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Lifelong  
Learning  
Programme

# Main Objectives

- Analysis of potential & barriers for the linkage between UAE and labour markets
- Reinforcing dialogue between universities and labour market actors about the labour market effectiveness of UAE
- Tools to measure labour market effectiveness of UEA from the perspective of enterprises and learners

# Research Aim

1. Comparative Study of the potential of UAE to improve the quality of work of the learners (**learners perspective**) and the quality of their work performance (**enterprise perspective**)
2. Providing differentiated tools to analyze the impact of the UEA programmes on the quality of work and work performance (ROI based on financial, human, cultural and social capital)

# Starting point

Demographic change  
(Ageing, New Family Structures)

Higher levels of education  
(Generalization of Higher Education)

Increasing social risks  
(Uncertain labor markets)

Gap of qualified workers

Learning Society  
(Lifelong learning)

Strengthen university lifelong learning for people with professional experience

Improve the social efficiency of university lifelong learning?

# LLL as a Market

Lifelong Learning is essentially a private market

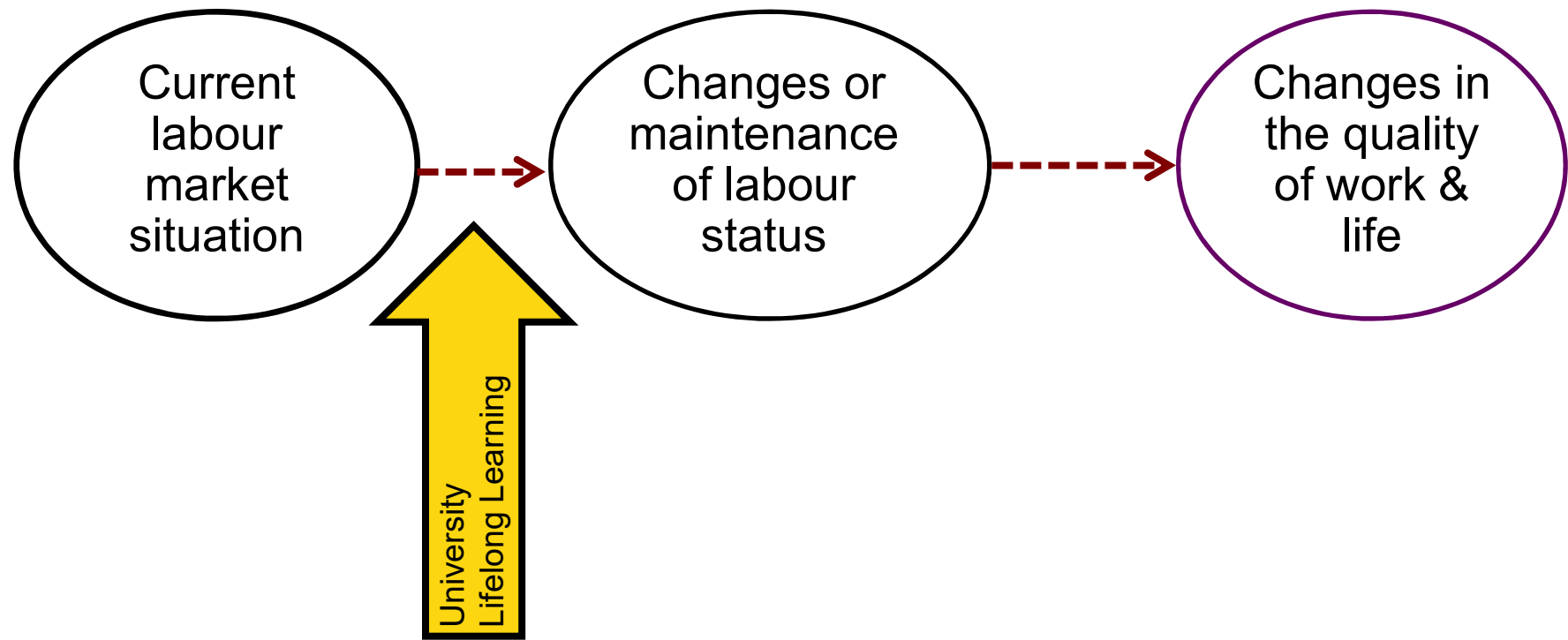
People with HE are main clients

Universities as Lifelong Learning provider is minor player

HE labour-market more and more unstable

Individual decision related with lifelong learning can be considered as social investment

# LLL – Labour market



# Regulation Context of ULLL

## Dimensions

- Access
- certifications
- Recognition of prior learning
- Relation to Bologna cycle
- Funding

# Social Effectiveness<sub>1</sub>

Employability depends on

- Personal factors:  
competences and skills
- Individual social context factors:  
e.g. ethnicity, gender, age, health
- Socio-economic context factors:  
e.g. competence and skill demand



## Social Effectiveness<sub>2</sub>

- Learning outcomes (competences and skills) must be converted into labour market relevant capital
- Distinction between various sorts of capital: **financial, human, cultural and social capital**

# Planning social effective ULL

Learners profile	Key Partners (Networking)	Key Tasks	Value Proposition	Disposable Resources	Funding Mechanisms
<b>Transition:</b> <b>Company internal:</b> - adaptation to new challenges - new work tasks <b>Company external</b> - new company same profess. Field - new company new profes. Field - re-entry labour market	<b>Internal Partners</b> - University administration - Faculties - Departments - Academics	<b>Tasks List</b> - Programme idea - Programme development - Establishing academic norms - Proposing budgets - Approval of training activities (incl. budget) - Approval of criteria of retribution - Assuming economic risks - Commercialisation - Budget Management - Performance evaluation - Accreditation - Others	<b>Orientation</b> - Training & Education - Labour Market	<b>Teaching RR</b> - Human resources - Infrastructures - Material	<b>F.-Providers</b> - Enterprises - Entrepreneur ass. - Branch associations - Trade Unions - Public authorities - Citizens
<b>Intrinsic Motivation</b>	<b>External partners</b> - Enterprises - Entrepreneur ass. - Branch associations - Trade Unions - Public authorities		<b>Focused on</b> <b>Human Capital</b> - Divers technical Competencies <b>Cultural Capital</b> - Social Competencies - Communication Competencies - Networking Comp. <b>Social Capital</b> - Professional network - Personal network	<b>T-L approach</b> - blended - online - face-to-face - problem based - project based - self-directed - others	
<b>Competence profile</b>	<b>Status</b> - project leader - co-operator - provider				

# Measuring employability (learners' perspective)

- access to employment
- access to desired employment
  
- quality of work
- quality of life

# Measuring employability firms' perspective

- Increasing human & cultural capital
- Increasing social capital



Knowledge

- Productivity
- Innovation capacity
- Flexibility



Action capacity