



FLLLEX

The Impact of LifeLong Learning Strategies on Profession-oriented Higher Education in Europe



Contents

- Context of LLL and Profession-oriented HE
 - European Commission
 - Bologna Process
 - Initiatives of stakeholders
- FLLLEX: goals
- Interim results
 - Context analysis
 - Stakeholders: learners, businesses, training providers and HEIs
 - Self-assessment tool for HEIs
- Implications for HEIs
- Questions?



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- **Questions?**



Context

- A growing interest in LLL at the European level (and thus national level)
- Evolving definition towards greater emphasis on 'employability'
- Process via double route: European Commission + Bologna Process
- Growing role for (nationally funded) higher education



Context European Commission

2001

"All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective"

European Commission, 2001

'Making a European area of lifelong learning a reality'



Context European Commission

2006

Lifelong learning, also known as LLL, is the *"lifelong, lifewide, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. As such, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability."*

COM, 2006

- *In relation to the Lisbon Agenda* -



Context European Commission

2009

"All EU countries recognise lifelong learning 'from cradle to grave' as a key factor for growth, jobs and social inclusion."

European Commission, E & T programme 2010, 2009
'Key competences for a changing world'



Context European Commission

2010

Lifelong learning is to be regarded as a principle underpinning the entire framework - learning in all contexts and at all levels – general & vocational education, higher education.

European Commission's work programme 2020 & ET 2020



Context Bologna Process

- Prague 2001: LLL as key instrument for the successful implementation of the Bologna process (mention of RPL)
- Bergen 2005: NQF, learning outcomes, intermediate QF within the first cycle, EQF
- London 2007: very explicit in taking into account the importance of LLL when choosing the action lines to achieve the ultimate Bologna aim: creation of EHEA
- Leuven/LLN 2009: **flexible learning** paths need to support lifelong learning to increase access to HE



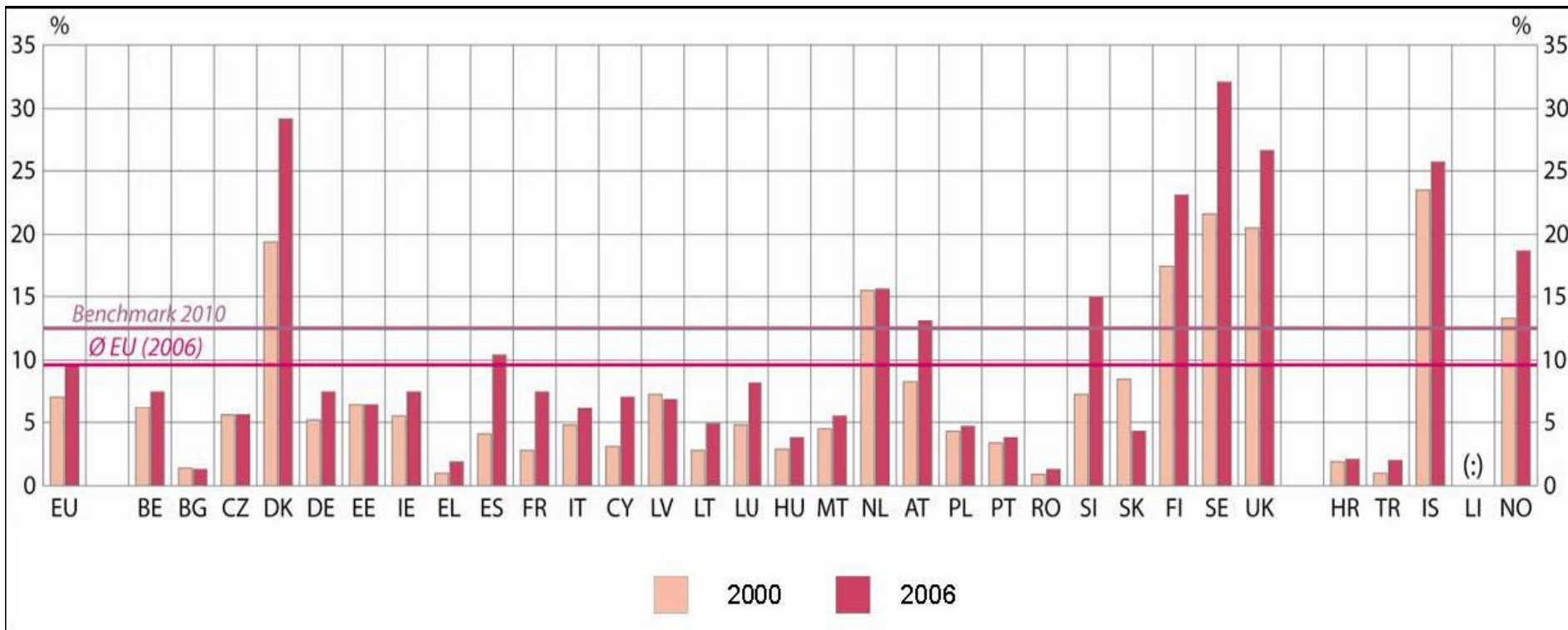
Context

Profession-oriented higher education plays a major role.

- Direct link with work field, employability,...
- Broader in profile of learners
- Pivotal role towards both EQF 5 and 7
- Regional involvement

Context

Most EU member states do not meet benchmark.





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FLLLEX Goals

FLLLEX is about 'The Impact of LifeLong Learning Strategies on Professional Higher Education in Europe'.

FLLLEX is supported by EURASHE. Is European professional higher education ready for the challenge of LifeLong Learning?

FLLLEX is supported by the European Commission via 'Transversal Programme, Key Activity 1'

FLLLEX is active in 8 European countries. It has 18 full partners and 5 associated partners.

FLLLEX runs from 01/2010 until 08/2012.



FLLLEX Goals

National Agencies

- **Belgium (Flanders)**
- **Finland**
- **France**
- **Ireland**
- **Lithuania**
- **The Netherlands**
- **United Kingdom (Scotland)**
- **Turkey**

Institutions

- **KHLeuven – Leuven University College**
- **Laurea UAS**
- **IuT de Saint-Nazaire**
- **Letterkenny IoT**
- **Vilnius College**
- **Hanzehogeschool**
- **Cardonald College**
- **Yasar University**

Structural partners

- **Eurashe**
- **3s**
- **Banku Augstskola**
- **Educonsult**

Advisory Board

- **Business Europe**
- **Education International**
- **European Student's Union**



FLLLEX Goals

FLLLEX intends to:

Provide a report on national LifeLong Learning policies

Provide a self-assessment tool on LifeLong Learning for HEI's

Exchange good practices on LifeLong Learning in professional higher education

Provide policy advice to the European Commission on the structure of LifeLong Learning post 2013 and to involve the LLL policy makers in the project partner countries.



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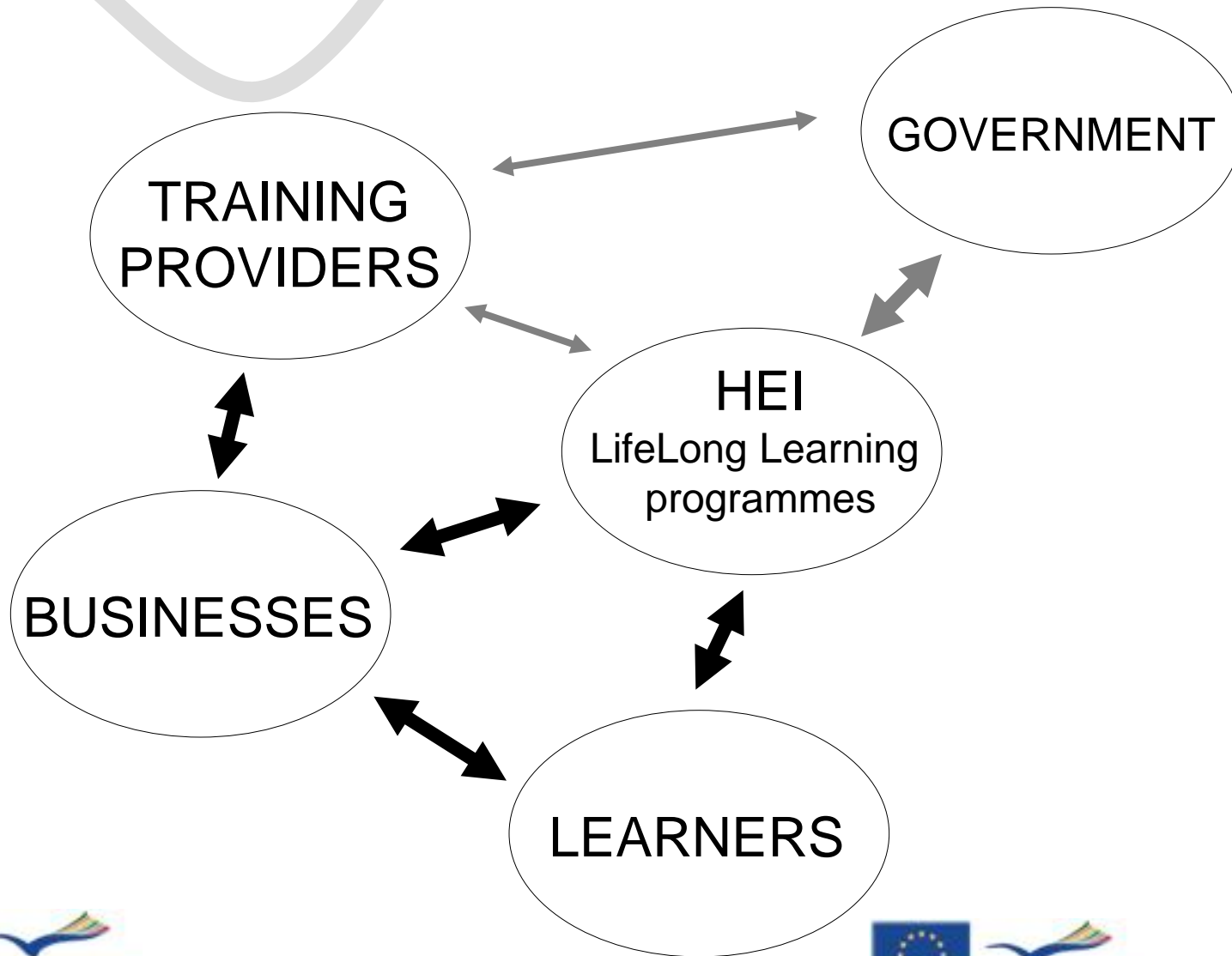
Interim results

Context analysis

Comparative Matrix for Intensity of LLL Policy Implementation in FLLLEX Countries

Characteristics	Countries							
	Ireland	Belgium	Lithuania	Scotland	Turkey	Finland	Netherlands	France
Legal framework/ legislation	1	1	1	1	2	1	1	1
Participation rates	2	3	3	1	3	1	1	3
Funding and investment	3	2	3	1	3	1	1	2
Flexibility and access to learning pathways	3	1	3	1	3	1	1	3
Link between education and work	2	1	3	1	2	1	1	2
Transparency of qualifications system	1	2	2	1	3	1	1	2
Public awareness and perception of lifelong learning	2	1	2	1	3	1	1	2
Link with wider EU developments	2	1	2	1	2	1	1	2
Involvement and support of key stakeholders	1	1	1	2	3	2	2	2
Information and guidance for learners and potential learners	2	1	2	1	3	1	1	2
Recognition of all forms of learning	2	1	3	1	3	2	2	1
Cost of Education – support/ initiatives	3	1	2	1	3	1	1	2
EU Benchmark for LLL (2010=12.5%; 2020=15%)	7.1%	6.8%	4.9%	19.9%	1.8%	23.1%	17.0%	5.58%

**Interim results
Stakeholders**





Interim results

Stakeholders: Learners

- Learners are contacted via HEI
- Learners are approached in English
- Goal is 4000
- Results are preliminary



Interim results

Stakeholders: Learners

- Learners in all but one country cite a lack of support from their employer
- Short term courses are popular (above long term programmes)
- Long term programmes are investment in a new career, short term courses serve current employer
- Time to graduate/finish takes longer without support from employer (e.g. personal development plan)
- Learners prefer time for LLL during work above a long study leave



Interim results Stakeholders: Businesses

- Businesses contact via HEI (close contact?)
- Goal is 400



Interim results

Stakeholders: Businesses

- Businesses are not aware of the difference formal vs. non formal learning
- Businesses are not aware of the offer in a HEI (information deficit)
- Businesses seem to react more on what is offered than on what is available
- Businesses target individual employees rather than groups
- Allowing employees to participate is either a reward for past performance or to upgrade competences for the future
- Businesses are ambiguous about LLL because it may stimulate an employee to leave the company
- Businesses tend to disregard formal learning since it serves more the individual employee. Non formal learning serves more the company



Interim results

Stakeholders: Training providers

- Mapping exercise in 9 countries conducted by HEIs
- Huge diversity in the LLL landscape
- 5 main categories
 - HEI
 - Adult Learning Center
 - Private Training Provider
 - Public provider, specific group focused
 - Sectoral organisation



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Implications for HEIs

- HEIs receive a number of 'policy hooks'. Are they willing to take the bait?
- HEIs remain unaware of their position as a 'training provider' in the (wider) region.
- HEIs seem unaware of the information deficit businesses experience. Is the Bologna Process an issue for businesses?
- HEIs need to provide short and flexible programmes. Are they up to the challenge? Do they have a strategy?



Work packages

- Work package 5
Development of self-assessment tool (by ENQA)

- Work package 6
Internal use of the tool + report (each HEI)
feb – april 2011

- Work package 7
Visit from expert panel
april – july 2011



Work packages

- Work package 6
Internal use of the tool + report (each HEI)
feb – april 2011

Self-assessment team

<i>focus group 1</i>	<i>management</i>
<i>focus group 2</i>	<i>learners</i>
<i>focus group 3</i>	<i>staff</i>
<i>(focus group 4</i>	<i>work field)</i>



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Further information?

Project coordination

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