



# **Recommendations: Good Practice Approaches to LLL UNED (SPAIN)**

LOGIC:

Implementing the lifelong learning Concept in SNA-  
Responding to the changing needs of dynamic  
economies

*Deliverable D1.4*

**Title:** Non-formal learning courses. An example of a public-private agreement: 'Expert in planning and management of entrepreneurial projects' (UNED and Young Entrepreneurs Foundation)

**General information** (such as e.g. established since, core numbers, objective/mission statement, target groups)

UNED offers courses for which students receive certificates of participation but not academic credits. These include courses in the University extension programme, which are face to face short courses throughout the year (as opposed to the Summer School courses).

Decisions on which courses to offer are usually informed by a training demand expressed by professors, public institutions or to the UNED associate subsidiaries. Costs are covered by UNED, government grants and tuition fees, and in some cases, extra financing by regional governments, private institutions, foundations, trade unions, etc.

Sometimes a group of these courses may reach a modular structure, so that when the student join and passes the whole path of courses stated in the modular structure (and in addition fulfils some requirements like a previous degree), they can obtain a diploma of University Expert (a title lower than a Masters Diploma).

These courses are offered under the umbrella of UNED Foundation (an entity specifically created to manage LLL courses, [www.fundacion.uned.es](http://www.fundacion.uned.es)). Most recently, a sub-umbrella has been created at faculty level in order to market these courses under a common unit, looking for synergies, like the 'School of Business Training', which the sub-umbrella of the Faculty of Economics and Business Sciences, and was created at the end of 2013.

This typology of courses is usually organized under two management models: (1) the course may be launched, managed and taught by faculty members exclusively, or (2) an agreement with a partner institution may be entered, and the marketing, management and training are shared.

For UNED's third example of best practice, we present an agreement between UNED and a partner institution, as a unique instance of LLL continent. The course title is "Expert in planning and management of entrepreneurial projects' and was offered as in 2011-2012 as a partnership between UNED and the Young Entrepreneurs Foundation.

The course was developed under the domestic socioeconomic context, which favoured this kind of educational training, in particular due to the following key aspects:

- **Great difficulties in entering the working life for young people** (youth's unemployment rate close to 50%). High risk of social exclusion for this group.

- **Brain drain of young talents** towards foreign countries in search for job opportunities.
- Need for training and re-training of young people towards **improvement of employability and possibilities of professional integration possibilities.**
- Offered at a time close to the turning point in economy of returning at the path of **employment creation**, after crisis and employment reduction.
- Need for impulse actions directed to **fostering entrepreneurship** by means of self-employment and encouraging the emergence of **entrepreneurial projects as an activator axis of the economy.**

On the basis of this premises the syllabus was developed following the objectives below;

- **Qualify and requalify young people unemployed under 30 (target group), improving their employability** and their labour inclusion through a programme of comprehensive training that combined online education (theory and practice) complemented with a traineeship in a real environment.
- **Train a number of professionals in planning and management of entrepreneurial projects**, able to response to the new requirements of the productive system and encourage activity in those industries with high growth potential
- **Encourage an entrepreneurial culture** and help generate entrepreneurial initiatives as a new source of labour.

**More detailed description of the action** (*number of attendees/participants, focus/course offer, duration, pricing, financing, promotion/marketing etc.*)

The participants were around **600 unemployed young people, under 30 years old**, with an already incorporated start up or with an initiative or inclination to start their own business.

The course had a broad diffusion in terms of territory, as it was advertised and counted with participants in 13 out of 17 Spanish autonomous regions

The breakdown of the programme was as follows:

- Educational phase: semi-distance model (online and face-to-face), **300 hours**, combining both theory and practice.
- Traineeship phase: **120 hours** of internship in real environment

The methodology consisted of the following:

- Virtual platform that combined multimedia content with communication tools (student-tutor, student-student) and additional resources (bibliography, articles of interest, didactic manuals).
- **Intensive use of 2.0 tools** for the exchange of experiences and opinions among participants.
- **Tutorial time** by expert teachers in each field, fostering the virtual resources for learning.
- **Development of a final project, individual or in group.**
- **60 hours of face-to-face** teaching by experts in each field.
- **Internship** in a real economic environment to apply and reinforce the acquired competences

The course was financed by public funds, due to the fact that it was selected by the Spanish Ministry of Labour and so free for the selected participants.

The promotion was done through various channels:

- a. Through the Public Services of Employment
- b. Digital Marketing (Web, Social Networks, ...)
- c. Through entrepreneurial institutions, particularly related to the search and selection of enterprises where the traineeship was to be developed.

The results of the course are presented below, and were considered highly satisfactory:

- 88% of students completed the course with a grade of PASSED.
- 75% coverage of traineeships for PASSED students
- 11% of employability by the end of the programme (both self-employment and not self-employed)

**Success factors and recommendations from this case study for LOGIC** (*e.g. synergies of opportunities that could be identified and considered at the Partner Country Universities of the LOGIC consortium*)

The success factors identified are listed below:

- a. The use of a methodology largely tested by UNED (semi-distance: online learning and face-to-face tutoring).

- b. The inclusion of internship hours in real enterprises, making up 40% of the course.
- c. The mix of competencies acquired, both conceptual and practical to encourage entrepreneurship in the target group.
- d. Inclusion of a module of managerial abilities, a need for encouraging self-employment.
- e. Geographic coverage (most of the national territory).
- f. Good selection of the target group and timing for the course.

To mention a limitation or lesson learnt, the fact of entering an agreement with another institution may result in the loss of some control over management of the course and requires higher coordination; however, this can be improved by a previous agreement stating responsibilities, and the difficulties are compensated by the synergies created with the partner institution like larger promotion, better access to enterprises for internships and developing closer relations between academia, professional institutions and enterprises.