



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

Margriet de Jong
Klaas Vansteenhuyse

Leuven University College



Contenu:

- 1. Le projet: FLLLEX**
- 2. Les politiques nationales concernant l'incorporation de Lifelong Learning**
- 3. Le perspectif des intervenants: Lifelong Learners, Employers**
- 4. Des recommandations politiques**
- 5. FLLLEX-Radar**



Le projet: FLLLEX

Quatre objectifs:

- Délivrer un rapport sur les politiques nationales de LifeLong Learning.
- Construire un instrument de "self-assessment" concernant LifeLong Learning pour les institutions d'enseignement supérieur.
- Mutualiser des pratiques de LifeLong Learning entre les programmes d'orientation professionnelle.
- Formuler des recommandations pour la Commission Européenne sur la structure de LifeLong Learning post 2013.



Les partenaires de FLLLEX

Budget: 586.447 Euro

Agences Nationales

- 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
- Clydebank College
- Yasar University

Partenaires structurels

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

Advisory Board

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



Contenu

- 1. Le project FLLLEX**
- 2. Les politiques nationales concernant l'implémentation de Lifelong Learning**
- 3. Le perspectif des intervenants: Lifelong Learners, Employers**
- 4. Des recommandations politiques**
- 5. Le FLLLEX-Radar**

L'intensité d'incorporation des politiques de Lifelong Learning dans les pays de FLLLEX

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%

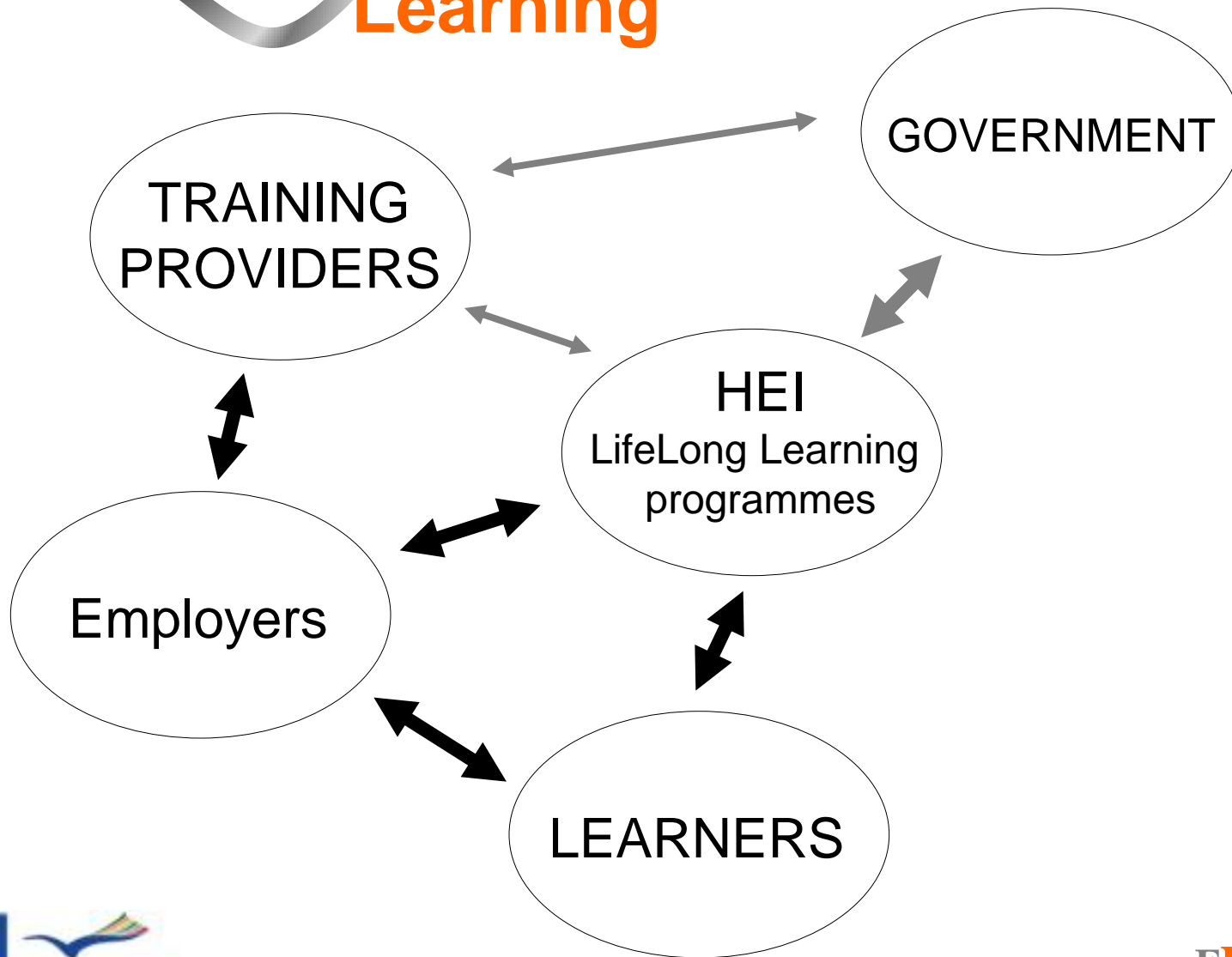




Les crochets politiques et la liberté institutionnelle

Policy 'Hooks'	Freedom of Action by Individual HEI	Observation
Legal framework/ legislation	Limited	
Participation rates	Limited	
Funding and investment	Limited	
Flexibility and access to learning pathways	Limited/Moderate	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	Depending on the mission of the HEI some opportunities exist to enhance the link between education and work
Transparency of qualifications system	Moderate	Where member states have introduced qualifications frameworks and enabling regulations/policies HEI's have significant to publicise these developments
Public awareness and perception of lifelong learning	Significant	Individually or collectively through representative bodies HEI's can widely promote public awareness of lifelong learning
Link with wider EU developments	Significant	Individual HEI's have tended not to get involved in EU wide projects and other developments. Such involvement potentially greatly enriches the lifelong learning agenda within an HEI
Involvement and support of key stakeholders	Significant	Many opportunities exist at no cost to involve wide ranging groups of stakeholders into the lifelong learning agenda
Information and guidance for learners and potential learners	Significant	Many opportunities exist for individual HEI's to significantly enhance the information flow to potential learners
Recognition of all forms of learning	Significant	RPL and APL are EU wide policy requirements and individual HEIs should have policies and practices in place to accommodate this aspect of lifelong learning
Cost of Education – support/ initiatives	Moderate	Although funding policy is outside the remit of HEI's, where LLL is regarded as of strategic importance flexibility exists to design counseling, guidance and mentoring initiatives that are low or no cost

Intervenants de Lifelong Learning





Contenu

- 1. About FLLLEX**
- 2. National policies for implementation of Lifelong Learning**
- 3. Le perspectif des intervenants: Lifelong Learners, Employers**
- 4. Des recommandations politiques**
- 5. FLLLEX-Radar**

La typologie des LifeLong Learners

Focus	Main Type	Sub-types	Description	Relation Contents/ Tasks	Start of programme: before/after joining career
Education	Completing	Finishing	Working while studying without particular connection of work and education	Insignificant	Before
		Entering	Being hired in late phases by an employer in need of graduates	Strong, clearly visible relation	Before
	Returning	Returning	Returning to education and overruling a temporary transition to work	Insignificant	After
	Trans-forming	Trans-forming	General transformation using education as a basis	No relation	After
Work	Reinfor-cing	Progressing	Progressing in the current field by at least one step on the educational ladder	Strong, clearly visible relation	After (exceptional: before)
		Adapting	Making one step in the current field, in parallel to an existing one not relevant in the field	Strong, clearly visible relation	After
		Specialising	Completing one programme as a specialisation	Strong, clearly visible relation	After
		Peaking	Completing a formal programme designed for experienced professionals in the field	Strong, clearly visible relation	After
	Compen-sating	Compen-sating	Compensating the restriction of an existing pathway	Insignificant	After



Le perspectif des LLLearners

	Frequency	Percentage
Completing	137	12%
Returning	100	9%
Transforming	353	31%
<i>Reinforcing</i>	<i>177</i>	<i>15%</i>
Compensating	388	34%
<i>Total</i>	<i>1155</i>	<i>100%</i>



Le perspectif des employeurs

Les résultats (1)

- Les entreprises ne sont pas conscientes de la différence entre l'apprentissage informel et non-formel
- Les entreprises ne sont pas au courant des programmes des institutions supérieures
- Les entreprises répondent plutôt aux programmes spécifiques



Le perspectif des employeurs

Les résultats (2)

- Entreprises se concentrent surtout sur les individus et pas sur les groupes.
- Entreprises sont ambiguës concernant LLL: crainte pour la perte de personnel
- Entreprises sont plus intéressées à la formation non-formelle (des avantages pour les entreprises) qu'à la formation formelle (des avantages pour l'individu)



Contenu:

- 1. Concernant FLLLEX**
- 2. National policies for implementation of Lifelong Learning**
- 3. Survey of stakeholders: Lifelong Learners, Employers**
- 4. Des recommandations politiques**
- 5. FLLLEX-Radar**



Des recommandations politiques

1. Support the development of coherent and balanced national lifelong strategies to develop flexible and effective education and training systems:

- Validation of prior learning;
- European qualification frameworks for Lifelong Learning;
- 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.



Des recommandations politiques

2. Need for investment in Lifelong Learning
3. Use of policy hooks
4. Support development of partnerships
5. Adapt definition of LLL to clarify communication



Contenu:

- 1. Le projet FLLLEX**
- 2. Les politiques nationales concernant l'implémentation de Lifelong Learning**
- 3. Le perspectif des intervenants: Lifelong Learners, Employers**
- 4. Des recommandations politiques**
- 5. FLLLEX-Radar**



FLLLEX Radar

Aims of the self-assessment:

- To develop an **analysis of the current situation for lifelong learning** provision in higher education institutions.
- To provide **food for thought**, at different levels within higher education institutions, 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.
- To facilitate the identification of **indicators on the impact** of lifelong learning



FLLLEX Radar

Aims of the self-assessment:

- To develop an **analysis of the current situation for lifelong learning** provision in higher education institutions.
- To provide **food for thought**, at different levels within higher education institutions, 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.
- To facilitate the identification of **indicators on the impact** of lifelong learning

Topics in the FLLLEX Radar

Analysis of the broader context (3Q)

**Lifelong Learning provision at the HEI
(current situation) (10Q)**

**Institutional policy
(preferred situation)
(2Q)**

Quality assurance (3Q)



Topics and Questions

1. Assessing the broader context

- National LLL policy
- Implications for HEI
- Identification of stakeholders and other providers

2. Lifelong learning provision at the HEI (current situation)

- Definition of LLL
- Existing policy
- Existing practice (offer, staff, finance etc.)



Self-assessment: topics (2)

3. Institutional policy, preferred situation regarding:

- Access to lifelong learning
- Quality of lifelong learning
- Measures to support the provision
- Information on the provision of lifelong learning
- Participation in national/international networks, associations developing lifelong learning

4. Quality Assurance in the institution

- Does HEI have adequate mechanisms for quality assurance and for implementing recommendations and enhancement plans for lifelong learning.



Application de l'instrument FLLLEX-radar

- Méthodologie semblable et compatible à l'approche **EFQM**: augmente l'estime et la confiance
- Instrument pour **stimuler la discussion** qui mène à indiquer la position actuelle de l'organisation en ce qui concerne l'incorporation de LLL
- L'emploi de '**focus groups**' est en général perçipié comme un élément positif
- L'instrument est relativement **facile d'emploi**



Intéressé?

Institutions qui veulent utiliser le FLLLEX radar:

- Prends contact avec EURASHE (eurashe@eurashe.eu) ou le FLLLEX coordination team (www.flllex.eu)
- Support et avantages:
 - Contact avec une institution similaire pour une visite
 - Invitation pour un séminaire d'EURASHE en 2013 sur les stratégies de Lifelong Learning



Coordination du projet

Klaas Vansteenhuyse
Margriet de Jong

Leuven University College (KHLeuven)
Abdij van Park 9
B-3001 Heverlee

klaas.vansteenhuyse@khleuven.be
margriet.dejong@khleuven.be
international@khleuven.be

www.leuvenuniversitycollege.be

+32 16 375 735



ASSOCIATIE KATHOLIEKE UNIVERSITEIT LEUVEN

