

FLLEX WORK PACKAGE 4: SURVEY OF LIFELONG LEARNING PROVIDERS

Higher Educational Institutes positioned in a typology of Lifelong Learning providers



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The FLLLEX project (The Impact of LifeLong Learning Strategies on Professional Higher Education) is an EU funded project in the framework of the Transversal Programme, Key Activity 1. Information on the projects and the different work packages can be found on www.flllex.eu.

European Association of Institutions in Higher Education (EURASHE) acts in the FLLLEX project as its initiator (based on the outcomes of a EURASHE LLL seminar), structural partner and a member of the Advisory board. EURASHE has also amongst other tasks a lead in the Work package 4: *Survey of Lifelong Learning providers*.

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Table of Contents

SECTION ONE: INTRODUCTION	4
1. Work package rationale.....	4
2. Context	4
3. Methodology	7
SECTION TWO: MAPPING THE LLL MARKET	8
1. Higher Education Institutions – offering lifelong learning programmes in ‘external branch’	14
2. Adult education centres	15
3. Private Training Provider	17
4. Public Provider Specific Group focused	20
5. Sectorial Group	24
SECTION 3: Conclusions and recommendations	31
1. General conclusions	31
2. Opportunities of the LLL market – potential for HEIs (8 steps).....	31

SECTION ONE: INTRODUCTION

1. Work package rationale

This report describes the findings of work package 4 within the FLLLEX project. The FLLLEX project addresses the challenges and implications of LifeLong Learning incorporation into European higher education institutions. How flexible are those institutions when it comes to LifeLong Learning? LifeLong Learning opens up a multitude of new possibilities for higher education institutions but the impact on the organisation as such remains understudied. What is the role of higher education in the wider landscape of LifeLong Learning? What are the institutional changes for the future? What strategy can the project propose to other higher education institutions and what policy advise to European and national players? The FLLLEX project has set ambitious goals aiming to find answers for those urgent questions. To achieve those, the project is run by the partners through over nine work packages. The work package 4 makes a survey of the expectations and experiences relating to Life Long Learning for business training providers and the higher education institutions. The questions were dealing with the implications of LLL policies on those organisations, their relationship with higher education institutions, their target public, and their expectations of national policies... The outcome is this report where the (perceived) tasks of business training providers are presented in relation to national LLL policies and where they clarify their relation to the HEI's in the common goal of advancing lifelong learning.

2. Context

Higher Education Institutions play an important role in Lifelong Learning supplying training to non-traditional adult students (individuals who abandoned the education institutions before obtaining any qualification; individuals who never attended Higher Education institutions; individuals who come from economically and socially underprivileged groups) (Watkinson & Tinoca, 2010) . In addition to this, HEI's as innovative knowledge centres have a huge potential in serving the society and businesses, not only through the co-creation of knowledge, in carrying out (practice based) research but in the first place through the core-business of a HEI: providing formal or non-formal education tailored to the demands citizens and/or employers/employees and through providing appropriate guidance and counselling along with the training.

However, HEI's are certainly not the only providers of training to the target group of (adult) lifelong learners. In defining an institutional strategy for Lifelong Learning, a HEI should be aware of other players in the field in order to be able to position themselves and define their role within the

landscape of Lifelong Learning Providers. This is a starting point for making strategic decisions, e.g. on which target groups of Lifelong Learners the institution should focus and how the institution can build partnerships on a regional, national and international level in order to further stimulate participation in lifelong learning and strengthen its own position

This report summarizes and discusses the findings of a survey of the expectations and experiences relating to Life Long Learning for other providers operating in the same area and for similar target groups as higher education institutions. This survey was carried out as Work Package 4 within the FLLEX project.

FLLEX

The FLLEX project intends to identify challenges and implications of Lifelong Learning (LLL) incorporation into European Higher Education Institutions (HEI's). The project starts with collection of the information on European and national/regional LLL policies (WP1) and continues through investigations of the expectations of important stakeholders in LLL: the learners (WP2), the businesses (WP3) and the LLL providers (WP4). The objective of this large data gathering is to identify motives and/or barriers to engage in LLL on the one hand and differences and matching goals in relation to the national policies on the other hand. The next step of the project is based on the information collected throughout WP1-WP4 to develop a HEI SELF ASSESSMENT TOOL (WP5). A tool that shall be used by individual HEIs to assess to which degree their current programmes and vision matches with the expectations about LLL of the different stakeholders (according to policy, learner's needs, curricular aspects...) (WP6). Furthermore, the outcomes of such assessment shall be reviewed by an expert panel review with the ultimate goal of providing benchmarks for individual institutions against the respective national policies and with the other participating European institutions (WP7). Finally the HEI SELF ASSESSMENT TOOL and its guidelines, alongside with the 'road-show' package (train-the-trainer) are presented at the final dissemination event (WP8) to a large public.

Objective of the Work Packages 1 – 4

The general objective of the Work Packages 1 – 4 is:

1. To identify differences and matching goals in relation to the national policies
2. To serve HEI's in better defining their role within the LLL landscape.
3. Provide input for a self-assessment tool that shall be used by individual HEIs to assess to which degree their current programmes and vision match with the expectations of the different stakeholders (according to policy, learner's needs, curricular aspects...) as to Lifelong learning.

More specifically the objectives of Work Package 4 are:

4. To assess the relation between HEIs and other providers of learning activities
5. To survey expectations and experience as regard to LLL (of all LLLP – including HEIs)
6. To give policy recommendations on how HEIs and other LLL providers can cooperate in the common goal of advancing LLL

General Policy background

One of the basic policy documents of the European Union addressing the question of LLL is **strategic framework for European cooperation in education and training (ET 2020)**.¹ The first strategic objective in ET 2020 – **Making lifelong learning and mobility a reality**, not only calls for “a lifelong approach to learning and for education and training systems which are more responsive to change and more open to the wider world” but also for “the establishment of more flexible learning pathways — including better transitions between the various education and training sectors, greater openness towards non-formal and informal learning, and increased transparency and recognition of learning outcomes.” In order to do this, with a view to increasing the participation of adults in lifelong learning (by 2020, an average of at least 15 % of adults should participate in lifelong learning), HEIs’ need to be open for cooperation on all levels; with national government, with other HEI’s and other educational levels (VET) and with social partners, particularly employers.

This is further elaborated in **Strategic objective 4: Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training** Partnership between the world of enterprise and different levels and sectors of education, training and research can help to ensure a better focus on the skills and competences required in the labour market and on fostering innovation and entrepreneurship in all forms of learning. Broader learning communities, involving representatives of civil society and other stakeholders, should be promoted with a view to creating a climate conducive to creativity and better reconciling professional and social needs, as well as individual well-being,

It should be mentioned also that in its numerous conclusions² Council stresses the importance of linking LLL to **knowledge triangle** (the relationship between research, teaching and innovation). Combination of new and emerging conceptual frameworks and finding synergies between them improves their overall coherence, making them easier to apprehend. LLL should be perceived not as a separate idea, but as an element of huge interdependent web of concepts aiming to shape the future of Europe. Moreover Council underlines the role of enhancing on a long term partnerships between education and training institutions and social partners, in particular **employers**, in the context of lifelong learning³: “As the labour market is increasingly characterised by rapid changes, employers have an important role to play in identifying the knowledge, skills and competences needed in working life. To increase the employability and entrepreneurial potential of all learners,

¹ Council Conclusions on a strategic framework for European cooperation in education and training
http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf

² Ibidem and <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:070:0001:0003:EN:PDF>

³ http://ec.europa.eu/education/lifelong-learning-policy/doc/policy/council0509_en.pdf

communication and active cooperation should be further developed between education and training institutions on the one hand and employers on the other. It is important that employers from all sectors – private, public and voluntary – are involved in this process.” The role of actors from outside the academia in shaping education is more and more clear and important.

3. Methodology

To attain the goals of the WP4, the project has been split up into three phases:

- 1) MAPPING: The FLLLEX institutional partners (individual HEIs – each representing one country) have been asked to map the country-specific situation with respect to Lifelong Learning providers. The partners were requested to:
 - Provide a brief *description of the country Higher education system (according to a given format)*
 - *Describe the relation between Higher Education and non-degree programmes at post-secondary level (Description of other Lifelong Learning Providers)*
 - *Identify Lifelong learning providers (LLLP) for a more detailed interview.*
- 2) INTERVIEWS: The WP4 lead partner developed an interview template in cooperation with the FLLLEX partners (In Survey of LifeLong Learning Providers Part B, p. 114). Institutional partners then carried out the interview with the selected LLLP’s in their respective languages and provided the WP4 lead partner with notes of these structured interviews.
- 3) REPORTING: The main findings of the interviews are presented in this report.

Geographical scope: The focus of this survey and its analysis are the eight countries with a participating HEI in the project: Ireland, Belgium (Flanders), Lithuania, Scotland (UK), Turkey, Finland, The Netherlands and France.

The timeframe for this work package was for a period of seven months and ran from March 2010 – October 2010.

SECTION TWO: MAPPING THE LLL MARKET

Results

The survey focused on gaining a deeper insight in the Lifelong learning market in the different countries. The partners were asked to map the different forms of Lifelong Learning Providers that may operate in the same region and focus on similar target groups as the HEI's. Some of these providers were then selected for an interview with specified questions.

MAPPING: A Description of the *country Higher education system* and Lifelong Learning providers has been provided by 5 HEIs. These descriptions served as background information for understanding the interview results and of the underlying foundations of each country's education panorama. Discovering higher education systems is crucial to well place in each of them the non-university Lifelong Learning providers and to understand their relations with traditional HEIs.

For the HEI's that participated in the project, there turned out to be no comprehensive existing listing of LLLP or previous survey data on this topic available. Taking into account the complexity of the matter and terminological difficulties as described above, this is not surprising. As a consequence, the participating HEI's had to find and identify relevant LLLPS by themselves which resulted in a more narrow and local scope.

Not all partners were able to carry out the mapping exercise and the requested amount of interviews according to the given format. Hence the findings had to be based on a limited amount of data.

INTERVIEWS: A total of 17 interviews with lifelong learning providers were carried out, most of these were phone interviews and in some cases the answers were collected per e-mail.

One could question the clarity of the used research methods in gathering the information from the interviewees. Instead of a full transcription of the interview and its transliteration into English a summary in English has been made. The reason was a lack of resources to translate all interviews into English. Some countries did not carry out the survey of the providers in the form of an interview but as a questionnaire. Of course, this methodology significantly influences the validity of the responses.

REPORTING: On the basis of the mapping and interview exercise, the WP4 lead partner prepares a draft of the report that is consulted with the FLLEX consortia and serves as a basis for WP5 (development of a HEI self-assessment tool).

In this section we first elaborate on the findings of the mapping exercise. Based on the mapping and interview results we present a typology of LLL-providers. Then each type is described in more detail and illustrated with examples from the interviews. This chapter concludes with a discussion of the findings.

Limitations of the study

Before discussing the results we point out some limitations and problems in carrying out the study and fulfilment the results. These factors should be kept in mind in the interpretation of the findings:

1) Research methodology

One could question the clarity of the used research methods in gathering the information from the interviewees. Instead of a full transcription of the interview and its transliteration into English a summary in English has been made. The reason was a lack of resources to translate the entire interviews into English.

Some countries did not carry out the survey of the providers under the form of an interview but as a questionnaire. Of course, this methodology significantly influences the validity of the responses.

2) Complexity of the concept and complexity of the field

“Lifelong learning” in itself is a very wide concept. We here define it as all purposeful learning activity, not just for the adults, but over a truly “cradle to grave” or life-long span; and learning activities in all settings, from formal education to informal and non-formal learning, sometimes called life-wide learning included.⁴ Continuing education, further or vocational colleges and adult learning can all be aspects of lifelong learning. In this Work packages we focussed on Lifelong learning providers (LLLP) who provide post-secondary education or training for adults (23+) and who could be seen as competitors or partners for the Higher Educational Institutes that participate in the FLLLEX project.

Taking into account that LLL encompasses *a few hour non formal excel programme training by a company colleague to a several yearlong diploma accredited programme*, it is very difficult to describe and distinguish all of the options that LLL the market consists of. The LLL market is very complex, various and country-, region- and culture-related.

An important remark is that this study mainly focussed on lifelong learning with respect to professional competences related to the job market: There are of course many providers which look at LLL as something more LifeWide Learning. Yet, such competences may not immediately be usable in RPL or in a job application but they can form an individual in the long term and enhance their professional performance. This is, indeed, a grey area which is often only addressed in the Grundtvig programmes.

⁴ Abrar Hassan *Lifelong Learning in OECD and Developing Countries: An Interpretation and Assessment in Second International Handbook of Lifelong Learning*, Springer International Handbooks of Education vol. 23, part 3, Springer, 2012

3) Absence of coherent statistical data

Taking into account the complexity of the matter and terminological difficulties as described above, the Institutional partners had many problems in drawing a map of LifeLong fulfilment providers in the region or country. In addition we notice that not all partner institutions fulfilment adequate methodological competence in carrying out this research and the interviews.

Framework for the discussion of the results toward the typology of LLLP

Before drawing up a strategy for lifelong learning a Higher Educational Institute will need to reflect on their own role and position in Lifelong Learning. An analysis of other providers on the market can inform the HEI on what kind of courses are offered, what target groups are reached and not reached and how the other institutions operate.

To provide a more comprehensive insight in the different sorts of LLLP in higher education, the different providers are categorized according to a set of 13 features. As for the LLLPs, the following five main types can be identified:

- **HEI**
- **Adult centre**
- **Private training provider**
- **Public provider specific group focused**
- **Sectorial organisation**

The types and features are presented in table 1. Then the seventeen providers from the interviews were categorized according to this typology. This is done in table 2.

It stresses again that due to the complexity and intertwining of the LLL market these types of LLL providers are never 100% clear in their internal structure. However this distinction should help to describe a certain group of LLLPs and its features, and should be helpful especially when having a closer look at the practices in the LLL market.

Table 1

LLLP Typology Feature Table					
Type of LLLP	HEI	Adult Centre	Private Training Provider	Public provider specific group focused	Sectorial group
Legal status	private	public			
Founder	Public	Private	Combined		
Funding	Self-funding	prevailing self-funding	prevailing subsidised	subsidised	
LLL financed through	subsidies	subsidies + tuition fee	tuition fee	grant holders	other own activities
Mission of the institution	Training as a core business	Training as on the core businesses	Training as a non-core business		
LLL Target group	specific	general			
Scope of learning	specialised	general			
Recognition of the Institution	recognised training provided with no	accredited training provider			

	accreditation by authorities				
Qualifications/ certification	only accredited certificates	prevailing accredited certificates	prevailing non fulfilment certificates	only non-accredited certificates	
Authority Quality assurance	applied all courses	applied prevailing number of courses	non – applied prevailing number of courses	non applied on any courses	
Degree of formality of the studies	Formal learning only	prevailing formal learning	prevailing non-formal learning	non-formal learning only	
Regional embedding	unique locally embedded institution	organisation with national/regional impact	regional/national LLLP network		
Size	local player	regional player	national player		

The providers of LLLP that were interviewed were then categorized according to the typology table 2

Table 2

No	Country	Code	Name	Description	Type of LLLP
1	BE NL	BLLLP01	KHLim Quadri	Entity of the UNI for external activities providing market driven research, consultation and both formal/accredited learning and on demand classes, fee paying, targeting UNI graduates+SME employees	HEI
2	BE NL	BLLLP02	L4	Regional Consortium representing Centres for Adult Education and Centres for Basic education (12 in total)providing formal learning (degree programmes+ partial certificates) conforming to given professional profiles, subject to QA by Ministry, minimal courses 'on demand' as income target general population	Adult Centre
3	BE NL	BLLLP03	Kluwer	Business Training provider with national impact providing open schedule training + customized training + training consultancy all non-accredited, non- formal and business related targeting company employees , fee paying	Private Training provider
4	BE NL	BLLLP04	Socius	Sector specific socio-cultural adult work network organisation with only certified member organisations having a framework contract with authorities (monopole) acting as interest group and providing practical support, guidance, training and development of the sector all in non-formal, non-accredited and mostly subsidies courses	Sectorial organisation
5	FI	FILLP02	Ami Foundation / Amiedu	One of 45 vocational adult centres municipality established providing non formal, non-certified, non-accredited, fulfilments certificate or vocational qualifications on forms of subsidies courses and fee based open university instructions as well as other training services targeting general population	Adult Centre
6	FI	FILLP08	Lahti University of Applied Sciences (LUAS)	One of the UAS offering besides degree studies also professional specialisation and other adult education and open university of applied sciences (one of 19). Fee-charging formal accredited continuing education, not leading to qualifications but can be included in a undergraduate or postgraduate degree targeting mainly youngsters (23% adults)	HEI
7	IE	IELLP01	Letterkenny Institute of Technology	One of 15 Institute of Technology offering part time accredited formal certificated registration fee based instruction for besides classical students also mature and less advantage students	HEI
8	IE	IELLP02	Líonra	Private regional higher education network of 7 IOTs + 1 Uni provided highly subsidies accredited formal certified education for specific group of LLL (over 40 mainly women) of requalification type employment related, funding coming from a lot of sources from EU through national and member and stakeholder funding	Public provider specific group focused

9	IE	IELLLP03	Equal Ireland	Private non-profit institution established public organisations to reach specific national group missing out on opportunities (to equalise them) providing partly subsidised accredited formal learning and research activities, funding coming from a lot of sources from EU through national and member and stakeholder funding (including Lionra)	Public provider specific group focused
10	IE	IELLLP04	Rossan College (Private provider)	Private owned training regional organisation college providing fee based accredited formal adult learning targeting all adults including professional qualifications, requalification classes and business and fulfilments education training	Private Training provider
11	IE	IELLLP06	Athlone Institute of Technology	One of 15 Institute of Technology offering part time accredited formal certificated registration fee based part time instruction for besides classical also mature students, the number is rising	HEI
12	NL	NLLLLP01	Noorderpoort College, Board Office	Public Regional Vocational centre focusing on all sorts of education from basic to professional vocational qualifications and contract, highly subsidised, accredited, mainly certified, formal learning, when 23+ requalification classes or social inclusion for immigrants	Adult Centre
13	TR	TRLLLLP01	EGESEM (AEGEAN UNIV. CONTINUOUS EDUCATION CENTRE)	One of public university continuous education centres as University research centre providing non-formal, non-certified fee based open offer training for alumni uni graduates – locally embedded	HEI
14	TR	TRLLLLP02	IZMIR ABIGEM (EU Turkey Business Centre, Izmir)	Project established one of the private organisations offering consultancy and training to regional SMEs employees, tuition based non-formal non-fulfilment, non-certified business related regional learning	Private Training provider
15	TR	TRLLLLP03	KOSGEB (SMALL AND MEDIUM ENTREPRISES DEVELOPMENT ORGANIZATION) IZMIR	One of the 56 public KOSGEB supporting regional SMEs development and in its mission also providing highly subsidised non-formal, non-accredited or certified business related training	Sectorial organisation
16	TR	TRLLLLP04	IZMIR CHAMBER OF COMMERCE (IZTO) Department of Training and Quality	Public association with 70.000 members providing besides general economic support activities also both accredited and non-accredited business related based on 81 vocational committees partly subsidised learning for members and University graduates, has its own training institution – schools, university etc.	Sectorial organisation
17	TR	TRLLLLP05	IZMIR PUBLIC TRAINING CENTRES- IZMIR DIRECTORATE OF NATIONAL EDUCATION- NON-FORMAL LEARNING DEPARTMENT	One of the each city Public training centre providing fully subsidised non-formal non-accredited general population open offer and requalification learning	Adult Centre

The different types of providers are explained in more detail in the section below and illustrated by examples of the interviews.

1. Higher Education Institutions – offering lifelong learning programmes in ‘external branch’

HEI acts as a LLLP most often through an **external branch** of University, University of Applied sciences or University College **providing commercial services**. The specificity of this type of provider comes from its origin as the provider is originally part of the formal Education system. HEI are mainly state funded (and heavily subsidized) and accredited institution being applied external quality assurance procedures by a National Ministry. Therefore the external branch of the HEI can benefit but is also burdened by these features. The common feature for all the providers in our survey would be the **provision of fee based classes** (the difference might be in a student supporting funding system in different countries). As the classes are being offered at the HEI level in a form of an Open University there are **very often accredited, complete degrees or part of degree programmes** and can be even validated later for a completion of a degree. Sometimes even **professional qualifications** are offered (e.g. UAS, Finland). The delivery takes most of the time the **form of part-time evening classes** and the difference to the daily classes as to the content is not a significant one. Since the **“external branch” benefits from less rigid procedures for a curriculum development**, we can witness also **more market-driven approach**. Some **classes offered by HEIs are ‘on demand’ and are neither certified nor part of a degree programme**. Since the Courses offered are trained by the HEI lecturers staff, there is a huge potential to provide training within the present HEI expertise such as **rarer** (classes of Romanian language provided by University language centre) or **more general education** (introduction to Philosophy). The external Branch has more free hands to cooperate with Business and can provide **custom trainings for SMEs** or other services such as **market driven research** or **support of regional development**.

The main public for this type of learning is very similar to the general target group of HEIs. **Students are mainly people with a prior schooling in EQF6**. They thus include the segment of the population where the participation in LLL is most wide-spread. Rarely the HEI as external branch serve as an introduction and first step for less advantage groups to higher education which is due mainly to the tuition fee. As providing Lifelong Learning programmes is often not seen by the institutions as their core business, these **programmes constitute a very small part of the schooling (maximum of 20%)**. It is considered as a clear **side activity** even if financially self-sustainable and sometimes profitable.

Example: KHLim Quadri

Katholieke Hogeschool Limburg promotes Lifelong Learning through its Quadri (Quality Driven) initiative. It is an entity of the university for external activities providing market driven research, consultation and both formal/accredited learning and on demand classes, fee paying, targeting both graduates and SME employees. Catholic University of Limburg underlines strongly that the goal of Quadri is to provide high quality Lifelong learning. Quadri participates in research-based education (the program offers a curriculum that is based on

research) and research-based learning (students learn by conducting research) and cooperates actively with numerous external partners and potential employers.

2. Adult education centres

Centres for Adult education (BE), Regional Training centres (NL), Public Training Centre (TR), Vocational Education Committees (IE), Adult Education Centre (LV), Adult Education training centres (LT) have as common features a **shift in the scope of activities** as well as **target groups in its longer history development** with the **key player municipality**. The adult centres have been mostly originally established by state and/or municipality to cover specific educational needs for adult secondary education very often of vocational type.

Example 1:

Noorderpoort is a regional training centre (in Dutch ROC) in the province of Groningen. It combines 40 different schools across the region. Noorderpoort trains 17,000 pupils and 3,800 students each year, and has 1,850 staff. It offers:

- 1. Regular initial foundation and senior secondary vocational education (FBO and MBO)*
- 2. Contract teaching (further education, retraining at senior secondary level)*
- 3. Pre-vocational secondary education (in Dutch: VMBO) (in alliance with the MBO education)*
- 4. Education and integration of newly arrived immigrants*
- 5. Secondary education (senior general secondary education (in Dutch: Havo), pre-university education (in Dutch: VWO) for youngsters and adults).*

The Noorderpoort also offers education and courses on a contract basis, such as refresher courses, in-service training for employees and training programmes for the unemployed. This type of education provides for 'life-long learning' opportunities. (NLLLLP01)

Noorderpoort was and still is a public institution. From origin it's a training centre for secondary vocational education. In the 1990s the Dutch government prescribed the joining together of different type of vocational education institutions into 'regional education centres' (in Dutch 'ROC's). From that moment Noorderpoort offered education and training for a larger target group (youngsters and adults) and started to develop into a LLL provider. The mission of Noorderpoort is 'to prepare youngsters and adults for a suitable profession, coaching them in their careers, enabling them to develop and contribute to a sustainable society'. In the vision of Noorderpoort they want to see 'an attractive, strong region, with a healthy economy, aimed at development and quality of life and work'.(NLLLLP01)

Example 2:

Ireland's Vocational Education Committees (VECs) were established in the 1930s to provide educational opportunities for younger people, particularly early school-leavers. However, their remit has broadened considerably in more recent times and now offers education and training to people of all ages. There are VEC centres situated in most of the larger towns and cities throughout Ireland. At present, over 1,000 courses are on offer in over 200 centres throughout Ireland.

(Ireland's description, see report part B, p.20)

Example 3:

Lithuania inherited from Soviet rule a system of adult secondary schools. Under that system, secondary education was mandatory, resulting in state enterprises sending workers either to evening classes or to correspondence courses characterized by significant face-to-face on campus attendance. A certificate gained at one of these institutions was generally regarded as inferior to one gained in normal secondary schools at the time. A further problem arose when economic instability increased the number of street-children and low-achieving youth who were able to enter adult secondary classes from the age 14. Around 1992/93, the problem came to a head and steps were taken to reclaim dedicated territory for adult learners through the formation of Youth schools to deal with the younger population and through revamping the approaches to adult pedagogy. Adult schools are now more attractive to adult learners.

(Lithuania's description, see report Part B, p. 28)

At the end of 1999, there were 22 secondary schools for adults (down from 71 in 1987/88) serving around 10,000 adults. Of these 22 adult secondary schools, 10 have become Adult Education Centres in recent years. These centres are broader in scope offering non-formal courses as well as formal education.

Over the years the centres have significantly broadened the scope of their learning activities from requalification, through vocational qualifications and fulfilments certificates to free time personal development classes.

A full range of services:

- *more than 80 basic vocational qualification, a further vocational or specialist vocational qualification*
- *about 40 professional certificates*
- *training services: training and development needs analysis, consulting, training solutions design, course logistics and reporting*
- *financing solutions*
- *topical seminars and training events on the latest vocational and business developments. (FILLLP02)*

Pararely the **target group** has been also enlarged encompassing both **general adult groups and specific groups** such as early leavers, in need of requalification, drop outs, community members or regional SMEs employees. The broadening of educational activities combined with public status has led adult centres to develop into a real LLLP providing both formal (professional qualifications) and non-formal learning. The courses can be part of lower degree programmes (EQF 4, 5). Being a part of formal learning means for the adult centres to be **a subject of accreditation and quality assurance procedures by Authorities**.

The Centres for Adult Education have a long history. Most of those grew out of the activities of a school for formal learning. These organisations gradually became professionally organised institutions. There was a significant shift from day courses to evening courses (hence the nickname: Evening school). There is thus still a significant link with the Ministry of Education. Adult Education is subject to the quality assurance system of the Ministry and closely follows the 'leerplannen' or regulations on the content of the programme. The CVOs are clearly positioned in the educational landscape of Flanders. The organizers of this type of education reflect the diversity in the educational landscape (free education, city, province,...). (BELLLP02)

Similarly the adult centres cooperate closely with different national, regional and municipal stakeholders as to **provide both fee-based and free of charge** classes following the needs of the students with a **diverse way of funding**.

Specificity of Adults centres is the fact that they are regionally embedded and therefore **each region or locality has one** (e.g. 200 in Ireland, 45 in Finland or 10 in Lithuania). However size and capacity can vary significantly.

Public training centres are unique with their structure, variety of courses, service quality and capacity of reaching every part of the community and country. There are 972 public training centres in Turkey, even in the smallest town there are centres. (TRLLLP05)

The **mission** of the Adults centres is nowadays to **meet local educational, professional and cultural needs of the region** where **training is seen as a core business activity**.

3. Private Training Provider

Private training providers (PTP) have developed mainly to **fill the market needs of training and providing of customized services**. Their offer is often very specific and tailored to the specific needs of businesses or groups individuals. In that point of view they differ from HEI's and formal education programmes where learning in its mission is seen as initial learning, as a first step to the world of employment. Certification, accreditation or in general the formality of studies is of very little relevance in the offer of a PTP

IZMIR ABIGEM works on the basis of need analysis and main goal is consultancy and training support for Small and Medium Entreprises and their employees. (TRLLLP02)

Kluwer Training is a private business and specialises in training and education for businesses. It grew out of the activities of Kluwer (Wolters Kluwer), the leading professional information and publishing company in Belgium with a portfolio in law and management related publications. It summarises its activities as: "Kluwer Training trains more than 25,000 participants in 5,000 companies and organizations every year. In addition to open-schedule training, we also offer customized training. We give training advice, develop training plans and training courses with you, measure your learning results and help you choose the right learning technology." Kluwer has over 800 instructors and trainer-consultants and 150 new training courses annually (source: www.kluweropleidingen.be). (BELLLP03)

The company functions as a private business. Its relation to the authorities, in function of accreditation or recognition of the course programmes offered, is irrelevant. It is, however, recognised as a company offering learning modules and as such its learners can benefit from the governmental systems of educational 'cheques' and a budget to support training in companies. (BELLLP03)

Two types of PTPs can be distinguished, according to the focus and target groups:

1) PTP focused on developing professional, job-related skills:

Although we don't have detailed analysis on the participant profiles, we can say that 90% of our learners are employees of small and medium-sized enterprises. Around 5% of our participants are executives and 5% of our participants are unemployed persons or new graduates. (TRLLLP02)

The learners are employees from companies. Most of those have a qualification in higher education. This is a result of the type of customers Kluwer is targeting. It has no objective reason to change this strategy. (BELLLP03)

The close cooperation with companies results in **tailored trainings** as well as in **consultancy services** as to the company training needs.

- 2) Some PTP have an offer courses that are directed to a wider public of participants. These (smaller group of) institutions offer a wide variety of courses on special interest themes, and general skills

We really have a mixture of all backgrounds and ages. We get people with Masters Qualifications coming to do something completely different and then in the same class you might have someone with no second level qualification. In each class there are huge mixtures of all kinds of learners.

On average we have about 1,500 students. The numbers have remained consistent although the number completing childcare programmes with us has increased in recent years. Computing has always been consistent.

Digital skills for middle aged people is starting to get popular e.g. digital photography etc.

The main motive for people doing our courses is upskilling for jobs. There are some people who year after year complete new courses. We see these same people every year doing a new course for years and they are always looking for new courses and they just love it, it's a social thing also where they meet new people. (IELLP04)

Particularity of all PTP's **the closest connection to the market, tight cooperation with the company sector and customer oriented approach**. Nevertheless even here functions the scale economy and the PTPs have both in company training as well as open offer.

Kluwer has a programme on offer (c. two-thirds of the programmes) and a programme on demand which is often an in-company training (c. one third of the programmes). This latter type of products which the company offers is rising. This results in a growing offer of consultant-services in which both education, training and internal processes within the company concerned are monitored and implemented. (BELLLP03)

The PTPs are **privately founded and business-oriented**. However an interesting example of **how a market gap can be filled** with joint initiative for a country development comes from **Turkey**.

Izmir Abigem (EU Turkey Business Centre, Izmir) has been established in 2002 as a joint project of the EU (6th Framework Programme) and TOBB (The Union of Chambers and Commodity Exchanges of Turkey). In the scope of the project, several ABIGEMs were established in different cities of Turkey. The project has been financed by the EU until March 2006. Upon the completion of the project and the funding of the European Union, the activities are being carried out in the form of a Private Company in Izmir ABIGEM with full sustainability. The main shareholders of the company are: TOBB (The Union of Chambers and Commodity Exchanges of Turkey), EBSO (Aegean Region Chamber of Industry), Izmir Chamber of Commerce, Aegean Exporters' Associations and other chambers and business associations. Izmir Abigem offers creative and applicable solutions to managerial problems of enterprises and entrepreneurs in the forms of training and consultancy services to enhance their competition power and business volumes (TRLLLP02)

Courses are paid for by the client. Depending on the course and reasons for participating the fee is paid by either the individual learner or the company.

IZMIR ABIGEM was first established as a part of an EU project. At these times, we provided free of charge trainings. But after the formulation of company, we had to put a fee to provide our sustainability. Fees change according to the length and type of the training and range generally between 75-200 Euros. We don't provide any grant or scholarship since we should afford the costs of trainings. (TRLLLP02)

Our full time students are often funded by FAS (Irish Training Agency) The majority of our part time students must pay the fees themselves (although sometimes their employer may pay for them). Students attending Private colleges like ourselves are not eligible for grants like students attending public colleges. (IELLLP04)

Course fees are paid by the company of the learner. There may be a partial refund via governmental support. (BELLLP03)

As to the size and impact of the PTPs that obviously depends on the size of the country. Also the **formality of studies, recognition and accreditation by authorities, quality assurance procedures and qualification and certifications of the learning is depending on the country regulations and customs.**

In general we could say that PTPs are recognised by authorities as a provider of learning, but not accredited. Some countries set up own accreditation procedures or licensing for non-formal learning (such as FETAC in Ireland). Other form of validation of the institution can be licencing for the provision of specific part of the LLL (See the Finish example). In addition PTP's organize their own (internal or external) quality assurance.

Certification or qualification of studies is in general of a little concern to the employers who are the main clients. As long as the learner has acquired the knowledge and skills needed. Exceptions are the obligatory (by work law) employee training such as fire protection training or security whilst work execution training or training programmes that are recognized by the sector (E.g. Microsoft certificate). The quality of the PTP is reflected in its general notoriety, people's awareness and the **prestige of their name**, this is something they have in common with HEIs.

The awarding body for the majority of our programmes would be FETAC (Further Education and Training Awards Council who accredits courses from level 1-6 in the Irish Framework of qualifications). We also offer the Accounting Technician course which is accredited by the ACCA. We also offer a teaching qualification – called JEB (JEB is a teaching qualification for IT Tutors) All these awards are recognised on the Irish Framework of Qualifications which makes it easy for the student to progress with their studies.

We have a quality assurance manual in place. FETAC insist on certain quality assurance issues also. Every awarding body we deal with have given us guidelines in relation to quality assurance and we follow these as closely as possible. I believe we have a good quality assurance system in place at the moment.

FETAC would come into our college once a year and monitor our quality assurance system and FETAC also gets student feedback from our students as part of their quality assurance checking. (IELLLP04)

Some of the ABIGEMs survived after the end of project period but Izmir ABIGEM is one of the strongest and most widely accepted one in Turkey.

We provide certificate of attendance for our learners. Our certificates have our approval and logo.

We receive feedback by the evaluation forms from the participants at the end of the programmes. Then we apply a detailed analysis on these forms. We evaluate strong and weak dimensions and provide feedbacks also to our expert trainers. We are independent and we don't have a monitoring institution for quality check. (TRLLP02)

4. Public Provider Specific Group focused

Another type of LLLP is a public provider that has a **specific target group that is mainly disadvantaged** compared to the general population. Public provider specific group focused (PPSGF) has been established in order to reach the groups that would either have been left apart or need targeted skills upgrade. In this view the mission of this type of LLLPs is a certain social cohesion or preventing social exclusion. The PPSGF can be often related to the employment agencies or other authorities working with marginalised public. An example could be FÁS from Ireland or SYNTRA, VDAB from Flanders.

FÁS (www.fas.ie)

FÁS is Ireland's national training and employment authority. It provides a range of services to help people find work and aims to enable people of all ages and backgrounds to have a successful and rewarding career. Like the VEC, FÁS provide a wide range of training programmes to both adults and younger people.

Many of the FÁS programmes and schemes are designed for school leavers who may or may not have completed secondary education. Through a regional network of over 60 offices and 20 training centres, FÁS operates training and employment programmes; provides a recruitment service to jobseekers and employers, an advisory service for industry, and supports community-based enterprises.

Candidates for FÁS courses are often selected through an interview process, rather than through the results of their secondary education. However, entry requirements differ from course to course – for example, some courses require you to have been unemployed for a certain period of time.

Probably the most well known of the FÁS programmes is their apprenticeship schemes, which provide young people with a useful trade. An apprenticeship gives you the chance to train to become anything from an aircraft mechanic to a bookbinder, although the traditional professions of electrician, carpenter, fitter, and plumber are still very popular. After completing their training, apprentices receive a FETAC Advanced Certificate, which is recognised in Ireland, as well as in other EU and non-EU countries, as the accepted standard for craftsperson status.

A welcome development in 2008 was the quality assurance agreement between FÁS and FETAC, which meant FÁS awards are now assigned a level in the National Framework of Qualifications. People who successfully complete an apprenticeship are therefore awarded a FETAC Level 6 Advanced Certificate.

For apprentices, this means that not only are their qualifications recognised worldwide (always useful for those considering working abroad), but that academic progression to Higher Education institutions is also much more possible. Many qualified apprentices go on to improve their skills by enrolling in degree programmes.

The **founding organisations for PPSGF** are mostly **public or at least ones with some public interests**, even though the final legal status can be private – such as charitable fund of Irish providers.

Líonra is now a private institution. Originally it was founded as a public institution. It is a charitable trust.

The Líonra network was founded in 2000 and it is a collaboration between the 7 institutes of technologies and 1 university (National university of Ireland – Galway) in the Border Midlands and Western (BMW) region of Ireland. This region would be seen as a disadvantaged region as regards employment and infrastructure.

Our objective is to get the third level institutes in the BMW area to work together to find new solutions to problems in the BMW region. We develop HE programmes for living in the BMW region.

<http://www.lionrarhen.com/> (IELLP02)

EQUAL IRELAND

We can be described as a not for profit, charitable trust.

Equal Ireland was originally founded by a number of organizations mainly:

- Líonra (Represents a number of third level institutes in Ireland)*
- SIPTU (the largest trade union in Ireland)*
- IBEC (Primary employer representative body in Ireland)*
- FAS (Primary national training body in Ireland)*

Its main objective is to deliver innovative educational programmes that suit the real needs of working people and unemployed people in Ireland. (IELLP03)

PPSGF providing its LLL service is mainly **funded by subsidies** and is often **coming from various funding sources**. It is a combination of different authority levels (state, regional, municipal) with different stakeholders relevant for the targeted groups and EU-funding. PPSGF training of learners will be always available funding dependent.

Funding has always been a problem. It is one of the key problems because most of the people completing our programmes would not have the ability or means to pay for the programme themselves, so we are always looking for funding.

We have received some EU funding, we got some funding nationally and some funding from the institutes, so we get funding in different ways, but it is always a challenge. It is one of the biggest problems, really. We also receive some funding from FÁS (the state training agency) and Skillnets (a training body for Irish employers). (IELLP02)

Another typical feature of PPSGF is **close interconnection with other actors relevant to the target groups** – the activities can be seen as a joint mission/objective carried out to reach the ultimate goal.

Mission of the institution can be a larger development of the scoped public or region therefore the **training can be only one of the core businesses**, another important task would be to **carry out statistics and other research activities with respect to the target groups**.

Our objective is to get the third level institutes in the BMW area to work together to find new solutions to problems in the BMW region. We develop HE programmes for living in the BMW region. (IELLLP02)

Certain focus-publics are particularly targeted. The aim is to reach **the groups of unemployed or to be soon unemployed due to lack of skills that are regionally necessary; in other words, the vulnerable groups**.

Its main objective is to deliver innovative educational programmes that suit the real needs of working people and unemployed people in Ireland. The key objective of EQUAL Ireland is the ongoing development and delivery of flexible accredited education and training programmes aimed particularly, but not exclusively, at those adults who, for whatever reason, missed out on earlier education and training opportunities. EQUAL Ireland engages in research activities which inform and support the above objective. (IELLLP03)

Close cooperation with regional authorities should ensure the cleaning of the current skill mismatch.

We are trying to provide a flexible learning opportunity in communities that are not served by third level institutes and get these institutes to give their best practice and work together with these communities. Generally our learners would be over 40 years of age, maybe have spent about 20 years in employment and now returning to education. Overall we would have more women than men completing our programmes. (IELLLP02)

Taking into account the vulnerability of the group and its possibilities the **LLL provisions are heavily subsidised**. It is often a group that is not necessarily demanding to be further trained or re-qualified and therefore the approach to reach this kind of learner has to be extremely focused. The heavy **state subsidies may also imply some rules for the learner** (e.g. the attainment of the requalification classes are basis for the unemployment subsidy or the entrance requirements can be applied).

We ask the students to pay a fee towards the programme, because when they pay for it, they value it more. Skillnets, SIPTU, Lónra and the adult learner's forum also have provided funding. There are student loans available but very difficult to acquire. The financial support available to part-time learners is far less compared to the support or funding available to full-time learners and this is a big problem. (IELLLP03)

Providing the particularity of the target group **the scope of learning is also specific**, the curriculum is designed as a joint initiative of all these actors involved in the target groups, the regional skills requirement plays a particularly important role.

For example we have a Lónra Higher Certificate in Business and Enterprise that was developed in collaboration between the different institutes we represent. We also work with Equal Ireland on Foundation and Higher Certificate programmes and for learners. (IELLLP03)

We are providing a number of different programmes. We start with the Essential Skills programme which is a level 6 programme and it is a minor award on the Irish framework of qualifications. We then have a higher certificate in workplace and community and now we have a BA in level 7 in Business Enterprise and Community

Development. We also have numerous other courses such as learning to train, negotiation skills, health and safety courses. (IELLP02)

The formality of studies, recognition and accreditation by authorities, quality assurance procedures and qualification and certifications of the learning is country-specific and therefore most varied.

However taking into account the authority and policy endorsement of this targeted group, it can be clearly suggested that the recognition and accreditation by authorities is axiomatic. Similarly the requalification classes will be offering professional qualifications that are recognized by employers. Moreover the certification of such studies can be part of a successful motivational strategy to attract vulnerable learners. The accredited providers will be certainly subject to external quality assurance procedures.

*The legal basis of *Lionra* is a charitable trust. It is recognised by the relevant authorities. The relevant accreditation body would be HETAC. The institutes represented by *Lionra* all have delegated from HETAC to make their own awards. HETAC (the Higher Education and Training Awards Council) is the awarding body for third-level education and training institutions outside the university sector in Ireland.*

The colleges / institutes that offer our programmes take responsibility for quality assurance. We make sure certain standards are met by the institutes providing our programmes. All the colleges and universities have to have quality assurance systems in place that are monitored regularly. (IELLP02)

Yes we are officially recognised by authorities. Our programmes are recognised / accredited by HETAC and by the institutes that provide our training. We offer a range of Qualifications at level 6 and 7 that are accredited by HETAC. All our programmes are quality assured by a third level institute in Ireland. (IELLP03)

As to the size and impact of the PPSGF, it can be said that we can observe, on one hand, a **nationally/regionally centralised network organization having hubs in different cities**. This is often the case for the employment agencies. However, a model where the employment agency cooperates closely with other LLLP on the market, especially the publically oriented is also common. In this model the learner has a certain freedom as to the choice of the LLLP for its requalification, as long as the provider is accredited/recognised. Another option is that the employment agency can have framework contract with other LLLPs to supply the necessary training. Hence the employment agency is the customer.

On the other hand, it can also be a **specific organisation founded with a specific regional orientation. Student numbers vary on the scope (local, regional, national^o of the PPSGF**.

*The *Lionra* network was founded in 2000 and it is a collaboration between the 7 institutes of technologies and 1 university (National university of Ireland – Galway) in the Border Midlands and Western (BMW) region of Ireland. This region would be seen as a disadvantaged region as regards to employment and infrastructure. (IELLP03)*

5. Sectorial Group

Sectorial group (SG) is a LLLP that can be in a form of an Interest group, Association or Professional network focusing its mission on a development and support of a specific sector. Although the provision of training programmes is in general not a core business activity, it is an important part to realise their objective to be beneficial to the sector.

From our survey the following LLLP could be classified into this group: **Socius** (BELLLP04), **KOSBEG-SME development organisation** (TRLLLP03), **Izmir Chamber of Commerce** (TRLLLP04)

In our conception there are two main types: the sectorial group can be **sector specific** (such as tourism, arts and crafts, agriculture etc.). See example from Ireland.

Fáilte Ireland (www.failteireland.ie)

Fáilte Ireland is the National Tourism Development Authority of the island of Ireland. It is responsible for supporting the development of the Irish tourism industry.

If you are interested in developing your skills in the tourism and hospitality sector or embarking upon a professional career, there is a range of full-time and part-time courses offered by Fáilte Ireland that are available to you. These take place in institutes of technology, colleges of further education and other training centres.

Fáilte Ireland and a number of HE providers have put in place an agreed new policy and a strategy in relation to the provision of Hospitality and Tourism Programmes in the Institutes of Technology system.

Coillte (www.coillte.ie)

Coillte is the agency in Ireland responsible for managing state forests and any related commercial activities. Coillte works closely with those involved in timber production and provides services in Ireland in the areas of forestry, landscape and arboriculture. It is also involved in training, research engineering, forest nurseries, Christmas tree farms and the development of leisure facilities. Coillte training services provide a range of forestry industry training courses.

Bord Iascaigh Mhara (www.bim.ie)

Bord Iascaigh Mhara (The Irish Sea Fisheries Board) is the state agency for the development of the sea fishing and aquaculture industries. If you are unemployed and interested in education and training in the fishing or aquaculture industry or if you are already working in these industries and would like to upgrade your skills, you may find a course to suit you among those offered by Bord Iascaigh Mhara. The courses include training in catching, fish farming (aquaculture) and seafood processing.

Teagasc (www.teagasc.ie)

Teagasc is Ireland's National Agriculture and Food Development Authority. It provides a range of services, which include advice, research, education and training, to the agricultural and food industries. It provides third-level and vocational courses for learners in the areas of agriculture, horticulture, forestry, equine studies and many more. It provides adult farmer courses in financial management, environment and options outside of

mainstream farming and also has training programmes for food industry personnel in food safety, quality, process and product development.

The Crafts Council of Ireland (www.ccoi.ie)

The Crafts Council of Ireland (Ccol) is the national organisation for the development of the craft industry in Ireland. It aims to develop the market for Irish craft at home and abroad and to encourage excellence in Irish design and making. Ccol runs craft-related training courses, provides information, mounts exhibitions and organises "Showcase", an annual trade fair held each January in the RDS in Dublin.

The **second type** would be a provider that has a very large **target group as employees** in general or **SMEs**. Here the training provided would be sectorial related rather than across sectors. The training offer is more directed towards the improvement of general skills for employees or SME's.

The Irish Congress of Trade Unions (ICTU) (www.ictu.ie)

The Irish Congress of Trade Unions supports the development of trade unions on the island of Ireland by providing a range of trade union education programmes for full-time and part-time workplace representatives. All new Shop Stewards and Health and Safety Representatives undergo a 5 days induction programme. This can be delivered by individual unions for their own members or through Congress for all affiliates.

In addition to providing foundation and advanced programmes for Shop Stewards and Health and Safety representatives Congress provides ongoing Continuous Professional Development programmes for union activists. All programmes come with FETAC/HETAC accreditation and can lead to full third level awards on fulfilments of certain criteria.

Whilst all programmes delivered are awarded FETAC accreditation, on a stand alone basis, they can be added to over time in order to achieve a major award through FETAC. This award is made possible by the provision of a range of Continuous Professional Development modules that cover a range of topics of interest to trade union representatives and is reviewed on an ongoing basis.

Congress in conjunction with University College Dublin and National College Ireland also offers the opportunity for members, who have undergone some level of study, to progress to full HE programmes, part time over a fixed period of time. These programmes include a two year NCI Certificate in Trade Union Studies, a four year BBS from the Quinn School of Business in UCD and a one year Certificate in Safety and Health at Work through UCD. In addition SIPTU College offer a HETAC Advanced Shop Stewards Course which is run on a block release basis over 30 days.

Some of the courses offered by ICTU: Workplace Representatives , Media & Communications, Bullying & Harassment, Train the Trainer, Negotiations & Conflict Management

These types of LLLPs are **mainly publicly founded** and would have **public status or** at least **NGO** having the society interest in mind. In any case they would be formally recognised as being an important stakeholder representing the sector, employees or SMEs and directly subsidised. The recognition can be also in a form of framework contract with the government (Monopole situation) as shows the example from Flanders.

*SoCiuS is an **independent organisation that is subsidised by the ministry for Culture to support the socio-cultural adult work sector**. It is the Support point for Socio-Cultural Adult Work which targets primarily certified*

and/or subsidised socio-cultural adult work in the framework of its management agreement with the Flemish government.

The organisation is thus not an LLL provider as such. It is able, however, to represent the vision on LLL from the socio-cultural adult work sector. All of the represented organisations are certified and/or subsidised by the government as stipulated by the Decree on socio-cultural adult work of 2003.

The situation in which the Ministry of culture is the subsidizing party (not formally connected to the Ministry of Education) is rather unique in Europe. It guarantees the specific development of non-formal learning with a long term vision.

(www.socius.be) (BELLPO4)

The typical feature of SG is the **membership of the organisations of the sector**. Otherwise it is a question of prestige to be adherent to a stakeholder representing the sector. Consequently the **funding of SG** would come mainly from **subsidies and membership fee**.

Funding comes primarily from the Flemish government. It is supplemented by course fees from learners. (BELLPO4)

After 2005, our training activities decreased due to the hard procedural changes in our legislation about the formulation and tendering of trainings. But with our new legislation by June 2010, our training capacity will increase because new legislation is more flexible in this sense. With new legislation, small or medium-size enterprises are not obliged to receive training only from us. If they would like to receive training for their employees from any other institution or company and if this training is accredited, we will provide them financial support to get this training for their employees such as a grant. They will be able to purchase training from universities or accredited organisations by the National Directorate of Education. (TRLLPO3)

As stated above, the mission of the SG is not to provide education as a core business activity. Nevertheless the **training activities can be quite developed**.

IZMIR KOSGEB (SMALL AND MEDIUM ENTREPRISES DEVELOPMENT ORGANIZATION) was established in 1990. There are 55 KOSGEB directorates in Turkey right now. KOSGEB is a public body established by law and it is dependent on the Turkish Ministry of Industry and Trade. The main goal of KOSGEB is to support small and medium enterprises in Turkey by aid, credits, project, trainings and with other mechanisms to the small and medium enterprises in the manufacturing industry and 90-95% of the services sector. KOSGEB provides Credit interest support, Consultancy and training, market research and export promotion, quality development support, technology development and innovation support for the small and medium enterprises in Turkey.

(www.kosgeb.gov.tr). (TRLLPO3)

Izmir Chamber of Commerce (IZTO), as a chamber of commerce, is a kind of non-governmental- non-profit organization and its legal status is a hybrid of a public body and private institution. Izmir Chamber of Commerce (IZTO) was set up in 1885. With its Pre-Republic history and more than 70,000 members and about 200 personnel Izmir Chamber of Commerce is the second biggest and most institutionalised chamber in Turkey. Our goal is to deliver services that meet the needs and expectations of our members and to contribute to the development of commercial and economic life of our country.

IZTO supports educational activities as a part of its institutional philosophy. IZTO has also a university, "Izmir University of Economics", and primary schools but additional educational activities of IZTO is conducted by the

department of Training and Quality located in structure of IZTO. The main goal of the department is to formulate and provide trainings initially for the IZTO members and also for the grassroots. Previous years, educational activities were not intensive as today. Training programmes intended for our members are organised on the basis of the needs of especially the vocational committees. Various vocational programmes, technical, operational and foreign language training are custom-designed. In 2007 and 2008 various training programmes were designed for different sectors including real estate consultants, shoe manufacturers and tourism operators. All requests from our committees are taken into consideration. Different training requests are also considered within the framework of Vocational Training School Project.

<http://www.izto.org.tr/IZTO/IN> (TRLLLP04)

Since the training offered by SG, due to its large membership, can be on a large scale, it is possible to observe the **SG having its own training institution**, mainly universities or training institutes. Another type of approach is to have partnerships with other regional training institutions.

Chambres de commerce et d'industrie de Paris/Ile-de-France (representation auprès de l'Union Européenne)

- Represent 5 chambers of Paris region
- Each company has to be registered to the Chamber of commerce (COC).
- They represent 0,5 million companies
- COC are in France public bodies.
- COC represents interest of the companies towards public authorities.
- COC provides support to the companies.
- Mission is to provide training by Law (according to the needs of the company)
- Half of the budget (400 million turnover) and half of the staff (4000) goes on training
- Education is considered as very important
- COC runs schools (they are departments of COC) 40-50 schools
- They don't distinguish between VET and HE

Interview with Samy Bettiche – CASE STUDY FRANCE – 18th February, 2010

The **LLL provisions** are **financed** through **subsidies, other activities income** (membership fee mainly) and **tuition fee**. The provision of the courses fee-based and free of charge will be dependent on a lot of different parameters to be considered. The SG will offer training on a large scale from free of charge ones being heavily subsidised to a full tuition fee based with no subsidy at all. This will depend on the subject of the training, general necessity for the public, relation to the vocation, company request, course formal obligation etc.

There is a dilemma for our courses and training programmes. We organised both paid and also charge-free trainings. But if we organise a paid training, we meet with the critics saying that we are a public organisation and we should give these trainings charge-free. On the other hand, if we organise free of charge, we have many applications at the beginning but these applicants generally don't follow the trainings till the end. The situation of free training creates a feeling that the training is not worth following the end because they don't have any obligation or sanction if they leave the trainings in the middle of period.

Our training programme is opened by a decision of the IZTO executive board and the tuition situation of the trainings is determined by them specific to training. Actually, it depends on the annual budget of the IZTO. For instance we will open motivation, creative marketing trainings nowadays and they will be free of charge. (TRLLLP04)

Directorates of KOSGEB evaluate cost, participant numbers and the available budget and then they determine if the training will be held without any charge or with fee. But KOSGEB finances at least 50% of each training. Fees may differ according to the length and structure of the programme but KOSGEB doesn't have a purpose to profit. Employers of SMEs pay for their own staff or they purchase staff training package totally. (TRLLLP03)

The **target group** of the LLL provisions is naturally **specific** and **related to the sector concerned**. It would either be **current employees** of the organisations of the sector or its **future employees**. Therefore the vocational trainings and professional qualifications can play an important role.

Since the learners are being recruited from the sector, the SGs are well aware of its clients.

We don't have official statistics but a dominant group of training participants are SME employees since we primarily serve to the SMEs.(TRLLLP03)

The **scope of learning** in the SGs would be again **specific**. The sector-related SG would be providing sector relevant trainings and the General Chambers of commerce or Trade of Unions all different sorts of training related to business.

Training programmes intended for our members are organised on the basis of the needs of especially the vocational committees In 2007 and 2008 various training programmes were designed for different sectors including real estate consultants, shoe manufacturers and tourism operators. All requests from our committees are taken into consideration. (TRLLLP04)

As explained above, the SG is an authority-recognised institution. From this recognition arises the formality of the studies provided by the SG. The studies are at least recognised, mostly supported and sometimes even accredited. The accreditation comes along when the SG has its own training institution. A typical example due to the closeness of the sector is to **provide sectorial professional qualifications or vocational training that are certified** and can be even a **condition** to work within the sector and **to exercise the profession** (e.g. tax advisor has to have exams by chamber of tax advisors). The intertwining of the organisation with the authority will be a basis of external Quality Assurance procedures (e.g. if the SG has a University than the university would be accredited).

The situation in which the Ministry of culture is the subsidising party (not formally connected to the Ministry of Education) is rather unique in Europe.

We offer a broad range of training, formation and education at www.bijleren.be and furthermore organise introduction courses for newcomers to the sector.

Quality assurance is inherent to the decree on non-formal adult learning. Each provider is requested to assure the quality of its programmes. However, the format of this monitoring process is determined by each provider. The government is not involved in the contents of the programmes. It does only evaluate the professional and organisational conditions of the subsidised organisation. There is no external quality agency as in higher education. (BELLP04)

We provide attendance certificate or record of success but we don't offer any qualification. Our institution is respectable so participants may use our certificates as an attachment of their CVs.

We have internal inspection for the coherence to our legislation and service quality. Inspections are focusing both on administrative and financial matters. KOSGEB has internal inspection units in the centre. And they work under the head of KOSGEB. Also the Ministry of Industry and Trade rarely controls our units. Financial matters are audited by Turkish Court of Auditors.

KOSGEB presidential board evaluates the performance rating but not only for trainings, for all functions of KOSGEBs. (TRLLLP03)

For some of the training activities, IZTO cooperates with the Ministry of National Education (MEB) and uses its approval and accreditation in the certificates.

The certificates of IZTO are prestigious in business life so participant learners can use as a supplement of their CV if they are not employed yet.

Our trainings have been monitoring by our department and also by the IZTO executive board. For some of our trainings, we use accreditation of the MEB (Ministry of National Education).

IZTO also has a university, "Izmir University of Economics", and primary schools. (TRLLLP04)

Hence the SGs provide both formal and non-formal learning. The **degree of formality depends on the country and sector**. On the other hand the SG can provide a couple of hours soft skill training that does not lead to any certificate. Taking this into consideration it can be stated that **both models of SG offer a wide variety of both formal and non-formal learning within a scope of interest of the employers**. Interesting point to notice is the development of SG's own Higher education institutions and the reasoning behind.

The **impact and the size** of SG are always **national**, provided its membership. Eventually, there can be a **regional representation of the network**.

There are 55 KOSGEB directorates in Turkey right now. There may be more than one KOSGEB Directorate in big cities or there may be one KOSGEB directorate for a group of smaller cities in Turkey. We organize 50-60 training programmes a year as IZMIR KOSGEB. (TRLLLP03)

Network of SOCIUS members: The socio-cultural organisations that may rely on state subsidies in Flanders can be divided into four types of work: associations, Training plus-centres, national training institutions and movements.

1 Associations

Socio-cultural associations are networks of local departments or groups. Usually volunteers ensure they run properly. They schedule and organise activities for members and other interested parties. Depending on the association these activities are general or aimed at a specific target group (immigrants, senior citizens, the disabled, etc.) or a specific theme (social tourism, environment, cultural experience, etc.). The 60 socio-cultural associations active in Flanders are of all shapes and sizes. Together they have almost 2 million members!

2 Training plus-centres

The Training plus-centres or adult education centres are pluralistic organisations that each work in their own region. Amongst other things the centres organise short or longer courses for adults. Courses that do not result in diplomas. These often relate to social and cultural training. The range provided behind this name is extensive and very diverse. So the adult education centres offer something for everyone. In addition the Training plus centres fulfil an important coordinating role in their region with regard to informal education. From West Flanders to Limburg Flanders there is 13 Training plus-centres.

3 National training institutions

Besides the Training plus centres the national training institutions also offer a broad educational range to adults. They offer these throughout Flanders and distinguish themselves through their specialisation in specific target groups (people with a handicap, the unemployed, detained people, etc.) or a specific theme (art, nature and the environment, personality and relationships, etc.). Flanders has around 20 certified training institutions.

4 Movements

Movements are organisations specialised in one or more themes. They organise activities concerned with information, education and social action with a view to social change. Movements want to “move” people over a wide range of themes: mobility, active citizenship, peace, fighting poverty, etc. Currently there are around 30 movements active throughout Flanders. (www.socius.be)

SECTION 3: Conclusions and recommendations

1. General conclusions

Lifelong Learning, similarly to mobility, enhances the **adaptability** and the **flexibility** and as consequence the **employability**. Our research proves that more and more actors are involved in LLL process. Not only state and public entities, but also employers, associations and regional organizations deliver especially professionally oriented courses aiming to improve skills of students and adult learners on the job market. The information we gathered reflects also clearly that there is growing awareness among different LLL providers of questions surrounding social cohesion and market insertion of people from less privileged social groups. Both **Adult education centres** and **Public provider specific group focused** seem to play crucial role in building more equal and just society and the social dimension of their work cannot be underestimated. That does not mean that **Private Training Providers** and **Sectorial Organizations** driven by the economic interests of their stakeholders are less important. They greatly contribute the development of the social perception of LLL as a natural path of career. It must be however clearly stated that our study was limited in scope and it is far from giving a complete vision of LLL providers in Europe. The landscape is complex due both to the diversity of providers and of the broad focus when addressing LLL providers. The forms and levels of partnerships highly vary between countries and institutions.

2. Opportunities of the LLL market – potential for HEIs (8 steps)

What is the place for traditional **Higher Education** providers in the complex mosaic of institutions? HEIs are naturally predisposed to provide high quality education, they can profit from specialized staff, special infrastructure and their reputation can easily attract potential clients. It seems however that they do not profit fully this privileged position giving themselves principally to traditional academic activity as research and teaching first entrants. Growing LLL awareness will open (and is already doing it) a new market niche as more and more people with different education level and life situation consider looking for the LLL opportunities and as consequence, of LLL providers' services. Non-HEI actors, both privately and publicly financed are more and more actively filling this niche. Its potential, both purely financial one, but also social one is enormous. HEIs, being hesitant to enter it, not only lose a new opportunity to engage in profitable and socially important field, but probably they sentence themselves to marginalization. The rapidly changing world, requiring constant adaptations, makes LLL an absolute necessity. The HEIs may have a chance to restore their position by providing LLL services, becoming social and intellectual centres influencing greatly local

community. They may however perish as well, being incapable of adapting to new intellectual trends. To increase adaptability of their students the HEIs have to adapt themselves.

Fortunately, based on the mapping the LLL market exercise and the current practices of different LLLP we can clearly state that there is a big potential for the HEIs to become a strong LLLP.

We identified 8 simple steps, aiming to provide HEIs a well-crafted reference, sufficiently flexible to correspond to the diversity of different institutions but sufficiently rigid to impose a precisely drafted frame.

- 1) Get to know your students
- 2) Get to know yourself
- 3) Get to know your competitors
- 4) Get to know your policy context
- 5) SWOT analysis
- 6) Potential for HEIs (strategic planning)
- 7) Action plan (translation of the potential into practical steps) – from general to concrete
- 8) Execution

In the following lines the different steps will be further explained.

1) Get to know your students

When analysing the practices and features of different types of LLLPs, it is clearly shown that in order to be successful on the LLL market it is necessary to get to know the LLLP students. It is necessary to be aware of the motivation that led someone to use or not use the LLL services provided by a certain LLLP. What the different values assigned to certain provisions are and vice versa. It is also indispensable to know the social and economic background of the learner since this seems to be a crucial feature for a choice of a certain LLLP. Similarly added-value of the HEI should be investigated not only to other HEIs but also to other LLLPs. Finally for all different sorts of marketing initiatives, it seems to be also essential to keep statistics on the graduates and alumni of the HEIs (both for the future potential LLL group as well as to a proof of up-skilling leading to a higher employability).

2) Get to know yourself

To become efficient LLL providers HEIs need as well to understand their own functioning. This, probably surprising, advice results from the fact that HEI operate in their own logic, very often deeply rooted in traditional perception of what HEI should look alike and how it should be organised. This step consists of two sub-levels.

First and foremost institutions have to get know your lecturers and staff. The courses provided as part of their LLL curricula not only have to aim to satisfy the market needs but also may **profit from synergies** and design curricula corresponding to **abilities and knowledge of teaching staff**. It is strongly discouraged to create programmes unrelated to HEI specialization only to attract audience, without being capable of providing high quality courses. Following the concept of New Knowledge Production of Michael Gibbons we encourage forming **research-oriented programmes**, developing practical skills which may be of interest for both lecturers and students. It means as well that Lifelong Learning should be also a part of everyday practice of academic and administrative staff, which may be its first target.

Secondly HEIs' policymakers should discover and understand the internal administrative structure of institution to insert properly LLL services inside the HEI. Certain institutes and faculties may deliver knowledge to LL learners easier than others. Certain administration bodies may be better prepared to deal with LL learners than others. Sometimes creating totally new regulations may be necessary, but in other institutions it is sufficient to modify the existing ones. Understanding the functioning of one's own institution is a prerequisite condition for introducing LLL programmes.

3) Get to know your competitors

During this analysis the existence of a huge sector of LLLP that is in direct competition with HEI sector has become clear. Moreover based on the outcomes, it can be seen that most of LLLPs have historically developed to cover the areas that have not been and are not covered by general HEIs. There seems to be even an opposition of the targets and objectives from different LLLPs – their self-definition is in opposition to the HEI. Even though the offer on country LLL market is extremely complex and very unsystematic, to map the local/regional/national LLL market shall be a first step for further analysis of the HEI position on the LLL market. In this report there has been an attempt to provide a typology of different LLLPs and to describe shortly their main features. This first typology can help the HEIs to view the different LLLPs as both important competitors but eligible potential partners as well. The understanding of the features and practices of the other LLLPs can bring the HEIs new opportunities.

The main benefit of such analysis is to learn from the competitors' practices allowing improvements of HEI services. This analysis will reveal potential partnerships and service development (exploration of the new offer of service). Strategic planning of the HEIs has to take into account the upcoming shortage of the typical public of the HEIs: young initial learners. Going along with the policy development in the matter of LLL and different national and EU targets for the percentage of tertiary education graduates, the HEIs' exploration of new markets and new clients is obligatory.

To succeed you should define a 'niche' for your HEI institution which is different from the one of other providers. It should be in accordance with your field of specialization (we stress one more time the importance of synergies), and should respond to the needs of market

If need be foresee strategic alliances with one or two other LL providers. As suggests EU Council⁵ other LL providers are not necessarily competitors, but can be willing to cooperate and to develop mutual links profitable for you, for them and for the community as whole.

4) Get to know your local/national/European policy context

What are current policies influencing HEIs but also other LLLPs? What are current policies regarding LLL? What are the incentives, barriers as to LLL for different LLLPs? Is there any available funding? What is happening on EU, national and institutional level? What are the different programmes and initiative in which LLLPs can be involved?

The importance here is to be also aware what the rules for the others LLLPs are. This can lead again to a potential cooperation. Knowing the policy context also has to do with knowing the sources of financial support that may be available to launch certain initiatives or to pay for the involvement the learners into LLL.

The creation of specialized group inside HEI's administration which goal would be to collect national, regional and local data as to LLL can also prove to be useful. To actively participate in building society build around LLL, constant monitoring of policy context development seems to be crucial. This rapidly growing field requires special attention, especially because of its fragmentation (on EU, national and local level).

5) SWOT analysis

Next step is to analyse all the accumulated data that HEI has on the learners, LLL market, and LLLPs and LLL policy and initiatives context. In order to situate HEI on the LLL market a SWOT analysis will be used. Following is an example of such an analysis.

⁵ http://ec.europa.eu/education/lifelong-learning-policy/doc/policy/council0509_en.pdf

Objective: To become strong LLLP on the LLL market (country/regional)

	HELPFUL To achieving the objectives	HARMFUL To achieving the objectives
INTERNAL ORIGIN Attributes of the organisation	STRENGTHS	WEAKNESSES
	Part of the formal education system	Rigidity of the Institution
	Existing expertise (staff, knowledge, established organization)	Complete orientation on an initial learner
	Existence of accredited programmes	Inadequate provisions for LLL
	Important regional player	
	Prestigious market position (Higher education)	
	Notoriety	
	External Branch of the HEI	
EXTERNAL ORIGIN Attributes of the environment	OPPORTUNITIES	THREATS
	Providing formal education in an non-formal way (fee based Open universities)	LLL market is very competitive
	Different target group (not only young initial learner)	Current learner target group is in the population shrinking substantially
	National initiative: In Flanders a LLL can benefit from 150 euro voucher on a training	Less national funding available (cuts in the national educational systems)
	European Policy: EU2020 target (40% of younger generation should have a tertiary degree)	Rigidity of the structures does not allow to work on demand (customer oriented)

6) Potential for HEIs (strategic planning)

We should however limit ourselves to the perception of LLL as a “necessity”. The perception of LLL as an “**opportunity**” should be explored in the next step, the strategic planning already done by some universities.⁶ HEIs have to get to know or develop internal strategic plan for development and integrate into it LLL. It should be underlined that LLL activities should contribute to the development of students, alumni but also of lecturers and staff next to selling services to external groups. It can become a natural element of professional career of lecturers and other staff, also linked to their **promotion inside university structures** (developing pay scales / arrangements for certain lecturers which are particularly successful may an interesting possibility). More globally we have to stress that integrating LLL into the policy of the HE institution should contribute to quality of education provided in the HEI. Providing education to more and more diverse groups of people should strengthen reflexivity and allow for more flexible and market adapted teaching in traditional courses (there may

⁶ Martin Watkinson and Luis Tinoca (2010) Showcases of University Strategies and Business Models for Lifelong Learning. Heerlen, the Netherlands: EADTU

<http://www.eadtu.nl/usbm/files/USBM%20Showcases%20Report%20-%2025-10-10.pdf>

even emerge question whether traditional division between courses for early learners and adults is not obsolete in LLL perspective). LLL perspective should be regarded as having a huge potential for HEIs, even more important than for other players. Constantly adapting, improving their courses LLL may put academia one more in the cultural, scientific and economic centre of community becoming a sort of **knowledge beacon** actively engaged in constructing the society.

7) Action plan

After drafting strategy, the seventh step is to retranscribe it to precise action plan (or few action plans corresponding to different parts of strategy). HEI should translate the potential into practical steps. The general strategy identifying goals, objectives and opportunities should become a list of very concrete and precise actions proposing different organisational solutions allowing for building LLL programmes. Consultations with possible lecturers, propositions of amendments to HEI's regulations, setting an agenda for mapping policies and competitors are just some of many possibilities.

8) Execution

The final step is to realize the actions identified in the action plan. Regular evaluations of the practical LLL integration into the existing HE system may be necessary, as well as regular updates of Action Plan and Strategy. The practical execution may serve as a basis for the feedback to policymakers, allowing for flexible modifications of policy documents to make them correspond to achievable goals.