
ALLUME
A Life long Learning University
Model
UCL – Case Study
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Learning on key turning points, initiatives or decisions

- Allume = an opportunity to think about and share opinions on LLL within University
- Vision, Mission, Goals
 - lifelong learning = necessity both for personal growth as well as the development of society
 - Continuing education is part of the teaching role of the university
 - Part of one of the 3 Missions of the University: Recognition and promotion of lifelong education as a priority element in the teaching mission at UCL
 - Articulation with the 2 other missions ??

Learning on key turning points, initiatives or decisions

- Long tradition
 - Since 1976, there was a movement within UCL which favoured 'permanent education' → **Individual, social approach**
 - Degree (Master and Bachelor) – Non-degree (with or without ECTS credits) – RPL
 - In 1999, UCL decided to go one step further by developing a new policy of continuing education → **Institutional decision, economical & political approach**
 - EUCEN support
 - Dedicated structures: CE unit and CE council **decentralised internal** (Model C Ed. V. Mitchell 2000)
 - **The advantages:** responsibility given to faculties and academic staff; a reference service; a policy body as a point of reference
 - **Disadvantages → Challenges**
 - difficulty in moving from an 'individual entrepreneurial' way of thinking to a 'faculty entrepreneurial' one: how best to persuade faculties to integrate real LLL strategies into their own strategies;
 - difficulty in preserving the mobilisation or dynamism of those actively involved in continuing education
 - difficulty in gaining an overall picture of the advances in university continuing education
 - In 2009, CE unit as part of Education and Teaching Administration department
 - **Tension between 2 trends 'Adult as young students' or 'specific or differentiate vision'**
 - **Everywhere → Danger to be Nowhere?**
 - First mover in Belgian French Speaking Community
 - How to keep this advantage ?
- Merging process for the moment !!! Fusion of 4 universities

Learning on key turning points, initiatives or decisions

- External support
 - In 2002, LLL Committee (ETALV - CIUF) – inter-universities
 - Best practices exchange
 - Influence and pressure at political level in order to change the legal context
 - Decree in 2004, not dedicated to LLL
 - Univ are allowed to do CE
 - Recognition of Prior Learning
 - Now we are waiting for a new decree
 - October 2010 → 2011 ???
 - Awareness of importance of LLL and funding

Insights – Do and don'ts - Analysis based on Beflex+ recommendations

1. UCL has developed a culture of university continuing education, but it is still fragile, widening the discussion, namely changing the paradigm of continuing university education to lifelong university education, and the impacts of this change → **cultural change**
2. Research on Adult Education → to improve the **link between research and policy /services (Kari → Knowledge Triangle)**
3. Learning Outcomes, flexibility within degree programmes → new decree
5. Quality assurance: very good for programmes (degree and non-degree (CPD) but **need for RPL**
6. Many efforts on admission process (RPL, cooperation with CfB universities - project European Social funds) **BUT after the admission, LLLearners need for guidance, counselling during learning path**
9. 'Networked University'
 - First steps: local cooperation (schools, faculties) – new council in charge of the 'services to society' and regional cooperation
 - How to articulate the 3 pillars?

Major issue: funding

- Degree programmes: **public funding-** identical for young & mature students. But as **too limited and fixed** (in phase of re-negotiation)
- Non-degree programmes: **self-financing**
- → **need of a structural solution (cooperation of 2 different levels: regions/communities Labor and Education Ministries)**

Swot Analysis

- UCL's **strengths** to achieve its priority objectives
 - Awareness of the importance of continuing education (vision)
 - Support of the academic authorities for the principle of LLL
 - Research on adult education
 - Experience of strategic and voluntarist development of continuing education for more than ten years, leading to positive results
- UCL's **weaknesses** to achieve its priority development objectives are:
 - **Competition with other missions** of the university (e.g. research or internationalisation)
 - **Difficulty for faculties in developing a specific LLL strategy** when the culture of faculty strategy is globally weak
 - **Monitoring and management of development** difficult because of the decentralised model;
 - Lack of awareness of the wider phenomenon of lifelong learning, the impacts it causes and the changes it brings about (change of perspective)
 - Lack of awareness of the specific questions related to teaching that continuing education raises; continuing education is currently not considered as a sufficiently strategic issue to benefit from funding for improvement, as other projects do (internal teaching development fund - FDP)
 - The strategy's 'lack of permanence': BeflexPlus WS "One or two rector ago ..." <-> like any major cultural shift, lifelong learning requires time to be understood, discussed, accepted and implemented

Swot Analysis

The **opportunities** currently available to UCL are

- the so-called “Marshall” regional development plan for research and technological innovation, particularly the link between research-education
- New legal framework which would take into account the phenomenon of lifelong learning and particularly its funding;
- Work on harmonising and gaining an objective picture of the LLL phenomenon being done by the LLL Committee (CIUF-
- Demands society makes on UCL (by way of example, the quantitative explosion in the number of mature students on certain degree or certificate programmes).

Apart from the failure of the opportunities listed above, the main **threats** are:

- Absence of specific funding for LLL
- At this point, it seems difficult to assess the impact of the creation of UCLouvain on the development of lifelong learning within UCL: at present there is no common vision within UCLouvain. There is also a risk that continuing education could be drowned in the global movement towards fusion

Production of guidelines

- **Having a Strategy (vision, mission, goals ...) – predetermined or opportunist?**
 - Supported by Authorities on a long-term perspective
 - Defined and discussed at all levels of the university
 - Defined and discussed with external stakeholders
 - Embedded within the global national strategy : Education/Labor/... Ministries
 - **Influence on the legal framework**
 - Pressure on Government
 - Cooperation with ‘our local/regional competitors’
- **BUT Monitoring the strategy and following-up the strategy implementation**
 - Resources plan: man power, funds, ...
 - Indicators : choice/selection, collection, analysis,...
- **Evaluating the strategy and learning from this evaluation process**
 - Double loop learning (not only adaptation but ready to review the strategy)
 - **Learning organisation**
- **Cultural change**
 - Moving from Continuing Education to Lifelong Learning → **continuing learning process**
 - Not only Funding issues - Learning how to generate income from LLL activities
 - Quality procedure/assurance ...