

Lifelong Learning towards 2010: SP3 National Report Outlines

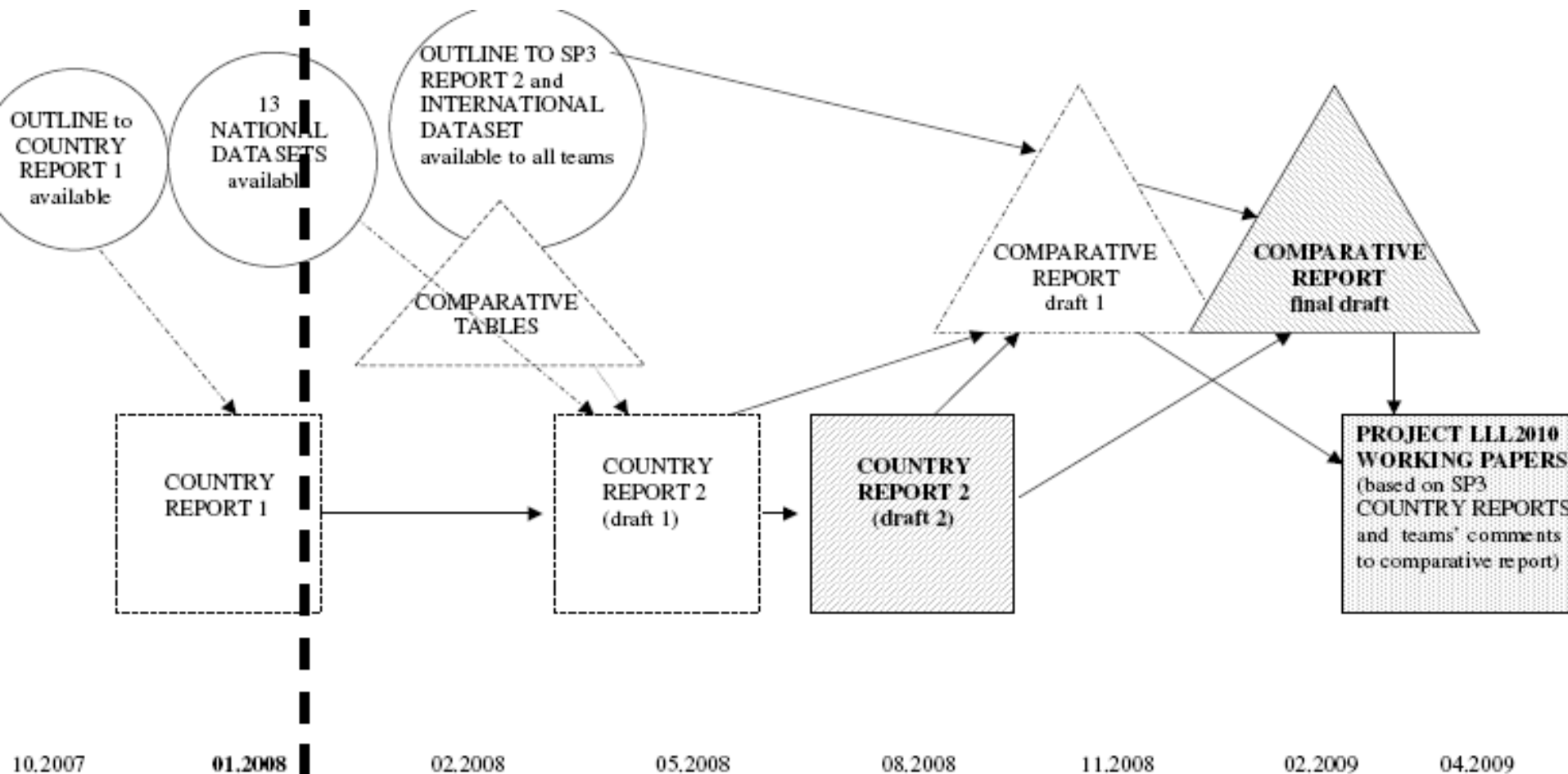
SP3 team: HIVA and IISS

LLL2010 6th Workshop in Budapest, January 24-27, 2008

Two research questions

1. General Question 1 – What is the role of the formal education system in stimulating participation in lifelong learning?
2. General Question 2: What is the role of the formal education system in reducing inequalities in participation

SP3 Reports Progress-line



SP3 National Reports

Introduction

- Chapter 1 National policy on LLL + actual participation
- Chapter 2 Description of broader macro-level context
- Chapter 3 Methodology (+sample overview)
- Chapter 4 Descriptive analysis
- Chapter 5 Micro-level analysis
- Chapter 6 Meso-level analysis

Conclusions

National Reports 1

- About to be ready... now
- Chapter 1+2+3:
 1. National policy on LLL + participation
 2. Description on broader context
 3. Methodology [+descriptive sample overview later!]
- To be used in National Report 2 and for preparing Comparative Reports
- **Questions, comments?**

National Report 2

- Builds on National Report 1, develops chapters 4, 5, 6
- Ch 4 Descriptive analysis
 - Describes function-variables by ISCED level
- Ch 5 Micro-level analysis
 - Are there individual inequalities?
- Ch 6 Meso-level analysis:
 - Do these decrease if institutions are considered?
- And, sample overview (add to Chapter 3!)

Function-variables

- in **Ch 5** (micro) as well as in **Ch 6** (meso):
 - Attitudes of adult learners re LLL:
 - Attitude towards LLL
 - Enjoyment of learning
 - Motives that made adults learning
 - Controlled motives vs autonomous motives
 - Social capital; human capital; social control; personal fulfilment
 - How confident they feel in finishing studies
 - How satisfied they are with
 - Learning process and
 - Outcomes of learning

Argument variables (1)

- In Ch 5 “Micro-level analysis”
 - Sociodemographic etc individual data
 - 1) gender; 2) age; 3) ethnicity;
 - 4) socio-economic background;
 - 5) Immediate social environment (work and family dynamics and support);
 - 6) previous learning experience
- In Ch 6 “Meso-level analysis”
 - Institutions
 - Learning process
 - Sociodemographic etc individual data

Argument variables (2)

Institutions

1. LLL Policy index
2. Outreach strategy index
3. Simplified access index
4. Institutional support index
5. Flexible studies index

Argument variables (3)

Learning process

- *affiliation* between the students
- *active involvement*
- the teacher is *learner-centred* and allows *student influence* in course planning decisions
- *teacher support*
- *task orientation*
- *clear and organised* activities
- *personal goal attainment*

Argument-variables (soc-dem)

- *Gender* – (Q C1)
- *Age* – year of birth (Q C2). Compute age and age groups: until 20 year olds; 21-30; 31-40; 41-... or until 29 and 30-...
- *Ethnicity* – (Q C3) or compute appropriate variable from questions C3-C7 to distinguish first and second generation immigrants or multicultural background
- *Socio-economic background* – employment status (Q D1, D2; D4); occupation (Q D3 – recode ISCO categories into four groups: high-skilled white-collar; low-skilled white-collar and high-skilled blue-collar; low-skilled blue-collar); income (Q D11)

Argument-variables (soc-dem)

- *Immediate social environment (work and family dynamics and support)* –
 - marital status (Q C10);
 - household composition: (Q C10d);
 - involvement of family-friends-employers (Q B7 items 1-3, Q B21 items 1; 2; 5; Q B16 items 2-3 (77); Q B17 items 2-3 (77));
 - educational level of parents (Q C8 and C9).
 - Involvement in social (Q D10 items 3-6), cultural (Q D9) and political activities (Q D10 items 1 and 2)
- *Previous formal learning experience* –
 - highest level of education completed (Q A3);
 - when first left full-time daytime education (Q A1 – compute brackets as follows: left up to 5 years ago; left more than 5 years ago);
 - has ever started studies at higher educational level (Q A6);
 - reason for abandoning study programme (Q A8a or A2a if A8a is not available)

Proposed Logic of Analysis

1. Ch 4: Descriptive display by ISCED levels of
 - Function-variables
 - Argument variables of meso-level
2. Ch 5: Regression analysis by ISCED levels
 - with sociodemographics (etc) as an argument,
 - and descriptive analysis of the relevant results by sociodemographic groups
3. Ch 6: Regression analysis by ISCED levels
 - with meso-level characteristics;
 - with socio-demographic characteristics AND meso-level characteristics; and descriptive analysis of relevant

Chapter 4 describes by ISCED levels

- **Attitudes** of adult learners re LLL
- **Motives** that made adults learning
- How **confident** they feel in finishing studies
- How **satisfied** they are with the process and outcomes of learning

- **What steps** do institutions take to attract adult learners
- How (flexibly) are learning processes organised for adult learners

Chapter 5 explores

- **Who** has more likely a more positive attitude towards lifelong learning and who does not?
- **Who** has controlled motives for participation in formal education rather than autonomous motives and who does not?
- **Who** is more likely confident in their ability to successfully complete the selected course in formal education and who is not?
- **Who** is more likely satisfied with the process and the outcomes of participating in formal education and who is not?

Chapter 5 also

- Generates typology of adult learners based on their confidence and satisfaction, and
- Compares those at margins (confident and satisfied vs not confident and not satisfied)

Chapter 6 explores

- What are more likely the **traits of institutions** and **learning processes**, that bring about
 - Learners' more positive attitudes to LLL
 - Learners' autonomous vs controlled motives
 - Learners' confidence to finish the studies
 - Learners' satisfaction with their studies

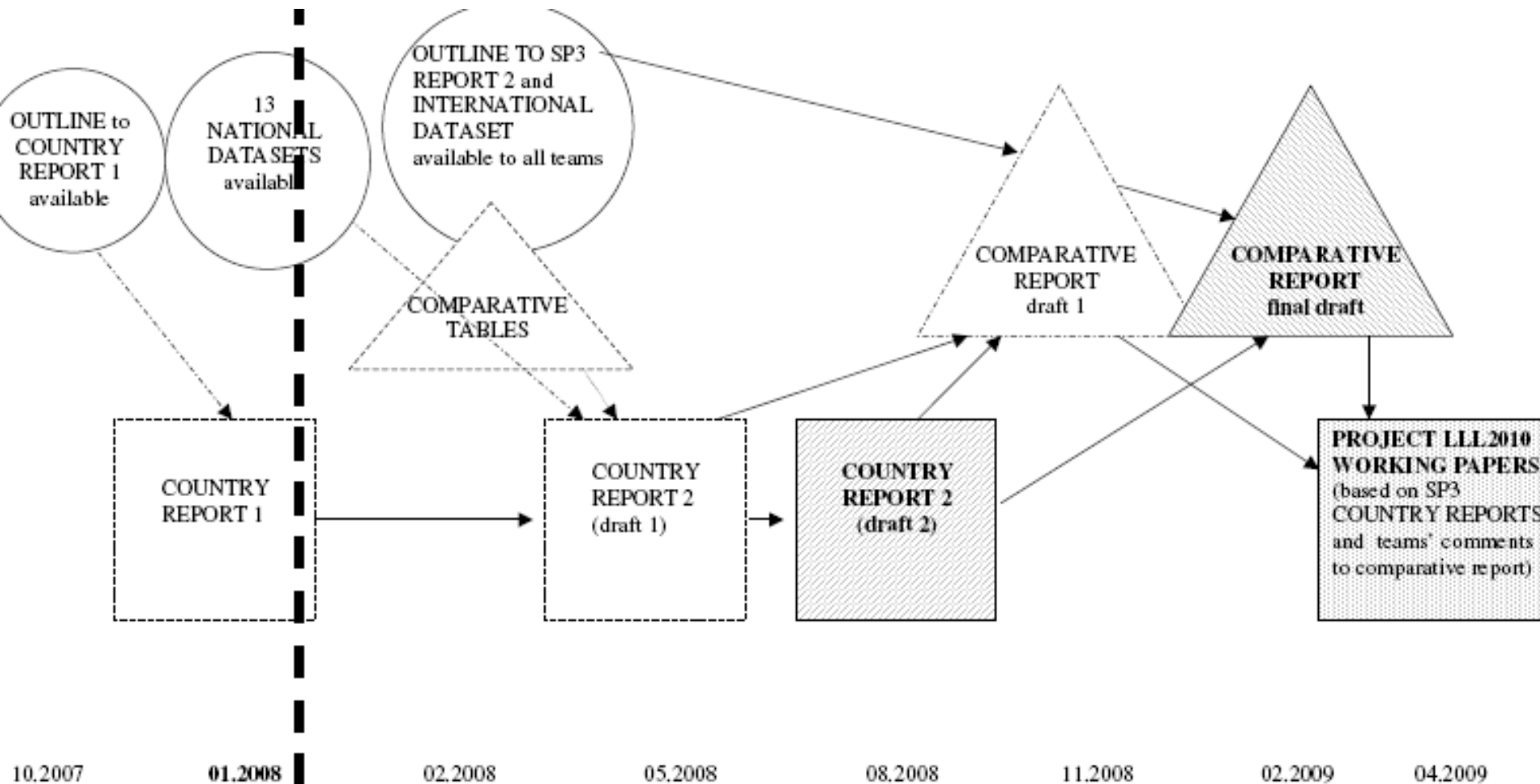
Chapter 6 also explores

- If **some socio-demographic groups** can be more likely found in specific types of institutions
- Are there **any groups** that tend to find themselves more likely in some specific learning environment

And, eventually,

- concludes with the role that formal education institutions have in stimulating participation and reducing inequalities in participation

SP3 Reports Progress-line



Further steps

- Discussion of outlines in Budapest
- National Reports 1 handed in
- Datasets handed in
- Outline distributed
- International datasets distributed
- ... with comparative descriptive tables
- National Report 2 ready

Thanks!

Discussion round 😊