



Quality Assurance in Lifelong Learning

Recent Developments and Future Perspectives

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LLL and European HEI's

- The FLLLEX Project?
- Why care about LLL?
- Who are the students?
- Expectations and experiences.
- How do we improve?

FLLLEX - 1

The Impact of LifeLong Learning Strategies on Professional Higher Education

- How flexible are HEI's when it comes to LifeLong Learning? Hence: FLLLEX.
- What is the impact of LLL on the organisation?
- What institutional changes are required for the future?
- What strategy advice can the project propose to HEI's?
- What policy advice to European and national players?

FLLLEX - 2

- EU funded project in the Transversal Programme, Key Activity 1.
- Started on the 1st of January 2010 and will run until 31st of August 2012.
- The consortium includes 24 partners from 10 European countries.

FLLLEX - 3

National Agencies

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

Institutions

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

Structural partners

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

Advisory Board

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

FLLLEX - 4

Nine work packages

- Policy and performance
- Stakeholder expectations
- Self assessment tool
- Tool implementation and review
- Good policy and practise guidelines

Why care about LLL? - 1

The EU in the 2000's

- Lisbon Strategy
- *The Memorandum on Lifelong Learning*
- *Making a European Area of Lifelong Learning a Reality*
- Education and Training Work Programme 2010

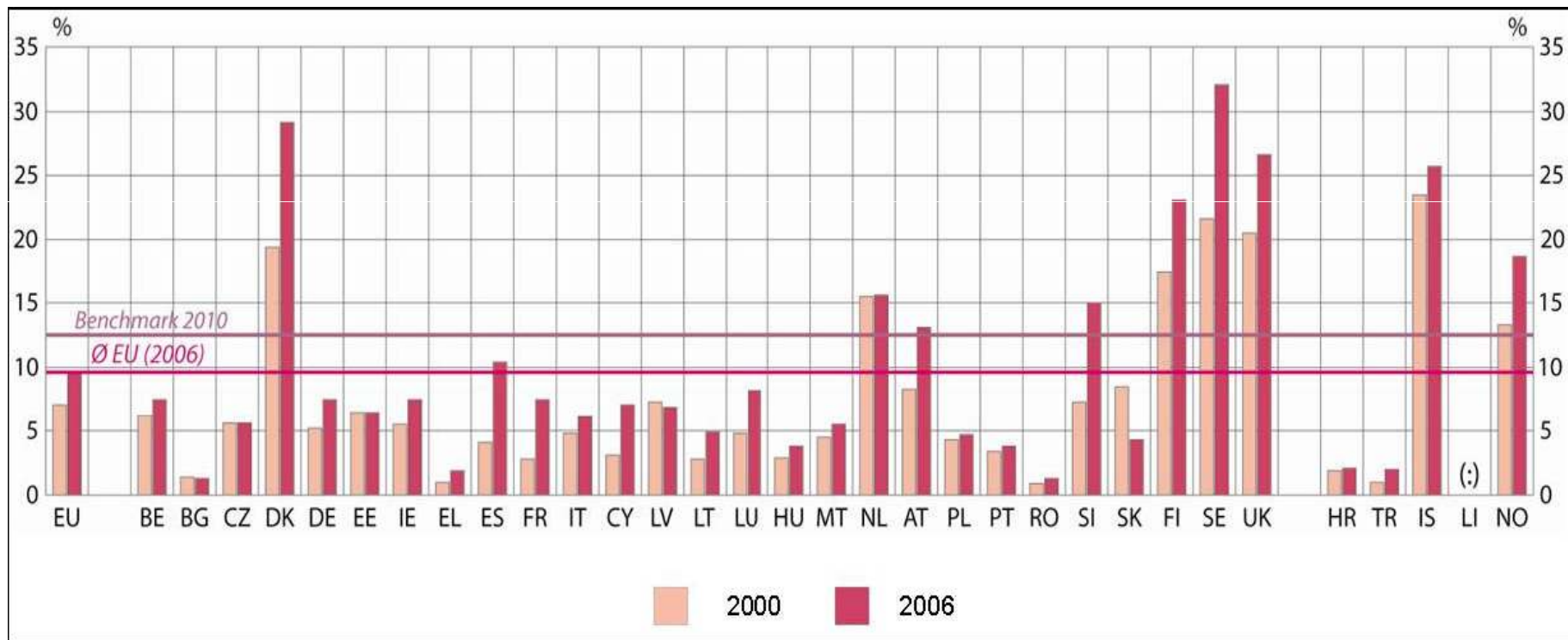
Why care about LLL? - 2

Targets for 2020

- at least 95% of children between the age of four and the age for starting compulsory primary education should participate in early childhood education;
- the share of 15-years olds with insufficient abilities in reading, mathematics and science should be less than 15%;
- the share of early leavers from education and training should be less than 10%;
- the share of 30-34 year olds with tertiary educational attainment should be at least 40%;
- an average of at least 15 % of adults (age group 25-64) should participate in lifelong Learning.

Why care about LLL? - 3

Percentage of population aged 25-64 participating in education and training in the four weeks prior to the survey, 2000-2006



Comparative Matrix for Intensity of Lifelong Learning Policy Implementation in FLLLEX Countries

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

Who are LLL's?



FLLLEX



Who are LLL's?



Dave and Joan, a snapshot:

- 35-39 years
- Have family - kids 4-14
- Own home in an estate outside town.
- Time stretched
- Diploma qualified
- Mid-level manager at manufacturing plant
- Broadband in home
- Reasonably tech savvy Job potentially at risk
- A little money put aside
- Interested in new life / career options

Who are LLL's?

How old are you?

Under 18
18-26
26-45
45-65
Over 65

What was the most important reason you took the course?

No answer/don't know 3%
Required by employer 4%
Promotion opportunity 1%

Which factor would most influence your decision to enrol on a particular course?

No answer/don't know 2%
Ease of access 17%
Reputation of college 17%
Reputation of validating body 43%
Course fees 13%
Word of mouth 5%
Advertising 3%

Who are LLL's? – Some Irish Research

- Employees spend approximately 1.4 million days on training courses per year, the equivalent of 2.4 days per employee⁹⁰
- More women engage in lifelong learning than men
- Younger people undertake more training than older persons
- Those with a higher educational status undertake more training than the lower educated
- Employees are more likely to engage in training than the self-employed
- Professionals and managers undertake more training than craftspersons and labourers
- Fulltime employed take on more training than part-time, and those in permanent employment receive more training than those in temporary employment
- Those with a tenure over one year receive more training than those with shorter tenures
- Those employed in the Dublin region do more training than those in other regions
- Union members receive more training than non-members
- Training is much more common in the public than the private sector.

Who are LLL's? – Some Irish Research

- Academic Research
 - 'second chance'
 - 'career related' (career entry, change or advancement)
 - 'work related' (short courses, CPD)
 - 'personal fulfillment'
- Market Research
 - 'interest' (wide range of courses for personal interest)
 - 'vocation' (want to help others)
 - 'career'

Who are LLL's?

Research conducted by the Economic and Social Research Institute in Ireland

- just under half the students surveyed were married
- over a third have children
- the average age was 25
- nearly 90% over the age of 23

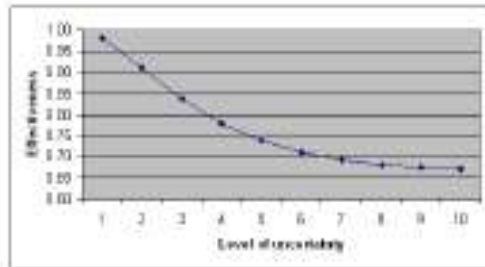
Who are LLL's – Some Irish Research Motivations



- Happiness and to be proud of their achievements.
- An active life and the feeling of progression
- To be acknowledged as successful in their own right, but also compared to colleagues, family etc.
- To be successful professionally
- To be successful in their family life
- That their views and opinions are heard.
- Symbols that they're doing ok -car, home, clothes, holidays.
- Staying fit and healthy.
- The chance of future riches

Who are LLL's – Some Irish Research Fears

They Fear...



- Losing their job
- Being unable to afford the lifestyle they're used to
- Being unable to afford a good education for their children
- Getting caught out - financially or socially
- That Ireland could go the way of Iceland!
- Personal failure
- Being left behind by industry developments and changes

Who are LLL's? – Some Irish Research

What stops them studying?

Return on Investment

- It's a significant investment
- People are not aware of any financial support unless they are unemployed
- The return on this investment is uncertain.
 - Will it lead to a job?
 - What will the qualification be worth?
 - Will I be able to complete the course?

Self Discipline

- Many doubt they will have the self discipline required for sustained study and exams over a period of years.
- This is especially true for Distance Learning.
- They feel they need the discipline of regular classes and assessments to motivate them to do the work.

Upheaval

- How will they run their life around this demanding course?
- Will the time pressures become too much?
- No one wants to commit to a course and then drop out

“Going Back”

- Quite often people use the words “going back” when considering further learning
- “Going back to do a course”, “Going back to school”
- It suggests that further learning is not something that is aspired to, rather something you have to “go back” to do. And no one likes going backwards.
- The cultural challenge we face is for further learning to be talked about as a great step forward!

Expectations and Experiences

UK Research

- Work/life balance,
- Concern that feedback is timely,
- Access to library and catering facilities
- Concern about finance.
- Identity and marginalisation. "Part time students are often forgotten about", "the part time course is an after thought just a scaled down..."
- Perception amongst some part time students that they are recruited primarily to raise money for the institution.

Expectations and Experiences

FLLLEX – WP2

Major Survey of Learners, Employers and Providers

Currently c. half way through research

Results are preliminary

Learner survey (goal 4,000 , 1,301 completed to date)

Learner survey being reissued in mother tongue

Employer survey (goal 400, 90 to date)

Expectations and Experiences

Learners

- 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

Expectations and Experiences

Learners

- 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

Expectations and Experiences

Employers

- 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

Expectations and Experiences

Employers

- 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.

How do/should Institutions Respond?

FLLLEX – WP2

Business Training Providers

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

How do/should Institutions Respond?

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

How do/should Institutions Respond?

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

How do/should Institutions Respond?

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

How do/should Institutions Respond?

FLLLEX – WP1 – Policy ‘Hooks’ (some examples)

Policy Hook	Degree of Control	Observation
Funding and investment	Limited freedom of control	
Flexibility and access to learning pathways	Limited/Moderate freedom of control	Depending on the legal arrangements governing the access, transfer and progression of students individual HEIs may have opportunities to enhance progression pathways
Link between education and work	Moderate freedom of control	Depending on the mission of the HEI some opportunities exist to enhance the link between education and work

How do/should Institutions Respond?

WP 5 – Self Assessment Tool (on institutional strategy for lifelong learning)

WP 6 – Pilot Implementation and Review

WP 7 – Dissemination of Tool

How do/should Institutions Respond?

WP 5 – Self Assessment Tool

- to promote discussion and through analysis of different strategic areas linked to the development of lifelong learning
- purpose of the tool is not to rank the participants but to strengthen the position of institutions within their national and international contexts

How do/should Institutions Respond?

Q5 Leadership and lifelong learning at the institution

Where is leadership (related to decision makers in the HEI) shown in relation to lifelong learning? How is the management involved in lifelong learning? Give examples of when/where the management mentioned LLL.

Do you have an organisation or cell for LLL and what is its position within the organisation?

Q10 Financial, human and material resources for lifelong learning courses (from the perspective of the learner)

Taking into account the current national/regional context of public funding, to what extent does lifelong learning provision requires additional funding by learners and public and/or private enterprise?

Q14 Main policy lines

If your institution has a policy for lifelong learning: what are your institution's main objectives and priorities for the provision of lifelong learning?

The following elements¹⁰ might be considered in the analysis in terms of their **presence or absence** in institutional documents and the **precise description of and anticipated outcomes** for each one.

FLLLEX

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