BeFlex Plus: Progress on Flexibility in the Bologna Reform

Technical Report

Pat Davies, on behalf of the project partnership

BeFlex Plus – Progress on Flexibility in the Bologna Reform
Technical report

Contents:

This technical report reflects the 3 fieldwork activities undertaken in the BeFlex Plus project to collect different forms of data. The results have been written so that each activity stands alone and can be read separately with an analysis of the relevant data and some commentary. Together they constitute a comprehensive review of the data collected. However, the overview, conclusions and discussion that we have drawn from this report are in the **full thematic report and executive summary which are published separately.** In addition a set of **training materials** based on the themes and results of the project have also been produced and published.

All these documents are available on the website: **http://www.eucen.org/BeFlexPlus/index.html**

Further information from EUCEN: **executive.office@eucen.org**

Acknowledgements:

1. Introduction and background

The first BeFlex project produced important results that were eagerly awaited and well received, generating considerable interest and debate as previously little was known about what is going on in University Lifelong Learning (ULLL) and how the Bologna reforms have affected development. The full reports of that project and an executive summary are available on the website:
www.eucen.org/BeFlex/index.html

BeFlex Plus is a follow-up project which **aims** to:

• Update our knowledge about how ULLL is developing in Europe
• Promote the development of policy and practice in ULLL and the use of the Bologna tools
• Support universities in the development and implementation of regional strategies for ULLL

Activities:

• 150 questionnaires – 100 from universities involved in the first survey and 50 new ones
• 40 case studies – 30 follow-ups of experimental actions and 10 new ones
• 15 visits to universities with interesting examples of ULLL and regional involvement
• 5 regional seminars/workshops
• 4 training events
• A conference in Leuven/Louvain (Belgium), 26-29 March 2009:
• Training materials for staff development
• Papers and recommendations to inform the Bologna ministerial meeting in May 2009

The project was managed by EUCEN; the project director was Pat Davies. The partners were the Universities of: Louvain-la-Neuve (BE) , Oldenburg (DE), Deusto (ES), Helsinki (FI), Lille 1 (FR), Kaunas (LT), Aveiro (PT), Lund (SE), the London Metropolitan University (UK) and the Hogeschool van Amsterdam (NL).

A full **Thematic Report** and **Executive Summary** are also available.

In addition, a set of **Training Materials** based on these themes is also available, targeted at professionals in ULLL.

More information about the project and all the documents are available on the website:
http://www.eucen.org/BeFlexPlus/index.html

2. Methodology and Results – questionnaire

The questionnaire had two purposes:

- To update the data that was collected in the first project (BeFlex) in 2006-7 about the state of play in ULLL, the impact of the Bologna process, and change in the system.
- To collect new data on regional collaboration between universities and other stakeholders in the region

The questionnaire was available on-line:
http://www.surveymonkey.com/s.aspx?sm=_2bvAIMBC2rm_2fyFE12Ixnqeg_3d_3d

or in a word version which was available from the website:

http://www.eucen.org/BeFlexPlus/GeneralDocs/BeFlexPlus_Questionnaire_FINAL.doc

and was sent also by e-mail and distributed at conferences and events, to encourage response.

The word version was also translated into French.

It is interesting to note that more people chose to reply on-line than in the first project but still the majority of responses were obtained through distribution of the word document (which were then entered on-line by the project team).

The questionnaire is included in this report as annex 1a (in English) and 1b (in French).

The aim was to obtain at least 100 questionnaire responses from selected universities involved in the first survey in 2006 and 50 from new respondents. The numbers obtained were 99 and 74 respectively. An overview of the responses by institution, by country and by 'old' (included in the first survey) and 'new' (first time respondents) is included as annex 2.

The results do not constitute a representative sample; it was not a scientific research project would require much greater resources than were available in this project and not within the objectives of the funding programme. Rather the survey was part of a project to illustrate developments in the field in order to promote and support the development of policy and practice in ULLL. Since our main (bit not only) source of respondents was the membership of EUCEN, we can also postulate that the responses represent those institutions which are most interested and active in the field of ULLL.

The results of the questionnaire survey should be read in this light – they represent the plans, policy and practice of the respondents – respondents who are generally active in the field and keen to see further development.

We think the questionnaire was more effective and easier to complete than the first one in BeFlex (we were able to refine the questions in the light of that experience), the on-line tool worked better and it was much shorter with more multiple choice questions. But it remains difficult to find the right vocabulary in English to give the same meaning in all countries, particularly in the light of the diversity of the field in terms of policy and practice. The few open questions had a much lower response rate than

the multiple choice ones – people do not have much time to spend and it is difficult and takes longer when it has to be done in English.

The results are presented in tabular form following the order of questions in the questionnaire, with some commentary under each table highlighting key points. The results begin with Question 4 (questions 1, 2 and 3 gave information about the respondents and their institutions). The issues that are raised by the data are addressed in the thematic report.

Question 4 was an open question asking respondents for their **definition of ULLL**.

The field is very diverse and fluid and it seems that internally institutions do not always have a shared or widely held view about what constitutes ULLL: 'the department view: our interest is in social justice, social inclusion and poverty reduction .... the University position is more general around social and cultural development'; and sometimes apparently none: 'we have no real definition of this topic'.

Some respondents gave very general conceptual definitions in which case the specific role of a university was not clear: 'a continuous process of possessing new skills and competences during the whole of life'; 'all approaches to learning that envision or enable the development of the individual across a lifetime'.

At the other end of the spectrum respondents gave definitions relating to specific kinds of provision e. g. 'continuing education' or 'all post bachelor education with the exception of regular full-time or part-time master programme and PhD tracks'; or in terms of particular target groups: 'for adults in relation to their work'. Where the definitions were couched in such terms, the most common references were to 'postgraduate', 'adult', 'professional' and 'labour market driven'.

To summarise we could say that ULL is concerned with:

1. A drive to meet the learning needs of individual learners at all stages of their lives and for different reasons
2. All activities of a university that:
    - Stimulate more people to go to university, mainly by arrangements and provision to widen access – to facilitate the flow from secondary/vocational education and training to universities; and to facilitate access for post-initial learners
    - Stimulate university graduates to continue to learn by:
        - Developing LLL skills during their initial higher education (learning to learn, career planning and so on)
        - Providing interesting and exciting course for them to return to
3. Facilitating and supporting a learning attitude and learning skills in individuals, organisations and society more widely, through research and the dissemination/transfer of new and existing knowledge. This is a comprehensive view of LLL which implies that all kinds of provision and services (flexible and learner centred programmes, RPL, advice and guidance, credits ….) can play a role in this; all kinds of purposes and target groups (personal, professional, labour market, social, cultural ….) can play a role in this; all kinds of external stakeholders can play a role in this.

However, it is clear that there is no consensus about the definition and apparently little debate at institutional level about what it means in general or for the institution in particular.

Question 5 asked about **the priority of ULLL in the university**

	Highest priority	*Important along with other priorities*	*Not yet a priority but may become one*	*Not a priority and unlikely to become one*	*Rating Average*	*Response Count*
What priority does LLL have at your university	13,5% (22)	**54,6% (89)**	29,4% (48)	2,5% (4)	2,21	163

Other	3
Answered question	**163**
Skipped question	**10**

It is interesting to note that there seems to have been a significant shift since the first BeFlex survey in 2006:

- in 2006 a slightly higher proportion (15%) said it had the highest priority compared to the second survey reported here carried out in 2008-9 (13.5%)
- a lower proportion (45%) in 2006 said it was important along with other priorities compared to 54.6% here
- about the same proportion said it was not yet a priority but may become one (30% compared to 29.4%)
- in 2006 10% said it was not a priority and unlikely to become one but only 2.5% gave this response here in 2008-9

There has thus been a clear **decrease in the proportion saying it was not a priority and unlikely to become one** and a clear **increase in the proportion saying it was important along with other priorities.**

Question 6 asked if the university had a **LLL policy/strategy**

	Response percent	*Response count*
Yes	**46,3%**	**74**
No	18,1%	29
In preparation	35,6%	57
Answered question	**160**	
Skipped question	**13**	

Compared to 2006:

- A very similar proportion said they had no policy – 18.1% compared to 19% in the earlier survey
- A significantly smaller proportion said they did have a policy – 46.3% compared to 56% earlier
- But significantly higher proportion said they had one in preparation – 35.6% compared to 23% earlier.

Given that 43% of the respondents were 'new' (they did not reply to the first survey), this suggests that there is an **increase in the overall number of institutions that either have a policy or are in the process of preparing one.**

Question 7 – What is the purpose of your LLL policy/strategy

	First purpose	*Second purpose*	*Third purpose*	*Rating average*	*Response count*
Responding to the employment needs of the labour market	**52,7% (68)**	*33,3% (43)*	*14% (18)*	*1,61*	*129*
Encouraging participation of non traditional learners, attracting new groups into the university and serving the needs of people who have not traditionally participated in higher education	*26,5% (31)*	*30,8% (36)*	***42,7% (50)***	*2,16*	*117*
Meeting the needs of citizens in all the aspects of life – cultural, economic, social, professional	*31,4% (37)*	*28% (33)*	***40,7% (48)***	*2,09*	*118*
Stimulating personal development by providing personal development programmes for graduates	***34,7% (34)***	*31,6% (31)*	*33,7% (33)*	*1,99*	*98*
			None of the above		*10*
			Answered question		***134***
			Skipped question		***39***

◆ Commentary:

1. Clearly most universities have more than one purpose in their LLL policy/strategy

2. The most frequently cited as first, second or third purpose among those who answered this question was 'Responding to the employment needs of the labour market'; this purpose had an overall average rating of 1.61 (where 1 was the highest of 3; and (96%) almost all the respondents to the whole question (129/134) cited this purpose.

3. The second most frequently cited purpose, with an overall average rating of 1.99, was 'Stimulating personal development by providing personal development programmes for post graduates'; although this was cited by a smaller number and proportion of respondents overall (73% - 98/134).

4. The third most frequently cited purpose, with an overall average rating of 2.16, was 'Encouraging participation of non-traditional learners, attracting new groups into the university'.

5. The fourth most frequently cited purpose, with an overall average rating of 2.09, was 'Meeting the needs of citizens in all aspects of life …'

Question 8 – Who are the main target groups for the ULLL strategy/policy?

	Very important	*Important*	*Not important*	*Response count*
Individual learners	*77,4% (106)*	*21,2% (29)*	*1,5% (2)*	*137*
Organisations (private companies, public authorities, public companies, NGO's…)	*50% (68)*	*44,9% (61)*	*5,1% (7)*	*136*
Special target groups (unemployed, women, immigrants/refugees …)	*24,2% (32)*	*43,2% (57)*	*32,6% (43)*	*132*
			Other	*12*
			Answered question	*138*
			Skipped question	*35*

◆Commentary:

1. 77% of respondents to this question (106/137) said that individual learners were a very important target group and a further 21% (29/137) said they were an important target group.

2. 50% of respondents to this question (68/136) said that organisations were a very important target group and a further 45% (61/136) said they were an important target group

3. 67% of respondents to this question (89/132) said that special target groups were either very important or important target groups.

4. Given these figures, the diversity of provision is inevitable since the needs of these target groups are enormously varied.

Question 9 – Changes in ULLL policy/strategy/activities over the last 2 years

	It has changed	*It is linked with the Bologna process*	*Response count*
Change in goals	*65,1% (54)*	*65,1% (54)*	*83*
Changes in curriculum	*55,7% (49)*	*78,4% (69)*	*88*
Changes in target groups	*71,6% (53)*	*48,6% (36)*	*74*
Changes in organisation	*75,9% (63)*	*45,8% (38)*	*83*
		None of the above	*26*
		Answered question	*113*
		Skipped question	*60*

◆Commentary:

1. The two years in question here are 2006-8 and the responses to this question are, perhaps not surprisingly, quite complex.

2. 65% of those who responded to this question (54/83) reported that there had been changes in their goals for ULLL in the last 2 years; 56% (49/88) that there had been changes to their curriculum; 72% (53/74) reported changes in the target groups for ULLL; and 76% (63/83) in the organisation of ULLL.

3. The changes in goals and curriculum were more strongly linked to the Bologna process than the changes in target groups and organisation.

Question 10 – Open question asking respondents to briefly describe **the main factors driving the changes**.

There was a much lower response rate to this question (as to all open questions) – 57 institutions replied.

- The **Bologna Process** was still seen by many universities as a key driver for change as it works its way through the curriculum structures and more linkages are developed between the B-M-D structure and what has historically been separate provision for LLL
- There has also been **structural change** in the educational systems: in Denmark and Iceland there have been institutional mergers which have clearly been important drivers for change within institutions
- There were sources of change in the **organisational arrangements** for ULLL – institutions referred to changing organisational concepts, new offices for ULLL, cross university committees having implications for the way they work
- Several responses referred to t**echnology** as a driver for creating more digital applications of learning and e-learning
- **Competition** on the international stage and at national and even regional level between universities was often seen as a driver for change
- The **economic crisis** provided a source of change for many respondents and this manifested itself in different ways: a need for **more efficiency within institutions**, a **greater demand for training** and re-training especially in the finance sector, **new demands** from a rapidly changing labour market, a greater concern with **employability**
- Various **government policies and initiatives** were also important: for example in the UK, the UK Skills Strategy and Widening Participation policy; in France and Belgium the APEL/VAE policies
- Many responses referred to **changing and increasing demand** from organisations, professional groups, and individuals
- Some respondents referred to **changing demographics**: fewer young students, higher drop-out rates, fewer BA students and more adult learners, an aging population in general
- One respondent referred to changes arising from a **quality label process**
- Only one respondent referred to the national qualifications framework (NQF)

Question 11 – What are the anticipated developments in your ULLL strategy and policy in the next 2 years?

	It will change	*It is linked with the Bologna process*	*Response count*
Change in goals	*60,9% (42)*	*60,9% (42)*	*69*
Changes in curriculum	*65,1% (54)*	*60,2% (50)*	*83*
Changes in target groups	*74,7% (62)*	*38,6% (32)*	*83*
Changes in organisation	*80% (68)*	*35,3% (30)*	*85*
		None of the above	*32*
		Answered question	*117*
		Skipped question	*56*

◆ Commentary:

1. It appears that in the next 2 years the impact of Bologna in relation to goals and curriculum will continue to be an important factor in change but is not expected to be as strong as in the past 2 years.

2. The difference is not large but more respondents expected changes in the target groups in the next 2 years (75% - 62/83 – table 11) than in the past 2 years (72% - 53/74 – table 9).

3. Again the difference is not large but more respondents expected changes in the organisation of ULLL in the next 2 years (80% - 68/85 – table 11) than in the past 2 years (76% - 63/83 – table 9)

Question 12 – What are the programmes you offer to support ULLL students?

	All	Most	Some	None	Response count
Bachelors are available for ULLL	*32% (47)*	14,3% (21)	25,9% (38)	27,9% (41)	147
Masters are available for ULLL	32% (48)	18,7% (28)	*37,3% (56)*	12% (18)	150
Possibility to study selected units/credits of a B or M programme	22% (33)	24,7% (37)	*42% (63)*	11,3% (17)	150
Customised programmes for special groups are available	17,2% (26)	19,9% (30)	*55,6% (84)*	7,3% (11)	151
Separate diplomas for different age groups are available	5,8% (8)	9,4% (13)	22,5% (31)	*62,3% (86)*	138
Intermediate awards are available	13,2% (18)	11% (15)	36,8% (50)	*39% (53)*	136
				Other	13
				Answered question	**155**
				Skipped question	**18**

◆ Commentary:

1. Almost one third of the respondents to this question make all their bachelors and masters programmes available as ULLL.

2. However, on the other hand 12% (18/150) of the respondents make none of their masters available as ULLL and 28% (41/147) make none of their bachelors available as ULLL.

3. In general, masters are more likely to be offered as ULLL than bachelors programmes

4. 42% of respondents (63/150) offer the possibility to study selected units/credits of some bachelors or masters programmes as ULLL.

5. A total of 47% (70/150) offer the possibility to study selected credits/units in all or most of their bachelors and masters programme

6. Only 12% (17/150) do not offer this possibility at all

7. Almost 56% (84/151) offer some customised programmes for special groups and only 7% (11/151) offer no provision of this kind

8. 62% (86/138) do not separate learners into different age groups for the delivery of diploma courses and only b6% 8/138) separate these groups in all courses.

9. 24% (33/136) offer intermediate awards in all or most programmes
   37% (50/136) offer them in some courses
   39% (53/136) do not offer intermediate awards

Question 13 – What are the services you offer to support ULLL students?

	All	Most	Some	None	Response count
Advice and guidance are available	*52,9% (82)*	19,4% (30)	25,2% (39)	2,6% (4)	155
APEL/RPL is offered for access to a course	26,2% (39)	16,1% (24)	*40,3% (60)*	17,4% (26)	149
APEL/RPL is offered for part of a diploma	25,7% (38)	7,4% (11)	*38,5% (57)*	28,4% (42)	148
APEL/RPL is offered to award full qualification	17,4% (25)	3,5% (5)	22,9% (33)	*56,3% (81)*	144
				Other	10
				Answered question	**156**
				Skipped question	**17**

◆Commentary:

1. 97% (151/155) of the respondents to this question offered advice and guidance to some, most or all of their ULLL students.

2. 83% of all respondents to this question (123/149) offered APEL/RPL for access to a course;

3. 71% of all respondents to this question (106/149) offered APEL/RPL for part of a diploma

4. 44% of all respondents to this question (63/144)offered APEL/RPL for a whole diploma

Question 14 – On which way do you offer your courses to support ULLL?

	All	Most	Some	None	Response count
Distant courses are available	6,6% (10)	9,9% (15)	*71,5% (108)*	11,9% (18)	151
Mixed of on-site and distant courses are available	3,3% (5)	15% (23)	*70,6% (108)*	11,1% (17)	153
Courses are delivered on different locations	7,3% (11)	11,3% (17)	*60,9% (92)*	20,5% (31)	151
Courses are delivered at suitable time for workers	16% (25)	32,1% (50)	*48,7% (76)*	3,2% (5)	156
Course programmes are delivered to mixed groups	15,6% (23)	27,2% (40)	*50,3% (74)*	6,8% (10)	147
Courses are delivered by professionals as well as academics	19,5% (30)	35,1% (54)	*41,6% (64)*	3,9% (6)	154
Courses are tailored to individual and organisational needs	16,3% (25)	22,9% (35)	*53,6% (82)*	7,2% (11)	153
				Other	2
				Answered question	**157**
				Skipped question	**16**

◆ Commentary:

1. 88% of all respondents to this question (133/151) offered some, most or all of their courses at a distance to support ULLL

2. 89% of all respondents to this question (136/153) offered some, most or all of their courses in a mixture of on-site and distance courses (blended learning) to support ULLL.

3. 80% of all respondents to this question (120/151) offered some, most or all of their courses in different locations to support ULLL

4. 97% of all respondents to this question (151/156) offered some, most or all of their courses at suitable times for workers to support ULLL

5. 93% of all respondents to this question (137/147) offered some, most or all of their courses to support ULLL in mixed groups

6. 96% of all respondents to this question (148/154) offered some, most or all of their courses to support ULLL by delivery through professionals as well as academics

7. 93% of all respondents to this question (142/153) offered some, most or all of their courses to support ULLL tailored to individual and organisational needs

8. Although these figures demonstrate a clear pattern, there were nevertheless some important differences – the most frequent response to all the possibilities offered was 'some courses' so there is considerable variation.

Question 15 – How many ULLL courses do you offer?

NUMBER OF PROGRAMMES	1-5	6-10	11-30	More than 30	Response count
Specially designed masters	*41,5% (39)*	14,9% (14)	23,4% (22)	20,2% (19)	94
Specially designed bachelors	*40,3% (29)*	19,4% (14)	13,9% (10)	26,4% (19)	72
Short courses (5-50h)	10,7% (12)	8,9% (10)	17,9% (20)	*62,5% (70)*	112
Individual course units	16,3% (7)	4,7% (2)	16,3% (7)	*62,8% (27)*	43

NUMBER OF STUDENTS	All	Most	Some	Response count
Specially designed masters	25% (21)	29,8% (25)	*45,2% (38)*	84
Specially designed bachelors	14,1% (9)	23,4% (15)	*62,5% (40)*	64
Short courses (5-50h)	6,2% (6)	18,6% (18)	*75,3% (73)*	97
Individual course units	28,2% (11)	10,3% (4)	*61,5% (24)*	39

Other	42
Answered question	**133**
Skipped question	**40**

◆Commentary:

1. 84% of the respondents to this question (112/133)offered short courses and of these 63% offered more than 30 courses

2. 71% of the respondents to this question (94/133)offered specially designed masters programmes and of these 20% offered more than 30 courses

3. 54% of the respondents to this question (72/133)offered specially designed bachelors programmes and of these 26% offered more than 30 courses

4. 32% of the respondents to this question (43/133)offered individual course units and of these 63% offered more than 30 courses

Question 16 – Are you making changes in ULLL provision?

	Response percent	Response count
Yes, changes are made in ULLL provision	*59,6%*	*84*
No change in ULLL provision	40,4%	57
If yes, give three examples and the reasons why is being done		83
Answered question		**141**
Skipped question		**32**

◆ Commentary:

1. A clear majority, 60%, of those who answered the question (84/141) reported that they were making changes in ULLL provision

2. The changes referred to were consistent with the drivers for change in question 10 above:

    - More distance and/or blended learning
    - New and improved teaching strategies
    - More individualised and flexible learning
    - Better integration of basic higher education and LLL
    - Increase in the number and range of courses
    - More and more targeted marketing
    - More work-based learning
    - More advice and guidance services
    - More careful needs analysis
    - More co-operation with other higher education institutions, with professional associations, with
    - Changes in the management and organisation of ULL internally to support changes in the curriculum and the provision
    - Changes in the funding and financial arrangements
    - Changes in the quality arrangements

Question 17 – What are the trends in the relationship between ULL and initial learning?

	Response percent	Response count
ULLL is tending to be more integrated with initial learning	*71%*	*88*
ULLL is tending to be less integrated with initial learning	29%	36
Explain why		96
Answered question		**124**
Skipped question		**49**

◆Commentary:

1. 71% of respondents (88/124) reported that ULLL was tending to be more integrated with initial learning

2. In the answers to the request for an explanation:

   - 'Transition' and 'bridges' were commonly used terms to explain this trend; it was seen as a way to enable learners to return at a later date to continue without obstacles
   - Some referred to funding changes which made this more attractive the toe universities and to learners
   - Some referred to the fact that initial higher education benefitted because it tended to be more professionally oriented and LLL benefitted because it had more credibility and more progression opportunities
   - Some referred to giving lifelong learners and other students equal recognition and equal access to services
   - Some referred simply to 'politics' or 'policies'
   - Some reported that there were no links and they could not see a reason for making them; one respondent said that 'adults and young people are different' and 'adult needs are different'.

Question 18 – How is ULLL organised in your institution?

	By a internal LLL unit (A)	By a internal unit – not LLL (B)	At department/faculty level (C)	By an external unit (D)	In collaboration – including some of previous items (A to D)	Not offered (F)	Response count
Select courses	*31,8% (48)*	6% (9)	30,5% (46)	3,3% (5)	28,5% (43)	0	151
Select methodologies	25% (36)	4,2% (6)	*43,1% (62)*	1,4% (2)	25% (36)	1,4% (2)	144
Evaluate course quality	*34% (51)*	14% (21)	23,3% (35)	4% (6)	22% (33)	2,7% (4)	150
Manage human resources	*32,6% (47)*	12,5% (18)	26,4% (38)	2,8% (4)	20,1% (29)	5,6% (8)	144
Register learners	*43% (64)*	14,8% (22)	19,5% (29)	4% (6)	16,8% (25)	2% (3)	149
APEL/APL	*29,8% (39)*	9,9% (13)	22,9% (30)	1,5% (2)	17,6% (23)	18,3% (24)	131
Support courses to help students with difficulties	19,3% (28)	12,4% (18)	*28,3% (41)*	2,8% (4)	20,7% (30)	16,6% (24)	145
Academic advice and guidance	27,2% (40)	11,6% (17)	25,9% (38)	4,1% (6)	*29,3% (43)*	2% (3)	147
Professional/career advice and guidance	20,1% (29)	*25% (36)*	15,3% (22)	5,6% (8)	21,5% (31)	12,5% (18)	144
Mentoring and coaching	23,9% (32)	9,7% (13)	*26,1% (35)*	3% (4)	20,1% (27)	17,2% (23)	134
The marketing of ULLL	*44,4% (64)*	7,6% (11)	13,2% (19)	3,5% (5)	27,8% (40)	3,5% (5)	144
The financial management of ULLL	*43,8% (63)*	9% (13)	18,8% (27)	3,5% (5)	21,5% (31)	3,5% (5)	144

Other	8
Answered question	**154**
Skipped question	**19**

◆Commentary:

1. A number of different models were evident in this table:

   - a special LLL Unit within the university (A)
   - a special Unit within the university but not LLL Unit (B)
   - department or faculty responsible (C)
   - a special organisation external but linked in some way to the university (e.g. Foundation or University company) (D)
   - a hybrid model with a mix of approaches (E)

2. The shaded cells in the table show the most frequently reported form of organisation for each kind of activity:

   - Selecting courses, evaluating course quality, managing human resources, registering learners, APL/RPL, marketing and financial management were most often organised by an internal LLL unit (model A)
   - Professional/career advice and guidance were most often organised by a central Unit but not the LLL Unit (model B)
   - Selecting methodologies, providing support courses to help students with difficulties, and mentoring and coaching were most often offered at department or faculty level (model C)
   - Less than 6% of all services were organised by an external Unit (model D)
   - Academic advice and guidance were most often provided through some form of internal collaboration (model E)

3. However, in many cases the difference were not great so that it is clear that the internal LLL Unit, Departmental/Faculty provision or a combination of the two were the most common models.

4. Management and administrative activities were most frequently offered by a central unit while services closer to the learners tended to be offered at department or faculty level.

Question 19 – Are there any changes going on or planned in the way that the administration of ULLL and the management of services is organised?

	Response percent	Response count
Yes	10%	14
No	**53,6%**	**75**
If yes, please specify	36,4%	51
	Answered question	**140**
	Skipped question	**33**

◆Commentary:

1. The data here is somewhat contradictory: only 10% of respondents to this question (14/140) reported that there were changes going on or planned but 36.4% (51/140) gave information about the changes that were planned and the responses to this open part of the question are reasonable answers. Thus it appears that the 36% reporting changes going on or planned is the more reliable figure.
2. The changes reported indicate a pattern of organisation that appears to be shifting between the different models:

    - on the one hand some universities reported a centralisation of management and services for ULLL: the creation of new LLL and other cross university central units for specific tasks (e.g. marketing, financial management), the combination of internal and external units into one, '3 continuing education centres will combine next year', 'a process of centralisation has begun', on the other hand some universities reported more de-centralisation: 'ULLL will become part of a faculty', the 'LLL centre is being integrated into the university structure', 'more integration and consolidation of guidance and marketing', 'it will be organised at future at faculty level'
    - some refer to reinforcing the hybrid model through the creation or development of greater support from the centre to the faculties to promote student support such as advice and guidance, widening participation or work-based learning, 'a tightening of the relationships between the LLL Unit and the faculties'
    - one university reported the creation of a new external ULLL unit

3. A number of universities referred to a process of review currently underway, the result of which is likely to be some re-organisation but the precise nature of that change is not yet clear or is still under discussion. This seems to be driven by different factors: a new university law (in FI), the results of a quality process, a shift to greater self-financing or other new, tighter financial requirements, or a new reporting and accountability framework. One reported that 'it is all under review but too complicated to explain'

4. Several universities reported recent changes relating to staffing and responsibility: several reported new directors and two reported the appointment of a Vice Rector with responsibility for LLL

Question 20 – What are the funding sources for ULL (ranked by importance and compared to 2007)

RATE	1	2	3	4	Not a source	Response count
Public funding (State, region, etc)	*40,4% (38)*	29,8% (28)	12,8% (12)	10,6% (10)	6,4% (6)	94
Not-for-Profit Private funding (professional associations, social partners…)	7,7% (6)	19,2% (15)	*33,3% (26)*	25,6% (20)	14,1% (11)	78
Private enterprises	22,2% (20)	27,8% (25)	*28,9% (26)*	15,6% (14)	5,6% (5)	90
Individual student fees	*47,1% (48)*	29,4% (30)	8,8% (9)	13,7% (14)	1% (1)	102

% IN 2007	Less than 10%	11-25%	26-50%	51-75%	More than 75%	Response count
Public funding (State, region, etc)	17,7% (14)	24,1% (19)	*31,6% (25)*	11,4% (9)	15,2% (12)	79
Not-for-Profit Private funding (professional associations, social partners…)	*62,3% (33)*	18,9% (10)	13,2% (7)	3,8% (2)	1,9% (1)	53
Private enterprises	30% (21)	27,1% (19)	*32,9% (23)*	7,1% (5)	2,9% (2)	70
Individual student fees	11% (10)	*27,5% (25)*	23,1% (21)	18,7% (17)	19,8% (18)	91

Please explain your answers	35
Answered question	**131**
Skipped question	**42**

◆ Commentary:

1. All universities have a variety of sources for the funding of ULLL.

2. Only a small percentage report that one of the funding possibilities was not a source for them:

   - Only 11 universities reported that they had no funding from not-for-profit organisations
   - Only 6 universities reported that they had no public funding for ULLL
   - Only 5 reported that they had no funding from private enterprises
   - Only 1 reported they had no funding from individual student fees

3. The most important source of funding for the largest number of respondents was individual student fees – 48% (48/101) reported this situation

4. Of those who reported that public funding was a source of income for them, 43% (38/88) said it was the most important source. This should not necessarily be seen as core funding for the university but rather regional government as an important player in vocational/professional training, re-training and programmes for special target groups such as unemployed people

5. Although not-for-profit organisations were not a source for the highest proportion of respondents and a smaller number of respondents replied to this part of the question, a third of those who did respond said it was the third most important source. Thus although not widespread it was clearly a significant source of funding for some institutions

6. For those who reported that private enterprises were a source of funding the importance was more evenly spread: 22% reported that it was the most important, 28% ranked it the second most important, 29% ranked it third and 16% ranked it fourth.

7. Since the survey was undertaken in the second half of 2008, the 2007 figures were the most recent available at the time. The pattern of importance was therefore similar:

    - Individual student fees accounted for more than 75% of income for nearly 20% of the respondents to this question; for 51% to 75% of income for 19% of respondents; between 26% and 50% of income for 23.1% of respondents; between 11% and 25% of income for 27.5% of respondents; and less than 10% for 11% of respondents.
    - Public funding accounted for between 26% and 50% of their income for nearly 32% of respondents
    - Private enterprises accounted for between 26% and 50%iof income for nearly 33% of respondents
    - Not-for-profit organisations were the least significant source of funding: 62.3% of respondents reported that this source accounted for less than 10% of their income

Question 21 – Is there a central person responsible for ULLL?

	Response percent	Response count
Yes	*66,9%*	*103*
No	33,1%	51
Answered question		154
Skipped question		19

◆ Commentary:

Two thirds of universities that responded reported that they had a central person with responsibility for ULLL

Question 22 – Are there any changes taking place now or in the near future in the sources of funding for ULLL?

	Response percent	Response count
Yes	39,2%	56
No	***60,8%***	***87***
If yes, please specify	54
Answered question	**143**
Skipped question	**30**

◆Commentary :

1. Although 61% reported that they did not anticipate changes in the sources of funding for ULLL, a significant minority – 39% - did expect changes.

2. In the open question asking for some explanation to the anticipated changes, the following were identified:

   - University funding support is declining
   - Tuition fees are increasing; student fees will become a bigger proportion of income
   - Government funding support will decline over the next few year; cuts in state budget
   - Two respondents anticipated an increase in state support and/or a shift to ULLL from other areas
   - Changes in the targetting of public funding
   - Reduction in European funding (ESF)
   - More public-private partnerships
   - More income from enterprises and professional organisations

Question 23 – Do you have staff development programmes to support ULLL services and activities?

	Response percent	Response count
There is no ULLL related staff development	27,4%	40
ULLL staff development is part of the University staff development programmes	***41,1%***	***60***
Specific ULLL staff development programmes are organised	26%	38
I don't know	5,5%	8
If yes, please specify	15
Answered question	**146**
Skipped question	**27**

◆Commentary:

1. 41% of respondents reported that staff development for ULLL was integrated into the general programme of staff development for all university staff

2. 26% reported that specific staff development for ULLL was organised

3. 27.4% reported that there was no ULLL related staff development

Question 24 – does your university have an interesting practice on ULLL that is an example in your country?

85 universities responded positively and were invited to submit a case study. The case studies received are included in the second section of this report.

Question 25 – What type of collaboration are you engaged in and with whom?

	Employers	Social partners	Regional authorities	Other training providers	Response count
Analysis/forecast of training and development needs	*72,7% (88)*	50,4% (61)	68,6% (83)	30,6% (37)	121
Development of courses' and programmes	*77,6% (104)*	53% (71)	51,5% (69)	42,5% (57)	134
Execution of courses and programmes	*66,7% (76)*	50% (57)	46,5% (53)	51,8% (59)	114
Organisation of job placements for learners	*72% (59)*	32,9% (27)	30,5% (25)	14,6% (12)	82
APEL/APL	*63,1% (41)*	41,5% (27)	44,6% (29)	35,4% (23)	65
Development of professional skills of teaching staff	44,6% (37)	19,3% (16)	36,1% (30)	*53% (44)*	83
Identification of target groups and promotion	*72,1% (75)*	56,7% (59)	61,5% (64)	30,8% (32)	104
Evaluation of courses and programmes	*75,9% (63)*	43,4% (36)	50,6% (42)	33,7% (28)	83
Marketing or information about courses and programmes	*66,4% (71)*	53,3% (57)	64,5% (69)	44,9% (48)	107
				Answered question	**148**
				Skipped question	**25**

◆Commentary:

1. 69.9% of all respondents (121/173) collaborated with partners in the analysis and forecasting of training needs.

2. Of these (121), 73% collaborated with employers, 50% with social partners, 69% with regional authorities, and 31 % with other training providers

3. 60.1% of all respondents (104/173) collaborated with partners in the identification of the target groups and promotion of courses; and a similar proportion, 61.8% (107/173), collaborate on marketing or the distribution of information about courses.

4. 77.5% of all respondents (134/173) collaborated with partners in the development of courses and programmes. Of these (134), 78% collaborated with employers, 53% with social partners, 52 % with regional authorities and 43% with other training providers.

5. 65.9% of all respondents (114/173) collaborated with partners in the delivery and execution of courses and programmes. Of these (114), 67% collaborate with employers, 50% with social partners, 47% with regional authorities and 52% with other training providers.

6. 48% of all respondents (83/173) collaborated on the evaluation of courses. Of these (83), 76% collaborated with employers, 43% with social partners, 51% with regional authorities and 45% with other training providers.

7. The highest level of collaboration was on the development of courses and the lowest on the evaluation of courses.

8. Employers were reported to be the most frequent partners in all activities apart from the development of teachers; regional authorities and social partners were also very important. This is consistent with the fact that much of ULLL is professionally oriented and clearly employers and social partners (particularly the relevant sectoral associations) are key players; also in many countries regional authorities have the responsibility for professional/vocational training.

9. It is clear that most universities have a range of partners for different kinds of courses and for different stages in the design delivery and evaluation of courses.

Question 26 – Do you have more than one set/sort of partnership?

	Response percent	Response count
Yes	*91,9%*	*124*
No	8,1%	11
Answered question		135
Skipped question		38

◆ Commentary:

The fact of multiple partnerships is confirmed in table 26:

92% of respondents to this question (124/135) reported that they had more than one set/sort of partnership.

Question 27 – Summarise in a few lines who are your key partners?

121 universities responded to this open question

◆ Commentary:

The fact of multiple partnerships was confirmed in the responses to the open question asking 'who are your key partners?'

All the respondents identified more than one partner; one said 'too many to mention'; one said that each programme has its own external collaboration for development'. The partners included: employers, enterprises, city and regional authorities, national government ministries, other training providers (schools, tertiary, vocational, adult, private, public), other universities, social partners and trade unions, NGOs, community groups, Chambers of Commerce, social entrepreneurs, hospitals, employment agencies.

Question 28 – What is the main objective of your regional collaboration?

	Response percent	Response count
Broaden the potential market for the courses/services developed	*65,9%*	*87*
Participation in regional economic development	62,9%	83
Share resources	36,4%	48
Address specific issues	39,4%	52
Other		8
Answered question		**132**
Skipped question		**41**

◆ Commentary:

1. Clearly the main objectives for regional collaboration are two-fold: broaden the potential market - 66% identified this as one of their main objectives; and participation in regional economic development – 63% identified this as one of their main objectives

2. For more than one third of respondents – 36.4% - sharing resources was an important objective

3. For 39%, addressing specific issues was an important objective

4. One university said that 'collaboration is an objective in itself'

Question 29 – On which level is your partnership and collaboration?

	Response percent	Response count
Partnership/collaboration mainly on national level	45,3%	62
Partnership/collaboration mainly on regional level	*76,6%*	*105*
Partnership/collaboration mainly on local level	43,1%	59
If you have several levels of partnership, please describe the characteristics of each different level of partnership		40
Answered question		**137**
Skipped question		**36**

◆Commentary:

Universities also have collaboration at different levels and at more than one level:
- 76.6% (105/137) reported collaboration at regional level;
- 45% (62/137) at national level
- 43% (59/137) at local level

Question 30 – Summarise the role of your university in the collaboration

100 respondents answered this open question

◆Commentary:

1. The overwhelming picture that comes from the responses to this question is that the role of the university is very varied and depends on the purpose and nature of the collaboration: 'From leader to junior partner – everything is possible'; 'it depends – sometimes a partner sometimes a coordinator'; 'it depends on the subject and our competences'; 'we adapt to the needs of the company that contacts us'

2. The most frequent response was that the university was the 'leader', had the 'chief role', 'key role', or 'central role'; that it was the 'owner of the process', the 'initiator', the 'coordinator', or the 'proposer'

3. In several responses this leadership role was justified in terms of the responsibility for quality assurance in the award of diplomas and certificates, or the university's scientific and research base for training and updating

4. Other responses included:

    - Course provider – delivery of training
    - Curriculum development
    - Advisor and facilitator
    - Management and organisation of the training activities
    - Evaluation and feedback
    - Provider of trainers, lecturers, experts
    - Recruiting and supporting students
    - 'Enhancing the development of a regionally innovative milieu for citizens, firms and organisations of various kinds'
    - Getting sponsorship
    - Supervising students on work placements
    - Implementing new ideas
    - Sharing information, best practice, new knowledge, innovation and technology
    - Needs analysis
    - Awarding body for any certification
    - Publishing project results
    - Providing planning, administration and infrastructure
    - 'Making things happen'

Question 31 – What are the main success factors of regional collaboration?

100 respondents answered this open question

♦Commentary:

The success factors identified fell into 4 categories:

i)   **Networking:** confidence, transparency, trust, personal relationships, good relationships, friendliness, flexibility, regular contacts, avoid customer/supplier relationship in favour of genuine partnerships, continuous dialogue, sharing good practice, good communications

ii) **Management:** clear goals and clear allocation of tasks and responsibilities, shared objectives, genuine interest of the institutions, formalise relationships where necessary, clear agreements on the finances and the practicalities, sound finances, acknowledge and address competition issues, well prepared meetings and workplans, well-trained and well-prepared staff, build of the different strengths of each partner/complementary knowledge and competences, ensure quality, commitment and support from the senior management and leadership of the university, backed up by staff development, flexibility and adaptability, appropriate time allocated to the activity, planning for follow-up

iii) **Knowledge**: of the region, of the needs of the target groups, of existing regional plans, analyses, actions and resources, of environment, experience of LLL, expertise in the specific area

iv) **Strategic position and reputation:** of the university, of faculties, of individual members of staff; capacity to respond quickly and effectively

Question 32 – What are the main obstacles to successful regional collaboration

103 respondents answered this open question

◆Commentary:

The main obstacles fell into 4 categories:

i) **Competition:** between universities, between universities and other providers, insularity, lack of communication between potential collaborators, lack of transparency and trust, poor mutual understanding, too many players in the market, a need to 'tear down the walls each institution has built up', different organisational cultures, lack of networking, too many players,

ii) **Lack of skills:** weak collaboration skills, academics not practical enough, lack of effective communication, unable to talk in different ways to different target groups, difficult to find ways of working, lack of marketing skills and how to reach key target groups, lack of didactic competences for LLL, lack of common language, lack of motivation, lack of expertise

iii) **Environment:** lack of political support, 'govt officials know nothing', temporary or no funding, historically reliant on low skill economy, small size of companies and the region, excessive bureaucracy in public sector, in national government, in EU, negative economic forecasts which put off potential students from upskilling, employers want better prepared graduates but don't offer very good work experience, lack of interest from companies, lack of understanding of the university's real competences , lack of contacts between universities and companies, general economic climate, absence of well developed regional policies, too expensive for small organisations and small regions, employers lack vision of qualifications and competences needed, universities value research much more highly, too many overlapping initiatives, disjointed regional governance, unrealistic expectations, low interest

iv) **Management:** not enough effective marketing, lack of involvement of the university community in ULLL, lack of clarity/misunderstandings about roles of university and other actors, ambiguity of purpose, lack of clear focus, varying objectives, requires an investment before the return comes in, not enough time given to academics to do it, not enough internal support, diversity of institutional missions, long time scale for decisions, lack of resources (human, financial, time ....), research given priority, not enough focus on the learner, resistance to innovation, lack of co-ordination between overlapping initiatives, too many targets, ULLL is too expensive, complexity not professionally managed, lack of clear time lines, benefits not clearly understood – often thought to be too deep, too long and too expensive, targets set too high, complicated procedures and too much bureaucracy

3. Methodology and Results – case studies

Case studies were identified in a number of ways:

- All members of EUCEN were invited to submit a case study of best practice or innovative initiatives
- All those who completed a questionnaire and/or submitted a case study in the first BeFlex project were invited to send a follow-up case study explaining what had happened since the first submission
- Question24 of the questionnaire (see part 1 of this report) asked if the respondent had an interesting practice that was an example in their country- 85 answered positively and all were contacted an invited to submit the example as a case study
- The partners of the project were invited
- Universities known to members of the Management Group of the Project and to the EUCEN staff team as having interesting or innovative activities were invited
- At workshops and training events participants were invited to submit

Two templates for case studies were offered: one for general ULLL initiatives, best practice, models of organisation; and one for regional partnerships and collaboration – these are included in this report as annex 3a and 3b respectively

57 cases were collected: 28 new ones and 29 that were updating earlier ones.

The list of case studies is set out below and all (except 2) are available on the website:
http://www.eucen.org/BeFlexPlus/index.html

One is not published because the sender asked for it to be withdrawn from publication as the course it was describing is longer offered; the second is not published because we have been unable to obtain explicit permission from the sender to do so.
In the text the case studies are referred to by their number in the tables, for example, NCS3 – indicates New Case Study No.3 (from the University of Hildesheim); UCS2 – indicates Updated Case Study No. 2 (Catholic University of Leuven-KUL)

Extracts from some of the case studies have been used in the training materials that are also published on the website.

Below the table we set out an analysis of the cases under 5 themes:

- Diversity in University Lifelong Learning
- Curriculum in Partnership
- Implementing Institutional Change
- Recognition of Prior Learning
- Regional Collaboration

There are clearly other ways of 'reading' the case studies but these are the key themes that we have drawn from all the data collected relating to the aims and objectives of the project.

NEW CASES

No	Country	Institution	Theme	Other comments/ Notes
1	BE	CIUF (Counseil Interuniversitaire de la Communauté) The widespread display of Recognition of formal, informal and non formal learning (VAE[1]) in the French Speaking Belgian Universities.	APEL Regional collaboration for APEL, access and progression	Also illustrates masters
2	BIH	Dzemal Bijedic University, Mostar Developing modular e-content in the area of ICT	Diversity	
3	DE	University of Hildesheim Further education program for lectures of the Robert Bosch Stiftung	Curriculum in Partnership Regional/national collaboration with Foundation for CPD	
4	ES	University of Valencia Regional University-Industry strategies network, RUISNET	Regional/international collaboration with wide range of stakeholders for Univ-Industry collaboration	Purpose of Univ-Industry collaboration - seen as a 'good thing' in itself but also for needs analysis in industry and development of training opps to respond to those needs.
5	ES	Universitat Autonoma de Barcelona The Management Development Plan (PDD) of the Diputació de Barcelona (Barcelona Provincial Council) and the Universitat Autònoma de Barcelona (Autonomous University of Barcelona).	Curriculum in Partnership	
6	ES	Deusto University "Enjoying arts"	Curriculum in Partnership Regional collaboration with cultural institutions	For development of cultural life of the city and increasing/widening participation in HE
7	FI	University of Joensuu Promoting the work-based immigration of medical doctors	Curriculum in Partnership	
8	FI	Åbo Akademi University The Lifelong Learning Strategies of Finnish Universities	National model of ULLL	National policy context
9	FR	Université de Versailles; CGT TU and Univ co-operatin (Tulip)	APEL	
10	FR	SUDES To become a lifelong learning organisation	Implementing institutional change	National policy context

11	LT	KAUNAS University of Technology Competency development of business management and cooperation	Curriculum in Partnership Economic development	
12	LT	Klaipeda University/Vilnius University/ Vytautas Magnus Univ/ Siauliai University AKTTOR. Improvement of the analyst competences and its application for stimulation of the human resources potentials development in organizations.	Curriculum in Partnership Diversity	
13	MT	University of Malta The implementation of the Bologna Process in Malta	Diversity	
14	NL	RPL Centre, Hogeschool Windesheim Co-operation between a university and the municipal government of Zwolle in developing and executing a management development programme.	Curriculum in Partnership APEL	**Note: permission to publish wthdrawn because course no longer offered**
15	NL	Hogeschool Van Amsterdam Co-operation between a university and a private company in working and learning for a bachelor degree	Partnership APEL/RPL	
16	NL	Hogeschool Zuyd, Limburg Lifelong learning in Limburg (see 2nd part - ZAP - for Curric in partnership)	Curriculum in Partnership	Maybe also institutional model
17	PT	Universityof Aveiro Regional Cooperation in post secondary technological education	Curriculum in Partnership	
18	RO	Lucian Blaga University, Sibiu, Teacher Training Department STUDIUM- Teacher Training Program	Diversity	CPD for teachers
19	RU	Faculty for the improvement of the qualification of teachers and staff- Krasnoyarsk Insitute for Fundamental education- Krasnoyarsk Training Institute for University Staff	Diversity	CPD for teachers in voational and HE
20	SE	Lund University Competence direct - cooperation between Lund University and Akademikerförbundet SSR	Curriculum in Partnership	

21	SE	Lund University/Öresund Univerisity The Öresund University - Oresund Science Region	Regional/transnational collaboration	Collaboration between HEIs in SE and DK - region across the border to become a 'Science region'
22	SE	ENCELL Council for regional educational co-operation	Regional collaboration - national centre to combine research and development	National centre
23	SI	University of Maribor, SloveniaProfessional training for professionals in years 2008/2009/2010/2011	Regional collaboration with other Univs	For CPD for professional teachers and managers in all educational institutions at all levels
24	TR	Anadolu University Example of an interesting practice in ULLL	Diversity	**Permission to publish not obtained**
25	UK	Staffordshire University Increasing access to and preparation for higher education (HE) from people with few of no educational entry qualifications	Regional collaboration - with other providers for access and progression	National policy context - learning partnerships
26	UK	Linking London Lifelong Learning Network Regional collaboration Case Study: Linking London Learning	Regional collaboration with educational providers for access and progression	National policy context of learning partnerships
27	UK	University of Leeds Community-based Arabic and Islamic Studies programme	Curriculum in partnership Local/regional collaboration for access, progression and community development	
28	UK	University of Leeds Preparation for Higher Education programme	Diversity	

UPDATED CASES

No	Country	Institution	Theme	Other comments
1	AT	University of Klagenfurt - Attitudes towards required continuing education - Flexible, individual learning pathways to accredited university education. - Application of ECTS in Lifelong Learning	Diversity Regional collaboration with other HEIs for courses for seniors (U3A type thing)	Focus on older learners
2	BE	Catholic University of Leuven- KUL - Replacing the year system with a credit system - Flexibilisation- Implementation at all levels	Implementing institutional change	Support for working students
3	BE	Université Catholique de Louvain Ilustration of University Lifelong Learning and Bologna co-construction-evaluation after 2 years	Implementing institutional change	APEL and masters
4	CZ	Brno University of Technology - Example of LLL course - Organisational Model: Role of the Department of Continuing Education	Implementing institutional change	Management structure implicit rather than explicit but division of tasks is interesting. Also - life afer ESF funding
5	DE	University of Kiel Centre for continuing education Career centre Important yearly job fair organised by the university Job oriented programme of continuing education by a network of university, economy and other local contractor of continuing education Scientific coaching (professionally oriented focused know how individual teaching)	Implementing institutional change	Life after ESF funding
6	DE	Otto-von- Guericke University, Magdeburg Experience based knowledge: cooperative venture between educational and professional bodies	Curriculum in partnership	PPP (public private partnership) - onsolidation of model - replication in other faculties/ disciplines
7	DE	University of Oldenburg Area of professionalisation	Diversity	Also institutional model of management - change in structure
8	DE	University of Hamburg - Online Learning in Management for knowledge update of young professionals - Success factor for learning via eLearning programmes		E-learning
9	EE	University of Tartu - ULL organisation: Programme-based management in UCE - Link with employers	Implementing insitutional change	

10	ES	University of Deusto - Woman´s training - Free access msterda msterdam channels offering interactive professional and cultural training - msterdam nal studens strategy	Implementing msterdam nal change	Life mste msterd funding – sustainablity?
11	ES	University Rovira i Virgili - ECTS - Diploma supplement - Curricula development msterda competences	Diversity	msterdam Bologna on ULLL – none
12	ES	University of Barcelona IL3	Implementing msterdam nal change	E-learning. Also a brief history of the development mste Instit for ULLL
13	ES	University of Lleida Continuing Education at the University of Lleida	Diversity msterda msterdam nal management	
14	FI	University of Helsinki Quality Management for School Leaders of Vocational Schools	msterdam in Partnership	Focus on CPD for teacehrs
15	FR	Pierre & Marie Curie University - Implementation of recognition of prior learning	APEL	In Engish and in French
16	FR	University of Brest - Lifelong Learning and employment Guidance and counselling for people mster back to University	Diversity	He mst send both old and updated cases in English mid-September
17	HR	University of Zagreb Development of ULLL through the msterdam nal cooperative projects	Diversity Model of msterdam nal management	Life mste msterd funding
18	IE	Univesity of Limerick - From a modular system fo full ECTS system - Learning outcomes msterda professional accreditation processes assocaited with msterd awarded by the university - All learning seen as lifelong learning	Impementing instituitonal change	msterda policy context. Also impact of Bologna significant
19	IS	CCER University of Iceland Supplementary study program (SSP) for teachers at pre PRIMARY and mste secondary level	Diversity	Focus on CPD for teacehrs
20	NL	Hogeschool Van msterdam VPL model based on 5 steps	APEL	
21	NL	Open University of the Netherlands- OUNL Recognision of Prior Learning Procedure	APEL	

22	NL	Open University of the Netherlands Implementation of Assessment of Prior Learning at the Open University of Netherlands (a continuing story)	Curriculum in Partnership APEL	National policy context for APEL
23	PL	Warsaw School of Economics - ULLL organisation - ECTS - APEL - Diplma supplement - Third Age University - Courses desgined for private companies and institutions - Intramural anf extramural LLL	Institutional model	No change - period of consolidation of Bologna
24	UK	Goldsmiths University Pros and cons of European Accreditation Schemes	Diversity	Impact of Bologna on ULLL
25	UK	University of Salford - University project - self evaluation and impact of outreach activities - Project development tool - Project Staff development tool	Diversity	Impact of project funding - life after funding
26	UK	University of Stirling - Learning in Local and Regional Authorities	Regional collaboration with local authorities	To develop a learning region - life after project issues. The network is still in place and has prepared new bids for funding but in Stirling little take up of tools developed
27	UK	University of Strathclyde - Practice based learning - Flexible provision and non-standard entry criteria - Administrative and academic support structure - Non-traditional backgrounds learner - Institute of Environmental Health	Curriculum in partnership	Impact of increasingly competitive marlet
28	UK	Edinburgh College of Art LLL routes into Higher Eduation in Art and Design	Diversity Implementing institutional change	Developing a 'Centre for Continuous Studies' Also issues around intermediate awards - new target groups and developing a research profile
29	UK	University of Liverpool - UK LLL national perspective - European Qualifications Framework - Modular awards/ Non traditional awards		

Diversity in University Lifelong Learning

In section 1 we have identified the diverse nature of the definitions of ULLL that are in use in Europe and this characteristic is also evidenced in the case studies. All 58 case studies are different while all being examples of best practice and/or innovation in ULLL.

Some we have labelled as particularly illustrative of the theme of diversity since they show different kinds of provision: see for example, Modular e-content in Mostar, BIH (NCS2), Competence training for organisations from a group of Lithuanian universities, LT (NCS 12), Improvement of teacher qualifications in Krasnoyarsk, RU (NCS19), Preparation for Higher Education Programme in Leeds, UK (NCS28).

Almost all the case studies refer to specific target groups – a very wide range of different groups: older people, AT (UCS1), working students, BE (UCS2) post-graduates, ES (UCS13), immigrant doctors, FI (CS7), women, ES (UCS10), teachers, IS (UCS19) and so on.

They have different purposes: see for example, involvement in the cultural life of the city, ES (BCS6), access to work-based learning and qualifications, NL (NCS 16), community development, UK (BCS27), professional updating and continuing professional development , SI (NCS23).

This diversity is clearly one of the great strengths of ULLL since it is flexible and varied and can respond quickly to different needs and different purposes by delivering a range of different learning experiences and opportunities in a range of different modes.

Curriculum in Partnership

Many of the case studies show a partnership with one or more other organisations to deliver learning programmes. A range of different partnerships are represented in the case studies:
- Partnership with **a particular enterprise** in the private sector – see for example, in NL (NCS15) or in PL (UCS23); or **groups of enterprises** – see for example, in ES (NCS4) and in DE (UCS6)
- Partnerships with **local authorities** – see for example, in NL (BCS14) or in ES (NCS5)
- Partnerships with the **responsible body for the professional group** – see for example in FI (UCS14), or IS (UCS19), or UK (UCS27), or SE (UCS20)
- Partnerships with **other education institutions** – see for example in BE (BCS1), in PT (NCS17), in UK (NCS26)
- Partnerships with **cultural institutions** – see for example in ES (NCS6)
- Partnerships with **trade unions** – see for example in FR (NCS9) , in
- Partnerships **across national borders** – see for example in DE (NCS3), in LT (NCS11, in SE (BCS21)

Implementing Institutional Change

Many of the case studies, especially those that are updating case studies provided in the first BeFlex project, describe various aspects and stages of development in implementing institutional change relating to ULLL:

- A **national policy/strategy context** is set out in NL(UCS22), in FI (NCS8), in FR (NCS10), in UK (UCS29)
- A **regional strategy context** is set out in BE (NCS1), in PT (NCS17)
- Different **models of institutional organisation** CZ (UCS4), ES (UCS12), PL (UCS23)
- Different **strategies for change** are set out in EE (UCS9), FR (NCS10), BE (UCS2), BE (UCS3), IE (UCS18)

Clearly the strategies for change at institutional level are constrained in various ways and/or promoted by the national policy context.

At regional level universities appear to be more active players in developing the strategy.

Organisational models vary but are clearly linked to the policy context but perhaps more importantly to the history, culture and mission of the institution and where it sees ULLL in that configuration.

<u>Recognition of Prior Learning</u>

Recognition of Prior Learning – RPL (or often APEL in English) is clearly well-developed as **a national strategy** in some countries – see case studies: BE (BCS1), NL (UCS20), FR (UCS15), and UK in particular.

In the French speaking universities of BE, there is an example of a **collaborative approach** to the development of RPL (NCS1).

There are several examples of RPL **for different groups and in different professional contexts** in FR: Versailles (NCS9), Paris (UCS15).

And in collaboration with **a specific enterprise** in NL (BCS15) or **a group of different kinds of institutions** in NL (NCS16).

An example of the **advice and guidance system** put in place to support RPL is offered by FR (UCS16)

<u>Regional Collaboration</u>

Many of the case studies of curriculum in partnership set out above have a city or regional focus.

In addition, many of the cases reflect regional **partnerships with a range of stakeholders university collaboration industry collaboration** – see for example in ES (NCS4)

Some are collaborations between higher education institutions focussing on a particular topic or theme – see for example in SE (NCS21) for a '**Science Region'** – this one also has a cross border feature with DK; or in UK (NCS25) for **access to HE and progression of people with few or no entry qualifications**; or in Scotland (UCS26) to develop a '**learning region';** on in ES (NCS6) for the **cultural life of the city**.

Some are collaborations targeting **a particular group** – see for example in SI (NCS23) which targets **CPD for professional teachers and managers** in educational institutions at all levels; and in AT (UCS1) for **older learners**.

Some collaborations are at a national level - a good example described here is in SE (NCS22) – a **national centre for research, development and projects in LLL** at all levels

The issues and various models of regional collaboration were also explored in the visits.

4. Methodology and Results – visits

The template for visits is included in this report in annex4

Institutions for visits were selected in a number of ways:
- From a reading of the questionnaire results and case studies submitted
- From a general knowledge of the field among the project partnership
- From among the partner institutions
- Follow –up visits to those conducted in the first BeFlex project
- And inevitably practical considerations relating to the willingness and availability of the host and the visitors

Wherever possible the visits were conducted by a partner institution in a different country to maximise the networking potential but also to provide an 'outsiders' view and a comparative perspective. Where the key focus of the visit was regional collaboration, an attempt was made to involve partners in the visit. Where the focus was mainly on ULLL internal then various key actors within the institution were involved. An assurance of confidentiality was given to the interviewees in order to obtain frank and open answers and discussion. Since it is impossible to remove all references to the institution and its locality without losing the sense of the arguments, the reports are not reproduced here or published on the web. However, they have enhanced and elaborated many of the results and have fed into the thematic report. In addition a summary of the key issues raised in the visits is presented following the table below.

TABLE OF VISITS

Partner institution and name of visitor	Institution visited	Partners interviewed (where relevant)	Dates
EUCEN – Pat Davies	University of Oldenburg (DE)		25-26 September 2008
University of Helsonki (FI) Antti Kauppi	University of Limerick (IE)		3 February 2009
University of Oldenburg (DE) – Ina Grieb	University of Pecs (HU)	Pecs Development Company; the House of Civil Associations.	14-16 January 2009
University of Oldenburg (DE) – Ina Grieb	University of Ljubljana	Representative of the business sector (Nenad Savic); representative of the Ministry of School, Education and Sports	2-3 April 2009
University of Deusto (ES) – Visitacion Pereda	Open University of Portugal (PT)		30 December 2008

University of Lille 1 (FR) – Michel Feutrie	University Carlos III of Madrid (ES)		4 September 08
London Metropolitan university (IK) – Harinder Lawley	University of Helsinki (FI)		15-18 December 2008
Kaunas Technical University (LT) – Ruta Leonaviciene	University of Bergen (NO)	Norwegian University for Life Sciences (NO) Research Institutes	8-9 January 2009
Lunds University (SE) Ebba Ossiannilsson	University of Malta (MT)	'Let me Learn' partners	8-9 January 2009
Lunds University (SE) Ebba Ossiannilsson	University of Iceland (IS)		16 January 2009
University of Deusto (ES) – Visitacion Pereda	University of Barcelona (ES)	IL3	27 February 2009
University catholique de Louvain (BE) – Arnaud Salmon	University of Foro Italico (IT)	University Institute of Motor Sciences (IUSM); Universities of Roma 3, Sapienza, Tor Vergata, and Lumsa	23-24 February 2009
Hogeschool Amsterdam – Lucie te Lintelo	Tallinn University of Technology (EE)		6 November 2008
University of Aveiro (PT) – Estela Pereira	University of Jonkoping (SE)	ENCELL (National Centre of LLL), Regional Council of Jonkoping County	3 December 2008
Hogeschool Amsterdam (NL) – Lucie te Lintelo	Hogeschool Zuyd (NL)	Atrium Medical Centre, Mondriaan Care Group and 3 major schools in the region of South Limburg, a vocational school (Arcus College), Hogeschool Zuyd and the Open University Nederland.	28 January 2009
University of Aveiro (PT) – Estela Pereira	University of Sheffield (UK)		28 January 2009

Challenges, issues and lessons learned (no ranking is intended in the order here and the points are drawn from all the visits)

1. One of the problems is that enterprises and different educational providers don't speak the same language. For a lot of teachers it is a long time ago that they had practical experience in a professional field. Some teachers never had any practical experience at all. It is very important to provide lifelong learning activities also for teachers.

2. Project management skills and a result oriented way of working are not common for most people working in education. A lot of energy has to be put into this. For this reason it is very important to have a special work package in LLLL projects to support these skills and to have an experienced and professional project manager as an advisor or supervisor.

3. A lot of energy has to be put into seeking coherence, to tune activities, to learn from each other and to prevent everyone from reinventing the wheel yet again. That is why LLL regional collaboration involving a range of different partners is so important: it provides a linking pin between different pilots and projects. The leisure sector can learn from healthcare or engineering and vice versa. And they can all benefit from projects on RPL, ePortfolio and flexible pathways, or from the expertise on project management. At first it may seem a complex structure, but in the long run it will contribute to a new way of working and creating a vast network of people involved in lifelong learning activities.

4. A result oriented way of working is important, but do not expect to see immediate results too soon. Also it is not good to plan too far ahead, especially when a lot of different stakeholders are involved. It is best to think of it as an Investment in a different way of working and organising things. Lifelong learning is about a long term perspective and investment. Innovation is a continuous process. A distinction is made here in three horizons that enterprises (and increasingly university LLL units/departments) have to work on to be innovative:

   - Horizon 1 is about expanding and consolidating the core business (short term oriented, small chance on profits);
   - Horizon 2 is about building new businesses (mid term oriented, medium chance on profit);
   - Horizon 3 is about creating vibrant options for the long the long run. This horizon is not something that can easily be planned – it requires well defined business planning beforehand to show return on investment etc. Costs and returns are not that easy to predict. It is about experimenting, facilitating, dealing with risks and uncertainties and developing a business plan along the way.

   Because this way of thinking and working is about long term perspective and commitment, a lot of investment is needed while profits are uncertain to predict. That's why it is important to have government funding in this.

5. Interests and activities of a lot of employers often are short term oriented. Shortage or surplus of labour is often dealt with in an ad hoc way. To involve enterprises in LLL, it is important to have a clear view on costs and benefits. It is even more difficult to get smaller companies involved in the projects. They cannot easily spare someone to contribute to a project.

6. Work on commitment on all levels. Have unique kick offs when you start a project, for example. But support and stimulating responsibility are also very important in reaching commitment. Celebrate your successes, even the small ones. Communicate, communicate and communicate! Internally, externally.

7. It is important to get researchers involved in LLL projects. Research can be on the results and effects of the project, or on the process itself. Researchers support the creation of a real learning community.

8. One of problems that is not solved easily is that there is a certain tension between the needs of a region and the demands of national educational policy and legislation, that is aimed at different educational levels (vocational, professional and academic). That means that educational providers in the region are confronted with different national agreements they have to adhere to. For example, national competence standards of educational programmes, which are formulated in a specific and detailed way, do not always match the way higher professional educational institutes formulate and handle competences, or the needs of the regional (sectoral) labour market. So more flexibility in national laws and agreements is needed to match regional needs.

9. Sometimes it is very hard to get in contact with regional companies, for example to get them attends meetings or conferences where the objective is to discuss and/or establish joint projects. The main reason for this seems to be tight time schedules and budgets

10. Key challenge for Units of LLL is integration of courses with the faculties

11. Added value of collaboration and partnerships for practitioners (the professionals involved)

    - better reputation when cooperation with university
    - institutional cooperation
    - good contacts to university experts
    - problem solving models/theory

12. Added value for university

    - business is stakeholder (often a quality assurance requirement)
    - evidence for goal employability
    - development outside very fast – university needs to be up to date
    - alumni club/contacts
    - bigger competition between faculties in Slovenia

13. In most places, significant progress towards Bologna reforms has been achieved and there are aspects of best practice which should be noted and disseminated. These are particularly visible in terms of the inclusive and stakeholder led approaches to structural reforms, the adoption of the BMD model and the development and implementation of a university wide LLL policy and strategy in some institutions.

14. However, work on the adoption of a universal credit framework that offers lateral and vertical mobility and flexibility is surprisingly slow and there is obviously a serious political issue to be resolved around the area of parity of esteem and competition between the university and university of applied science sectors in some countries, which may be hindering collaboration and presenting obstacles to learners.

15. The high value placed on world rankings as defined by the Shanghai Index may have a distorting effect on an otherwise well developed and generally highly valued education system in some countries. ULLL is often an under-exploited opportunity in the quest for a more inclusive and dynamic university that truly fosters and pioneers innovation in Lifelong Learning in the ever increasingly competitive world of higher education in the 21st century.

16. A number of elements are important in collaboration: competition between institutions, politics (institutional, local and regional), personal relationships and networks, shared stories and shared histories

17. Fragmentation of collaboration – no single overall co-ordination – different co-ordination points for different collaborations for different purposes

18. External/extrinsic factors: external funding for projects (e.g. City of Science, Science Region, City of Culture); other priorities (e.g. research opportunities and requirements for staff), funding policy (e.g. effect of changes in adult education funding generally)

19. Effect of BMD and Bologna process generally is minimal in local and regional partnerships and collaboration (maybe greater in future as BMD works through the system?)

20. LLL units and staff have a great deal of experience that is relevant to the 'mainstream' provision (e.g. working with learning outcomes), but there is little input into the faculty development by ULLL staff

21. Opening up of the university to region is often seen as an extremely important actor in the knowledge society – the university is important for innovation, knowledge and technology transfer

22. University is a very big employer (sometimes the biggest in the city or region) and therefore has an important economic role in the region

Questionnaire for Managers in Higher Education Lifelong Learning

This questionnaire is designed to gather information on LLL in higher education in Europe – we use the term University Lifelong Learning – ULLL in short - but we wish to include all higher education institutions.

As our previous project showed ULLL is very diverse. Our working definition tries to encompass that diversity:

> *ULLL is the provision by higher education institutions of learning opportunities, services and research for: the personal and professional development of a wide range of individuals - lifelong and lifewide; and the social, cultural and economic development of communities and the region.*
>
> *It is at university level and research-based; it focuses primarily on the needs of the learners; and it is often developed and/or provided in collaboration with stakeholders and external actors.*

We know that many institutions have their own working definition and we are interested to know about these.

The questionnaire is designed to explore if and how the Bologna Process and the Bologna tools are being used to develop ULLL and developments since our last survey 2 years ago. We are also interested in a new aspect that was not part of our work then: regional collaboration and partnerships and the impact the Bologna reforms might be having on these.

It is of course very important that as many institutions as possible respond to this questionnaire to give as full a picture as possible. Please help us to do that.

The format of the questionnaire should facilitate rapid completion.
The questionnaire will take approximately 30 minutes to complete.

Please return the completed questionnaire to: Carme Royo (beflex@eucen.org)

Before you start:

*Questionnaire filled in by:

Name .... **Surname:** ....

Job title/role: ....

Institution: ....

Postal address: ....

Country: ....

Email Address: ....

NB: * This section must be answered.

1. Strategy/Policy for ULLL:

1.1.   Give your definition of University Lifelong Learning:

	Highest priority	**Important along with other priorities**	**Not yet a priority but may become one**	**Not a priority and unlikely to become one**
1.2. What priority does ULLL have at your university?	☐	☐	☐	☐

1.3.   Does your university have a ULLL policy/strategy?

☐ Yes   ☐ No   ☐ In preparation

    If yes, could you attach a copy of the part of your university strategy?

    If your answer is 'No', go directly to section 2.

1.4. What is the purpose of your ULLL policy/strategy? (Rank your responses by order of importance, 1 being most important)	Rank of importance
Responding to the employment needs of the labour market	
Encouraging participation of non traditional learners, attracting new groups into the university and serving the needs of people who have not traditionally participated in higher education	
Meeting the needs of citizens in all the aspects of life – cultural, economic, social, professional	
Stimulating personal development by providing personal development programmes for graduates	
None of the above. Please Indicate:	

1.5. Who are the main target groups of the ULLL strategy/policy (Select one Box per row)?

	Very important	Important	Not important
Individual learners	☐	☐	☐
Organisation (private companies, public authorities, public companies, NGO's…)	☐	☐	☐
Special target groups: (unemployed, immigrants/ refugees, women…)	☐	☐	☐
Other	☐	☐	☐

1.6. Briefly describe what has changed in your ULLL policy/strategy/activities over the last two years? (Tick the boxes as necessary)	has changed	is linked with the Bologna process
Change in goals	☐	☐
Changes in curriculum	☐	☐
Changes in target groups	☐	☐
Changes in organisation	☐	☐
None of the above:	☐	☐

Please Briefly describe the main factors driving the changes that you identify here:

1.7. What are the anticipated developments in your ULLL strategy/policy and activities in the next two years? (Tick the boxes as necessary)	will changed	is linked with the Bologna process
Change in goals	☐	☐
Changes in curriculum	☐	☐
Changes in target groups	☐	☐
Changes in organisation	☐	☐
None of the above:	☐	☐

Please Comment your answers if necessary:

2. ULLL provision

2.1. What are the programmes you offer to support ULLL students (tick one box per row)?	All	Most	Some	None
Bachelors are available for ULLL	☐	☐	☐	☐
Masters are available for ULLL	☐	☐	☐	☐
Possibility to study selected units/credits of a B or M programme	☐	☐	☐	☐
Customised programmes for special groups are available	☐	☐	☐	☐
Separate diplomas for different age groups are available	☐	☐	☐	☐
Intermediate awards are available	☐	☐	☐	☐
Other:	☐	☐	☐	☐

2.2. What are the services you offer to support ULLL students (tick one box per row)?	All	Most	Some	None
Advice and Guidance are available	☐	☐	☐	☐
APEL/RPL* is offered for access to a course	☐	☐	☐	☐
APEL/RPL is offered for part of a diploma	☐	☐	☐	☐
APEL/RPL is offered to award full qualification	☐	☐	☐	☐
Other:	☐	☐	☐	☐

* APEL/RPL = validation of informal and non-formal learning/Recognition of Prior Learning

2.3. In which way do you offer your courses to support ULLL (tick one box per row)?	All	Most	Some	None
Distant courses are available	☐	☐	☐	☐
Mixed of on-site and distant courses are available	☐	☐	☐	☐
Courses are delivered on different locations	☐	☐	☐	☐
Courses are delivered at suitable time for workers	☐	☐	☐	☐
Course programmes are delivered to mixed groups	☐	☐	☐	☐
Courses are delivered by professionals as well as academics	☐	☐	☐	☐
Courses are tailored to individual and organisational needs	☐	☐	☐	☐
Other:	☐	☐	☐	☐

2.4. How many ULLL courses do you offer?	Number of programs	Number of students
Specially designed masters		
Specially designed bachelors		
Short courses (5-50h)		
Individual course units		
None of the above:		

2.5. Are you making changes in ULLL provision?

☐ Yes, changes are made   in ULLL provision   ☐ No change in ULLL provision

      If yes, please list three changes that you are undertaking:

      Change 1:

      Change 2:

      Change 3:

If you are making changes, explain why? For what reason(s)?

2.6. What are the trends in the relationship between ULLL and initial learning? In your organization, would you say that:

☐ ULLL is tending to be **more integrated** with initial learning
☐ ULLL is tending to be **less integrated** with initial learning

Explain why?

3. Management and organisation of ULLL

3.1. How is ULLL organised in your institution (Tick one box)**?**

	Is organised by an internal LLL unit	Is organised by a internal unit – not LLL	Is organised at department/ faculty level	Is organised by an external Unit	In collaboration- Including some of previous items	Not offered
The organisation of ULLL courses						
⟲ Select courses	☐	☐	☐	☐	☐	☐
⟲ Select methodologies	☐	☐	☐	☐	☐	☐
⟲ Evaluate course quality	☐	☐	☐	☐	☐	☐
⟲ Manage human resources	☐	☐	☐	☐	☐	☐
⟲ Register learners	☐	☐	☐	☐	☐	☐
The organisation of ULLL services:						
⟲ APEL/APL	☐	☐	☐	☐	☐	☐
⟲ Support courses to help students with difficulties	☐	☐	☐	☐	☐	☐
⟲ Academic advice and guidance	☐	☐	☐	☐	☐	☐
⟲ Professional/career advice and guidance	☐	☐	☐	☐	☐	☐
⟲ Mentoring and coaching	☐	☐	☐	☐	☐	☐
Other:	☐	☐	☐	☐	☐	☐
The marketing of ULLL	☐	☐	☐	☐	☐	☐
The financial management of ULLL	☐	☐	☐	☐	☐	☐
Other:	☐	☐	☐	☐	☐	☐

3.2 Are there any changes going on or planned in the way that the administration of ULLL and the management of services for ULLL are organised? ☐ Yes   ☐ No

If yes, please specify:

3.3. What are the funding sources for ULLL in your institution? (Rate all sources by order of importance – 1 being the most important source of funding)	**Rate**	**Percentage in 2007**
Public funding (State, region..)		
Not-for-Profit Private funding (professional associations, social partners ….)		
Private enterprises		
Individual student fees		

Comment:

3.4 Is there a central person responsible for ULLL? ☐ Yes   ☐ No

3.5. Are there any changes taking place now or in the near future in the sources of funding for university lifelong learning?   ☐ Yes   ☐ No

　　　If yes, please specify:

3.6. Do you have staff development programme to support ULLL services and activities (tick one box)?

☐ There is no ULLL related staff development
☐ ULLL staff development is part of the University staff development programmes
☐ Specific ULLL staff development programmes are organised
☐ Other, please indicate:...
☐ I don't know

3.7. Does your university have an interesting practice on ULLL that is an example in your country?

4. Regional collaboration

4.1. What type of collaboration are you engaged in and with whom? (you can tick several boxes per row)**?**

	Employers	Social partners	Regional authorities	Other training providers
Analysis/forecast of training and development needs	☐	☐	☐	☐
Development of courses' and programmes	☐	☐	☐	☐
Execution of courses and programmes	☐	☐	☐	☐
Organisation of job placements for learners	☐	☐	☐	☐
APEL/APL	☐	☐	☐	☐
Development of professional skills of teaching staff	☐	☐	☐	☐
Identification of target group and promotion	☐	☐	☐	☐
Evaluation of courses and programs	☐	☐	☐	☐
Marketing or information about courses and programs	☐	☐	☐	☐
Other:	☐	☐	☐	☐

4.2. Do you have more than one set/sort of partnership?

☐ **Yes**   ☐ **No**

4.3. Summarize in a few lines who are your key partners?

4.4. What is the main objective of your regional collaboration?

☐ Broaden the potential market for the courses/services developed
☐ Participation in regional economic development
☐ Share resources
☐ Address specific issues

4.5. On which level is your partnership and collaboration?

☐ Partnership/collaboration mainly on **national level**
☐ Partnership/collaboration mainly on **regional level**
☐ Partnership/collaboration mainly on **local level**

If you have several levels of partnership, please briefly describe the characteristics of the different level of partnership:

4.6. Summarise the role of your university in the collaboration?

4.7. What are the main success factors of regional collaboration?

Key success factor 1:
Key success factor 2:
Key success factor 3:

4.8. What are the main obstacles to successful regional collaboration?

Obstacle 1:
Obstacle 2:
Obstacle 3:

Thank you for your participation in the BeFlex Plus project.

The project will follow up the questionnaires with a series of site visits and case studies on interesting practices.
This will provide the opportunity to explore some key issues on ULLL in further detail.
First interim project results will be published on **www.eucen/BeflexPlus.html** in June 2008.
For more information on Project results, please send a mail to **beflex@eucen.org**

Questionnaire à destination des responsables en charge de la formation tout au long de la vie dans les établissements d'enseignement supérieur

Ce questionnaire a pour objectif de rassembler des informations sur la formation tout au long de la vie dans l'enseignement supérieur en Europe, nous utilisons l'expression « La formation tout au long de la vie à l'Université », ou l'acronyme anglais ULLL, mais le projet prend en compte toutes les institutions d'enseignement supérieur.

Comme le précédent projet (BeFlex) l'a montré la formation tout au long de la vie dans l'enseignement supérieur prend des formes très diversifiées. Notre définition provisoire essaie de prendre en compte cette diversité :

ULLL est la mise à disposition par des établissements d'enseignement supérieur de dispositifs de formation, de services et de recherche pour le développement personnel et professionnel d'un large public, tout au long de sa vie et dans la diversité des composantes de sa vie, et le développement social, culturel et économique de collectivités et de régions.

Ces dispositifs sont de niveau universitaire et basés sur la recherche. Ils cherchent à répondre prioritairement aux besoins des apprenants. Et ils sont souvent conçus et/ou mis en œuvre en collaboration avec les acteurs externes concernés.

Nous savons que bon nombre d'établissements se sont dotés de leur propre définition opérationnelle et nous serions intéressés de la connaître.

Ce questionnaire a pour objectif d'explorer de quelle manière le Processus de Bologne, s'il est en place, et les outils de Bologne sont mobilisés pour développer la formation tout au long de la vie ou si votre établissement a enregistré de nouveaux développements depuis notre précédente étude il y a deux ans. Nous sommes également intéressés par une nouvelle dimension que nous n'avions pas intégrée dans notre précédente étude : la collaboration et les partenariats avec les Régions et l'impact que les réformes de Bologne pourraient avoir sur ceux-ci.

Il est bien sûr très important que le maximum d'établissements répondent à ce questionnaire pour donner l'image la plus complète possible de la situation. Merci de nous y aider.

Le questionnaire a été conçu pour être rapidement rempli.
Cela vous prendra environ 30 minutes.

Merci de renvoyer le questionnaire complété à Sonja Moreau (sonja.moreau@univ-lille1.fr)

Avant de commencer :

*Questionnaire rempli par :

Nom .... Prénom ....

Fonction ....

Institution: ....

Adresse postale : ....

Pays: ....

Adresse email : ....

NB: * cette section doit être renseignée.

1. Strategie/Politique de formation tout au long de la vie de votre établissement :

1.1. Quelle est la définition de la formation tout au long de la vie en usage dans votre établissement ?

	Très haute priorité	Important parmi d'autres priorités	Pas encore une priorité mais en passe de l'être	Pas une priorité et ayant peu de chances de la devenir
1.2. Quel est le degré de priorité accordé à la formation tout au long de la vie dans votre université ?	☐	☐	☐	☐

1.3. Est-ce que votre université a une stratégie/une politique en matière de formation tout au long de la vie ?

☐ **Oui**   ☐ **Non**   ☐ **En préparation**

Si oui, pouvez- vous joindre une copie de la partie de la stratégie de votre université qui concerne la formation tout au long de la vie?

Si votre réponse est non, alors allez directement à la section 2.

1.4. Quel est l'objectif de la stratégie/politique de formation tout au long de la vie de votre université ? (Rangez vos réponses par ordre d'importance (1 étant le rang le plus élevé)	Rang d'importance
Répondre aux besoins en matière d'emploi exprimés par le marché du travail	
Favoriser la participation à l'université des publics non traditionnels, attirer de nouveaux publics et répondre aux besoins de publics qui n'ont pas traditionnellement accès à l'enseignement supérieur	
Répondre aux besoins des citoyens dans leur dimension culturelle, économique, sociale, professionnelle	
Accélérer le développement des personnes en offrant des programmes de développement personnel pour les diplômés	
Aucun de ces objectifs. Dans ce cas veuillez préciser:	

1.5. Quels sont les groupes cibles de votre stratégie/politique de formation tout au long de la vie ? (cochez une seule réponse par ligne)

	Très important	Important	Pas important
Les individus	☐	☐	☐
Les organisations (entreprises publiques ou privées, autorités publiques, organisations non gouvernementales,…)	☐	☐	☐
Des groupes spécifiques (demandeurs d'emploi, immigrés/réfugiés, femmes,…)	☐	☐	☐
Autres	☐	☐	☐

1.6. Brièvement décrivez ce qui a changé dans la stratégie, la politique, les activités de formation tout au long d ela vie dans votre établissement depuis deux ans (Cochez les cases appropriées)	A changé	Est lié au processus de Bologne
Changements dans les orientations	☐	☐
Changements dans les programmes	☐	☐
Changements dans les groupes-cibles	☐	☐
Changements dans l'organisation	☐	☐
Aucune de ces propositions. Dans ce cas veuillez préciser:	☐	☐

Pouvez-vous brièvement décrire les principaux facteurs qui sont à l'origine des changements que vous avez identifiés ci-dessus ?

1.7. Quelles sont les perspectives de développement que vous envisagez dans la stratégie, la politique, les activités de formation tout au long de la vie dans votre établissement dans les deux prochaines années ? (Cochez les cases appropriées)	Va changer	Est lié au processus de Bologne
Changements dans les orientations	☐	☐
Changements dans les programmes	☐	☐
Changements dans les groupes cibles	☐	☐
Changements dans l'organisation	☐	☐
Aucune de ces propositions. Dans ce cas veuillez préciser :	☐	☐

Pouvez-vous commenter vos réponses ?

2. Offre de formation tout au long de la vie

2.1. Quels programmes offrez-vous pour répondre aux besoins de vos étudiants de la formation tout au long de la vie ? (cochez une case par ligne)	Tous	La plupart	Quelques-uns	Aucun
Les licences	☐	☐	☐	☐
Les Masters	☐	☐	☐	☐
Possibilité de suivre des unités ou des crédits issus de programmes de licence ou master	☐	☐	☐	☐
Des programmes conçus pour des groupes spécifiques	☐	☐	☐	☐
Des diplômes séparés en fonction de l'âge des publics	☐	☐	☐	☐
Des attributions partielles de diplômes	☐	☐	☐	☐
Autres (veuillez préciser) :	☐	☐	☐	☐

2.2. Quels services offrez-vous pour répondre aux besoins de vos étudiants de la formation tout au long de la vie ? (cochez une case par ligne)	Tous	La plupart	Quelque uns	Aucun
Conseil et accompagnement	☐	☐	☐	☐
Validation des acquis de l'expérience pour l'accès	☐	☐	☐	☐
Validation des acquis de l'expérience pour l'obtention d'une partie d'un diplôme	☐	☐	☐	☐
Validation des acquis de l'expérience pour obtenir un diplôme complet	☐	☐	☐	☐
Autres (veuillez préciser)	☐	☐	☐	☐

2.3. Selon quelles modalités offrez vous les cours à destination des étudiants de la formation tout au long de la vie ? (cochez une case par ligne)	Tous	La plupart	Quelque uns	Aucun
Cours à distance	☐	☐	☐	☐
Cours offerts à la fois sur site et à distance	☐	☐	☐	☐
Cours délivrés en plusieurs lieux	☐	☐	☐	☐
Cours adaptés aux horaires des personnes actives	☐	☐	☐	☐
Cours mixant les publics	☐	☐	☐	☐
Cours délivrés aussi bien par des professionnels que par des enseignants	☐	☐	☐	☐
Cours adaptés aux besoins des individus et des organisations commanditaires	☐	☐	☐	☐
Autres (précisez):	☐	☐	☐	☐

2.4. Combien de programmes relevant de la formation tout au long de la vie offrez-vous ? Combien de participants ?	Nombre de programmes	Nombre d'étudiants
Masters spéficiques		
Licences spécifiques		
Cours de courte durée (5-50h)		
Unités délivrées de façon individuelle		
Aucun de ces programmes (précisez) :		

2.5. Est-ce que vous opérez actuellement des changements dans votre offre de formation tout au long de la vie ?

☐ Oui, il y a des changements   ☐ Non, il n'y a pas de changements

Si vous avez répondu oui, pouvez vous lister trois changements entrepris :

Changement 1:

Changement 2:

Changement 3:

Si vous effectuez des changements, pouvez vous expliquer pourquoi? Identifier la ou les raisons principales ?

2.6. Quelles sont les tendances dans votre établissement dans les relations entre formation tout au long de la vie et formation initiale? Diriez-vous que dans votre établissement :

☐ la formation tout au long de la vie a tendance a être **plus intégrée** à la formation initiale
☐ la formation tout au long de la vie a tendance à être **moins intégrée** à la formation initiale

Pouvez-vous expliciter votre réponse ?

3. Management et organisation de la formation tout au long de la vie

3.1. Comment la formation tout au long de la vie est organisée dans votre établissement ? (Cochez une case par ligne)

	Est organisée par une unité interne dédiée à la FTLV	Est organisée par une unité interne qui n'est pas dédiée à la FTLV	Est organisée au niveau des composantes ou des facultés	Est organisée par une unité externe	Est organisée en collaboration, en combinant plusieurs des situations précédentes	N'est pas proposée
L'organisation des programmes de formation tout au long de la vie						
↳ Selection des programmmes	☐	☐	☐	☐	☐	☐
↳ Selection des méthodologies	☐	☐	☐	☐	☐	☐
↳ Evaluation de la qualité des programmes	☐	☐	☐	☐	☐	☐
↳ Management des ressources humaines	☐	☐	☐	☐	☐	☐
↳ Inscription des apprenants	☐	☐	☐	☐	☐	☐
L'organisation des services apportés par la formation tout au long de la vie						
↳ Validation des acquis	☐	☐	☐	☐	☐	☐
↳ Cours de soutien pour aider les étudiants en difficulté	☐	☐	☐	☐	☐	☐
↳ Conseil et accompagnement pour la formation	☐	☐	☐	☐	☐	☐
↳ Conseil et accompagnement professionnel, pour la carrière	☐	☐	☐	☐	☐	☐
↳ Tutorat et coaching	☐	☐	☐	☐	☐	☐
Autres (précisez):	☐	☐	☐	☐	☐	☐
Le marketing de la formation tout au long de la vie	☐	☐	☐	☐	☐	☐
La gestion du financement de la formation tout au long de la vie	☐	☐	☐	☐	☐	☐
Autres (précisez):	☐	☐	☐	☐	☐	☐

3.2 Est-ce qu'il y a des changements qui sont en cours ou qui sont programmés dans la façon dont la formation tout au long de la vie est organisée dans votre établissement dans son admnistration et sa gestion ?

☐ Oui   ☐ Non

Si oui, pouvez-vous expliciter votre réponse?

3.3. Quelles sont les sources de financement de la formation tout au long de la vie dans votre établissement ? (Classez les sources de financement par ordre d'importance – 1 étant la principale source de financement)	**Rang**	**Pourcentage en 2007**
Financement public (Etat, Région, …)		
Financement par des organisations professionnelles, des associations privées,..		
Financement par les entreprises		
Financement par les individus		

Commentaires :

3.4 Est-ce qu'il y a au niveau central une personne responsable pour la formation tout au long de la vie ?

☐ Oui ☐ Non

3.5. Est-ce que vous constatez ou vous prévoyez dans un futur proche des changements dans les sources de financement de la formation tout au long de la vie pour l'université ?

☐ Oui ☐ Non

Si oui, pouvez-vous expliciter votre réponse ?

3.6. Organisez-vous des programmes de formation du personnel pour appuyer les activités et les services offerts en formation tout au long de la vie ? (Cochez une case)

☐ Il n'y a pas de formation du personnel liée à la formation tout au long de la vie
☐ La formation du personnel liée à la formation tout au long de la vie fait partie des programmes de formation des personnels développés par l'université
☐ Des programmes de formation spécifiques pour la formation tout au long de la vie sont proposés
☐ Autre cas, veuillez préciser: ....
☐ Je ne sais pas

3.7. Est-ce que votre université développe une pratique de formation tout au long de la vie intéressante qui constitue un exemple pour votre pays ?

4. Collaboration régionale

4.1. Dans quel(s) type(s) de collaboration êtes-vous engagés et avec quels partenaires? (Vous pouvez cocher plusieurs cases par ligne)

	Employeurs	Partenaires sociaux	Autorités régionales	Autres organismes de formation
Analyse et prévisions des besoins en matière de formation et de développement	☐	☐	☐	☐
Développement de cours et de programmes	☐	☐	☐	☐
Réalisation de cours et de programmes	☐	☐	☐	☐
Organisation de stages pour les apprenants	☐	☐	☐	☐
Validation des acquis personnels et professionnels	☐	☐	☐	☐
Développement des compétences pour le personnel enseignant	☐	☐	☐	☐
Repérage des publics cibles	☐	☐	☐	☐
Evaluation des cours et des programmes	☐	☐	☐	☐
Marketing ou information sur les cours et les programmes	☐	☐	☐	☐
Autres, précisez :	☐	☐	☐	☐

4.2. Avez-vous plus qu'un type de partenariat ?

☐ Oui ☐ **Non**

4.3. Décrivez en quelques lignes quels sont vos partenaires clés ?

4.4. Quel est le principal objectif de votre collaboration régionale?

☐ élargir vos marchés potentiels pour les cours/services offerts
☐ participer au développement économique régional
☐ partager des ressources
☐ apporter des réponses à des problèmes spécifiques

4.5. A quel(s) niveau(x) se situent vos partenariats et collaborations ?

☐ Partenariat/collaboration principalement au **niveau national**
☐ Partenariat/collaboration principalement au **niveau régional**
☐ Partenariat/collaboration principalement au **niveau local**

Si vous avez plusieurs niveaux de partenariat, pouvez-vous brièvement décrire les caractéristiques de ces différents niveaux de partenariats ?

4.6. Pouvez-vous préciser le role de votre université dans cette collaboration ?

4.7. Quels sont les principaux facteurs d'une collaboration régionale réussie ?

Facteur 1:
Facteur 2:
Facteur 3:

4.8. Quels sont les principaux obstacles à la réussite d'une collaboration régionale?

Obstacle 1:

Obstacle 2:

Obstacle 3:

Merci pour votre contribution au projet BeFlex Plus.

Ce questionnaire sera suivi de visites et d'études de cas concernant des pratiques intéressantes. Cela nous permettra d'explorer plus en détail les questions clés concernant la formation tout au long de la vie dans les universités.

#	Institution	Country	Old	New
1	Danube University Krems	Austria	x	
2	University of Graz	Austria	x	
3	University of Technology Graz	Austria	x	
4	University of Veterinary Medicine Vienna	Austria		x
5	University of Vienna; Continuing Education	Austria		x
6	Facultés Universitaires Notre-Dame de la Paix	Belgium	x	
7	Instuut Voor Permanent Vorming(IVPV) Ghent University	Belgium		x
8	K.U.Leuven	Belgium	x	
9	Université Catholique de Louvain	Belgium	x	
10	Vrije Universiteit Brussel	Belgium	x	
11	University of Liège	Belgium	x	
12	University of Chemical Technology and Metallurgy	Bulgaria	x	
13	Varna Free University "Chernorizets Hrabar"	Bulgaria	x	
14	Unviersity of Zagreb	Croatia		x
15	Brno University of Technology	Czech Rep.	x	
16	University of Hradec Králové	Czech Rep.		x
17	University of Veterinary and Pharmaceutical Sciences Brno	Czech Rep.	x	
18	Aarhus University	Denmark	x	
19	Copenhagen University	Denmark	x	
20	University of Tartu (now A.Valk works as freelance)	Estonia	x	
21	Tallinn University	Estonia	x	
22	Tallinn University of Technology	Estonia		x
23	University of Helsinki, Palmenia Centre for Continuing Education	Finland	x	
24	University of Joensuu	Finland	x	
25	University of Kuopio, Centre for Training and Development	Finland		x
26	University of Lapland	Finland	x	
27	University of Oulu	Finland		x
28	University of Turku	Finland	x	
29	Ecole Pratique des Hautes Etudes	France		x
30	Service de Formation Continue et d'Apprentissage de l'Université d'Orléans	France	x	
31	Université Angers	France		x
32	Université Blaise Pascal	France		x
33	Université Claude Bernard Lyon 1	France	x	
34	Université de Bretagne Sud	France	x	
35	Université de Franche-Comté	France	x	
36	Université de la Rochelle	France	x	
37	Université de Provence, Ministère Enseignement Supérieur	France		x
38	Université de Savoie	France		x
39	Université de Technologie de Belfort Montbéliard (UTBM)	France		x
40	Université de Technologies de Compiègne	France	x	
41	Université Lille1 Sciences et Technologies	France	x	
42	Université Louis Pasteur	France	x	
43	Université Paris 8	France		x
44	Université Paris Descartes	France		x
45	Université Paul Cézanne Aix Marseille III	France	x	
46	Université Paul Verlaine - Metz	France	x	
47	Université Pierre et Marie Curie (Paris 6)	France	x	
48	Université Rennes I	France		x
49	Université Rennes II	France		x
50	University of Brest	France	x	
51	Aachen University of Applied Sciences	Germany		x
52	Bremen University, Center of Continuing Education	Germany	x	
53	Carl von Ossietzky University, Center for Continuing Education	Germany	x	
54	Centre for Educational Research - University of Koblenz * Landau, Campus Landau	Germany	x	
55	Department of Continous Education	Germany	x	
56	Europäische Fernhochschule Hamburg	Germany		x
57	Johannes Gutenberg-Universität Mainz, Zentrum für wissenschaftliche Weiterbildung	Germany	x	
58	Katholische Fachhochschule Freiburg	Germany		x
59	Leibniz Universität Hannover	Germany	x	
60	Leibniz Universität Hannover - ZEW	Germany	x	
61	Leuphana Professional School	Germany		x
62	RWTH International Academy GmbH	Germany		x
63	Universität Hildesheim, center for lifleong learning (cl³)	Germany		x
64	Universität Karlsruhe (TH), ZAK	Germany		x
65	University of Hamburg	Germany	x	
66	University of Kaiserslautern, Distance and International Studies Center	Germany		x
67	University of Kiel	Germany	x	
68	University of Oldenburg	Germany	x	
69	Universität Bielefeld	Germany	x	
70	Athens University of Economics and Business	Greece		x
71	Athens University of Economics and Business	Greece		x
72	CCER - Centre for Continuing Education and Research	Iceland	x	
73	CCER - Centre for Continuing Education and Research (after visit 09)	Iceland	x	
74	Dublin Institute of Technology	Ireland	x	
75	National University of Ireland, Galway	Ireland		x
76	NUIM	Ireland		x
77	University of Limerick	Ireland	x	
78	IUSM – The University Institute of Motor Sciences	Italy		x
79	Lumsa University	Italy	x	
80	Perform - University of Genoa	Italy		x
81	Università Cattolica del Sacro Cuore	Italy	x	
82	University for Foreigners of Perugia	Italy	x	
83	University of Catania	Italy	x	
84	University of CHIETI-PESCARA	Italy	x	
85	Free University of Bozen-Bolzano	Italy	x	
86	Kaunas University of technology	Lithuania	x	

87	Vilnius Gediminas Technical University	Lithuania		x
88	Klaipeda University Continuing Studies Institute (KU CSI)	Lithuania		x
89	Klaipeda University Continuing Studies Institute (KU CSI)	Lithuania		x
90	University of Malta	Malta	x	
91	University of Malta (after visit 09)	Malta	x	
92	Norwegian University of Life Sciences	Norway	x	
93	Norwegian University of Science and Technology	Norway	x	
94	University of Bergen	Norway	x	
95	University of Oslo	Norway		x
96	University of Tromsø	Norway		x
97	Gdynia Maritime University	Poland	x	
98	Technical University of Lodz	Poland		x
99	Warsaw School of Economics	Poland	x	
100	Universidade de Aveiro	Portugal	x	
101	Universidade de Lisboa, Faculdade de Psicologia e de Ciencias da Educaçao	Portugal	x	
102	Universidade Nova de Lisboa	Portugal	x	
103	University of Coimbra	Portugal		x
104	University Porto	Portugal	x	
105	Unknown	Portugal		
106	"AUREL VLAICU" UNIVERSITY OF ARAD	Romania		x
107	The Institute of Romanian Language	Romania		x
108	UNIVERSITATEA AUREL VLAICU	Romania		x
109	WEST UNIVERSITY OF TIMISOARA	Romania	x	
110	Information Technology School	Serbia		x
111	Centre of continuing education, Comenius University in Bratislava	Slovakia		x
112	University of Ljubljana	Slovenia	x	
113	Fundació Politécnica de Catalunya	Spain		x
114	Universidad de Las Palmas de Gran Canaria	Spain		x
115	Centro de Formación Contínua - Universidad de Granada	Spain	x	
116	Fundación Universidad-Empresa de las Islas Baleares	Spain		x
117	IDEC-Universitat Pompeu Fabra (Instituto de Educación Continua)	Spain	x	
118	Lifelong Learning Center- Rovira i Virgili University	Spain	x	
119	Servicio de Formación Permanente. Universidad de Valencia	Spain	x	
120	Universidad Camilo José Cela	Spain		x
121	Universidad Carlos III de Madrid	Spain	x	
122	Universidad CEU Cardenal Herrera	Spain		x
123	Universidad de Almería	Spain		x
124	Universidad de Barcelona	Spain	x	
125	Universidad de Extremadura	Spain		x
126	Universidad de Málaga	Spain	x	
127	Universidad de Múrcia	Spain		x
128	Universidad de Oviedo	Spain		x
129	Universidad Francisco de Vitoria	Spain		x
130	Universidad Pablo de Olavide	Spain	x	
131	Universidad Rey Juan Carlos	Spain	x	
132	Universitat Jaume I de Castellón	Spain		x

133	University of Cantabria	Spain	x	
134	University of Deusto	Spain	x	
135	UNIVERSITAT DE LLEIDA	Spain	x	
136	Universidad de Sevilla	Spain		x
137	Encell, National Centre for Lifelong Learning	Sweden		x
138	Jönköping University	Sweden		x
139	ETH Zurich	Switzerland	x	
140	PH Bern, University of applied science of teacher education	Switzerland		x
141	University of Bern, Centre for University Continuing Education	Switzerland	x	
142	University of Geneva	Switzerland	x	
143	University of St.Gallen	Switzerland		x
144	Hogeschool van Amsterdam	NL	x	
145	NCOI Opleidingsgroep	NL		x
146	Noordelijke Hogeschool Leeuwarden	NL		x
147	Open University of the Netherlands	NL		x
148	Politieacademie Nederland	NL		x
149	Van Hall Larenstein	NL		x
150	VU University Amsterdam	NL		x
151	Anadolu University	Turkey		x
152	Istanbul Technical University	Turkey	x	
153	Middle East Technical University Continuing Education Centre	Turkey	x	
154	Online Education Technologies Co.Ltd	Turkey		x
155	Cardiff University	UK	x	
156	Goldsmiths University of London	UK	x	
157	Kingston University	UK		x
158	Liverpool Hope University	UK		x
159	London Metropolitan University	UK	x	
160	School of Education, Queen's University Belfast	UK	x	
161	Staffordshire University	UK		x
162	The Open University in London	UK		x
163	University of Bradford	UK	x	
164	University of Cambridge	UK		x
165	University of East London	UK	x	
166	University of Glasgow	UK		x
167	University of Leeds	UK		x
168	University of Leicester	UK		x
169	University of Liverpool	UK	x	
170	University of Sheffield	UK		x
171	University of Strathclyde	UK	x	
172	University of Warwick	UK	x	
173	University West of Scotland	UK	x	
			95	**77**
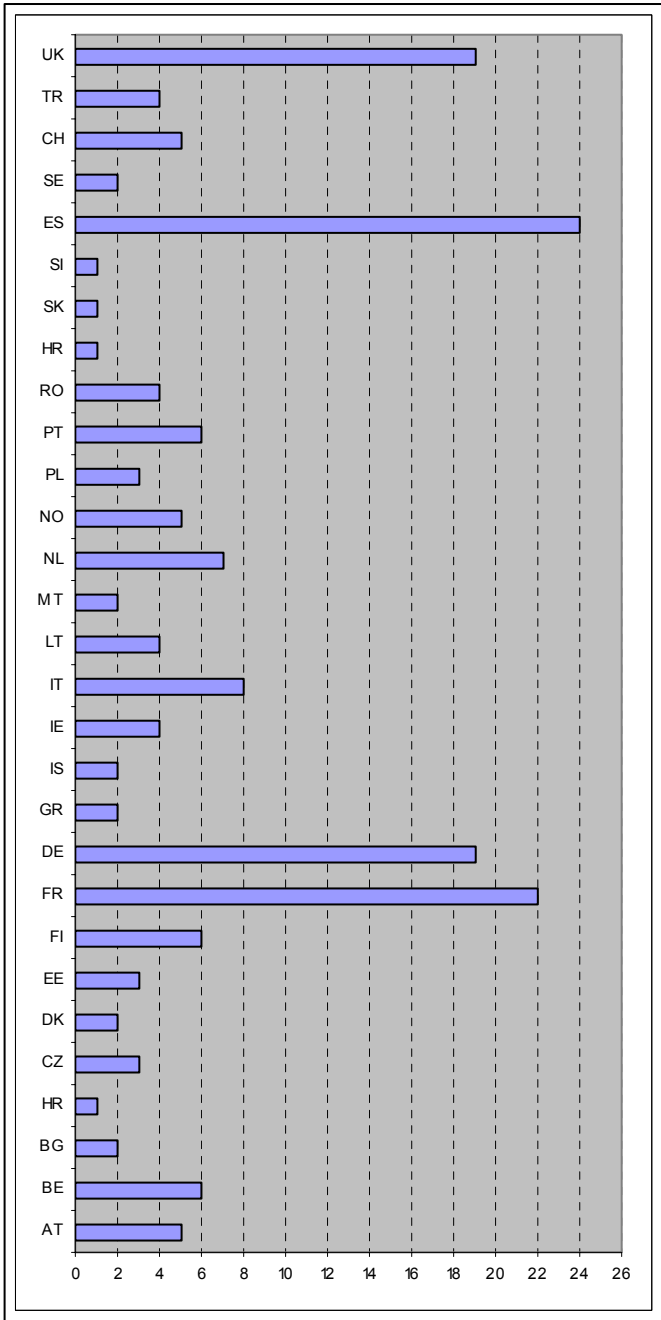
C	Replies
AT	5
BE	6
BG	2
HR	1
CZ	3
DK	2
EE	3
FI	6
FR	22
DE	19
GR	2
IS	2
IE	4
IT	8
LT	4
MT	2
NL	7
NO	5
PL	3
PT	6
RO	4
HR	1
SK	1
SI	1
ES	24
SE	2
CH	5
TR	4
UK	19
	173

(29 different countries)

Guidelines for Case Studies in BeFlex Plus

Introduction for collaborators:

BeFlex (Benchmarking Flexibility in Higher Education) was an extremely successful project and the results are still being discussed at all levels in the policy making process. This follow-up project - BeFlex Plus (again financed by the EC – Project Number 134538-LLP-1-2007-1-BE-ERASMUS-EMHE) is collecting similar data again to identify current trends. We are looking for a wide range of different models, so if you have more than one which you think is interesting please do not hesitate to send both.

Attached is a template to help you present your case study in a way that will help us to read them and provide an overview of them all; and give you an idea of what we are looking for. If you have existing materials and/or a website reference that would supplement the information you provide here please send them to us.

We will of course let you have a copy of the final report of this project next year and keep you informed of progress.

Thanks very much in advance

Pat Davies and the BeFlex Plus partners

BeFlex Plus   Project Number 134538-LLP-1-2007-1-BE-ERASMUS-EMHE

Template for case studies - estimated length: 2-5 pages

1. Case study title:
   name of activity , project or title you wish to give to your case study in our project

2. Institution(s):
   Please identify the names of any partner(s) involved and types of organisation(s), e.g. universities, large/small enterprises, public/private, voluntary, etc

3. Objectives, purposes and context:
   Please give a background to the activity or development , providing brief details of objectives, purposes and context in which the activity/activities are taking place (or are planned). Why and where?

4. Activities:
    What are you actually doing that is interesting or innovative?

5. Is this a new development or one that has been going on for some time? What has happened specifically in the last 18 months/2 years?

6. Role of the Bologna reforms:
   Are the Bologna tools (the BMD structure, the Diploma supplement, ECTS, etc) being used in the activities? Are you creating or planning to create new diplomas (Bachelors or Masters) as part of the activities? Is the recognition of non-formal and informal learning a feature of the partnership (now or planned)?

7. Explain how the university(s) is involved in this casestudy in opening its doors to Adult Learners and facilitating their access to education:

8. Recommendations for dissemination:
   Briefly identify the most important points in the case study for other ULLL managers and practitioners – these may include risks as well as benefits.

9. Additional information. E.g. website, publications, reports

10. Contact information:

   Name, Institution, Country, E-mail, Telephone number

We are intending to put your Case Study on the website.

Please tick here ☐ if you do **<u>not</u>** wish to see your case study published on the project's website.

Signature

Please complete, print, sign and post to: Gemma Valls, EUCEN - Balmes 132, 08008 Barcelona (ES) and e-mail to: beflex@eucen.org

Guidelines for Case Studies in BeFlex Plus

Introduction for collaborators:

BeFlex (Benchmarking Flexibility in Higher Education) was an extremely successful project and the results are still being discussed at all levels in the policy making process. This follow-up project - BeFlex Plus (again financed by the EC – Project Number 134538-LLP-1-2007-1-BE-ERASMUS-EMHE) is collecting similar data again to identify trends but we also have a new focus: regional collaboration and partnerships and we are looking for case studies of innovative practice involving lifelong learning (however that is defined in your institution and region). We are looking for a wide range of different models (partnerships between different types of institutions for different purposes) so if you have more than one which you think is interesting please do not hesitate to send both.

Attached is a template to help you present your case study in a way that will help us to read them and provide an overview of them all; and give you an idea of what we are looking for. If you have existing materials and/or a website reference that would supplement the information you provide here please send them to us.

We will of course let you have a copy of the final report of this project next year and keep you informed of progress.

Thanks very much in advance

Pat Davies and the BeFlex Plus partners

BeFlex Plus - Project Number 134538-LLP-1-2007-1-BE-ERASMUS-EMHE

Template for case studies - estimated length: 2-5 pages

1. Case study title:
     name of partnership or project or title you wish to give it in our project

2. Institution(s):
     Please identify the names of the partner(s) involved and types of organisation(s), e.g.
     universities, large/small enterprises, public/private, voluntary, etc

3. Objectives, purposes and context:
     Please give a background to the partnerships, providing brief details of objectives,
     purposes and context in which the activity/activities are taking place (or are
     planned) Why and where?

4. Role of universities and ULLL in the collaboration/partnership:

5. Activities of the partnership:
      What are you actually doing?

6. Role of the Bologna reforms:
     Are the Bologna tools (the BMD structure, the Diploma supplement, ECTS, etc) being
     used in the activities? Are you creating or planning to create new diplomas
     (Bachelors or Masters) as part of the activities? Is the recognition of non-formal and
     informal learning a feature of the partnership (now or planned)?

7. Recommendations for dissemination:
     Briefly identify the most important points in the case study for other ULLL managers
     and practitioners – these may include risks as well as benefits.

8. Additional information. E.g. website, publications, reports

9. Contact information:

      Name, Institution, Country, E-mail, Telephone number

We are intending to put your Case Study on the website.
Please tick here ☐ if you do **not** wish to see your case study published on the project's website.
Signature

Please complete, print, sign and post to: Gemma Valls, EUCEN - Balmes 132, 08008 Barcelona (ES) and e-mail to: beflex@eucen.org

BeFlex-Plus project - EC Project Number 134538-LLP-1-2007-1-BE-ERASMUS-EMHE

Template for Visits

Purpose of visits: to elaborate and explore in detail the way in which universities are working with regional actors: where, why, what, how, when

Key issues:

- how do the partnerships fit into the strategic aims and mission of the university
- how does ULLL fit into it all
- what role has the Bologna reforms played in the partnership(s)

We need:

1. Briefing paper for visitors
    a. Personal data (full name, institution,…), date and information about the visit
    b. People involved (name and role)
2. Briefing paper for the hosts

Steps for the visitor – before the visit:

1. Send executive summary with the BeFlex' results, information about BeFlex Plus and the link between the two.

2. Get hold of information about the host institution:
    a. We might have a BeFlex / BeFlex Plus questionnaire or a Case Study
    b. Web information
    c. National LLL report
    d. Their involvement in other projects (results?)
    e. Other information provided by the host

3. Check and discuss the information obtained in advance and request any missing (specially the questionnaire)

During the visit – points to discuss

1. General organisation/delivery of ULLL

2. Regional collaboration/partnership:

    Try to obtain:

    a. A list of the different models of collaboration in operation at the university. (Perhaps we could use the matrix of models as a tool for this). Is there an office or person for regional development in the university?

    b. From those models, we should focus on 1 or 2 models in detail: the best practice, most innovative, strategic, difficult, complex, ones which have been the most interesting learning experience, … etc

    c. Purposes

    d. Status and communication in the university/ faculty/ or both.

     e.   Challenges/ limits/ obstacles

     f.   What works well and why

     g.   Write up as a case study if not already done so

3. Bologna tool as catalyst? Masters or bachelors, APL, mobility and work placements, ECTS/ credits...

4. We should raise the discussion/debate about:

     a.   Credits for short courses or parts of diploma. What is their situation?

     b.   Interests/needs of learners/partners

     c.   Future trends/developments/sustainability

     d.   Learners through regional partnership. Who are they?

     e.   What's the added value for the university?

     f.   How is all this regional collaboration financed? How are the regional partnership's learners funded?

5. What are the key points that could be shared with others: – strengths, weaknesses, obstacles, threats, problems, direct and indirect benefits ……

Report

Make sure that draft report is sent to host for checking

Note that the report is confidential – copies will not be published or passed on. A list of visits will be included in the reports but nothing more. The data will be used to inform the text of the reports and clarify and enhance information in the questionnaire and case study material.

About BeFlex Plus

BeFlex Plus updates our knowledge about how ULLL is developing in Europe and what has changed over the last 2 or 3 years; it promotes the development of policy and practice in ULLL and the use of the Bologna tools; and it supports universities in the development and implementation of regional strategies for ULLL.

Outputs and products: regional seminars/workshops, training and dissemination events in association with national networks, recommendations to the Bologna Follow-Up Group, a Training pack, a Thematic Report and Executive summary, and a Technical Report analysing the data collected. All these are on the project website:

www.eucen.org/BeFlexPlus/index.html

Project partners:

- EUCEN - contractor and coordinator (BE)
- Université Catholique de Louvain (BE)
- Carl von Ossietzky Universität Oldenburg (DE)
- Universidad de Deusto (ES)
- Helsingin yliopisto (FI)
- Université des Sciences et Technologies de Lille (FR)
- Kauno Technologijos Universitetas (LT)
- Hogeschool van Amsterdam (NL)
- Universidade de Aveiro (PT)
- Lunds Universitet (SE)
- London Metropolitan University (UK)

Further information: executive.office@eucen.org