



Tertiary Lifelong Learning for People in Mid-Life

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Point of Departure

Point of arrival

Travellers

Ways to Go

Arrival

Point of departure

Demographic Change
(Ageing - Changed Family Structures)

Higher Levels of Education
(Generalisation of Higher Education)

Increasing Social Risks
(insure labour markets)

Gap of qualified workers

Learning Society
(Lifelong learning)

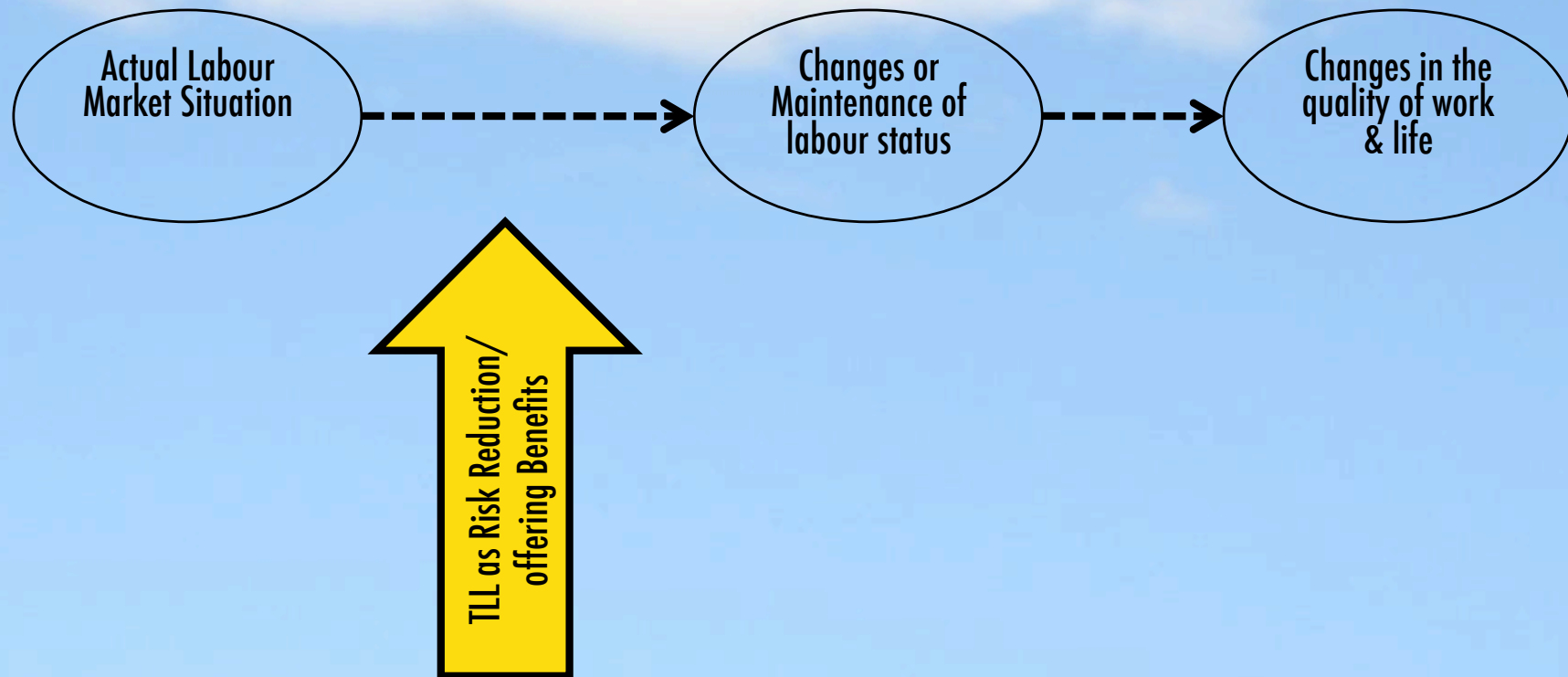
Strengthen lifelong learning options for people with large professional experience

Strengthen tertiary lifelong learning

Improving the social efficiency of lifelong learning

Point of departure

What is the impact of tertiary lifelong learning in the labour market positions and the quality of life of the learners?



Travellers

8 Institutes from 7 EU Countries



21 Universities

	CZECH REPUBLIK			GERMANY			HUNGARY		
Name of the Institution	Charles University	Masaryk University in Brno	College of Applied Psychology	University Bochum	University Duisburg-Essen	University Hagen	Szent Istvan University Fac. of Mechanical Engineering	Debrecen University Faculty of Engineering	Budapest Business School
Programme	Programme for School Consultants	PREFEKT	Traffic Psychology	Change Management	VAWi Business Computer Science	Infernum: interdisciplinary Distance Learning for Environmental Sciences	KITE Farmers' training programme	Quality Management Engineering Studies	Business Coach Postgraduate Programme
	ITALY			NETHERLANDS			SPAIN		
Name of the Institution	University of Bologna - FormArea	University of Genoa - PerForm	University of Bolzano	Campus The Hague, Leiden University	Expertise Centre for Vocational Education	The Dutch Police Academy	Centre of Continuous Training Universidad Rovira i Virgili	Institute of Continuous Training IL3 . University Barcelona	Polytechnic University Valencia - Centre of Continuous Training
Programme	FormArea Educational Campus	'International Business Leadership'	"CasaClima" Environmental Design	Course Public Affairs	Learning Network Management of Innovation	Master of Criminal Investigation	Human Resource Management	Social Economy and Management of Non-profit organisation	Photovoltaic Energy, Car design, European Financial Advisor
	UNITED KINGDOM								
Name of the Institution	University Glasgow	University of the West of Scotland	Open University in Scotland						
Programme	BA Community Development	BA Health and Social Care, Business and IT	BA Health and Social Care, Community Education						

Point of arrival

Description of TLL-Landscapes

Analysis of Praxis of University Adult Education (UAE)

Tools to measure social efficiency

Create social space to discuss TLL-praxis

Pathways

Focus on Labour Market Transitions

Internal Labour Market

- Adaptation to changes at the individual workplace
- Personal development
- Vertical professional development: Up-wards professional carrier
- Horizontal professional development: From one workplace to another at the same hierarchical level

External Labour Market

- From unemployment to employment
- From one employment to another employment
- From one employment status to another

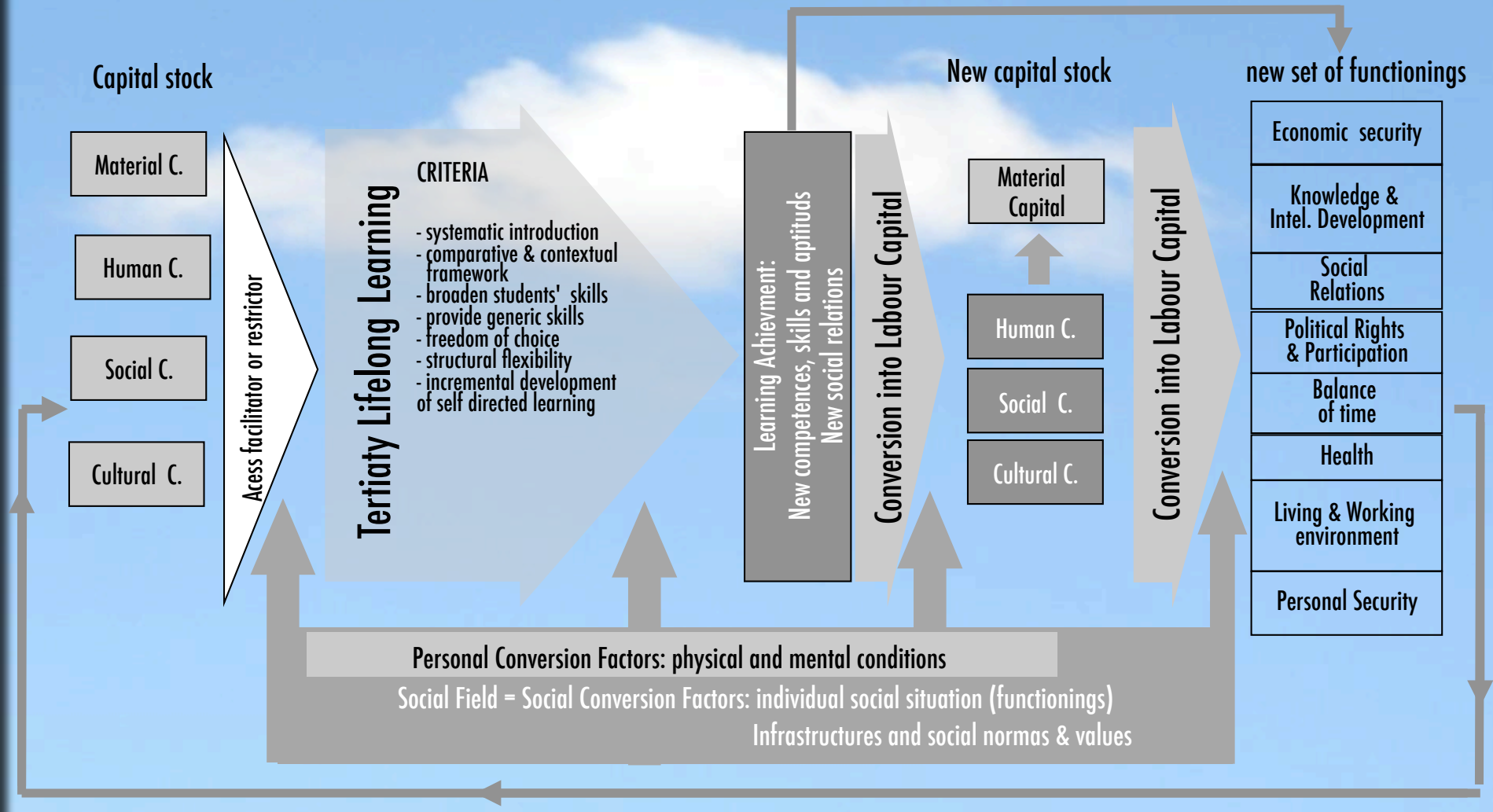
Pathways

Focus on Quality of Work & Life

Well-being	Quality of Work
Health	Labour health and well-being
Knowledge & intellectual development	Career development Learning organisation Qualification Learning
Economic security	Income Employment status
Balance of time	Working and non-working time
Social relations	Social infrastructure Social relations
Living Environment	Risks exposure Work organisation
Personal security	Personal Security
Political rights & participation	Social Protection Workers' rights

Pathways

Conversion of Learning Outcomes in Labour Capital



Ways to go

Statistical Information

Desk research

21 Case studies from 7 European countries

Mutual Learning Seminars

First Stop

**Heterogeneity of university strategies on UEA:
Instead of general conclusion or political recommendation
a framework to analysis UEA and its social efficiency**

Second Stop

UAE is

¿First mission (Education)

or

Third mission (Knowledge transfer)?

Third Stop

Organisational Structure: Integration vs. externalisation

Typology of organisational structures for university continuing education (Brennan 2000)	
Model	Description
A	University continuing education delivery through a separate department, centre or company, with or without expertise brought in from subject departments.
B	University continuing education delivery as above and by a range of subject departments with a number of functions for university continuing education (e.g. development, monitoring, quality assurance) carried out by the university continuing education department.
C	University continuing education delivery entirely devolved to subject departments but with strong central support through a range of functions e.g. strategic leadership, development, monitoring, quality assurance, promotion.
D	University continuing education delivery devolved to subject departments with little or no central support, co-ordination or monitoring.
E	University continuing education delivery through a consortium of institutions each contributing particular expertise towards collaborative university continuing education programmes.

Fourth Stop



Analytical scheme to identify programme ownerships

	<i>Internal government</i>	<i>Depart. & Centres</i>	<i>Central university services</i>	<i>Exclusively University foundations</i>	<i>Joint Foundations</i>	<i>Institutional Cooperation (leadership)</i>	<i>(Cooperation with) other entities (without leadership)</i>
Programme idea							
Programme development							
Establishing academic norms							
<i>Proposing budget</i>							
<i>Staff selection</i>							
Approval activity (incl. budget)							
Approval of criteria of retribution							
<i>Assuming economic risks</i>							
Commercialisation							
Budget Management							
Performance evaluation							
Accreditation							

Fifth Stop

Integration in Labour market strategies (1)

	Political Level		
Degree of Integration	National	Regional	Local
Not at all			
Low			
Medium			
High			

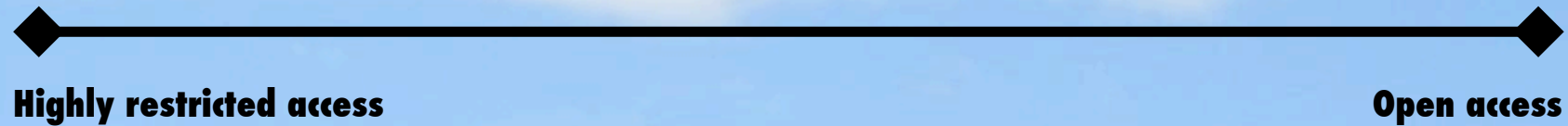
Sixth Stop

Integration in Labour market strategies (2)

	Degree of networking		
	Low	Medium	High
Public Authorities			
General entrepreneur associations			
Branch associations			
Professional associations			
Trade unions			
Other VET providers (Incl. TEA providers)			

Seventh Stop

Access to TEA programmes



Eight Stop

Who is paying

		Access		
		Open access	Restricted	Closed access
Paying client				
Learner				
Enterprise				
Branch association				
General Entrepreneur associations				
Trade unions				
Public authorities				

Ninth Stop

Teaching Staff



Tenth Stop

Certification

Type of certificate	Labour Market relevance		
	Low	Medium	High
Higher education certificate			
Credits (ECTS)			
Professional certificates			
Own certificates			
Certificates of participation			
No certificates			

Eleventh Stop

Cost - Benefit Analysis (Learner's perspective)

Capital expenditure - accumulation			Social Benefits	
Capital Types	Cost	Outcomes		Degree of satisfaction
Monetary Capital			Social Mobility	
Social Capital (Time)			Economic Security	
Human Capital			Intellectual Development	
Cultural Capital			Balance of Time	

Arrival - Conclusion

Strategy Planning to achieve social effectiveness of University Adult Learning

Key Partners (Networking)	Key Activities	Value Proposition	Disposable Resources	Funding Mechanisms:	Learners motivation			
Internal Partners - University administration - Faculties - Departments - Academics	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	Orientation Training & Education Labour Market	Teaching resources - Human resources - Infrastructures - Material	Enterprises Entrepreneur ass. Branch associations Trade Unions Public authorities Citizens	Transition: <u>Company internal:</u> - adaptation to new challenges - new work tasks <u>Company external</u> a) new company same profess. Field b) new company new profes. Field c) re-entry labour market			
External partners Enterprises Entrepreneur ass. Branch associations Trade Unions Public authorities		Focused on <u>Human Capital:</u> a) Divers technical Comp. <u>Cultural Capital</u> b) Social Comp. c) Communication Comp. d) Networking Comp. <u>Social Capital</u> Professional Network	T & L approach - blended - online - face-to-face - problem based - project based - self-directed - others		Intrinsic Motivation			
Status of the University project leader co-operator provider								
Economic Cost-Benefit Balance			Achieved Results (Learners Satisfaction)					
Cost Structure		Revenue Streams		Outcomes		Social Benefits		
Dimension	University	Responsible	University	Responsible	Dimension	Satisfaction	Dimension	Satisfaction
Monetary					Human Capital		Social Mobility	
Time (convertible in €)					Cultural Capital		Economic Security	
					Social Capital		Intellectual Development	
							Balance of Time	

**Thank You very much
for your attention**



The Foundation is pleased to invite you to the Final Conference of the European LLL-project
Tertiary Lifelong Learning for people in mid life (THEMP)
which will be held the 14 de November 2013 (8.30 - 17.30h)
in the Aula Magna of the Universidad de Barcelona (Gran Via de les Corts Catalanes, 585).

THEMP has analysed lifelong learning programmes at universities in 7 EU members (Czech Republic, Germany, Hungary, Italy, Netherlands, Spain and the United Kingdom) on its social effectiveness. The project provides a mapping of the tertiary lifelong learning systems in these countries and has carried out three case studies in each of the aforementioned countries. The objective has been the analysis of strong and weak points regarding the labour market impact and providing a frame of reference to evaluate the social effectiveness of the programmes of tertiary lifelong learning programmes in terms of quality of work and life.

The conference will be attended by responsible for tertiary lifelong learning from European higher education institutions and by European experts of labour markets; education and training policies; and training and learning in tertiary education.

Please, confirm your assistance filling the following form:

[Subscription form: http://www.fundacioncyd.org/formulario-inscripcion](http://www.fundacioncyd.org/formulario-inscripcion)

Más información: Fundación CYD - Pl. Francesc Macià,4

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