

# **Final Evaluation of the FLLLEX PROJECT**

**Main outcomes and Impact of the project**

*Towards an Institutional Strategy for Lifelong  
Learning in Professional Higher Education*

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# Final Evaluation report of the FLLLEX project

July 2012

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## Introduction

The **FLLLEX project - The Impact of LLL Strategies on Professional Higher Education** – is one of the six projects selected in 2009 in the framework of Key Activity 1 Policy Cooperation and Innovation Studies and Comparative Research within the Lifelong Learning Programme of the European Union.

The present text describes the external evaluation of the FLLLEX project that has been implemented by Educonsult (Magda Kirsch & Yves Beernaert). They carried out an External evaluation that was mainly aiming at quality assurance of the project along the lines of the Deming circle (PDCA<sup>1</sup>) and therefore it was both **formative and summative** which means that the implementation of the different activities of the project on the one hand and of the project management on the other hand have been evaluated all through the lifetime of the project up from its very beginning (planning) till its very end (outcomes and impact of the project).

The external evaluation could therefore be seen as **a mixture of monitoring<sup>2</sup> and evaluation** as the constant feedback throughout the project to the coordinator and the partners was aimed at implementing the project in the most optimal way. The evaluation and monitoring has resulted in continuous feedback to the coordinator and the partners on the one hand and in intermediate and final written and oral reports on the other. This mixture of monitoring and evaluation was aimed at enhancing the relevance, the efficiency, the effectiveness, the impact and the sustainability of the project.

In the final and summative evaluation the external evaluators want to check whether all the objectives have been reached and whether the project activities were relevant, efficient and effective. They also want to check what the impact of the project has been and whether it is sustainable. Therefore the objectives of the project are briefly mentioned below.

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<sup>1</sup> Plan, Do, Check, Act/ Adjust.

<sup>2</sup> Monitoring is the regular observation and recording of activities taking place in a project or programme. It is a process of routinely gathering information on all aspects of the project.

To monitor is to check on how project activities are progressing. It is observation; — systematic and purposeful observation. Monitoring also involves giving feedback about the progress of the project to the donors, implementors and beneficiaries of the project. Reporting enables the gathered information to be used in making decisions for improving project performance.

# 1. Objectives of the FLLLEX project

## 1.1 . Overall objectives of the FLLLEX project

The main aim of the FLLLEX project was to identify challenges and implications of LLL incorporation into European HEI's who are actively planning to play a role in their national LLL strategy.

The main focus was on:

- the **degree of flexibility** to which HEI's can cope with the recognition of prior learning and
- how the **management and services of HEI's are adapted** to the new **demands of LLL**.

The project also wanted to focus on existing policies in several European countries and the impact those have on the stakeholders (businesses, business training providers and the Lifelong Learners) and survey the expectations of the various stakeholders.

It was the intention of the project to define indicators for a successful implementation of LLL into HEI's and to apply these in the development of a self-assessment tool for HEI's.

The **assessment tool** would:

- identify good practices,
- provide a bench-marking opportunity for the participating HEI's
- signal missing links between the European and national policies, and
- signal the current capacity of the HEI's to achieve the goals mentioned therein.

A panel of experts would **review** the assessment tool. They would also present a report with policy recommendations regarding LLL in European HEIs.

Moreover **dissemination** activities (Train-the-Trainer sessions and a publication on the self-assessment instrument and gathered good practices) would be organised by the consortium in order to assure maximal dissemination of the project outcomes.

## 1.2. Specific objectives of the FLLLEX project as a contribution to the LLL programme

The project also wanted to contribute to the 17 sub-objectives or specific objectives of the LLL programme viz. :

- *To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field of lifelong learning*
- *To support the realisation of a European area for lifelong learning*
- *To help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within member states of the European Union*
- *To reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment*

- *To help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit*
- *To contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background*
- *To promote co-operation in quality assurance in all sectors of education and training in Europe*
- *To promote the quality and transparency of Member States' education and training systems - KA1*
- *To support policy development and cooperation at European level in lifelong learning, notably in the context of the Lisbon process and Education and Training 2010 work program.*
- *To ensure an adequate supply of comparable data, statistics and analyses to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning, and to identify areas for particular attention*
- *Promoting excellence, efficiency and equity in higher education: student access and retention.*
- *Promoting attractiveness and quality of vocational education and training: governance of VET systems and improving understanding of the links between VET, higher education and working life*
- *Contribution to Education & Training 2010 Work programme*
- *Contribution to employment*
- *Contribution to recognition of qualifications (RQ)*
- *Contribution to Coordination with National Educational Programmes*
- *Contribution to EU bodies such as the European Centre for the Development of Vocational Training (Cedefop)*

## 2. Evaluation of the FLLLEX project

### 2.1. *Aims of the evaluation taking into account the terms of reference*

The aims of the external evaluation and monitoring are double: the evaluation of the management and the evaluation of the activities and of the outcomes or results.

On the one hand there is the evaluation of the management of the project with its different aspects such as

- the preparation phase,
- the implementation phase,
- the functioning of the working groups,
- the implementation of the work packages with the support of the coordinator
- the role of the coordinating team,
- the communication within the project and its working groups working on the WPs, and the communication with outside stakeholders that can benefit from the outcomes,
- the financial management of the project and its efficiency to support the implementation of the activities,
- the dissemination and gradual exploitation of the results within the project and its partners and beyond.

This part of the external evaluation/monitoring focused on the evaluation of WP 9: the management of the project but there were also links with the other WPs and the interactions between the WPs.

On the other hand there was the detailed evaluation of all the activities implemented through the different work packages. This part of the external evaluation focused on the quality of the activities of the Working groups and on the quality of their outcomes or results. Attention was also paid to the interaction between the WPs and their contribution to reach the overall aim of the project.

The aims of this final - external - evaluation are thus:

- To assess the quality and the relevance of the organisation and the management during the different phases of implementation,
- To assess the quality of the coordination as to the organisation, the administration and the financial management
- To identify key success and failure factors of the overall project,
- To propose measures that will improve effective project delivery in future partnerships.
- To assess the quality and relevance of activities and the processes implemented within each of the groups implementing the WPs of the project
- To assess the quality and relevance of the outputs or the results at the level of the WPs and at the level of the project as a whole
- To assess the quality and relevance of the dissemination / exploitation / valorisation actions taken by the project so that all stakeholders involved plus other beneficiaries benefit from the outcomes or results
- To assess the sustainability of the project activities or to assess the survival chances of the project in the post-project period.

The external evaluation also wants to draw conclusions for the overall objective and the 17 sub-objectives or specific objectives mentioned in the application, and briefly referred to above. The external evaluation tried to find out if the FLLLEX project has contributed *“to achieving comparative analyses of educational systems in the EU, with a view to ensuring an adequate supply of comparable data, statistics and analysis to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning and to identify areas requiring particular attention.”* as mentioned in the call for project.

## **2.2. Evaluation methodology**

The external evaluation has focused on the following key elements looked at in every external evaluation exercise and which are key elements of quality European project management: **Relevance, Efficiency, Effectiveness, Impact and Sustainability.**<sup>3</sup>

**The RELEVANCE** focuses on whether the FLLLEX project with its activities and outcomes responds to specific needs and objectives which are clearly in line with Call for proposals 2009 for Key activity 1 of the Transversal programme of the LLP programme.

Particular attention was given to finding out if the FLLLEX project contributed to *“achieving comparative analyses of educational systems in the EU, with a view to ensuring an adequate supply of comparable data, statistics and analysis to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning and to identify areas requiring particular attention”*.

Simultaneously activities and projects are considered to be more relevant if the activities and outcomes, especially the comparative research and the publications contribute to the overall European policy or what is called the Lisbon strategy 2020 (more particularly Education and Training 2020). Relevance also has to do with the fact that the project contributes to regional and national objectives and strategy or policy in education and training.

**EFFICIENCY** has to do with the relationship between input and output, the time and money invested versus the outputs and the products. Efficiency also focuses on direct outputs scheduled in the objectives of the projects and the indirect spin-offs which are results not expected or scheduled but which nevertheless constitute an important added value of a project.

Efficiency also looks at the way in which competencies, skills and/or expertise of all the partners are used in the project to the benefit of the project and the beneficiaries of the project.

Here attention is also given to the way in which the project activities are managed both at the level of the pedagogical / educational activities and at the level of the organisation, the finances and the administration.

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<sup>3</sup> For more information see: Project Cycle Management Guidelines DG External relations / EuropeAid [http://ec.europa.eu/europeaid/multimedia/publications/publications/manuals-tools/t101\\_en.htm](http://ec.europa.eu/europeaid/multimedia/publications/publications/manuals-tools/t101_en.htm)

**EFFECTIVENESS** is the result of a good match between the results and the objectives. It is related to the degree to which the objectives outlined in the project application have been reached or the flexibility which has been used to reach the objectives or to interpret them taking into account new challenges.

It also focuses on the objectives not reached and why they have not been reached. It also has to do with how projects reflect upon their activities, how they document what they do and how they improve things during the project and possibly towards the future.

**IMPACT** is trying to find out to which extent the activities and the results of the activities have an impact at various levels. It may thus look at the impact on the coordinator and the partner institutions of FLLLEX. Here attention was be paid to the impact the FLLLEX project has had on lifelong learning policies in HEIs or in organisations dealing with HEIs at national or European level. The evaluators also tried to find out if there is an impact on policy (through policy makers, decision-makers) and this at regional or national levels. There could even be an impact at European or international level. There may also be an impact on the way in which projects are managed.

**SUSTAINABILITY is very closely linked to IMPACT.** It is a very important factor and relates to whether the positive outcomes of the project are likely to continue after external funding (in this case of Key activity 1 of the LLP programme) has stopped. Sustainability also looks at whether the activities and results of the project can have long term and sustained effects at regional, national or European / international level. The external evaluators will try to find out If HEIs, organizations representing HEIs at national or European / international level or ministries of (higher) education propose and /or decide on and implement structural changes based on the findings of the FLLLEX project as such decisions will enhance both impact and sustainability.

### **2.3. *Different steps and tools of the evaluation***

- Preliminary desktop research reading through the analysis of the original application, the minutes of the meetings held by the project (the coordinator and its working groups implementing the WPs), the evaluation sheets filled in at meetings and the evaluation forms filled in by participants to events such as dissemination or valorisation conferences;
- Thorough reading of the final documents of the WPs
- Several in-depth interviews with the coordinator(s)of the project and key people involved in its implementation (those in charge of the WPs);
- the participation in all of the FLLLEX Project Team Meetings and FLLLEX dissemination, valorisation or exploitation events including the final conference in Riga.
- A questionnaire to be filled in by the coordinator and all partners during or at the end of the project
- Interviews (telephone or person-to-person) with potential users or beneficiaries
- A thorough and careful analysis of the website in general and of other products in particular such as Newsletters, publications and all other materials produced
- Feedback about the evaluation
- An intermediate evaluation report halfway the project presented to the Advisory Board.
- A survey to assess the impact and sustainability of the project

- The present final report towards the end of the project presented first to coordinator and after his approval sent to all the partners
- Final version of the external evaluation report after internal discussions mentioned above
- The organisation of a debriefing session at the end of the project (18/06/2012) towards future projects or activities.

## **2.4. Interim evaluation of the FLLLEX project**

The FLLLEX external evaluator proposed to the FLLLEX coordinator to organise an intermediate progress evaluation<sup>4</sup> after six months of implementation of the project. The main objective of this progress evaluation was to see how things had progressed as to the first four work packages which are the foundations for the further work of the FLLLEX project.

### **2.4.1. Interviews and desk top research**

It was agreed with the coordinator of the FLLLEX project that the external evaluators would contact through individual interviews in the course of June 2010 the different partners that had been involved in the development and implementation of Work packages 1, 2, 3 and 4:

- Work Package 1: National policies for the implementation of LLL
- Work Package 2: Survey of expectations of Lifelong Learners
- Work Package 3: Survey of expectations of businesses
- Work Package 4: Survey of the business training providers

The **main objectives** of these interviews were:

- to find out how the activities had been progressing as to the contribution to the work packages 1, 2, 3 and 4 that had to be finalised by the middle of July;
- to pinpoint possible difficulties which may have arisen and how they were or could be overcome;
- to focus in particular on the interaction between the WP coordinators and the colleagues contributing information and data for WP 1, 2, 3 and 4
- to listen to the suggestions or remarks that could facilitate future steps and activities of the FLLLEX project
- to get information on any dissemination activities already started by partners.

The telephone interviews lasted usually between 30 to 45 minutes. The interviewees received the five questions in advance when the appointment was made as to the telephone interview.

The external evaluator also took part in one of the interviews scheduled to collect information for WP 4 and which was organised by Klaas Vansteenhuyse, the FLLLEX project coordinator.

The external evaluator furthermore had a close look at the documents produced by the four work packages so far: the report of WP 1, the questionnaires developed for WP 2 and 3, the interview template for WP 4 and the subsequent draft report for that WP 4.

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<sup>4</sup> See full text of interim evaluation in Annex 1

### **2.4.2. Conclusions of the interim evaluation**

The main conclusions of the interim evaluation were that all interviewees were very satisfied with the way in which the project was coordinated. They also stressed that the communication between the coordinator and the partners was swift and quick. All administrative and financial details were dealt with in a speedy and transparent way. Moreover the flexibility of the coordination team was praised.

Notwithstanding the fact that the deadlines were very tight most of the work that had to be done for the first four work packages was finished with only a few weeks' delay. This meant that the work related to the development of the assessment tool (WP 5) could start with a reasonable delay.

Most partners stressed that the work related to their contribution to Work packages 1, 2, 3 and 4 was much more than they had anticipated at the outset of the project. In all cases the FLLLEX work proved to be heavy as it had to be added on top of the normal work to be carried out by the partners in their regular job.

Most partners have done their work as agreed during the Leuven meeting in February 2010. However, there were problems with one partner and this had a negative impact on the work of the four work packages of phase 1 of the FLLLEX project.

At the time of the interim report few partners had carried out very explicit dissemination activities. It was therefore suggested that the questionnaires for WP 2 and WP 3, the interview template WP 4 and the reports resulting from the four work packages should be put on the FLLLEX project website as this might contribute to dissemination. It was also suggested to reflect on how the assessment tool to be developed through WOP5 for HEIs could be made available to companies and training providers.

Several partners stressed that the use of the questionnaires and of the interview template had given them the opportunity to contact various stakeholders and discuss with them issues about LLL and the role of higher education related to LLL. In this way the activities related to the first four work packages had already sparked off interesting discussions on the role of higher education in LLL. This was especially the case in countries such as Turkey where lifelong learning is not yet perceived as that important.

It was also suggested that the partners to the project should reflect on how (at which terms and conditions!) the assessment tool, when it would be ready in its final form, could be made available to universities across Europe. This matter was also discussed thoroughly with ENQA as through ENQA there may be an impact on the quality assurance systems implemented across Europe.

### 3. Final evaluation of the FLLEX project

The evaluators have on the one hand evaluated the concrete outcomes of the FLLEX project and assessed how each of the different WPs and partners contributed to achieving these outcomes and on the other they have evaluated the relevance, efficiency, effectiveness, impact and sustainability of the project as described in the evaluation methodology.

It is clear that the objectives of the FLLEX project as set out in the project application have been reached. The project has identified challenges and implications of LLL incorporation into European HEI's, it has also assessed the degree of flexibility in which HEI's can cope with the recognition of prior learning and how the management and services of HEI's are adapted to the new demands from LLL. Moreover the project has resulted in concrete outcomes such as the self-evaluation tool for LLL (now termed the FLLEX radar) and in assessing this tool it has provided a bench-marking opportunity the participating HEI's. Lastly it has provided recommendations for policy-makers and institutions on LLL, indicating the current capacity of the HEI's to achieve the goals mentioned. It is therefore interesting to analyse the way in which the different Work Packages contributed to achieving these goals.

In order to cover the different stakeholders involved and interested in Lifelong learning the FLLEX consortium was composed of 23 partners from ten different EU countries: eight HEI's were selected together with the national organisation representing them as Full Partners. The project was initiated and is supported by Eurash. Three Associated Partners formed part of the Advisory Board. The external evaluation has been carried out by Educonsult.

#### ***Higher Education Institutions***

Clydebank College(United Kingdom), originally Cardonald College

Hanzehogeschool (The Netherlands)

IUT de Saint-Nazaire (France), originally IUT de Saint Denis

KHLeuven - Leuven University College (Belgium)

Laurea University (Finland)

Letterkenny Institute of Technology (Ireland)

Vilnius College (Lithuania)

Yasar University (Turkey)

#### ***National Organisations for Profession-oriented higher education<sup>5</sup>***

L'Association des Directeurs d'IUT (ADIUT) (France)

Council of Flemish Institutions of Higher Education (VLHORA) (Belgium)

Council of Higher Education (YOK) (Turkey)

Institutes of Technology Ireland (IoTI) (Ireland)

Lithuanian Colleges Directors' Conference (LKDK) (Lithuania)

Rectors' Conference of Finnish Universities of Applied Sciences (ARENE) (Finland)

West of Scotland Colleges' Partnership (WOSCOP) (United Kingdom)

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<sup>5</sup> The HBO Council was originally committed to the project but never signed a contract

### ***Structural Partners***

Banku Augstskola (BA) (Latvia)

Educonsult (Belgium)

European Association for Institutions in Higher Education (EURASHE)

European Association for Quality Assurance in Higher Education (ENQA)

3s research lab (3s) (Austria)

### ***Advisory Board***

Business Europe

Education International

European Students' Union (ESU)

## ***3.1 . Evaluation of the different Work Packages***

### ***3.1.1. Project Management (WP 9)***

This work package focuses on the general coordination and daily management of FLLLEX. The lead partner was KHLeuven. The general administration and the financial reporting was done by the lead partner. The lead partner was also responsible for timely reporting to the EACEA and for the smooth transfer of intermediate results to the other partners. He was closely involved with each lead partner of the other work packages in the preparation of seminars or other meetings between participants. He organised all meetings and was responsible for the external communication on FLLLEX.

To support the management of the project and in order to guarantee a systemic approach to the project, the external evaluators were asked to regularly evaluate the project and assist the lead partner in implementing changes where necessary. The general outline of FLLLEX would be guarded by an Advisory Board.

Because this WP is so important the evaluators want to start with the evaluation of the Project Management (WP9). All interviewees, as well at the time of the interim evaluation as during the EURASHE conference (final dissemination event), stressed their satisfaction as to the way in which the project was coordinated by KHLeuven. The project coordinator was said to be efficient and effective. Communication between the coordinator and the partners was said to be swift and quick. All administrative and financial issues were dealt with speed and clarity. As could be seen by the external evaluators, financial matters were clearly explained to all the partners.

Partners appreciate the fact that the coordinator is straight to the point and focuses on concrete and immediate solutions for all problems that pop up. They also appreciate the flexibility which the coordinator showed during the practical implementation of the project. Thus, an extra meeting was convened to discuss the delay caused to WP 5 because of the delay of WPs 2 and 3.

The coordinator (and his team) are congratulated as to the way in which the project is managed so far. Some interviewees were 'strongly impressed' by the way in which the project is managed.

One of the partners would have preferred that the budget would have been managed in a different way. It was suggested that it was easier to work if each partner received part of the budget assigned to his or her activities in advance. Under the present agreement within FLLLEX each of the partners have to pre-finance all the activities and costs which is difficult in some cases and especially for certain countries. When proof is given of activities undertaken half of the amount is paid (this is 2/3 of the 75% subsidies granted). The remainder will be paid upon the final agreement of EACEA on the final report.

### **3.1.2. Work package 1: National policies for the implementation of LLL**

The aims of this WP were:

- to identify main drivers behind and underpinning successful engagement in LLL at state and sector level;
- to attempt to synthesise EU/ international experience in engagement with lifelong learning (LLL) at a high level. Where possible, the review tried to identify trends in international policy developments within the EU;
- A focus of review on 8 countries in WP6: Flanders (Belgium), Lithuania, France, Ireland, Scotland (UK), Turkey, The Netherlands and Finland (countries involved in the project)

WP 1 was led by IOT (Ireland) and although the timeframe was only 6 months (Jan 2010 – June 2010) Work Package 1 was finalised on time and the objectives set out for this WP were definitely been reached. A very detailed outline of the contents was already presented at the first FLLLEX meeting in February 2010 in Leuven. The coordinator of WP 1 hired a researcher for six months who coordinated all the practical work as to the implementation of WP 1.

The coordinator was very positive about the contribution that had been asked from all other partners except France. When information was requested it was made available within reasonable delays. If there was no immediate responses the WP leader and the expert working on WP 1 were able to find much information on the internet.

The work package has reached its objectives fully as to the contents agreed upon. In fact that work package has gone beyond its objectives by adding to the description of the LLP policies a part of the final chapter focusing on 'Practise Responses'. These Practise responses – in the form of questions-proved to be very useful when developing the self-assessment tool within Work package 5.

The report is very clear and detailed. First it focuses on the aims of the work, clarifies some definitions, sets the scene and focuses on key statistics. Then it describes lifelong learning developments within the European Union highlighting key documents and key developments over the past 15 to 20 years. Afterwards it analyses the lifelong learning policy implemented in the countries involved in the FLLLEX project using the same structure to analyse the data for each country. It concludes by making a Comparative Matrix of Lifelong Learning focusing on 'Policy 'Hooks' and on Practise Responses. The report concludes with an extensive and comprehensive chapter with references.

The report thus is a remarkable piece of research work that gives an excellent and comprehensive overview of developments as to LLL at European level and national level in the countries concerned. The two main outcomes of the WP were:

- A comparative matrix of lifelong learning across the 8 countries – identifying various trends in policy development within the EU and underlying the key elements necessary for successful development of LLL.
- An attempt to link the policy ‘hooks’ identified in the review to possible individual HEI practice responses

The work of the WP proved to be useful on the one hand for the further work of the FLLLEX project and on the other hand for the partners in their lifelong learning activities in the future. It also proved to be a useful tool which could be used for dissemination for the FLLLEX project as a whole as it formed the basis for the publication “Towards an Institutional Strategy for Lifelong Learning in Professional Higher Education. Project Results and Recommendations<sup>6</sup>”. Especially, the policy hooks, that were also linked to the FLLLEX Radar<sup>7</sup> turned out to be very useful to identify the possibilities HEIs have to implement a strategy for lifelong learning.

### ***3.1.3. Work packages 2 and 3: Survey of expectations of LifeLong Learners, Survey of expectations of businesses***

The lead partner of WPs 2 and 3 (3s research lab (Austria)) had two researchers who coordinated and carried out the work.

In order to assess what the expectations of the learners and the businesses were two questionnaires were developed

A questionnaire was developed for WP2 and sent for comments and suggestions for improvement to the FLLLEX partners. A new version was developed taking into account the feedback of some of the partners.

The Questionnaire for the Learners (WP 2) could be found on:  
[http://www.3s.co.at/flllex\\_survey\\_learners](http://www.3s.co.at/flllex_survey_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 countries concerned, 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

The questionnaire was in English and there were 1.525 responses. However, although this sample was definitely sufficient to draw valid conclusions, some countries were underrepresented (only 5% of the responses were from Scotland, 4% from the Netherlands and 2% from France) causing a bias for these countries.

<sup>6</sup> [http://shared.khleuven.be/content/bijlagen/FLLLEX\\_project\\_results\\_final\\_for\\_print.pdf](http://shared.khleuven.be/content/bijlagen/FLLLEX_project_results_final_for_print.pdf)

<sup>7</sup> [http://shared.khleuven.be/content/bijlagen/FLLLEX\\_Radar\\_final\\_for\\_print.pdf](http://shared.khleuven.be/content/bijlagen/FLLLEX_Radar_final_for_print.pdf)

The French partner mentioned in an interview that the low response rate from his country might be due to the fact that the questionnaire was only available in English.

However, after a low participation rate initially, even after a broad extension of the time frame translated versions of the web-based questionnaire were provided in Dutch, Finnish, Lithuanian, Turkish and French.

The participation of at least 100 answered questionnaires was achieved in the following countries: Finland, Ireland, Turkey, Lithuania and Belgium. In Scotland, the Netherlands and France less than 100 answered questionnaires were counted

A questionnaire for Businesses was also developed for WP3 and was also sent for comments and suggestions for improvement to the FLLLEX partners. A new version was developed taking into account the feedback of some of the partners.

The Questionnaire for Businesses (WP 3) could be found on:  
[http://www.3s.co.at/fillex\\_survey\\_businesses](http://www.3s.co.at/fillex_survey_businesses)

There were 99 responses to this questionnaire but once again some countries were underrepresented. Thus there was only one response from France, 2 from Finland and 5 from Scotland. The reason that was given by the French partner for the extremely low response rate was once again the fact that the questionnaire was only in English and the fact that French businesses thought this questionnaire was unnecessary because the policies for LLL in France were well developed.

Detailed information for conducting the surveys was given to the partners that had to collect the information by spreading the questionnaires in an attached document. There was also a suggestion for the mailing text in the guidelines and in the word file to enable copy & paste (for adaptations and/or translation of the text).

The original deadline for conducting the surveys was the 14th of June 2010. This deadline had to be extended to collect more information from certain subgroups.

The coordinator of WP 2 and 3 was very concerned to provide information for WP 5 in time and wanted to start the analysis of the data as soon as possible. However as the participation of businesses or students of some countries had been very low or even missing (especially for France and Finland) they started analysing the partial data collected at the beginning of July 2010 and gave to the partners supporting them an overview in detail about the participation in their countries at that date.

This overview mentioned-above was sent to the partners towards the end of July . Thus the partners could see which groups were underrepresented or missing in the answers to the questionnaires. The first draft analysis was made available to the coordinator of WP 5 so that he could start with not too much delay his activities concerning the development of the assessment tool.

As well the project manager as the coordinators of WP 1, 2 and 3 (as well as 4) found it worrying that the data were missing for France and they had the impression that the partner for France had taken no action at all for the four WPs.

Although the fact that the questionnaires were only in English could partly explain the low response rate from this country, the evaluators have the impression that there might be other explanations such as the reluctance of the businesses and probably the lack of forceful action on behalf of the French partner.

The coordinator of WP 2 and WP 3 also informed the partners that the questionnaires would still be on line until 17th of September, so that the partners had the possibility to continue with their distribution of the questionnaires towards possible contributors. They informed the partners that after that date they would update their first analysis and report taking into account the new data.

Based on the 1525 responses eventually received from students the coordinator of WP 2 made a typology of the learners as well as a comparison of the motives of the learners in the countries where more than 100 responses were received. The problems of the learners as well as the support they expected from politics, public authorities and HEIs were also analysed and compared for the three countries where enough responses were received.

The typology of learners was used for the analysis of the results. The typology was based on the results of another European project : Lifelong Learning 2010: Towards a Lifelong Learning Society in Europe: The contribution of the Education System project; <http://lll2010.tlu.ee/>.

Although the analysis of the different types of learners was very detailed it is a pity that the socio-economic background of the learners was not taken into account. This could have provided useful information on the contribution of LLL to social equity.

During the analysis the researchers realised that they had only received responses from lifelong learners and not from possible learners. This means that although it was possible to analyse the problems of the learners it was impossible to find out what were the reasons that could impede some learners from taking up studies at a later stage in life.

As far as WP 3 is concerned the support provided by companies was also analysed as well as the factors that prevent companies from supporting further education for employees and a detailed analysis was carried out for Ireland and Turkey (where most responses were received).

Also for these work packages it can be concluded that the analyses carried out were thorough, well-thought and useful not only in view of the project but also for policy makers and decision makers as well at European, national, regional level as at the level of HEIs.

#### ***3.1.4. Work Package 4: Survey of the (business) training providers***

The work of this work package consisted of :

- The collection of interview testimonials
- The collection of good practices
- The collection of existing materials

Each partner was expected to give:

- 3 testimonies of HEIs in his respective country (through on-site visits/ telephone interview)

- 3 testimonies of BTPs (business training providers) in his respective country (through on-site visits/ telephone interviews)

The selection of the respondents was based on their relevance, excellence and importance.

The lead partner of this WP was EURASHE and the activities of WP 4 in the first months were composed of three major elements:

1) MAPPING exercise.

The FLLLEX institutional partners (individual HEIs – each representing one country) were assigned to provide a country mapping exercise based on the example given by the WP4 leader. This mapping exercise consisted of ‘a Brief description of the country Higher education system’, ‘Relation between HE and non-degree programmes at post-secondary level (description of LLL providers outside HEI) and especially of the identification of LLL providers for further interviews. The selection of the LLL providers for the interviews was agreed with WP4 leader.

2) INTERVIEW exercise

Based on the mapping exercise the WP 4 leader developed an interview template which was presented for comments to the partners. Institutional partners then carried out the interviews with the selected LLLPs representing the country LLL market. They provided the WP4 leader with written reports of the structured interviews.

3) REPORTING exercise

On the basis of the mapping and interview exercise, the WP4 leader prepared a draft report making a synthesis of all information collected. The contents were sent for comments to the FLLLEX partners. The findings of the report served as a basis for WP5 (the development of a HEI self assessment tool).

The report of WP 4 mentioned here above is a very elaborate piece of work which contains as annexes all the reports of the individual interviews, an overview of all interviews carried out and a large part dedicated to an analysis of the data collected.

As to the interviews carried out it shows that for one country (France) no interviews had been carried out and no information was available on any progress or possible progress to be made.

Although at the start of the activities some of the partners who had to contribute complained about the extra work that this interviewing and reporting represented, the results proved to be very useful and of a remarkable quality.

The interviews were carried out by the partners involved in the project or by persons closely related to the partners. In the case of the Netherlands it was a body within the HE institution dealing with companies that was ‘paid’ to carry out the interviews and produce the interview reports.

The interview template developed by the WP leader proved to be very complete, comprehensive and useful. The external evaluator took part in one of the interview sessions which enabled him to see that this interview template was really operational and lead to the collection of very useful and concrete information.

### **3.1.5. Work Page 5: Development of a self-assessment tool**

This work package was at the core of the project. The outcome of the work package is the FLLLEX Radar, a tool to be applied by higher education institutions to assess the implementation of lifelong learning strategies within their own institution. The results were benchmarked against the respective national policies. The work package was coordinated by Finland (ENQA). The FLLLEX Radar was presented at the annual conference of EURASHE in Riga on 10 & 11 May 2012 and handed out to interested participants as a ready to use tool/ publication in a Train the trainer session.

The FLLLEX Radar was developed starting with desk research on existing models and guidelines on Quality assurance in a European perspective (e.g. EFQM, Guidelines for RPL,...). The tool is constructed on the basis of indicators for LLL which were identified in Work Packages 1 to 4.

The FLLLEX Radar aimed

- To develop an analysis of the current situation for Lifelong Learning provision in HEIs.
- To provide food for thought, at different levels within HEIs on the future development of Lifelong Learning.
- To open dialogues with stakeholders and other groups of interest on Lifelong Learning provision.
- To enhance quality assurance frameworks for Lifelong Learning provision.

Therefore, the FLLLEX self-assessment tool is organised according to four core dimensions:

- Analysis of the broader context
- Lifelong Learning provision at the HEI (current situation)
- Institutional policy (preferred situation)
- Quality assurance in the institution

The self-assessment tool is complemented by a second publication “Towards an Institutional Strategy for Lifelong Learning in Professional Higher Education. Project Results and Recommendations”. In this publication a matrix of national policies, a typology of lifelong learners, an overview of their expectations and of those of other stakeholders could be found together with policy hooks for European, national, regional and local authorities as well as HEIs. The tool thus includes indicators which will assess all those elements within the HEI’s. The self-assessment procedure focuses on how LLL strategies make an impact on: policy, curricular aspects (design, flexibility), management of programmes, delivery of courses, RPL, marketing, staff policy and management, internal processes (academic – administrative), student counselling, quality assurance, financial aspects and others if identified during the process.

The Advisory Board has overseen the development of this tool because it formed a crucial aspect of FLLLEX. Specific attention was paid on an appropriate approach to the guidelines formulation, the

difference between mandatory and optional elements in the tool, the expected scope and structure of the output of the self-assessment procedure and those of the review panel.

After being developed the tool was then presented by the lead partner to the individual institutions in a kick-off meeting of Work Package 6 together with a brief handbook on the methodology to be used in the self-assessment. After the testing and reviewing the tool was made available to other interested parties. As mentioned above this was inter alia the case at the EURASHE conference in Riga.

The external evaluators especially appreciate the way in which the FLLLEX Radar was developed as an easy-to use tool with a step-by step approach, the questions for the FLLLEX Radar (with most questions focusing on the present situation at the HEI), the methodology to be used for the focus groups, the target audiences for the focus groups and even the order in which to survey these audiences.

### ***3.1.6. Work Package 6. Self-assessment of the HEIs***

This WP 6 has been led by KHLeuven - Leuven University College (Belgium). This work package uses the tool developed in Work Package 5. The outcomes of this work package, an internal evaluation report for the institution reflecting the degree in which the institution is ready to and has already been able to implement LLL strategies, have been integrated into Work Package 7, the review by a panel of experts (Work Package 7). Yet, the combined results have also affected the finalisation of the self-assessment tool before it was distributed to other interested parties (Work Package 8).

At a contact seminar in Helsinki, the lead partner of WP 5 set out the principles and methodology of the self-assessment. The contact person within each institution was then responsible for gathering the data in the self-assessment and the production of the internal evaluation report. The lead partner of WP 6 prepared an overall summarising report in cooperation with the lead partner of WP 5 and the advisory board. Both the summarising and the institutional reports formed the basis for the work of the panel of experts in WP 7.

### ***3.1.7. Work Package 7: Review of the self-assessment***

This work package was coordinated by Woscop (West of Scotland colleges' partnership). The main goal of this work package was to have the applicability of the self-assessment tool and the achieved results reviewed by an external panel of experts. Furthermore, and in close cooperation with the Advisory Board, the panel used the results from Work Packages 1 to 6, to compare existing national policies against perceived tasks, and to assess the degree of implementation of those policies within the selected HEI's. The outcome of this process is a report containing:

- improvement proposals for the (individual) HEI's,
- policy issues towards the European Commission on LLL and its implementation,
- an evaluation of the value of using the self-evaluation tool and recommendations for improvement.

The expert panel for each site visit consisted of a number of fixed members and of variable members.

Relevant external experts with proven expertise in LLL were proposed by the lead partner. The experts had to fit the profile of LLL expert as determined by the Advisory board.

According to the experts in the review panels the questions of the self-assessment tool were helpful and generated a lot of useful information. The reflections on the provision of LLL generated discussions providing many different views from stakeholders and the methodology (focus groups) provided opportunity for sharing views and understandings.

The expert panels also mentioned a number of negative features of the (draft) self-assessment tool. Thus some of the questions were regarded to be difficult to understand by some groups (teachers, learners, employers) and some questions were said to be repetitive or too long. Also the considerable time and effort to be devoted to the self-assessment was regarded to be a negative feature (e.g. focus group met 5 x 3/4 hours). According to some the self-assessment tool did not focus enough on the future and what might be possible and which components were missing in order to enhance LLL. A number of these remarks were taken on board especially to rewrite the methodology (especially regarding the selection of the questions) and to enhance the self-assessment tool.

The overall conclusion of the review panels was that the self-assessment tool supports progress towards lifelong learning HEI'S.

### **3.1.8. Work Package 8. Focus seminar on LLL strategies**

This work package focuses on the dissemination of the results and was coordinated by EURASHE. There were three intended outputs for this WP.

#### 1. A pre-conference volume

The lead partner would act as editor for the pre-conference volume. It would include 3 major parts. Other lead partners (WP 1-4) would be invited to summarize their internal reports so as to include those results in the final publication as Part 1. The second part was largely prepared by the panel of experts in WP 7 based on the activities of WP 5 and 6. It would include the self-assessment tool and guidelines which can be used by other interested HEI's outside the project consortium. It would also contain the key findings of their reviewing activities within the participating HEI's contrasted with the existing national policies. A third part is formed by the general proposals for policy changes that the panel of experts and the advisory board have formulated based on the results of FLLLEX.

In fact the outcomes mentioned above resulted in two publications with on the one hand the FLLLEX Radar with the self-assessment tool and the methodology to do the self-assessment and on the other hand the publication "Towards an institutional strategy for Lifelong Learning in Higher Professional Education" where the reports of WPs 1-4 are summarised and where also the findings of the reviewing activities within the participating HEI's contrast with the existing national policies. This publication also includes policy hooks and general proposals for policy changes that the panel of experts and the advisory board have formulated based on the results of FLLLEX. This means that all three intended outcomes have been achieved.

2. A 'road-show' package for presentation to interested staff working on implementing policy at a HEI

The lead partner has developed alongside the pre-conference volume a presentation package that can be used by the national organisations to organise training sessions for individual HEI's which wish to use the self-assessment tool in their own institution.

3. A conference where interested parties (partners, EC,...) are invited and where the 'road-show' package (train-the-trainer) is presented.

All outputs were presented at a final conference (in combination with the EURASHE annual conference in Riga organised by BA SBF). Keynote speakers were invited to reflect on LLL in Europe and on the specific results of FLLLEX. Focus seminars within the conference dealt with the diverse elements identified during FLLLEX.

Next to the Riga conference that was the main dissemination event, it has to be pointed out that not only eight HEIs were involved in the project but also 7 National Organisations for Profession-oriented higher education that were all represented at the Riga conference, three structural partners and an Advisory Board where students were represented through ESU<sup>8</sup>, the employers and the world of business through Business Europe and other LLL providers through Education International.

Several national organisations representing PHEI's already mentioned that they would make the self-assessment tool available to their members and that they would also encourage the use of it. Each organisation would focus on a number of HEIs to yield a multiplier effect.

### **3.1.9. Conclusions concerning the WPs**

The external evaluators would like to state that all the work packages were delivered and to a very high standard. Not only were all the outcomes that were stated in the project application delivered but some work packages contained even more than what was mentioned in the project application. This was probably due to the fact that the team working on the project was very motivated but also to the fact that the lead partner of the project managed the team and the project in a very efficient way. Moreover all partners in the project were very interested in the outcomes of the project in order to enhance Lifelong learning and the situation of lifelong learners in general and lifelong learning in their institutions in particular.

## **3.2. Evaluation of the relevance, efficiency, effectiveness, impact and sustainability of the project**

### **3.2.1. Relevance**

The activities developed within the project were relevant in view of the specific objectives of the project viz.:

- 1) Identifying the challenges and implications of LLL incorporation into European HEI's and the degree of flexibility in which HEI's can cope with the recognition of prior learning and how the management and services of HEI's are adapted to the new demands from LLL.

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<sup>8</sup> European Students' Union

- 2) Development of a self-assessment tool for HEI's (FLLLEX Radar) with good practices, providing a bench-marking opportunity for the participating HEI's, signalling missing links between the European and national policies and indicating the current capacity of the HEI's to achieve the goals mentioned therein.
- 3) Defining policy recommendations regarding LLL
- 4) Carrying out dissemination activities

Thus WP 1-4 contributed to developing the self-assessment tool, the FLLLEX Radar (WP5), the self-assessment of individual institutions was carried out in (WP6), the review of the self-evaluation tool and the self-evaluation of individual institutions (WP 7) and the Riga conference was a relevant dissemination event.

Moreover the outcomes of especially WPs1-4 but also WPs 5-7 were used as input for the publication "Towards an institutional strategy for Lifelong Learning in Higher Professional Education" with a chapter on the role and impact of EU policy, another on the view of PHEIs regarding LLL and their role in implementing LLL , a chapter on national policies and policy hooks on HEI freedom of action. Furthermore there is a chapter on the partners in LLL, first of all the different types of learners and the key elements for their participation in LLL , the expectations and interests in LLL of employers and the LLL providers. Lastly, there is a chapter with policy recommendations and one referring to the FLLLEX Radar.

All the activities were also relevant in view of one of the four strategic objectives of ET 2020, 'Making a European area of Lifelong Learning a reality' but also in view of the objectives of the 'Agenda for new skills and jobs' initiative (Council of the EU, 2010).

In a report on the implementation of this Agenda (Council, 2011), the Council notes that:

"Progress has to be made to improve the **identification of training needs**, increase the labour market relevance of education and training, **facilitate individuals' access to Lifelong Learning opportunities** and guidance, and ensure **smooth transitions between the worlds of education, training and employment**. Achieving this calls for closer collaboration and partnerships between public services, education and training providers and employers at national, regional and local level. The transition towards learning outcome-based qualification systems and greater validation of skills and competences acquired in non-formal and informal contexts are also of great importance in enhancing employability." (Council 2011)

### **3.2.2. Efficiency**

According to the evaluators the project has been run very efficiently.

- Human resources have been used efficiently taking into account **expertise and experience of partners** as was obvious when discussing the work in the different work packages.
- Most partners painstakingly carried out the work that had been assigned to them. Some even did more than was asked for. It is therefore to be regretted that one partner only put minimal efforts into the project resulting in a lower response rate to the questionnaires for his country and making the data for that country less reliable.
- Apparently also financial resources have been used efficiently as the project managed **to produce the outcomes** mentioned in the project application.

- According to partners interviewed the **project coordination worked efficiently** and with a lot of flexibility.
- Meetings were convened according to the needs and necessities and the project partners were kept informed through regular Newsletters.

The fact that the questionnaire were initially only available in English probably had an influence on the response rate and caused a bias for certain countries. This is especially the case for France where apparently it was very difficult to convince learners and employers to fill out an English but even eventually a French questionnaire. Although the response rate for Turkey was very satisfactory the Turkish partner was also convinced that the response rate for his country would have been higher if the questionnaire had immediately been available in Turkish.

The project management also regrets not having been more efficient in collecting e-mail addresses of potential lifelong learners and therefore not being able to identify impediments to lifelong learning with those who are not actually participating. However, the evaluators think that as everyone is a possible lifelong learner it would be virtually impossible to define the target audience. The evaluators therefore think that it might be more efficient for similar projects to identify the drop-outs of lifelong learning programmes and find out the reasons why they dropped out of the programme.

### **3.2.3. Effectiveness**

The objectives have been reached in terms of:

***Supporting policy development and cooperation at European level in lifelong learning, notably in the context of the Lisbon process and Education and Training 2010 work program.***

The project has focused on the demands of various stakeholders and on their expectations from lifelong learning. This, together with the individual self-assessment of institutions, has allowed a panel of experts to develop recommendations which will undoubtedly lead to policy developments in the countries investigated. Moreover, allowing individual countries to become aware of the self-assessment results in other EU countries will probably contribute to the development of future cooperation. More specifically in view of the ET 2010 work programme.

- **Education & Training 2010 Work programme (now ET 2020)**

The project has been effective in contributing to the improvement of the **quality and efficiency of EU education and training systems** through its assessment and comparison of national policies and institutional policies for LLL. It has supported the development of coherent and balanced national lifelong strategies to develop flexible and effective education and training systems by focusing on:

- Validation of prior learning;
- The European qualification frameworks for Lifelong Learning;
- The development of teaching and assessment methods in line with the competence approach in all sectors and levels;
- Capacity-building and ownership of policies by stakeholders including higher education institutions.

It has definitely contributed to making **lifelong learning a reality** by focusing on access to LLL programmes in the self-assessment of the HEI's and by better understanding through the analysis of the needs and expectations of all stakeholders the potential to upgrade LLL training and education. The project has also contributed to a European area for lifelong learning through the multiplier effect in the dissemination activities, the benchmarking among various European HEI's, and the development of a common framework and definitions related to lifelong learning. The fact that during the EURASHE conference the sessions on the FLLLEX project were so successful demonstrates that the project not only managed to raise interest for lifelong learning but is also supporting the realisation of an area for lifelong learning in Europe.

#### **The programme: LLP- Key activity 1:**

Policy cooperation and innovation in Lifelong learning is supporting policy development and cooperation, notably in the context of the Lisbon process and the Education and Training 2010 work programme. Its objectives are to achieve **comparative analyses of educational systems in the EU**, with a view to ensuring an adequate supply of comparable data, statistics and analysis **to underpin lifelong learning policy development**, as well as to monitor progress towards objectives and targets in lifelong learning and to identify areas requiring particular attention. In addition, the objectives are **to support actions developing lifelong learning measures and cooperation networks**.

As was demonstrated in the evaluation of the work packages the project resulted in a comparative analysis of the situation of lifelong learning in the participating countries with the policy developed in each of them. Moreover, interesting data are provided on the typology of the learners and on other stakeholders in lifelong learning such as the employers and the lifelong learning providers. Lastly areas requiring particular attention are identified and recommendations are made to the PHEIs as well as the local, regional, national and European authorities.

It can therefore be concluded that the project is **totally in line** with the objectives of Key activity 1 of the LLL programme and that it has reached all the objectives put forward.

- **Specific objectives of the project and deliverables**

As put forward in the application for the project and as was already clearly demonstrated in the evaluation of the work packages the specific objectives of the project have been reached: challenges of LLL for PHEI's have been identified, a ready-to-use self-assessment tool (FLLLEX Radar) for HEIs has been developed with guidelines and a step by step approach so that it can easily be used by HEIs outside the project.

Tools for and gaps in implementing national policies have been identified and policy hooks for HEIs demonstrate the amount of freedom HEIs have to implement lifelong learning policies and strategies.

Recommendations for policy on LLL for HEIs, national governments and EU have been made and the dissemination of the outcomes of the project is ongoing and has been boosted by the EURASHE conference in Riga.

All the deliverables that were mentioned in the original application have actually been delivered viz.:

- Description of National policies for the implementation of LLL
- Report on the survey of expectations of LLL'ers
- Questionnaire for Lifelong Learners
- Questionnaire for businesses
- Report on the survey of businesses
- Report on survey of business training providers
- Questionnaire for business training providers
- Self-assessment tool for individual institutions
- Report of the self-assessments
- Reviewing the implementation of LLL in EU HEI's
- FLLLEX: project results (pre-conference)
- LLL Seminar (Eurashe conference 2012 Riga)
- Training package FLLLEX
- Final report (with external evaluation report)

Also here it could be concluded that all the objectives and deliverables put forward in the application have been reached. The evaluators only regret that, although they were not mentioned in the list of deliverables, they could not find examples of good practice on how lifelong learning is being implemented in some HEIs.

- **Specific objectives of the FLLLEX project as a contribution to the LLP programme**

Although the reports are only descriptive they have definitely raised the interest and attention of all stakeholders concerned and they have shown how lifelong learning can contribute to reaching the objectives of the LLL programme. The evaluators will only point out the areas where the FLLLEX project has been effective showing the relevance of these objectives or has contributed to it.

***To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field of lifelong learning***

The analyses and benchmarking in this project will definitely contribute to the development of quality lifelong learning and promote high performance, innovation and a European dimension in systems and practices in the field of lifelong learning.

The fact that a thorough analysis has been made of policies in Europe and in the countries involved in the project can contribute to enhancing lifelong learning practices. Authorities in different countries can learn from each other and see which policies are most effective.

By identifying the types of learners HEIs and other providers can better adapt to the specific needs of the lifelong learners.

***To help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within member states of the European Union***

As mentioned above the project results increased the awareness of the difficulties lifelong learners, HEI's and other training providers face in the implementation of lifelong learning strategies. It is hoped that the recommendations will lead to improvements in the national policies, suggestions for future European policies, more performing quality assurance processes of lifelong learning programmes in the participating HEI's, and closer cooperation between business, business training providers and HEI's to the benefit of the lifelong learner.

***To reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment***

The project has identified the types of lifelong learners based on their motivation for learning but not on their socio-economic background. The study has shown that participants in lifelong learning are mainly motivated because they want personal development, acquire better knowledge in an area of interest and want to enhance their job-related skills. It would be interesting in future projects also to take into account the socio-economic background to see how lifelong learning can contribute to better social cohesion.

***To help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit***

The promotion of employability lies at the core of LLL and of this project. It is clear that LLL enhances employability and that lifelong learners are also convinced that this is the case. More than one third want to compensate for shortcomings in their career, nearly one third of respondents want a significant transformation of an existing career pathway and/or individual development, and 15% want to reinforce their existing career. Moreover, the project has addressed this issue through an exchange of ideas and opinions between businesses, business training providers and HEI's and has thus created a European platform for the increase of the employability of lifelong learners. The fact that Business Europe was very active in supporting the project also demonstrates the fact that the project was effective in reaching this objective.

***To promote co-operation in quality assurance in all sectors of education and training in Europe***

The development of a self-assessment tool is a specific outcome of this project. It will certainly contribute to a further improvement of the quality assurance of the implementation of lifelong learning in HEI's throughout Europe. The fact that ENQA is one of the structural partners of the project definitely contributed to the attention for QA.

***To promote the quality and transparency of Member States' education and training systems - KA1***

The exchange of diverse national LLL policies and strategies among the project partners and the benchmarking of individual HEI's but especially the matrix on national policies concerning lifelong learning will promote the transparency of the Members States' education systems. The project also focused on national strategies and involvement of business training providers.

***To ensure an adequate supply of comparable data, statistics and analyses to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning, and to identify areas for particular attention***

Within the project several surveys focusing on different stakeholders and their expectations from lifelong learning were carried out. This has allowed the development of a supply of comparable data, to serve future analyses of lifelong learning stakeholders.

***Promoting excellence, efficiency and equity in higher education: student access and retention.***

The project has focused on the expectations and problems of lifelong learners, gathering valuable data to be used by HEIs in the self-evaluation process. Moreover, it is focused on aspects of lifelong learning such as RPL, that proves to be an asset to promote student access and retention.

#### ***Contribution to employment***

The formal recognition of prior learning and qualifications and the subsequent training activities can increase the employability of learners as was shown in the analysis of the motives of lifelong learners. Both elements form the core of LLL processes. These processes have been assessed on both national and institutional level to the benefit of the learners and their employability.

#### ***Contribution to recognition of qualifications (RQ)***

While most HEI's would focus on the recognition of prior learning, it is equally important for lifelong learners to receive a recognition of their qualifications. FLLLEX has assessed the degree to which HEI's possess a policy on RQ and an instrument to implement it and thus attract lifelong learners. The question was integrated in the FLLLEX-Radar.

#### ***Contribution to Coordination with National Educational Programmes***

FLLLEX has evaluated the impact of national educational strategies of LLL have on the respective HEI's of that country. Via participation in the project FLLLEX has allowed national policy makers to get first-hand information on and suggestions for future policy changes proposed by the FLLLEX consortium.

#### ***Contribution to EU bodies such as the European Centre for the Development of Vocational Training (Cedefop)***

The results of FLLLEX will be of interest to European organisations such as Eures or Cedefop because the project deals in the first place with HEI's offering profession oriented training.

#### ***3.2.4. Impact***

Although the project is only in its final phase it has already had an impact on the participating institutions through the use of the self-assessment tool and the review by a panel of external experts.

Thus the FLLLEX project and particularly FLLLEX Radar was helpful for discovering some university's existing LLL opportunities and new ideas to improve LLL. As one of the universities put it:

*“Yaşar University discovered that it might more actively use the existing networks and the ties with the business community in the development of the new LLL offers.*

*They also discovered that they could design more tailor-made programmes for LL learners and companies and that they could design more flexible education and training opportunities. They also discovered new need groups and target audiences and realised that a comprehensive need analysis in the region should particularly include the Lifelong Learning aspect .*

*The LLL activities specifically should be perceived also as a tool for the universities in order to share their knowledge with the local community. Moreover LLL is also a tool for the development of the institutions' human resources. Therefore, academic and also administrative staff also might be included and encouraged to the lifelong learning activities.*

*They also realized that e-learning-distance learning is an effective way in giving education without time and space constraints therefore this method should be considered as a tool in LLL<sup>9</sup>.*

Also other universities who had carried out the self-assessment thought it was a very useful exercise to see what could be done to enhance LLL in their institution.

Next to the impact on the institutions involved in the project it is important to mention that several organisations representing PHE were actively involved in the project and were present at the EURASHE Riga Conference where the FLLLEX Radar was presented and where Margriet De Jong (KHLeuven) also demonstrated how it could be used. Some of these representatives promised that they would promote it amongst their member institutions.

At the Riga Conference representatives of a great number of HEIs not involved in the project were also present. The fact that the FLLLEX workshops attracted so many participants definitely proves that the plenary presentations of the project had raised interest with most participants. The FLLLEX pack with the FLLLEX Radar and the other project documents were also raising interest and quite a number of participants thought they were going to use it.

As many structural partners such as the European Association for Institutions in Higher Education (EURASHE) and the European Association for Quality Assurance in Higher Education (ENQA) were actively involved in the project and as employers, students and teachers are represented in the Advisory Board through respectively Business Europe<sup>10</sup>, ESU<sup>11</sup> and Education International<sup>12</sup> also guarantees that the impact will go beyond the participating organisations.

The documents produced are also on the websites of the participating institutions and partners and can be downloaded thus allowing a very wide dissemination.

Moreover the project partners have organised a number of dissemination activities that will definitely increase the impact of the project. Some of them are mentioned below, the others can be found as annex 3.

All project partners have (or intend to) put a link on their website to the FLLLEX website page and also made the PDF of the FLLLEX –Radar and other project outcomes available on its website.

**KHLeuven**, the lead partner published an article on wp 2 & 3 outcomes in journal of local chamber of commerce, Voka Leuven - Chamber of Commerce in Flemish Brabant, representing 1400 companies. They also put the FLLLEX results on the Agenda in several meetings (2010-2012),

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<sup>9</sup> Based on the PPP by Gökay Özerim, Yaşar University – Turkey at the EURASHE Riga conference.

<sup>10</sup> <http://www.business-europe.eu/Content/Default.asp>

<sup>11</sup> <http://www.esu-online.org/>

<sup>12</sup> <http://www.ei-ie.org/>

amongst others the Steering Committee For Internationalisation of Flemish University Colleges (ADINSA-VLHORA) .

The use of the FLLLEX Radar was presented and discussed (2012) with other institutions in the Working group Continuous Education of Association KULeuven (12 Flemish HEI's)

KHLeuven organised a workshop on the FLLLEX project and outcomes (2012) at the annual conference of the "LNO2 - network of educational staff in Flemish higher educational institutes. 19 workshop participants registered for this session"

KHLeuven also made a contribution to a conference presentation and published an article on LLL (2012) for the International Conference "Interactive and Competence-Orientated Education", HUBrussels

The coordinator of the project also made a presentation on the FLLLEX project and outcomes for representatives from University of Montenegro visiting KHLeuven.(2011) as well as a presentation on the FLLLEX project prospects for representatives of Ministries of Education at the European Commission in 2010.

A poster on the FLLLEX project was also presented for Onderwijs Vlaanderen; stakeholders and policy makers in education in Flanders (2010).

EURASHE was also responsible for a number of dissemination activities. First of all they organised the EURASHE conference where the outcomes of the FLLLEX project were presented (May 2012) and also made the conference results available in a newsletter.

Also the other partners carried out a number of dissemination results and/or have planned them for the near future as can be seen in annex 3.

As a result of all these dissemination activities it is to be hoped that especially the comparative analysis of the LLL national policies will incite governments to put in place better strategies to enhance LLL especially in the countries where participation in LLL is rather poor. The recommendations that are given, based on comparative studies and remarkable pieces of research will hopefully have an impact on European, national regional, local and institutional policies and strategies. It would be a pity if this were not the case.

The project partners could use the expertise gained to lobby with their respective ministries to improve LLL policies especially as LLL proves to be effective to enhance the personal development but also the employability of the learners.

### ***3.2.5. Sustainability***

The FLLLEX project and especially the FLLLEX Radar, the self-assessment tool will probably prove to be sustainable. Indeed, the FLLLEX Radar has been made available through the websites of the participating institutions and partners. It will be widely promoted by the structural partners and the partners representing PHEIs and is easy to use.

The fact that the use of the FLLLEX Radar can be downloaded free of cost will probably guarantee that it will be used by many HEIs. Moreover the FLLLEX pack with the background documents are readily available as hard copies for anyone wanting to use it. Some of the partners are even ready to demonstrate the FLLLEX Radar to HEIs who would like to use it in the future.

EURASHE has committed itself to organising a workshop on LLL especially targeting universities of applied sciences that want to implement the FLLLEX radar.

The sustainability of the project might also be felt through the use of the project results and recommendations as summarised in the publication: "Towards an institutional strategy for Lifelong Learning in Higher Professional Education" that is not only useful for HEIs but also for European, national and regional authorities.

The LLL working group of EURASHE will also use the project outcomes in the following academic year and will work on them as a follow-up of the project.

In order to enhance the sustainability of the FLLLEX project outcomes an application has been introduced for a new LLL Key activity 1 project with EADTU as the lead partner. The LLL-PRO project that would be addressing Higher Educational Institutes (HEI's), both universities as well as institutions for professional higher education, in countries that are in need of further LLL-promotion (based on Eurostat figures; Lifelong learning 2005 and 2010). The LLL-PRO project would support and consult universities in the processes of designing, adopting and implementing new strategies for lifelong learning by using the instruments that were developed in FLLLEX project (EURASHE) and USBM (EADTU). Within the LLL-PRO project they would together establish a complementary process of assessing the current LLL-performance (FLLLEX) and guidance towards new or extended LLL-strategies (USBM).

### ***3.2.6. Survey to assess the impact and sustainability of the project***

In order to assess the impact and sustainability of the project and the impact of the conference, the external evaluators wanted to use the results of the Eurashé survey on the conference in order not to burden the participants with two questionnaires but as the response to this survey was minimal, they decided to address the participants themselves. However it is regrettable that in this way precious time was lost.

They sent out an invitation to all the participants to the Eurashé conference but it was explicitly mentioned that only the participants to the FLLLEX workshops were addressed and invited to fill out the questionnaire. The questionnaire contained a number of statements on which they had to agree or disagree, a number of yes/no questions and a number of open questions where the respondents could give comments. 21 responses were received. The evaluators and the coordinators of the project did not participate in the survey.

Originally the evaluators wanted to look at the satisfaction rate for the field visits by taking into account the percentage of respondents that agreed or totally agreed with the statements in the

questionnaire. However as only 21 responses were received this did not seem feasible to the evaluators. Therefore, a numerical value was attributed to each of the scores, thus not only taking into account participants that agreed but also those that did not agree.

The evaluators used a five-point rating scale with “more or less agree” as the median point and two gradations on each side – totally agree and agree on the one side and disagree to strongly disagree on the other. A point-attribution system applied with attribution of points as follows:

|                           |             |
|---------------------------|-------------|
| Totally or strongly agree | = 5 points; |
| Agree                     | = 4 points; |
| More or less agree        | = 3 points; |
| Disagree                  | = 2 point;  |
| Totally/strongly disagree | = 1 point.  |

The evaluators consider that an appreciation rate of 3.5 could be expected as a targeted rate (between more or less agree and agree).

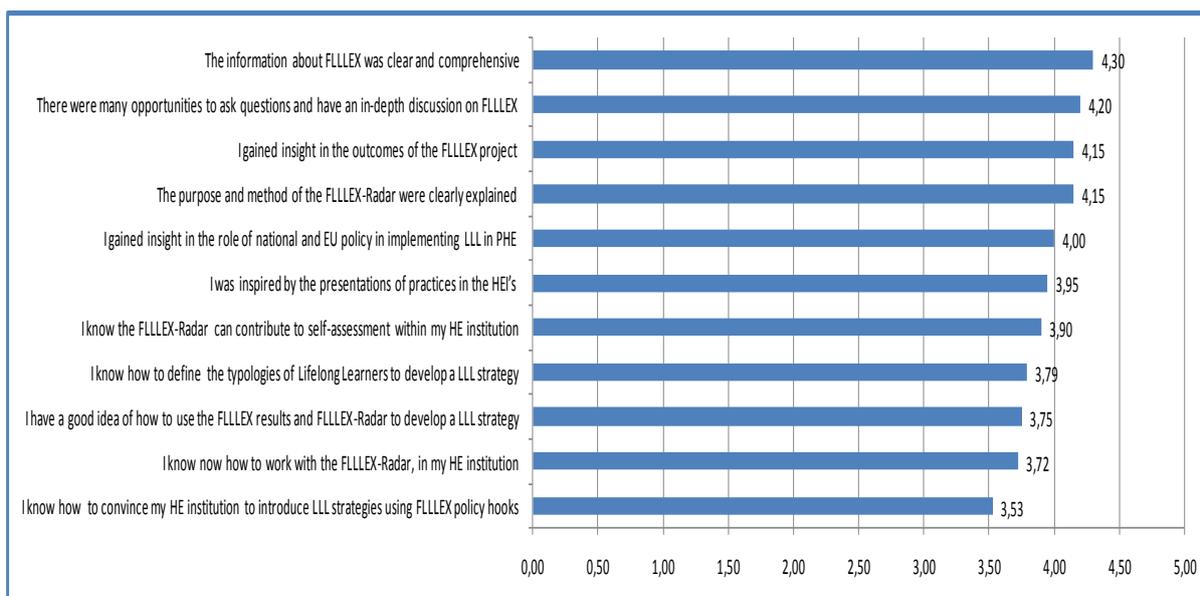
10 respondents were representative of a HEI, 4 were representatives of a European NGO dealing with HE issues, 2 were representatives of a QA organisation or agency, 2 researchers, 7 partners of the FLLLEX project, one representative of industry and 4 representatives of another type of organisation such as a representative of a government, a national association of HEIs, a representative of a national network on LLL and a member of the advisory board of the FLLLEX project. Some respondents indicated two functions.

The participants were asked whether they agreed with a number of statements on the FLLLEX presentations and on the impact of the FLLLEX outcomes, in particular the FLLLEX-Radar.

Five statements received an approval rating of 4 or above indicating that the majority of respondents strongly agreed or agreed and all the average scores were above the aimed at satisfaction score of 3.5.

The statements that received the highest approval rate were the fact that the information about FLLLEX was clear and comprehensive (4.3) the fact that there were many opportunities to ask questions to the speakers and that there were opportunities for in-depth discussions (4.20), that the participants gained insight in the outcomes of FLLLEX (4.15), that the purpose and the methodology of the FLLLEX-Radar were clearly explained (4.15) and that the participants gained insight into the national and EU policies and strategies for Lifelong Learning (4) .

Furthermore the respondents stated that the presentations on practices of the HEIs had inspired them (3.95), that they now knew how the FLLLEX –Radar could be used for self-assessment in their HEIs (3.90), how they could define typologies of learners (3.79), how to use the FLLLEX results to define LLL strategies in their HEIs (3.75), how to use the FLLLEX-Radar in their HEIs (3.72) and how to convince key people in their HEIs to develop a LLL-strategy using the policy hooks.

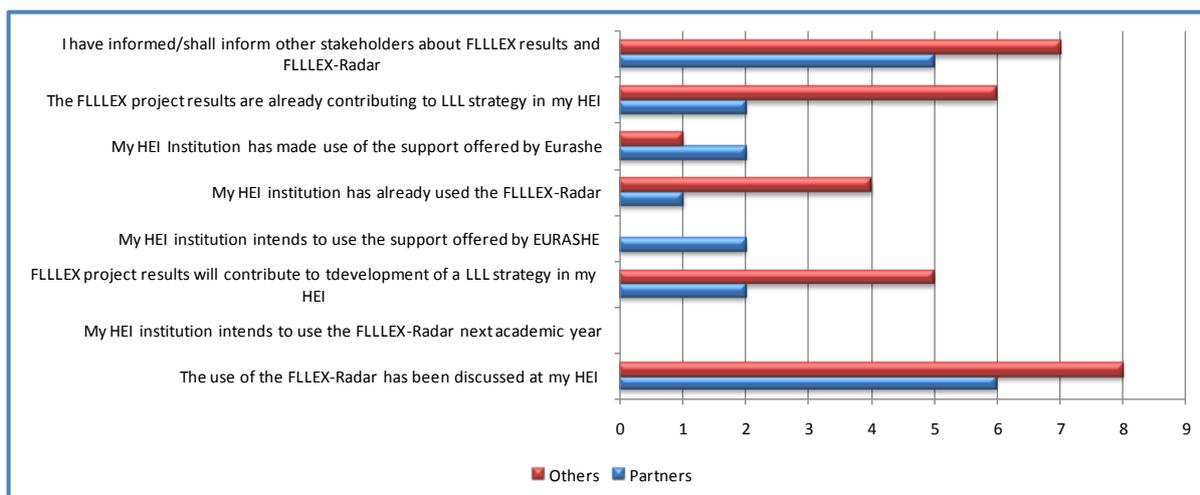


**table 1: Evaluation of the FLLLEX workshops**

It is clear from these responses that although most respondents think that the use of the FLLLEX outcomes were clearly explained, the responses of the participants who were not directly involved in FLLLEX do not feel ready for the actual implementation of the FLLLEX –Radar and would need more practical preparation in order to be able to use the self-assessment tool. Especially the statements about how to convince key people in the HE institution to introduce LLL strategies using the policy hooks offered by FLLLEX, on how to work with the FLLLEX-Radar, in the HEI and how to define the typologies of Lifelong Learners to develop a LLL strategy receive an average score of under 3.5 (less than the aimed at score) with participants who were not involved in the project. It is therefore good that EURASHE has offered its support for HEIs who would like to implement the FLLLEX-Radar.

As far as the impact on the participants of the conference is concerned we would once again like to make the distinction between FLLLEX-partners and others. Seven FLLLEX partners and 14 non-partners filled out the questionnaire.

All FLLLEX partners except one and 8 out of 14 other participants have discussed the use of FLLLEX with their colleagues in the HEI. Nevertheless, none of the respondents states that their HEI intends to use the FLLLEX-Radar during the next academic year. As far as the FLLLEX partners is concerned this is not so surprising as most of them have already undergone the peer review to test the tool It shows once again that the other participants do not feel prepared to implement the FLLLEX-Radar. However, only two out of 7 FLLLEX partners but 5 out of the 14 other respondents state that the project results will contribute to the development of a LLL strategy in their HEI. Moreover, only two partner HEI and 6 non-partner-HEIs state that the project outcomes have already resulted in the development of a LLL strategy in their HEIs. Maybe some partners just identified themselves as HEIs and forgot to indicate they were also partners in the project.



**table 2: Impact of the project on participants of the conference**

The fact that the partners are underrepresented in the positive responses might have to do with the fact that some of the FLLLEX partners are research institutions or organisations that are representing HEIs.

Two partner HEI will use the support offered by EURASHE in the future and two others as well as one non partner HEI have already done so.

It is somewhat surprising to see that only one partner HEI but four non-partner HEIs have already used the FLLLEX-Radar. As was already mentioned before some HEIs might not have identified themselves as FLLLEX partners.

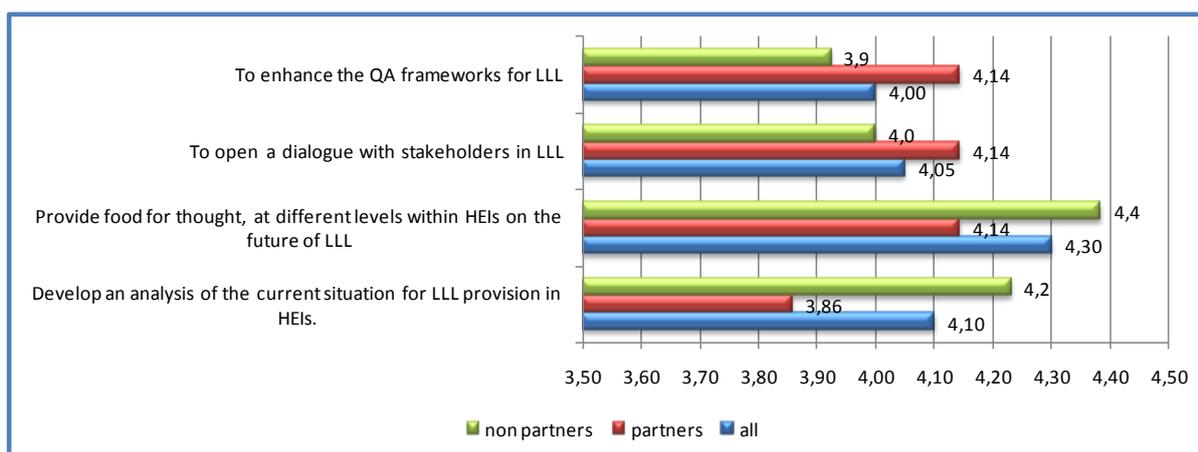
Lastly, the majority of FLLLEX-partners (5 out of 7) and half of the non-partners have discussed or will discuss the outcomes of the FLLLEX project with other stakeholders.

We could therefore conclude that the dissemination is well underway but that more work still needs to be done for further valorisation of the project and implementation of the project results.

The participants to the conference were also asked in how far the objectives of the conference had been reached.

As can be seen in the graph below all respondents agree that the objectives of the FLLLEX project have been reached. Indeed nobody disagreed or strongly disagreed with the statements above and all average scores (partners and non-partners together) were 4 or above, indicating that the overall majority agreed or totally agreed that the objectives had been reached.

The respondents who were not involved in the project were most positive (4.4) about the fact that the project provided food for thought at different levels within HEIs on the future of LLL. They were also convinced (4.2) that an analysis had been developed of the current situation for LLL provision in HEIs.



**table 3: objectives reached**

The project partners were very positive about the fact that the project had Provide food for thought, at different levels within HEIs on the future of LLL, had opened a dialogue with stakeholders in LLL and enhanced the QA frameworks for LLL (all three items received an average score of 4.14).

In the open response section several respondents pointed out that the sessions on LLL were very inspiring and interesting. In the words of one of the respondents:

*“The LLL track was one of the most complex and inspiring tracks within the few recent EURASHE conferences.”*

Or as someone else pointed out:

*“I think this project has provided a focus not only on how to develop LL in HEI'S but on how to build bridges between the different sectors and stakeholders and in this sense it is very relevant to our task of developing the economy and supporting social initiatives which meet the needs of excluded groups. A well planned and implemented project which I hope can be moved to the next stage.”*

Others wanted to clarify that although they did not come from a HEI, the work of the FLLLEX project was also very relevant and interesting for them. Thus one person mentioned that

*“As a network organisation I am not representing a HEI. I will make summaries for some sessions in the next academic year, as input for national seminars.”*

One respondent wanted to express his/her appreciation for the fact that everybody has free access to the FLLLEX results and mentioned that it would be interesting to see what other HEIs in Europe do. Another suggested organising a seminar next year for those organisations that had been using the FLLLEX-Radar so that they could exchange their experiences. This suggestion has already been taken on by the EURASHE LLL working group

One respondent regretted that the timeframe for the project was so short and he/she also stated that the project had been important in defining the state of play of LLL in HEI's and in seeking to look at how LLL might develop within institutions. Given the present economic climate this is a more difficult task and organisations who are at an early stage of development will need a lot of support

and encouragement as well as resources to make good ideas a reality. This respondent also thanked all those involved in the project for their hard work in taking these ideas forward.

Two respondents regretted that the invitation for the evaluation was sent out so late and that it had not been combined with the EURASHE survey.

## 4. Conclusions

It can definitely be concluded that the project **has met all the objectives set forth in the application**. All deliverables are present and some of them have been summarised in two user-friendly publications: on the one hand the FLLLEX Radar and on the other the Project results and Recommendations.

The FLLLEX Radar has turned out to be **a useful tool for self-assessment** of PHEIs wanting to assess the present situation concerning LLL in their institution. The fact that the methodology and guidelines to use the self-assessment tool are explained in a step by step approach makes the FLLLEX Radar easy-to-use.

The project results and recommendations are very useful background information, based on thorough research for decision makers at European, national, regional and institutional level. The policy hooks are especially useful for institutions as they demonstrate the amount of freedom HEIs have to implement LLL strategy.

The activities developed within the project have proven to be as well relevant, efficient and effective in terms of the project objectives and outcomes.

Although the project is still in its final phase it is clear that it has already had an impact on the participating institutions but also on some of the other partner organisations.

The project is bound to be sustainable as the project partners have managed to develop a ready-to-use self-assessment tool with guidelines and as many of the strategic partners are willing to promote the tool. Hopefully the new application for LLL-Pro will be accepted so that the sustainability of the FLLLEX project outcomes would be used by a large number of HEIs.

## 5. Recommendations for future projects on LLL

As the outcomes of the project were excellent it is obvious that the external evaluators have only a limited number of recommendations.

- In the future it would be good to provide questionnaires in several language versions as this would enhance the response rate in a number of countries;
- In order to know what the real impediments are for lifelong learners it would be good to survey the drop-outs of LLL programmes;

- It is to be regretted that no more attention was devoted to the socio-economic background of lifelong learners as this might have given an insight in the contribution of LLL to social equity;
- It would also be interesting to find out how many lifelong learners actually earn a degree and how many have only earned credits for a specific module they were interested in;
- It would also be nice if some examples of good practice were given.

## 6. Annexes

### 6.1. List of partners interviewed

All the partners involved in work packages 1 to 4 were contacted for the interim evaluation and the following responded favourably to the invitation for an interview or several interviews. At the time of the final evaluation a few more partners were interviewed.

|                      |  |
|----------------------|--|
| Eurashe              | Iva Valdanova, WP 4 leader                               |
| IoT Ireland          | Richard Thorn, WP 1 leader                               |
| LKDK                 | Ana Aleknaviciene  |
| 3s                   | Stefan Humpl, WP 2 and 3 leader                          |
| 3s                   | Sigrid Nindl, WP 2 and 3, co-leader & expert             |
| Hanzehogeschool      | Els Van der Werf   |
| Vilnius College      | Jolanta Preidiene, expert                                |
| LyIT                 | Oran Doherty, expert                                     |
| Cardonald College    | John Cannings, expert                                    |
| Yasar University     | Gökay Özerim, expert                                     |
| ADIUT                | Ronald Guillen   |
| IUT de Saint-Nazaire | Yves Danat   |
| KHLeuven             | Klaas Vansteenhuyse, project coördinator (several times) |

## **6.2. Interim Evaluation report**

### **Intermediate Progress Evaluation report of the FLLLEX project**

**July 2010**

#### **1. Introduction**

The FLLLEX external evaluator proposed to the FLLLEX coordinator to organise an intermediate progress evaluation after six months of implementation of the project. The main objective of this progress evaluation was to see how things had progressed as to the first four work packages which are the foundations for the further work of the FLLLEX project.

It was agreed with the coordinator of the FLLLEX project that the external evaluators would contact through individual interviews in the course of June 2010 the different partners that had been involved in the development and implementation of Work packages 1, 2, 3 and 4:

- Work Package 1: National policies for the implementation of LLL
- Work Package 2: Survey of expectations of Lifelong Learners
- Work Package 3: Survey of expectations of businesses
- Work Package 4: Survey of the business training providers

The **main objectives** of these interviews were:

- to find out how the activities had been progressing as to the contribution to the work packages 1, 2, 3 and 4 that had to be finalised by the middle of July;
- to pinpoint possible difficulties which may have arisen and how they were or could be overcome;
- to focus in particular on the interaction between the WP coordinators and the colleagues contributing information and data for WP 1, 2, 3 and 4
- to listen to the suggestions or remarks that could facilitate future steps and activities of the FLLLEX project
- to get information on any dissemination activities already started by partners.

The telephone interviews lasted usually between 30 to 45 minutes. The interviewees received the five questions in advance when the appointment was made as to the telephone interview.

The external evaluator also took part in one of the interviews scheduled to collect information for WP 4 and which was organised by Klaas Vansteenhuyse, the FLLLEX project coordinator.

The external evaluator furthermore had a close look at the documents produced by the four work packages so far: the report of WP 1, the questionnaires developed for WP 2 and 3, the interview template for WP 4 and the subsequent draft report for that WP 4.

## **2. Key issues**

### **2.1. Satisfaction as to the coordination**

All interviewees stress their satisfaction as to the way in which the project is coordinated by KHLeuven. Communication between the coordinator and the partners is said to be swift and quick. All administrative and financial issues are said to be dealt with speed and clarity. Partners appreciate the fact that the coordinator is straight to the point and focuses on concrete and immediate solutions for all problems that pop up. They also appreciate the flexibility which the coordinator uses during the practical implementation of the project.

The coordinator (and his team) are congratulated as to the way in which the project is managed so far. Some interviewees were 'strongly impressed' by the way in which the project is managed.

One of the partners would have preferred that the budget would have been managed in a different way. It was suggested that it was easier to work if each partner received part of the budget assigned to his or her activities in advance. Under the present agreement within FLLLEX each of the partners have to pre-finance all the activities and costs which is difficult in some cases and especially for certain countries.

### **2.2. Progress as to the work packages**

Overall the activities as to work packages 1, 2, 3 and 4 have progressed well or are progressing well. WP 1 is finalised and the report is available since the middle of June 2010. A draft report of WP 4 is also available since the beginning of August.

WP 2, 3 and 4 should be finalised end of August or beginning of September. This means there is some delay as the original deadline was the end of July. This delay will be limited and will, however, have no major impact on the start of the activities of WP 5. This WP 5 (development of the assessment tool) will be able to take into account up from now some of the results of WP 1 and some partial results of WP 2, 3 and 4. The full results of WP 2, 3 and 4 will be available in the course of September.

The coordination of the FLLLEX project and the partners concerned were kept informed by the WP leaders of the progress made.

The coordination of the FLLLEX project has decided to keep an extra meeting with the key persons concerned on 27 August in Brussels to streamline the further activities and to see how to cope with any problems that may arise from this small delay.

#### ***2.2.1. Work package 1: National policies for the implementation of Lifelong Learning***

The Work package has been finalised and the objectives set out for this WP have definitely been reached. A very detailed outline of the contents was already presented at the first FLLLEX meeting in February 2010 in Leuven. The coordinator of WP 1 hired a researcher for six months who coordinated all the practical work as to the implementation of WP 1.

The coordinator was very positive about the contribution that had been asked from all other partners except France. When information was requested it was made available within reasonable delays. If there was no immediate responses the WP leader and the expert working on WP 1 were able to find much information on the internet.

The work package has reached its objectives fully as to the contents agreed upon.

In fact that work package has gone beyond its objectives by adding to the description of the LLP policies a part of the final chapter focusing on 'Practise Responses'.

The Practise responses – in the form of questions- will prove to be very useful when developing the self-assessment tool within Work package 5.

The report is very clear and detailed. First it focuses on the aims of the work, clarifies some definitions, sets the scene and focuses on key statistics. Then it described lifelong learning developments within the European Union highlighting key documents and key developments over the past 15 to 20 years. Afterwards it analyses the lifelong learning policy implemented in the countries involved in the FLLLEX project using the same structure to analyse the data as to each country. It concludes by making a Comparative Matrix of Lifelong Learning focusing on 'Policy 'Hooks' and on Practise Responses. The report concludes with an extensive and comprehensive chapter with references.

The report thus is a remarkable piece of research of work that gives an excellent and comprehensive overview of developments as to LLL at European level and national level in the countries concerned. It will prove to be useful on the one hand for the further work of the FLLLEX project and on the other hand for the partners in their lifelong learning activities in the future. It will also prove to be a useful tool which can be used for dissemination for the FLLLEX project as a whole.

### ***2.2.2. Work package 2: Survey of expectations of LifeLong Learners Work Package 3: Survey of expectations of businesses***

The coordinator of WP 2 and 3 shared the work together with another researcher who coordinated and carried out most of the practical work.

A questionnaire was developed for WP2 and sent for comments and suggestions for improvement to the FLLLEX partners. A new version was developed taking into account the feedback of some of the partners.

The Questionnaire for the Learners (WP 2) is to be found on:

[http://www.3s.co.at/flllex\\_survey\\_learners](http://www.3s.co.at/flllex_survey_learners)

A questionnaire was developed for WP3 and was also sent for comments and suggestions for improvement to the FLLLEX partners. A new version was developed taking into account the feedback of some of the partners.

The Questionnaire for Businesses (WP 3) is to be found on:

[http://www.3s.co.at/flllex\\_survey\\_businesses](http://www.3s.co.at/flllex_survey_businesses)

Detailed information for conducting the surveys was given to the partners that had to collect the information by spreading the questionnaires in an attached document. There was also a suggestion for the mailing text in the guidelines and in the word file to enable copy & paste (for adaptations and/or translation of the text).

The original deadline for conducting the surveys was the 14th of June 2010. This deadline had to be extended to collect more information from certain subgroups.

An update was sent to all partners involved beginning of July pointing out the numbers of questionnaires filled in at that time for the two surveys

93 people took part in the survey for companies so far, 46 of them completed the whole questionnaire. 618 students took part in the survey for students, 390 of them completed the whole questionnaire. These are figures of July 2010.

The coordinator of WP 2 and 3 was very concerned to provide information for WP 5 in time and wanted to start the analysis of the data as soon as possible. However as the participation of businesses or students of some countries has been so far very low or even missing (especially for France and Finland!) they started analysing the partial data collected at the beginning of July 2010 and gave to the partners supporting them an overview in detail about the participation in their countries at that date.

It was especially worrying that the data were missing for the countries to be covered by one of the partners as this partner had taken no action at all for the four WPs.

This overview mentioned-above was sent to the partners towards the end of July . Thus the partners could see which groups were underrepresented or missing in the answers to the questionnaires. The first draft analysis would be made available to the coordinator of WP 5 so that he could start with not too much delay his activities concerning the development of the assessment tool.

The coordinator of WP 2 and WP 3 also informed the partners that the questionnaires would still be on line until 17th of September, so that the partners had the possibility to continue with their distribution of the questionnaires towards possible contributors. They informed the partners that after that date they would update their first analysis and report taking into account the new data.

The first analysis has not yet been made available to the external evaluator but there are good grounds to believe that this first analysis should be available soon towards the middle of August.

### ***2.2.3. Work Package 4: Survey of the business training providers***

The activities of WP 4 over the past months have been composed of three major elements:

- **MAPPING** exercise.

The FLLLEX institutional partners (individual HEIs – each representing one country) have been assigned to provide a country mapping exercise based on the example given by the WP4 leader. This mapping exercise consisted of ‘a Brief description of the country Higher education system’, ‘Relation between HE and non-degree programmes at post-secondary level (Description of other country LLLP than in HEI) and especially of the country LLLPs identification for further interviews. The selection of the LLLPs for the interview has been agreed with WP4 leader.

- **INTERVIEW** exercise

Based on the mapping exercise the WP 4 leader developed an interview template which was presented for comments to the partners. Institutional partners then carried out the interview with the selected LLLPs representing the country LLL market. They provided the WP4 leader with written reports of the structured interviews.

- **REPORTING** exercise

On the basis of the mapping and interview exercise, the WP4 leader has prepared a draft report making a synthesis of all information collected. The contents will be sent for comments to the FLLLEX partners. The findings of the report will serve as a basis for WP5 (the development of a HEI self assessment tool).

The report of WP 4 mentioned here above is a very elaborate piece of work which contains as annexes all the reports of the individual interviews, an overview of all interviews carried out and a large part dedicated to an analysis of the data collected.

As to the interviews carried out it shows that for one country (France) no interviews have been carried out and no information is available on any progress or possible progress to be made. Two other countries (the Netherlands and Scotland) have informed the external evaluator that the information would be available in the course of August. The external evaluator was also informed of this when he interviewed these two colleagues.

Although at the start of the activities some of the partners who had to contribute complained about the extra work that this interviewing and reporting represented, the results will prove to be very useful and of a remarkable quality.

The interviews were carried out by the partners involved in the project or by persons closely related to the partners. In the case of the Netherlands it was a body within the HE institution dealing with companies that was 'paid' to carry out the interviews and produce the interview reports.

The interview template developed by the WP leader proved to be very complete, comprehensive and useful. The external evaluator took part in one of the interview sessions which enabled him to see that this interview template was really operational and led to the collection of very useful and concrete information

### **2.3.        *Comments as to the Questionnaires of WP 2 and WP 3 and their results***

The WP leaders for WP 2 and WP 3 appreciated greatly the feedback they received from partners to the draft questionnaires. This helped them greatly to improve the quality of the questionnaires. Still some partners thought the questionnaires not to be user-friendly as several respondents had difficulties in understanding what was asked in the questionnaires!

The partners that collected information by inviting the target groups to fill in the questionnaires all used the networks they and their institutions of higher education had with the stakeholders concerned.

In some cases a partner contacted stakeholders over the phone inviting them to fill in the questionnaire. The fact that telephone calls were made proved to be useful as it was an opportunity to explain about the project on the one hand and on the other hand to broaden the network of contacts of the partner organisation.

A few interviewees mentioned that the fact that the questionnaires were in English for WP 2 and WP3, was considered to be a problem. In a few cases the length of the questionnaire also proved to be a problem.

A few interviewees regretted that they were not able to see themselves and on a constant basis how many persons or institutions had filled in the questionnaires used in the framework of WP 2 and WP 3. It was suggested that in similar projects in the future, it should be possible that the partners can see on-line themselves how many individuals or institutions have filled in the questionnaires.

One of the partners thought that the period to collect information with the learners was not the best one as it coincided with the final period of the academic year during which students work on their final assignments and very often have a period of practice in industry. In a few cases it coincided with the summer period when people cannot easily be reached.

## **2.4. Comments as to the interviews for WP 4**

All the partners used the networks of contacts they had with companies and training providers to collect the information for the interviews. In most cases this proved not to be too difficult as most institutions of higher education or organisations involved have strong networks with companies.

However, one of the partners pointed out that in his case some companies (training providers) were difficult to be convinced to accept an interview as they were suspicious of the motives behind the interview. They couldn't see in which way the FLLLEX project could be useful to them. Maybe this element could be taken on board towards the future. Maybe the project could reflect in which way the assessment tool could also be useful for other groups of potential users!

In most cases the interviews were live interviews which means that the FLLLEX partner went to the company or training provider and interviewed live one or more representatives for one and a half hour. In one case at least telephone interviews were used which also proved to be very efficient and effective.

Several of the partners thought the work related to the collection of information through the interviews for WP 4 was quite heavy and time consuming. They regretted this had not been made clear at the outset of the project. In fact for most of the partners the extra work to collect the information through interviews for WP 4 came as a surprise at the first FLLLEX meeting in Leuven. They stressed it was not just organising and holding the interview but also the writing out of the interviews that took a lot of time. They suggested that in similar future activities the work load for each activity should be clearly described and defined!

A few partners regretted there was no extra funding foreseen in the budget for this activity. One of the partners even stressed that in fact for most of the work in the four work packages of phase 1 the money available was very (too!!!) tight except for WP 1.

## **2.5. Dissemination**

None of the interviewees has taken any specific dissemination action so far. However the fact that people, organisations, companies and institutions of HE were invited to fill in questionnaires or respond to an interview was already an indirect form of dissemination. Each time indeed the partners gave full information about the project. Some partners thought that the real dissemination could only start when the assessment tool was ready and had been extensively tested.

A few interviewees thought it was difficult to set up any specific dissemination activities as there was no budget assigned for this activity.

It is suggested to reflect with the partners how dissemination can be stimulated making use of the outcomes of the four work packages that will be finished end of August.

## **2.6. Conclusions**

Notwithstanding the fact that the deadlines were very tight most of the work that had to be done for the first four work packages will be finished with only a few weeks of delay. This means that the work related to the development of the assessment tool (WP 5) will only start with a reasonable delay.

Most partners stressed that the work related to their contribution to Work packages 1, 2, 3 and 4 was much more than they had anticipated at the outset of the project. In all cases the FLLLEX work proved to be heavy as it had to be added on top of the normal work to be carried out by the partners in their regular job.

Most partners have done their work as agreed during the Leuven meeting. It is to be regretted that especially one partner hasn't done his work properly as this has a negative impact on the work of the four work packages of phase 1 of the FLLLEX project. It is hoped that this situation will be set right soon.

All the partners are happy with the way in which the project is coordinated. The work of the WP leaders is also appreciated by all the partners that had to contribute to the different work packages so far.

So far the partners have carried out very few explicit dissemination activities. Hence it is important that as soon as possible all partners are involved to start disseminating some of the outcomes such as the reports of work packages 1 to 4.

It was also suggested that the questionnaires for WP 2 and WP 3, the interview template WP 4 and the reports resulting from the four work packages should be put on the FLLLEX project website as this may contribute to dissemination.

As to dissemination it is suggested to reflect on how the assessment tool to be developed through WOP5 for HEI can also be made of use to companies and training providers.

Several partners stressed that the use of the questionnaires and of the interview template had given them the opportunity to contact various stakeholders and discuss with them issues about LLL and the role of higher education related to LLL. In this way the activities related to the first four work packages had already sparked off interesting discussions on the role of higher education in LLL. This was especially the case in countries such as Turkey where lifelong learning is not yet perceived as that important.

It was also suggested that the partners to the project should reflect on how (at which terms and conditions!) the assessment tool when it is available in its final form, can be made available to universities across Europe. This matter should also be discussed thoroughly with ENQA as through ENQA there may be an impact on the quality assurance systems implemented across Europe.

#### **4. Suggestions / remarks as to the other WPs or Work packages**

##### **4.1. *WP 5: development of the assessment tool* *WP 6: self-assessment of individual institutions***

It was hoped by several interviewees that the assessment tool should really be a tool that should be of practical benefit to higher education institutions. To this effect it was thought to be important that the tool should not only assess the LLL policy in a HE institutions but should also outline strategies and ways to improve the lifelong learning strategy of a HE institution. Such a strategy should explain how and when to use the tool and how to develop follow-up strategies while implementing a LLL strategy in a HEI.

Hence it was suggested that the assessment tool should take the form of or should be accompanied by a practical manual to develop and implement LLL strategies in HE institutions. This manual should possibly and preferably contain examples of good practice and/or scenarios highlighting how the implementation of the use of the assessment tool can contribute to enhance quality LLL in HE institutions.

It was also stressed that when it comes to the evaluation of the assessment tool by individual institutions in WP5, the coordinator and the partners of the project should see to it that the tool (and manual) are validated at the highest possible level in the HE institutions. This means that those in charge of quality assessment at national, regional or institutional level should be involved in validating the tool.

Thus it was suggested that QA bodies and or agencies within the HE institution or possibly within the countries concerned should be involved in the evaluation and validation of the assessment tool. This means that it should not be individual lecturers that validate and/or evaluate the tool within an institution. During the assessment of the tool attention should be paid to find out how such a tool can be integrated and/or linked to the development and implementation of a LLL strategy within an HE institution.

It was also stressed that it was important to be aware that higher education institutions differ according to the countries concerned. One could not compare a 'polytechnique' in France and a polytechnic in Finland. It was stressed that this difference should be taken into account when developing the self-assessment tool.

#### **4.2. WP 7: Review of self-assessment**

Similarly it was stressed by several interviewees that the coordinator and the partners should see to it those who review the tools (and/or the manual) are high level specialists in lifelong learning strategies in HE institutions and in bodies and organisations who possibly also have a responsibility in the development and the implementation of the LLL strategy at European, national / regional level.

One of the partners pointed out that the number days scheduled in the draft budget to be invested in WP 6 and 7 was also too tight to carry out quality work.

#### **4.3. Marketing the self-evaluation tools**

The involvement of key level experts within the HE institutions and within the countries involved was said to be a key element also in marketing the LLL self-evaluation tool to be developed in the framework of the FLLLEX project. If key experts were in favour of and were convinced of the quality of this self-assessment tool it would be much easier to market it. It should be made very clear in the marketing strategy what the added value of using this self assessment tool is.

#### **4.4. General meetings of all the FLLLEX partners**

It was regretted by several interviewees that so few general meetings of all project partners had been foreseen in the framework of the FLLLEX project. It was suggested there should at least have been one more general meeting involving all the active partners during the initial phase of the project. Meeting on a regular basis was said to put more pressure on people to do the job they agreed to do. More meetings also had a positive impact on the networking between the partners

and in this project networking to collect information for the Work packages 1, 2, 3 and 4 was said to be vital.

The 27th August meeting proposed by the coordinator for some of the partners was very much welcomed as it would enable to make the link with the second phase of the project.

## 5. Overall conclusions

It can be clearly stated that the FLLLEX project is well on its way after its official start some 7 to 8 months ago. Small delays have occurred which in no way will endanger the implementation of the future steps of the project. All partners (except one) have taken their responsibility in implementing the work packages agreed upon. The next work packages are already in preparation and should start their activities soon. The well organised and flexible coordination is seen as an important stimulus in the successful implementation of the FLLLEX project.

Educonsult  
Yves Beernaert & Magda Kirsch  
13/08/2010 Herent

### 6.3. Dissemination activities

#### Publications, contributions to external conferences and workshops

| Publications&Presentations 2012   |
|---|
| FLLLEX Consortium (2012, May). <a href="#">Presentations of FLLLEX Radar and FLLLEX results</a> at the <a href="#">EURASHE 22nd annual conference</a> "Responding to Lifelong Learning and National and EU policy".   |
| Blieck, Y., de Jong, M., & Vandeput, L. (2012, May). Blended learning for Lifelong Learners in a multicampus context (MuLLLTi). Paper presented at the <a href="#">International Conference "Interactive and Competence-Orientated Education"</a> . Brussels, BE<br><br><b>Abstract published as:</b> Blieck, Y., de Jong, M. & Vandeput, L. (2012). <a href="#">Blended learning for Lifelong Learners in a multicampus context (MuLLLTi)</a> . In: Holz, O. and Seebauer, R. (eds.)(2012). <i>Interaktiver und kompetenzorientierter Unterricht/ Interactive and Competence-Orientated Education, EUB Band 158</i> , Hamburg: Dr. Kovač |
| de Jong, M. & Vansteenhuyse, K. (2012, June). <a href="#">FLLLEX: The impact of Lifelong Learning Strategies on Profession-Oriented Higher Education in Europe</a> . Presentation at the Working Group for Continuing Education of the KU Leuven Association. Leuven, BE  |
| de Jong, M. (2012, June). <a href="#">Met focusgroepen naar een strategie van Levenslang leren</a> . Paper presented at the <a href="#">LNO2 conference</a> of the learning network for educational developers. Brussels, BE  |
| de Jong, M., Vansteenhuyse, K. (2012, June). <a href="#">Présentation du projet européen FLLLEX on Lifelong Learning in professional Higher Education</a> . Paper presented at <a href="#">Le colloque annuel de la commission</a>  |

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| <p><a href="#">formation continue et alternance</a> (FCA) de l'assemblée des directeurs d'IUT (ADIUT). Lille, FR</p> <p><b>Presentation visible at <a href="#">Lille1.tv</a>. <a href="#">La webtv de l'université Lille1</a></b></p>  |
| <p>Doherty, O. (2012, June). <a href="#">Analysis of the FLLEX Self-Assessment tool</a> Presentation at meeting with <a href="#">Skillnets</a> Ltd (National Training Organisation for various sectors of employment in Ireland). Dublin, IE</p>   |
| <p>Lakickaitė, K. (2012, June). <i>FLLEX and EURASHE conference results</i>. Presentation at LKDK Meeting of LT UAS rectors. Vilnius, LT</p>   |
| <p>Raij, K. &amp; Dobson, J. (2012, August). Higher Education enabling Living Lab activities. <i>Workshop presented at the <a href="#">III ENoLL Summer School</a></i>. Helsinki, FI</p>   |
| <p>de Jong, M., Vansteenhuyse, K. &amp; Nindl, S. (2012, August). <a href="#">Typologies of Lifelong Learners in Professional Higher Education</a> . Paper presented at the <a href="#">EARLI SIG 14 conference "learning in transition"</a>. Antwerp, BE</p> <p><a href="#">Abstract</a> published in: Gijbels, D., Donche, V., Van den Bossche, P., Stes, A., Van Waes, S.&amp;Aerts, A. (eds.)(2012). "Learning in Transition. Book of abstracts. The 6th EARLI SIG14 Learning and Professional Development conference. Antwerp, BE: University of Antwerp.</p> |
| <p>de Jong, M., (2012, August), <a href="#">Studerende werknemers hebben nood aan flexibiliteit</a> [Student workers need flexibility], in: <i>Ondernemen, Regional Magazine of VOKA - Flanders' Chamber of Commerce and Industry</i>. 79 - July-August.</p>   |

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|---|
| <p><b>Dissemination activities after project ending and future plans</b></p>  |
| <p>Craig, D. &amp; Mark, R. (2012, September). <i>Impact of Lifelong Learning Strategies on Professional Higher Education in Europe</i>. <a href="#">Research Seminar</a> at the Centre for Lifelong Learning, University of Strathclyde. Glasgow, UK.</p>  |
| <p>Doherty, O. (2012, September). <a href="#">FLLEX Self-Assessment tool</a>. Presentation at meeting with <a href="#">IBEC</a> (Irish Business and Employers Confederation). Dublin, IE</p>  |
| <p>Vansteenhuyse, K. &amp; de Jong, M. (2012, September). <a href="#">Linking Lifelong learning policies and the stakeholders. A view from the FLLEX project</a>. Paper presented at the <a href="#">II MASON Workshop "Ociocultural Dynamic Influencing Progress in Lifelong Learning Systems: From national to regional perspectives"</a>. Sofia, BG.</p> <p><a href="#">Paper</a> will be published in: <i>conference proceedings</i> (planned).</p> |
| <p>de Jong, M., Vansteenhuyse, K. (2012, November, <i>planned</i>). FLLEX: the impact of Lifelong Learning Strategies on Prof. Higher Education. <a href="#">Poster</a> presented at <a href="#">Europe Day</a>, Association KU Leuven. Leuven, BE</p>  |
| <p>de Jong, M., Vansteenhuyse, K., &amp; Hermans, I. (2012, November, <i>planned</i>). <a href="#">Een beleid voor levenslang leren in hoger onderwijsinstellingen</a>. Workshop for member institutions of the Vlaamse</p>   |

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|---|
| Hogescholeerraad VLHORA. Brussels, BE   |
| Doherty, O. (2012/2013, <i>planned</i> ). <a href="#">Work Based Learning at LYIT</a> . Presentation (including FLLLEX Radar and Results) at various HE symposiums and events related to LLL throughout Ireland and at European HE Institutions |
| Lakickaitė, K., & Preidienė, J. (2012/2013). <i>Presentation of FLLLEX-Results</i> at international conference in Vilnius (2013, May) and at Networks where VIKO is a member (SPACE, ENPHE, ELIA; UASNET)                                       |

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| Thorn, R., & Vansteenhuyse, K. (2011, May). <a href="#">Lifelong Learning and European Higher Education Institutions – the FLLLEX Project</a> . Paper presented at the <a href="#">ENQA Workshop ‘Quality Assurance in Lifelong Learning’</a> . Bonn, DE .<br><b>Abstract published as:</b> Thorn, R., & Vansteenhuyse, K. (2012) Lifelong Learning and European Higher Education Institutions – the FLLLEX Project. In: Bengoetxea, E., Kallioinen, O., Schmidt-Jortzig, I. & Thorn, R. (Eds.) (2012). <i>Quality Assurance in Lifelong Learning</i> . <a href="#">ENQA Workshop Report 18</a> . Brussels: ENQA |
| Vansteenhuyse, K. (2011, February). FLLLEX: The impact of lifelong learning strategies on professional higher education in Europe. <a href="#">Presentation</a> to visiting delegation from University of Montenegro at KU Leuven. Leuven, BE  |
| Humpl, S., Nindl, S. & Vansteenhuyse K. (2011, september) . <a href="#">Typologies of Lifelong Learners in Professional Higher Education</a> . Paper presented at the <a href="#">international conference for the Development of Higher Education Management Systems DEHEMS</a> . Vienna, AT.   |
| Kraze, S. 2011 (April). Presentation (including FLLLEX) at the <i>National workshop of Upbringing Learning Motivations for Adults (ULMA)</i> . Riga, LV  |

| <b>Publications&amp;Presentations 2010</b>   |
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| Aleknavičienė, A. (2010, April). <i>FLLLEX: The impact of lifelong learning strategies on professional higher education in Europe</i> . <a href="#">Announcement</a> at the Conference Meeting of the Lithuanian directors conference (LKDK). Vilnius, LT  |
| Stokes, A. & Thorn, R. (2010, July) <a href="#">Institutional Planning for Flexible and Distance Learning - Contextualisation and Implementation</a> . Presentation at the <a href="#">NAIRTL Summer School 'Implementing Bologna'</a> . Cork, IE  |
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| EURASHE   | FLLLEX incl. survey of LLL-Providers (WP4 -report) | 08/2012 | <a href="http://www.eurashe.eu/wp-content/uploads/2012/08/EURASHE_Newsletter_July_August_2012.htm">http://www.eurashe.eu/wp-content/uploads/2012/08/EURASHE_Newsletter_July_August_2012.htm</a>   |
| EURASHE   | FLLLEX results and conference                      | 06/2012 | <a href="http://files.eurashe.eu/wp-content/uploads/2012/06/EURASHE_Newsletter_May_June_2012.htm">http://files.eurashe.eu/wp-content/uploads/2012/06/EURASHE_Newsletter_May_June_2012.htm</a>   |
| 3s        | FLLLEX and EURASHE conference                      | 06/2012 | <a href="http://www.3s.co.at/3shomepage/de/node/829">http://www.3s.co.at/3shomepage/de/node/829</a>   |
| VLHORA    | FLLLEX presentations at conference                 | 06/2012 | <a href="http://www.vlaamsehogescholenraad.be/be-nl/newsletter/21/nieuwsbrief-juni-2012.html">http://www.vlaamsehogescholenraad.be/be-nl/newsletter/21/nieuwsbrief-juni-2012.html</a>   |
| ETUCE     | FLLLEX + FLLLEX-Radar (p9)                         | 06/2012 | <a href="http://etuce.homestead.com/ETUCE_Newsletter/2012/ETUCE_Newsletter_EN_02_12.pdf">http://etuce.homestead.com/ETUCE_Newsletter/2012/ETUCE_Newsletter_EN_02_12.pdf</a>   |
| EUCIS-LLL | FLLLEX + FLLLEX-Radar                              | 06/2012 | <a href="http://www.eucis-lll.eu/research-innovation/how-flexible-are-european-higher-education-institutions-when-it-comes-to-lifelong-learning/">http://www.eucis-lll.eu/research-innovation/how-flexible-are-european-higher-education-institutions-when-it-comes-to-lifelong-learning/</a> |
| 3s        | FLLLEX and EURASHE conference                      | 05/2012 | <a href="http://www.3s.co.at/3shomepage/de/node/829">http://www.3s.co.at/3shomepage/de/node/829</a>   |
| LKDK      | FLLLEX and EURASHE conference                      | 05/2012 | <a href="http://www.kolegijos.lt/index.php?mact=News,cntnt01,detail,0&amp;cntnt01articleid=86&amp;cntnt01origid=51&amp;cntnt01returnid=51">http://www.kolegijos.lt/index.php?mact=News,cntnt01,detail,0&amp;cntnt01articleid=86&amp;cntnt01origid=51&amp;cntnt01returnid=51</a>               |
| VIKO      | FLLLEX and EURASHE conference                      | 05/2012 | <a href="http://www.viko.lt/lt/viko_news/read/550/Viniaus-kolegijos-direktorius-dalyvavo-EURASHE-Generalineje-Asamblejoje-">http://www.viko.lt/lt/viko_news/read/550/Viniaus-kolegijos-direktorius-dalyvavo-EURASHE-Generalineje-Asamblejoje-</a>   |
| BA SBF    | FLLLEX conference on website                       | 05/2012 | <a href="http://www.ba.lv/en/node/2623">http://www.ba.lv/en/node/2623</a>   |
| EURASHE   | annual conf /FLLLEX                                | 04/2012 | <a href="http://files.eurashe.eu/wp-content/uploads/2011/11/EURASHE_Newslet">http://files.eurashe.eu/wp-content/uploads/2011/11/EURASHE_Newslet</a>   |

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|----------------------|---------------------|---------|---|
|                      |                     |         | <a href="#">ter April 2012.htm</a>  |
| <b>EURASHE</b>       | annual conf /FLLLEX | 03/2012 | <a href="http://files.eurashe.eu/wp-content/uploads/2011/11/EURASHE_Newsletter_March_2012.htm">http://files.eurashe.eu/wp-content/uploads/2011/11/EURASHE Newsletter March 2012.htm</a>         |
| <b>EURASHE</b>       | annual conf /FLLLEX | 12/2011 | <a href="http://files.eurashe.eu/wp-content/uploads/2011/11/EURASHE_Newsletter_December_2011.htm">http://files.eurashe.eu/wp-content/uploads/2011/11/EURASHE Newsletter December 2011.htm</a>   |
| <b>EURASHE</b>       | FLLLEX outcomes     | 09/2011 | <a href="http://files.eurashe.eu/wp-content/uploads/2011/11/EURASHE_Newsletter_September_2011.htm">http://files.eurashe.eu/wp-content/uploads/2011/11/EURASHE Newsletter September 2011.htm</a> |
| <b>AQU Catalunya</b> | FLLLEX Radar        | 01/2011 | <a href="http://www.agu.cat/elbutlleti/butlleti52/articles2_en.html">http://www.agu.cat/elbutlleti/butlleti52/articles2_en.html</a>   |
| <b>EURASHE</b>       | FLLLEX outcomes     | 09/2010 | <a href="http://files.eurashe.eu/wp-content/uploads/2012/07/EURASHE_Newsletter_September_2010.htm">http://files.eurashe.eu/wp-content/uploads/2012/07/EURASHE Newsletter September 2010.htm</a> |
| <b>KHLeuven</b>      | FLLLEX project      | 09/2009 | <a href="http://www.khleuven.be/Pers/16/detail/2739">http://www.khleuven.be/Pers/16/detail/2739</a>   |

***FLLLEX project pages and results on website:***

| <b>Partner</b>          | <b>Content</b>            | <b>Link</b>   |
|-------------------------|---------------------------|---|
| <b>KHLeuven</b>         | FLLLEX project page       | <a href="http://www.khleuven.be/Onderzoek-Dienstverlening/Onderzoek/Projecten/4542/pdbcluster/0/pdbdefiniering/0/pdbdepartement/6/pdbstatus/0/pdboffset/0/detail/PWO_FLLLEXX_09">http://www.khleuven.be/Onderzoek-Dienstverlening/Onderzoek/Projecten/4542/pdbcluster/0/pdbdefiniering/0/pdbdepartement/6/pdbstatus/0/pdboffset/0/detail/PWO_FLLLEXX_09</a> |
| <b>Yasar University</b> | FLLLEX project page       | <a href="http://bologna.yasar.edu.tr/?page_id=1240">http://bologna.yasar.edu.tr/?page_id=1240</a>   |
| <b>EURASHE</b>          | FLLLEX project page       | <a href="http://www.eurashe.eu/projects/flllex/">http://www.eurashe.eu/projects/flllex/</a>   |
| <b>EURASHE</b>          | FLLLEX final meeting page | <a href="http://www.eurashe.eu/events/flllex-final-project-meeting/">http://www.eurashe.eu/events/flllex-final-project-meeting/</a>   |
| <b>WOSCOPI</b>          | FLLLEX on website         | <a href="http://www.woscop.co.uk/flllex">http://www.woscop.co.uk/flllex</a>   |
| <b>3S</b>               | FLLLEX project page       | <a href="http://www.3s.co.at/3shomepage/de/node/350">http://www.3s.co.at/3shomepage/de/node/350</a>   |
| <b>ENQA</b>             | FLLLEX project page       | <a href="http://www.enqa.eu/projectitem.lasso?id=342&amp;cont=ProjDetail">http://www.enqa.eu/projectitem.lasso?id=342&amp;cont=ProjDetail</a>   |
| <b>BA SBF</b>           | FLLLEX project page       | <a href="http://www.ba.lv/en/projects/FLLLEX_In_English_on_the_web_page">http://www.ba.lv/en/projects/FLLLEX_In_English_on_the_web_page</a>   |

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|-------------------------|------------------------------------|---|
| <b>Hanzehogeschool:</b> |                                    |   |
| • Kennisbank LLL        | FLLLEX results                     | <a href="http://www.kennisbanklevenlangleren.nl/index.php?g=home.projectItem&amp;pid=200&amp;id=2&amp;subid=1">http://www.kennisbanklevenlangleren.nl/index.php?g=home.projectItem&amp;pid=200&amp;id=2&amp;subid=1</a> |
| • HBO-Kennisbank        | FLLLEX-Radar<br>FLLLEX-publication | <a href="#">Hbo-kennisbank</a>  |

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|----------------------------------|--|--|---------|
| <b>Mailings to stakeholders:</b> |  |  |         |
| Mail1                            | <b>ENQA</b>  | E-mail to members and affiliates about the results of FLLLEX   | 06/2012 |
| Mail2                            | <b>Hanzehogeschool/Dutch Ministry of Education, Culture &amp; Science:</b> | E-mail to LLL-representatives in Dutch PHE on EURASHE conference results and link to FLLLEX publications | 05/2012 |

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### **Other websites or links consulted**

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