

# The two kinds of lifelong learning

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# Outline

**1** What is LLL?

2 The two types of LLLearners

3 How to organize and teach LLL courses?

4 Conclusions

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# LLL – the 'official' view

Rapid technological development

Several retraining periods

University education should teach the ability to study

# The reality is a bit different

Universities have huge training capacities

Compete with other providers to teach adult courses

Hope to develop better relationships with industry

# Retraining required by the employer

Within the same field

Dictated by the employer's technology

Many of the companies applying statistics have fixed technologies

And this determines the need for training

Want specific but new knowledge



# Retraining required by job seekers

Shifting fields

Uncertain goals

Want unspecified but standard methods

## Issues with retraining on the job

Usually small numbers of employees

Do not make good class size

Require very specific knowledge

Often better provided by in-house training

Especially with multinational companies

# Issues with retraining for a job

Learners may need to be convinced to study statistics

This is best done by offering job opportunities

Those jobs are not necessarily there

# Summary

LLL seems like part of a university's mission

Not easy to do

Main competitor: in-house training

Main obstacle: not well developed job market

# Recommendations

Create your own market:

Agree with larger business or governmental organizations to offer introductory training to improve statistical literacy

Agree with multinational companies with strong enough local presence to provide training for all their employees in similar jobs internationally

Always cooperate with the organization's own experts in designing and delivering the programme