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Labour Efficiency of Tertiary Adult Education at Universities

LETAE

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EUCEN Istanbul, 04.06.15

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Lifelong
Learning
Programme



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Agenda

- Rationale
- The **LETAE**-project
- First findings

The rationale for WBL

... it is the case that the closer integration of learning and work is a central theme of policy debates across Europe about skills formation of the workforce and strategies for economic competitiveness and enterprise renewal.....

Four key reasons underlying current interest in work based learning:

(i) economic restructuring and productivity changes;

(ii) workplace reorganisation;

(iii) knowledge assets as the source of competitiveness;

(iv) financing of continuing training

Work-based and work-related learning in higher education for adult learners is seen as crucial to address the predicted labour market skills gap identified in such communiques as: [*New Skills for New Jobs: Anticipating and matching labour market and skills needs*](#); and, [*An Agenda for new skills and jobs: A European contribution towards full employment*](#) as part of the [*Europe 2020*](#) strategy.

It is also relevant to debates on work-related learning and upskilling that were identified in the [*Leitch Report*](#) produced in the UK.

: Main Objectives

- Analysis of potential & barriers of university – enterprise cooperation
- Reinforcing dialogue between universities and enterprises about the labour market effectiveness of UAE
- Tools to measure social effectiveness of UEA including the perspective of work performance and quality of work



Research Aim

1. Stage:
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. Stage
Providing differentiated tools to analyse the impact of the UEA programmes on the quality of work and work performance (ROI based on financial, human, cultural and social capital)

Basic outcomes 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 outcomes 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
- 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



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