



FLLLEX: naar een beleid voor Levenslang Leren

VLHORA Workshop

‘Een beleid voor levenslang leren in hoger onderwijsinstellingen’

26 november 2012

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Inhoud

1. Over FLLLEX

2. Resultaten FLLLEX onderzoek:

- National policies for implementation of Lifelong Learning
- Survey onder stakeholders: Lifelong Learners, werkgevers, andere aanbieders

3. Aanbevelingen



Over FLLLEX

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

The project intends to:

- Provide a **report on national LifeLong Learning policies**
- 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 and to involve the LLL policy makers in the project partner countries.

The FLLLEX project has been funded with support from the European Commission via 'Transversal Programme, Key Activity 1' and ran from 01/2010 until 08/2012.

This presentation reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



FLLLEX partners

National Agencies

- VLHORA Belgium Flanders
- ARENE Finland
- ADIUT France
- IOTI Ireland
- LKDK Lithuania
- WOSCOP UK Scotland
- YOK Turkey

Institutions

- KHLeuven– Leuven University College B
- Laurea UAS FI
- IuT de Saint-Nazaire FR
- Letterkenny IoT IE
- Vilnius College LT
- Clydebank College UK
- Yasar University TR
- Hanzehogeschool NL

Structural partners

- EURASHE
- ENQA
- 3s
- BA School of Business and Finance (LV)

Advisory Board

- BUSINESSEUROPE
- Education International/ETUCE
- European Student's Union ESU

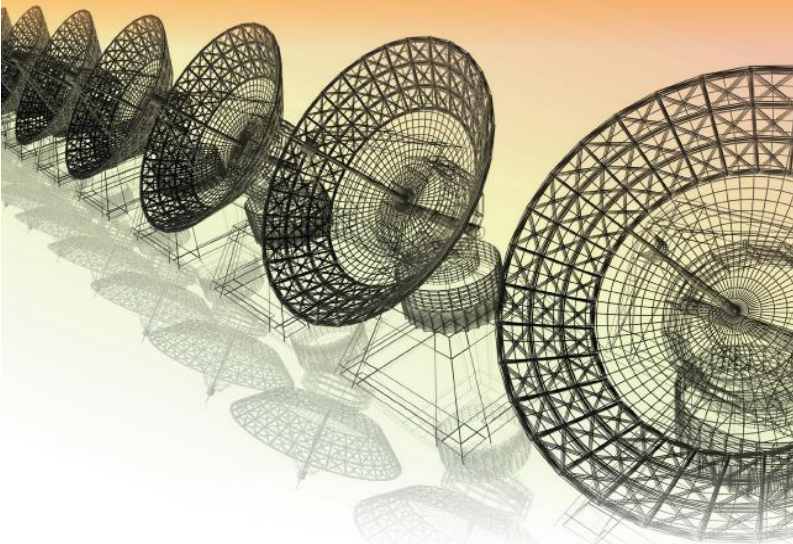
External Evaluator

- EDUCONSULT

FLLLEX Resultaten

Towards an Institutional Strategy for Lifelong Learning in Higher Professional Education

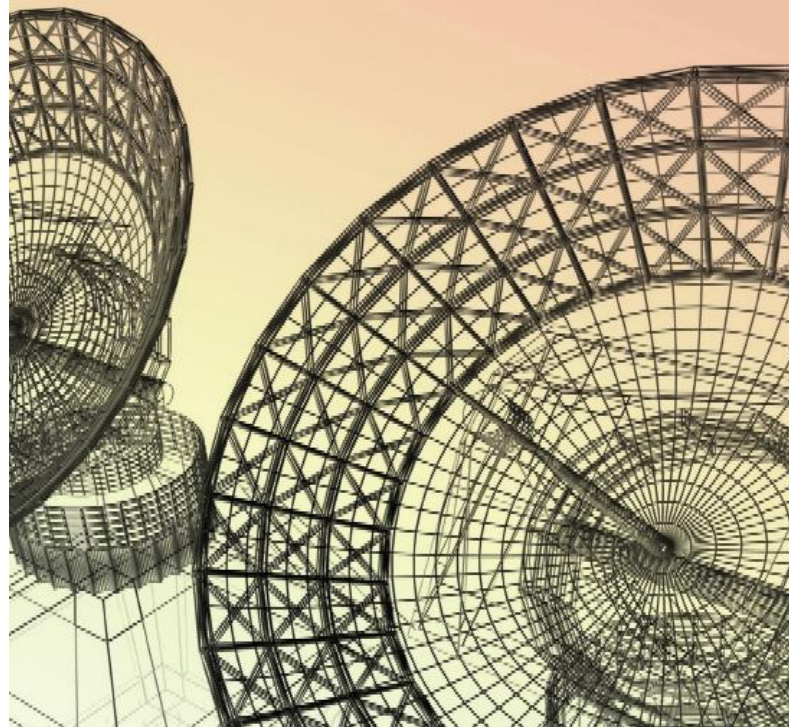
FLLLEX Project Results and Recommendations



FLLLEX

FLLLEX-Radar

A self-assessment instrument for Lifelong Learning in Professional Higher Education



FLLLEX



Inhoud

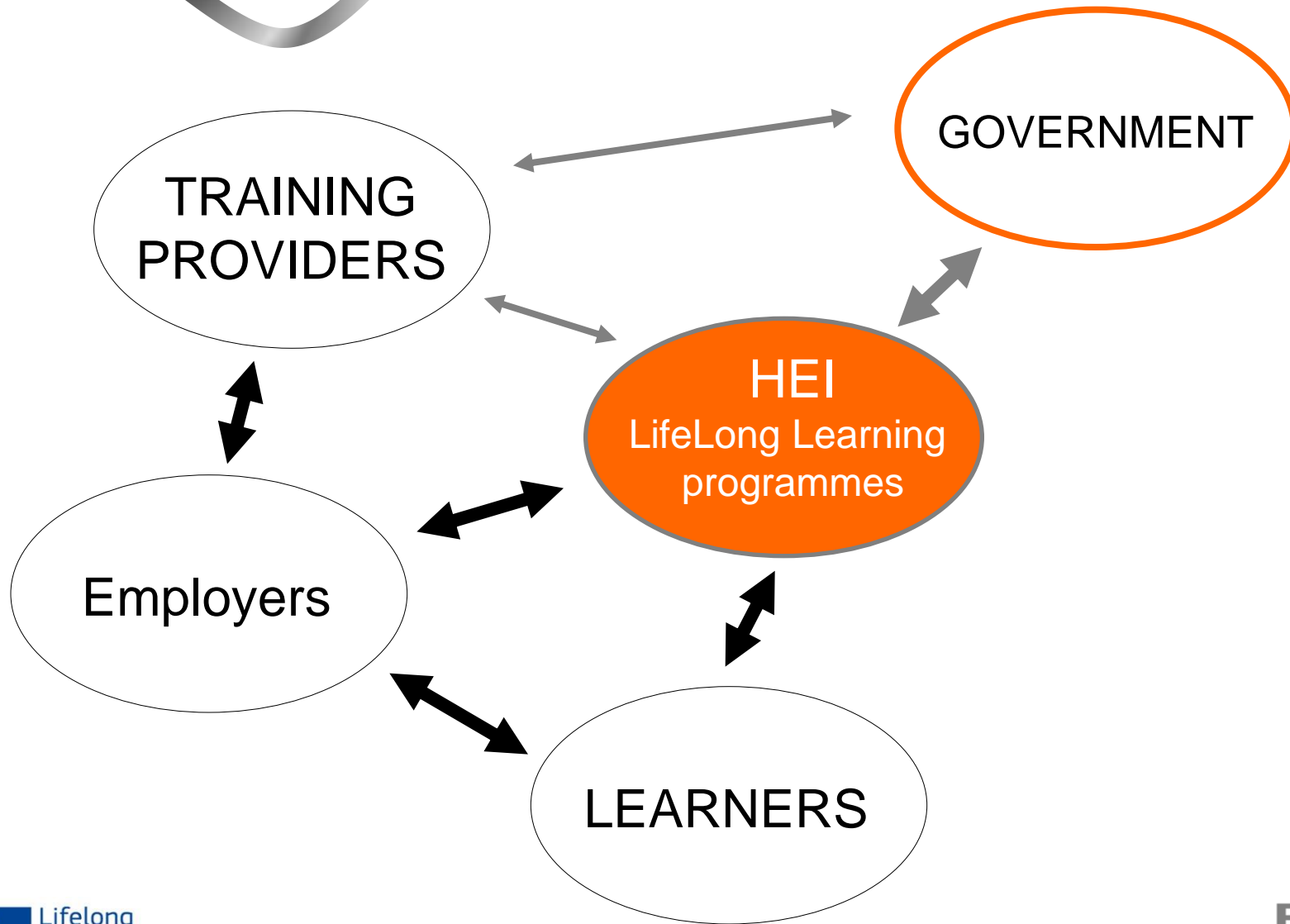
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Stakeholders in LLL



Intensity of LLL Policy Implementation in FLLLEX countries

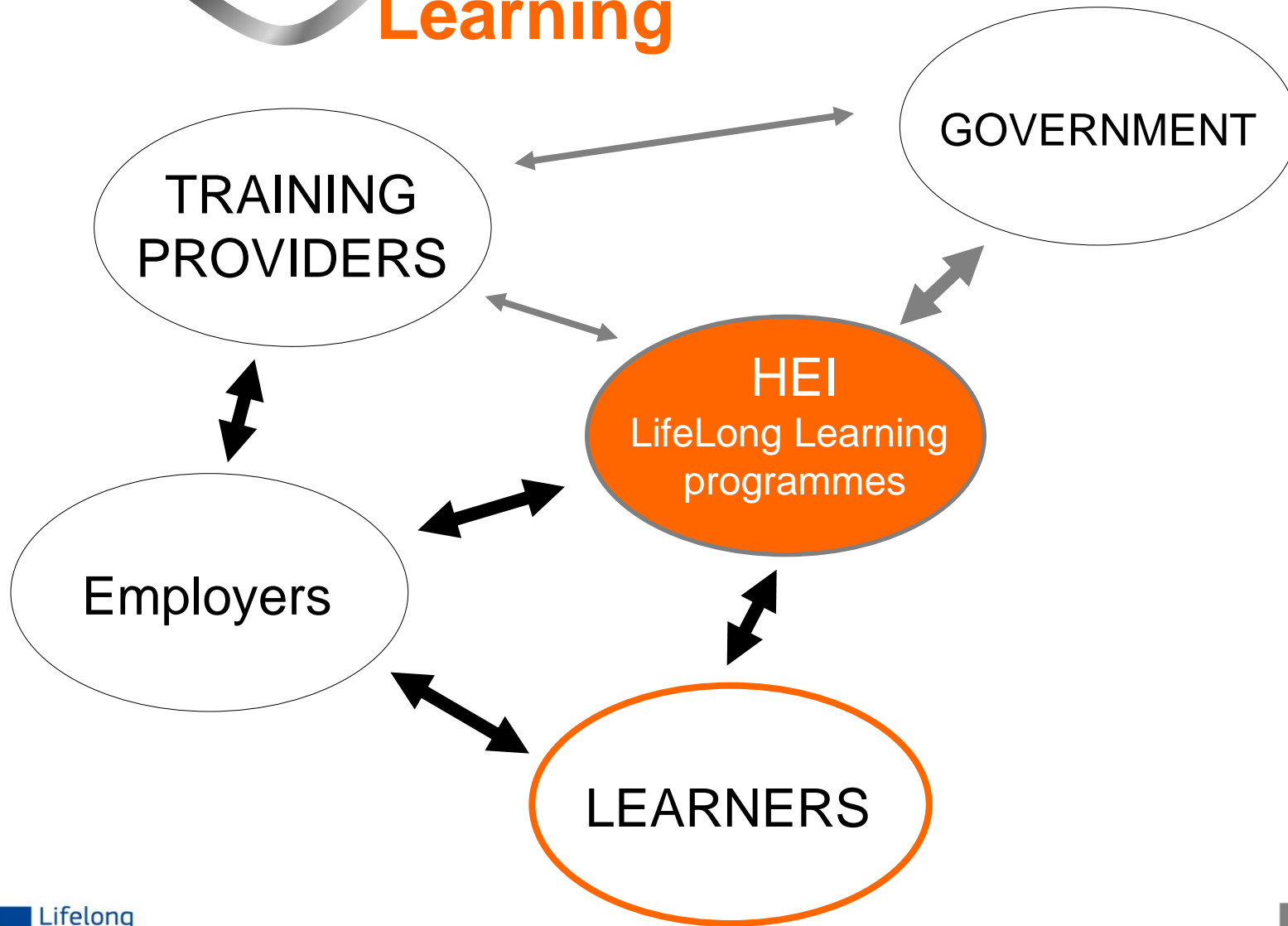
Characteristics	Countries							
	Ireland	Belgium	Lithuania	Scotland	Turkey	Finland	Netherlands	France
Legal framework/ legislation	1	1	1	1	2	1	1	1
Participation rates	2	3	3	1	3	1	1	3
Funding and investment	3	2	3	1	3	1	1	2
Flexibility and access to learning pathways	3	1	3	1	3	1	1	3
Link between education 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%

Resultaten: policy hooks and institutional freedom of action

Policy 'Hooks'	Freedom of Action by 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

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Stakeholders in Lifelong Learning

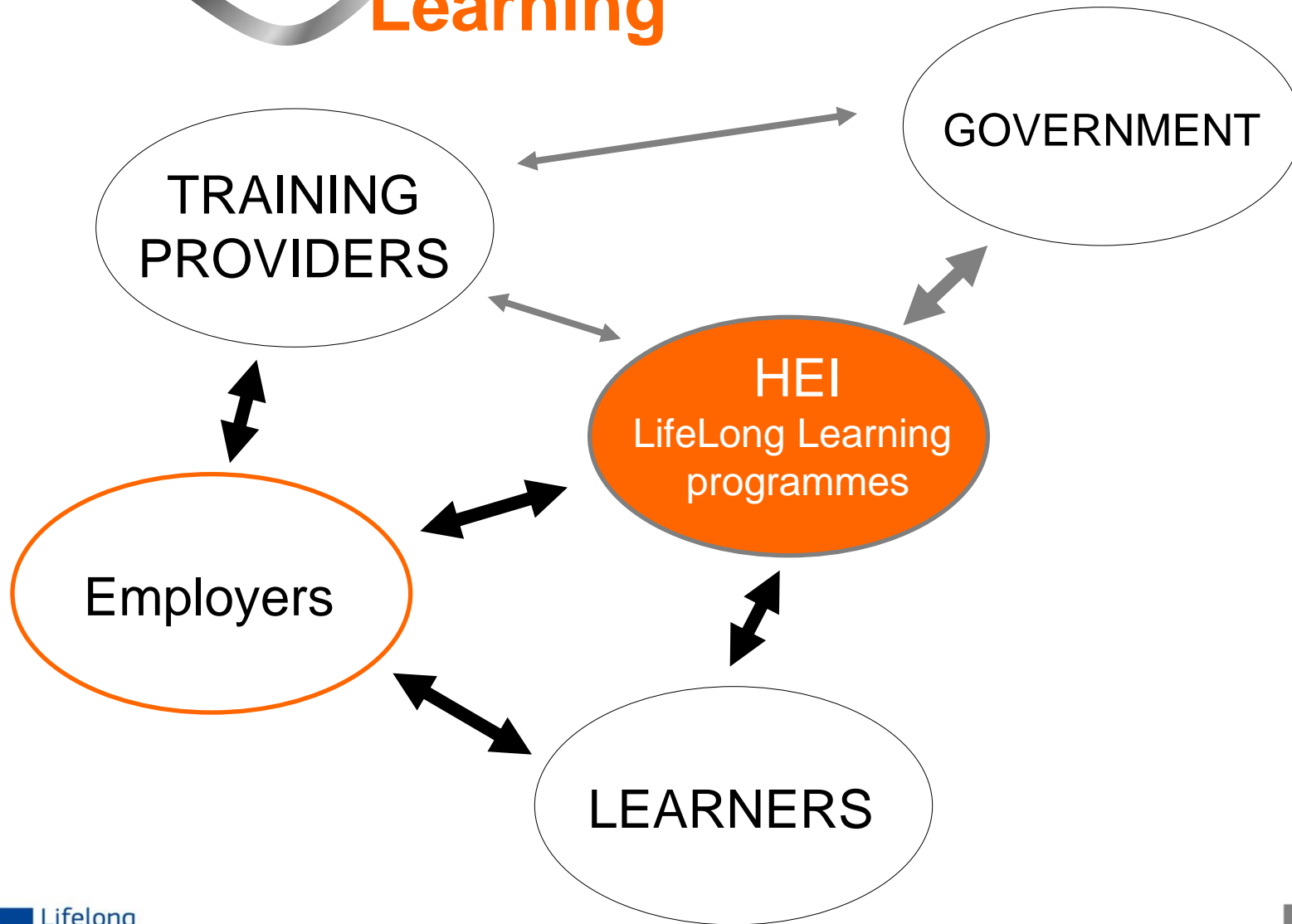


Typologie van LLLerenden

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

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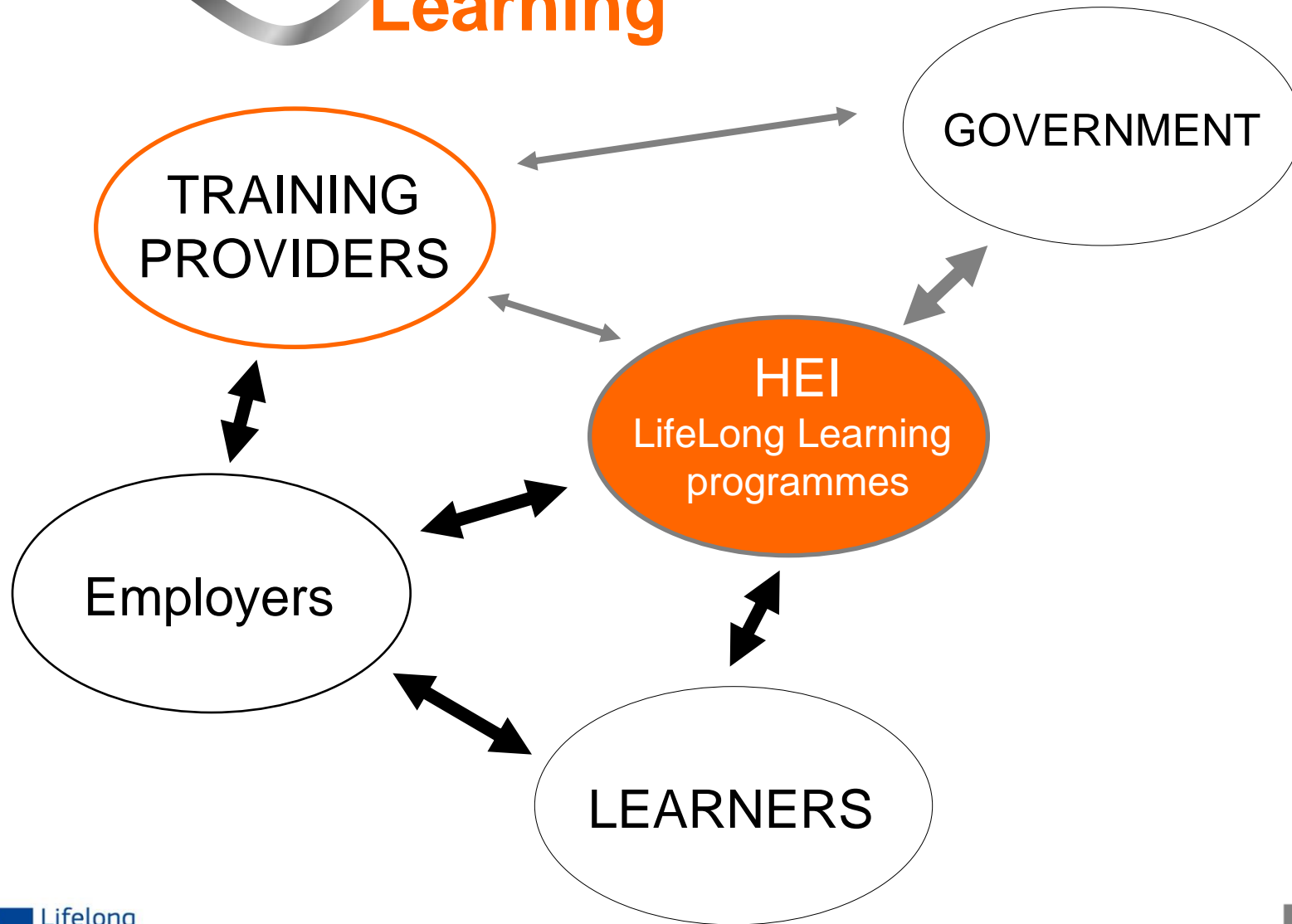


Resultaten: werkgevers

Main findings:

- 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
- Businesses are not aware of the **difference** between formal vs. non formal learning
- Businesses tend to disregard formal learning since it serves more the individual employee. Non formal learning serves more the company
- Businesses target **individual employees** rather than groups
- Businesses are **ambiguous about LLL** because it may stimulate an employee to leave the company

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Policy recommendations

- Support the development of coherent and balanced national lifelong strategies to develop flexible and effective education and training systems
- Need for investment in Lifelong Learning
- Use of policy hooks
- Support the development of partnerships
- Adapt definition of LLL to clarify communication



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