

# **FLLLEX Self Assessment Tool**

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# Introduction to FLLLEX

- The FLLLEX project is an EU funded project addressing the challenges and implications of LifeLong Learning in European higher education institutions
- It has started on the 1st of January 2010 and will run until 31st of August 2012. The project includes 24 partners from 10 European countries.



# Introduction to FLLLEX

The FLLLEX project has identified 9 objectives / work packages to be achieved:

- **WP 1** involved preparing an overview of Lifelong Learning (LLL) in each country.
- **WP 2** concerned with getting learners complete a LLL questionnaire
- **WP 3** concerned with interviewing employers in relation to LLL in Ireland
- **WP 4** concerned with interviewing HE providers about LLL in Ireland
- **WP 5** concerned with developing a self assessment tool that HE providers could use to evaluate their LLL (this tool we are using).



# Introduction to FLLLEX

- **WP6** concerned with each HE provider completing the self assessment instrument .
- This will involve 4 focus groups answering a series of questions in relation to LLL.
- The results of these 4 focus groups forms a report. This report is WP6



# Introduction to FLLLEX

- **WP7** involves getting a group of independent LLL practitioners visiting LYIT to evaluate the report produced in WP6.
- This group of evaluators will comprise of 3-4 people made up of representatives from Finland, Scotland and Ireland.
- They will spend 1 day at LYIT looking at the report and listening to a number of presentations from LYIT. They then provide feedback.



# The Self Assessment Tool

- The tool provides HE providers participating in the project with methodological framework to carry out a self assessment exercise.
- The main priority of the use made of the tool is **to promote discussion and food for thought through analysis of different strategic areas linked to the development of lifelong learning** in the coming years.
- The results of the assessment process at each institution will be benchmarked against the respective national policy.



# The Self Assessment Tool

- The purpose of the tool is not to rank the participants, but to strengthen the position of institutions within their national and international contexts.
- The purpose of the tool is 'enhancement' and not 'accountability'.



# Focus group 1

Focus Group 1 would comprise of:

- Mr. Oran Doherty (RPL / WBL Facilitator)
- Mr. John Andy Bonar (Head of Development)
- Mr. Brian McGonagle (LLL Coordinator).



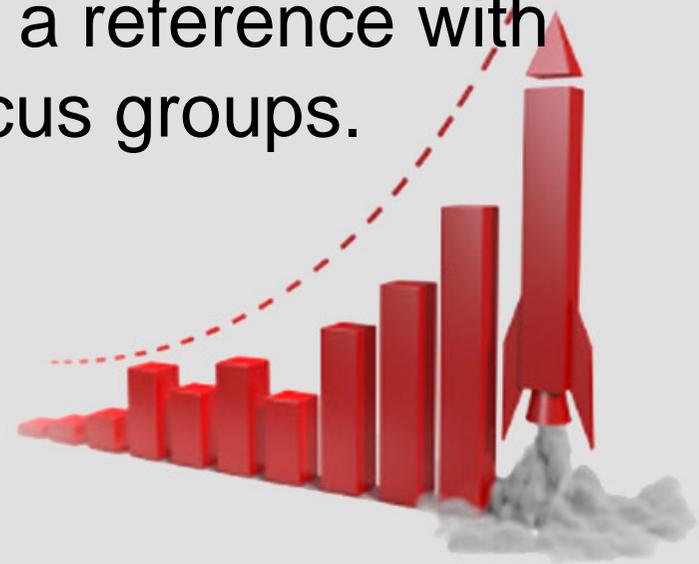
# Focus group 2, 3 and 4

- Focus group 2 (Lecturers) to meet on April 11th.
- The findings from focus group 1 will provide a useful reference for this group.
- Focus Group 3 (Employers) and Focus Group 4 (Learners) to follow a similar structure to focus group 2.



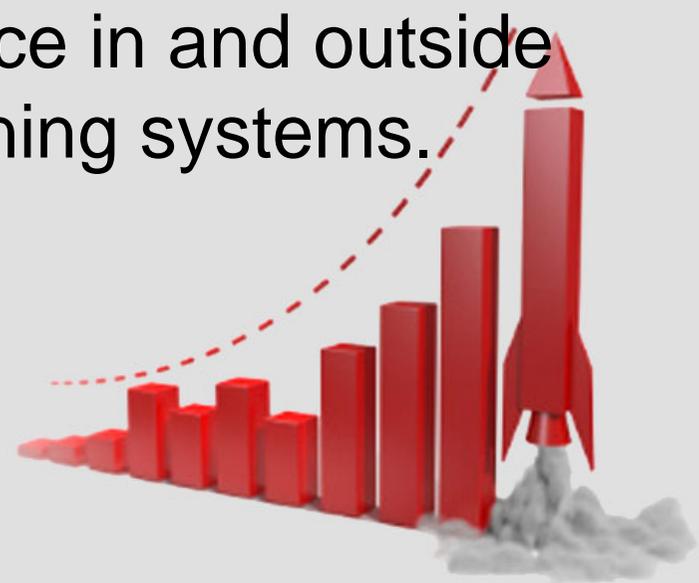
# WP 6 – FLLLEX Project

- A list of 17 questions is proposed for each focus group. Within each question, several topics for debate are suggested.
- FG1 is the first to work the questionnaire. This group is requested to answer all questions. As such, these answers become a reference with the institution for the other focus groups.



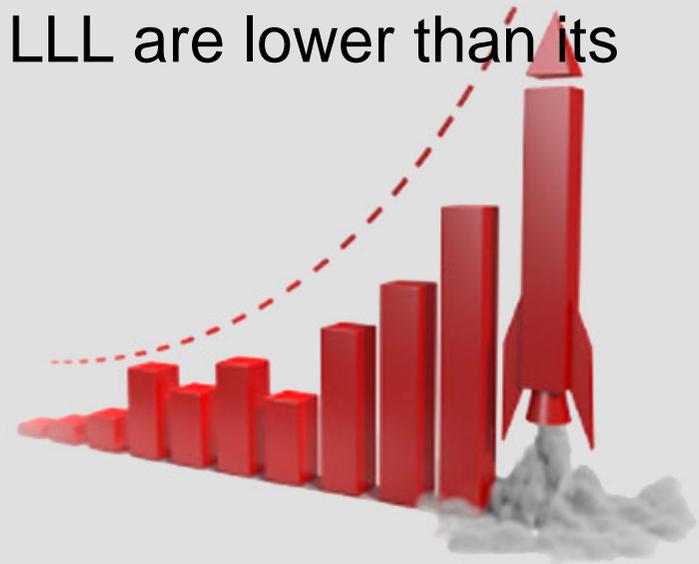
# Introduction to LLL

- A simple definition of lifelong learning is ‘all learning’: everything that people learn across their entire life spans.
- Lifelong learning includes learning for personal, civic and social as well as for employment related purposes. It takes place in and outside the formal education and training systems.



# Introduction to LLL

- The EU through various projects recognise that high-quality pre-primary, primary, secondary, higher and vocational education and training are fundamental to Europe's success.
- It is the key to employment, economic success and allowing people to participate fully in society.
- European rates for participation in LLL are lower than its major global competitors.



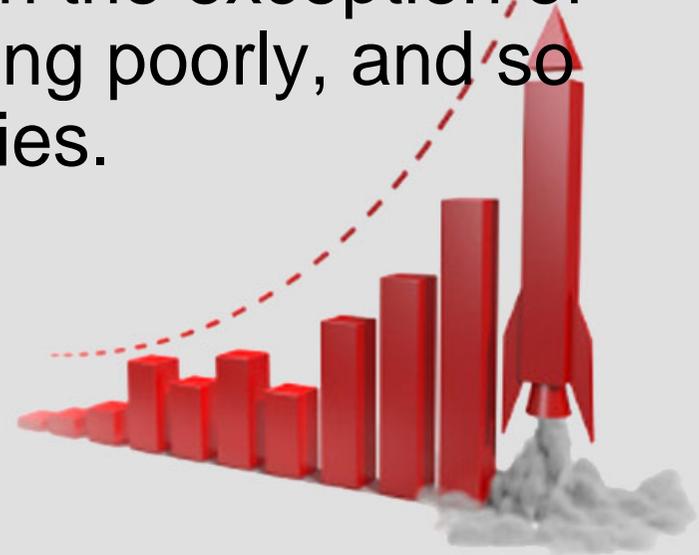
# Introduction to LLL

- The measure generally applied is the percentage of working age adults having participated in any kind of training in the last 4 weeks.
- The EU have set a target to each member state to get at least 15 % of adults (age group 25-64) participating in lifelong Learning.



# Introduction to LLL

- According to recent EU Commission figures, Sweden have more than a third of it's adult population participating in LLL
- They are followed closely by the other Nordic countries and the UK.
- Most new member states, with the exception of Slovenia and Estonia, are doing poorly, and so are the Mediterranean countries.



# LLL in Ireland

- The table below outlines key statistics in relation to education and training in Ireland:

	Ireland		EU Average		EU Benchmarks	
	2000	2008	2000	2008	2010	2020
Early leavers from education and training (age 18-24)	14.6% <sup>15</sup>	11.3%	17.6%	14.9%	10%	10%
Higher Education attainment (age 30-34)	27.5%	46.1%	22.4%	31.1%	-	40%
Adult participation in lifelong learning (age 25-64; 4 weeks period)	5.9% <sup>16</sup>	7.1%	8.5% <sup>17</sup>	9.5%	12.5%	15%
Investment in Education (Public spending on educ, % of GDP)	4.28%	4.86% <sup>18</sup>	4.91%	5.05% <sup>19</sup>	-	-

Source: CEC, 2009b

# LLL in Ireland Access office

- In 2008, the National Access Office published a new *National Plan for Equity of Access to Higher Education 2008-2013* (HEA, 2008).
- The key targets of the plan state that by 2013: mature students will comprise at least 20% of total full-time entrants and 27% of all entrants to higher education; flexible/part-time provision will increase to 17%; non-standard entry routes to higher education to be developed so they account for 30% of all entrants and Ireland will move towards the top quartile of EU countries for adult participation rates in lifelong learning, with the aim of reaching EU average levels by 2010



# LLL in Europe

- Large disparities exist in Europe with Finland, Scotland and the Netherlands having the highest ranking characteristics.
- All three countries perform well above EU benchmarks set for participation levels in lifelong learning.
- At the same time, several countries score very poorly in the presence of characteristics which promote lifelong learning.
- Turkey, Lithuania and France are among the worst performers, with such low scores also broadly linked to participation rates in lifelong learning.
- Both Ireland and Belgium (Flanders) appear to score somewhere in the middle, with an overall partial attainment of lifelong learning characteristics, again reflecting their participation levels.



	<b>Countries</b>					
	Ireland	Belgium	Lithuania	Scotland	Turkey	Fir
relation	1	1	1	1	2	
	2	3	3	1	3	
ent	3	2	3	1	3	
to learning pathways	3	1	3	1	3	
on and work	2	1	3	1	2	
ifications system	1	2	2	1	3	
d perception of lifelong learning	2	1	2	1	3	
velopments	2	1	2	1	2	
port of key stakeholders	1	1	1	2	3	
ince for learners and potential	2	1	2	1	3	