eucen Policy Talks 2017
Brussels, 25 April 2017

Points recorded from the groups

QUESTION 1 – The value of scientific knowledge

- Are universities considered as actors of change? Do they do it themselves?
- Employability is usually looked at because of the demand from students, politicians etc. / We should also remember other themes e.g. critical thinking – consumption issues
- Enhancement of teacher skills is essential. The versatile students are a challenge but also a possibility.
- HEIs should also promote making use of learning.
- Who are the hosts of learning? Universities should accept the reality that other hosts exist and universities could support these learning environments.
- Inter-professional learning because that is what working life functions.
- The university researchers should learn to live with uncertainty. The scientific standard is essential but it may make taking social responsibility difficult.

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- Generate networking/platforms to actively discuss/make people engage in relevant ways
- Being sustainable as an institution
- Enlarging access to sustainable concepts in education
- Introduce sustainable goals in curricula
- Advocate SDGs more explicitly
- Produce evidence-based advocacy of SDGs
- Collaborate with other stakeholder associations to generate discussions together
- Be a catalysor to network to implement together SDG's: experts, researchers, interested individuals
- Promote sustainable learning environment
- Connect generations to think/implement SDGs
- Create an alternative/complementary set of indicators of SDG's and monitor it as network of ULLL

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- HEIs are self-contained and, therefore, might find more difficult to see the outside needs as well as to communicate with the outside world
- Current security issues lead to making HEIs closer and less accessible
- Training the trainers/teachers must be reinforced
- Change of curricula to adapt to needs should be considered (HE4u2)
- Closed system of courses -> should be re-thought and opened up

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Networks
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ULLL | VET | HE | VNIL
Cultural Diversity
Social Dimension

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Provision | Funds
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QUESTION 2 – Methodologies: The pleasure of learning

- Motivation (participants, teachers): highly abstract, diverse
  o Places for learning (volunteering work, home, work, universities…)
  o Time
  o Learners (motivation, bubbles)
  o Key owners / Experts (university, lab, etc)
  o Possibility to benefit from the outcomes of learning during the programs and afterwards
- Entertainment → value of content vs. immediate joy – it takes time to master concepts
- Further looking:
  o Immediate joy – it takes time to master concepts
  o L.O. solution for highlighting relevance??
- Capacity building of teachers on motivation drivers
  o University pedagogy centres (teaching and learning) We need special expertise of information technology and pedagogic staff but also the experience of teaching practitioners.

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- Learn from informal sector to address LLL in a more holistic/open/inclusive/accessible… way
- How to make good use of technology to support learning and "pleasure to learn"
- Recognise former experience and learning in access but also in pedagogy (andragogy)
- Connecting with "out" of university, be actors of change, with communities
- Make more visible what universities do with the society because they do a lot, make visible for example through social media, open education resources (give university contents out for free)
- Disseminate "good learning stories" (how it was good for me to learn) for example through local festivals, learning weeks, short videos on social media, ...
- Promote learning discoveries through art, culture, sport, lifestyle -> empowerment
- Teachers training to explore methodologies fostering "pleasure to learn"

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- Do we have any study to compare feeling in different countries? Why in some countries there is a pleasure for learning and not so much in others?
- Stress and pleasure makes learning less enjoyable
- Assessment methods
- HEIs to pressure governments to change current ways
- VET a real option, not only an alternative – to change current thinking
- Foundation programmes? That would allow students to find out really what they want to do
- More non-curricula activities that make HEIs more friendly and inclusive
- More mentors instead of teachers

QUESTION 3 – Employability

- Open doors – accessible to communities
- Sustainable cooperation:
    o University
    o Industry / employers / working life
- Job fairs
- Industry people at:
    o University advisory boards
    o University boards? Recommendations on market perspective, prescription?
- Job market needs a right balance in universities:
    o To offer provision
    o To prepare students for jobs for future
    o To research intensively
- Internal balance in 3 missions: Rectors/Presidents - debate?
- Diverse ways -> acknowledge them

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- Develop skills in their complexity: vocational but also social, soft skills
- Anticipate/identify what skills will be needed in the future
- Develop skills to be able to adapt to change (core skills: manage complexity, critical thinking, learn to learn, foster the pleasure of learning…)
- Give the sense of identity: thinking beings (identity not only connected to labour market/work, in a world with increasing robotisation and diminishing work places) reflect on one's role in the world (systemic thinking)
- Develop abstract thinking (e.g. maths, philosophy, etc)
- Promote innovative learning methodologies for abstract thinking skills
- Ensure transferability of training into workplace through specific pedagogy and curricula design (work-place learning): open university to work place

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- Involvement of all actors in the process
- Competences, skills – to give students grounds to move forward in career, taking into account the labour market
- Entrepreneurship skill development – guidance office
- In-company training, permeability:
    o Specific skills led by companies (experts)
    o Transversal skills led by universities
  And all with good communication between enterprises-universities
- HEIs to open-up their doors, to show what it is done already (some part of the society does not know or has a wrong perception)