

**FiBS**

Forschungsinstitut für  
Bildungs- und Sozialökonomie  
Research Institute for the Economics  
of Education and Social Affairs

# Lifelong Learning in universities

## European Business Forum

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ENHANCING LIFELONG LEARNING FOR ALL

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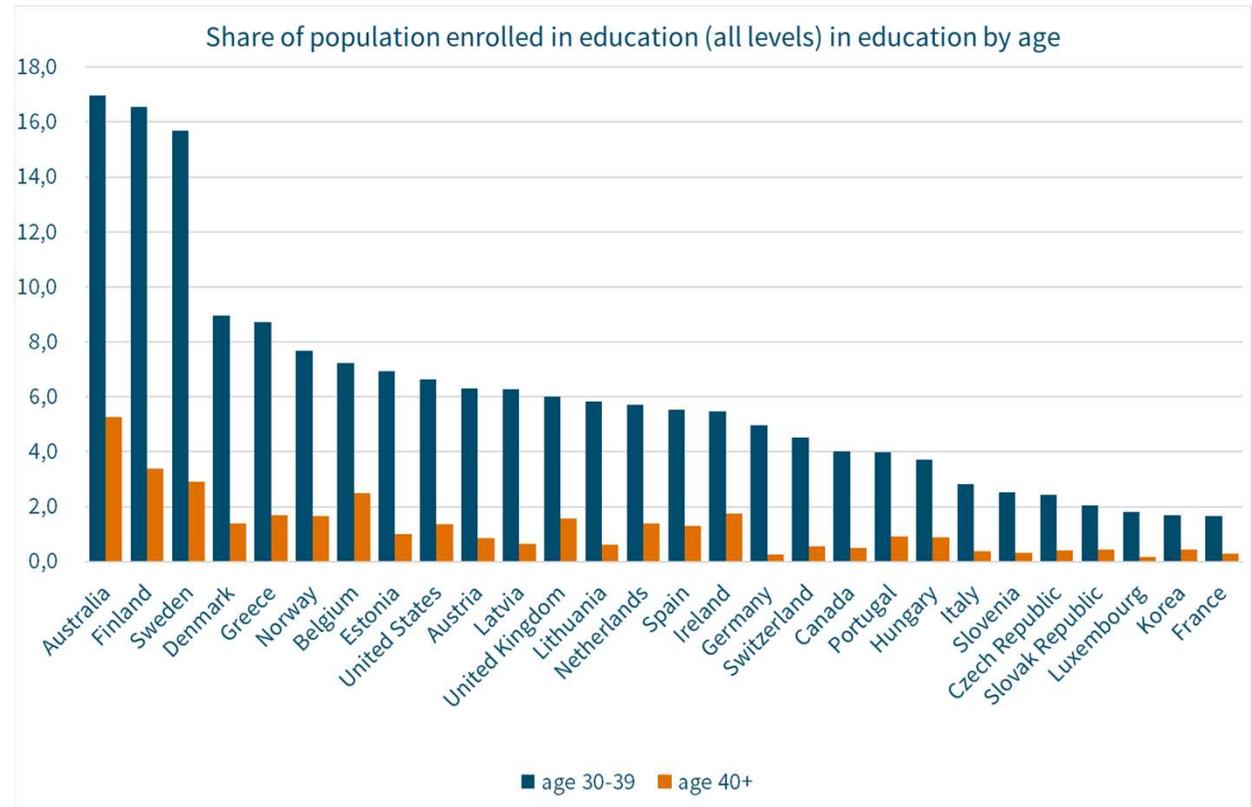
# Universities in LLL

Universities play a limited role in LLL

Share of „mature students in HE“ increases with funding modalities

Countries where funding for mature students is available have higher ratios

However, it is also a matter of definition what further education in universities is



# Future learning pathways

Model 1: Tamagotchi



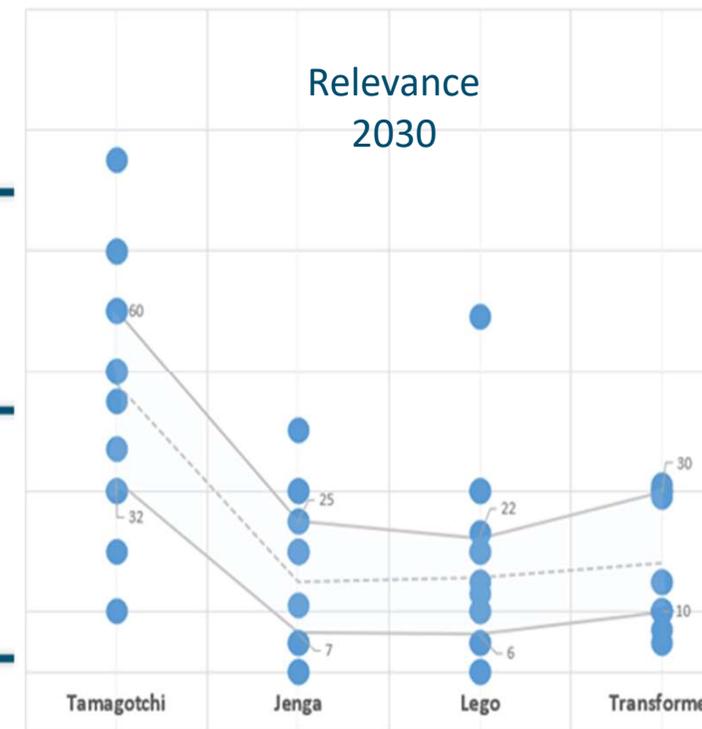
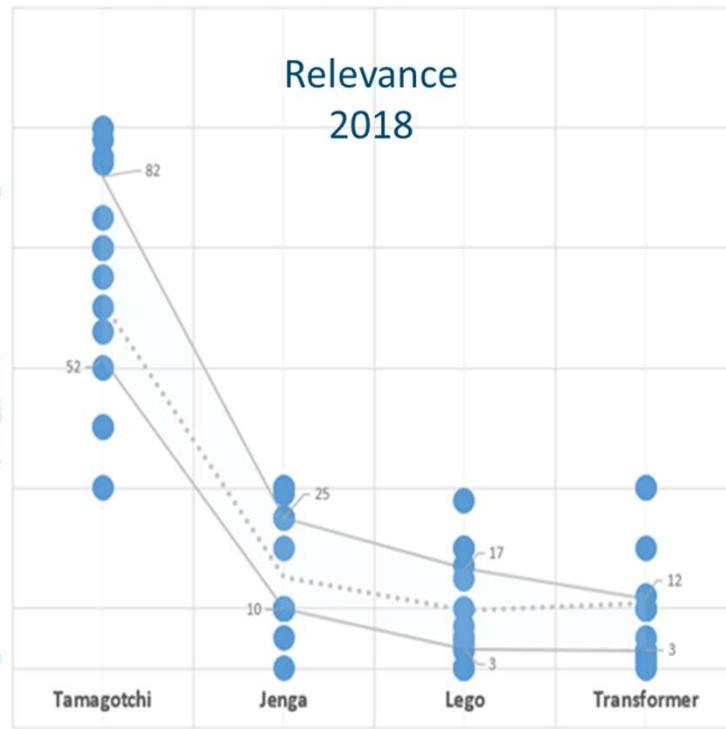
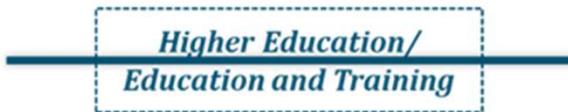
Model 2: Jenga



Model 3: Lego



Model 4: Transformer



## Future learning and universities

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University education is still more initial than further education

In the future, university LLL-programmes should more flexibly target individual competencies and skills ...

Demand for single learning „bits/nuggets/modules“ is expected to become more normal than today

Additional learning formats will play a larger role

Recognition of prior learning may be more important than today

Overhead costs for such services are likely to increase

Learning is the big buzz word of the future, ...

... not education

Universities are education institutions,

...which will have to respond to the changing and very flexible demands of the learners

And will have to move more away from standardised products to flexible and individualised offers

Speed and size depend on the responsiveness of companies to hire people without university degrees because of skill shortages

## LLL drives innovation and growth

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Learning-oriented work organisation is important for innovation

Complementing it with further education makes it even stronger

... supports economic growth

Which is not the case for university education

... unless it is further education

Learning pathways are likely to change in the future

Digitalisation will change a lot in learning

# References



## Final Report

### DEVELOPING THE ADULT LEARNING SECTOR

#### Lot 2: Financing the Adult Learning Sector

(Contract EAC 2012-0073)

Prepared for the European Commission/DG Education and Culture

by

FiBS – Forschungsinstitut für Bildungs- und Sozialökonomie

DIE – Deutsches Institut für Erwachsenenbildung

Berlin, August 27, 2013

[http://arhiv.acs.si/porocila/Financing\\_the\\_Adult\\_Learning\\_Sector-final\\_report.pdf](http://arhiv.acs.si/porocila/Financing_the_Adult_Learning_Sector-final_report.pdf)



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### Weiterbildung und Innovation

Studie im Rahmen des Projekts "Volks- und regionalwirtschaftliche Kosten, Finanzierungs- und Förderstrukturen und Erträge der Weiterbildung (VOREFFI-WB)"  
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# ENHANCING LIFELONG LEARNING FOR ALL

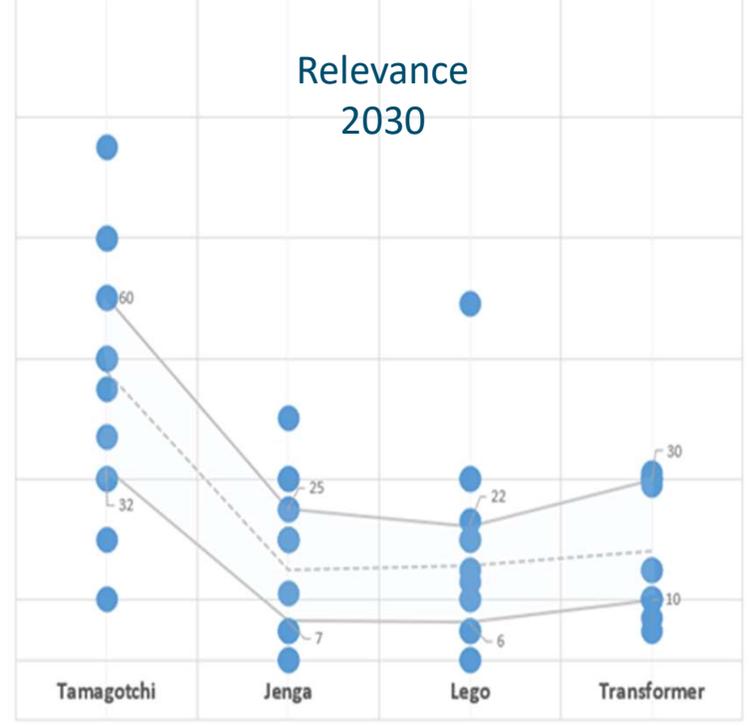
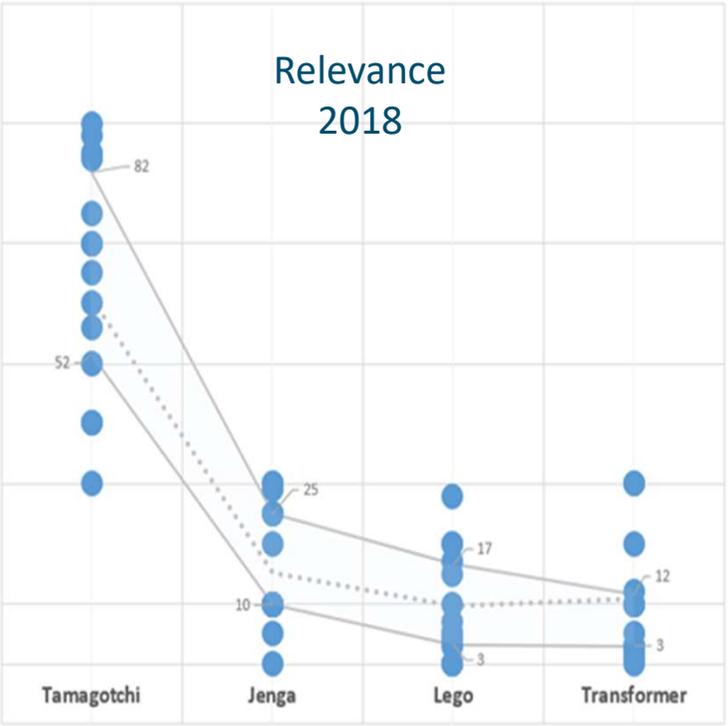
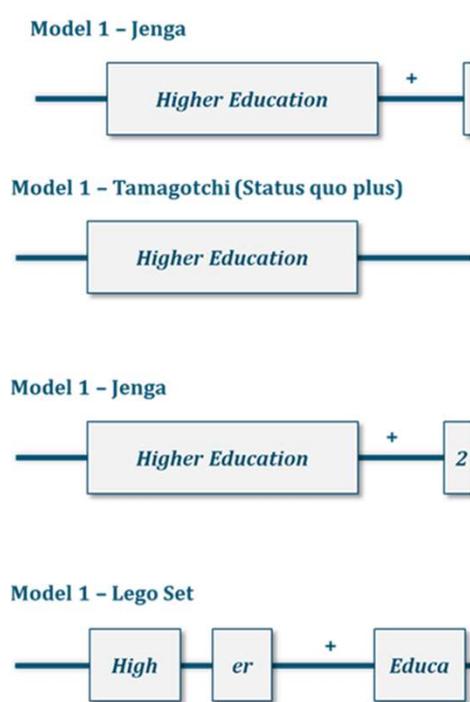
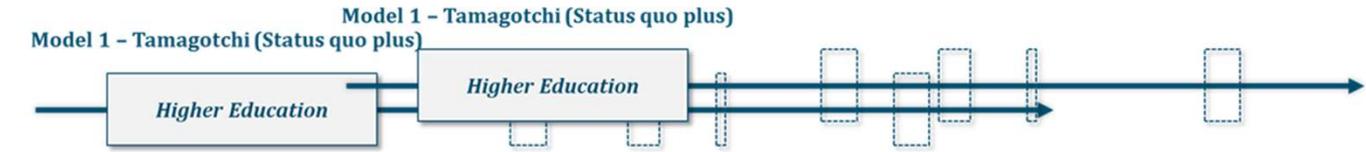
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# Future learning pathways



# Future learning pathways

Model 1: Tamagotchi



Model 2: Jenga



Model 3: Lego



Model 4: Transformer



## Overview

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- 1) Participation and barriers for participation
- 2) A rationale for a ALE funding system
- 3) ILA and vouchers – history and empirical evidence
- 4) Summary and conclusions

## Learning drives innovation and growth

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The barriers to participation are

Multifold ...

... and an issue for all levels of education.

The barriers for the low-qualified vary a lot from the better-off!

Limited „challenges“ in private life (70%) and in the job (60%)

... family obligations prevent up to 50%, particularly un-skilled

... up to 40% would like to participate, but miss pre-requisites and/or funding ...

... and/or don't like school-alike settings ...

... and/or expect to fail (!)

Up to 50% would need information, advice and guidance

## Voucher – questions for implementation

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Final target of ILA/voucher?

General instrument vs specific target groups  
(deadweight loss vs discrimination)

ILA/voucher addresses funding barrier only

=> Other components needed to remove other  
barriers

Quality assurance, information and advice are  
important frame conditions to ensure proper  
functioning of ILAs => costly!

... but compulsory guidance may also serve as  
entry barrier for certain groups

PR important factor to reach and motivate  
lowly-educated or difficult to reach target-  
groups => costly!

Costs of administration usually substantial  
(particularly for low-cost ILAs)

... this applies to providers as well as (public)  
voucher administration agency

- Is it worth the effort? ...
- ... or do we have better options/solutions?

# ALE for low-qualified pays-off!

Country	Year	Private rate at age 40 if ...						Public rate of return	
		... if the foregone earnings are at the level she could have earned with a lower secondary education		... if the foregone earnings are compensated by an arbitrary public subsidy amounting to 90% of the level she could have earned with a lower secondary education		... if the foregone earnings are compensated by a public subsidy amounting to unemployment benefits		Male	Female
		Male (1)	Female (2)	Male (3)	Female (4)	Male (5)	Female (6)	Male (7)	Female (8)
Belgium	2004	4.8	9.3	11.2	17.6	16.8	66.2	5.6	11.5
Canada	2004	5.7	9.9	12.4	18.2	16.7	26.7	4.8	5.8
Czech Republic	2004	13.6	14.8	24.8	24.6	29.7	29.3	4.3	4.2
Denmark	2004	3.3	3.5	10.1	10.5	15.6	66.9	0.7	-1.0
Finland	2004	-0.8	-3.5	4.5	2.6	8.3	8.6	-1.9	-6.3
France	2004	4.8	7.3	11.3	14.5	17.8	33.4	0.5	0.0
Germany	2004	5.1	-0.7	11.1	5.0	12.6	8.5	3.9	-2.4
Hungary	2004	8.3	9.0	15.9	17.4	17.5	21.3	7.5	7.8
Ireland	2004	2.8	5.3	9.1	12.8	5.8	13.1	5.6	4.9
Korea	2003	7.5	5.6	14.8	11.8	15.2	13.9	-0.2	-10.0
New Zealand	2004	6.6	4.4	14.4	11.5	10.6	10.6	6.0	-1.8
Norway	2004	2.3	1.4	8.0	7.4	12.4	11.5	-0.9	-4.6
Poland	2004	7.0	12.8	17.7	24.5	12.9	25.9	6.3	9.7
Portugal	2004	16.8	16.4	28.8	28.8	36.1	38.3	14.2	10.0
Spain	2004	7.3	9.9	15.1	17.6	28.1	36.0	3.7	3.6
Sweden	2004	2.5	0.2	8.9	7.6	25.3	32.4	-1.2	-5.5
Switzerland	2004	7.3	4.1	14.4	10.1	22.6	43.1	1.1	-0.4
United Kingdom	2004	9.5	6.0	18.3	13.3	12.7	11.4	7.1	3.4
United States	2004	13.5	13.5	22.7	22.5	25.8	28.6	7.8	3.4

Source: OECD 2008 ([www.oecd.org/edu/eqq2008](http://www.oecd.org/edu/eqq2008))

**Returns to second chance education are high!**

**In some countries even if the costs of foregone earnings are recovered**

**Rates of return depend on wage structure, differences in unemployment rates between low- and medium skilled**

**Engagement in training should be rewarded with payments higher than unemployment benefits**