



Welcome to Workshop 35

LifeLong Learning and its various stakeholders

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Content

- FLLLEX: goals
- Stakeholders: learners, businesses, training providers and (HEIs)
- Implications for HEIs

FLLLEX

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

Is European profession-oriented higher education ready for the challenge of LifeLong Learning?

FLLLEX

FLLLEX intends to:

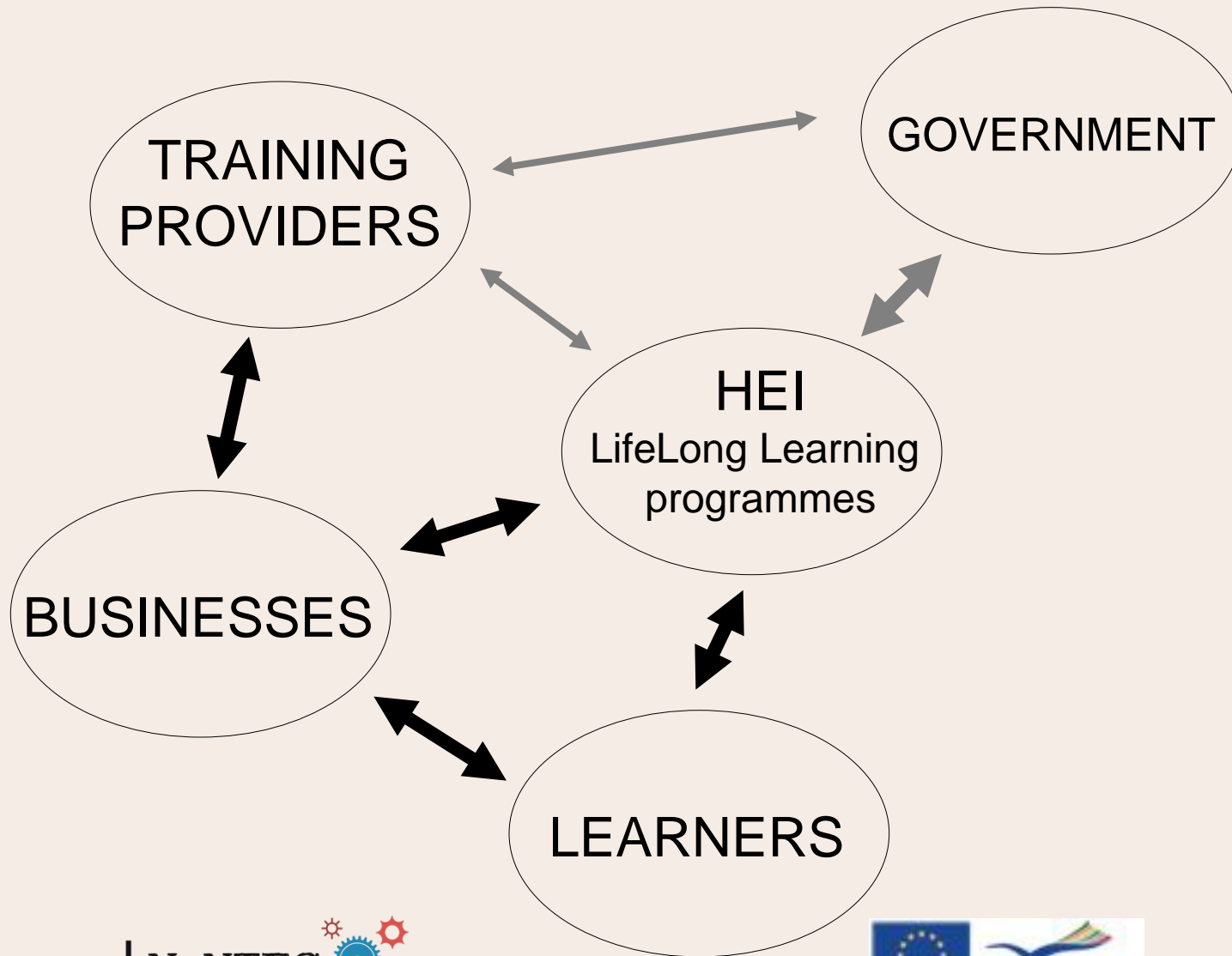
- Provide a self-assessment tool on LifeLong Learning for HEI's
- Exchange good practices on LifeLong Learning in professional higher education
- Provide policy advice to the European Commission on the structure of LifeLong Learning post 2013.

www.flllex.eu

Stakeholders

- What do learners, businesses and training providers expect from LLL?
- What are the repercussions of those answers for your LLL programmes?

Stakeholders



Learners

- Learners are contacted via HEI
- Learners are approached in English
- 826 participants (goal is 4000)
- Results are preliminary

Learners: observations

- In one country learners cite a good link with employers (but no correlation to better scores in LLL)
- Learners in other countries cite a lack of support from their employer
- Short term courses are popular (above long term programmes)
- Long term programmes are investment in a new career, short term courses serve current employer

Learners: observations

- Time to graduate/finish takes longer without support from employer (e.g. personal development plan)
- Learners prefer time for LLL during work above a long study leave

Businesses

- Businesses contact via HEI (close contact?)
- 156 participants (goal is 400)

Businesses: observations

- Businesses are not aware of the difference formal vs. non formal learning
- Businesses are not aware of the offer in a HEI (information deficit)
- Businesses seem to react more on what is offered than on what is available
- Need of businesses differs related to size & branch

Businesses: observations

- Businesses target individual employees rather than groups
- Allowing employees to participate is either a reward for past performance or to upgrade competences for the future
- Businesses are ambiguous about LLL because it may stimulate an employee to leave the company
- Businesses tend to disregard formal learning since it serves more the individual employee. Non formal learning serves more the company

Business training providers

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

Business training providers

- HEI
 - LLL as a separate branch within HEI
 - Fee based classes
 - (Partial) government funding
 - Focus on set of competences
 - Accreditation
 - Evening classes (different from daytime class?)
 - Learners have experience in EQF 6
 - Regional focus

Business training providers

- Adult Learning Center
 - Focus on adult secondary education (EQF 4)
 - Broadening into EQF5
 - (Partial) government funding
 - Accreditation
 - Evening classes and daytime classes
 - Local to regional focus

Business training providers

- Private Training Provider
 - Customised services
 - No accreditation (customer driven quality assurance)
 - No government funding
 - Focus on specific skills or competences
 - Evening classes and daytime classes
 - Learners in any EQF (but mainly business-related)
 - Regional to national focus

Business training providers

- Public provider specific group focused
 - Target group (disadvantaged groups)
 - (Partial) accreditation
 - (Partial) government funding
 - Focus on specific skills or competences
 - Evening classes and daytime classes
 - Learners in any EQF
 - Local to regional focus

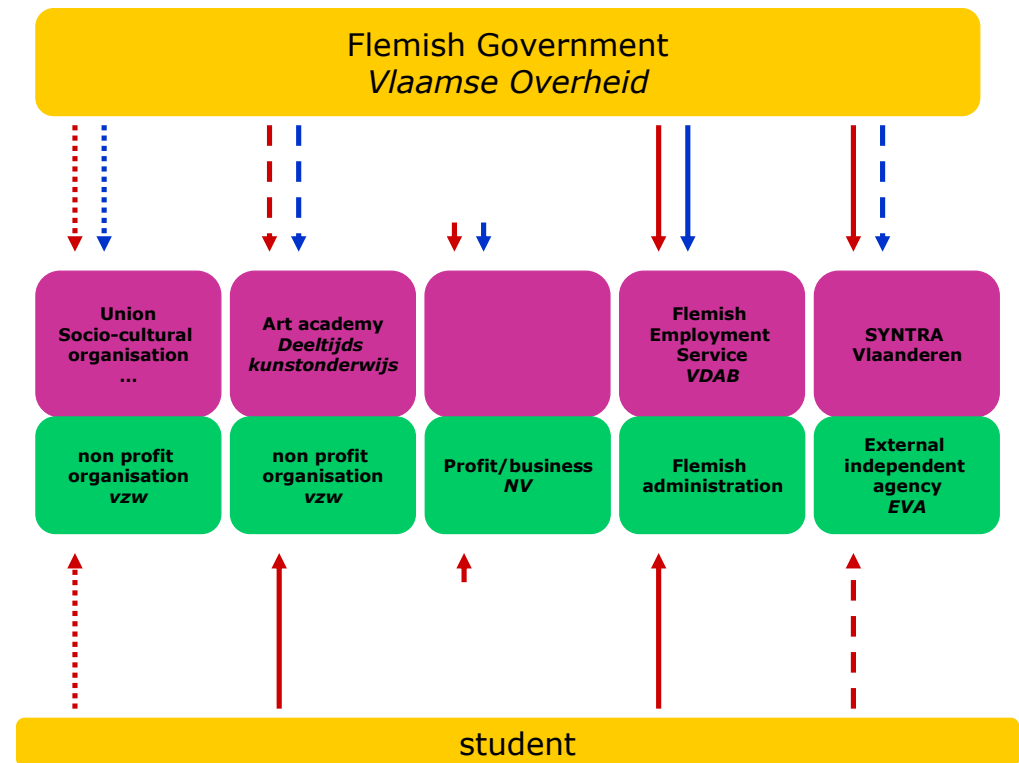
Business training providers

- Sectoral group
 - Target group (specific sector or branch)
 - (Partial) accreditation
 - (Partial) government funding
 - Focus on very specific skills or competences
 - Evening classes and daytime classes
 - Learners in any EQF
 - Local to regional focus

Actions

- Map your region: learners, businesses, competitors

Do you know who else is out there?



Actions

- Mind the information gap: inform businesses
- Mind your own information gap: listen to businesses

Do you know how you target businesses?

Actions

- Make the programme (even formal learning) flexible and modular (very flexible)

Is your programme flexible or traditional?

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