

The LETAE project and WBL/WRL: a multiple case study

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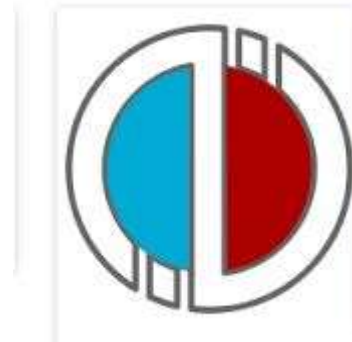
The project brief

The project aimed to study the TLL (Tertiary Lifelong Learning) strategies and programs of higher education institutes in relation to their potential to improve the quality of work for learners (learners' perspective) and the quality of their work performance (enterprise perspective).

At the core of the project were

- (a) a comparative study of the potential, the possibilities, and the obstacles of universities' TLL within these two dimensions;
- (b) a row of case studies in the 6 participating countries;
- (c) the development of differentiated tools to measure the impact of TLL programs on the quality of work and the quality of work performance; and,
- (d) facilitating a space for mutual learning for stakeholders of University LL-programmes about the potential and obstacles between universities and labour market actors.

The partners



Original case criteria

- 3 case studies in each of the 6 countries
- Tertiary level work-based or work-related programmes for adult learners (>25) both within and across a cluster of EU Member States (CZ, DE, ES, FL, UK) and Turkey.
- Originally degree level although this had to be dropped

What were we doing

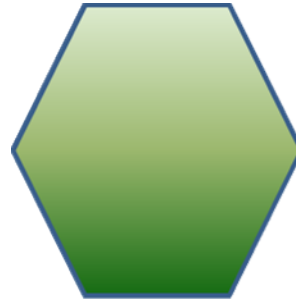
- How and in what ways did the collaboration/partnership/programme develop and evolve?
- What, role, do work-based/-related programmes/courses play in the academic institution?
- What, role, do work-based/-related programmes/courses play in the organisation?

Compare and contrast

- Partnership and collaboration models
- Mix of academic and practice elements
- Evaluation and impact – internal, external and personal



Spain



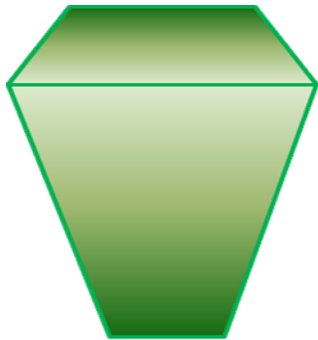
EU28



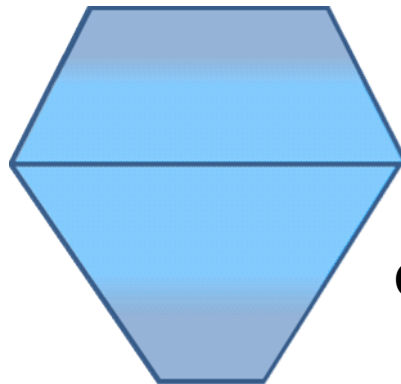
UK



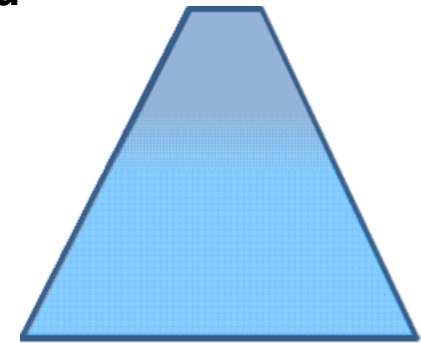
Finland



Czech



Germany



Turkey

Basic information on national preconditions/strategies

- **GE:** Rather low relevance of TLL:
Successful approach of combining IVET & HE: “Dual studies”;
combining workplace learning of an apprenticeship and a bachelor programme
Established and nation-wide recognised CVET system (Meister, Techniker)
- **ES:** Continuous training for people with HE-certificates
No priority for universities
2 years NON-Bologna programmes
Depending on students’ demand
- **UK:** Long history of TLL
Divergence between England and Scotland
Fragmentation due to neo-liberalism (market driven approaches) in England (foundation degree)
More integrated approach in Scotland between VET & HE

Basic information on national preconditions/strategies

- **FI:** Lifelong Learning high on the agenda
Focus on internationalisation/export of programmes
Variety of options: Degree, Professional development, open university programmes
Variety of funding mechanisms
- **CZ:** No strategy towards TLL
Rather short-time programmes/internships
Focussing on unemployed
- **TR:** LLL important issue since the foundation of Turkey
Rather low ratio of tertiary-educated adults
Universities offer short-time courses for workforces
Open education / distance learning
Focussing on unemployed

Typology

Type	Payment	Award	Entry requirements
1	Free	Qualification	open
2	Free	Qualification	traditional
3	Free	Certificate	open
4	Free	Certificate	traditional
5	extra fees	Qualification	open
6	extra fees	Qualification	traditional
7	extra fees	Certificate	open
8	extra fees	Certificate	traditional

Typology	Case
1 (Free/Qualification/open)	GE1 (TRIAL), UK1 (BAC D)
2 (Free/Qualification/traditional)	
3 (Free/Certificate/open)	
4 (Free/Certificate/traditional)	CZ1 (AGRI), CZ3 (IBM), FI3 (ICT)
5 (extra fees/Qualification/open)	UK2 (Unite)
6 (extra fees/Qualification/traditional)	GE3 (MEI), UK3 (SSE)
7 (extra fees/Certificate/open)	
8 (extra fees/Certificate/traditional)	GE2 (HCAT_PRO), ES1 (Tec.), ES2 (Water), ES3 (KP), TR1 (Safety), TR2 (Air), TR3 (Log), FI1 (KOHA), FI2 (GL-Health), CZ2 (TTP)

Many thanks for attention,
comments and remarks!

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