



Stefan Humpl, 3s Unternehmensberatung GmbH, Austria  
Sigrid Nindl, 3s Unternehmensberatung GmbH, Austria  
Klaas Vansteenhuyse, KH Leuven, Belgium

# Typologies of Lifelong Learners in Professional Higher Education



**FLLLEX**

## **Goals – 1**

FLLLEX is about “The Impact of LifeLong Learning Strategies on Professional Higher Education in Europe”.

FLLLEX is supported by EURASHE. Is European professional higher education ready for the challenge of LifeLong Learning?

FLLLEX is supported by the European Commission via “Transversal Programme, Key Activity 1”

FLLLEX is active in 8 European countries. It has 18 full partners and 5 associated partners.

FLLLEX runs from 01/2010 until 08/2012.

**FLLLEX**





**FLLLEX**

## Project Consortium

### *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**

## Goals – 2

FLLLEX 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 HE
- 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



**FLLLEX**

## **Survey & interviews**

- Survey to provide support for development of self-assessment tool
- Survey of needs and expectations of Lifelong Learners and businesses
- Differences and matching goals in relation to national policies will be identified
- Self-assessment tool for HEI's to assess whether they match up with expectations of different stakeholders and to provide benchmarking
- Survey is based on typology to identify differences in needs of Lifelong Learners Types



**FLLLEX**

## **Survey of expectations of Lifelong Learners**

- \_\_ Survey & outline of expectations of potential and existing learners in view of Lifelong Learning
  - \_\_ Questionnaire in web-based format
  - \_\_ Questionnaire: to address specific target groups of Lifelong Learners in the concerned countries, underrepresented in existing surveys
  - \_\_ Development of a typology of Lifelong Learners
  - \_\_ Target groups of Lifelong Learners
  - \_\_ Listing and comparison of expectations of target groups towards LLL
- 
- \_\_ Typology of Lifelong Learners & Expectations → basis for choice of indicators of the self-assessment tool



**FLLLEX**

## Demographics: Country of residence

	Frequency	Percentage
Finland	555	36%
Ireland	279	18%
Turkey	185	12%
Lithuania	171	11%
Belgium	149	10%
Scotland	69	5%
Netherlands	55	4%
France	30	2%
Other Country	32	2%
Total	1.525	100%

Source: 3s Survey Students, 05/2010 - 03/2011.



**FLLLEX**

## **Typology of Lifelong Learners: Who participates in Adult Education?**

- \_\_ Formal vs. non-formal adult education
- \_\_ Admission Criteria / Admission Fees
- \_\_ Mode of Attendance (classroom teaching, web-based teaching ...)
- \_\_ Target Award (undergraduate/graduate programs ....)
- \_\_ Student Profile (gender, age, level of education, nationality)
- \_\_ Duration (ECTS)
- \_\_ Purpose/Motivation (status, prestige, career, social contact ...)
- \_\_ Learning Location (campus, work based, distance ...)
- \_\_ Funding Source (government, employer, individual ...)
- \_\_ Pedagogic Style (dependent traditional, interdependent, independent)



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
	Transforming	Transforming	General transformation using education as a basis	No relation	After
Work	Reinforcing	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
	Compensating	Compensating	Compensating the restriction of an existing pathway	Insignificant	After



**FLLLEX**

## **Typology: patterns of participation with focus on education**

### **Completing:**

\_\_ *Finishing*: working while completing formal education

\_\_ *Entering*: being hired in late phases by an employer in need of graduates

**Returning**: returning to education and revising a temporary transition from learning to work

**Transforming**: transformation of the existing career pathway and/or individual development



**FLLLEX**

## **Typology: patterns of participation with focus on work**

**Reinforcing:** reinforcing an existing career pathway

\_\_progressing in the current field (one step ahead)

\_\_adapting to the current field (in relation to qualifications)

\_\_specialising: completing a program as specialization

\_\_peaking: completing a program for professionals (often ISCED 6)

**Compensating:** compensation for shortcomings of an existing career pathway



**FLLLEX**

## Motives to study

	Total	Finland	Ireland	Turkey
To advance prospects for personal growth	62%	68%	70%	45%
To gain knowledge and skills in a special field of interest	55%	59%	49%	40%
To increase chances of finding a job	51%	69%	34%	34%
To receive an academic title	39%	38%	45%	37%
To advance skills essential for the job	38%	28%	51%	48%
To increase motivation	29%	25%	38%	26%
To gain knowledge and skills for everyday life	26%	27%	27%	18%
To meet people	20%	23%	16%	14%
To gain a promotion	13%	7%	25%	16%
To become self-employed	11%	9%	6%	15%
To avoid job loss	9%	4%	15%	15%
Other(s)	6%	9%	2%	1%
n	1.525	555	279	185

Source: 3s Survey Students, 05/2010 - 03/2011.

## Problems which result from actual study

	Total	Finland	Ireland	Turkey
Reduction of free time	61%	61%	75%	42%
Stress	53%	59%	50%	51%
Financial problems	36%	49%	27%	28%
Less time to meet the job demands	21%	19%	23%	25%
Less time for learning	19%	20%	17%	16%
Excessive demands	16%	16%	25%	12%
Lack of career-development possibilities	11%	12%	7%	11%
Family problems	10%	8%	11%	6%
Problems with the arrival and departure to/from the educational centre	10%	10%	5%	10%
Problems to organise childcare	7%	8%	11%	3%
Threat of finding other employer	6%	6%	3%	4%
Problems with fellow students	4%	5%	1%	6%
Problems with colleagues at work	3%	1%	1%	9%
Other(s)	5%	7%	2%	1%
n	1.525	555	279	185

Source: 3s Survey Students, 05/2010 - 03/2011.



**FLLLEX**

## Wished support from politics & public authorities

	Total	Finland	Ireland	Turkey
More allowance for employed students	54%	68%	50%	35%
Tax relief for higher education	54%	54%	71%	31%
Support especially designed for employed students	44%	57%	41%	25%
Information about the job market	28%	21%	34%	25%
Publication of analysis regarding education and job market (e.g. analyses of needs)	19%	15%	23%	18%
Government-arranged childcare especially for employed students	16%	16%	15%	18%
Other(s)	3%	4%	1%	1%
n	1.525	555	279	185

Source: 3s Survey Students, 05/2010 - 03/2011.

## Wished support from HE institution

	Total	Finland	Ireland	Turkey
Flexibility when job-related requirements increase	40%	49%	41%	32%
Timetable adaptation to employed students	40%	52%	37%	28%
Improvement of the recognition of prior learnings (or experience)	36%	37%	44%	30%
More possibilities for distance learning	35%	46%	32%	23%
Upgrade of the quality of teaching	34%	49%	16%	26%
More internet possibilities at the high education centre	18%	15%	22%	19%
Modularisation of the study	17%	9%	21%	17%
Media coverage about possible studies	15%	13%	20%	10%
Other(s)	3%	3%	2%	1%
n	1.525	555	279	185

Source: 3s Survey Students, 05/2010 - 03/2011.

## Support provided by the company

	Total	Ireland	Turkey
Flexible working hours	70%	94%	73%
Educational leave	51%	72%	27%
Financial aid	49%	72%	9%
Use of company-internal resources (e.g. internet)	32%	33%	9%
Integrating higher education into the career plan	26%	17%	18%
Exemption for exam preparation	25%	44%	9%
Possibility to learn during working hours	25%	11%	18%
Possibility to lower the weekly working hours	24%	33%	18%
Information about higher education	17%	33%	9%
Information about company-internal support	14%	17%	-
Information about government support	7%	11%	9%
Childcare	3%	-	9%
Other support	4%	6%	-
n	76	18	11

Source: 3s Interviews Businesses, 05/2010 - 03/2011.



## Factors that prevent companies from supporting further education for employees

	Total	Ireland	Turkey
Costs of further HE	47%	65%	50%
Absence of a replacement for the employee undertaking HE	34%	30%	38%
The offers of higher education do not suit our needs	18%	15%	6%
Threat of changing employers after the degree	16%	25%	6%
Temporary bottlenecks of the staff	10%	15%	-
Lack of information about further HE	9%	20%	6%
Scepticism regarding the effects of HE	8%	10%	
Too extensive organisation of further HE	6%	-	19%
Problems of estimating the demand for further HE	3%	-	6%
Other(s)	18%	5%	6%
n	77	20	16

Source: 3s Interviews Businesses, 05/2010 - 03/2011.



**FLLLEX**

**Thank you for your attention!**

Dr. Stefan Humpl

3s Unternehmensberatung GmbH, Austria, Vienna

[humpl@3s.co.at](mailto:humpl@3s.co.at), [www.3s.co.at](http://www.3s.co.at)

Dr. Sigrid Nindl

3s Unternehmensberatung GmbH, Austria, Vienna

[nindl@3s.co.at](mailto:nindl@3s.co.at), [www.3s.co.at](http://www.3s.co.at)

Dr. Klaas Vansteenhuyse

Leuven University College (KH Leuven), Belgium

Project coordination FLLLEX ([www.flllex.eu](http://www.flllex.eu))

[klaas.vansteenhuyse@khleuven.be](mailto:klaas.vansteenhuyse@khleuven.be), [www.khleuven.be](http://www.khleuven.be)

**FLLLEX**

