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Typologies of Lifelong Learners in Professional Higher Education and their relevance for LLL strategies of Higher Education Institutions

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Surveys of learners & businesses

- __ Survey to provide support for development of self-assessment tool
- __ Survey of motives, needs and expectations, barriers of learners and businesses to engage in LLL
- __ Survey is based on multidimensional typology to identify differences in needs of Lifelong Learners Types
- __ Self-assessment tool (FLLLEX-Radar) for HEI's to assess whether they match up with expectations of different stakeholders and to provide benchmarking
- __ HEIs will have to identify which type of LLL they wish to cater their activities towards



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Survey of expectations of Lifelong Learners

- __ Survey & outline of expectations of potential and existing learners in view of Lifelong Learning
- __ Questionnaire in web-based format to address specific target groups of Lifelong Learners in the concerned countries, underrepresented in existing surveys
- __ Identification of different target groups of Lifelong Learners
- __ Listing and comparison of expectations of target groups towards LLL

- __ Typology of Lifelong Learners & expectations → basis for choice of indicators of FLLLEX-Radar

Demographics of learners: Country of residence

	Frequency	Percentage
Finland	555	36%
Ireland	279	18%
Turkey	185	12%
Lithuania	171	11%
Belgium	149	10%
Scotland	69	5%
Netherlands	55	4%
France	30	2%
Other Country	32	2%
Total	1.525	100%

Source: 3s Survey Students, 05/2010 - 03/2011.

Demographics of businesses: Country of residence

	Frequency	Percentage
Ireland	24	24%
Netherlands	23	23%
Turkey	20	20%
Lithuania	16	16%
Belgium	7	7%
Scotland	5	5%
Finland	2	2%
France	1	1%
Other Country	1	1%
Total	99	100%

Source: 3s Survey Businesses, 05/2010 - 03/2011.

Typologies of Lifelong Learners: Who participates in Adult Education?

- __ Formal vs. non-formal adult education
- __ Admission Criteria / Admission Fees
- __ Mode of Attendance (classroom teaching, web-based teaching ...)
- __ Target Award (undergraduate/graduate programs)
- __ Student Profile (gender, age, level of education, nationality)
- __ Duration (ECTS)
- __ Purpose/Motivation (status, prestige, career, social contact ...)
- __ Learning Location (campus, work based, distance ...)
- __ Funding Source (government, employer, individual ...)
- __ Pedagogic Style (dependent traditional, interdependent, independent)

Typologies of Lifelong Learners

__ only few comprehensive typologies, main focus on individual factors

Motivational typologies:

__ goal / activity / learning orientation (Houle's typology)

__ social relationship, external expectations, social welfare, professional advancement, escape/stimulation, cognitive interest (Morstain/Smart)

Life Transition theory:

__ life transition as past, present or future change in the learners' life (career, family, leisure, art, health, religion, citizenship).

Research on external factors (e.g. situational, dispositional, institutional, sociocultural barriers)



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Typologies of Lifelong Learners: life-cycle based approach

- __typology of adult learners in formal education by Hefler/Markowitsch (2010)
- __based on three core pillars:
 - __the direction of movement within a life course
 - __the relationship between the content of the chosen course of study and tasks performed in their actual work in employment
 - __the position of the programme within the established hierarchy of qualifications

Focus	Main Type	Sub-types	Description	Relation Contents / Tasks	Start of programme before / after joining career
Education	Completing	Finishing	Working while studying without particular connection of work and education	Insignificant	Before
		Entering	Being hired in late phases by an employer in need of graduates	Strong, clearly visible relation	Before
	Returning	Returning	Returning to education and overruling a temporary transition to work	Insignificant	After
	Transforming	Transforming	General transformation using education as a basis	No relation	After
Work	Reinforcing	Progressing	Progressing in the current field by at least one step on the educational ladder	Strong, clearly visible relation	After (exceptional: before)
		Adapting	Making one step in the current field, in parallel to an existing one not relevant in the field	Strong, clearly visible relation	After
		Specialising	Completing one programme as a specialisation	Strong, clearly visible relation	After
		Peaking	Completing a formal programme designed for experienced professionals in the field	Strong, clearly visible relation	After
	Compensating	Compensating	Compensating the restriction of an existing pathway	Insignificant	After



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Typology: patterns of participation with focus on education

Completing:

__ *Finishing*: working while completing formal education

__ *Entering*: being hired in late phases by an employer in need of graduates

Returning: returning to education and revising a temporary transition from learning to work

Transforming: transformation of the existing career pathway and/or individual development



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Typology: patterns of participation with focus on work

Reinforcing: reinforcing an existing career pathway

__progressing in the current field (one step ahead)

__adapting to the current field (in relation to qualifications)

__specialising: completing a program as specialization

__peaking: completing a program for professionals (often ISCED 6)

Compensating: compensation for shortcomings of an existing career pathway

Motives to study

	Total	Finland	Ireland	Turkey
To advance prospects for personal growth	62%	68%	70%	45%
To gain knowledge and skills in a special field of interest	55%	59%	49%	40%
To increase chances of finding a job	51%	69%	34%	34%
To receive an academic title	39%	38%	45%	37%
To advance skills essential for the job	38%	28%	51%	48%
To increase motivation	29%	25%	38%	26%
To gain knowledge and skills for everyday life	26%	27%	27%	18%
To meet people	20%	23%	16%	14%
To gain a promotion	13%	7%	25%	16%
To become self-employed	11%	9%	6%	15%
To avoid job loss	9%	4%	15%	15%
Other(s)	6%	9%	2%	1%
n	1.525	555	279	185

Source: 3s Survey Students, 05/2010 - 03/2011.

Problems which result from actual study

	Total	Finland	Ireland	Turkey
Reduction of free time	61%	61%	75%	42%
Stress	53%	59%	50%	51%
Financial problems	36%	49%	27%	28%
Less time to meet the job demands	21%	19%	23%	25%
Less time for learning	19%	20%	17%	16%
Excessive demands	16%	16%	25%	12%
Lack of career-development possibilities	11%	12%	7%	11%
Family problems	10%	8%	11%	6%
Problems with the arrival and departure to/from the educational centre	10%	10%	5%	10%
Problems to organise childcare	7%	8%	11%	3%
Threat of finding other employer	6%	6%	3%	4%
Problems with fellow students	4%	5%	1%	6%
Problems with colleagues at work	3%	1%	1%	9%
Other(s)	5%	7%	2%	1%
n	1.525	555	279	185

Source: 3s Survey Students, 05/2010 - 03/2011.

Wished support from politics & public authorities

	Total	Finland	Ireland	Turkey
More allowance for employed students	54%	68%	50%	35%
Tax relief for higher education	54%	54%	71%	31%
Support especially designed for employed students	44%	57%	41%	25%
Information about the job market	28%	21%	34%	25%
Publication of analysis regarding education and job market (e.g. analyses of needs)	19%	15%	23%	18%
Government-arranged childcare especially for employed students	16%	16%	15%	18%
Other(s)	3%	4%	1%	1%
n	1.525	555	279	185

Source: 3s Survey Students, 05/2010 - 03/2011.

Wished support from HE institution

	Total	Finland	Ireland	Turkey
Flexibility when job-related requirements increase	40%	49%	41%	32%
Timetable adaptation to employed students	40%	52%	37%	28%
Improvement of the recognition of prior learnings (or experience)	36%	37%	44%	30%
More possibilities for distance learning	35%	46%	32%	23%
Upgrade of the quality of teaching	34%	49%	16%	26%
More internet possibilities at the high education centre	18%	15%	22%	19%
Modularisation of the study	17%	9%	21%	17%
Media coverage about possible studies	15%	13%	20%	10%
Other(s)	3%	3%	2%	1%
n	1.525	555	279	185

Source: 3s Survey Students, 05/2010 - 03/2011.

Support provided by the company

	Total	Ireland	Turkey
Flexible working hours	70%	94%	73%
Educational leave	51%	72%	27%
Financial aid	49%	72%	9%
Use of company-internal resources (e.g. internet)	32%	33%	9%
Integrating higher education into the career plan	26%	17%	18%
Exemption for exam preparation	25%	44%	9%
Possibility to learn during working hours	25%	11%	18%
Possibility to lower the weekly working hours	24%	33%	18%
Information about higher education	17%	33%	9%
Information about company-internal support	14%	17%	-
Information about government support	7%	11%	9%
Childcare	3%	-	9%
Other support	4%	6%	-
n	76	18	11

Source: 3s Interviews Businesses, 05/2010 - 03/2011.

Factors that prevent companies from supporting further education for employees

	Total	Ireland	Turkey
Costs of further HE	47%	65%	50%
Absence of a replacement for the employee for HE	34%	30%	38%
The offers of higher education do not suit our needs	18%	15%	6%
Threat of changing employers after the degree	16%	25%	6%
Temporary bottlenecks of the staff	10%	15%	-
Lack of information about further HE	9%	20%	6%
Scepticism regarding the effects of HE	8%	10%	
Too extensive organisation of further HE	6%	-	19%
Problems of estimating the demand for further HE	3%	-	6%
Other(s)	18%	5%	6%
n	77	20	16

Source: 3s Interviews Businesses, 05/2010 - 03/2011.

Types of learners in the sample

	Frequency	Percentage
Completing	137	12%
Returning	100	9%
Transforming	353	31%
Reinforcing	177	15%
Compensating	388	34%
Total	1155	100%

Source: 3s Survey Learners, 05/2010 - 03/2011.

Types of learners in the different countries

	Total	Compl.	Ret.	Transf.	Reinf.	Comps.
Belgium	10%	10%	8%	32%	11%	39%
Finland	40%	12%	13%	39%	7%	29%
France	2%	14%	19%	33%	19%	14%
Ireland	18%	3%	4%	27%	23%	42%
Lithuania	10%	30%	3%	21%	8%	38%
Netherlands	4%	2%	7%	36%	24%	31%
Scotland	4%	6%	8%	25%	25%	35%
Turkey	10%	16%	5%	15%	32%	32%
Other country	2%	15%	10%	20%	35%	20%
Total (1.147)	100%	12%	9%	31%	15%	34%

Source: 3s Survey Learners, 05/2010 - 03/2011.

Differences between types of learners

__ There tend to be differences between the identified types of Lifelong Learners, and their motives and needs, which can be taken into account by HEI, e.g. by focusing their strategy on particular types of Lifelong Learners and catering to their needs.

__ Whilst the hypothesis that Lifelong Learners who work at the same time mainly represent the group *Reinforcing Learners* could not be verified, it is interesting to find that this group receives the most support from employers.

__ For *Compensating Learners* the chance to access educational leave is also above average. *Returning Learners* have the lowest percentage chance for educational leave (17%).

__ Knowledge about the recognition of prior learning was the most relevant factor in the decision to begin their study for *Reinforcing* and *Completing Learners*, who used this information source most frequently.

Types of learners & wished support from HEIs

	Compl.	Ret.	Transf.	Reinf.	Comps.
Flexibility when job-related requirements increase	46%	56%	50%	51%	57%
Timetable adaptation to employed students	50%	51%	51%	47%	56%
Improvement of the recognition of prior learning (or experience)	44%	34%	40%	56%	52%
More possibilities for distance learning	46%	38%	48%	41%	48%
Upgrade of the quality of teaching	57%	59%	45%	33%	43%
More internet possibilities at the high education centre	24%	13%	21%	27%	27%
Modularisation of the study	23%	16%	17%	30%	26%
Media coverage about possible studies	18%	15%	18%	22%	24%
Other(s)	2%	8%	5%	1%	2%
n	109	85	319	153	344

Source: 3s Survey Learners, 05/2010 - 03/2011.



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Thank you for your attention!

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