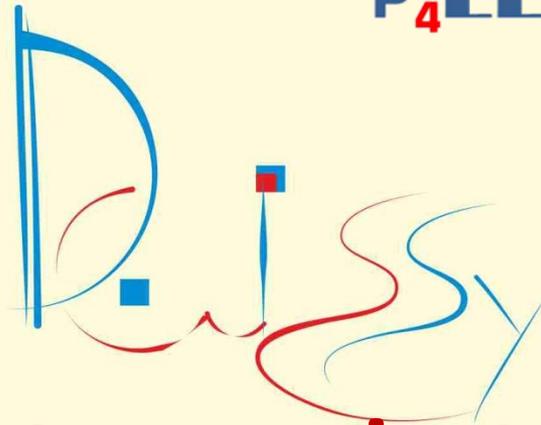




P₄LLL-tec

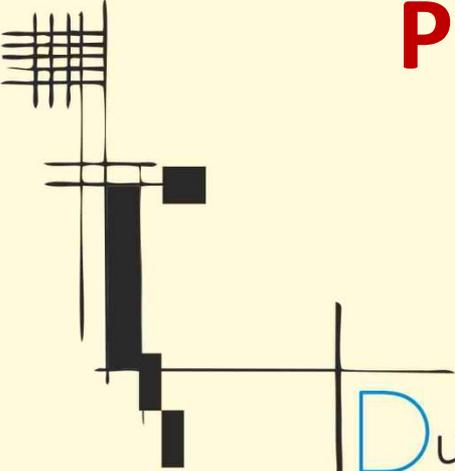


DASH

P4LLL-tec: project overview

Achilles Kameas

Associate Professor HOU



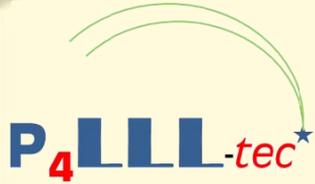
Dynamic Ambient Intelligent Social Systems

Το σχέδιο αυτό χρηματοδοτήθηκε με την υποστήριξη της Ευρωπαϊκής Επιτροπής. Η παρούσα δημοσίευση (ανακοίνωση) δεσμεύεται μόνο τον ονομαστή της και η Επιτροπή δεν ευθύνεται για τυχόν χρήση των πληροφοριών που περιλαμβάνονται σε αυτήν.

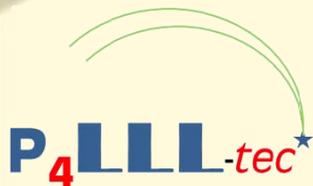
Με συγχρηματοδότηση από το πρόγραμμα «Erasmus+» της Ευρωπαϊκής Ένωσης



Scope

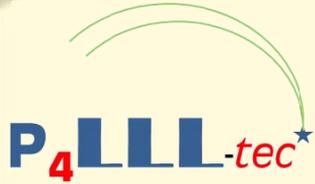


- The project is concerned with the investigation of two classes of **partnerships for lifelong learning**, which are studied in terms of their **organisational structures** as well as their impact on the learners' **competence** and **employability**.
- The term 'partnership' refers to the cooperation of education and training stakeholders such as VET providers, higher education institutions and enterprises with a view to **offering new or alternative learning pathways from initial training up to higher education**.

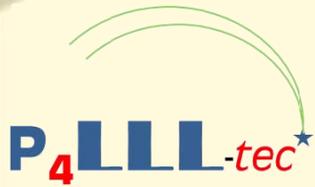


- Four core types of such partnerships can be distinguished
 - integrated learning opportunities,
 - bridging programmes,
 - validation mechanisms and
 - counselling services.
- The first two will be addressed in the project.
- In the case of '**integrated learning opportunities**' or '**integrated programmes**', educational opportunities offered by different providers are connected in such a way that from the learners' perspective one single, coherent programme or curriculum comes into being.
 - Dual college programmes, which integrate apprenticeship training and a cognate bachelor's degree course, are a typical example.
- In the other type, the so-called '**bridging programmes**', instead of jointly building up a new training course, the partners involved recognise learning outcomes from each others' existing programmes on the basis of mutual trust and provide targeted provision and support for the transition from one programme to another.

Aims



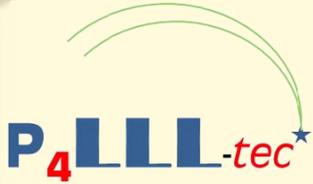
- The aim of the project is to **study the organisational models** (or 'design options') of integrated learning opportunities and bridging programmes in **occupational areas of engineering and technology** (ISCO Sub-Major Groups 31 and/or 35) in five countries (Germany, Greece, Ireland, Latvia and Spain), and to **assess the performance and impact of these partnerships**.
- On the basis of this analysis, the project will **develop manuals or guidelines** for education and training practitioners as well as policy makers to provide information on which models of partnerships are suitable for the different national contexts.



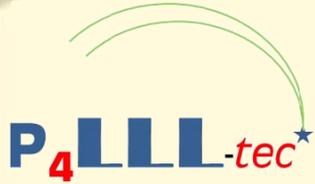
- Integrated learning opportunities and bridging programmes contribute to permeability in education and training, which is a key element of the first strategic objective ('Making lifelong learning and mobility a reality') of the 'ET 2020' framework.
 - In particular, improving the opportunities for vocationally qualified learners to proceed to HE has been identified as an important need.
- The project focuses on engineering and technology because an adequate skills supply in this domain is essential for EU economies as shown by the fact that demand for these occupations is expected to grow by 8% until 2025 while numbers of graduates tend to fall in some countries.
- At the same time, research suggests that transitions from VET to HE are particularly difficult to accomplish in this occupational area.

Outputs

- O-1 Design options for integrated learning opportunities and bridging programmes
- O-2 Case Studies
- O-3 Commitment Studies
- O-4 Impact analysis part 2: Employer survey
- O-5 Quality guide - lessons learned from good practice

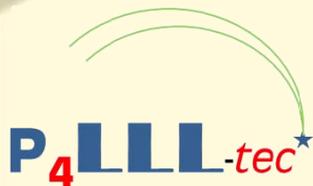


O-1 Design options for integrated learning opportunities and bridging programmes



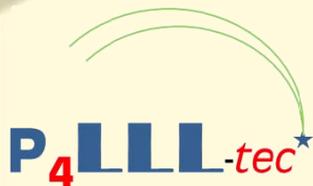
- This output addressed the operating conditions and design options of partnerships for lifelong learning.
- To this end, a comparative overview of the existing partnerships concerning integrated learning opportunities and bridging programmes was conducted for all countries covered.
- The study explored the systemic environments in which these partnerships operate as well as the organisational arrangements that respond to these environments, and presents these design options in a grounded typology.
- Moreover, the different institutional structures under which integrated learning opportunities and bridging programmes are operating were examined and the interests of the different groups of actors involved were also considered.

O-2 Case Studies



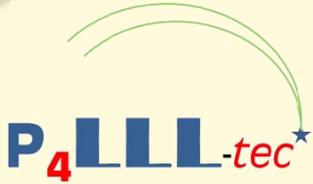
- The selected case studies concentrated on the functioning and the success of partnerships for lifelong learning in greater detail.
- The cases were selected with the aim to cover a broad range of the types or subtypes of partnerships for lifelong learning included in the typology (cf O1).
- Both the "internal" factors that determine the success and performance of the programme (i.e. the strengths and weaknesses) as well as the "external" or environmental factors (opportunities and threats) were covered.
- The case studies were presented in a report.

O-3 Commitment Studies

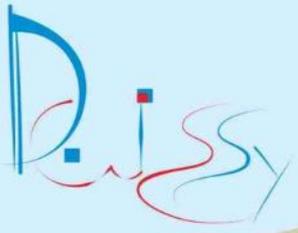


- The first part of this impact analysis addressed the effects that partnerships oriented towards permeability may have on the development of the learners' professional identity.
- In order to find out whether such programmes show any difference from conventional or traditional programmes when it comes to vocational commitment, the project carried out commitment studies that compare the development of vocational identity and occupational commitment of learners participating in partnership programmes on the one hand and learners enrolled in traditional VET programmes on the other.
- These studies investigated the hypothesis that by connecting or blending VET and higher education, partnership programmes could lead to a marginalisation of vocational education and training as a side effect.
- Learners in such programmes may consider vocational learning merely as an inferior part of their tertiary qualification.
- In addition, employers tend to encourage their employees to participate in programmes that include at least the option of an academic degree, which means that VET qualifications are no longer considered a legitimate objective of continuing learning

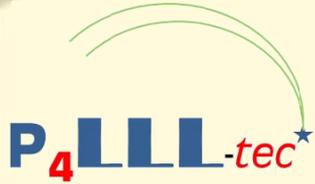
O-4 Impact analysis part 2: Employer survey



- This standardised company survey evaluated the performance of integrated learning opportunities and bridging programmes from the perspective of the other primary group of beneficiaries, i.e. the employers.
- The survey also addressed the issue of the specific opportunities and limitations that may apply in technology-oriented occupational sectors when it comes to bridging programmes that link VET and higher education.
- The information obtained in the previous expert interviews (cf O1-A2 above) concerning the problem whether transfer arrangements and a recognition of prior learning are as feasible in technical domains as they are in other occupational areas such as business administration is supplemented by the companies' experience with regard to the employability of graduates.

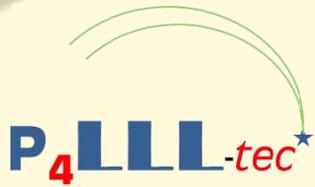


O-5 Quality guide - lessons learned from good practice



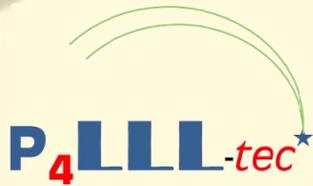
- This output will consist in a reference manual or series of reference documents with descriptions of strategy options for the effective implementation of high-quality partnerships for lifelong learning.
- This "toolkit" will be based on a collaborative effort in which representatives of the relevant stakeholders (VET practitioners, public bodies, social partners, researchers) discuss the results documented in the four previous intellectual outputs and derive policy recommendations, which will be accompanied and illustrated by examples of good practice.
- The quality guide will include an overview of design options or types of partnerships for lifelong learning, success stories and sample documents such as credit transfer arrangements.

Partners



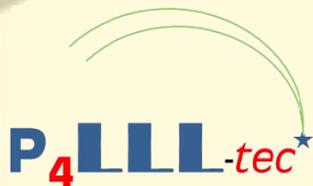
- [ITB](#) – Institute Technology and Education, University of Bremen, Germany
- [FTUC](#) – Free Trade Union Confed. of Latvia
- [HOU](#) – Hellenic Open University, Greece
- [DCU](#) – Dublin City University, Ireland
- [IKEI](#) – Research & Consultancy SA Donostia-San Sebastian, Spain
- [IMH](#) – The Machine Tool Institute Elgoibar, Spain

Mission and vision



- The DAISSy research group was founded in 2001 by highly skilled and motivated researchers coming from various backgrounds
- The DAISSy group mission is to promote the wide societal adoption of the broader Ambient Intelligence vision by realizing responsible research and constantly pursuing innovation
- The vision of the researchers of DAISSy group is to contribute to the realization of an advanced humane society by inventing technology that adapts and supports human needs and not the other way round!

Contact



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