

COMMIT

Committing to the social dimension in universities

LOUVAIN-LA-NEUVE SEMINAR ON
UNIVERSITY LIFELONG LEARNING
May 26th, 2016

WHEN UNIVERSITIES ARE STRATEGIZING...
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Project coordinated by:

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Rationale

When Universities are strategizing ...

- Higher Education Institutions : pressures to change
 - European & National Education Policies
 - Knowledge Society or Economy
 - Lifespan & Lifelong learning
 - Social Inclusion in economical and migration crisis

(European Council, 2000; 2010)
(HE Ministers, London, May 2007; Leuven-LLN, 2009)
- Organizational and identity changes
 - 'Doing strategy' : recent activity

(Elwood and Leyden, 2000; Kadir, 2012; Whittington, 2003)

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Project 539519-LLP-1-2013-BE-ERASMUS-ESIN

Lifelong Learning Programme

Agenda am

When Universities are strategizing ...

- **HIGHER EDUCATION STRATEGY CONTEXT**
 - *Learning outcomes & institutional logics* - Miguel Souto Lopez
 - *When governments are strategizing* - David Urban
 - *Social dimension within ULLL* - Pat Davies

- **COMMIT PROJECT RESULTS AND POLICY REMINDERS**
 - *The COMMIT project and its tools* – Francesca Uras
 - *Analysis of COMMIT data* - Lucília Santos
 - *COMMIT Findings and Policy Reminders* - Françoise de Viron

Agenda pm

When Universities are strategizing ...

- **LEARNING ACTIVITY AND ROUND TABLE**
 - *Erasmus+ and COMMIT* - Nihal Yildirim
 - *Strategizing process for LLL at university*
- Simon Enthoven & Francesca Uras
 - *Round table about ULLL strategizing*
- UAntwerpen, KU Leuven, U Libre Bruxelles, UCLouvain

- **FEEDBACK AND CONCLUSION**

Welcome

Have a fruitful work and fun



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Committing to the social dimension in universities

COMMIT, Helping Universities to implement
a comprehensive and coherent
Lifelong Learning strategy

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COMMIT PRODUCTS

- **An Executive Summary**, summarising the project outcomes and achievements (available in electronic and paper format, in EN and FR)
- **Recommendations and Policy reminders**
- **A Technical Report** as the result of the transversal analysis done on the collection of data from the tools and the visit reports filled in by partners.

University lifelong learning as a part of society and university

1. The necessity and joy of learning throughout life is a constant driving force for society and universities
LLL: powerful tool to build capacity for individuals, organisations, regions, nations.
2. While lifelong learning can serve as a mechanism of income generation for universities, its fundamental essence is to offer possibilities for adult learners and partner organisations.
3. Validation of non-formal and informal learning (VNIL) contributes to the social dimension of the university
VNIL: encouraging opportunity → universal success story.
4. Effective and high-quality implementation of the lifelong learning agenda also requires regeneration of university organisation culture and practices.

Steering higher education institutions for lifelong learning and social engagement

5. Lifelong learning needs political support at the European, national and regional level.
6. External inputs into the university decision-making can enrich the value-base of universities
Mitigating a 'pure academic education' approach (degree-based, course-centred, discipline-oriented, not enough work-life-relevant); LLL bridging university with its context.
7. Modification of internal structures as such will not necessarily mean a great potential for lifelong learning.
8. Support from university leadership is the most significant facilitator of lifelong learning and social dimension.

Essence and quality of lifelong learning supporting social dimension

9. The expertise of various specialists and purposeful cooperation with stakeholders and networks are key success factors of lifelong learning and social dimension.
10. HEI have neither a monopoly on knowledge production nor learning environments but they would benefit from cooperation with other suppliers of learning possibilities.
11. Lifelong learning can only be legitimate inside confirmed quality assurance systems.
12. A fertile research agenda and a functional framework of data production, collection and utilization should be key priorities of lifelong learning and social dimension at the national and European level.