



The 'qualification providing enterprise' ?: Employers and employees perspectives

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Introduction – Status of the work

- **Subproject within the LLL2010 project**
- **Significance of formal adult education for Small and Medium Enterprises (SMEs) and their employees compared to other forms of learning and training**
- **Case studies in SMEs (10-249 employees) of two sector families (group of manufacturing; business-to-business services); interviews with the management and employees participating in formal adult education (approx. 250 interviews and 85 cases in 12 countries)**
- **9 partners have completed their case studies and their national report – In August 2008, start with the work on the synthesis report, based on preliminary investigations and building on (up to now) 69 Case studies.**

Research Questions for the Subproject include

- How do enterprises benefit from formal adult education compared to other forms of learning?
- In which ways do enterprises support formal adult education of their employees?
- How are efforts and benefits distributed between employer and employees?
- What encourages SMEs to increase their support for formal adult education of their employees?

Working Definition of Formal Adult Education within the LLL2010 Project

[Source: SP3-Preparation Team (2007), Instructions for survey, p. 12]

Formal Adult Education:

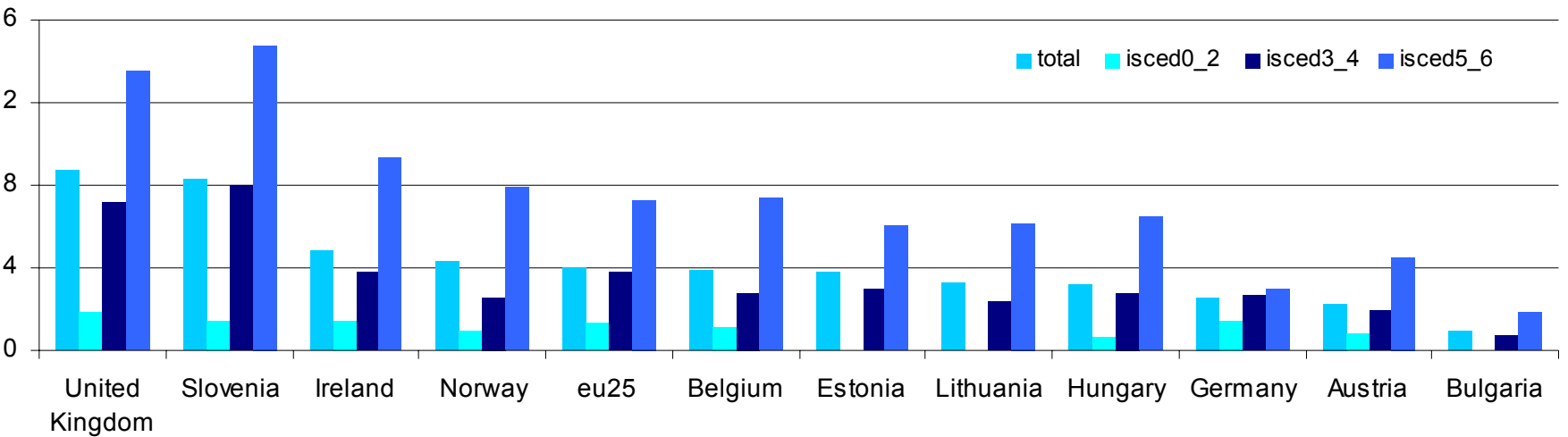
- Formal Adult Education includes courses offered by colleges, universities and
- normally constitute a gap between initial and young people.
- Formal learning
- It leads to certification
- For the distinction criteria of the termination/inter (see below)
- Participant in Formal Education:**
 - A participant in formal education in an educational setting. He or she must show the following characteristics:
 - he/she has left full-time initial education;
 - he/she participates in formal education again;
 - the gap between leaving and re-entering is at least two years

Compared to Eurostat-Definition:

▪ **Narrower Definition : Gap between Initial and continuing education necessary!**

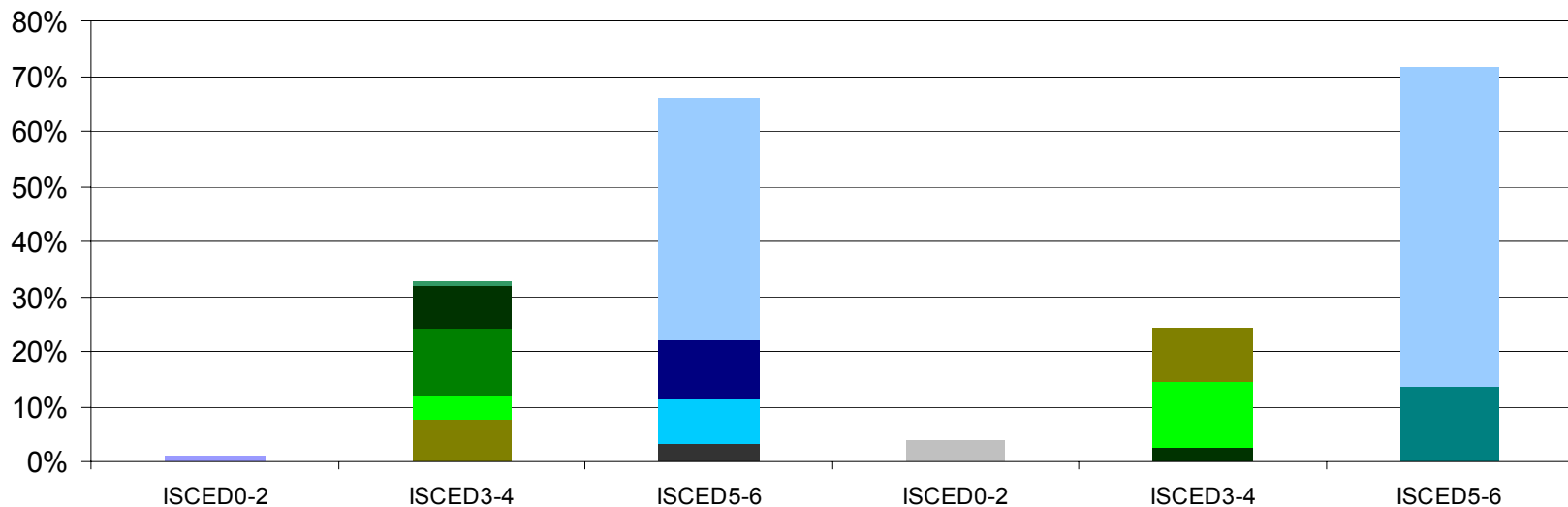
▪ **Broader Definition : No Age Limit and Participation in institutions other than the regular system of schools, universities and colleges offering courses leading to formal are not included.**

Participation (%) in the past 12 month in Formal Adult Education of Employed (Labour-Force Definition) between 25 and 64



Source: Eurostat – Ad hoc module on LLL – March 2003

Distribution of Participants among types of institutions and settings



- Non-traditional students, fulltime
- University programmes (Higher education)
- Part time studies - Universities of Applied Sciences
- preparatory offers (courses, "schools") for master craftsperson
- programs of higher secondary education at universities
- higher technical schools/management schools
- Preparation courses for access to higher education
- Higher Upper Secondary School - part time ("evening")
- Preparation courses for exceptional access for final apprenticeship examination
- Elementary Education

- Universities - Non-traditional students
- Universities - part time
- Adult Gymansiums
- Vocational Schools - non traditional studentens
- Vocational Schools - part time
- Elementary Education

Source: SP4 – National Reports Austria and Estonia

Examples for the variety of formal adult education

Example	Origin of the Example	Duration of the program	Number of teaching hours (approx.)
Fork Lift Driving Licence	Belgium/Flanders	3 Days	24
Safety regulation training	Scotland	5 Days	40
Preparation course for exceptional access for apprenticeship examination - Logistics	Austria	9 Month	220
Technical Vocational School (ISCED4)	Estonia	4 years	3200
Part-time university program – engineering management	Scotland	4 years	
MBA General Management	Austria	2 years	288

Typology of employed participants in Formal Adult Education - Examples

Example A: Svetlana, mid twenty, works for an enterprise in the textile industry, is on her way to finish a master programme in history, started prior to her actual job engagement (Bulgaria)

Example B: Christian, mid twenty of 18, no qualification above logistics, has become team leader apprenticeship examination in opens a way for continuing for

Example C Kevin, mid twenty, teaching leading to a recognized qualification programme in *engineering management*

Example D: Liis, mid forty, holding a project manager, now attending a master program (ISCED5a) in business administration (Estonia)

Dimensions of a typology (Examples):

- Decision to attend the program before/after joining the company
- drop out/completion of the prior educational program
- related/not related to the present occupational field
- moving ahead/across the qualification structure

Significance of formal adult education as a social reality – Multiple Relations

Large number of distinctive dimensions which include

- **Exclusiveness (no non-formal option available, hardly attainable without organized support)**
- **Individual rights of employees to receive support (by public institutions, by their employer)**
- **Gain of individual permissions (to perform certain tasks, to enter particular professions, to access educational institutions)**
- **Progress in wage levels connected with certificates gained in formal adult education granted by law, internal regulations or/and market mechanisms**
- **Average duration (comparatively long versus comparatively short)**
- **Fees to be covered by the individual/the enterprise**
- **Tax issues related to the costs of the education (eligible/non-eligible for reducing the income basis; co-funding regarded/non-regarded as income)**

There are major differences between the features of formal adult education

- **between different types of formal offers within one country (e.g. on different ISCED Levels or in different economic sectors)**
- **Between different countries**

Advantages for employers – compared to non-formal adult education/workplace learning or non-support

**Starting point:
individual aim**

Decision: Support/Non-Support)



**Starting Point:
organisational aim**

*Decision: Support of
Formal versus Non-Formal or
Workplace Learning/On the job Training)*

The relationship between individual and organisational aims shapes the relative importance of different possible reasons for supporting formal adult education, which includes (examples)

- Personnel Marketing
- Retention Policy
- Motivation for participating in more intense programmes when leading to qualifications
- Comparatively lower tuition fees (when provided by public/non-profit organisations)
- Need for permissions connected to formal qualifications
- Overcoming local skill shortages (respectively, the own weakness in attracting promising school-leavers/graduates)

Employer Organisations' Support offers for Formal Adult Education of their employees

- Expressing consent with the participation
- Acknowledging symbolically individual participation
- Accepting time flexibility (while work assignment remains unchanged)
- Rearrangement of work schedules and extension of work (reduction of long hours ...)
- Using enterprises' infrastructure for educational purposes
- Using business cases /projects from the employer organisation within the educational programs
- Using and gratifying work assignments within the educational program for enterprises' purposes
- Adjusting working time
- Devoting paid working time for participating in formal adult education
- Covering (a part of the) fees or accompanying costs of educational programs
- Granting rewards for successful completion of a program
- Offering increased wages for successful completion
- Offering promotion for participation/completion in a program
- Creating company based (customized) formal adult education programs on a project basis
- Institutionalising company based (customized) formal adult education programs
- Establishing stable relationships with institutions of formal adult education

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Inventory for Investigating Patterns of Support for Formal Adult Education (Extract of one case description)

Forms of Support	Levels of support	No	Ex-ceptionally	Individual decisions – embedded in a favourable culture	Established in a general/ permanent way
Devoting working time for the programs	Time for the preparation of examinations			✓	
	Time for project work useful for the company		✓		
	Time for following the program – below 30%	✓			
	Time for following the program – more than 30%	✓			
	<i>Legal Obligations to offer free time for examination</i>				no
Covering (a part of the) fees or accompanying costs of educational programs	Covering fees, mainly non-substantial (below 1000 Purchasing Power Parties (PPP) per year)				✓
	Covering fees – (above 1000 Purchasing Power Parties (PPP)) per year)			✓	
	Covering travelling expenses				✓
Etc.	Etc.				

Goal: Formulating a Typology of Support for Formal Adult Education

Type	Stylisation
Ignorance	The enterprise takes no initiatives to promote participation in formal adult education. The enterprise shows little support for formal adult education, which plays no role in the so far
Acceptance	The enterprise takes no initiatives to promote participation in formal adult education - In individual cases, the enterprises offers some forms of support, mainly with regard to work schedules and the permission to use actual work activities also for educational purposes
Individualized Support	The enterprise supports individuals to participate in formal adult education, but do not set up projects – Support is agreed mainly on an individual basis, is substantial at least in some cases and includes financial support and/or devotion of some working time to the program
Principle Support	The enterprise offers support for formal adult education in several ways, Support is agreed within a general policy (even when concretized on an individual basis), is substantial at least in some cases and includes financial support and/or devotion of some working time to the program – at least sometimes, formal adult education is initiated by the enterprise
Principle Support including Projects	The enterprise offers support for formal adult education in several ways, some of them on a regular basis, including financial support and the devotion of working time – programs leading to formal adult education are established for one or more groups of employees
Systematic Integration	The enterprise supports formal adult education openly, conditions for support are announced to the employees; fees are refinanced in most cases, substantial quantum of working time is devoted to formal education – programs leading to formal adult education are established for one or more groups of employees

Goal: Formulating a Typology of Support for Formal Adult Education – Two Examples

- Acceptance** **XY-trucks** (Slovenia, 50-99 employees): The management of the enterprise appreciates participation in formal adult education and expects benefits for the company. However, no policy to support participation is in place. For the current participants, the enterprise does not contribute to tuition fees, nor devote working time for the participation.
- Systematic Integration** **XY-Chemicals** (Austria, 50-99 employees): The company organizes – on a permanent basis – a preparation program for exceptional apprenticeship examination for chemical technicians (blue collar; ISCED 3a). Due to skill shortage, it attracts unskilled workers (normally trained in an other field then chemistry) and offers them the opportunity to join the 18 month in-house program (two third within the working time, adjusted to the companies shift work). All costs are covered. For successful completion, employees are going to be promoted including a substantial increase in payment. Additionally, the enterprise invites regularly employees to prepare for foreman examination (ISCED5b). Other formal adult education programs are strongly encouraged, but supported on individual agreements.

Outlook on our further work

- **Deciphering the meaning of different offers of Formal Adult Education for Enterprises and its employees in the context of different European Societies – What constitutes actually the advantages of this form of learning? What is at stake?**
- **In what ways could enterprises use formal adult education to gain particular advantages? Is there a *win-win* situation with their employees or are advantages for one party balanced by disadvantages by the other party?**
- **How do available offers for formal adult education interact with enterprises' policies?**
- **How is the support/non-support for formal adult education by enterprises embedded in its training culture, its culture of workplace learning and its organisational learning?**

Integration of Patterns of Support for Formal Adult Education and Training Cultures - Examples

Type of Training Culture

Systematic Interaction				◆ XY-Chemicals		
Principle Support and projects			◆ XY-Plastics ▲ XY-Archologcom			
Principle Support				▲ XY-Refrigeration	▲ XY-Exploration	
Individualized Support	<ul style="list-style-type: none"> ■ XY-steel ■ ABC-Chemicals ◆ XY-Electronic Manufacturing ■ Z-Chemicals ▲ XY-Salescosmetics 	▲ XY-Coper	◆ XY-Engineering	<ul style="list-style-type: none"> ■ XY-ITconsultancy ◆ XY Tec consulting 		
Acceptance	<ul style="list-style-type: none"> ▲ XY-Architects ■ XY-trucks 	<ul style="list-style-type: none"> ◆ XY-Media ◆ XY-Consulting 				
Ignorance	<ul style="list-style-type: none"> ◆ XY-Audio ■ XY translations ● XY-B2B 	◆ XY-Logistists				
	Reactive training cultures - low total volume of training	Reactive training culture - significant use of training - non-deliberate	Reactive training culture - little activity but significant interested	Changing mode of Cultures - project based	Expansive Training Cultures - take off phase	Full developed expansive training culture

Support for Formal Education

Thank you very much for your attention!