

Preliminary results of the COMPASS survey on ULLL in Moldova

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european university
continuing education network

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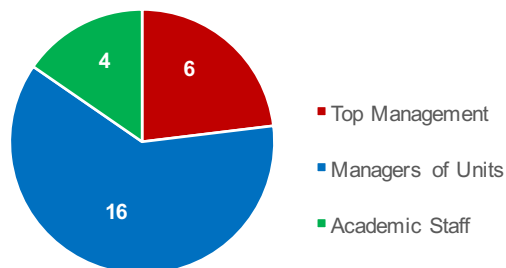
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Participation

who has answered the survey?

25 questionnaires from 8 different universities in Moldavia

Role of the participants in the survey:



General remarks to be highlighted

Trends throughout the answers

Observations that might affect the results that will be presented

- Different individuals from the same university gave totally different answers to some of the questions – Lack of information? Lack of communication across departments/units? Answers based on partial knowledge?
- Staff from the same university gave exactly the same answer to some other questions with exactly the same words – Work in group and/or copying?
- Some general questions give an overview that, when you look at the detailed questions shown totally different answers (e.g. marketing – it seems there is nothing for ULLL, but then it seems that you all do things)
- Some answers from some of the participants seems to be not correct – Misunderstanding or misinterpretation of the questions?

1. Strategy/Policy for ULLL (i)

Do ULLL policies & strategies already exist in Moldova's HEIs?

Some preliminary data

- Around $\frac{1}{3}$ of the answers say that some kind of ULLL policy or strategy is present within their institutions
- Almost $\frac{1}{2}$ of them consider it to be under development, at its initial or intermediate phase
- Only 5 participants said that their university does not have / is not developing a ULLL strategy
- Almost all the respondents (22 of them, i.e. 84%) see ULLL as a **common priority** amongst others
- 13 respondents felt the main purpose of ULLL is to respond to the employment needs of the labour market

1. Strategy/Policy for ULLL (ii)

Which are the main target groups of your ULLL strategy/policy?

- **Public organisations** (17 answers) and **professionals** (17 answers) are the identified main target groups of the ULLL policies and strategies, whether they are operative or under development ✓
- In contrast, **NGOs** and **special groups** seem to be perceived as non-important target groups and have not been selected by any participant to the survey ✗

Taking into account that ULLL is in many cases a channel to improve the social dimension of universities, neglecting these two target groups will reduce the instruments of social inclusion that your universities have and may actually foster already-present socio-economic inequalities – **Please, reconsider this!**

1. Strategy/Policy for ULLL (iii)

Which are the recognised and expected benefits of ULLL?

Some correlations between the main answers

- Furthering **cooperation with external stakeholders** is the most chosen benefit that brings ULLL – this might be associated with the prospect of **increasing and diversifying financing** ✓ ✓
- ULLL policies and strategies are perceived as ways to improve the **image and prestige** of the institutions and attract new students ✓
- ULLL policies and strategies are not considered beneficial for **academic research and knowledge** however are perceived as a way to increase **competitiveness of teaching and learning** ✗ ✓
- The participants in the survey did not find ULLL as an **opportunity to benchmark international performance** of their institution ✗

1. Strategy/Policy for ULL (iv)

Is the impact and/or progress of ULLL regularly assessed?

Half of the answers are 'Yes'

- USEFS and particularly USARB are at the forefront in terms of methods and techniques applied in order to evaluate their own ULLL policies and strategies.
- The most prevalent methods focus not only on the labour market demands, but also on both the training needs and levels of satisfaction of students, teachers, and the trainers themselves.

Half of the answers are 'No'

- Mainly because the universities do not have yet a full ULLL strategy

1. Strategy/Policy for ULL (v)

Limitations and developments of ULLL policies and strategies

- 20 of the answers believe that there is **lack of interest in the potential target audience**
- It is also important to highlight that the lack of a **legal framework** to regulate ULLL, lack of adequate **funding** and lack of external **partnerships and cooperation** are major limiting factors for ULLL
- Participants also felt that lack of information about ULLL and lack of institutional experience in the area are also burdens

Planned developments for the next 3 years

- The respondents converge towards the necessary changes in **promotional/marketing** schemes, **target groups** and **curricula** in this order

2. ULLL Offer (i)

ULLL at your institutions

Mainly you offer **courses with credits** (not links to specific qualifications), **requalification courses** and **modules of existing BMD** programmes with credits and masters for specific groups.

How are the ULLL courses offered

- Courses are available **after-work hours**, for **mixed-groups**, delivered by **academic and professionals** and **tailored** to individual/organisation needs in all universities ✓
- Courses are delivered in different locations in $\frac{3}{4}$ of the universities ✓
- Half the universities do not offer **distance courses** and 3 universities do not have **blended courses** ✗

Services offered to students

- **Support courses** in all universities, language courses, e-learning and mentoring in 7, VPL for entry and academic advice for entry in 6, VPL as part of a diploma and courses for special targeted groups in 5 universities.

2. ULLL Offer (ii)

ULLL at your institutions

Services offered to staff

- All universities have **regional collaboration with public authorities**. 7 universities have technology transfer in place, regional collaboration with employees and a separated LLL administration unit. In 6 universities have separate LLL marketing and financial management as well as staff development offer for academic staff.

Participation of students in ULLL courses

- The data collected from each university is not homogeneous and makes it not possible to be compared. However, if we compare the percentage of students enrolled in ULLL course in the years 2010-2011 or 2011-2012 to that of the years 2017-2018, we observe that, in general, there has been a growth of the percentage of students enrolled in ULLL courses in all institutions

Changes in current ULLL provision

- 5 universities are making changes already in the following way: Setting new goals, including e-Learning, identifying new target groups, diversifying offer and methods (innovation), updating curricula, increasing partner collaboration and developing promotional strategies.

3. Management and organisation of ULLL (i)

Who is responsible for ULLL and how is organised?

The **Head of LLL Centre/Department** is responsible for ULLL in 8 institutions, while a Member of the Rectorate is also indicated as responsible in 6 institutions. At least 2 respondents also indicate the Rector as the responsible person for ULLL.

Organisation of courses

- The **ULLL unit** has its say at all levels, but the **faculty/department** delivering the programme decide on methodologies. The **ULLL unit and the faculty/department** decide together on evaluation of quality, management of human resources and selection of courses. The ULLL unit manages the registration process in 7 universities

Organisation of services

- The answers are very varied and is difficult to find a pattern. Each university seems to approach it in a different way. **VPL** seems to be managed by different units, **support courses** sometimes at ULLL unit and sometimes not. Academic **advice** and career advice is mostly done at faculty level. **Marketing** is mostly done from ULLL

3. Management and organisation of ULLL (ii)

Funding sources for ULLL activities

All the universities indicate **State funding** as the main source of funding followed by **Students' fees**.

6 of the universities selected institutional funding as source, 4 universities indicated EU funding (projects), 2 universities ticked enterprises and 1 university selected international foundations.

Changes taking place

- In 7 out of 8 universities, no change seem to be taking place in the sources of funding for ULLL
- One of the universities in which changes seem to be taking place, explains that: *"We plan to identify new sources of funding from stakeholders"*

4. Staff development programmes

Academic staff involved in ULLL

The number of teachers involved in ULLL seems to have increased in 4 universities while there is a decrease in 2 other universities.

How are teachers stimulated to be involved in ULLL?

- **Financial incentives** seems to be the mechanism mostly in place (7 universities out of 8) to stimulate teachers to get involved in ULLL, followed by **institutional recognition** (6 universities use it out of 8). The collection of badges or credits towards progress of own career was selected by 5 institutions out of 8 (ticked by 12 respondents).
- Information provision is present as incentive in 4 out of 8 institutions and support in the form of assistance from postgraduate students or similar in 3 out of 8 institutions. Reduction of teaching hours or of hours dedicated to administrative tasks was only selected by 1 university.

Staff development programmes to support ULLL

- **Specific programmes** seems to be organised by 5 universities. 14 respondents say that “ULLL staff development is part of the university staff development programmes”. In 2 institutions seem not to exist ULLL related to staff development

5. External collaborators (i)

How do you engage outside?

The strongest collaboration is with **employers**, especially with the analysis/forecast of training and development needs and with the evaluation of courses and programmes. ✓

The next most successful external collaboration is with **Professional bodies** and with **Social partners**. ✓

The collaboration with **regional authorities** seems to be focussed on a few specific areas and is not the case for all the universities. Collaboration with other partners is quite limited. ✗

VPL does not seem to facilitate the development of external collaborations at any level, followed by the **Development of professional skills of teaching staff**. ✗

MAIN KEY PARTNERS: Professors, civil servants, employers, other HEIs, authorities (at different levels), Ministry, private sector (foundations, multinationals, NGOs, national companies, VET schools).

5. External collaborators (ii)

Why do you engage outside?
At what level?

The main objective (8 universities have chosen it) is to **broaden the potential market**, followed by the **identification of the needs of the region** (7 universities have chosen this option).

Most universities collaborate at **national level**. CSU does not work at this level – why?

3 universities work at national, regional and local levels

3 different universities work at two levels

Only one university (UTM) seems to work nationally only – why?

USARB has pointed out their work at International level too (through European programmes)

MAIN CHARACTERISTICS: There is need for different types of agreements depending on the level of collaboration. There are collaborations with ULLL units in other HEIs. There is also collaboration with other teaching institution (not universities) and other stakeholders.

5. External collaborators (iii)

How to involve stakeholders in the design of programmes?

- Questionnaires to students and potential students and to staff
- Bringing ideas and needs from the labour market and from other European countries
- Bringing experts to refine existing curricula or create new ones
- During the design and the evaluation of programmes, with needs analysis and identification of expectations and evaluation of the study (while designing new curricula) and collecting evaluations from students, graduates and employees (of ongoing courses)
- During projects
- During the development phase, with the objective to attract more students and ensure quality assurance
- Through discussions and analysis
- During events such as round tables that focus on identifying demands
- Bringing companies to the company to open spaces

5. External collaborators (iv)

Success factors and Obstacles

- Attractive programmes matching demand
- Quality and continuous improvement
- Good communication and collaboration
- Exchange experiences and good practices
- Professional team with skills
- Qualified teachers
- Developed common interest
- Innovation
- Flexibility
- Trust
- Funding
- Weak marketing
- Isolation
- Not sufficient funding, research, resources
- Insufficient English skills
- Lack of respect, trust, interest, flexibility, coordination, motivation for ULLL
- Lack of awareness of the need and benefits of LLL
- Competition
- Unclear institutional strategy for stablishing partnerships and for consolidating ULLL
- Insufficient technical support

- Collaborations to be develop:**
- Short programmes on transversal issues that bring the best experts
 - Development of ULLL framework and regulations
 - Consultation
 - Promotion of partnership at local level
 - Collaborations in EU for exchange of best practices
 - Internships abroad

6. Marketing and promotion of ULLL (i)

Do you have a marketing strategy in place?

4 universities have said they did have a strategy for ULLL in place. At the same time 7 universities have said they do not have it. Why?

Staff of 3 universities have discrepancies about the existence of a strategy for ULLL and this is why the answers do not have consistency. Looking at Q6.2 part 2 (promoting ULLL) we notice that all the universities have ticked boxes. Maybe the conclusion is that all the universities have some marketing activity for ULLL programmes, even though not all have a formal strategy.

How are the strategies in place?

- Enable collaboration with target institutions
- Use the existing channels and promote ULLL at the same time
- Announce ULLL programmes at any opportunity to stakeholders
- Ensure quality of the programmes

6. Marketing and promotion of ULLL (ii)

Do you have a marketing strategy in place?

Which tools are used for global promotion of the university?

- The 8 universities use all the tools mentioned in the questionnaire
- **Newspapers** seems to be the less popular

Which tools are used for ULLL promotion?

- The institutional **website** and **social media** are used by the 8 universities
- **Leaflets** are used by 7 and **Newspapers** by 6 universities
- The least used tool is Open info days (i.e. face-to-face promotion) – this is a popular promotion tool in European countries and give you the chance to pass on your passion about the programmes to potential students

7. Perspectives of development (i)

Which key features would you like to create?

- Specialised training centre
- Creation of wide demand
- Involvement of external partners
- Institutional autonomy to develop LLL programmes
- Programmes that change as the labour market needs change
- Development of a ULLL strategy at institutional level with an implementation plan of 3-5 years
- State funding and more financial autonomy
- Innovate in the programmes
- Modernisation of infrastructures and delivery methods to enlarge the reach
- Widening access to reach larger audiences (to older potential students)
- More VET programmes within or link to the university
- Blended learning
- More competitiveness, efficiency and quality human resources

7. Perspectives of development (ii)

How would you measure the progress?

- Good feedback from students
- Improvement of financial conditions to teachers
- Number of students in ULLL programmes
- Easier and more successful access to labour market
- Improvement of visibility of the university
- Diversity, quality and attractiveness of the programmes
- More curious and imaginative students with higher levels of resilience and self-regulation, more respect and clear perspectives
- More companies trained by ULLL programmes
- More agreements with companies
- A better legal framework to promote ULLL
- Access to better financial mechanisms

7. Perspectives of development (iii)

The ULLL definition

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

It is often developed and/or provided in collaboration with stakeholders and external actors

Does it match your own institutional strategy for ULLL? Totally, partially or not at all?

 **COMPASS**
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Thank you for your attention

Questions and Answers round

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