Case study "LLL INHolland"

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Allume meeting
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The mission of INHolland is:

INHolland is close to the student, the market and the society and directed respond to the demand for limitless higher education and applied knowledge.

GOALS to realise vission

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1. **Construction and installation as a Institution for Lifelong Learning (ILLL): sustainable development and embedding a LLL culture and promoting LLL at the professional University and the external environment → Pillars of LLL, the knowledge, research, networking & partnerships, demand service, dissemination and valorisation & professionalism.**

2. **Broadening and strengthening the external orientation in education partnerships are under the name "Partners in Learning" → Pillar is the common interpretation of the demand for LLL products and services.**

3. **Development and implementation of LLL for the professionals from the university and partners (companies / institutions) involved in the development and embedding of Lifelong Learning. → Pillars to strengthen support (internal and external), sustainable expertise and networking between education and the job market, strengthening the demand-driven nature of LLL, accelerating the innovation process within INHolland and partners and expanding the knowledge base, including learning function and knowledge.**

4. **Establishment of a Professorship of LLL to strengthen the development, implementation and embedding of sustainable LLL.**

5. **Enhance international participation in the development and implementation of LLL for the widening and deepening of the functions of ILLL in the internal and external environment.**

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INHolland

- **located in the Western part of the Netherlands**

- **Located across 5 different regions of INHOLLAND: Alkmaar, Amsterdam / Diemen, Delft / Den Haag, Haarlem / Hoofddorp, Rotterdam / Dordrecht. (main economical area in NL: 6 of 16 mln Dutch are living here. In addition, INHolland a location in Suriname.**

- **33,000 students**

- **2,100 employees.**

- **Education is currently organised within 16 'Schools'.**

- **From September onwards: 5 domains**
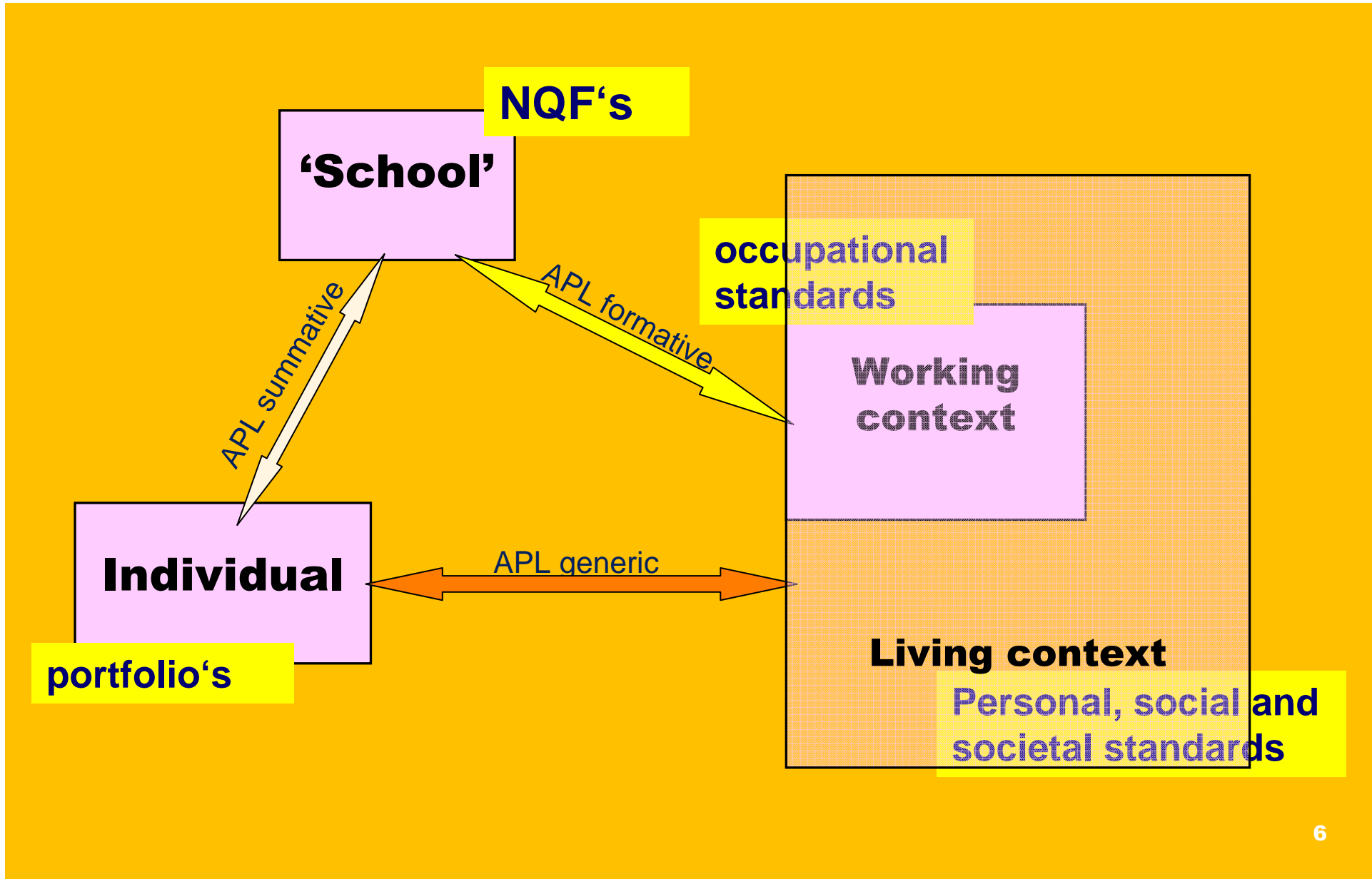
INHolland Institution plan 2010 – 2014

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INHolland Institution plan 2010 – 2014:

- Lifelong learning is one of the three spearheads.

The new Institution plan including this priority, is based on the following positioning of INHolland:

- INHolland University is an institution of higher vocational education where students of all ages can visit;

- INHolland College supports the principle of life-long learning.

- INHolland is located in the heart of the region, with strong relationships with professional practice.

- Education and the diversity of supply of education:

In a scheme

- NQF's
- 'School'
- occupational standards
- Working context
- APL formative
- APL summative
- Individual
- portfolio's
- APL generic
- Living context
- Personal, social and societal standards

Funded / subsidied	Commercial (or NFP) / contracts
•Initial educational Programme •Based on curriculum •Wide, broad spectrum •School + add pract experience	•Courses, still based on curriculum •Short term •Widening scope •School + add pract experience
•APL + Intake •Shorter educational programme •Based on normal curriculum	•Narrow training •Based on jobprofile or need organisation / company •Specific training, focussed at employablity

Priorities INHolland

1. Continuous development: education for beginners and professionals for working professionals.	• Creation of community INHolland • Further development of part-time education / courses • Flexible offer of education • Development of regional INWerk-counters • Expansion of the APL Centre
2. Professional quality: a high level of professionalism for all employees in all parts of the organization.	• Develop internal certification • Continuous monitoring of quality
3. Flexibility and variety in education: the wide range of learners on which INHolland focuses with a 'on-demand made to measure', requires a high degree of flexibility and differentiation.	• revival of didactic teaching • Screening educational products • Custom Intake

SWOT

Strength:
- Situated in the Randstad
- Many educational sites
- Large external network
- Competence-oriented education
- Wide Commitment
- Research in lectureships
- (Further) Development AD
- (Further) development master

Weakness:
- Customised products
- EVC (APL) utilisation
- Integrated learning
- Civil effect
- National coverage
- demand-driven learning

Opportunity:
- reorganisation INHolland
- Growth inflow
- Public demand for BSc level
- Marketing EVC (APL)
- Collaboration public / private funded learning
- Portfolio approach
- EQF (and NQF)
- University-wide collaboration
- 'Profile of experience (EVP)

Threath:
- Variety of inflow
- Uncertainty return on investment
- Can / will anyone participate?

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- **Individual in the middle**

- **Wide commitment**

- **A few enthousiastic innovators and animators**

- **It is not the money, but the community / network that counts**

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- **Outward and inward**

- **L'earning outcome is more important that the learning process**

- **More demand driven: influence on learning model at university**

- **Other (?) type teachers / researchers**

- **Quality control change**

What to do?

1.Personalise (adult) learning

2.Motivate and facilitate people to invest in themselves. Where is their profit?

3.Generic APL (learning outcome) as a sustainable foundation

4.Function-oriented use of APL + quality-*light*

5.Widen APL to social functions in society

Therefore …

… in order to be able to debate LLL, learn about:

- *the nature of learning and its culture*
- *the history of learning*
- *the development and modes of APL*
- *the things to do*

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Management Mind-set (S.Davis, 1998)

	Product	Service	Offer	Necessity of VPL
Time Horizon	Time of sale	Period of contract	Life of consumer need	Hour, day, (ir-)regular; When needed; Individual has Power of Control
Buyer concerns	Price, delivery, convenience	Ongoing support	Upgradeability	Upgrading horizontal and vertical, more important than the content; POP, action plans
Cost focus	Direct	Period	Design	Both ways in cont. designing; Sharing ' costs'
Source of value	Manufacturing	Training, maintenance	Platform	Community of Practice; Social / collective learning; Development
Design	Fixed, uniform	customised	Learning	Ever developing; also old including
Revenue Model	List price	Subscription period	Trade + Subscription + user fees	Share market; Participation; Valuation + exchange
Marketing objective	Brand loyalty	Relationship building	Community building	MY and OUR common interest; Coping with change

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- **Focussing on learning outcome and not on input**C (e.g. Charter Sustainable selfmanagement of competences CH-Q)

- **Didactic reveil: why, what and how learning: individual directed.**

- **Network society driven: development of LLL in Communities of Practice**

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Trends in society

1. Globalisation: *the world as one marketplace*

2. Individualisation: *transparancy of the self*

3. Information age: *free flow of knowledge*

4. Network age: *connectivity, speed of change*

5. Employability: *no more lifetime employment*

6. Lifelong learning: *competent to adopt and adapt; no more lifetime qualification*

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The new learning culture:

1. *The Glass is always Half Filled*

2. It's all about learning outcomes

3. (generic) valuing learning in all contexts

4. Two main perspectives: summative & formative

5. It's about **me**, the working context and the learning system

6. It's a shift to the Network (l'earning) Society

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Learning in *the Learning Society* is about the integral process of ….

1. Raising awareness of the value of learning
2. Recognition of competences
3. Assessment and Validation of competences
4. Development of competences
5. Embedding lifelong learning

The *Learning Society* sets challenges for:

Individual: a) raising awareness (*the value of learning*)
(in a community) b) self-management of competences

Working context:
    c) facilitating self-investment
    d) articulation of demand for competences

Learning e) competence-based on learning outcomes
system: f) widening access to qualifications
    g) customer-orientation
    h) learning made to measure

Quality-assurance as the motor in LLL:

- What is quality in the APL-process?
- Why do we need assurance?
- What's needed?
- How to arrange trust?
- How to manage this in the diversity of the APL-modes?

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Critical success factors

-    'Out of the box'
-    Selfmanagement of competences
-    Learning outcomes in NQFs
-    Quality-*light*
-    *personalised learning*
-    Matching NQFs and APL
-    Professionalising staff

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Quality-issues in LLL

- General context
- Changing society / speed of change5
- The changing learning culture
- NQF / EQF
- Individual need and fun
- The modes of APL (Generic, Formative, Summative)
- Quality-issues
- What to do?

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APL's 3 modes:

1.Generic APL
- Organising learning
- Matching competence systems

2.Formative APL
- Function-oriented
- Workbased learning strategies

3.Summative APL
- Qualification-oriented
- Education-based or dual learning strategies

Education and Culture DG

Lifelong Learning Programme