

LifeLong Learning 2010

Inaugural Issue



LLL2010:
Towards a Lifelong Learning Society in Europe:
The Contribution of the Education System

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Welcome to the Second issue of the newsletter for the project, Towards a Lifelong Learning Society in Europe: The Contribution of the Education System.

More information on the project can be found on its website at –

<http://LLL2010.tlu.ee/>

Overview of the Project

The project focuses on the contribution of the education system to the implementation of lifelong learning and its role as a potential agent of social integration in Europe. Its aims and objectives are to study the effect of country-specific institutions on access of adults to the education system and to assess the effectiveness of access policies and practices in different EU member, as well as in associated countries and their implications for the creation of European knowledge society.

The project is financed by the European Commission under the Sixth Framework Programme. Project engages fourteen institutions from different European countries: Austria, Belgium, Bulgaria, the Czech Republic, England, Estonia, Hungary, Ireland, Lithuania, Norway, Scotland, Slovenia and the Russian Federation.

The project started on 1st of September 2005 and will be completed by 31st of August 2010, hence the acronym **LLL2010**.

The study will be carried out on three levels: macro, meso and micro in order to look at the interaction between macro-structural factors, national policies, institutional factors and adults as potential learners.

The **objectives** of this project are to:

- Show to what extent the countries differ in terms of patterns of lifelong learning.
- Reveal how these differences depend upon specific institutions and policies of each country.
- Assess the contribution of each country's education system to the development of lifelong learning.
- Trace the ways institutional and policy prerequisites for lifelong learning have been developed in European countries.
- Identify the barriers to participation in lifelong learning in terms of policies, educational institutions, enterprises' practices and potential learners' motivation.
- Identify the best solutions and most successful practices in terms of participation in lifelong learning and to decide to what

extent these would be applicable in other countries.

The LLL2010 project aims to disseminate the findings to policy makers, practitioners and service users. The intention is not only to present final conclusions but to involve relevant actors in the process as well. Project is expected to contribute both to competitiveness and cohesion of the EU by (a) developing and carrying out a joint agenda for a better understanding of the tensions between the knowledge-based society, lifelong learning and social inclusion in the context of enlargement of the EU and globalisation, (b) identification of best practices and suggestion of ways for implementation in order to reach the objectives for lifelong learning.

Project includes five Subprojects, which will help to achieve the objectives of the whole project.

Subproject 1: Review of literature and policy documents, the full comparative report of the results of this Subproject will be made available on the project website by March 2007. The Subproject undertook comparative research on lifelong learning policies and practices. The aim was to review how lifelong learning is being conceptualised and put into operation across a range of countries in Northern, Central and Eastern Europe.

Subproject 2: Research I (individual aspect) investigates participation and non-participation of adults in formal learning activities (vocational training, different forms of basic, secondary and tertiary education) in the different European countries on the basis of the Eurostat Adult Education Survey 2006-2007. In the focus of the subproject are the following research problems:

- to determine the basic pattern of participation in the various types of formal learning leading to different marketable degrees, for adults living in different European countries;
- to highlight the financial, cultural, regional and demographic causes of non-participation (or less intensive participation) for certain vulnerable groups (e.g. individuals with low initial education, non-employed people, mid- (and late) career workers in insecure or/and low paid job position);
- to outline the cross-country differences in motivation (e.g. finding a job, better career prospects in a the job, skill accumulation in

order to avoid of lagging behind) for undertaking additional training, and attitudes toward lifelong learning;

- to reveal the underlying causal factors of cross-country differences related to country-specific forms of initial and adult educational system as well as to the local labour market demand for the various forms of adult learning;
- to develop European typology of basic patterns of participation in lifelong learning.

Subproject 3: Research II (individual aspect) consists of a survey of adults studying in the formal education system.

Main objectives here are:

- obtaining in-depth comparative information about adult learners' perspectives (demand side) of formal provision for LLL. This includes the expectations and attitudes towards LLL, obstacles to access and support received, determinants of choice behaviour, evaluation of the ongoing training, etc;
- testing different hypotheses about the causes of unequal participation, with a particular focus on low-skilled and low-literate adults (examined obstacles would include health, housing, childcare, welfare and migration needs).

Subproject 4: Research III (institutional aspect) is directed to SME's and the participation of workers in formal learning. This will involve interviews with SME managers.

The objectives are:

- to clarify the role of employers in developing access and motivation of employees to participate in LLL;
- to identify approaches to improving the financial incentives for small and medium enterprises to invest in adult general education;
- to clarify the main obstacles (for example tax policy, financial etc) as well as the instruments for promotion of LLL (for example, career guidance, etc.);
- to develop recommendations to increase participation of employees in LLL within SME's.

Subproject 5: Research IV (institutional aspect) consists of interviews with schools and universities management, officials and other stakeholders in adult education.

Main objectives are:

- to clarify the role of educational institutions for promotion of the access of adults to the education system;
- to clarify main obstacles for establishment a mechanism for the recognition of prior non-formal learning and work experience for opening access of adults to the education system;
- to examine the range of supports available to disadvantaged mature students in the educational institutions (e.g., writing skills workshops, counselling services, financial hardship fund, childcare services);
- to examine the strategic plans of the educational institutions to develop access and participation of ethnic minority groups, and marginalized adults;
- to examine the role of universities and other stakeholders in adult education in developing leaders as agents of change in socially excluded communities (including a voice for community leaders regarding health, housing and welfare needs of the local and/or ethnic community). ■

Timetable

Subproject 1 – review of literature and policy (historical aspect) is planned for **December 2005 – September 2006**. During this period partners will develop inquiry tools for policy analysis, accomplish literature and policy research and deliver national and comparative reports.

Subproject 2 – participation and non-participation of adults in formal learning (Eurostat Adult Education Survey 2006-2007) is planned for **June 2008 – April 2010**. Country reports and comparative international analysis together with the report will be delivered.

Subproject 3 – survey of adults studying in the formal education system (basic, secondary and tertiary level) will be carried out from **September 2006 – February 2009**. Within this period partners will compose sample panel; questionnaires (for learners and institutions) to fit every country involved; carry out fieldwork; make country-level analysis and reports; and deliver comparative report.

Subproject 4 – SME and the participation of workers in formal learning (interviews with SME managers) will take place during the period from **December 2007 – August 2008**. Project members will deliver country reports, comparative analysis and report.

Subproject 5 – interviews with (vocational, secondary) schools and universities management, officials and other stakeholders in adult education is planned for **January 2009 – August 2009**. Country-level and comparative analysis and reports will be delivered.

Project Workshops

Workshop in Tallinn

The project's kick-off meeting was held at the Tallinn University Institute of International and Social Studies from Sept 23-25th, 2005, and on the agenda was:

- discussions on project's overall structure and introduction of different subprojects;
- overview of the implementation plan for the first reporting period of 18 months;
- practical information on project's official website and intranet;
- clarifications on project administrative organisation, including payment modalities and Consortium Agreement;
- formation of General Assembly, election of Coordinating Committee and the official meetings of these institutions.



Members of the project team gather in front of a statue of Gustav Ernesaks in Tallinn

Workshop in Edinburgh

The second meeting was held in the Moray House School of Education, University Of Edinburgh from 26-27th January 2006. The discussion covered:

- Subproject 1: Presentation of data on policies within country as well as country presentations on issues within each country,

challenges and questions. A framework for the national reports was agreed;

- Subproject 1 meeting and feedback to the rest of the team to determine the format for the national reports.

There were also separate meetings of the Project Coordination Committee, the General Assembly and on Subproject 3.



Project members discuss issues in Edinburgh

The next project workshop will be held in July 2006 in Ljubljana, Slovenia where mainly issues of Subprojects 1 and 3 will be discussed. ■

Participating Institutions

- Department for Continuing Education Research and Educational Management at the Danube University Krems, Austria
- Higher Institute for Labour Studies, University of Leuven, Belgium
- Institute of Sociology, Bulgaria
- The National Training Fund, the Czech Republic
- Citizenship and Learning in Europe Research Centre, University of Surrey, England, United Kingdom
- Institute of International and Social Studies, Tallinn University, Estonia
- TÁRKI Social Research Centre, Hungary
- Educational Disadvantage Centre, Centre for Human Development at St. Patrick's College, Dublin City University, Ireland

- Centre for International Relations and Studies, Mykolo Romerio University, and the Institute of Social Research, Lithuania
- Fafo Institute for Labour and Social Research, Norway
- St. Petersburg State University: Department of Sociology, Department of Retraining and Improvement of Professional Skills for Sociology and Social Work, Russia
- Moray House School of Education, University of Edinburgh, Scotland, United Kingdom
- Slovenian Institute for Adult Education, Slovenia

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In 2006 new extension to Tallinn University was finished

Project Members

Some of partners have a strong academic profile (for example UNIS, HIVA, Fafo etc), some are strongly policy-oriented (for example SIAE, NTF etc). Each of the lead national research partners brings specific expertise to the project, both in relevant academic fields as well as in cross-national research. Apart from four main disciplines (sociology, economics, educational sciences, political science), the consortium includes a variety of other disciplines: demography, psychology, anthropology, philosophy and statistics.

3S RESEARCH LABORATORY (3srl) and DEPARTMENT FOR CONTINUING EDUCATION RESEARCH AND EDUCATIONAL MANAGEMENT, the Danube University Krems (DUK), Austria

www.3s.co.at www.donau-uni.ac.at/en/

3s research laboratory is a private research company conducting studies within the fields of qualification trends, labour market needs, initial, further- and continuing education and training, lifelong learning and work based learning and teaching. 3srl is participating partner in preparatory phase of the project and Subproject 1.

Change of partnership

The project partnership has reacted to recent developments in the research area in adult education in Austria by "moving" the project from 3s to the Department for Continuing Education Research and Educational Management at the Danube University Krems. This newly established department aims to become a national and international leading competence centre for lifelong learning. Taking this into account 3s decided to integrate its research in the field of continuing vocational training into this new structure. A lot of synergies and a promotion of the research in LLL can be expected in the future from this co-operation. The official launch of the new Department for Continuing Education Research and Educational Management and the change of partnership took place on the 1st of March 2006.

Research of the Department for Continuing Education Research and Educational Management is organized in three main areas: academic continuing education (headed by Prof. Ada Pellert), adult education (headed by Prof.

Wolfgang Jütte) and continuing vocational training (headed by Dr. Jörg Markowitsch). DUK is participating partner of the projects since Subproject 1 and leader of Subprojects 2 and 4.

Dr. Jörg Markowitsch is the lead member of the Austrian team for this project. He is mainly engaged in research on the interface between working and learning (qualitative and quantitative methods); research on financing of VET; and methodological issues of CVTS.

HIGHER INSTITUTE FOR LABOUR STUDIES, University of Leuven (HIVA), Belgium

www.hiva.be/voorstelling.php?language=en

HIVA is a multidisciplinary research institute of the University of Leuven (Louvain), co-founded and co-administered by the University and the Christian Labour Movement. Its mission includes high-level policy oriented research, training and consultancy mainly in the area of education and labour market policies, but also in other areas of social and economic policy, including sustainable development on the national and international level. HIVA is also increasingly involved in research and consulting outside Europe for international bodies such as the OECD, the ILO and the World Bank. HIVA's policy-oriented research activities focus on problems faced by employees, underprivileged groups, social organisations and movements in society.

HIVA is partner in all project phases and the leader of Subproject 3.

Prof. Dr. Ides Nicaise, economist, is head of the research department 'Education and Labour Market Policy' at HIVA. He is engaged in multidisciplinary research with focus on equal opportunities in education and lifelong learning as well as labour market policy and policy evaluation. He has experience in working with quantitative and qualitative research methods.

Katleen De Rick, sociologist, is project manager in the same department at HIVA. Lifelong learning is one of her three main lines of research.

Dr. Ella Desmedt, educationalist, also is project manager at the 'Education and Labour Market Policy' department. The focus of her research at HIVA is on educational strategies to reduce social inequality in education. She has a strong background in educational psychology.

DEPARTMENT OF SOCIOLOGY OF SCIENCE AND EDUCATION, INSTITUTE OF SOCIOLOGY, Bulgarian Academy of Sciences (IS), Bulgaria

www.cl.bas.bg/sociology/Departments/DSSE.htm

The Institute of Sociology carries out fundamental and applied research in all main sub-disciplines of sociology and offers PhD training.

Institute of Sociology is a leader of dissemination team and participating partner during all phases of the project.

Prof. Pepka Boyadjieva is Vice-Director of the Institute of Sociology with research interests in the university as an institution, different models of relationship between university and society, education and modernization. In addition she has experience in working with large datasets.

Prof. Kristina Petkova, is a Senior Research Associate and Co-Editor of "Sociological Problems". Her main areas of research are attitudes and attitude behaviour consistency and social identity, social representations, public understanding of science

Prof. Galin Gornev, is a Senior Research Associate and Head of the Department of Sociology of Science and Education. Research interests include self-identity and globalization, creativity, leadership and charisma.

Prof. Valentina Milenkova is a Research Associate with research interests in sociology of education, socialisation, curriculum, history of education, schools, private schools teachers, teaching sociology, and drop out students.

Diana Nenkova is a researcher with interests in sociology of science and education, and ethno-sociology

THE NATIONAL TRAINING FUND (NTF), the Czech Republic

www.nvf.cz/onas/enindex.htm

The NTF's section for human resources development policies was set up in 2002 with the aim of developing a permanent base for strategic management of human resources development at national and regional levels, to initiate and propose systemic changes, to develop and apply innovative approaches and methods in human resources development (HRD) and continuing vocational education and training, and to facilitate the putting of changes and new approaches into practice.

NTF is participating partner in all project phases excluding Subprojects 4 and 5 and leader of the dissemination activities.

Miroslava Mandíková is the main member of the Czech Republic team for this project. Her field of research includes managing human resources, training programmes for adults, information systems in HRD and VET dealing specifically with Central and Eastern European region and gender issues.

Petra Jedlicková, MA, the PhD student and the teacher at Institute of Information Studies and Librarianship, Faculty of Philosophy, Charles University, Prague. She also has experience in writing project proposals and management of service contracts, managing human resources and projects, evaluation of HRD systems in CEE and EU countries, evaluation of impacts of national policies and projects on educational systems and quality of training with special focus on information and communication technologies, research on new media, World Wide Web, Internet, web design and electronic publishing.

CITIZENSHIP AND LEARNING IN EUROPE RESEARCH CENTRE, University of Surrey (UNIS), United Kingdom (England)

www.surrey.ac.uk/

UNIS has considerable experience within this field, especially in research into and theorising of lifelong learning and adult education, as well as methodological aspects of lifelong learning. It will serve the project as lead partner for measuring lifelong learning and the dissemination phase. UNIS is partner in all project phases and leader of Subproject 1 and dissemination phase.

Linda Merricks is Head of the Department of Culture, Media and Communication. She is focused on research into lifelong learning, education of adults and education policy analysis.

John Holford is Professor of Political Education and Head of the Division of Law and Politics. His main research interests have been in labour studies and labour history, the politics of lifelong education, adults' political socialisation and the learning of citizenship, learning in social movements, and the politics of British colonial education.

INSTITUTE OF INTERNATIONAL AND SOCIAL STUDIES, Tallinn University (IISS), Estonia

www.iiss.ee

www.tlu.ee

IISS, the lead partner for the LLL2010 project, is an academic research and developmental institution in the field of social and political sciences. It performs basic research and applied studies on relevant issues to the Estonian society and participates in training of the specialists of the field.

Tallinn University supplies this project with overall infrastructural resources, including among other things rooms, equipment, infrastructure for meetings, and providing access to the academic library for the researchers throughout the project. Support for the project needs in administrative, legal and financial matters will also be provided throughout the project. The professional team of Public Relations department at Tallinn University will be taken an advantage by the IISS in the interest of this project. Most of the project personnel will be funded by the Tallinn University and some will be co-funded, depending on their employment status within the project.

Prof. Dr. Ellu Saar has experience in management of international surveys; sociological problems related to lifelong learning; quantitative and qualitative surveys and in analysis of large data sets. Ellu Saar is overall coordinator of the project, leader of Preparation phase and Subproject 3.

Rein Võõrmann, Candidate of Science in philosophy, is Head of Department of Social Stratification at IISS. He focuses on social stratification and gender segregation, on socialisation of generations, youth life courses, education, lifelong learning and learning opportunities.

Jelena Helemäe, Phd, is senior researcher at IISS. She is specialised on access, possibilities and outcomes of education, but also on social inequality in a broader sense.

Triin Roosalu, PhD student is a researcher at IISS social stratification department. Her main fields of research are lifelong learning, labour market, working time, work and life reconciliation.

Eve-Liis Roosmaa, PhD student and she is also a researcher at IISS social stratification department. Her main fields of research are labour market and lifelong learning.

IISS is in close cooperation with the Chair of Andragogy in Tallinn University, which conducts scientific researches concerned with lifelong learning, adult education and adult training. The Chair's primary research subjects include: analysis of adult education and adult training possibilities and influences in the context of lifelong learning; the role of education, lifelong learning in the context of adult's life course; training processes and learning in the organisation; adult learning apprehensions and influence of apprehensions to learning readiness and training activeness; adult learning narratives.

Larissa Jõgi, Candidate of Pedagogical Sciences, is assistant professor and head of Andragogy Chair in Tallinn University.

Katrin Karu is lecturer at the Chair of Andragogy, Tallinn University.

Liis Roodla is researcher and project manager at the Chair of Andragogy, Tallinn University.

TÁRKI SOCIAL RESEARCH CENTRE (TÁRKI), Hungary

www.tarki.hu/index-e.html

TÁRKI has 20 years' experience in empirical social science research in Hungary. The Institute conducts research on a wide range of issues such as social stratification, labour market, income distribution, information society and attitudes. The Institute has been active and successful in building up household and enterprise panel studies, and regular Omnibus-type surveys since the nineties. TÁRKI is participating partner in all project phases and leader of Subproject 2.

Péter Róbert is experienced in life course analysis, educational inequalities, analysis of educational histories, survey research (developing questionnaire, data management, and analysis). In addition to working for TÁRKI Inc. he is Associate Professor at the Department of Sociology at the Eötvös Lóránd University, Budapest.

**EDUCATIONAL DISADVANTAGE CENTRE,
AND CENTRE FOR HUMAN DEVELOPMENT
AT ST. PATRICK'S COLLEGE, Dublin City
University (EDC/CSHD), Ireland**

www.spd.dcu.ie/main/academic/edc/

The Educational Disadvantage Centre has engaged in largely qualitative research regarding educational disadvantage, early school leaving and social justice issues. The Centre for Human Development examines adult development from an interdisciplinary perspective of psychology, sociology and philosophy and its members are all also members of the Education Department at St. Patrick's College. EDC/HD will be lead partner of the project phase Research IV (Subproject 5) and participating partner at all stages of the project.

Paul Downes is Coordinator of the Educational Disadvantage Centre and a Lecturer in Psychology. His research interests involve: drug prevention, early school leaving, community psychology, educational disadvantage, psychoanalysis and analytic psychology, existential psychology, phenomenology, cognitive psychology, philosophical psychology, cross-cultural psychology.

Catherine Maunsell is lecturer in Psychology. She focuses on children's rights in education; tackling educational disadvantage; risk factors associated with early school leaving; initiatives addressing school retention; community-based approaches to working with youth at risk; children and youth in the criminal justice system.

**MYKOLAS ROMERIS UNIVERSITY (MRU) and
THE INSTITUTE OF SOCIAL RESEARCH
(STI), Lithuania**

www.ltu.lt/english/

www.sti.lt/

Mykolas Romeris University is one of the leading universities in Lithuania for the education of lawyers and research in the field of law and other social sciences. MRU is participating in preparatory phase of the project and in Subproject 3 and 4.

Institute for Social Research is one of the leaders in Lithuania in the field of sociology and other social sciences since 1977. STI is also participating in the preparatory phase of the project and in Subprojects 1, 2 and 5.

Meilute Taljunaite is the lead member of the Lithuanian research of the Institute of Social Research on this project. Her main research interests are in the areas of European Union

citizenship, EU migration policy, social exclusion, stratification and gender policy.

Rimantas Vaitkus is leading the team from the University. He focuses on education policy and management of higher education institutions.

**Fafo INSTITUTE FOR LABOUR AND SOCIAL
RESEARCH (Fafo), Norway**

www.fafo.no/indexenglish.htm

Norway is a core partner in several comparative projects on lifelong learning under the 5th framework programme. Fafo is participating partner at all stages of the project and because of experiences in monitoring national developments in lifelong learning through large scale surveys Fafo will have a decisive input for the project phase Research I (Subproject 2).

Odd Bjørn Ure, a researcher at Fafo, is mainly engaged in studying lifelong learning (formal-, non-formal- and informal aspects) and its implications on labour market outcomes (employability) on national and international levels.

**DEPARTMENT OF SOCIOLOGY,
DEPARTMENT OF RETRAINING AND
IMPROVEMENT OF PROFESSIONAL SKILLS
FOR SOCIOLOGY AND SOCIAL WORK, St.
Petersburg State University (SPSU), the
Russian Federation**

www.spbu.ru/e/

The Department of Sociology was established in St. Petersburg State University in 1989. Now this is one of the leading institutions of education and research in the field of social sciences (sociology, social anthropology, social work) in Russia.

The Department of Retraining and Professional Skills Improvement for Sociology and Social Work is basically aimed at the development of educational programs in the field of sociology, management, recruiting and social work. Among other areas the department is also focused on the realization of research projects and educational programs concerned with the development of continuing education, vocational (re)training, the quality assessment of sociological education and the development of quality standards.

SPSU is participating partner in all phases of the project.

Prof. Vladimir Kozlovsky, PhD – the head of the national team, the head of the Department of

Retraining and Professional Improvement for Sociology and Social Work. Hi focuses on sociological problems of advanced education and additional professional learning in international context and on methodological aspects of LLL.

Andrey Nevsky, the leader of Subproject 1 team, researcher in Sociological Institute, St. Petersburg.

Anisya Khokhlova, is PhD student, researcher.

Ekaterina Saburova, is PhD student, researcher.

Irina Serikova, is PhD student, researcher.

MORAY HOUSE SCHOOL FOR EDUCATION, University of Edinburgh (UEDIN), United Kingdom (Scotland)

www.creid.ed.ac.uk

The project is based in the Centre for Research in Education Inclusion and Diversity (CREID) and the team consists of researchers in CREID and the Department of Higher and Community Education. UEDIN is partner in all project phases and leader of Subproject 1 and dissemination phase.

Sheila Riddell is Director of CREID. Her research interests are in the broad field of equality and social inclusion, with particular reference to gender, social class and disability in the fields of education, training, employment and social care.

Jim Crowther is a Senior Lecturer in the Department of Higher and Community Education. His areas of research include the following: processes of learning in social movements; the politics of policy discourses in adult education, lifelong learning, social inclusion and citizenship; the policy and practice of adult literacy; adult education and social change; the relationship between informal contexts for learning and formal educational processes and institutions.

Judith Litjens is a Research Fellow in CREID which she joined in August 2005. Her main research interests have been in the areas of: European influences in higher education; policy making in higher education; lifelong learning policies.

Elisabet Weedon joined CREID as Research Fellow in May 2004. Her main research interests have been in the area of adults' learning, including online learning and the impact of feedback on students' learning. Before joining CREID she was involved with a number of

projects investigating various aspects of the implementation of networked learning.

SLOVENIAN INSTITUTE FOR ADULT EDUCATION (SIAE), Slovenia

www.acs.si

Slovenia has a long-term experience of international cooperation, first of all in the field of policy and legislation research. This competence will be useful to address the policy aspect of the subject of research. SIAE will take the lead of Review of literature and policy II (policy aspect) that will extract the comparative policy analysis. SIAE's mission is to foster the development of a culture of lifelong adult learning and education in Slovenia by research, development and counselling activities.

Vida A. Mohorcic Spolar is the Director of the Slovenian Institute for Adult Education, Ljubljana, Slovenia. An expert in adult education policy, she has played an important role in educational policy-making in the Republic. ■

- DUK Austria ▪ HIVA Belgium ▪ IS Bulgaria ▪ NTF the Czech Republic ▪ UNIS England ▪ IISS Estonia ▪ TÁRKI Hungary ▪ EDC/CSHD Ireland ▪ STI and MRU Lithuania ▪ Fafo Norway ▪ SPSU the Russian Federation ▪ UEDIN Scotland ▪ SIAE Slovenia ▪