Tertiary Learning for People in Mid-life at Spanish Universities
Case Studies Report

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at Spanish Universities
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Introduction
Main challenges of the knowledge economy are permanent upgrading of the skills of the economically active population and mitigating new and old social risks. In the aging society and the globalised knowledge economy, the people in mid-life are increasingly exposed to social risks of exclusion from the labour market. They are also excluded from formal Lifelong Learning (LLL), specifically Tertiary Lifelong Learning (TLL). The access of mid-life learners to TLL and their retention in the system have an increasing relevance for the socio-economic sustainability of the ageing European knowledge society.

Opening Higher Education (HE) for mid-life learners, designing flexible pathways from Vocational Educational Training (VET) and professional experience to higher education, flexible learning arrangements conciliating family-work life and learning and the adaptation of didactical methods in HE are challenges to affront problems of the aging knowledge society.

The European Project THEMP (Tertiary Education for People in Midlife) focuses on the education and training mission of the Universities and asks for the measures taken by the universities to expand their educational and training activities beyond the traditional students to a wider range of both citizens and learning environments. As the project focused specifically on the learners, which a medium and large work experience, we will use in the following mostly the terms “tertiary adult education” or “university adult education”

The project aims to study tertiary life learning (TLL) programs at universities in 7 EU-member states (Germany, Italy, Spain, Hungary, United Kingdom, Czech Republic, Netherland) with respect to inclusion of mid-life learners and social impact. It provides a description of the landscapes of tertiary LLL in these countries, but the core contributions are case studies of three universities in each country. Main focus lies on the analysis of the weak and strong points of the LLL activities in the selected universities and their strategies in developing and implementing training programs.

In Spain, three HE-Institutions were chosen and they agreed in participating as case studies: University Rovira i Virgili Tarragona, Polytechnic University Valencia and University Barcelona. At the core of each case study stands an analysis with statistically available data, making series of interviews with decision makers, lecturers and mid-life learners. This report presents the results of the case studies in Spain focusing on how the universities are designing their adult learning programmes, which teaching and learning approaches are used and discussing, what are the future challenge of university adult education regarding to its impact on the labour markets. We are not providing is not a representative report about the situation of LLL at Spanish universities. It is an analytical description of concrete cases about how universities are handling LLL with a particular focus in its relation to labour market strategies of individual learners.


The Spanish higher education system is formed by two tracks: university and non-universities education. The second one is focused on advanced vocational education and training and other...
specialized studies, e.g. artistic, sport and language Education. Among the universities, we
distinguish between public and private universities. Another distinction is this between general
and polytechnic universities. Currently, the universities have adapted their structure to the
Bologna principles making a distinction between Bachelor, Master and Doctor degree. In
difference to other European countries, Spain opted for a 4+1 distribution between Bachelor and
Master instead of 3+2. The new structure of higher education titles has four levels: Higher
vocational titles, bachelor, master and doctor degree.

### Table 1

<table>
<thead>
<tr>
<th>Levels</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Technician</td>
<td>▪ Advanced Technician in Vocational Training</td>
</tr>
<tr>
<td></td>
<td>▪ Advanced Technician in Plastic Arts and Design</td>
</tr>
<tr>
<td></td>
<td>▪ Advanced Technician in Sports Education</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>▪ University Bachelor's Degree</td>
</tr>
<tr>
<td></td>
<td>▪ Bachelor in Advanced Artistic Education1</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>▪ University Master’s Degree</td>
</tr>
<tr>
<td></td>
<td>▪ Master's Degree in Advanced Artistic Education</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>▪ Doctoral Degree (PhD)</td>
</tr>
</tbody>
</table>

The Spanish legislation – article 27 of the Constitution – established the principle of
universities’ autonomy. Under this principle, the universities should accomplish three missions:
research, education and service to society in the broadest sense. The Spanish higher education
system, as the education system in general, is characterized by its high degree of
decentralization. The central state and the Autonomous Communities are sharing competences.

“The State Education Authority executes the general guidelines of the Government on education
policy and regulates the basic elements or aspects of the system. The Autonomous Education
 Authorities develop the State regulations and have executive and administrative competences
for managing the Education System in their own territory.” (Eurydice)

For our project, we highlight three other aspects of the Spanish education system:

1) The Spanish education system is characterised by its high drop-out rate. It is one the
highest in the European Union. 31,2% of the people between 18 and 24 years has only an
educational level attained equivalent to primary school in 2009.

2) The low permeability between the different education tracks. It is highly difficult to access
from the vocational education and training track to the higher education track.
3) The particular education structure of the Spanish population. As other Mediterranean countries, it has a high rate of people with an attained education level corresponding to ISCED 0-2 that means low qualified people. In 2012, 54,23% of the population has only an education level equivalent to ISCED 0-2. What is particular, is that the rate of people with an attained education level corresponding to higher education is higher with 25,42% then the rate of qualified people (ISCED 3-4), which is at 20,36% in 2012.

For the age cohort between 25 and 40 years, the rate of people with higher education is with around 40% even higher as the rate of people with an education degree equivalent to ISCED 0-2 and 3-4. Considering that actually 35% of the people between 40 and 44 years old have a higher education degree and 30% of the people between 45 and 49 years, there is a high potential of tertiary lifelong learning.

<table>
<thead>
<tr>
<th>Age groups</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISCED 0-2</td>
</tr>
<tr>
<td>Total</td>
<td>54,23%</td>
</tr>
<tr>
<td>16 - 19</td>
<td>75,23%</td>
</tr>
<tr>
<td>20 - 24</td>
<td>36,69%</td>
</tr>
<tr>
<td>25 - 29</td>
<td>36,66%</td>
</tr>
<tr>
<td>30 - 34</td>
<td>35,16%</td>
</tr>
<tr>
<td>35 - 39</td>
<td>34,39%</td>
</tr>
<tr>
<td>40 - 44</td>
<td>41,81%</td>
</tr>
<tr>
<td>45 - 49</td>
<td>45,42%</td>
</tr>
<tr>
<td>50 - 54</td>
<td>52,05%</td>
</tr>
<tr>
<td>55 - 59</td>
<td>60,39%</td>
</tr>
<tr>
<td>60 - 64</td>
<td>69,51%</td>
</tr>
<tr>
<td>65 - 69</td>
<td>76,97%</td>
</tr>
<tr>
<td>≥70</td>
<td>87,08%</td>
</tr>
</tbody>
</table>

Source: Economically Active Population Survey – National Statistics Institute of Spain (INE)

**General LLL and TLL-Strategy**

In the 1970, the General Law of Education modernised adult education, taking it beyond its strict focus on literacy. But it was in the 1980s, when the combination of different factors gave a new impulse for education reforms. On one hand, the democracy demands new education strategies to increment the education level of the population. On the other hand, the industry
crisis and the reconversion process of the Spanish economy preparing the entry in the EU caused demands for new professional profiles. It became necessary to reconsider adult education, but it doesn’t become a core element of the successive education reforms. The main focus laid on the child and youth education improving the compulsory primary and secondary education and increasing the rates of people with such degrees.

Demand for training derived from new political, cultural and labour conditions was overlooked, and supplied outside of the educational system e.g. by social organizations through programs of Continuous Vocational Education and Training (CVET). In the following decades, also this part of the education and training system has been more regulated by the state. Currently, a Royal Decree from 2007 regulates the subsystem of professional training for employment as whole integrating training for employed and unemployed. Its basic objective is to universalise the access of the working population, unemployed and firms to education and training.

The regulated education and training (e.g. primary, secondary and tertiary educations, as well as the regulated vocational education and training) is under the responsibility of the Ministry of Education, but the respective competences are in great part delegated to the regional governments. On the other hand, the high complex system of continuous vocational education and training is under the responsibility of the Ministry of Labour.

The Spanish education system separates organisationally the tertiary vocational education clearly from the universities. Vocational tertiary education forms part of the vocational track. But there are barriers to access from the middle technician degree to the higher track. The access is only possible through an access test and once accomplished 18 years. People with a higher vocational degree can access to the university without access test. There exists a specific access for people older than 25 via test. And there is a specific regulation for people older than 40 that have work and professional experience regarding a specific program, but don't have a degree that enables them to join a university through standard procedures. It is based on the accreditation of work or professional experience regarding the specific university degree for which the access is requested. The second part is a personal interview. However, this access depends on the list of programs suitable to be accessed, which each university will publish. 1% of the total number of available places will be reserved for those older than 40 years. At least, there people older the 45 years with out academic certification allowing the access to universities and who can not accredit work or professional experience, can acceede making an test at the university, to which he wants matriculate, and a personal interview (see Royal Decree 1892/2008)

Universities began to offer continuing education and training since the approval of the Law of University Reform in 1983, that authorized universities to carry out unofficial teaching activities and they were allowed, therefore, to attract different student profiles. Moreover, this same law
LLL and TLL in the national context

granted the possibility to offer degrees with diplomas different to the officials. In practice, continuing education and training becomes widespread in the 1990s, focused on the graduate level and with a strong professional orientation. The strategic governmental document <Estrategia Universidad 2015> (Strategy University 2015), published in 2010, gave a new impulse to Lifelong Learning at universities. It defines the whole higher education as lifelong learning that means undergraduate and postgraduate cycles. The document integrates the adult education programmes, that means own universities degrees, as essential part of the university lifelong learning. In accordance with the EU-strategy, this strategic document emphasises the importance of lifelong learning “not only within the macroeconomic and structural context but also as a way of personal self-realization” (Strategy University 2015, Page 20). It recognised the effort of the universities offering adult education “providing complementary training to the official degree courses”. However, its states also the need “to be boosted with more flexible continuing education adapted to social needs and demands, with modular courses, completing the open learning available with corporate and occupational training.” Following this document, adult education forms part of the 1st mission of the university. In this context, the University Council approved in 2010 an agreement about lifelong learning in universities (“Las Universidades y la Formación Permanente en España”), which claims, overall, for the official recognition of the own university degrees.

Given the proliferation of adult education programs offered by universities and also the existence of varied programs offered by non-university entities, there was an increasing need for homologating denominations and characteristics. An agreement among Spanish universities in 1991, distinguished among master (≥ 60 credits), specialist, expert (≥ 30 credits and < 60 credits) and postgraduate diploma degrees. This proposal was reaffirmed in the aforementioned document of the University Council, as a basic principle to build-up a system to recognise officially. This proposed distinction between certificates of university adult education is still not a legal reference, but a voluntary application. Anyway, as the universities’ continuing education and training depends on the autonomy of each institution -there are no legal guidelines- although the objective of supply flexibility and better matching with demand was achieved, the practice created a varied and heterogeneous supply of programs. At the same time universities began to develop short courses to assist specific social specialisation demands, among which we find firm-tailored courses with denominations and durations even more heterogeneous, language courses or initiatives such as the university for people aged more than 50 or 55 years.

To make a clear distinction between the masters of the Bologna cycle and the master of the university adult education, we will call the last one form now on <own master>. The term <master> always makes reference to the second level of the Bologna cycle.
**Bologna Scheme and Accreditation of Prior Learning**

The Spanish application of the Bologna scheme is different from the majority of the other European countries. The bachelor is established with 240 credits corresponding to 4 years; and the Master has generally 60 credits corresponding to 1 year. We have seen before, that the Spanish universities proposed a relation of the unofficial certificates of the adult education to ECTS: own Master 60 credits with a duration of at least one year; university specialist with 30 credits or more but less then 60 credits. In the analysed cases, this correspondence was established. But this does not imply that the learning outcome are recognised for the university learning programmes conducing to the official degree of bachelor and master.

However, the Royal Degree 1393/2007 established that 15% of the credits of an official programmes can be obtained by prior learning, that means the recognition of work and professional experience or by credits in adult learning programmes of the universities (see Comisión de Formación Continua (2010: 51/52) La formación permanente y las universidades españolas) allows that a certain contingent of credits can be recognised for the official programmes. But this possibility does not seem to be used frequently.

**Tertiary Adult Learning in the Spanish Qualification Framework**

In 2002, the Legal Act 5/2002 established the Spanish Qualification Framework (SQF), which is currently under revision to its adaptation to the European Qualification Framework (EQF). It established 5 levels of professional qualifications. In so far, it doesn’t include all educational levels and starts from the Compulsory Secondary level. Tertiary qualifications are classified at level 3, 4 and 5. This has its correspondence to the levels 5, 6, 7 and 8 of the EQF and of the new ISCED-scheme 2011.
The SQF makes reference only to the official certifications. In so far, it is not so clear, where the certificates of Tertiary Adult Education fit in this scheme. The before mentioned document of the University Council advocated to convert them in official certificates included in the State Register of University Titles. But actually these certificates have no official educational value, and must prove their value directly in the labour markets.

**Institutional Setting and Regulations with TLL**

University continuing education and training is responsibility of the universities under their autonomy. The central, and the autonomous administration, as the function of universities is decentralized, would be in charge of establishing the legal framework and a minimum of regulation. Moreover, they also can, in accordance with universities, to act in the organisation, promotion and recognition of this type of education.

To manage continuing education and training, universities use different models:

A) In a first model, continuing education and training is carried out through departments, centres or institutes with little or null centralised support.
B) In a **second model**, continuing education and training would be managed through departments, centres or institutes but having a strong centralised support by means of a specialised internal administrative unit.

C) In a **third model**, continuing education and training would be managed through an external unit, a foundation, a centre of continuing training, graduate degree schools, that would be nurtured with the experience of the departments, centres or institutes (it could have the support of a small unit inside the university dedicated to such tasks as the issuing of certificates).

D) In a **fourth model**, continuing training would be carried out through very specialized independent units focused to a very specific sector basing their experience on one or few departments, centres or institutes.

E) Finally, in the **fifth model** continuing education and training would be carried out through an organization representing several institutions of the university, each one contributing with its particular experience. Some Spanish universities use many of these models simultaneously, but the norm is to stick to just one model (see Comisión de Formación Continua (2010) La formación permanente y las universidades españolas).

<table>
<thead>
<tr>
<th>Models to Manage TLL used by Spanish Universities</th>
<th>TOTAL</th>
<th>A</th>
<th>B</th>
<th>B+C</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universidades Públicas</td>
<td>50</td>
<td>2</td>
<td>20</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>4%</td>
<td>40%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Universidades Privadas</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>13%</td>
<td>47%</td>
<td>0%</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
<td>4</td>
<td>27</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>6%</td>
<td>42%</td>
<td>22%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: Comisión de Formación Continua (2010: 87)

Public universities mostly use the centralized model B (40%) and, in second place the model C, an external unit (28%). In an additional 28% management is combination of models B + C, using the services of an external unit or a foundation, and those of an internal specialized unit, according to the different cases and needs.
Case Studies and Methodology
Due to the lack of general comparable data on tertiary adult education, it has not been possible to select cases based on criteria of representativity. For this reason, the type of universities was considered as first selection criterion: a small general university, a big general research oriented university and a university specialized on technical studies. The second criterion was the presence of a significant number of students in mid-age in the selected programmes. Due to the problems to find such programmes, we changed this criterion slightly to the presence in the courses of a significant number of students with a large work experience. That means, to reduce the preferred age of the students to be interviewed to 35 years.

In Spain, we have asked three universities to participate in the research:

1. The University Rovira I Virgili of Tarragona is a young and small university with a strong regional engagement. We worked on a face-to-face programme on Human Resource Management. The programme has a significant number of students with large professional experience.

2. The Polytechnic University of Valencia is a middle-sized university specialised in technical and engineering fields. It is considered as one of the Spanish frontrunner in tertiary lifelong learning. We worked with several programmes: Financial Advisor, Care design and Photovoltaic energy. These programmes have a significant number of students older then 35 years. Two of them are online and the other face-to-face.

3. The University of Barcelona is a big research oriented university. We worked on a programme on Social Economy and Management of Non-profit organisations. It is a programme with a long history, which starts as a face-to-face programme 20 years ago and has changed 10 years ago to an on-line programme with three face-to-face sessions.

<table>
<thead>
<tr>
<th>Table 4</th>
<th>Number of Interviews made</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Institutional responsibles</td>
</tr>
<tr>
<td>URV</td>
<td>3</td>
</tr>
<tr>
<td>UPV</td>
<td>5</td>
</tr>
<tr>
<td>UB</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
</tr>
</tbody>
</table>

At the core of each case study stands an analysis based on interviews with institutional or programme responsible, lecturers and learners, using interview protocols jointly designed by the transnational project team. Three protocols were elaborated and used asking for the decision processes, the implementation and the evaluation. The different protocols address a) responsible
of the institution and programmes; b) lecturers and c) learners. The information obtained through the interviews was complemented by the analysis of available statistical data and documentary analysis.

In the first case, all interviews were made face-to-face. In the other cases, some interviews have been carried out by Internet (Skype). All interviews have been audio-recorded, typed in and, hence, documented. For each case a specific report was elaborated, but not published for confidentiality reasons. A draft was presented and discussed with the programme responsible. This allows fine-tuning the final report.

The interviews were based on the aforementioned protocols, which were used in all case studies asking for the decision processes, the implementation and the evaluations. Three protocols has been designed for a) institutional and/or programme responsible; b) lecturers and c) learners.

On the institutional level the objective was to know what is the status of adult education in the selected universities, what is the decision process within the institution concerning the creation and design of a concrete programme and management aspects as commercialisation, staff selection, student selection, selection of teaching and learning methods, and guidance and evaluation procedures.

These aspects were also handled in the interview protocols with the lecturers, but with a more detailed focus on teaching and learning aspects and on internal organisation of the programmes.

The interviews with the students were focused to obtain insights of the individual decision process in favour to one or another programme, the relation to the specific labour market situation, their evaluation of the course, but overall the impact on their labour situation.

Finally, it must underpinned again, that the objective of the case studies was not to obtain a representative picture of the landscape of university adult education, but to obtain some insights about decision, implementation and evaluation processes, but overall to analyse the potentials and obstacles for a clear labour market orientation of university adult education. An additional objective was to confirm (or not) of the basic assumption of our project, that university adult education must be evaluated in great part under the perspective of their labour market relevance, which isn’t until now a criteria of evaluation of university adult education.

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1 The protocols can be consulted at the project website www.themp.eu
Description of Case Studies
1st Case: Human Resource Management

General Information

For the 1st study, the Master in <Human Resources Management> has been selected, which is offered by the small Catalan university with a strong regional engagement. In 2011, the University Rovira i Virgili of Tarragona had around 13,790 students\(^2\) and employed 1,173 academic and 571 administrative staff.\(^3\) The university has an annual budget of EUR 103,4 millions.\(^4\)

The university has created an own foundation, the Centre of Continuous Training (CCT), to manage its adult education programmes. It offers programmes to graduated students and professionals with official university degree. They entitle students with an own university degree that could be an <Own Master> (with an extension among 60 and 90 ECTS) or <University Specialist> (with 30 ECTS). In addition, the CCT offers tailor-made programmes to enterprises and public institutions. The CCT also offers short-term courses, oriented to people with or without academic degree, who want to improve their knowledge, abilities and competences, on a full-time, part-time or on-line basis. In 2010, the CCT offered 220 programmes and courses for 4,130 students.\(^5\)

The majority of the students in own degree programmes (45,6%) have a age between 26 to 35 years, but also a considerable part of the students (35,8%) are between 35 and 55 years old, which are generally people with a large professional experience.

<table>
<thead>
<tr>
<th>Age of students</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 25</td>
<td>192</td>
<td>16.4%</td>
</tr>
<tr>
<td>between 26 and 35</td>
<td>535</td>
<td>45.6%</td>
</tr>
<tr>
<td>between 36 and 45</td>
<td>326</td>
<td>27.8%</td>
</tr>
<tr>
<td>Between 46 and 55</td>
<td>105</td>
<td>9.0%</td>
</tr>
<tr>
<td>Older than 56</td>
<td>14</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

Table 5
Type of students in the own degree programmes in 2010

\(^2\) Students are those of are matriculated in bachelor, master or doctor programmes.

\(^3\) Source: Estadística de la Enseñanza Universitaria, INE, curso 2010-2011

\(^4\) Source: website of the university: www.urv.edu

\(^5\) Data provided by the CCT.
Programmes aim to obtain <own degrees> are generally created by academics. They present an idea of a programme to their faculty. After the approval, the programme passed to the CCT for its commercialisation, administration and quality control. This structure can be called internal decentralised programme management. The academics themselves are responsible for its internal organisation including the design of the programme, selection of the lecturers and the examination procedures.

In the case of the programme of <Human Resources Management>, one critical factor is networking with local enterprises, as it competes with other programme on human resource management offered, for instance, by the Chambers of Commerce or the different entrepreneur associations. The success of this programme depends on the constant up-dating of the contents. This networking is not structured by the CCT. It is managed by the programme director and coordinator in a more informal way.

The two years programme has a cost of 6.000 €, which is paid by the learners or by enterprises. The programme does not offer guidance to students to obtain individual public funding. It does not received public funding at all. The CCT has a section of guidance to obtain individual funding by the Tripartite Foundation for Training in Employment.

**Target Group**

Currently there are 18 students in the first course and 18 in the second. Almost all students came from the region of the URV, but there are some from Latin-America and China. There are students coming from Management and Business Administration, labour relations, psychologist and social workers. Also there are some students with unusual degrees in this field, as history and mathematics.

Basically there are 3 types of students’ profiles:

- Recent graduated students in psychology, pedagogy, work sciences and labour relations.
- Technical professional or corporate manager with different degrees.
- Student with work experience but without relation to the human resources area.

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6 The Tripartite Foundation for Training in Employment, which belongs to the State Public Sector, is one of the bodies that make up the organisational and institutional participation structure of the subsystem of vocational training for employment. It has a tripartite nature and its board of trustees is formed by the Public Administration and the most representative employers’ and trade union organisations. ... The resources that finance the subsystem of vocational training for employment come from the vocational training contributions collected by the Social Security system, European Social Fund grants and the specific contributions established in the budget of the Public State Employment Service.“ (http://www.fundaciontripartita.org/index.asp?MP=25&MS=110&MN=1). It counts also with the co-funding of training initiative by the European Social Fund.
There are also unemployed students aiming to be more competitive in their employment search. This can be considered as an emerging profile.

The students expect to expand their knowledge in the field of human resources, get specialisation in specific topics and acquire new capabilities to respond to new responsibilities in their enterprises or to get job opportunities outside of their actual job.

The analysed programme, as other programmes of the CCT, is not oriented to transitional labour market. In other words, the programme doesn’t take into account the specific labour situation of the learners. But as there is a strong unemployment crisis in the region, as in the whole country, the programme director detected increasing labour market expectations observing also a change in the expectation regard to the learning results. They do not expect only acquiring new technical competences, but also accessing to new labour opportunities by social networking with other students and cooperating enterprises. In other words, they detected the need to develop aspects of the course related to cultural and social capital, developing additional services such as organizing of events and access to restricted labour market mediation.

Decision Making

The Master in <Human Resources Management> began in 1997. It was created by the actual programme director in response to the social and business demand of the enterprises for experts and specialist in human resource management to adequate to the innovations and dispose of new tools of technology and research. Since its creation, the programme had been evolving and improving, mainly regarding the content. The main decision about the programme content, staff selection and time schedule is taken by the programme team.

The program is designed to acquire management skills on human resources required by companies, with an interactive approach that encompasses human resources policies as a strategic part of companies, labour relations framework, techniques and tools of management, planning and selection, management skills essential for people and team management, and corporate social responsibility.

The main part of the students is coming from the same region.

To participate in this programme is related to different expectation of the learners:

- Recent graduate students that expect to complement their studies with practical training. They take the decision to participate in the course to increase their labour market opportunities and to improve their labour market entry.

7 There is a lack of labour market networking so that the CCT can not develop programs for risk management.
People, with work experience in the area of human resource management, that means technical professionals or corporate managers, are looking for updating their professional knowledge and competences and improving their work performance. They want to improve their work performance or to be prepared for new responsibilities in the same enterprise or in another; and accredit their training with a master degree.

The third profile of students with work experience, but not in human resource management try to acquire professional competences to improve their current position in the company, to change the employment or to obtain new employment whether they are in a situation of unemployment.

**Implementation: Structure of the Programme**

The program is face-to-face and the lessons are taken on Fridays and Saturdays, in blocs of 4 hours in the CTT facilities. The course is structured in a modular pathway that integrates an <own master> degree, a <University Specialist> degree and three courses of continuous training. The first year as technical specialist in selection is done through two modules.

- Module 1: Specialist in Human Resources management.
- Module 2: Internships.

Training topics, communications and management abilities are incorporated in the second year:

- Module 3: Strategies of Human Resources management
- Module 4: Management abilities.
- Module 5: Internships.
- Module 6: Master’s Final project.

The Master degree contemplate 225 hours of internships in companies and the elaboration of a final project at the end of the course related of an aspect of the company.

Also, it is possible to participate in 3 courses of continuous training of initiation in human resources management. Each one addressed a specific module of the master, with those it is possible to obtain the following certificates:

- Certificate in planning and selection of human resources
- Certificate in management a social responsibility of the company
- Certificate in group management and team work

**Didactical Aspects**

60% of the lecturers are professionals that work in enterprises. According with the programme director and the coordinator, this is a guarantee of success of the programme. Usually, the lecturers are selected by the director and the coordinator based on their CV and a personal interview. They take into account suggestions and opinions of the rest of the academic staff.
According with the general rules of the own masters, 60% of the lecturers must have a PhD degree. None of the lecturers has received specific training for adult education.

There are 20 lectures; 12 of them coordinate one module in the first or the second course. Each coordinator has the authority to manage the content of the course. The lecturer staff is quite stable.

The planning of the course and the teaching methodology has evolved over time to respond the profiles according the needs. It has dynamic and practical oriented methods adjusted to have an active participation of the students. During the master it is incorporated practices to motivate students through the performance of the management and task groups’ module in which they self-training with other teachers. For these modules, they move outside the classroom.

We can talk about blended learning, which combines different teaching and learning methods: master classes, ICT supported methods (audiovisual, electronic board, computers, etc.), group work, work on projects and internships.

They work by modules with group projects that may develop in the facilities of a company. In the work by projects, the students develop a practical case with real information that may apply in the future in a company. The personal experience of the older students may take part of the learning process. The purpose of the project is the acquisition of capacity and abilities, searching information and developing tools to face a real situation in a company. Recently, it has been incorporated a coach to lead the working groups.

Some students do internships in companies. The practical part of the master is shaped through a network of ex-students that are working in companies that host students for the internships, enabling a potential recruitment. The learning methodology has incorporated the nets (internet) although the course is in person.

The evaluation of the academic performance is done through an evaluation system for subjects, a written presentation of the project and its public defence.

**Additional Services**

The level of additional services is low. There is no assessment for learning and professional trajectories. The CTT do not have information related with the entry into working life of the students. There is no systemic following up, quality control or feedback with students; neither have a way to monitor the actual results in the working world. There are no additional activities carried out like cycles of old students, organized conferences for older students etc. However, the programme director and the coordinator have the idea to put in action some additional activities with the intention of improving the relation with ex-students.
Counselling and guidance after completing the course are underdeveloped. For example, there is no job board exclusively for the CTT students; they must attend to the one of the URV. There are no constraints on the services of labour mediation. Some alumni do not consider CCT as a reference point or as a benchmark to access to specific professional information. Therefore, the programme team is working to improve the services for the alumni once the program is concluded. They are creating a network of counselling between students, alumni and companies.

_Evaluation and Impact_

We must distinguish between the quality evaluation at the institutional and the programme level. The institution has the ISO 9001 certificate and others including at national level, with accredited the quality of the management system of the institution fulfilling the standards of quality. The CCT has also implemented an evaluation system to make a follow-up of the programmes measuring, for instance, by an on-line survey among students the degree of satisfaction with the training activities. However, a systemic approach for the evaluation of the quality of programmes is not implemented. There is a lack of communication between the lecturers and the institution. There is a lack of institutional quality evaluation of the programmes. That means, nor CCT nor the faculty do evaluate regularly the quality of the programmes,

At the programme level, the students and the lecturers made an evaluation to measure the methodology at the end of the module. The students express their satisfaction through a poll at the end of the course. But, the programme directors considered that the quality of the program is not duly evaluated systemically.

_Self-evaluation: Programme director and the coordinator_8

The programme director and the coordinator perceive a lack of systematic mechanisms to discuss the teaching methodology but also the impact of the programme on the work performance and the employment situation of the students: "We believe that its labour market insertion has been good, but in the current situation it is difficult to obtain results. According to the feedback we have with students, who are working, their work performance is much better after having participate in the course because they can apply the techniques learned and they have a more global view. The program prepares them for promotion or structural changes in the workplace.” According to the results of the poll at the end of the programme, the students’ abilities are much better after completing the course.

8 The parts in italic are translated quotes from transcribed interviews.
Notwithstanding, the programme director thinks that the programme has a specific problem since it must give response to two clearly differentiated target groups: a) older workers with work experience and b) young learners without work experience. The academic progress of the program is evident with the experienced group; they think that may use the learning in their workplace, so generally they are satisfied with the course. The younger interviewees (without experience) are less satisfied with their training. Although they think that continuing education is important, their priority is to find a job to gain experience. They believe that experience is more valued than training. They expect a more practical oriented program providing new insights in human resource management.

**Evaluation from part of lecturers**

Some teachers have a more pessimistic vision on the effectiveness of university adult education. *The interest in obtaining a degree responds in many cases mostly to the fact that it is an improvement for the CV and insofar improves the possibility to find work. Thus, the interest is not grounded in receiving a quality education but in the certificate by itself.*

The trend, not so much of this programme, but the university adult programmes to lower the requirements in terms of contents and workloads, is due to the need to adapt the programmes to the demands of the students and to avoid the loss of costumers. Some lecturers coming from enterprises observed also that these do not consider high important these kind of training. That means, "we must increase the interest of students for good education and training. The university has to enhance the quality of courses and their requirements. And last but not least, companies must understand this training as an added value to their business".

**Programme evaluation form part of students**

The positive evaluation of the programme management contrasts with the critical opinion of the interviewed students. We take up here again the distinction between the students coming from the university and the students with work experience.

First al all, it must be underpinned, that all interviewed students considered positively “*the mixture among younger and older students enriching the groups bringing in different and often complementary perspectives. The older students are contributing their wide experience and introducing certain dynamics to the courses, while young people with good skills on new technologies have more opportunities to participate.*”

The students with work experience consider that the programme orientation is too general and that the level is too low. The workload level is low. They consider that the methodology of the academic lecturers is too theoretical and a continuation of the university. Therefore they do not
provide knowledge or experience related to the real world. In so far, these students appreciate more the lesson of the lecturers who coming from enterprises. Although some students consider that those lecturers should be trained in adult education and the use of multimedia. In other words, there is a certain lack of specific preparation for adult training or the need to adequate further the teaching methods to students with work experience. A positive aspect is the knowledge transfer with other experienced students. In spite of the critical view, those, who are still working in human resource management, can apply what they are learning directly in the workplace, so they are quite satisfied with the course.

On the other hand, the young students are very critical with the internships. They consider that these don’t fulfil their expectative. They do not fell valued in some enterprises and consider that the activities weren’t related with the program. The internships are not being monitored by the tutors, and actually some students consider the internships as unpaid jobs. There is a lack of control on the quality of the internships in the enterprises. In general, the younger students are less satisfied with the programme due to their expectation that it will open doors for employment. But this expectation has not been fulfilled in many cases over the last years.

**General Summary & Recommendations**

The programmes of this university should be analysed on the background of the specific socio-economic situation in Spain, which is suffering since 2008 a strong economic crisis with steadily increasing unemployment rate and increasing social and economic uncertainties. This affects also highly skilled people. Under this circumstance, it seems even more relevant that the universities develop coherent adult education programmes to improve the labour market opportunities of the students. But as we have explained before, the CCT and the analysed program have not such a particular labour market orientation in the sense of forming part of transitional labour or any other type of labour market policies.

The CCT responds to the model C of the aforementioned management models. It is a external unit in form of an university owned foundation.

The picture of the training supply is more complex since we have to distinguish between tailor-made programmes designed for enterprises or economic sectors, and general programmes (<Own Masters> and <University specialist> programmes). The catalogue of own degree programmes is not based on a systemic analysis of training needs or a coherent university strategy but it is the result of independent proposals of the academics (or faculties) seeing a potential training demand in specific economic sectors and they develop an offer. To some extent it is the training market that decides.
The impression arises that the systematic institutional analysis of training needs is the starting point only of a part of the training offers (tailor made programmes). The other segment of the training offer promoted by the academic staff is based on a more unsystematic and intuitive procedure to detect training needs. This segment of adult education is managed by particular market principles:

Through the CCT, academic staff offers adult education programmes hoping to find a demand among citizens. The program's success is measured through the number of students it attracts and its consolidation over time, but there is no general indicator of the quality of programs in relation to their impact on the labour market (work performance, employability and quality of work). There are no instruments to measure if a program helps to improve the student's position in the labour market. And there is no consolidated methodology to measure the economic costs-benefit balance of the development and implementation of the programmes.

Naturally, the adult education offer targets individuals and groups in order to facilitate employability promoting cooperation with local business. The targets of the programmes are generally graduates and mostly oriented to professional specialization. Most students come from the local level, with a clear predominance of women. But men's participation tends to grow. As still mentioned, there are three clearly differentiated profiles:

- Young graduates without work experience. It can be assumed that an important part of the group of students between 26 and 35 has no experience, or if any it is little.
- Professional graduates with professional experience. This group is part of the group of students between 26 and 35 years.
- Professional graduates with professional experience. These are people between 36 and 55 years.

The programs are funded by fees from students or business in the case of customized courses.

The phase of promotion and advertising programs is not very active. The university does not do enough outreach to companies, organizations or individuals to its training and has to compete with the training offered by other universities and other private entities that have much more developed phase of promotion and advertising of the training offered. Also the counselling and guidance after completing the course are less developed. For example, there is not a job board exclusively for students of CFP. Students should use the job board of the URV.

The regulation regarding academic recognition of the adult education programmes is unclear. That is, cases vary and the recognition rate is up to each university. In any case the number of credits from recognized professional or work experience is usually not higher than 15% of total credits that constitute the curriculum. Therefore, there is little recognition of the knowledge,
Description of Case Studies

skills and experience gained through work experience and do not have a function to improve permeability to traditional college education.

Coming back to the programme of Human Resource Management, we have seen that it is a flexible programme allowing obtaining the degrees of <University specialist> (1 year) and <Own Master>(2 years). It is a blended learning face-to-face course including master classes, group and project work, using ICT-tools and internships in enterprises. It covers also the three learner profiles mentioned. It seems that the younger students are less satisfied with the results of their participation as it does not fulfil their expectation of labour market entry. A critical point is the internships in enterprises.

The degree of satisfaction of students with work experience is quite higher. For students who need to upgrade skills, complement the work experience and improve their jobs performance, the experiments with real data applicable to a company, it is very helpful, in particular, to those working in human resource management. But these students claimed for a higher level not only in respect to the contents but also to the examination that means the personal project presented at the end of the course.

The CCT as well as the analysed programme are examples of university adult education with a low systemic linkage to the labour market policies. But this statement does not imply that the programmes have not labour market impacts. Specially, the programme is a good example, that the university adult education must affront the challenges of the changed socio-economic environment. The course was created in 1997. It has developed in a positive socio-economic environment, which changed abruptly in 2008 with the financial crisis, entering then in a long national economic and employment crisis. For this reason, the claims of the students of a balance return of investment increased asking for a higher impact on the labour market.

An answer to this challenge could be a closer and more systematic interaction to labour market actors to update the contents of the course as well as the learning and teaching methods. This requires also a systematic post-evaluation of the course not only asking for the learners’ satisfaction at the end of the course, but also afterwards. It requires also some additional services such as offering good information on available job positions and social networks constructed around the course.

From the teaching and learning perspective, two critical aspects must be underpinned:

a) Internships are generally considered as a key element of professional training since it brings the learners nearer to practice. One conclusion from the programme analysis is that the quality of internships must be permanently evaluated as well. Probably no internship is better as a bad internship.
b) Training for trainers is a second element to take into account. It is well-evaluated that the lecturing staff is composed by academics and practitioners. But it is also claimed for a better preparation of both types of lecturers to work with adults.
**2nd Case: Centre of Continuous Training at a Polytechnic University Valencia**

**General Information**

For the 2nd case study, the Polytechnic University of Valencia was selected. This university has created for the management of the adult education programmes an independent administration entity called Centre of Continuous Training. Its president is a vice-rector. The function of the centre is

- To impulse in collaboration with departments, centres, institutes and other university units the creation and the development of training and education projects facilitating its diffusion and promotion.
- To analyse the existing social demands on continuous training and education so that a flexible and adaptable offer can be developed.
- To follow-up the training projects, their appropriateness and the quality of teaching, and acting as administrative support for the offered programmes.

The university is a medium Spanish university with 40,419 students, 1,534 administrative staff and 3,635 academic staff specialised in the transfer of technological skills, as well as a humanistic and cultural education. It has a large offer of continuing education. It gave specific degrees (masters and professional specialists) but also specific training courses aimed at the university community and society in general. In 2011, the university has carried 1,900 activities with more than 42,000 participants.

The university pays special attention to the incorporation of the graduates into the labour market; encourages contacts between businesses and students through internships at enterprises and public institutions. For this objective, it has established a Career and Employment Office, to guide and encourage the professional development of all the alumni.

At the beginning of the 1990’s, the university created the Centre of Continuous Training (CCT). Its mission is to serve as an interface between the university and its environment in the area of continuous training. Through the CCT, the university offers 3 types of continuous training:

- Degrees: Own Master (500h); University Specialist (200h) and Professional specialist (400h).
- Special courses with a shorter duration and oriented to people who want to improve their knowledge on concrete issues (on line and face-to-face).
- Tailor-made courses.

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9 Source: Estadística de la Enseñanza Universitaria, INE, curso 2010-2011
10 Data provided by the CCT.
The CTT defines as its mayor clients, the academic staff, who wants to organize programmes. External clients are (a) professionals, which ask for updating professional knowledge, skills and competences and (b) enterprises and other organisations that are asking to update the professional knowledge, skills and competences of their employees.

The centre has standardized procedures for the creation of the programmes, the quality control including a follow-up (system of Quality Management), but do not trace the social quality of the programmes.

In 2011, the CCT offers 1.900 activities. These are 91 more than 2008 but 300 less than 2009 and 200 less than in 2010. The number of participants is about 62.000, which is compared to 2009 a loss of 9.000 participants, and compared to 2010 a loss of around 6.000 participants. The number of accepted participants is about 42.122, which is compared to 2009 a loss of around 6.500 students and more than 4.000 students less than 2010.

### Table 6

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nº of courses</td>
<td>1.679</td>
<td>1.809</td>
<td>2.200</td>
<td>2.100</td>
<td>1.900</td>
</tr>
<tr>
<td>Nº of inscriptions</td>
<td>56.710</td>
<td>64.827</td>
<td>71.000</td>
<td>68.000</td>
<td>62.000</td>
</tr>
<tr>
<td>Nº of accepted new students</td>
<td>33.692</td>
<td>34.767</td>
<td>48.611</td>
<td>46.365</td>
<td>42.122</td>
</tr>
<tr>
<td>Turnover (in millions €)</td>
<td>10,2 €</td>
<td>10,6 €</td>
<td>9,2 €</td>
<td>8,7 €</td>
<td>8,1 €</td>
</tr>
<tr>
<td>Nº of seminars</td>
<td>49</td>
<td>79</td>
<td>146</td>
<td>135</td>
<td>137</td>
</tr>
<tr>
<td>Nº of congresses</td>
<td>1</td>
<td>10</td>
<td>34</td>
<td>22</td>
<td>38</td>
</tr>
<tr>
<td>Nº of other Services</td>
<td>154</td>
<td>242</td>
<td>136</td>
<td>154</td>
<td>149</td>
</tr>
</tbody>
</table>

Source: Polytechnic University Valencia

Having a look on the age structure of the students at the CCT, we see that 71% of the participants in all activities offered by the CCT, which includes between other training activities, the seminars and congresses, are older than 36 years, and 39% are older then 46 years. Going to the training activities, we see that the main part of the tailor made programmes is for people between 26 and 45 years old (86%). 54% of the learners in these programmes are older than 36. The age structure changed significantly in the specific training programmes and the programmes for the own university degree. In both areas, the participation of people younger than 25 is significantly higher, meanwhile the participation rate of the cohort between
36 and 45 is significantly lower. In the specific training programmes, the participation rate of the people older than 35 years is around 41% and in the own degree programmes 33%.

<table>
<thead>
<tr>
<th>Age of students</th>
<th>All activities</th>
<th>Tailor made</th>
<th>Specific Training</th>
<th>Own degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 25</td>
<td>9%</td>
<td>2%</td>
<td>22%</td>
<td>19%</td>
</tr>
<tr>
<td>between 26 and 35</td>
<td>20%</td>
<td>44%</td>
<td>37%</td>
<td>48%</td>
</tr>
<tr>
<td>between 36 and 45</td>
<td>32%</td>
<td>42%</td>
<td>15%</td>
<td>21%</td>
</tr>
<tr>
<td>Between 46 and 55</td>
<td>20%</td>
<td>10%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Older than 55</td>
<td>19%</td>
<td>2%</td>
<td>21%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: Polytechnic University Valencia

This case study is based on a set of programmes with a significant percentage of students in mid-life. For each programme at least the programme director and one student were interviewed. In addition, interviews with some lecturers were carried out. Also one in-depth interview with the aforementioned responsible has been made and the directors or coordinators of some other programmes with significant participation of mid-life students were interviewed.

**Target Group**

The target groups are the students who want expand their knowledge and acquire of new professional capabilities in preparation for new responsibilities in their current enterprise or new work opportunities. In so far, the programmes have a labour market orientation helping students to consolidate or improve their labour market position, but they are conceived under the exclusive perspective of training needs. The programmes are not taken into account specific labour market situations. That means, the programmes are not focused on labour market transitions and aren’t forming part of labour market policies. Other programmes do not measure their impact on the labour situation of the students in terms of employability or quality of work.

In the programme for <car designer>, there are more young graduates with some (voluntary) work experience, but also some mid-life students with a university degree. The students are coming to obtain new job opportunities in this very specific sector. It is a highly specialised course addressing a very specific group of students, which are highly interest in car design, but also in design in general. The programme requires a considerable dedication of time as it is done 4h30 min a day from Monday to Tuesday in the evening. But it seems to offer considerable opportunities to work on design not only in Spain, but in the world.
The programme of <financial advisor> is oriented to graduates with long work experience in the financial sector. Most of students in this programme participate seeking a compulsory certificate which is demanded by theirs companies. Nonetheless, there are also some students participating voluntarily. There is a slight change in the student profile, coming more people from enterprises but paying by themselves. Most of adult students participate in the course to prevent situation of collective firing, which is the big threat of the financial sector due to its deep restructuration. Currently, about 60% of the students are funded by enterprises.

The students of the programme of <photovoltaic energy> are mainly young graduates without work experience, but there is also a significant part of older graduates with work experience. In this programme around 10% of the students are non-graduates. The programme is focused to complement contents, which aren’t in the regular learning programmes of the official degrees. In spite of the problematic situation of the sector of photovoltaic energy in Spain, the programme director perceives that the programme offers access to new job opportunities also in international enterprises.

**Decision Making**

The priority of the CCT programs it to add knowledge to professionals in the market, complementing the lack of training of students due to the changes in the technology or in the organizations or due to the lack of coverage of the institutional education in regard of contains. The CCT analyses the training needs and tries to impulse programmes to give answer to detected demands. They detect the needs of target groups and consult alumni (former students) that are working in different sectors. They take in account the requirements of the companies and the new software that are using the companies to provide the students with the appropriate tools to face the real situations that could affront in their jobs.

The CCT creates an informed environment, in which the programmes can be proposed, commercialised and carried out. The main procedure for the creation of the programmes is that the academic staff elaborates proposals for programmes, which must be approved by the university departments or faculties. In general, these proposals are not based on a strict labour market analysis, but on the knowledge about training needs and intuitions of the academics. The programmes, which are included in this case study, followed this procedure. They started as a stand alone initiative of the programme director. The CCT is commercialising the programmes e.g. through its website, where the catalogue of programmes can be consulted. It checks also the quality of the programmes and advices about fees. It makes also the quality control in terms of students’ satisfaction. But the decision about the programme contents, staff selection and time schedule is taken by the programme team.
Implementation: Structure of the Programme

The origin of the programme for <Specialist in Solar Photovoltaic energy> goes back to research made since 1997. Currently the programme fee is 1.400€ with a discount for ex-students of the UPV and unemployed people. Due the evolution of the technology and the massive use of this type of energy, the programme director detected the need of technicians trained in this technology field. The content of the course has been adapted over the time in accordance to the companies’ requirements and to cover the abilities that were not included in the regular higher education programme. The companies do not participate directly in the content development, but do offer their support in different ways: share their knowledge given classes and receiving students in their facilities to observe the production process; also redirect the course to potential students. The coordinators also take in account companies’ feedback, since they know the necessities of the industry. The program directors are in charged of the design and organisation of the program -including the selection of lecturing staff-, and the teaching methods. This programme could be completed in 6 month or in 1 year if is taken in partial time. It is structured in the following modules that must be completed sequentially:

- Module 1: Elements of solar photovoltaic systems (Introductory module).
- Module 2: Photovoltaic systems connected in net.
- Module 3: Isolated photovoltaic systems.

The whole course could be done on-line with asynchronous tutorials and the examinations are done on line. The teaching-learning process is reinforced with practical examples and problems developed from information acquired from real installations and virtual tours to the facilities that are available in the university (videos showing the photovoltaic plants). The course contemplates 20 academic hours and 730 non-academic hours. If offers a flexibility to study according to the time of each student.

The second programme <Master in Styling and Car design> starts from the perception that there was a gap in the formation of car design in Spain. Since then, there were not such programs available in Spain. And the programmes abroad are very expansive for the students. Currently the fee for participation is 7.800 €. There is no additional economic funding for the programs. When the number of students is not enough the program does not start. The profitability is defined as the coverage of the programme costs. The programme lasts a year. It is a face-to-face programme organised in evening session from Monday to Friday form 16h30 to 21h. During the year, students learn the theoretical basis and practice car design. The student works on three individual projects. They also have to perform an original project as a thesis. The CTT
organizes a ceremony to present all the thesis and final projects. The students have the opportunity to gain scholarships.

The third programme of <Specialist of financial advisor> responds to a European directive 2004 obliging the member states to regulate the figure of financial advisors. The students’ fee is 2.700€ with a considerable discount for unemployed people. The course prepares for European Financial Advisor. The programme has 13 modules, which can be attended independently or as part of the whole programme. 10 modules are referring directly to the aforementioned certificate. The other three modules are oriented to transmit additional competences and abilities, which a financial advisor need to exercise well his tasks. The programme includes face-to-face session (63 hours) during 6 hours one day per week and e-learning by Internet (937 hours). It has an equivalent of 40 ECTS. The programme has two versions: one is closed for people coming from enterprises and the second is open for all. In the last two years, they have in the courses for enterprises around 160 students attended, In this years, there were 60 students in this closed courses and 50 students in the open courses.

In all cases, the design and organisation of the program, including the selection of teaching staff and the teaching method is responsibility of the program directors. The function of the CCT is to commercialize the programme and to evaluate the teaching quality of the programmes. In so far, we can talk about a decentralised system of creating and designing new programmes and a centralised system concerning commercialisation and quality control.

Didactical Aspects

There is a trend towards online courses or blended learning combing electronic means with traditional teaching and learning means. The staff of the analysed programmes comes from the academic and practical area. Neither the academic staff nor the professional have received training for adult education. The selection of the teaching staff is usually made by the programme director. The applied teaching and learning methods are dynamic and praxis oriented. Usually they are based in project or group work with a strong supervision considered as highly relevant.

In the programme of <financial advisors>, the teaching staff is formed by 7 academics staff work and 3 persons from outside the university. The academic lectures have the task to develop the programme contents, prepare the tests and introduce improvements based on the evaluation of the students. However, this staff has no direct relation to the students, which are managed by the 3 persons from outside of the university and one academic staff, who is an associated professor. In other words, this staff is responsible for the follow-up of the student performance in the course of the programme (tutor and mentor). In this programme, each module starts with
a simulation test aimed to know the level of each student. Later they applied exercise and group works to solve hypothetical problems. Also students propose problems to other students. In so far, the programme allows a self-directed learning so that the student regulates his learning rhythm. And the programme is designed to take into account the knowledge based of each students.

Another example is the online programme of <Photovoltaic energy>. Here lecturers are mostly university staff, but also some engineers coming from the energy sector works as lecturers. They have developed in the last years a proper methodology of e-learning based on the experience of the UPV, which also facilitates the web-platform to the programme. On this platform, learners can consult texts, complementary fiches and technical videos. In the videos a professional explains technical aspects related to photovoltaic energy. There is an online tutoring and the possibility to communicate electronically with the lectures and other students. There are also electronic sessions programmed for direct tutoring or for technical teaching. The students can interact with the tutors and lectures in these sessions. The on-line learning is complemented with practical sessions in the building of the UPV, where the students can work at photovoltaic installations (voluntary participation). The course offers also visiting programmes to enterprises working in the sector.

The programme of <car design> includes theoretical classes and workshop sessions, taught by academic and professional lecturers that guide personally the students in the implementation of the projects. This <own master> programme offers also additional activities as seminars, conferences and visits to the companies. The master is face-to-face and lessons are taken from Monday to Friday in the afternoon in the CCT’s facilities. It contemplates 560 academic hours (imparted in the facilities of the CCT and the School of Engineering Design) and 840 of non-academic hours. It includes also the possibility to make internships in the centres of automobile design. Although the programme has no formal agreement with enterprises, internships are paid.

Additional Services

The analysed programme has not developed an offer of additional services for the students such as services of labour market mediation, career assessment or networks of alumni. Neither offers the CCT such additional services except an active network of alumni. It should be mentioned that the programme directors keep informal networks with alumni.

Evaluation and Impact

The CCT is responsible of controlling the programmes’ quality in terms of student’s satisfaction. There is a systemic follow up at the end of activities such as courses, congress, seminars, etc. It is an automatic system that generates reports of the activity of lectures and
courses, and indicates activities that are below the standard deviation. Based on the results of this quality control, the CCT has the capacity of proposing to lecturers some measures to improve their adult teaching competence and in extreme cases, it can also exclude lecturers.

**Self-evaluation Responsible CCT**

The Centre of Continuous Training is oriented to support the academic staff on the generation of adult education programmes. It has a clear internal client approach in relation to the academic staff. The implication of the academic staff and the activities of the centre have allowed developing a important offer of adult education in several areas.

A weak point is that it depends on the general orientation of the university, in which the focus on research has gain some relevance. In addition, the university gave more priority to the official learning programmes instead of the adult learning programmes with their own certifications.

However, the differentiation between traditional and adult learning programmes tends to disappear in the future. *Due to the increasing pressure to link university education to the labour markets, but also the pressure on the individuals to be employable and to be permanently updated, suggested that the universities will have high responsibility in this field related to the so-called third mission of the universities.*

Further development of adult education is highly complex since universities are complex social building. There are groups advocating a more traditional role of the universities denying that the universities must provide such services. *Under this circumstance, there is the risk that adult education would be maintained as a residual in the universities without an adequate professionalization.*

**Self-evaluation Programme Director**

The programme *<Car design>* is a high standard programme. It is oriented to high-skilled people, who wants to work in a very specific segment. In spite of its focus on car design, some ex-alumni works in other areas of design as shoes, clothes among others. Most of students are recently graduates though there is also a significant part of mid-life student. To the latter group it is difficult to combine work and family life with the participation in the course. The strong point of the programmes is that the teaching staff is formed by relative young people with a high implication not only in the programme but also in car design. The weak point is the infrastructure, referring to the rooms and other facilities to do the course, that are not adequate to the price paid for the programme. The programme is not oriented to a group with social risks,

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11 The parts in italic are translated quotes from transcribed interviews.
but to people looking for labour market transitions. That means the programme is oriented to recent graduate looking for job opportunities in this segment of labour market and experienced workers looking for new labour opportunities. The older students keep a more serious attitude of learning since they are in the situation to renounce on part of their family life to participate in the course. The degree of labour market insertion is high due to the particularities of the programme.

The programme <Photovoltaic energy> covers gaps in the official programmes. At the beginning, it was a face-to-face programme, and later on became an on-line programme. The switch to an online programme implied some difficulties due to the time required in preparing some contents as the video-conferences. They were not sufficient supported by the university to make this change. One weak point could be the limited number of practical sessions. However, it is difficult to organize such activities for an on-line audience and within the limitation impost by the university administration. They do not analyse systematically the training need, they adapt frequently the programme based on their experience in the regular university programmes, looking on programmes at other universities in the world and also based on their contacts from enterprises. In so far, the programme responds to the needs of the enterprises offering the students some job opportunities. In fact, they make a positive evaluation of the labour market impact in terms of employability in spite of the critical situation of the sector. They know that some students have been hired by international enterprises.

The online programme <Financial advisors> has an clearly defined objective. Its contents are oriented to the certificate of European advisor. In so far, they have a clearly defined target group in both corporative and open access courses. The strong point of the programme is the permanent follow-up of learners during the course (supervision and mentoring) and the design of the courses. The weak point is that the feed-back with the students could be better using tools, which are not integrated in the used web-platform. They have no information about the impact on the labour situation of the students once finalized the course. They only asked the students, who make the examination of the EFTA to obtain this certification of European Advisor, to communicate them their results. 90% of those students approved the examination.

Programme evaluation from part of students

In general, the evaluation of the students on the programmes in which they have participated is positive, comparing their expectation with the realisation of the programmes.

Two students of the <solar photovoltaic energy> programme saw the opportunity to be prepared for new tendencies in their professional fields acquiring new competences and opening new labour opportunities. Both are working in the field of energy currently. Both chose this online
programme due to its flexibility. Both are satisfied with the development of the course, but they considered that *the practical part could be more developed*.

Also the student of the programme *<car design>* is highly satisfied since the course offers new possibilities not only in the sector of car design, but also in design in general. *The competitive advantage of this course in comparison with other programmes for instance in Italy, United Kingdom and Germany is its price.* He evaluates positively the practical orientation of the programme including the possibility to make internships in enterprises, which enhances the possibilities to find a job in this sector. Another important factor is the presentation of the final project of the students, to which specialist from the enterprises and ex-students are coming. *This presentation is crucial in getting further employment possibilities.*

The student of the programme of *financial advisor* has participated in the mode of the programme, which is done for students from one enterprise. His objective was to improve his skills and competence and, at the end, his work performance. Another objective was *to obtain the certificate as European advisor. His expectations have been fulfilled.* He has participated before in other programmes, but this was the first online programme. Such programme offers more flexibility, but also *requires more implication.* However, the work has followed strictly the programme without adaptation to personal needs or circumstances. Such programme requires also a high degree of supervision, which the student evaluated positively opting for the contact by telephone. He suggests some sessions face-to-face to reinforce the students’ motivation.

**General Summary & Recommendations**

This case study has a slightly different orientation compared to the two other case studies. At this university, we analysed several programmes of adult education giving more relevance to the statements of the programme directors. Three programmes were analysed: car design, photovoltaic energy and financial advisor. All three courses are not focused specifically on the group of mid-life learners, but have a considerable number of them as students. This university has one of the largest offers of university adult-education, including courses for *<own master>* and *<university specialist>* degrees, but also short courses and tailor-made courses.

The organisation of the TLL at this university responds to the model B presented at the beginning of the report. Since 1990, the management of the course is assigned to a specific unit, the Centre of Continuous Training. Its mission is providing services to the academic staff developing adult learning programmes. In addition to the management and commercialisation, these services also include analysis of training and education demands as well as the follow-up and quality control of the offered programmes.
Also in this case comes up the impression that the programmes were not generated as a result of a systemic analysis of training needs or labour market developments, but in a decentralised manner by a more unsystemic and intuitive procedure of the academic staff. In so far, there is – in the best case – only a weak systematic link to the labour market. This does not mean that the programmes have any real labour market impacts. The example of the programme of car designer shows that the course does not responds to a labour market needs. In fact, it seems that it opens labour market opportunities for the participants.

But the success of a course is only measured in terms of number of students and its consolidation over time. The quality is measured in terms of students’ satisfaction at the end of the course. The impact of the programmes on the labour market situation of the students and its work performance is not measured systematically. The programme managers receive feedback only by the social networks. In a nutshell, the university adult education programme is not linked to local, regional or national labour policies. And there is no systematic approach to measure the cost-benefit balance of the creation, implementation and maintaining of the programmes.

Regarding to the analysed programmes, they were created and designed by academic staff. The teaching staff is mostly academic. However, all three courses include practitioners as lecturers. In fact, the programme directors as well as the students insist in the high value which the practitioners bring into the programmes. In all cases, the selection of the teaching staff is carried out by the programme director. But the teaching staff has no specific preparation for adult education.

Two of the courses are on-line, but both offer the possibility to have also some face-to-face activities. The other is a face-to-face course. This includes also the possibility to do a paid internship in enterprises although they have not established agreements with them. This internship is also a mean to enhance the labour opportunities. In the online course special attention is paid to the activities of tutoring and mentoring.

The quality control is focused on the students’ satisfaction and it is managed centrally by the CCT. Software is used to the analysis of the students’ answers. This allows the CCT developing a coherent and consistent quality system, which allows taking corrective measures for instance further training for lecturers and in extreme case excluding a lecturer (or a programme).

Due to their specific characteristic, programmes applied different learning approaches. The blended learning programme for *financial advisor* is oriented to a European directive, which conditioned big part of the programme. It is based on problem based-approach allowing that the

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12 This statement does not mean that the adult education programmes have any impact on the local, regional or national labour markets.
students themselves proposed problems. This opens possibilities of self-directed learning. The programme of \texttt{photovoltaic energy} used different forms of on-line learning, including technical videos. And it combined practical face-to-face sessions in the UPV with the online means. The programme of \texttt{car design} is a face-to face programme, which applies the problem based-approach in the development of individual learning projects aimed to present at the end of the programme.

In particular, the course of \texttt{car design} – despite its face-to-face character – indicates that also the adult education programmes of the universities are competing at global level. The programme director as well as interviewed student compared it with similar offers in Germany, Italy and United Kingdom.

However, the CCT as a whole as well as the different programmes have a low linkage to labour market policies. The detection of training needs is, at the programme level, more intuitive than systematic. All courses started from a personal perception of the directors that detect that there is a gap in the university training offers. It seems more based on the personal perception of the academic than of a systematic analysis of training needs.

Regarding to teaching and learning, it must be underpinned:

a) None of the analysed programmes has integrated internships in their programme design. Only the programme of car-design includes the possibility of doing an internship in cooperating design centres though without establishing formal agreements.

b) In all studies programmes, there is a mix of academic staff and practitioners. This seems to be a key for their success.
Description of Case Studies

3rd Case: Programme of Social Economy at the University of Barcelona

General Information

The University Barcelona is one of the main Spanish universities with more than 59,964 students. At the university are working 5,247 academic and 2,448 administrative staff. It considers itself as a world research university. In fact it is one of the best-placed Spanish universities in different global university rankings.

A pioneering university of lifelong learning in Spain, 20 years ago the UB created a foundation for continuous training and later one for on-line education. 7 years ago, both merged into another university owned foundation called Institute of Continuous Education (Instituto de Formación Continua - IL3). IL3 is responsible for managing the university learning programmes. It is accountable to the UB rectory. It has a wide organizational flexibility, for instance in terms of contracting personnel. In addition, the IL3 presents suggestions to the rectory, in making decisions about the courses supply. Besides the foundation, faculties, university schools and other centres linked to the university are offering also adult education programmes.

IL3 offers tailor-made programmes and general programmes. In 2011/2012, it has carried out 80 tailor-made programmes, in which 4,534 students enrolled. And it carried out 390 general programmes with 12,837 students enrolled. Of these total 470 programmes, 43 were distance learning with 2,801 students, 244 online learning with 10,390 students, 122 face-to-face programmes with 2,767 students, and 61 blended learning programmes with 1,413 students. In total we are talking about 17,371 learners.\(^{13}\)

In the IL3, we can distinguish between academic promoted and institutional promoted programmes. For the case study, we selected a academic promoted programme titled <Social Economics and Management of Non-profits Organizations>. The Research Centre on Economics and Society Foundation (CIES), which belongs to the University of Barcelona, handles it. The CIES carries out research studies and develops new approaches to the knowledge and practice of social responsibility by generating responses and conclusions that provide business value-added. In addition, the CIES provides consultancy services to companies and institutions working in the fields of social economy and social responsibility. In addition to the analysed programme, the CIES offers currently another programme on <Corporate Social Responsibility. Social Accounting and Auditing>.

Several interviews were carried out: director of the IL3, the program director from the CIES, 2 lecturers and 5 alumni of different editions (whose ages oscillates between 32 and 50 years old).

\(^{13}\) Data provided by the IL3 and available also at the web of the university.
Target Group

The programme <Social Economics and Management of Non-profits Organizations> is designed to people who are working in or who would like to work in the area of social enterprises and organizations that provide public services. It is also addressed to professionals in the public sector who are interested in learning about designing, implementing and evaluating public policies promoting the professionalization of the sector.

The target groups of the programme are persons between 30 and 40 years, who are working in non-profit organisations and who carries out, or will carry out- management tasks. It focus on the professionalization of people, who are working or who want to work in the social economy in position of responsibility such as foundations, associations, non-governmental organisations or social enterprises. Participants come from all over Spain, Portugal, and Latin America. The average number of students within a cohort is about 25. The age structure is (roughly) as follows: 45% under 30 years old, 30% between 30 and 40, and 25% over 40. Recently, the number of participants older than 40 has increased.

The programme director makes a selection among people showing interest to participate. Since the online course requires that students spend many hours in learning, she select students, who a) have promised a high implication in the programme; and b) are already working in the sector trying to consolidate their career or make a step further to progress in the sector towards managing positions.

The selection process of students is based on three steps. Firstly, the student CV is reviewed to confirm that student has some link with the third sector - current worker, former volunteer. Students with a background both of social sciences or health receive preference. Secondly, a motivation letter is asked for, in which students should present arguments about their professional experience and expectations on the master. Finally, an interview to getting wider understanding of the student profile is carried out. The interview is face-to-face with local students and via Skype with students abroad. The objective of this procedure is to assure both a high motivation level of the students and their interest to work in the sector. As a result, the group of participants usually has a high level and a similar level of working experience.

The age of the Spanish students is lower compared to the students from other countries. However, over the last years, there is a slight increase also of the age of the Spanish students, probably due to the crisis. The average of the Latin-American students is clearly mid-age due to the fact that most of them have finalized a cycle of international cooperation. Around 95% of the students have a university degree, but they are coming form different disciplines (pedagogy, sociology, social work, medicine and economics).
The fee of the course is 4.000€. In some cases, students – mostly from Latin America – receive financial aid from enterprises or foundations.

Decision Making

Before going in detail to the selected programme, a short description of the IL3’s procedure to implement the institutionally promoted programmes is presented. The IL3 is analysing the tertiary lifelong learning landscape in terms of contents and applied methodology. It also carried out studies to detect training needs. These analyses allow the IL3 to detect training needs in different professional sectors.

The next step is the study of the viability of planned training programmes, asking groups of experts in the respective professional fields. These experts bring knowledge about the economic sectors applying the professional criteria of the sectors. The expert groups included also staff from the university that is working in the respective fields.

Once the viability of the programmes is approved, the IL3-staff design and implement the programme including the selection of the lecturing staff. That means IL3 is in charged of the whole management of the new programme, from the creation of the programme to its implementation.

Regarding academic promoted programmes, every member of university’s academic staff is able to design and manage courses themselves requiring the previous approval of the department or faculty. Currently most of IL3 courses have this feature. It is a decentralised mode to create, promote and manage tertiary lifelong learning. In this case, the IL3 has a mere administrative role.

The programme <Social Economics and Management of Non-profits Organizations> is an example of academic promoted programmes. It was created by a multidisciplinary group of academics, seeking to offer an alternative of training people and companies from the third sector of the economy. The initial idea involved a local approach, with practitioners and professors linked to the CIES, and mainly addressed to Spanish (Catalan) students. The first edition of the programme was in 1992. 10 years later, the programme introduced the on-line methodology to organizing a blended learning programme. As a result, the student profile changed substantially. International students – especially from Latin-America - became an important proportion of enrolment.

The decisions of the students to participate in the programme are related to their labour situation at the beginning of the programme. There are two students’ profiles:

a) Most of students have experience working in non-profit social enterprises. Their objective is to acquire knowledge, abilities and competence to improve their work performance in
managing positions or to be prepared for new managing positions, but also to share problems and to look jointly for solutions,

b) A little share of students is not currently employed in the sector, but they have experience working in the sector of social economy either with a labour contract or as voluntary. They are in a transition period and are looking for professional competences to work in the social economy.

Implementation: Structure of the Programme

The programme <Social Economics and Management of Non-profits Organizations> is a “hybrid type of training between a MBA for managers and programmes for bachelor and official master programmes”. The contents are revised every year bringing in new items, deleting or rewriting others (for example the legal aspects of the social economy, which requires a permanent update. It is a programme which requires from the students to study on average 15 hours at week.

Due to its international orientation, several writing languages are accepted such as Spanish, English, French, Italian and Portuguese, but a pre-condition to access is the ability to read and understand Spanish texts.

Depending on the previous degree, the participants obtain different certificates. The persons with a university degree opt for an Own Master Certificate of the University programme. The students without any university degree will receive the certificate of University Specialist.

The programme is modular. To obtain these certificates, all modules must be attained:

- Module I. Social Economy, Third Sector and Social Enterprise
- Module II. Legal Framework of Non-Profit Organizations
- Module III. Business management of Non-Profit Organizations
- Module IV. Finance and Accounting Information Systems for Non-Profit Organizations
- Module V. Methodology for the Master’s Final Project
- Module VI. Organization of Human Resources
- Module VII. Sociopolitics
- Module VIII. Fundraising tools
- Module IX. Final Project
**Didactic Aspects**

**Teaching staff**

At the institutional level, the teaching staff is composed by academics and practitioners working in the sectors. The quantitative relation between academics and professional varies from programme to programme. For instance, a programme focused on enterprises has a higher rate of non-academic experts; meanwhile a programme in the health sector has generally a higher rate of academic lecturers. As we mentioned before, in the cases of institutional owned programmes, the teaching staff is recruited directly by the IL3. Depending on the programme, the teaching staff will participate in all stages of the programme development and implementation. In addition to teaching, the staff has different roles such as tutor, coordinator or observer. An observer is a teacher, who will accompany, assess and mentoring the students in the course of the whole programme. With the idea of promoting the institutional owned programmes, the institute has established procedures to select teaching staff and has created a common information space to reinforce the communication among the staff. The IL3 is reinforcing the programmes of training for trainers, which is on voluntary bases, introducing teachers in new teaching and learning methods. However, until now the participation rate is low.

At programme level, the teaching team is formed by 18 persons, around 75% are academic staff and the rest are experts from the field of social economy. The CIEs manager selected the teachers. However, in the words of the programme director, it is a very homogeneous team, most of them have been working together several years. The teaching staff has a high implication in the social economy. The participation in the programme as a teacher has a vocational and personal aspect. All teachers have access to the online activities of the other teachers in the programme.

**Teaching and learning in the programme**

The CIES is using the platform Moodle, which is managed independently to the IL3. In this platform, all learning materials are exposed. It is also the platform to create forums among students promoting interactive learning. The forums are developed in accordance to the needs of each group, discussing practical cases via chat, exposing and discussing also results of the group evaluation made by the teacher. All these issues, contents and discussions are available in the platform during the whole course (12 months).

They are using all multimedia teaching and learning tools available in the virtual campus. This requires from both students and teachers knowledge and competences to use these software tools and the arrangement of the respective hardware.
The theoretical part of the learning process is based on digital text and is complemented by the use of multimedia means of learning and teaching. Some teachers are using also role games.

Each module has a coordinator i.e. a teacher responsible for its development, which is working in close cooperation with the programme director. A tutor is assigned to each student. The tutorship is carried out through electronic means.

At the end of the project, the student must present a project and defend it in front of an academic tribunal. The project will be present also at the final face-to-face session.

The course is classified as blended learning since it combines on-line learning with three face-to-face sessions. At the beginning of the programme, there is an inaugural session focused on sharing some days together and knowing each other. Likewise, students from previous year also attend to this session. The second session is held in the Andrew Young School of Policy Studies de Atlanta, which is also used to know practices of social enterprise in the USA. Managers of enterprises and practitioners are invited to explain their business model. In the third and closing session, the students present their projects. The objective is to create a <market place>, to which managers of non-profit social enterprises are also invited to show their business model. This session is put together with the first session of the next programme.

During the three face-to-face session, the programme offers also visiting programmes to entities working in the sector of the social economy. But it doesn’t offer internships as part of the programmes.

The programme is based on participative learning processes. The working methodology encourages student participation, especially in discussion forums, via chat, activities, and so on. In the forums, the teachers organize groups to perform works and to defend it in the forums. The composition of the internal working groups is changing during the course. The students take an active role in the programme development and there is a lot of communication among them. This can be classified as a cooperative process of learning and knowledge production among the entire group allowing the acquisition of skills through personal experiences and reflections shared in the forum.

**Additional Services**

The IL3 offers two additional services. One is labour mediation bring students in contact with enterprises, institutions and organisations from different sectors. The second is a service to find internships if the students want to complement their learning in the programmes with internships.

The programme <Social Economy and Management of Non-profit Organisations> has not developed additional services, especially there is no own labour mediation services. The
geographical dispersion of the students hinders the management of such a service. However, the interviewed students, with one exception, are not claiming for such services. Likewise, it is thought that the networks of the social economy are so well structured so that such a service provided by the CIES will not provide additional information.

**Evaluation**

The programme is evaluating the learning processes continuously, for which the participation in the face-to-face sessions and the on-line forums count. Once a month, they make also group evaluation using the chat, during which the cases of the different working groups are compared and discussed. The results are reflected in synthesis reports. It is a public process since all information is available for all students in the programme platform during the programme. At the end of the course, the programme team carries out an assessment survey among the students about their satisfaction. On the contrary, the course is not evaluated by the IL3.

Likewise, the quality of the programme is evaluated by the students at through a survey organised by the CIES. The students have also the opportunity to express their opinion about the programme quality in a meeting with the programme director.

The programme does not make a quality audit as it is considered inefficient. The international audit standards and norms are not useful if the student want to make a comparative analysis of the programme.

The programme does not make a follow-up of the students regarding to their labour market situation or work performance. They use a non-systematic way through their network contacts to non-profit organisation to check the programme success.

**Self-evaluation of the Institute director**

As aforementioned, we distinguish between institutional and academic promoted programmes. The institute’s management has taken the strategic decision to increment the institutional part of the programme, counting with the active support from external experts including experts coming from the faculties of the university. These institutional training programmes are offered mainly on four main areas: Economy and Enterprise; Engineering; Technology and Sustainability; Health, Nutrition and Pharmacy. In fact, the institute has not included any new programme in the last 3 years, which is owned by academics. The orientation to institutional programmes allows a stronger orientation to the regional economic structure for example to industrial clusters.
This strategic orientation to institutional programmes and the increase of on-line programmes brings up the question of the preparation of the teaching staff. The teachers’ role changes. In the future it is more important to share information and knowledge. This requires more attention. The way in which people learns is changing and many of the current teachers have not the capacity to adapt to the new reality in the classrooms. For this reason, we should think about the training that means the kind of training which we will sell the people in the future.”

In spite of having a well-developed instrument to evaluate the students’ satisfaction in terms of the quality of the programme, facilities, teaching staff, learning material, management and organisation, the director noticed some shortcuts in the evaluation regarding to its impact in the labour performance and the labour situation of the learners. In one programme, he has tried to ask manager of enterprises connected to the programme, but received only one answer. There is a cultural gap in respect to lifelong learning. For this reason, the institution is reinforcing the practical parts included in the programmes.

He has a critical perception of the internship and its value for the learning process. A good internship providing added value to the learning process requires the commitment of the enterprise. They must be convinced of the relevance of the internships for their enterprise and take it into account in the internal organisation. To have a good internship programme adding value to the learning processes is very costly. For this reason, the institute chooses to reinforce the practical part within the programmes.

Programme evaluation of the programme director

The programme director considers that the programme is self-sustained and self-managed. The role of the IL3 is limited on administrative support such as commercialisation, collection the fees and the emission of the certificates. The main tasks is realised by the team of the CIES, which runs also the economic risks.

From her point of view, this programme has been, and still is, pioneer in the area of social economics. It has been pioneer also in the use of online facilities. The beginning of programme goes back to the training needs detected in the sector by the CIES Team. The non-profit organisations from the sector of social economy have an important problem of professionalization, which starts from the management level (presidents and managers). It is a sector based on voluntary work and personal implication with bad working conditions. However the perception changes when people became older and they begin asking for better working conditions. For this reason, most students are older than 30 years.

The teaching staff comes largely from Catalonia and Spain, although there are also teachers from the rest of the world. It is very stable team work– a mixture of university staff and
practitioners from the social economy. The core of the group has been working together since many years. Their relation is based on trust, cooperation and commitment to the social economy.

A crucial moment for the programme development has been the change from a face-to-face to a mostly online programme. This change provoked some problems of adaptation in the first year, but once this initial problem was solved the change has been very positive. It has allowed to go regarding to the students beyond the geographic boundaries of Catalonia and Spain. Actually it is a very international programme with a high participation of students from Latin-America. It allows also incorporating teachers from other parts of the world. Overall in Latin-America, the sector of social economy has a considerable growth, which caused considerable training needs and demands

The face-to-face part of the programme is very important for the success of the programme. The inaugural session allows knowing each others. Living together some days allows the teacher to obtain an impression of the student and to establish a personal relation.

Another success factor is the selection of the students. CIES team looks for a very specific profile of students, and admits only students with a high commitment to the sector and to the programme. A crucial factor is the expectations to work in the sector. For instance, a person who has not worked in the sector, neither as voluntary nor with a job contract, hardly would be accepted. But a person who has worked as voluntary in the sector and shows a high motivation has chances to be admitted. Also a good profile to be admitted in MES is a person who has worked in the sector but now is unemployed. The most important is that students can apply in their daily praxis what they are learning in the programme. CIES would also accept people without university titles, working in the sector and with a good knowledge of the sector.

The switch from the face-to-face mode to the online mode did not reduce the workload of the students. On the contrary, they perceive a higher dedication of the students. It is a very intense programme. Some students dropped out because the high workload, nonetheless, the rate is low. Most students finalised the programme.

CIES does not make a follow-up of the labour market impact of the course. There is the impression that the course allows people to improve their performance and to obtain work as managers in the organisations of social economy. They do not offer mediation services, but they communicate working opportunities to the alumni. But there is no systematic approach. What work well is the informal network, which has been created by students.

The programme has allowed also building up an international network of experts, which help to enhance the reputation of the course. Managers from both organisations of social economy and community centres are helping through word-of-mouth publicity, which has helped to build a good reputation in Latin American countries.
Programme evaluation of teachers

The teaching and learning methods are multidisciplinary and multicultural. Those combine theoretical with practical contents, which are very useful for the work as a manager in non-profit organisations. *The programme is based on dynamic, active and cooperative learning processes through virtual forums to interchange experience, approaches and cultural perceptions. The objective is to create shared-knowledge among the students and to acquire abilities and competences to solve problems in the daily work.*

It is a mutual learning process in which *the students learn from each other and from the teachers; and the teachers from the students. In so far, the teachers have up-dated their knowledge during the programme knowing new trends and new forms of organisations.*

The teachers have freedom to teach. Before the beginning of the programme, the teaching staff has a session to debate the learning methodology. It is a space in which teachers discuss the objectives of the programme, propose improvements and up-dates the contents. As a result, contents reflect well the current situation of the social economy and respond to the professional needs of the learners.

Every teacher works in a block of three weeks with the whole group. They also exercise as tutor for the final projects of the students.

Although CIES does not have a systematic approach to following-up students regarding the success in the labour market, the virtual social networks such as Facebook and Twitter allow certain tracking of the performance of the students and their labour market situation. Using such information to improve the programmes will require to contract human staff.

CIES think that strength of the programme is the tight working relation between teachers and students. The programme offers flexibility which means that students can organise their learning process according to their needs, although there is the risks that teachers are not always available.

Another strong point is the creation of virtual spaces, which allows planning many future activities and the development of new communication tools and instruments. However, this demands from teachers a very good knowledge of the current trends and a higher dedication in comparison to a face-to-face programme.

As a consequence, the programme team should look permanently for technological innovations to improve the electronic platform and integrate improvements. One aspect to consider is the integration of automatic translators due to the increasing internationalisation of the programme.
Programme evaluation of students

Three to the five interviewed student are coming from Latin-America (Venezuela, El Salvador, and Argentina). The others are based in Barcelona. Their age is between 30 and 40 years. All of them have a university degree. Only one of those students based in Barcelona had not worked in the sector of social economy when she participated in the programme.

The main motivation to most of them has been to improve the knowledge, abilities and competences to work in the sector and to improve their work performance. Others want to change the work and reorient their professional career looking for new working opportunities. In this sense, the participation in the programme forms part, in general, of a mid-term learning programme.

Regarding the satisfaction with the learning outcomes, we should distinguish between students, which aimed to improve their working performance, and those who are looking for new job opportunities. Regarding the formers, the results are satisfactory since they can apply what they have learned at their work and they have perceived an improvement of their job opportunities. To the later, the results have been less satisfactory since the expectations to find job in the sector has not been fulfilled. It should be mentioned that the person whose expectations are unfilled lives in Barcelona, and probably her situation is related to the fact that the social economy is one of the most harassed by the general economic crisis in Spain. Nonetheless, she also calls attention to her difficulties to be included in the mediation service offered by the university and the IL3.

The contents of the programme are generally well evaluated, but there are also some opinions that the contents are too basic and less consistent. Students appreciate that it is more important to learn <how to do>, which is satisfactorily constructed from the programme diversity. Likewise, students think the intensity of the programme is very high. It requires more attention and commitment than a face-to-face programme.

The programme is more useful to people working in the sector since they can apply directly what they have learned. In the opinion of the other students, the absence of internship makes the learning process more difficult.

Regarding the teaching staff, the interviewed students are satisfied. The academic staff is highly valued for their theoretical expertise, although they are perceived sometimes as too inflexible and less linked to the real work environments. The teachers with a professional background arouse more interest among the students as they transmit more knowledge tightly related to the praxis. All students coincide that the mixture between academic and practitioner staff are complementary and enrich the programme. The students also evaluate positively the degree of tutoring.
The students think that the knowledge and methodological awareness of the teachers is one of the main strengths of the programme. Especially, their capacity to motivate students to look for new knowledge and share it with other students and lecturers is highly evaluated. On the other side, they detect some technological problems, which hamper a higher degree of interaction. Most students call attention to the need of improving the electronic platform of the programme aimed to enhance the interaction among students.

**General Summary & Recommendations**

The University of Barcelona is an example for the mixed model using university administrative units and outsourced units, the IL3, to manage adult education. The case of the IL3 can be considered as innovative among the three cases studied. Within the consolidated structure of lifelong learning provision – outsourcing in a university owned foundation – it chose the strategy to reinforce the institutional part of the programmes putting the academic promoted programmes in the background. This includes choosing a more centralised strategy to design and promote university lifelong learning programmes. The crucial criterion is the cooperation with external experts and enterprises that means building broad networks to detect training needs.

This strategy requires also a stronger human resource management that defines the profile of the trainer including his skills and competences. The institute has developed a training programme for trainers, but on a voluntary base. Until now, this programme has had scare success and it is hard to see that academic staff will attend such programmes as well as practitioners from the different professional fields.

Another crucial aspect of these institutional programmes is their strong practical orientation without recurring to internships. It is considered that the costs of maintaining a good internship programme, which provides added value, are very high. It requires a high commitment from part of the enterprises, which actually seems not to be given.

However, this strategy is oriented to the training needs focusing on the potential demand of training. It has not a focus on the labour market, for instance, in the sense to designing learning trajectories in accordance to potential labour market developments.

The case of the selected programme is an example of a long-running programme (20 years) able to reinvent itself in the curse of time. It is evolving constantly adapting itself to a changing environment. It can be taken as an example for the potential of university lifelong learning programmes in Spanish, which is one of the most spoken languages in the world.
A crucial success factor has been the conversion from a face-to-face to an online programme, but with face-to-face elements. This allowed expanding geographically the clientele largely to Latin-America responding to the increasing training demand in that continent.

A second success factor is the selection of the students. The programme is open for all students, but the direction is selecting the students based on personal interviews (also via video-conference) to assure the personal commitment of the students. This allows, generally, having a group of students in accordance to the defined target group: people, who works in the sector in management positions or who will work in the future in management positions. That means it has the main focus on the improvement of work performance and in minor degree on labour transitions with organisations (or the sector)

A third factor is the combination between online and face-to-face means. Overall the inaugural session is considered as crucial since it allows teachers to establish personal contact to students and to know more about them. This is considered essential for a straightforward tutorship.

A fourth success factor is the high commitment of the teaching staff but also of the learners. The programme director underpinned that working in social economy requires a high personal commitment. A similar commitment is also required in the learning programme as it asked for a high level of participation.

Finally, the success of the programme depends also on its orientation to a specific participant group. It is focused on people, who are still working in the sector and who want to progress in its organisation or in the sector and improve their work performance. Without the opportunity to apply what was learned in the daily work, it seems difficult to follow the course.
Comparison of the Cases
Activities of tertiary adult education are outsourced to an own-university foundation in two of the three analyzed cases. According with the described models in chapter 2, we observe model C (university owned foundation) in the first case – Universitat Rovira i Virgili. The second case – the Universitat Politecnica Valencia - follows the model B (specialised administrative unit) since the university has created an own administrative unit. The third case - Universitat de Barcelona – combines model C with an internal administrative unit, which manages programmes that are organized by the faculties, university schools or linked centres. Therefore, it is a mixed model, B+C (university owned foundation + specialised administrative unit).

The distinction between institutional programmes and those promoted by academics allows us to describe different forms to create and implement adult training programmes, which are similar in the different organisational settings. The distinction is based on the following criteria: intellectual property rights, economic responsibility and responsibility for the different management tasks.

Firstly, we have the adult learning programmes owned by academics, who run the economic risks putting in action the programme. They also assume the responsibility for all management tasks (except the emission of the certificates and collecting the fee) and have the exclusive rights of intellectual property. Secondly, the institutional programmes in which the institution assumes the economic risk and carries out all management tasks including the selection of lecturing staff. In this case the intellectual property rights are fully in the hand of the institution.

The programmes promoted by academic represent the main part of the non-tailor made programmes in all three universities. The process to create and implement this type of programme is decentralised. It starts on the initiative of one or several academics, and then the approval of the respective faculty is required. The academic assumes the responsibility of developing the contents of the programme, the selection of teaching staff, etc. The Centres of Continuous Training (CTTs) play several roles such as administration, commercialisation, emission of degrees, and quality control of programmes. The degree of control from the institution on the academic-owned programmes varies across cases. In two of them, the institutions exert a low level of quality control on the academic-owned programmes. However, the third case has a higher degree of control and has developed a very good system. The CTT can suggest further training for a trainer. And it can also exclude a lecturer, who repetitively has obtained negative evaluation.

Regarding institutional programmes, it is a centralised way to create programmes. The institution develops, creates and implements the programme, including the selection of training staff. It implies a significant change in the relation between academic staff and institution. In the
Comparison of the Cases

case of academic owned programmes, the institution is at the service of the academics. In this logic, the academic is the first client of the CCTs. While in the second case, the academics are at the service of the institution. One of the three institutions follows the strategy of promoting this kind of programmes and reduces the weight of the academic owned programmes.

In general, all institutions maintain network with the socio-economic environment, for instance with chambers of commerce, entrepreneur associations, enterprises, public institutions etc. The CCTs elaborate studies about training needs and carry out consultancy. Likewise, they work in European projects on lifelong learning. They create informed environments and lay the ground for tailor-made programmes.

It seems that this networking has not an important impact on the creation of academic owned programmes. These programmes are created as a result of the personal networking of the programme responsible, i.e. through his contact to other academics, enterprises, entrepreneur associations etc. They perceive training needs and decide to create a programme. In so far, this kind of programmes has a low potential to be linked to coherent labour market policies.

Social reach

All three institutions state that their training programmes are oriented to employability, entrepreneurship and the social-economic development of the society. Their mission is also to reinforce the cooperation with business and society. Likewise, one objective is to increase the competitiveness of enterprises through offers of Tertiary adult education.

The CCTs has broadly defined target groups: the collectives of graduates, offering programmes for the obtainment of own degrees (master, university specialist and others). Some programmes are also open for people without higher education degree, although the rate of learners without higher education degree is generally very low.

A particular case is the IL3, which has defined a clear strategy to promote institutional owned programmes in four strategic areas: Economy and Enterprise; Engineering; technology and Sustainability; health, Nutrition and Pharmacy.

And the CCT of the Polytechnic University Valencia, according to its status as administrative university, has defined as its first mission to serve the academic staff in the design and implementation of adult education programmes.

All three CTTs carry out studies on training needs creating informed environments. Nonetheless, these studies are barely used to design new programmes, and academics generate their programmes based on both their individual perceptions on training needs and knowledge field and/or economic sector. These principles of decentralised organisation hinder the systemic
linkage between TLL programmes and labour market policies. Such a linkage to the labour market strategies for high-qualified workers or qualified workers is not defined as a goal of university adult learning. Students do not have available any guidance services in order to assess them on the programmes and lifelong learning trajectories.

As the table 8 indicates, the need of continuous training for unemployed people with a higher education degree is increasing. The unemployment rate of this group of people is still the lowest of all education groups. Nonetheless, people with higher education are also increasingly exposed to labour market risks. Although people younger than 30 years are the most affected cohort, people older than 30 are increasingly exposed to the labour market risks.

By contrast, the studied programmes define their target groups based on training needs. All programmes focus implicitly on either transition periods or critical labour situations. A very clear example is the programme of “Management of Non-profit Organisations”, which addresses the professionalization of people, who will be managers in non-profit organisations of social economy. And the “car design” programme addresses to prepare people to make a step forward in their professional career. Both courses can be considered as highly selective because they are addressed to a very specific target group. In the first case, the programme direction selected also the students.

### Table 8

<table>
<thead>
<tr>
<th>Groups of age</th>
<th>Higher education, excluded PhDs</th>
<th>PhDs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2007</td>
</tr>
<tr>
<td>Total</td>
<td>15,22</td>
<td>5,35</td>
</tr>
<tr>
<td>16 -19</td>
<td>47,89</td>
<td>20,22</td>
</tr>
<tr>
<td>20 - 24</td>
<td>39,71</td>
<td>13,51</td>
</tr>
<tr>
<td>25 - 29</td>
<td>24,21</td>
<td>7,5</td>
</tr>
<tr>
<td>30 - 44</td>
<td>14,42</td>
<td>4,73</td>
</tr>
<tr>
<td>45 - 54</td>
<td>10,01</td>
<td>3,27</td>
</tr>
<tr>
<td>Older than 55</td>
<td>8,06</td>
<td>2,85</td>
</tr>
</tbody>
</table>

Source: Economically Active Population Survey – National Statistics Institute of Spain (INE)

The programmes of <Photovoltaic Energy> and <Financial advisor> have also clearly defined target groups. The former focuses on people both with a diploma of higher education or without a diploma though already working in the sector. This programme aims to prepare people in working tasks that are so far insufficiently covered by both traditional higher education programmes and vocational training programmes. The second responds to a certification need
imposed by a European directive. Thus, it contributes to the maintenance of current employment or open new job opportunities.

Finally, the programme of “Human Resource Management” has a wider target group. It aims to prepare learners with any of the following situation: a) to improve their performance in their current work places, b) to change to a new work place within the same enterprise or in a different one, and c) to find a new job after a period of unemployment.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Target Group</th>
<th>Access</th>
<th>Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource Management</td>
<td>Job Opportunities</td>
<td>Open</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>Photovoltaic Energy</td>
<td>Job Opportunities</td>
<td>Open</td>
<td>On-line</td>
</tr>
<tr>
<td>Car Design</td>
<td>Professional progress</td>
<td>Open, but selective</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>European Financial Advisor</td>
<td>Risk group</td>
<td>Open</td>
<td>Face-to-face + online (blended)</td>
</tr>
<tr>
<td>Management of Non-Profit Organisations</td>
<td>Internal Transitions</td>
<td>Open, but selective</td>
<td>Online + face-to-face (blended)</td>
</tr>
</tbody>
</table>

The programmes are not integrated in labour market policies. Its design responds to a personal perception of academics about training needs in particular sectors. In general, they are not based on a systematic analysis neither of sector training needs nor of labour market developments.

None of the institutions or programmes takes into account systematically the social dimension, i.e. the labour market situation of lifelong learner. On the contrary, the fact that we are talking about long-running programmes indicates that they do respond to labour market needs.

Regarding to the teaching and learning processes, the revision of the case studies, shows two main learners groups:

a) People without work experience in the field, who want to increment their knowledge, skills and competence with the aim to improve their possibilities of the labour market entry. This group include recent graduate, but also people with work experience, but not in the field. This is important as these people have fewer possibilities to apply the new learnt directly in work processes. In so far, we can also include in this group unemployed people.

b) Experience workers working in the field, who participate in the programmes to improve their work performance, improve their possibilities of professional development or to
Comparison of the Cases

maintain their job. These people have the possibility to prove the new learnt directly at work and to discuss its application with other experienced learners and the lecturers.

Centring in the group of people with mid or large work experience, generally people older than 35 years, we observe in the analysed programmes that the combination of cognitive and situated approaches seems a main road to achieve the labour market objectives. Examples are the course about “Human Resource Management” and “Management of Non-Profit Organisation”. In both programme, students with work experience appreciate the creation of interactive learning environments, what allows the creation of communities of learning and practice and learning through collaboration with other learners and the lecturers coming from practice. In these cases, the fact that the learners are working currently in the same professional field allows testing what is learnt in practice and the interchange of experience with other learners with work experience about this issues. It is project-based learning combined with problem-based learning. Overall the blended learning programme “Management of Non-Profit Organisation” is a good example for the positive impact of mutual cognitive apprenticeship between learners and instructors and between learners.

Both programmes show, however, that such approach requires that the learners are working and can apply the learnt in their work environment. In both programmes, the interviewed students, which are not working in that moment, expressed their dissatisfaction. In the programme of “Management of Non-Profit Organisation”, one student, who didn’t work in the field, but with experience a voluntary worker during its participation in the programme, is less satisfied because she couldn’t apply the newly learnt in practice of social economy. In a certain way, she felt excluded from the discussion in the virtual learning communities.

The programme “Human Resource Management” offers to the students without work experience internships to apply the learnt in real working environments, but the problem is their quality. But these students are very critical with the internships. They consider that these don’t fulfil their expectative. They do not fell valued in some enterprises and consider that the activities weren’t related to the program. The internships are not being monitored by the tutors and some students consider the internships as unpaid jobs. There is a lack of control on the quality of the internships in the enterprises. And in the IL3 of the Universitat Barcelona, the problem of the quality control of internships has conduced the direction to look for means to integrate the putting in practice of the learnt in the institutional promoted programmes.

An other way goes the programme of “European financial advisor”, which responds to a European directive obliging the member states to regulate the figure of financial advisor demanding certificated training. In this programme, each module starts with a simulation test aimed to know the level of each student. Later they applied exercise and group works to solve
hypothetical problems. Also students propose problems to other students. In so far, the programme allows a self-directed learning so that the student regulates his learning rhythm. And the programme is designed to take into account the knowledge of each student. This approach allows a straightforward design aimed to facilitate the certification. And 90% of the students, who make the examination of the EFTA (European Financial Planning Association) to obtain the certification of European Advisor, approved it.

Curriculum development

The analysed programmes have started from initiative of an academic or a group of academics. The curriculum design is responsibility of the programme team. One common feature is that curricula are built on modules, which adds flexibility to the programmes. For instance, this allows to the programme of <Human Resource Management> to offer two degrees (<own master> and <university specialist>)

Another common aspect of all programmes is the high degree of cooperation between the teaching staff when they update the contents. The participation of practitioners as lecturers seems to assure the practical orientation of the contents as well as its actuality.

Since the own-degree programmes are not regulated by the official legislation, their curriculum development is more flexible. In other words, the curriculum development is independent to the curricula of the official bachelor and master programmes. This is probably one reason, why their contents are rarely recognised within the official programmes in spite of the possibility to recognize up to 15% of the contents. However, the accreditation of prior learning (APL) – here prior to the official graduate and master programmes - is in higher education “at a very early stage although it is possible at the discretion of individual universities, for APL to be used in some areas as part of a new HE award.”

That means, the adult education programmes have a low impact on the permeability of the university system.

Training and learning

The case studies shows that the adult education programmes are based on interactive teaching and learning methods that stimulate the knowledge exchange between the students and teaching staff, on one hand, and students, on the other. Group work and project development are still important components of the online programmes.

To nearer the adult education to the labour market, the main strategy is the integration of non-academic lecturers in the programmes. All the courses analysed in our case studies opt for this strategy maintaining the legal disposition of the allowed maximum of non-academic lecturers. According to the programme directors, the integration of professional and experts from outside of the university is a key success factors as their classes are more practical oriented and facilitates the interchange of work experience, which is what the learners with work experience expected. Also the recent graduate seems to appreciate more the contribution from the professionals. On the contrary, many learners consider the methodology of some academic lecturers too theoretical and as a continuation of the university classes.

But the degree of the integration of professionals in the lecturing staff depends on contents of the programmes. For instance, in the two management programmes the professional provided practical knowledge, which highly appreciated by the learners. On the other side, the programme of car design has a lower involvement of professionals as well as the programme of financial advisor, which is based on a more standardised modulised content related to the European certificate. But also in these programmes, the involvement of professional is considered as a success factor, providing social capital but also cultural capital.

The second point of discussion, how to nearer the training programmes to the labour markets, is how to integrate practice in the programme. In the programme of “car design” this is done by the elaboration of designs, which will be presented to a wider audience. Also the blended learning course “Management of Non-profit organisation” opts for this strategy opening at the final face-to-face meeting a kind of market place. And the programme organised also a stage in the United States to know in place the situation, strategies and practice of non-profit organisations. The programme of “Photovoltaic Energy” opts also for the inclusion of some practical session, in spite of the difficulties to organise it in a on-line course. The whole course could be done on-line with asynchronous tutorials. The teaching-learning process is reinforced with practical examples and problems developed from information acquired from real installations and virtual tours to the facilities that are available in the university (videos showing the photovoltaic plants). There are also electronic sessions programmed for direct tutoring or for technical teaching. And the on-line learning is complemented with practical sessions in the building of the UPV, where the students can work at photovoltaic installations (voluntary participation) and also visiting programmes to enterprises working in the sector.

The programme of “Human Resource Management” opts for internships to facilitate learners, who are not working currently in the field, to acquire practice. But the valorisation from part of the interviewed students is not positive at all. Also the director of the IL3 has a critical perception of the internship and its value for the learning process. A good internship, providing added value to the learning process, requires the commitment of the enterprise. They must be
Comparison of the Cases

convincing of the relevance of the internships for their enterprise and take it into account in the internal organisation. To have a good internship programme is very costly. For this reason, the institute chooses to reinforce the practical part within the programmes.

At least, one of the main strategies seems to be the creation of learning communities between students and between students and professionals. The best example is the blended learning course of “Management of non-profit organisations”, which creates virtual learning spaces in which the students are working on specific issue accompanied by the academic and non-academic lecturers. However, such an approach is highly intensive requiring a high commitment form both the learners and the lecturers. Similar attend we can observe in the Human Management Programme, where the interviewed students considered positively “the mixture among younger and older students enriching the groups bringing in different and often complementary perspectives. The older students are contributing their wide experience and introducing certain dynamics to the courses, while young people with good skills on new technologies have more opportunities to participate.” Also the programme “Financial Advisor” offers the creation of learning communities and self-directed learning: Each module of the programme starts with a simulation test aimed to know the level of each student. Later they applied exercise and group works to solve hypothetical problems. Also students propose problems to other students allowing self-directed learning in communities so that the student regulates his learning rhythm.

Resuming, we call attention to the following aspects:

a) All programmes used a mixture of academic staff and practitioners from the field. This mixture is generally well evaluated by the students and also by the programme directors. It seems to be a pre-condition to have a constantly up-dated programme and its close orientation to the praxis in the professional field.

b) Regarding teaching competences of the staff, the practitioners involved have not been formed to act as lecturers, monitor or tutor in none of the studied programmes. The same can be stated in respect to the academic staff. Moreover, none of the academics has been trained to be lecturer in an adult education programme. Indeed, the critical statements of the mid-life students of the course on <human resources management> indicate that this could be a critical aspect of the success of a programme. Nonetheless, the high flexibility to hire lecturers seems to be the main mechanism to improve the performance of the training team. The other mechanism seems to be the discussion processes among the training staff, which in some programmes is well structured.

c) Two of the five programmes are based on online methods. Both combine it with face-to-face activities. Paradigmatically, we can take the programme of Social Economy, which includes three face-to-face sessions. The programme director and the lecturers consider the
first session at the beginning of the course as a crucial element to success. These days of living and working together allow the lecturers to know the students, which is a basis to a good tutorship and mentoring.

d) On-line programmes could be more intensive than face-to-face programmes to both lecturers and students. It requires paying more attention to the tutorship and mentoring. And it needs also a higher degree of coordination since students as well as teachers could come from all over the world.

e) Some programmes offer internships to reinforce their practical orientation. However, this seems a critical element. In one programme, the students mentioned their low quality. In addition, one institute’s director remarked the problems to ensure good internships which added value to the learning process. He preferred to reinforce the practical orientation of the programmes through other means. However, the centre offers a service of finding internships for those students, who considered it as an important tool to complement their studies.

**Target group specific needs and activities**

Each of the analysed adult learning programmes has defined their target groups based on non-systematic more intuitive analysis of training need in specific labour market segments related to the respective knowledge areas at the universities. In other words, the programmes are defined on the expertises of the programme promoters. Nonetheless, we can observe that the programmes are implicitly focused specific social target groups. Roughly we can detect two main target groups:

a) The recent graduates without or with low work experience, who try to improve the possibilities of labour market entry.

b) Experienced workers, who try to improve their work performance, improve their possibilities of professional development or to maintain their actual work perspectives.
### Table 10

**Analysed programmes by target group, access and modality**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Target groups</th>
<th>Target</th>
<th>Access</th>
<th>Modality</th>
<th>Duration</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource Management</td>
<td>1. Recent graduates preparing labour market entry;</td>
<td>1. Labour market entry</td>
<td>Open</td>
<td>Face-to-face</td>
<td>2 years</td>
<td>6.000 €</td>
</tr>
<tr>
<td></td>
<td>2. People with long work experience in HH.RR.</td>
<td>2. Improving work performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. People with long work experience, but not in HH.RR.</td>
<td>3. Job opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Unemployed with work experience in HH.RR or without</td>
<td>4. Labour market re-entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photovoltaic energy</td>
<td>1. Recent graduates</td>
<td>1. Labour market entry</td>
<td>Open</td>
<td>On-line</td>
<td>½ - 1 year</td>
<td>1.400 €</td>
</tr>
<tr>
<td></td>
<td>2. People with work experience in design</td>
<td>2. New job opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Improving work performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car design</td>
<td>1. Recent graduates preparing for new labour opportunities</td>
<td>1. New work opportunities</td>
<td>Open, but selective</td>
<td>Face-to-face</td>
<td>1 year</td>
<td>7.800 €</td>
</tr>
<tr>
<td></td>
<td>2. People with work experience in design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Financial Advisor</td>
<td>1. People with long work experience in the sector, some of them are in risk to loose the job due to restrucuturation</td>
<td>2. Improving work performance</td>
<td>Open</td>
<td>online + Face-to-face (blended)</td>
<td>1 year</td>
<td>2.700 €</td>
</tr>
<tr>
<td>Management in Social Economy</td>
<td>People with work experience in non-profit organisations (voluntary or paid)</td>
<td>3. Job maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. People working on non-profit organisation acceding to management positions</td>
<td>4. New work opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Preparation for Internal Transitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Improving work performance</td>
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</tbody>
</table>
Comparison of the Cases

However, this distinction induced a second one: between the learners, who can prove, contrast and validate the newly learnt in their daily practice and the learners, who have not have such opportunities. The second group requires specific attention facilitating other opportunities to test the newly learnt. It seems that the internship is not the best option and the courses opt generally for project-based approaches.

On the other side, the experienced and employed workers need specific dispositions to attend the classes. Online or blended learning programmes seem to be, at the first glance, the best option. But the experience of the analysed blended learning courses indicates that this type of programmes requires, due to the territorial distribution of the learners and the lecturers, a higher degree of coordination and commitment from all parts.

Generally, the learners, appointed to the programmes, have a degree of higher education, but some programmes are also open for the access of people without such a degree. For instance, the programmes of “Human Resource Management” and “Management of Non-profit organisations” offer the possibility to obtain a degree of university specialist for these kind of learners. In both cases the own master certificate are reserved for people, which have still a university degree. Another example is the programme of photovoltaic energy. Around 10% of the learners have no higher education degree.

Assessment of the impact of programmes

The impact of the learning activity on both the learners and the company in which they work is not assessed in a systematic way in any of the analysed programmes. In general, there are some procedures to evaluate the quality of the programmes in terms of students’ satisfaction at the end of the courses.

The directors of the programmes evaluate the impact through the informal networks with both alumni and companies.

None of the cases offer to the students a guidance service to design their lifelong learning trajectories or in selecting the programme that suits better in relation to their professional trajectory and labour market perspectives.

Advantages and disadvantages of the three cases regarding TLL

The three cases represent the main model of Spanish universities to manage lifelong learning: the creation of a particular administrative unit (model B), the outsourcing of the administration and commercialisation of the programmes in a university owned foundation (model C), and the simultaneous combination of both models. We observe that the programmes promoted by
academics are the main channel for non-tailor made programmes in all three models. As a result, the design and realisation are in hands of the academics including in many cases the economic responsibility.

This decentralised model is highly flexible regarding the elaboration of programmes, the adaptation of the contents to the training demands, and the composition of the teaching staff. The director of the programme is the responsible for the selection of the teaching staff, which allows a high flexibility in hiring academics and practitioners, the permanent adaptation to the learners needs and to achieve high teaching competences.

These programmes are based on the networking of academic staff with stakeholders. The fact that the studied programmes have been run for a long time - 20 years in one of the cases - indicates clearly that they responds to training and labour market demands. Probably some of the courses, for instance Social Economy or Car design, would not exist outside of this model.

This decentralised approach makes more difficult a systematic analysis of the cost-benefit relation of the programmes, since the institution does not know how much time the academic has invested in shaping the programme. Moreover, there is no information about the number of programmes proposed that have not reached sufficient demand.

Such a decentralised model hinders a systematic linkage between the university offer and the labour market policies. Under the perspective of social risk management, learners run the full risk of investment without guidance or assessment of the appropriateness of the selected programme for their own learning and professional trajectory.

Within these models, there is also place to other initiatives such as tailor made programmes and institutional owned programmes. All three cases have such programmes. The IL3 – applying the centralised model of institutionally promoted programmes, it is a good example of a systematic approach in getting close the offer of lifelong learning to the labour market. The main difference between the decentralized academic and the centralized institutional model is the relationship between teaching staff and institution. In the first model, the CCT is a service centre for the academic staff, and in the second model, the teaching staff is at the service of the CCT.
Future challenges for TLL in HE
Global challenges, economic developments and societal changes in the European society put new strains on the European Universities. This has been resumed by the THEMP project under the header of social risks and social vulnerability considering that the universities should play a role in the process to reduce the social vulnerability of the citizens in front of the multiple social risks. A previous Socrates project called NESOR stated: “The reaction of universities upon them should flow into process of strategic orientation planning and meta-management, which universities are anyway forced to engage in.” (Nesor 306) It observed, however, that universities generally do not considered social risks as their concern. “They provide knowledge, and they teach students. It is not their responsibility to take care of the future professional and private lives of their students” (Nesor 308).

But as the concept of lifelong learning indicates the learning processes has changed and are changing. Learning including tertiary learning could not be limited any more to a specific life period. Traditionally universities are linked, for most of its stakeholders and clients, “to the function of gaining a final touch for their education, before passing through to the labour market (and never coming back)” (Nesor 314). But lifelong learning also at the level of higher education is not longer a possibility, but an obligation. In other words, tertiary learning is not “longer restricted to certain phase of live, age group, scope or <initial> education phase.” It splashes “into the whole life duration, labour market and working areas.” Tertiary Lifelong learning will “interact and merge with work, into a long period of <training and learning> in parallel” (all previous cites Nesor 315) And the question is, if the universities will assume their role in the lifelong learning processes and how they will provide the respective provisions. The THEMP project shows that the European universities take different trajectories to respond to the challenges of tertiary lifelong learning. We have present here three cases of Spanish Universities representing the main models of Spanish universities to manage lifelong learning

I. The creation of a particular administrative unit;

II. The outsourcing of the administration and commercialisation of the programmes in a university owned foundation; or

III. The simultaneous combination of both models.

We observe that the programmes promoted by academics are the main channel for non-tailor made programmes in all three models. As a result, the design and realisation are in hands of the academics including in many cases the economic responsibility.

This decentralised model is highly flexible regarding the elaboration of programmes, the adaptation of the contents to the training demands, and the composition of the teaching staff. The director of the programme is the responsible for the selection of the teaching staff, which allows a high flexibility in hiring academics and practitioners, the permanent adaptation to the learners needs and to achieve high teaching competences. These programmes are based on the
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Taking as point of departure that the universities should play a role in tertiary lifelong learning, we describe in the following some major challenges for the universities. However, in the actual situation of the Spanish economy and the government policies to cut public spending also in education, tertiary adult education is not one of the main priorities of the university debate. This debate is more centred in the issue of how to adequate the university structures and processes and the budget cuts and how to reform the university governance structure to the new context. However, within this processes the universities must take in mind the aforementioned challenges of modernising universities opening it to new types of learners and beyond times and space restrictions. They must consider the changes in the learning processes, which are not any more limited to one well-defined life stage. The crucial question is, which function will play the Spanish universities – even under budget restriction – in the processes of lifelong learning oriented to improve the employability and the quality of work and life of the citizens.

For the description of the challenge of universities we assume that the adult learning programmes will be increasingly oriented to learners with a medium and long work experience. We also consider that a mayor integration of mid-life learners is both a problem of teaching and learning methods including the content development and of the institutional configuration of the
tertiary adult learning programme and its interrelation to external stakeholders. First, we want to mention challenges of the institutional configuration:

1st. Elaboration of an economic cost-benefit balance of adult learning programmes. The case studies indicate that the universities do not dispose of systems to analyse coherently the economic costs and benefits of adult learning programmes. But information about the economic balance of the programmes is one, but not the only criteria to decide the outline of the adult learning programmes.

2nd. Elaboration of a cost-benefit balance of the programmes in terms of human, cultural, social capital, employability and quality of work. The case studies show that the universities do not dispose of system to evaluate the impact of the adult learning programmes in the labour market. The universities and the programmes use evaluation system measuring the learners’ satisfaction. But they do not ask for the impact of the programmes on the labour market situation of the learners in terms of employability and quality of work. The success of a programme is measured in terms of number of students appointed and the coverage of the programme costs estimated by the programme promoter.

3rd. The academic promoted programmes have strong limitation to be linked to labour market policies at different geopolitical levels. One requisite for this aim is the building up of knowledge networks for the detection of training needs relevant for the labour markets. In spite of the studies on training needs carried out by the universities, they have information gaps concerning labour market developments. The question is how the universities can get such information, if this information isn’t provide by other actors as the public labour market agencies. However, the majority of universities have departments of economics researching labour market developments, which could provide such analysis.

4th. The universities generally do not dispose of effective learners guidance services. Only having viable data about training needs relevant for the labour markets allows to design professional learning trajectories within a labour market segment and between different labour market segments. This is one requisite to reduce the investment risk of the learners, when they opt for certain programmes. In our theoretical approach, we have related the vulnerability of the citizens in front of risks to the level of knowledge and the capacity of action. That means, the universities must provide the learners with a high quality guidance service incrementing their knowledge about the labour market development and reducing so the learner’s investment risks.

5th. The case studies indicate a low linkage of the lifelong learning provision with the official learning programmes of the Bologna scheme (bachelor, master and phd). The coherent design of such link is a requisite to flexibilise higher education learning trajectories and to
open access for non-traditional learners. This aspect concerns the problem of the recognition of prior learning for the official programmes. There are legal disposition allowing the recognition of part of the university adult learning programmes for the Bologna scheme, but there is a lack of application.

6th. However, the main question isn’t the linkage of the adult learning programme to the Bologna scheme. The main challenge is to achieve the labour market recognition of the lifelong learning provision. In other words, how the learning outcomes are converted into human, cultural and social capital valorised in the labour market. To resolve this problem, the universities need a strong linkage to the labour market stakeholders, especially enterprises. But it requires also the compromise of the external stakeholders to such policies.

A second element is a coherent system to evaluate the labour market impact in the labour market situation of the individual learners in terms of employability and quality of work. This allows to refine the programmes and to achieve a better labour market quality reducing so also the investment risks of the learners.

7th. The universities must provide the potential learners also with a coherent guidance of funding possibilities. There are possibilities of funding by public funds for continuous training, but the universities must inform the learners of such possibilities so that they can reduce their investment risks.

8th. At least, in our case study sample, we have face-to-face programmes and blended learning programme using online tools. It seems there is trend to blended learning or online learning. Our case studies on blended and online learning indicate that these methods require for their successful application a higher implication in the programme development from part of the learners, lecturers and programme directors. In other word, biting for blended and online learning requires more investment in time and money from part of the university, but also of the learners.

In the next step, we discuss some challenges in the area of teaching and learning:

9th. One of the crucial elements of the success of the programmes seems to be the right mix between academic and non-academic lecturers, which depends on the content orientation of the courses. The director of the IL3 observed that the programmes focused on enterprises have generally a higher rate of non-academic staff, meanwhile programmes i.e. in the health sector have a higher of academic as lecturers. This is also the case of the technical oriented programmes of Car design, Photovoltaic Energy and Financial Advisors has a lower degree of non-academic lectures, but also these courses have integrated professional as lecturers to increment the practical orientation of the
programmes and the practicability of their contents. This aspect calls the attention on the preparation of the lecturers: Are these professionals prepared to act as lecturers? But this question affects also the academic staff. The statements of the students of the programme of Human Resource management considering the classes of the academic staff as too theoretical and university oriented indicates that programmes with experienced workers requires other kind of teaching and learning then the traditional university programmes.\(^\text{15}\)

It seems that the analysed programmes, generally long running, have achieved a right mix, but on the basis of trial and error. The programme directors and coordinators make the selection of the lecturing personal and can change it form year to year.

The question of the lecturers’ preparation turns around their function in the learning process of the adult learners with work experience. The director of the IL3, who wants to promote more the institutional promoted programmes with a higher orientation to the labour markets, claims for a better preparation of the lecturer staff. This strategic orientation to institutional programmes and the increase of on-line programmes brings up the question of the preparation of the teaching staff. “The teachers’ role changes. In the future it is more important to share information and knowledge. This requires more attention. The way in which people learns is changing and many of the current teachers have not the capacity to adapt to the new reality in the classrooms. For this reason, we should think about the training that means the kind of training which we will sell the people in the future.”

10th. In our case studies, we see a certain trend to blended learning programmes. There are three programmes with a strong orientation to the use of online tools, which is confirmed by a more general overview of the catalogues of the adult learning programmes of the three universities and the emergency of the MOOC. But the experience of the three blended learning programmes indicates that the success of these programmes depends a) on the intersection of face-to-face session to establish personal contacts between learners and between learners and lecturers; and b) a high compromise of both learners and lecturers with the programme in the sense that the participation is for both more time intensive and requires probably a higher degree of coordination as face-to-face programmes. In this sense, it seems a myth that online programmes are cheaper than face-to-face programmes except that a high rate of drop-outs will be accepted.

For the Spanish blended or online courses, there is a specific challenge of the geographical expansion to Spanish speaking regions. The programme of “Management of

\(^{15}\) Accepting the thesis that the university should open itself for more non-traditional students, this question affects at least also the traditional programmes: Are the academics adequately prepared for teaching and accompanying learning?
Non-profit organisation” indicates the high potential to find new learners i.e. in Latin-American. The statements of the interviewed students of this programme indicate a crucial problem: the cost of the programme is high for the income situation of this region. Only people with a respective economic background or with a grant can attend the programmes.

11th. A third challenge of the Spanish adult learning programmes at universities is the transfer of cultural and social capital to the learners. One strategy is the creation of learning communities integrating different kind of learners and professionals. Meanwhile the learners are working in the field of the training programme, this seems not a most relevant problem, but in the case of learners, who are looking for new working opportunities, the access to practice is relevant not only in the sense of putting in practice the acquired new technical skills and competences, but to build up social networks and labour behaviour. The gap of access to practice could be corrected by the creation of additional services as networks of ex-alumni, additional events, creation of newsletter etc, but also by the integration of the programmes in broader structures of adult learning looking for more stable and systematic cooperation with stakeholders including the reflection about adequate teaching and learning strategies.
Classification of Case Studies
Table 11
Classification of Case Studies based on aspects of Social inclusion

<table>
<thead>
<tr>
<th></th>
<th>Case Study I</th>
<th>Case Study II</th>
<th>Case Study III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Setting</td>
<td>Outsourced to a university owned foundation</td>
<td>Own university administrative unit</td>
<td>Own university administrative unit, but also a outsourced university owned foundation</td>
</tr>
<tr>
<td>Target</td>
<td>Oriented to specific training needs without definition of target groups in term of labour status</td>
<td>Oriented to specific training needs without definition of target groups in term of labour status</td>
<td>Oriented to specific training needs without definition of target groups in term of labour status</td>
</tr>
<tr>
<td>Access to the Programme</td>
<td>Open</td>
<td>Open</td>
<td>Open but previous selection</td>
</tr>
</tbody>
</table>
| Programme Construction  | - Decentralised, stand alone initiatives of academics  
- Also tailor made programmes on demand | - Decentralised, stand alone initiatives of academics  
- Also tailor made programmes on demand | - Decentralised, stand alone initiatives of academics  
- Also structural integrated institutional programmes based on stakeholders’ cooperation  
- Also tailor made programmes on demand |
| Outcome                 | own university degree | own university degree | own university degree |
| Intended Impact:        | - Profes. development  
- Improved practice  
- Labour transition | - Profes. development  
- Improved practice | - Professional development  
- Improving practice |
| Evaluation              | - Student satisfaction  
- No systematic impact measurement | - Student satisfaction  
- No systematic impact measurement | - Student satisfaction  
- No systematic impact measurement |
| Social inclusion        | - Oriented to improve human capital & social capital stock  
- No information available about impact on employability and quality of work | - Oriented to improve human capital & social capital stock  
- No information available about impact on employability and quality of work | - Oriented to improve human capital & social capital stock  
- No information available about impact on employability and quality of work |
### Classification of Case Studies focused on Aspects of Teaching and Learning

<table>
<thead>
<tr>
<th>Case Study I</th>
<th>Case Study II</th>
<th>Case Study III</th>
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</thead>
<tbody>
<tr>
<td><strong>HH.RR.Management</strong></td>
<td><strong>Photovoltaic Energy</strong></td>
<td><strong>Car Design</strong></td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td><strong>Face to face</strong></td>
<td><strong>On-line + face-to face (blended)</strong></td>
</tr>
<tr>
<td><strong>Entry requirement</strong></td>
<td><strong>Open, majority HE degree</strong></td>
<td><strong>Open, majority HE degree</strong></td>
</tr>
<tr>
<td><strong>Teacher select.</strong></td>
<td><strong>Programme director</strong></td>
<td><strong>Programme director</strong></td>
</tr>
<tr>
<td><strong>Teachers background</strong></td>
<td><strong>Academic + professional</strong></td>
<td><strong>Academic + professional</strong></td>
</tr>
<tr>
<td><strong>Target group</strong></td>
<td><strong>Graduates; people working in the sector; people working in other sector; unemployed</strong></td>
<td><strong>Graduates in energy; people working in the sector</strong></td>
</tr>
<tr>
<td><strong>Access</strong></td>
<td><strong>Open</strong></td>
<td><strong>Open</strong></td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td><strong>own university degree</strong></td>
<td><strong>own university degree</strong></td>
</tr>
<tr>
<td><strong>Evaluation and assessment of impact</strong></td>
<td><strong>Student satisfaction; No other impact measurement</strong></td>
<td><strong>Student satisfaction; No other impact measurement</strong></td>
</tr>
</tbody>
</table>
### Table 12 (2/2)

**Classification of Case Studies focused on Aspects of Teaching and Learning**

<table>
<thead>
<tr>
<th>Case Study I</th>
<th>Case Study II</th>
<th>Case Study III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching and learning for social reach</strong></td>
<td><strong>Situated Approach</strong></td>
<td><strong>Associationist Appr.</strong></td>
</tr>
<tr>
<td></td>
<td>- Practice oriented (anchored) learning;</td>
<td>- Teacher led instruction</td>
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<tr>
<td></td>
<td>- Problem based learning</td>
<td>- Individualist instruction</td>
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<tr>
<td></td>
<td>- Project based learning;</td>
<td>- Highly focused objectives</td>
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<tr>
<td></td>
<td>- Learning communities;</td>
<td>- Modulised</td>
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<td></td>
<td>- Modulised</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Curriculum development</strong></td>
<td>- Not regulated</td>
<td>- Not regulated</td>
</tr>
<tr>
<td></td>
<td>- Constantly updated using information of experts and external stakeholders</td>
<td>- Constantly updated using information of experts and external stakeholders</td>
</tr>
</tbody>
</table>
Literature


Main challenges of the ageing knowledge economy are constant upgrading of the skills of the working population and mitigating new and old social risks. In the aging and globalised knowledge economy, the people in mid-life are increasingly exposed to social risks of exclusion from the labour market and formal Lifelong Learning (LLL), specifically Tertiary Lifelong Learning (TLL).

The access of mid-life learners to TLL and their retention in the education and training system have an increasing relevance for the socio-economic sustainability of the ageing European knowledge society. TLL is considered a key to develop more inclusive and responsive universities. Opening HE for mid-life learners, designing flexible pathways from VET and professional experience to higher education, flexible learning arrangements conciliating family-work life and learning and the adaptation of didactical methods in HE are challenges to confront problems of the aging knowledge society. Opening Higher Education (HE) to this group is still a minor aspect of education and training reforms, but it is a strategic goal to raise the skill level of the adult EU population, as well as closing the mismatch between supply and demand for high-skilled workers.

The project THEMP aims to study the TLL of HE institutes in several countries with respect to inclusion of mid-life learners. At the core stands a comparative study with concrete example analysing statistically available data, making series of interviews with decision makers, stakeholders, lecturers and mid-life learners. The study will analyse the efficiency of TLL programs in achieving the integration of mid-life learners in terms of access to and retention in programs, their duration, the creation of learning pathways and didactical innovation. The results of this study will allow advances in the design of core conditions of socially and economically effective TLL programs for mid-life learners. The project will use a combination of social research and active participation of the university under scrutiny facilitating mutual learning between HE-decision-makers, stakeholders, practitioners and learners.

For the social research, the project uses an innovative combination of Transitional Labour Market approach to define and measure situation of social risks; and the Capability and Capital approach to operationalize employability and well-being. It will provide differentiated tools to analyse TLL programs and their integration in the general higher education systems based on adequate definitions of efficiency and quality to evaluate the inclusion of mid-life learners. It will also analyse the regulation of the TLL system, not only with respect to labour markets and society, but also its internal regulation in terms of access, learning pathways, certifications, recognition of prior learning and funding. Special attention will be paid to the relation to the Bologna three-cycle system and the ECTS. Another area of analysis will be the analysis of didactical innovation in the TLL programs to assure the retention of non-traditional students in the TLL-system.

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