Presentation

This global survey on the contribution of universities and other higher education institutions (HEIs) to lifelong learning (LLL) aims to develop a knowledge base on how and to what extent HEIs contribute to the implementation of LLL, as well as to the development of LLL as a research field, since LLL remains insufficiently researched area at the global level.

The UNESCO Institute for Lifelong Learning (UIL) in collaboration with the International Association of Universities (IAU), the Shanghai Open University (SOU), the UNESCO International Institute for Educational Planning (IIEP) and the UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC) are pleased to launch this global survey. It contributes to achieving Sustainable Development Goal (SDG) 4 of the United Nations' 2030 Agenda, which enjoins Member States to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

The results of this survey will lead to the following outcomes:

- A survey report will be produced, including an assessment of HEI's current levels of engagement in LLL, identification of areas in which further interventions are needed and recommendations for HEI's contribution to LLL.
- The survey will inform further research on the topic as part of a comprehensive research project.
- The results will be presented at national and international conferences and events, including the IAU 16th General Conference on the Relevance and Value of Universities to Society in October 2021, which will feed into the UNESCO Future of Education Initiative and the UNESCO World Conference on Higher Education in 2021.
- The results will be widely disseminated to UNESCO Member States, United Nations programmes and specialized agencies, Ministries of Education, universities and other HEIs, and relevant national and international organizations to inform policy-making and practical approaches for HEI's engagement in LLL.

What is defined here as LLL may be called 'adult education' or 'continuing education' elsewhere. For the sake of consistency, we talk about adult learners throughout the questionnaire.

Your responses will be subject to statistical secrecy: only aggregate data will be published, preventing identification of individual institutions. The participation of your institution will be duly recognized in the survey report only if you indicate your agreement at the end of this questionnaire.

Terms of data use

☐ I agree that UIL, IAU and IIEP-UNESCO may use the data entered for research, presentations and publications. The core data will not be sold or shared with third parties. It may appear in aggregated form or as examples as part of data analysis, but will remain anonymous. Names and email addresses will not be part of the analysis and will only be used to communicate the results of the survey.

Instructions

It is important that we receive **only one consolidated answer** per institution, for which senior leadership should take responsibility. We therefore recommend that you consult with your colleagues to gather all necessary information before replying to the online questionnaire. It is advisable to download the questionnaire in PDF format for this internal consultation process prior to completing the online questionnaire.

Once you have gathered all the necessary information, it will take you **approx. 30 minutes to complete the online questionnaire**.

To support you in your responses, we have prepared a glossary of terms used in the questionnaire.

The Global Survey starts here. It comprises the following sections:

1. Information and profile
2. Lifelong learning strategy and planning
3. Funding and organizational structure for lifelong learning
4. Lifelong learning provision and participants
5. Flexible learning pathways
6. Community engagement

Information and profile

Country

Name of institution (in English)

Institution's establishment date

1) Which phrase best defines your institution?

○ Public, with large share (80% or more) of public funding

○ Public, but generates a significant amount of private funds (more than 20%)

○ Private, not for profit

○ Private, for profit

○ Other (please specify)

2) What is the highest qualification that your institution offers?

○ PhD

○ Master's degree

○ Bachelor's degree

○ Lower than bachelor's degree

○ Other (please specify)

3) Which phrase best defines your type of institution?

○ Campus-based HEI (at least 80% of content delivered on-campus)

○ Open HEI

○ Distance HEI (including online and blended education)

○ Mixed-mode HEI (at least 25% of content delivered as distance education)

4) What was the size of the student body (i.e. full-time equivalent; undergraduate, graduate and postgraduate combined) at your institution in the last academic year for which data is available?

◯ Less than 5,000

◯ Between 5,000 and 20,000

◯ Between 20,001 and 50,000

◯ Between 50,001 and 100,000

◯ More than 100,000

5) How many full-time equivalent staff members (including full-time and part-time staff) were employed by your institution in the last academic year for which data is available?

	Less than 500	Between 501 and 1,500	Between 1,501 and 2,500	More than 2,500
Academic staff	◯	◯	◯	◯
Support staff	◯	◯	◯	◯
Administrative and technical staff (university hospital staff excluded)	◯	◯	◯	◯

Other (please specify)

[   ]

6) What percentage of staff members were employed full-time by your institution in the last academic year for which data is available?

0	100

[slider]

Lifelong learning strategy and planning

7) Does national legislation on higher education define LLL as a mission for HEIs?

○ Yes

○ No

○ I don't know

8) In your opinion, how is LLL referenced in your institution's mission statement?

○ High priority

○ Medium priority

○ Low priority

○ No reference to LLL

9) Does your institution have a LLL policy/strategy?

○ Yes, at institutional level

○ Yes, at faculty/department level

○ Yes, at both institutional and faculty/department level

○ No, but we are in the process of developing one

○ No

○ I don't know

10) Is the policy/strategy operationalized?

	Strongly	To some extent	Poorly	Not at all
Responsibilities for LLL are clearly identified across the institution	○	○	○	○
It is communicated effectively internally	○	○	○	○

It is communicated effectively externally	○	○	○	○
A large set of guidelines and tools has been developed	○	○	○	○
There is a monitoring and evaluation framework	○	○	○	○
Periodic institutional reviews of LLL strategy/policy are conducted	○	○	○	○

11)   Has your institution developed specific and systematic quality assurance procedures for LLL opportunities?

○ Yes

○ No

○ I don't know

12)   Which specific and systematic quality assurance procedures have been developed for LLL opportunities? (Please select all that apply)

☐ Enhancement of academic programmes

☐ Monitoring of adult learner assessments

☐ Monitoring the completion rate of study programmes

☐ Monitoring academic staff performance

☐ Evaluation of adult learner structures

☐ Other (please specify)

_____

13)   What are the main drivers of your institution's involvement in LLL? (Please select all that apply)

☐ Government policy

☐ Own mission statement

☐ Business/industry demand

☐ Community engagement and social responsibility

☐ Enhanced access for minorities and under-represented groups

☐ Generating financial revenue

☐ Peer esteem/recognition by other HEIs for LLL mission

☐ Recruitment of adult learners to meet national quotas

Other (please specify)

[   ]

14) Does your institution's LLL policy aim to contribute to the 2030 Agenda for Sustainable Development?

○ Yes

○ No

○ I don't know

15) Does provision of LLL at your institution contribute to the following goals?

	Strongly	To some extent	Poorly	Not at all
Healthy lives and well-being	○	○	○	○
Gender equality	○	○	○	○
Inclusive and equitable quality education and lifelong learning opportunities	○	○	○	○
Inclusive and sustainable economic growth and	○	○	○	○

decent work

Reducing inequality in and among countries	○	○	○	○
Inclusive, safe, resilient and sustainable cities				
Combating climate change and its impacts	○	○	○	○
Peaceful and inclusive societies, access to justice for all and effective, accountable and inclusive institutions at all levels	○	○	○	○

Other goal (please specify)

[   ]

Funding and organizational structure for lifelong learning

16) What are the funding sources for LLL at your institution? *(Please select all that apply)*

☐ Self-funded (earmarked budget in regular budget)

☐ Tuition fees for LLL courses

☐ Dedicated public funding for LLL (government, regional and local authorities, etc.)

☐ On-demand services (corporate trainings, consultancies, other income-generating LLL activities, etc.)

☐ Donations (private sector, foundations, communities, philanthropic organizations, etc.)

☐ Other (please specify)

[_____]

17) What are the funding sources for learners to engage in LLL programmes at your institution? (Please select all that apply)

☐ Personal resources/no external financial support

☐ Scholarships, bursaries, philanthropic donations

☐ Public funding schemes offered by national, regional or local governments

☐ Private funding (industries, employers)

☐ Fee waivers

☐ Other (please specify)

[_____]

18) Does your institution have a LLL unit?

○ Yes

○ No

○ I don't know

19) What is the function of your institution's LLL unit? (*Please select all that apply*)

☐ Staff development

☐ Community engagement

☐

☐

Curricula development

Facilitating flexible learning pathways and providing adult learner support for Recognition, Validation and Accreditation (RVA) of prior learning

☐ Offering and selling education programmes and trainings

☐ Offering and selling consultancies

☐ Promoting knowledge networks through fellowships and exchanges with other HEIs

☐ Conducting research on LLL

☐ Supporting innovative teaching initiatives (through advice, financial incentives, logistical support, etc.)

☐ Enhancing graduate employability

☐ Other (please specify)

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20) Is there dedicated academic staff responsible for implementing LLL programmes?

◯ Yes

◯ Yes, but only part-time

◯ No

◯ I don't know

21) What support mechanisms and incentives are available for academic staff engaging in LLL? (*Please select all that apply*)

☐ Financial revenue (from teaching/organizing LLL programmes)

☐ Academic merits (supporting career progression)

☐ LLL is defined as a core obligation of academic staff

☐ Reduction of core obligations (sabbaticals, reduced teaching or administrative obligations) – in case LLL is not defined as a core obligation of academic staff

☐ Other (please specify)

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22) What are the strengths and challenges faced when implementing LLL in your institution?

	Strength	Challenge	I don't know
Clear targets	○	○	○
Effective management and coordination capacity	○	○	○
Employers/labour market involvement	○	○	○
External expert advice	○	○	○
Other stakeholder input (e.g. ministries, employers, alumni)	○	○	○
Institutional autonomy	○	○	○
Inter-institutional cooperation agreements	○	○	○
Cross-border, regional or sub-regional cooperation and instruments	○	○	○
Finance	○	○	○
Human resources	○	○	○
Political will and leadership at the institutional level	○	○	○

	Strength	Challenge	I don't know
Enabling culture (e.g. organizational values, attitudes, professional norms)	○	○	○
Technical capacity to implement lifelong learning (e.g. classrooms, opening hours, weekend access, security staff, infrastructure)	○	○	○
Teaching and research materials in any format and medium under copyright have been released (Open Educational Resources)	○	○	○
Scientific research on LLL	○	○	○
Expert staff on LLL	○	○	○

Other (please specify)

[   ]

Lifelong learning provision and participants

23) To what extent does your institution target the following groups through its LLL activities?

	Strongly	To some extent	Poorly	Not at all
Working people that require upskilling/reskilling	○	○	○	○
Public and private organizations	○	○	○	○
HEI staff	○	○	○	○
Older people	○	○	○	○
Women	○	○	○	○
Children	○	○	○	○
Disabled people	○	○	○	○
Migrants and refugees	○	○	○	○
Ethnic and religious minorities	○	○	○	○
Early school-leavers	○	○	○	○
Unemployed learners	○	○	○	○
Persons living in remote/deprived areas	○	○	○	○
Prisoners and former prisoners	○	○	○	○

Other vulnerable and/or excluded groups (please specify)

24) What percentage of the overall student body is involved in lifelong learning programmes at your institution?

0	100

○━━━━━━━━━━━━━━━━━━━━━━━━━ [ ]

25) What percentage of adult learners (defined as learners over the age of 25) study at your institution?

0   100

26) Does your institution offer dedicated programmes for adult learners that potentially lead to a graduate or postgraduate degree?

○ Yes

○ No

27) Which types of degree-granting programmes and modes of delivery does your institution offer? *(Multiple answers per row)*

	Part-time	Full-time	Distance	On-campus	Blended
Certificates, diplomas or other qualifications that potentially lead to a degree	☐	☐	☐	☐	☐
Bachelor's degree	☐	☐	☐	☐	☐
Master's degree	☐	☐	☐	☐	☐
Doctorate	☐	☐	☐	☐	☐
Other post-graduate courses	☐	☐	☐	☐	☐

28) Does your institution offer learning programmes that do not lead to a degree?

○ Yes

○ No

29) What are the modes of delivery of the following learning programmes? *(Multiple answers per row)*

	Distance	On campus	Blended
Workshops, seminars, lectures, tutorials	☐	☐	☐
Standalone non-degree qualifications e.g. certificates/diplomas	☐	☐	☐
Tailor-made/bespoke programmes for industry/communities/NGOs	☐	☐	☐
Access programmes leading to enrolment in undergraduate studies	☐	☐	☐
Liberal non-credit-bearing continuing education	☐	☐	☐
Non-credit-bearing vocational training	☐	☐	☐
Continuing professional development	☐	☐	☐
Short credit-bearing courses at undergraduate level	☐	☐	☐
Short credit-bearing courses at postgraduate level	☐	☐	☐
Special purpose awards to meet the needs of migrants, vulnerable and excluded groups	☐	☐	☐

Other (please specify)

[   ]

30) Does your institution offer alternative digital and non-digital credentials beyond traditional degrees, diplomas and certificates? *(Please select all that apply)*

☐ Non-credit certificates

☐ Industry certification

☐ Occupational or professional licensure

☐ Badges and other micro-credentials

☐

☐

Stackable credits

No, we do not offer these types of credentials

☐ Other (please specify)

[   ]

31) Which of the following technology-enabled learning innovations has your institution incorporated into the provision of LLL activities? (*Please select all that apply*)

☐ Increased use of blended or hybrid learning

☐ Live online lectures/seminars

☐ Lectures are available as video/podcast/on-demand streamed videos

☐ Use of mobile technology

☐ Use of social media

☐ E-Portfolios

☐ Open Educational Resources (OER)

☐ Adaptive learning

☐ Artificial intelligence

☐ Online learning degree-granting programmes

☐ Online learning non-degree-granting educational offers

☐ Massive Open Online Courses (MOOCs)

☐ Other (please specify)

[   ]

32) If your institution offers MOOCs, is credit available for these?

◯ Yes

◯ No

33) Are MOOC credits considered equivalent to traditional qualifications?

◯ Yes

◯ No

Flexible Learning Pathways

34) Does your institution have policies to support flexible learning pathways?

○ Yes

○ No

35) What types of policies does your institution have to support flexible learning pathways? (*Please select all that apply*)

☐ A separate policy for flexible learning pathways

☐ A policy for LLL to support flexible learning pathways

☐ A policy on validation/recognition of prior learning (based on work experience, non-formal learning and/or informal learning)

☐ A policy on credit accumulation and transfer (CAT) systems

☐ Other (please specify)

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[                                        ]
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36) What are the objectives of these policies supporting flexible learning pathways at your institution? (*Please select all that apply*)

☐ To widen participation in higher education

☐ To better respond to diverse adult learner needs

☐ To reduce dropout rates/increase completion of studies

☐ To strengthen the progression of studies

☐ To facilitate labour market (re-)entry and career progression

☐ To improve the general level of education/qualifications in society

☐ Other (please specify)

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37) Do the following statements reflect the current situation at your institution?

	Strongly	To some extent	Poorly	Not at all
Academic and administrative staff are aware of our institution's flexible learning pathways	○	○	○	○
The National Qualification Framework (NQF) contributes to flexible learning pathways	○	○	○	○
The external quality assurance and accreditation contributes to flexible learning pathways	○	○	○	○

38) Which of the following admission pathways are available at your institution (e.g. can an applicant enter a bachelor's degree programme through recognition of prior learning?)? *(Please check one for each category)*

	Direct access to short-cycle tertiary education	Direct access to a bachelor's degree programme	Direct access to a master's degree programme	No access
General secondary leaving certificate from upper secondary education institution	○	○	○	○
Vocational secondary leaving certificate from upper secondary education institution	○	○	○	○
General formal qualification from post-secondary, non-tertiary education institution	○	○	○	○
Vocational formal qualification from post-secondary, non-tertiary education institution	○	○	○	○
A special admission, aptitude or higher education entrance test (without requirement of formal secondary school leaving certificate)	○	○	○	○
Adult learner education certificate giving access to higher education	○	○	○	○

Validation/recognition of prior learning (RPL) based on non-formal education and training	○	○	○	○
Formally regulated bridging programmes from vocational short-cycle tertiary education institution enabling progression to academically oriented programmes	○	○	○	○
Informal bridges from vocational upper secondary education institution and postsecondary, non- tertiary education institution not regulated by national policy but offered in practice at institutional level	○	○	○	○
Open access (no qualification required)	○	○	○	○
Other (please specify)				

39) Which of the following transfer pathways are available at your institution? *(Multiple answers per row)*

	From any HEI	Across faculties of the same institution	Between programmes of the same faculty	Not available
Through a credit or exemption that reduce the total amount of units to be completed in order to graduate from a programme	☐	☐	☐	☐
Through a national credit transfer system	☐	☐	☐	☐
Through a regional or sub-regional credit transfer system (cross-national)	☐	☐	☐	☐
Through institutional agreements with other education and training providers	☐	☐	☐	☐

Other (please specify)

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40) It is possible for adult learners to… (*Please select all that apply*)

☐ have some flexibility with respect to the time it takes to complete a degree (without

financial or other penalties)

- [ ] switch between full-time and part-time provision

- [ ] choose optional courses in their study programme

- [ ] enrol in evening classes

- [ ] enrol in week-end classes

- [ ] enrol in open online learning courses (e.g. MOOCs)

- [ ] take courses in collaboration with other higher education institutions

- [ ] study at their own pace

41) Does your institution have any arrangements guiding adult learners on flexible learning pathways?

- ◯ Yes, institutional arrangements in-house, e.g. guidance/counselling offices

- ◯ Yes, institutional arrangements outsourced to external guidance/counselling services

- ◯ No, but there is a national system/platform for such guidance

- ◯ No

- ◯ Other (please specify)

  [   ]

42) Does your institution have formal partnerships with other education providers or other organizations for delivering flexible pathways? (*Please select all that apply*)

- [ ] Yes, for credit transfer

- [ ] Yes, for alternative admission pathways

- [ ] Yes, for recognition of outcomes of prior learning

- [ ] No

- [ ] Other (please specify)

  [   ]

Community engagement

43) How does your institution engage with stakeholders and the community in support of LLL? (*Please select all that apply*)

☐ Provision of platforms and opportunities for cultural or social engagement

☐ Organization of public lectures and workshops

☐ Promotion of innovative ecosystems, knowledge transfer, research and innovation related smart specialization

☐ Collaboration with NGOs, cultural institutions and local communities to research and continue education programmes

☐ Collaboration with primary/secondary schools

☐ Collaboration with other universities and HEIs

☐ Provision of platforms in the city or region to collect and share examples of best practice both in formal and informal learning environments

☐ Provision of facilities and spaces for public learning activities

☐ Other (please specify)

44) How does your HEI engage with the private sector? *(Please select all that apply)*

☐ Provision of training for employees

☐ University/business collaboration, including joint ventures, co-design and access to courses

☐ Curriculum development involving the professions and employers

☐ Involvement of working professionals in teaching

☐ Collection of information on the employability of graduates

☐ Collaborative research projects

☐ Other (please specify)

End of questionnaire

Thank you for taking the time to complete the questionnaire. We truly value the information you have provided.

Would you agree to be approached to take part in follow-up initiatives (e.g. case study, interview)?

◯ Yes

◯ No

If we may contact you, please confirm your contact details.

Name	
Email Address	

Please select your main position.

◯ HEI leadership (president or vice-president/rector or vice-rector)

◯ Dean of faculty or academic department head

◯ Head of international office

◯ Head of a dedicated unit for LLL

◯ Other (please specify)

Would you like your institution to be listed as a contributor to this study in the final report?

◯ Yes

◯ No