtained the result indicated in one year (chose 2012-13 academic year for example) by gender
- The total number of people concerned in one year (M+F)
- The percentage of these people by the total number of students enrolled, if relevant (same year)
- The trend over 2 or 3 consecutive years (+, or S for steady) of the total number of people concerned.

Number of Males	Number of Females	Total M+F	Total % from the total of registered students	Trend (+, -, S) over two years or more
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**Does my institution monitor the output for learners aged over 60?  
Indicate the numbers in all the boxes**

Concerned learners	M	F	Total (M+F)	Total %	Trend
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

<b>Does my institution monitor the output for learners aged between 25 and 60? Indicate the numbers in all the boxes</b>					
<b>Concerned learners</b>	<b>M</b>	<b>F</b>	<b>Total (M+F)</b>	<b>Total %</b>	<b>Trend</b>
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

<b>Learners with validation of formal prior learning (including VET)? Indicate the numbers in all the boxes</b>					
<b>Concerned learners</b>	<b>M</b>	<b>F</b>	<b>Total (M+F)</b>	<b>Total %</b>	<b>Trend</b>
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

Learners with validation of non formal and informal learning for access? Indicate the numbers in all the boxes					
Concerned learners	M	F	Total (M+F)	Total %	Trend
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

Learners with validation of non formal and informal learning for credit? Indicate the numbers in all the boxes					
Concerned learners	M	F	Total (M+F)	Total %	Trend
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

**Number of learners with specific funding system for grants (kind of salary replacement, allocation...)? Indicate the numbers in all the boxes**

Concerned learners	M	F	Total (M+F)	Total %	Trend
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

**Learners with a disability?  
Indicate the numbers in all the boxes**

Concerned learners	M	F	Total (M+F)	Total %	Trend
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

Distance learners? Indicate the numbers in all the boxes					
Concerned learners	M	F	Total (M+F)	Total %	Trend
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

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Employed people registered full time? Indicate the numbers in all the boxes					
Concerned learners	M	F	Total (M+F)	Total %	Trend
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

**Unemployed people registered full time?  
Indicate the numbers in all the boxes**

Concerned learners	M	F	Total (M+F)	Total %	Trend
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

**Immigrants?**

**Indicate the numbers in all the boxes**

Concerned learners	M	F	Total (M+F)	Total %	Trend
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

Refugees? Indicate the numbers in all the boxes					
Concerned learners	M	F	Total (M+F)	Total %	Trend
Number of academic/professional diplomas of level 4 in the EQF					
Number of academic/professional diplomas of level 5 in the EQF					
Number of academic/ professional diplomas of level 6 in the EQF (Bachelor in the Bologna system)					
Number of academic/professional diplomas of level 7 in the EQF (Master in the Bologna process)					
Number of academic/professional diplomas of level 8 in the EQF (Doctorate in the Bologna system)					
Number of other kind of diploma or official document (local diploma for example)					
Number of learners that have created (or participated in) a new activity (creation of business, NGO, cultural activities, etc.)					

**Section 3: Collective aspects of Social Dimension (communities, authorities, public agencies...)**

This section focuses on monitoring the reality of the arrangements made at a collective level, dealing with higher education lifelong learning. This could be with communities, authorities, public agencies...

**Permanent or ad hoc/on demand arrangements**

HE institutions are not alone in their environment. The social dimension of their activities requires more or less strong connections with all kind of organisations. This set of questions is dedicated to this aspect.

For each of them, we will ask you to note on **a scale from 0 to 3** to what degree these arrangements are active:

**0** meaning that they do not exist and **3** meaning that they are well established and active.

**My institution is involved in such arrangements. Indicate the score between 0 - 3 in all the boxes below.**

My institution participates in local committees (city level) with public authorities	
My institution participates in regional committees with public authorities	
My institution participates in local committees of stakeholders dealing with <b>cultural activities</b>	
My institution participates in regional committees of stakeholders dealing with <b>cultural activities</b>	
My institution participates in local committees of stakeholders dealing with <b>social work and social services</b>	
My institution participates in regional committees of stakeholders dealing with <b>social work and social services</b>	
My institution participates in local committees of stakeholders dealing with <b>economic/business activities</b>	
My institution participates in regional committees of stakeholders dealing with <b>economic/business activities</b>	
Representatives of the professional bodies participate in university councils or committees	
Representatives of the local/regional authorities participate in university councils or committees	
Representatives of NGOs and associations participate in university councils or committees	
My university participates formally in Lifelong learning for elected people or politicians (at local, regional, ational level)	
--> For questions of management	
--> For questions of economy	
--> For questions of environment	
--> For questions of culture/art	
--> For questions of health	
--> For other questions	
Other arrangements (please specify)...	



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**The Monitoring Attainment Tool intends to monitor not just participation but also attainment levels, promoting strategies for a more comprehensive approach to LLL/SD.**

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