



Bled seminar, Slovenia

"New learners, new
approaches"

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**Lifelong Learning Strategies:
Progress and Setbacks in
Institutional Practice in
Flanders
EURASHE study**

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Context of the study

- ❖ Realised with the support of the Flemish Ministry of Education.
- ❖ Follow-up of the EURASHE report “Lifelong Learning: Impediments and Examples of Good Practice” (January 2009).
- ❖ New approach: focuses on the implementation of LLL at institutional level.
- ❖ Will analyse two types of LLL programmes: continuing education programmes and intermediate degree programmes.

Explanation of the terms

Continuing Education Programmes = courses, programmes or organized learning, usually taken after a degree, designed primarily for adult students.

Intermediate Degree Programmes = vocationally focused courses at level 5 EQF, offered by universities or higher education/further education colleges

Methodology

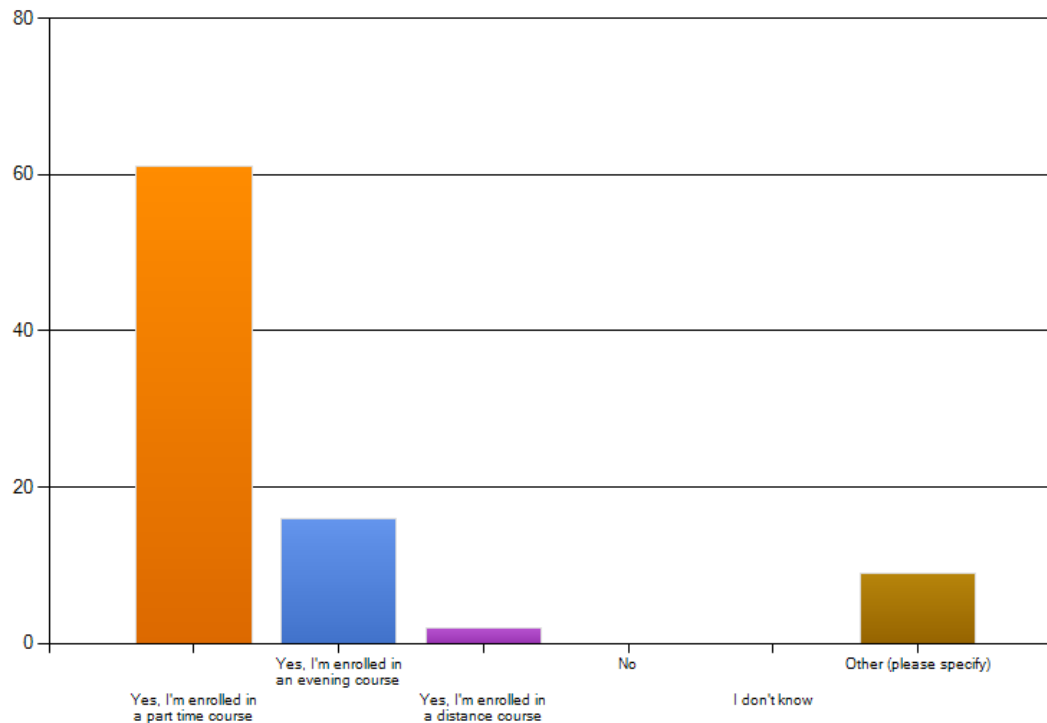
- Questionnaires have been sent to 22 University Colleges in Flanders.
- Four target groups:
 - 1. Students enrolled in continuing education programmes.
 - 2. Students enrolled in intermediate degree programmes.
 - 3. Administrators involved in one or both of the programmes above.
 - 4. Teachers involved in one or both of the programmes above.

Continuing Education - preliminary results -

- ❖ We have received a representative number of results from students, administrators and teachers involved in continuing education programmes at University Colleges in Flanders.
- ❖ The majority of the students are enrolled in part-time continuing education, followed by students enrolled in evening classes and students enrolled in distance courses.

Continuing Education - preliminary results -

Are you currently enrolled in a continuing education course (part time/evening/distance course)?

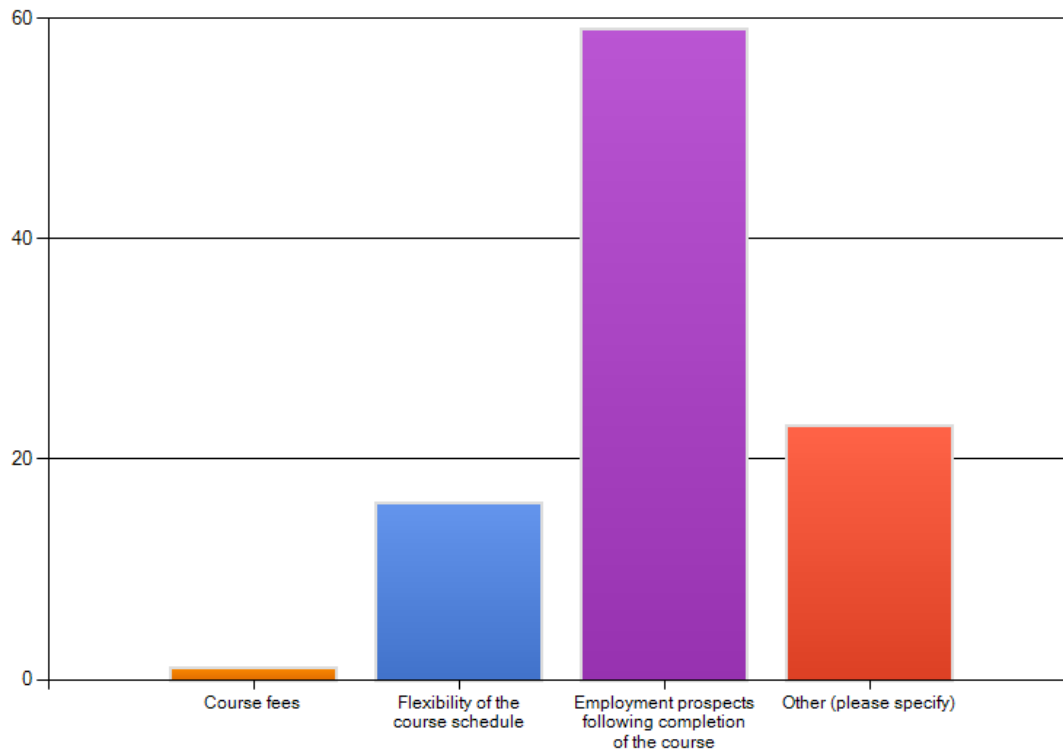


Reasons for enrolment in continuing education programmes

- 67% of the students hope a continuing education course will improve their job prospects.
- 87% of the students work full time during their course.
- The main factor that influenced 67% of the students to enrol on their particular course was “employment prospects upon completion of the course”.
- The main reason invoked by all the teachers for the development of a particular course was “contribution to regional development and responding to demands for continuing education in the area” (100%), followed by “relevance for the labour market” (80%).

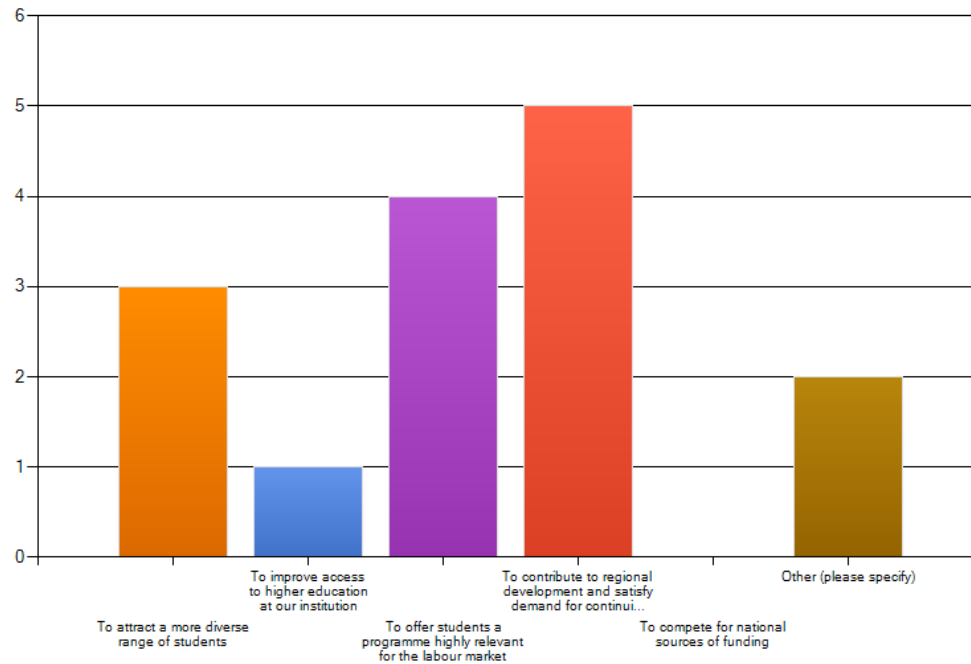
Students' reasons for enrollment

Which of these factors has influenced your decision to enroll on a particular course?



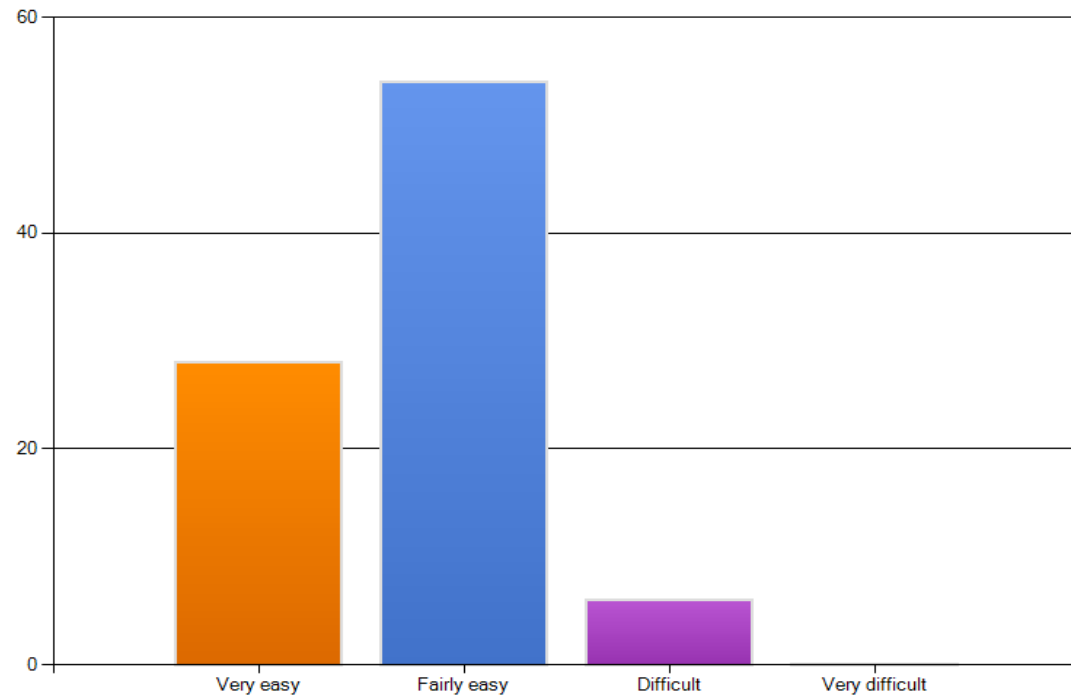
Teachers' reasons for implementation of the course

Out of the following, what were the 3 most important reasons for developing this continuing education programme?



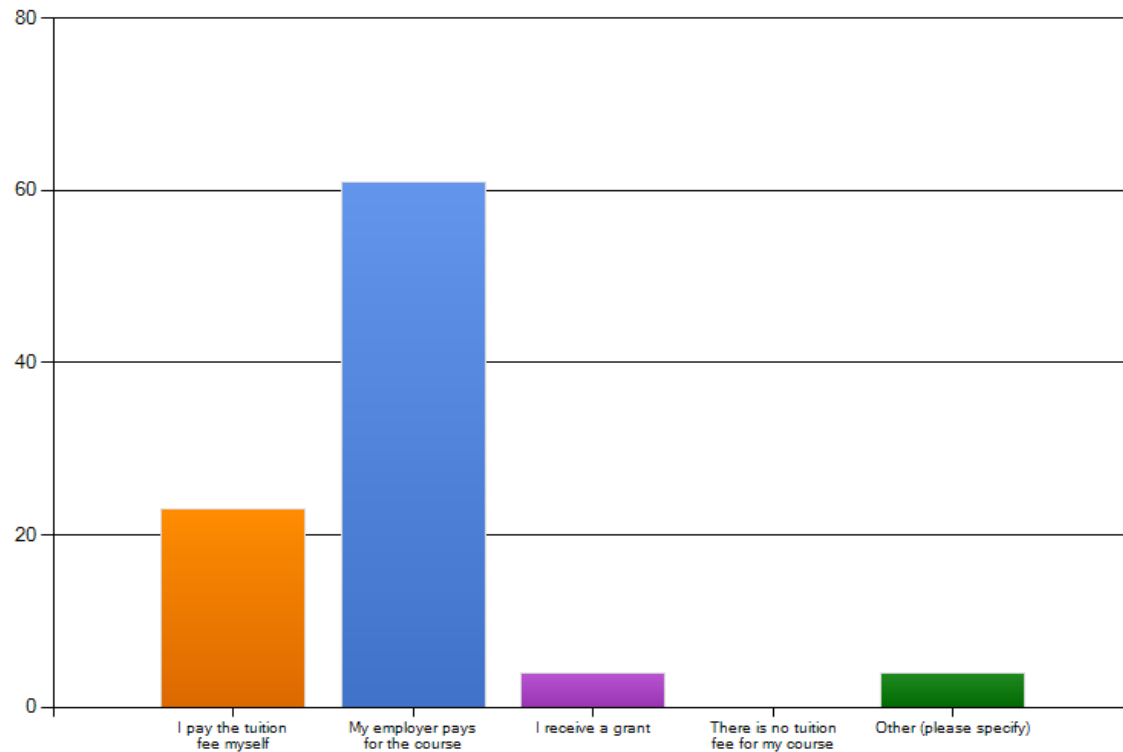
Accessibility of information prior to enrolment

How easy was it to access course related information prior to enrolment?



Funding

How do you cover the cost of your course?



Funding (2)

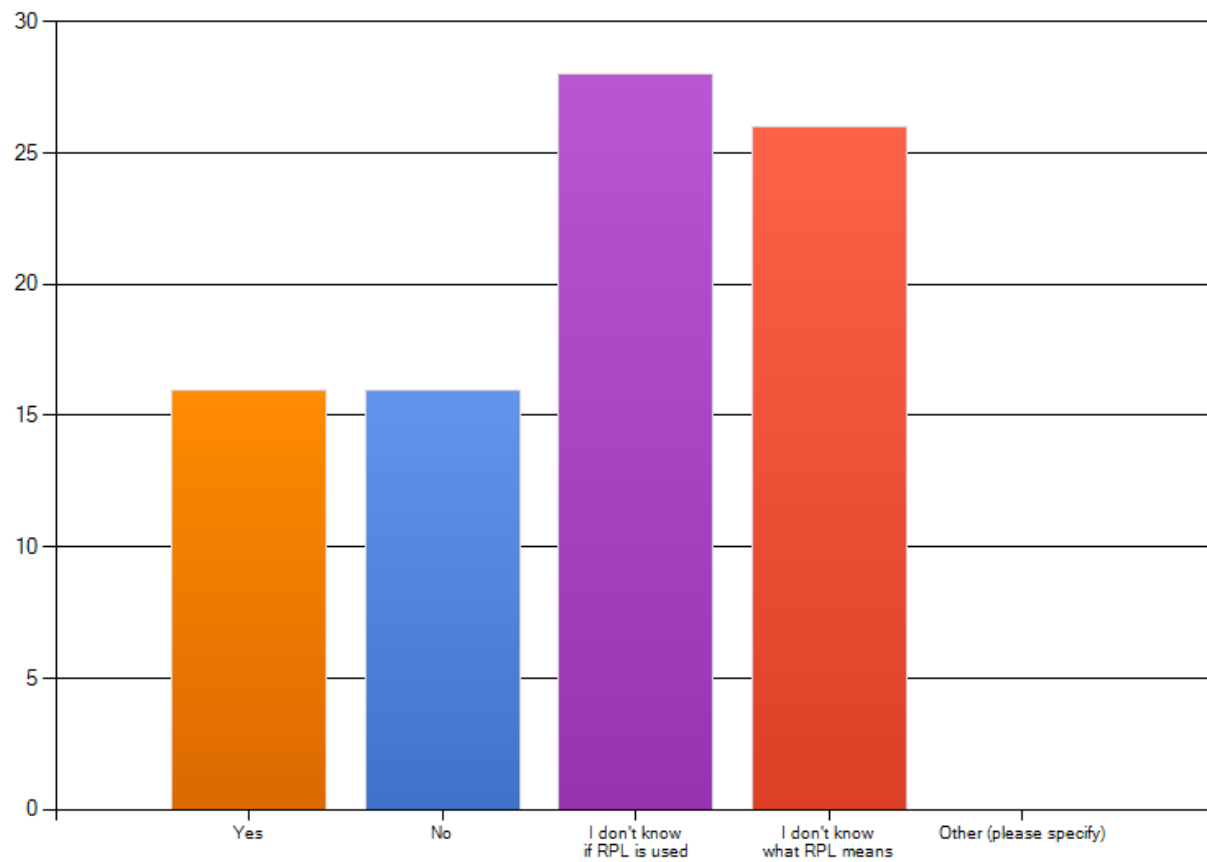
- ❖ In terms of financial support offered to students, administrators mention: tuition fee waivers, subsidies (depending on the financial situation of each individual student), training cheques, or exemption from the payment of the enrolment fee.

Recognition of Prior Learning

Very few students are actually aware of what RPL means or whether it is being used in relation to their course (only 18%).

45% of them state that their prior professional experience has not contributed in any way to the accumulation of credits on their course.

Is RPL (Recognition of Prior Learning) used in relation to your course?



RPL – the administrators' perspective

- ❖ The administrators claim having informed the students of the existence of RPL in their institution through information available on the institution's website.
- ❖ 50% of them state that their institution recognizes previous work experience for the purpose of exemption from parts of a study programme.
- ❖ All of the administrators who answered the survey (100%) seem to agree that RPL is fairly successful at their institution.

Management of CE programmes

- 60% of the administrators state that CE programmes are just as complicated to manage as “normal” programmes.
- Among the most difficult aspects of CE programmes management, they cite: the combination of work and study, difficulty to define the curriculum and quality standards, organisational aspects (part-time/evening programmes).

The future of CE programmes (1)

- The majority of students (54%) believe that, ten years from now, most people in Europe will take advantage of LLL opportunities.
- 50% of them consider that the best way to improve access to adult education and training is to create incentives for employers.

The future of CE programmes (2)

- The administrators believe that a better recognition of the CE programmes and attraction of more self-paying students will improve the development of this type of courses.
- They fear that the lack of governmental incentives, directives and general legislation concerning this type of programmes shall endanger their development.



Thank you for your attention!