



# **Evaluating the Professional Destination of Global Labour University Graduates (GLU) (2005–2012)**

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## The essentials

1. As of 2012 there were 430 GLU alumni (52 percent, female, 58 percent male) for the evaluation period 2005–2012, who either took part in the MA program of one of the four universities in Brazil, Germany, India or South Africa (206 alumni) or successfully finished advanced training as part of the scientific ENGAGE Program (24 alumni).
2. The Global Labor University program is extraordinarily significant when it comes to the question of developmental policies. After graduation, 67 percent of all GLU alumni went back to working with organizations that focused strongly on labor relations, such as unions and other academic institutions. In the near future, the increasing number of graduates will provide an important potential for cooperation between the FES and its Global Union Project since alumni from all over the globe participate in the MA program at four locations worldwide.
3. The MA program at GLU contributes effectively to the scientific-methodological education of the students, as well as to their professional development. The majority of alumni work in a field that clearly caters to their interests. They are willing and able to provide academic expertise to union work, although only 9 percent of all graduates take a job that strictly requires a Master's degree. Gender-specific differences are not obvious in general professional development. However, they clearly exist when it comes to wages.
4. The program's effect on developmental policies refers as much to the professional progress of the alumni in unions and labor-oriented working environments as to the gradual academization of exactly those institutions that are trying to promote the dialogue between the world of academia and the working world.
5. The high response rate (66 percent) to the online survey among GLU alumni between 2005 and 2012, as well as the increasing relevance of alumni communities and its own research activities (Alumni Survey 2012) underlines the substantial potential for networking yielded by the program's setup.
6. Room for improvement can be found in the numerous global offices of the Friedrich-Ebert-Stiftung that are supposed to promote GLU activities and publications online. They should also be actively involved in the selection process of interested union-active applicants.
7. Further potential for improvement can be found in the curriculum of the individual programs. The introduction of a module called »Comparative International Industrial

Relations and Participation Research« (Democracy and Economics) is an idea that would enhance the content of the studies. Democracy in the field of economics is not something that is explicitly taught at the four universities or as part of the ENGAGE program. It is, however, in high demand when professors, ILO representatives and alumni are asked about it.

8. Improving the program can also be achieved by offering additional academic training for the students (similar to the ENGAGE program) which will further their methodological, political and social skills. These competencies will help them to implement their theoretical knowledge in the working world.
9. Enhancing timely and structured preparation for the co-op internships is also a substantial part of the improvement process. In this context, the FES offices as well as the GLU alumni networks and the union cooperation partners at universities in Germany should be involved extensively and early.
10. Thorough coordination of a thesis topic and the actual challenges of union organizations will help to improve the academic expertise of unions in general, as well as to enhance the cooperation between universities and unions.
11. Active involvement of GLU alumni as potential instructors for graduate classes, as well as experts in the implementation of global union initiatives – for example, monitoring and verification of International Framework Agreements – were identified as additional sources of improvement.
12. The project managers responsible of the FES are present in the GLU's International and National Steering Committees in order to assert their influence on the various MA programs of all four locations. The FES should work towards a newly constituted active National Steering Committee in Brazil. Once established, it will be a helpful partner in providing guidance and advice for the local GLU courses.
13. To intensify the dialogue between the responsible parties of the FES and the GLU about the program's administrative and content requirements, FES liaison lecturers should be introduced. Their task will be to provide a dialogue between universities and unions in order to balance the diverging expectations of a GLU program and the specific requirements of academic research and teaching (accreditation of programs).

## 1. Subject of the evaluation

In order to advance the development of independent, democratic and efficient unions, as well as to get them to contribute constructively to civil society, qualified and trained union leaders are an indispensable asset. Therefore, the systematic support of future union employees is an important element of the social advancement of democracy undertaken by the international branches of the FES. A central tool in this endeavor is the Global Labor University (GLU), which was founded in 2003 within the framework of cooperation between the International Labour Organization (ILO), the Global Union Federation (GUF), the Friedrich-Ebert-Stiftung and several universities and unions in Germany, South Africa, Brazil and India. The German panel of supporters consists of the German Union Federation (GUF), its associated training institute, the Hans-Böckler Foundation (HBF), the FES, as well as the University of Kassel and the College of Law and Economics in Berlin. Both universities introduced a multidisciplinary graduate program »Labor Policies and Globalization« as early as 2004. Other GLU degree programs followed at the *University of Witwatersrand* in Johannesburg, South Africa (January 2007), at the *Universidade Estadual de Campinas* (UNICAMP) in Campinas, Brazil (February 2008), and at the *Tata Institute of Social Sciences* (TISS) in Mumbai, India (July 2008).

Furthermore, the GLU introduced the ENGAGE Program at the universities in Berlin and Kassel in 2010. In contrast to the rest of the offerings, it is not a graduate degree program but a three and a half month academic trainee course and subsequent internship for unionists from all over the world. Enrolling in the ENGAGE Program in Berlin or Kassel does not require a Bachelor's degree.

The following final report is concerned primarily with the academic development of GLU alumni who successfully completed the MA degree. The primary goal of the program is to train future employees of unions or associated institutions who already hold a Bachelor's and have substantial knowledge and interest in topics such as industrial relations in times of globalization, economic, social and developmental policies, as well as strategies and tools for contemporary and globally-oriented trade union activities. The course of study at the Tata Institute of Social Science in Mumbai, India is special insofar as it is tailored to trade union members and non-members alike. As part of the integrated internship, students are supposed to apply the academic knowledge they acquired in class in everyday working practice. The mediate goal of the GLU project as a whole is to globally implement the knowledge and expertise of the new graduates and integrate them into organized union movements and their institutionalized associates.

Subsequently, the question arises in which fields the graduates became active after their return to their countries. This will be crucial in finally evaluating the success of the program. On behalf of the FES, the GLU project had already been reviewed by an external referee according to the DAC criteria and was formally ready to be implemented as early as December 2007 until mid-2009. The referee's evaluation went to the ILO for a second project assessment. In 2009 it was decided that, on the basis of the report's conclusions, as of the time of the inquiry period it was still too early to make precise assertions about the program since many of the individual locations' courses were still in the early stages of development. However, it could already be projected that the majority of graduates saw great opportunities in coming back to do union work. In order to facilitate the evaluation of their professional re-integration after graduation, the report proposed to conduct a second survey since the number of employed alumni would be substantially higher at a later point in time. Additionally, it would be easier to assess their performance referring to the acquired competencies and how far those were helpful for their work at a union or associated institutions.

In 2012 and in accordance with the referee report, the FES issued a special destination evaluation that shed light on the professional development of the 206 graduates of the GLU program (retrieved August 2012). The following evaluation refers to the entire period from 2005 to 2012 and to all four campuses in Brazil, Germany (Kassel and Berlin), India and South Africa. To be distinguished are only the 24 former participants of the ENGAGE courses in the years 2010, 2011 and 2012. Although they are not the focus of this study, they were part of the survey, which makes the number of overall participants 230.

## **2. Aim and leading questions**

Evaluating the conception and implementation of the graduate program at GLU's various locations is the main goal of this report. It will assess the extent to which the program was beneficial to the professional development of the graduates within union organizations or institutions similar to them. This will facilitate the development of ideas that will improve the program with reference to its efficiency and sustainability. Additional recommendations for the future design of the graduate courses, as well as ways to integrate the alumni into the workforce will be formulated subsequently. Four DAC criteria serve as guidelines for the evaluation. A thorough analysis of the fifth criterion, which asks for the **efficient governance** of a global MA program, was not feasible within the framework of this evaluation.

➤ **Relevancy**

Is the GLU program relevant in terms of the future academic and professional development of the students and will it contribute to their abilities when it comes to working at trade unions, associated organizations or with questions of organizational development in general?

➤ **Effectiveness**

Do the formulated goals of systematically assisting and training future union employees with the GLU degree program meet real needs?

➤ **Effects on developmental policies**

Does the MA program cater to the superordinate goal of improving developmental policies? These include, for example, the development of independent, democratic and efficient unions as elementary institutions of social democracy.

➤ **Sustainability of the program**

Are the effects of the GLU program permanent?

Within the framework of the Global Union Project that has been in existence for over three decades now, the Friedrich-Ebert-Stiftung functions as the main sponsor of the GLU. The project's set-up assumes that many factors that influence a national economy and society are external in nature. In a period of economic globalization, transnational trade unions can be successful only if they understand the multilayered economic and social dynamics and are able to adjust their political strategies accordingly. To train future employees of the international union landscape in the many disciplines that are offered as part of GLU's program and therefore provide them with the necessary tools to tackle the challenges of globalization is the main goal of the Global Union Project. The GLU in particular serves the Friedrich-Ebert-Stiftung by working towards the strategic and long-term goal of active union involvement in global economic developments. In detail, this means training and educating future union functionaries to actively enhance union competencies in social, economic, international and union-related policies. According to these standards, the GLU can be regarded as a successful project if at least 60 percent of all graduates continue their professional development at a union or associated institution and international unions' demand for GLU publications rises. With this in mind, this evaluation asks three central questions that refer back to the FES-established primary output indicator (professional destination of graduates):

- Was the goal accomplished to place GLU graduates in key positions at unions and associated institutions in the fields of politics, governance, media and academics?
- Did MA students acquire methodological, political and social knowledge that will be of use to them in their professional development in their respective working environment?
- Did students miss a specific topic or content in the course of their GLU studies that should be included in the future?

Those questions are explained and answered in more detail as part of the following research sections:

### **1. Design of the selection process**

How are the graduate students selected and which aspects (letter of motivation, aspirations and expectations of candidates, transcripts, references, interviews) are especially relevant? How do the aspects interrelate proportionally?

### **2. Aim and content of the degree programs**

To what extent are the contents of the degree programs relevant in the view of the alumni, as well as in the opinion of the graduates' employers? Can we identify materials that are not covered and are lacking from the educational advancement of the students? How important is the support provided by the instructors to ensure professional reintegration of the graduates?

### **3. Significance of internships and thesis for professional development**

How significant are co-op programs and internships for the professional development of GLU graduates? Do these internships help the students with reference to their MA thesis topic and how important is the thesis itself for the alumni's' future employment possibilities?

### **4. Relevance of alumni networking for the professional integration**

What effect does the institutionalized alumni network have on the future employment possibilities of newly graduates? Which networking tools (Summer Schools, alumni surveys) are functioning successfully in this regard?



### **3. Methodological approach**

The evaluation is based on a mixture of methods. A first step consisted of preliminary talks and an analysis of the documents (Alumni statistics as of August 2012, Alumni survey as of October 2012, internal evaluation reports, current curricula of the four MA programs) which identifies all alumni of all GLU locations between the years 2005 and 2012 and provided a first report on the leading question (Inception Study). A second step consisted of an online survey conducted in cooperation with INCCAS ([www.inccas.de](http://www.inccas.de)). This survey was designed and programmed to target all alumni and was accessible for a month starting on September 15, 2012. Data analysis of the material took until mid-November. When the survey was designed, the individual curricula of the GLU locations were not ready to be taken into consideration. A total of 206 graduates of the GLU MA program, as well as 24 graduates of the ENGAGE Program could be identified on the basis of those statistics for the evaluation period 2005–2012. Those 230 graduates represent a census of all GLU graduates in the locations Brazil, Germany, India and South Africa. At the same time, expert discussions were conducted with (former) heads of the Global Union Policy project of the FES, as well as heads of network partners, graduates, professors, representatives of national and international trade union organizations and supporting institutions in Brazil, Germany, India and South Africa.

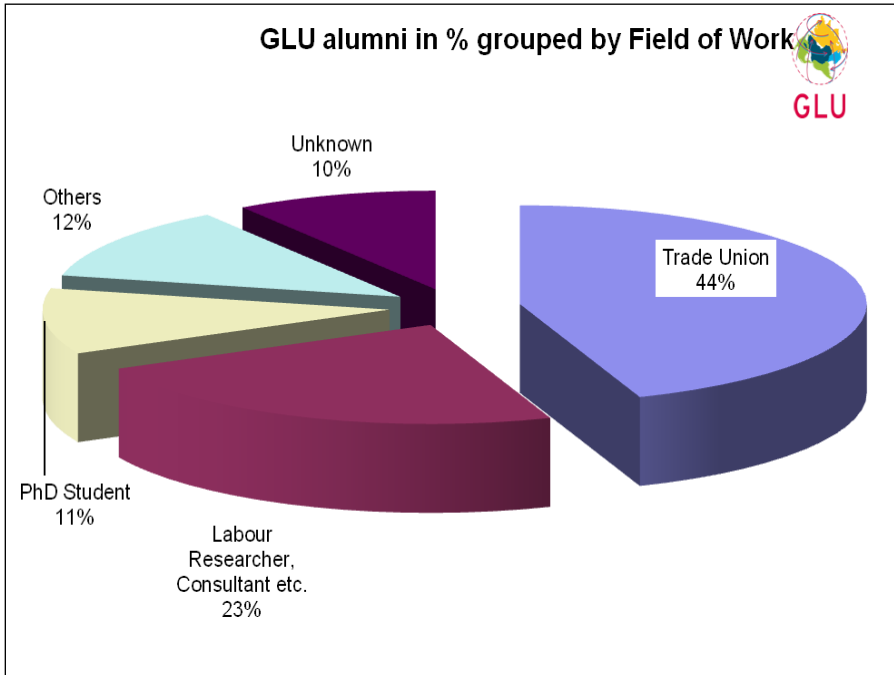
The majority of the interviews were held at the GLU's German National Steering Committee in Berlin (September 21, 2012), the GLU conference (September 26–28, 2012), the GLU's International Steering Committee (September 29, 2012) and at the Summer School in Campinas, Brazil (September 30, 2012). Final expert discussions were held on October 1 and 2 with representatives of the CUT/Brazil and the Observatorio Social at the local office of the Friedrich-Ebert-Stiftung. The latter's employees were an outstanding help in the organizational process. On December 4, 2012, the first evaluation results were presented at a FES workshop in Berlin. Those preliminary results were eventually used for the closing report.

### **4. Document analysis: professional development and academic destination**

A wide variety of documents was analyzed in the process of the evaluation. These are (a) the GLU evaluation report of 2010 which was commissioned by the FES and played a significant role even before the final evaluation; (b) the ILO's/ACTRAV's account of GLU accomplishments of July 2012; (c) the official GLU alumni statistic (retrieved: August 2006);

(d) the alumni surveys results of the 2011 Summer School in Johannesburg, South Africa (retrieved: October 2012); (e) the current FES course sheets of the Global Union Project; and finally (f) the four current curricula of the degree programs in Brazil, Germany, India and South Africa. With reference to the first leading question – whether it has worked to place GLU alumni in key positions in unions, associated agencies, politics, the media or academia – the official GLU alumni statistic differentiates between the MA and the ENGAGE Program. Out of the registered 223 alumni, 99 (or 44 percent) went to work directly for trade unions and 52 (or 23 percent) work as researchers or consultants in labor-oriented academic institutions after having finished one of the programs. Moreover, the statistics show that 67 percent of all alumni hold a position in a union-related organization, while 24 (11 percent) of the graduates went on to pursue a PhD and 27 (12 percent) are employed in organizations that are not unequivocally classifiable. The professional development of 21 of the alumni (10 percent) is not known. The following pie chart visualizes those numbers according to program and professional destination:

Figure 1: Occupation of GLU alumni



Source: GLU alumni statistic (retrieved: August 2012).

A general remark should be made concerning the validity of the chart. The current position of the GLU graduates leaves very little room for a projection of future positions. For that conclusion to be cohesive we lack data that deal with the students' academic background before entering the program.

The results of the GLU alumni survey – results and findings 2012 – which were presented and discussed at the International Steering Committee on September 29, 2012 serve as another important pillar of the evaluation. As part of the survey, the data of 213 alumni were collected electronically via e-mail during the month of January. This census included all participants of the four MA programs and the ENGAGE Program. The inquiry period lasted from January 25, 2012 until March 31, 2012. The results are based on a 36 percent response rate, which corresponds to 77 students in total – a result that makes the foundation for our evaluation thoroughly reliable.

With reference to the leading question of the professional destination of GLU alumni, the survey does not differentiate between MA graduates and ENGAGE participants. It comes to the general result that 74 percent of the alumni of both programs went back to formal employment, whereas 17 percent continued their studies at a university. The remaining alumni work predominantly under insecure employment conditions either as interns or freelancers. The 74 percent of formally employed graduates mainly work for unions in departments of research or education. Most of them have a history of former employment with those institutions. Promotions to deputy union chair or general secretary could be observed but remain rare. A total of 86 percent of all alumni acknowledge a positive effect of the studies on their professional development. Only 13.7 percent could not express a clear opinion on that question. Especially positive in the eyes of the alumni was the effect the studies had on their handling of day-to-day job activities: 83 percent stated that their analytical capacities had been enhanced after the program and 87 percent said that they are now more confident to contribute to discussions and projects of a political or international nature.

A little less conclusive was the alumni's view on the effect their academic education had on development within the organization. However, 55 percent still think that it has a positive effect, whereas 42 percent could not conclusively answer the question. Only 3 percent believe that their studies and the resulting absence from work had a negative impact on organizational development.

With reference to the second leading question – whether the students gained knowledge and competencies through their studies that would help their professional development as well as the organization that employs them – the survey gives a first impression of the results. A total of 92 percent were highly satisfied with the program (83 percent satisfied students in India, 89 percent in Brazil, 91 percent in Germany and 100 percent in South Africa). The internships were a significant component of the program. It helped the students to connect previously acquired academic knowledge and everyday work practice. Except for South Africa the internships are constantly available in all locations and were completed by 91

percent of all graduates. However, the assessment of the experience gained during the internship differs widely: 79 percent reported that it was an entirely positive experience, whereas only 18 percent had not entirely positive and 3 percent bad experiences.

The main criticism focused on the lack of communication concerning the goal of the internship, the insufficient supervision on the instructor side as well as on the side of the respective organizations and the missing integration of the internship in the overall concept of the studies. This suggests an inadequate linkage of the internship with respect to the curriculum and the thesis. However, 90 percent of all alumni were satisfied with the instructor's support for their final thesis. A systematic connection between the topic of the thesis and the daily challenges to be overcome in future working life could not be established at this point. The conclusions and results of the thesis were usually not presented in the organizations closely associated with the GLU, which means that academic expertise was not handed on into a practical working environment.

With reference to the third leading question – whether there was course content that was lacking from the curriculum in the eyes of the graduates – the alumni survey could provide important initial information: besides the theoretical classes that are part of the MA and the ENGAGE Program, that include courses focusing on alternative economic models after the global recession, ILO core labor values and Global Framework Agreements (GFA), the majority of the alumni feel the need for interdisciplinary modules dealing with topics such as project management, negotiation techniques, conflict management, organization strategies and organizational development within unions. In October 2012, therefore, the survey came to the preliminary conclusion that the alumni wish for a more mixed and varied combination of theoretical, issue-oriented classes and interdisciplinary modules that are able to provide more grounded and practical skills.

## **5. Evaluation of current MA curricula**

The curricula of the MA program of the academic year 2011/2012 (without the ENGAGE Program) were – if available – analyzed comparatively in a matrix. The information about the South African GLU curriculum was derived solely from their website. To ensure comparability between the different degree programs, categories from several different disciplines were analyzed, among them micro- and macroeconomics, political science, sociology and law. Moreover, they tried to determine whether the individual locations offered specific methodological and research seminars or internships. Results showed that all four locations offered classes in economics, political science and sociology. The module »Union Strategies

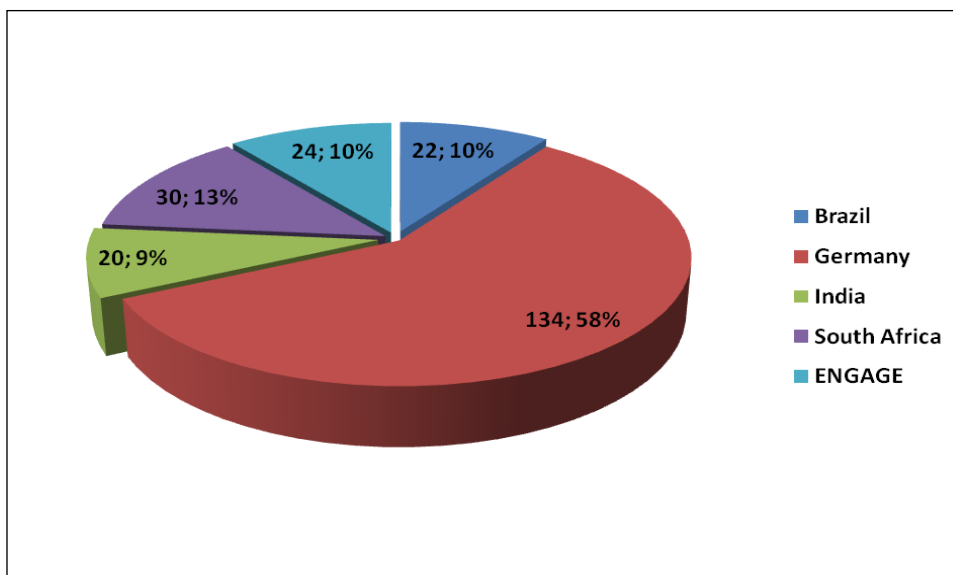
in Global Economics« was offered every semester in all locations. Seminars addressing issues of global ecological policies, as offered at the universities in Berlin and Kassel, were not yet adopted elsewhere. In preparation for the final thesis, students were offered the opportunity to attend an introductory seminar on research methodology and another seminar at which they could present the progress and results of their papers. In Berlin and Brazil, students were offered internships during their first or second semester. In India, those internships were part of the later semesters and usually lead to an earlier return to the students' initial organization. The GLU location in South Africa did not offer internships. However, all in all a general resemblance of the study content is obviously in all GLU locations. This is indeed remarkable since each program has to be nationally accredited. A class in »Participation and Democracy in Economics and Society« is not yet part of any of the programs. With reference to the idea of »Democracy in Economics« it has to be stated that this is a basic concept of any social democracy. The establishment of employee participation through democratically elected representatives can be regarded as a major component of civil rights in economics and is therefore indispensable in the transnational cooperation between companies as laid down in the International Framework Agreements (IFA).

2011/12 Module/Semester	Brazil		Germany		India		South Africa	
	I.	II.	I.	II.	I.	II.	I.	II.
Macroeconomics and Development	X	0	X	X	X	X	X	X
Economic Development and Labor	0	X	X	X	0	X	X	X
Economics, Business Sciences	X	0	0	X	X	0	0	X
Political Sciences, Global Labour Relations	0	0	X	X	X	X	X	0
Social Sciences, Inequality, Poverty	0	X	X	X	X	0	X	0
Trade Union Strategies in a Global Economy	0	X	X	X	X	X	X	0
Law and Social Regulation of Labor	X	0	X	X	0	X	0	0
Environmental Politics in a Global Perspective	0	0	X	0	0	0	0	0
Research Methods	0	X	X	0	X	X	X	0
Thesis Seminar	0	X	0	X	0	X	0	0
Internship	X	X	X	X	0	X	0	0

## 6. Evaluation results: professional destination of GLU graduates

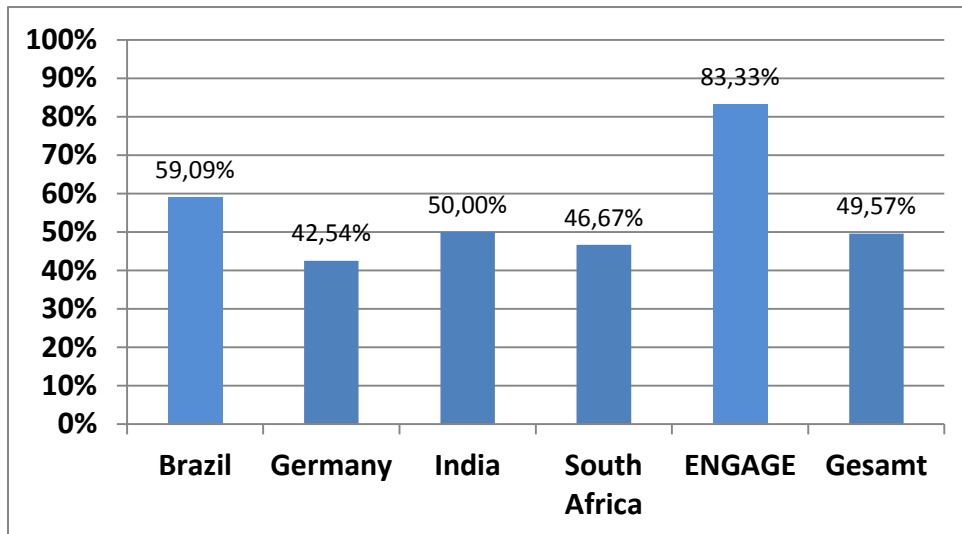
The official GLU alumni statistic was chosen as a foundation for the evaluation. As of 2012 a total number of 230 participants took part in the MA program or the ENGAGE Program between the years 2005 and 2012. This statistical population of 230 was asked via e-mail to respond to the Online Survey on Professional Whereabouts of GLU Alumni 2005–2012. The response rate of more than 66.5 percent (153 total) was more than satisfying. Further excluded from the evaluation were those alumni who only responded to the first ten items of the survey and did not answer any of the questions concerning the central items of the evaluation. Eventually, the evaluation could work with 114 viable cases, which constitute a final and representative response rate of 49.57 percent. To ensure statistical quality concerning contrasting indicators such as location of university, nature of program, year, sex and nationality, the basic distribution of the statistical population was contrasted with the distribution of those relevant dimensions among the respondents.

Figure 2: Distribution of MA program participants and ENGAGE Program participants within the basic population



Source: GLU Alumni and student database (N=230), own calculations.

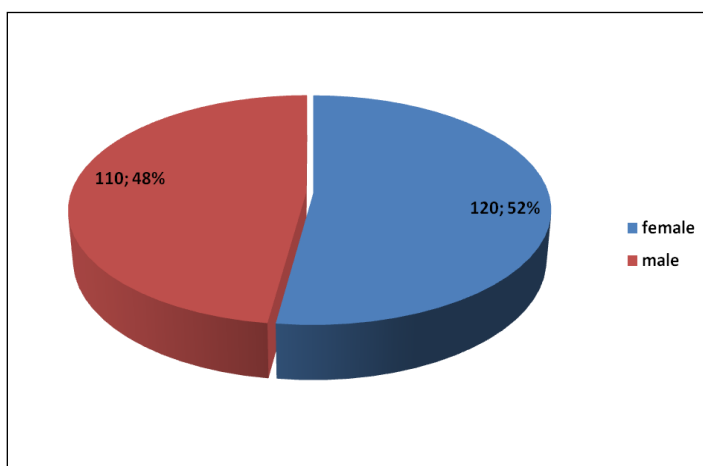
Figure 3: Distribution of online-survey respondents



Source: GLU Alumni and student database, GLU online Survey Database, own calculations.

Comparing Figures 2 and 3 we find that the response rate of the ENGAGE participants, who only constitute 10 percent of the population in question, is – at 83 percent – significantly higher than the response rate in the degree program. This leads to an overrepresentation. However, the proportion of alumni graduating from the German locations in Kassel and Berlin (58 percent) is highly underrepresented, with a response rate of only 42.5 percent. The sex ratio of the population (48 percent male, 52 percent female) corresponds well to the respective response rate (45 percent male, 55 percent female).

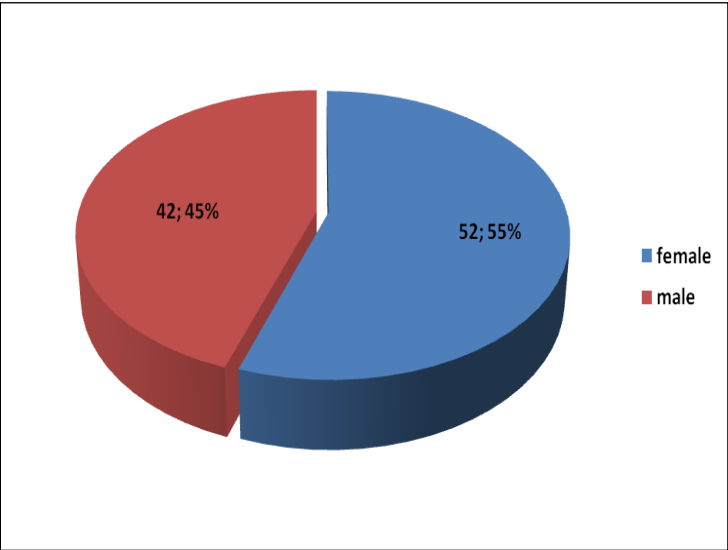
Figure 4: Sex ratio within the population



Source: GLU alumni and student database, own calculations.



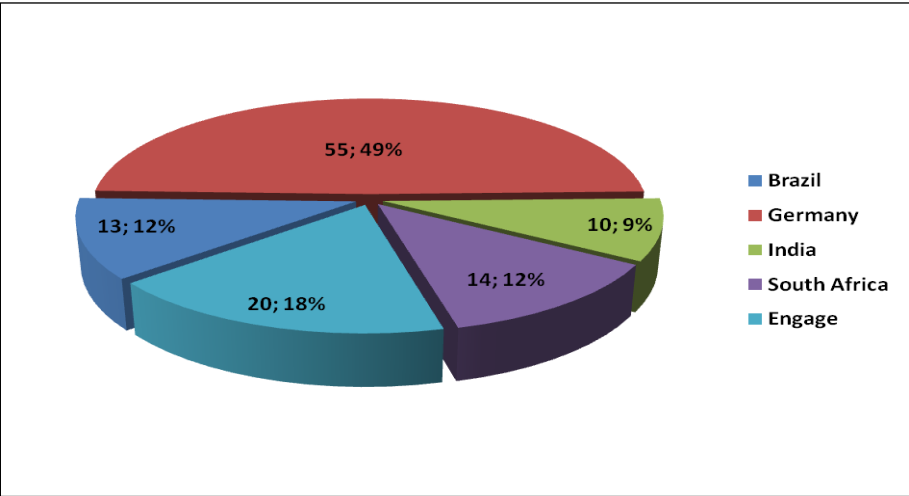
Figure 5: Sex ratio with respondents



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=94).

Of all viable respondents who took part in the Online Survey on Professional Whereabouts of GLU Alumni 2005–2012, 55 graduated with an MA from a German university (49 percent), 13 were students of the university in Brazil (12 percent), 10 percent graduated in India (9 percent) and 14 were part of the MA program in South Africa (12 percent). A total of 20 participants (18 percent) were part of the ENGAGE Program: with reference to the population of 24 in this group, we record a high response rate of 83.3 percent.

Figure 6: Distribution of respondents according to study location and program

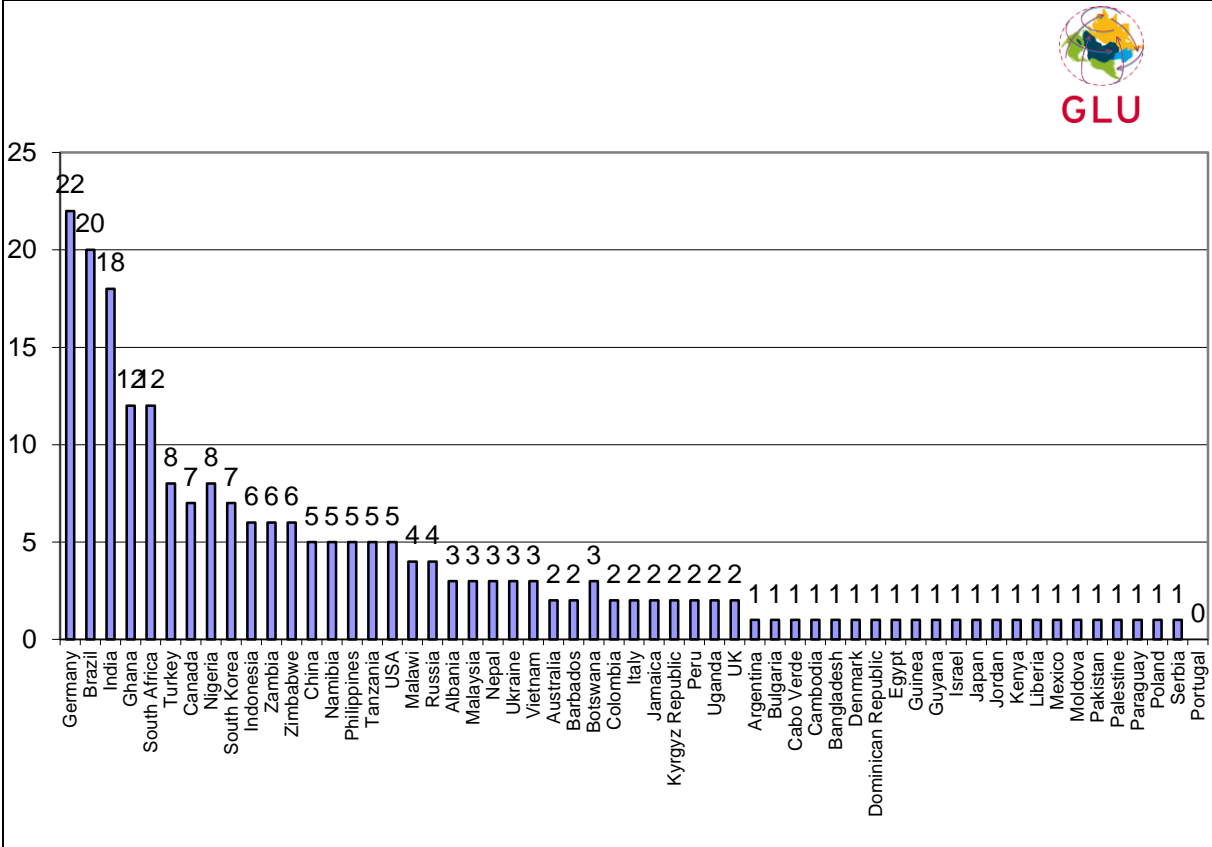


Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112).

All in all, 82 percent of all MA alumni and 18 percent of the alumni of the ENGAGE courses participated in the survey. The majority of all participating alumni (66 percent) graduated between the years 2008 and 2011. With only 15 percent, alumni who graduated between 2005 and 2007 are underrepresented. This result hints that the alumni networking strategies have become continuously more successful in the past four years. The network is now an important asset of the GLU and its partner organizations.

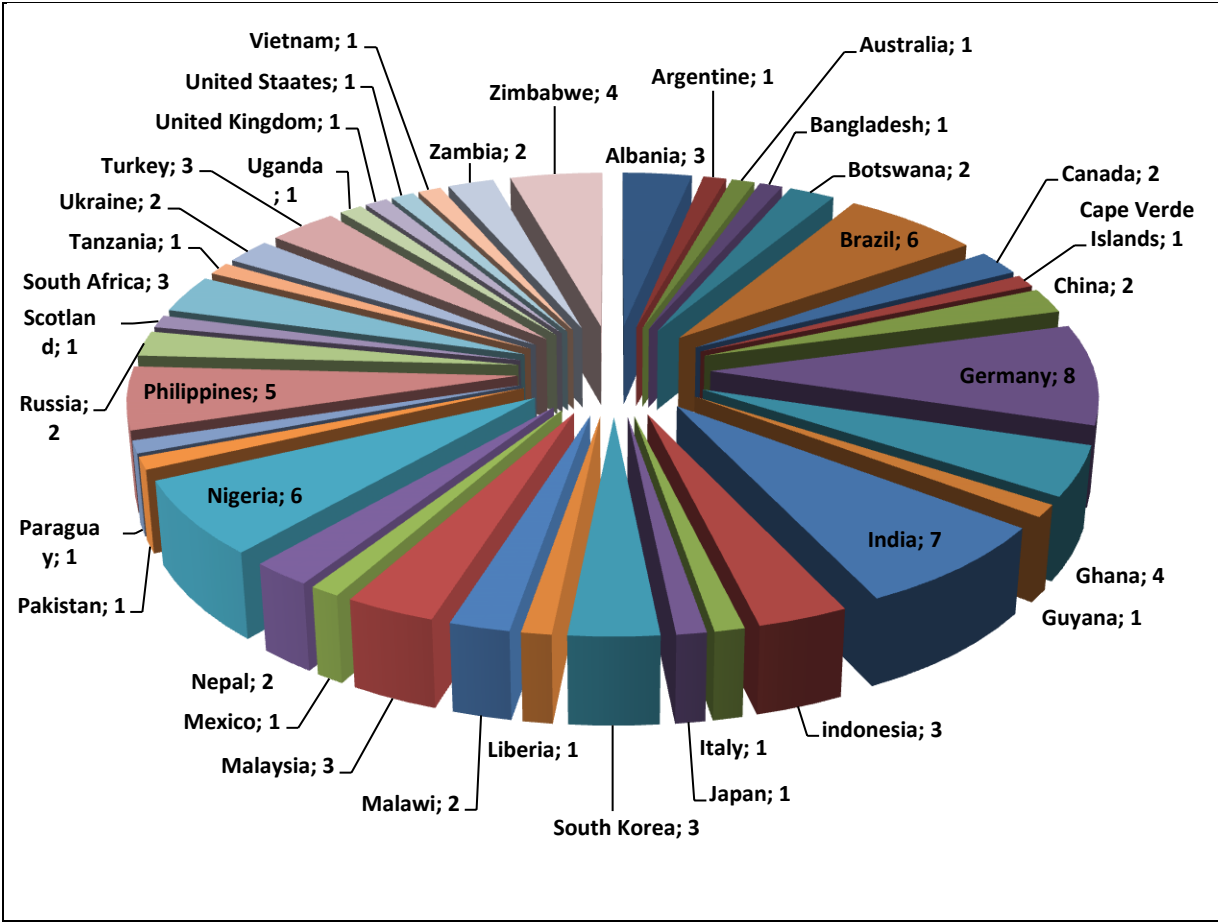
The distribution of alumni according to nationality shows that the GLU is as a matter of fact a global project irrespective of the individual locations. Also, many of the alumni are originally from developing countries (Figure 7). The high diversity in nationalities indicates that the program is very relevant with respect to developmental policies. This also becomes visible in the response rate (Figure 8).

Figure 7: Distribution of alumni according to nationality



Source: GLU Alumni and student database (August 2012).

Figure 8: Response ratio according to nationality

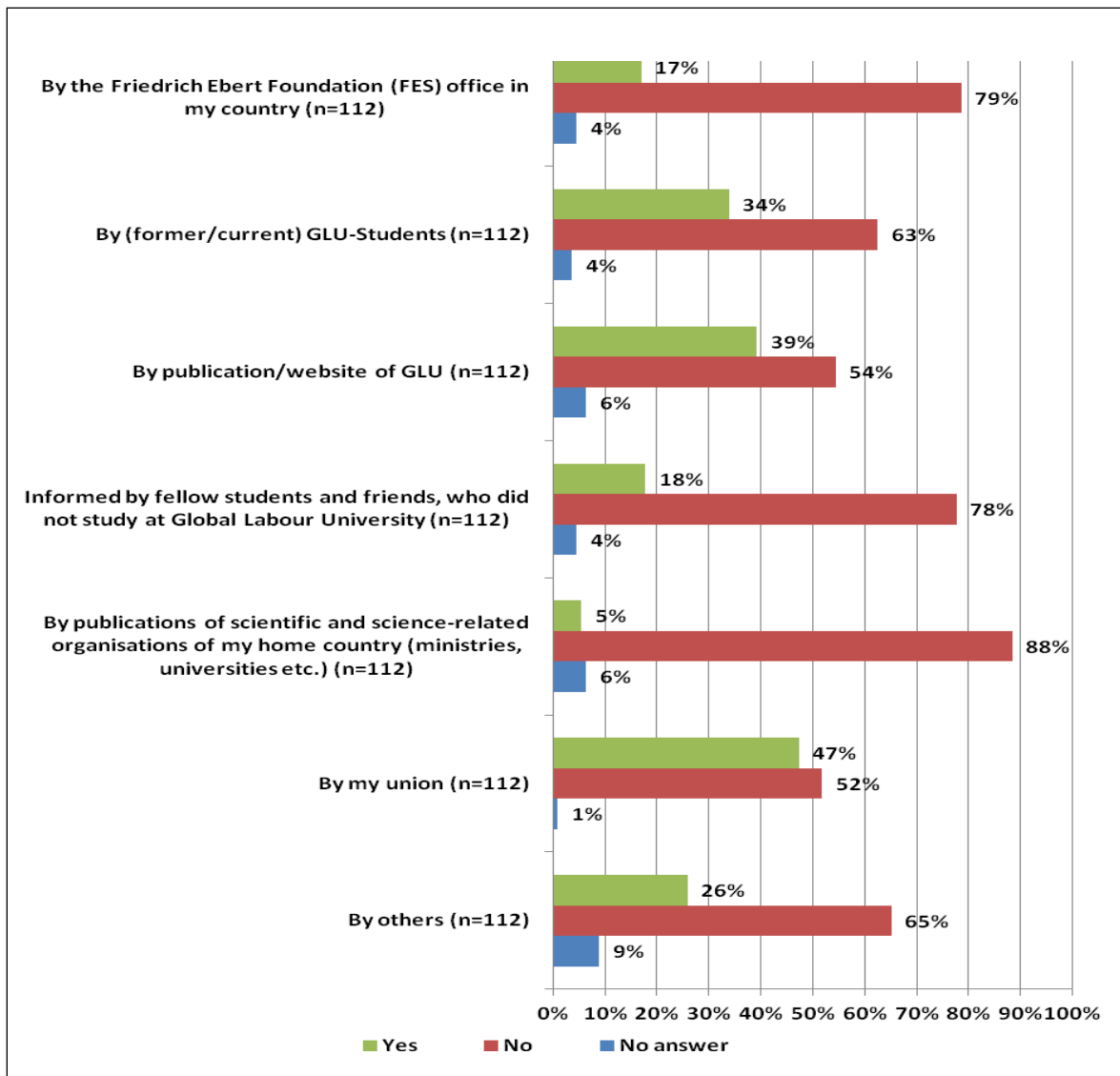


Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=92).

**6.1. Designing the process of information gathering and candidate selection**

An important initial question of the evaluation was which institutions brought the GLU program to the attention of the interested target group and what role did the Friedrich-Ebert-Stiftung play in communicating information to qualified union members?

Figure 9: How did you become aware of the existence of the Global Labor University?



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N =112 – multiple answers).

One obvious result of the survey concludes that only 17 percent of all alumni think that the FES played a significant role in their decision to take up the program. In comparison, 47 percent felt motivated by union organizations and 39 percent did so after reading GLU publications. This indicates a relatively small influence of FES offices as compared to unions and GLU publications. This is true of alumni of both the MA and the ENGAGE Program (see Figures 9a and 9b in the appendix).

Expert interviews in the GLU Steering Committees agree that the influence of the FES offices in the countries of prospective students should increase in the future with respect to their early support in the information gathering and selection process. The committee firmly believes that members of the Friedrich-Ebert-Stiftung have privileged knowledge of internal

union workings in the individual countries and can be a reliable source for the committee in finding the right applicants. This is especially significant since the letter of recommendation provided by a union organization is, next to the formal qualification (BA degree) and sufficient knowledge of English, crucial in picking the right candidates. The quality of the selection process is highly influential since it ensures that the applicant and future graduate of the GLU program uses his or her acquired knowledge for a greater common good with reference to the social constitution of a globalized world. According to the experts the FES offices are able to take on the following important tasks in the future:

- Spreading information about the goals of the GLU and its study possibilities on the respective homepages of the FES (more than just a web link to the GLU page).
- Recommendations of interested and highly qualified union members to the representatives of the Global Union Project or representatives of the ILO/ACTRAV.
- Detailed check of the applicants before the start of the MA program (foundation of a social democracy, role of labor relations, democracy in economics and society).
- Preparation of the applications with reference to the content of the MA program (foundation of a social democracy, role of labor relations, democracy in economics and society).
- Preparatory English course placements (no offers).

## **6.2. Aim and content of the MA programs**

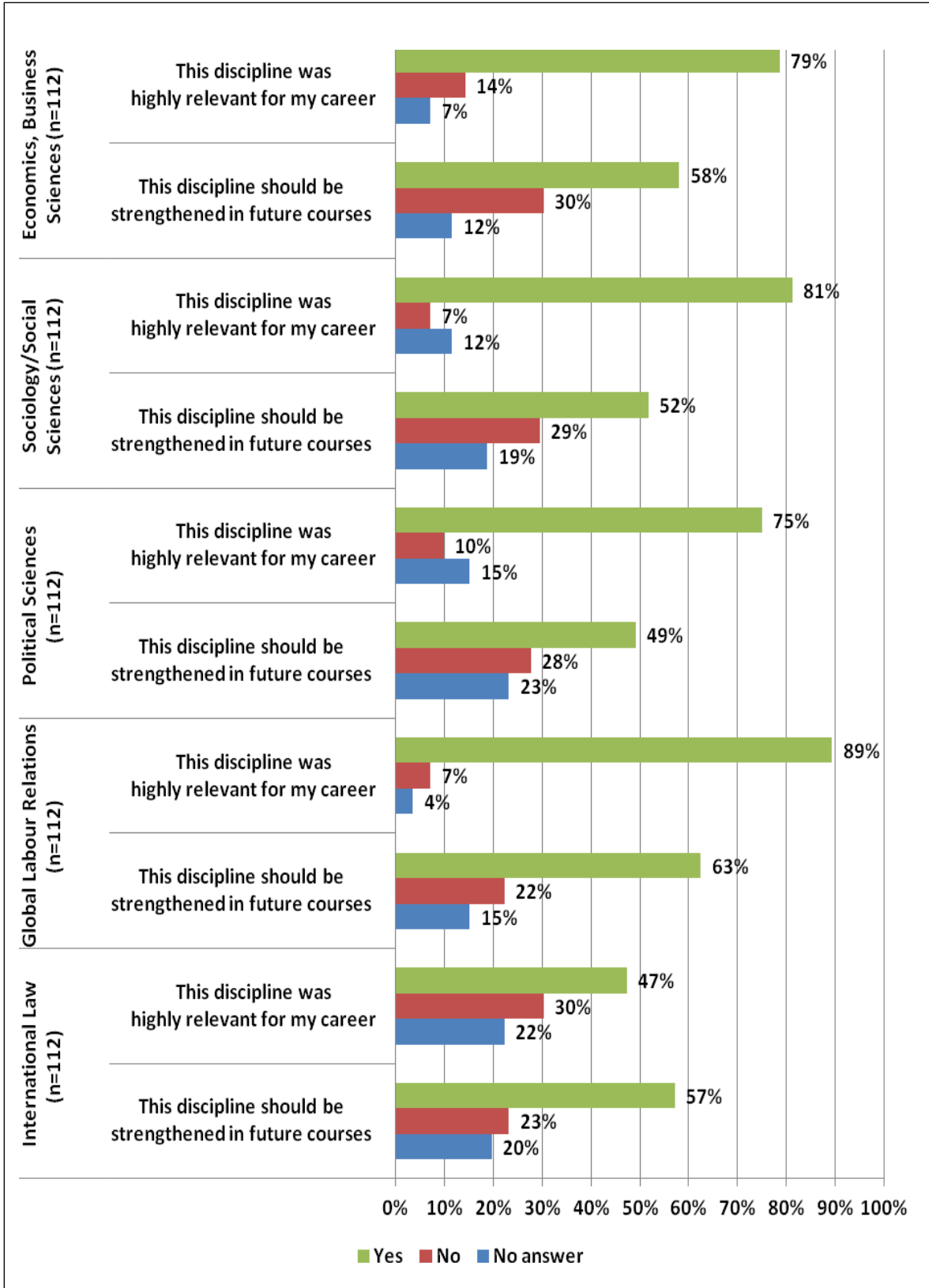
After the document analysis proved that there is a high correlation between the class offerings in the individual locations the survey wanted to find out to what extent the content was considered job-relevant on the part of the graduates as well as their employing organizations. Furthermore, the survey was supposed to identify content that was lacking from the curriculum despite its value for the graduates' future careers.

The survey distinguished roughly between the disciplines of economics, social sciences, political science, global labor relations and international law. The questions referred to the relevance of the training in the individual sections with respect to their benefits for future employment, as well as to the question of which disciplines should receive greater emphasis in the future of the program. A total of 89 percent of alumni reported that the section on international labor relations was extremely useful for their professional development in union organizations, while 63 percent of the responses indicate that the subject of industrial

relations should be expanded in the future. Social sciences and economics were also highly appreciated, with 81 percent and 79 percent, respectively. According to the alumni, international law, especially with regard to ILO standards, should be taught more extensively.

The set-up of the survey makes it possible to distinguish between alumni of the MA programs in the respective locations and participants in the ENGAGE Program. A total of 86 percent of degree students in Brazil thought that the economics-oriented subjects were highly relevant for their future. The same is true for 76 percent of the MA alumni in South Africa. They agree that this discipline should be given more priority in Brazil (80 percent) (see Figure 10a in the appendix). Social sciences were regarded as especially relevant in South Africa (100 percent), India (90 percent) and Germany (90 percent). However, only 46 percent of students in Brazil thought this to be true. Students in New Delhi want more extensive coverage of this discipline (60 percent) (see Figure 10b in the appendix). The subject of political science is especially popular among German students (85 percent), although 77 percent of all Brazilian graduates agree that this should be a topic of future relevance for their institution as well (see Figure 10c in the appendix). Students of the MA as well as of the ENGAGE Program (85 percent, 93 percent) agree that the content of the global labor relations classes were most important for their future. These classes will be in higher demand in Brazil (85 percent) prospectively (see Figure 10d in the appendix). International labor law is, with only 14 percent, currently not a subject that is considered particularly useful in the viewpoint of South African graduates. They do agree, however, that it should have a higher relevance in the future (71 percent) (see Figure 10d in the appendix).

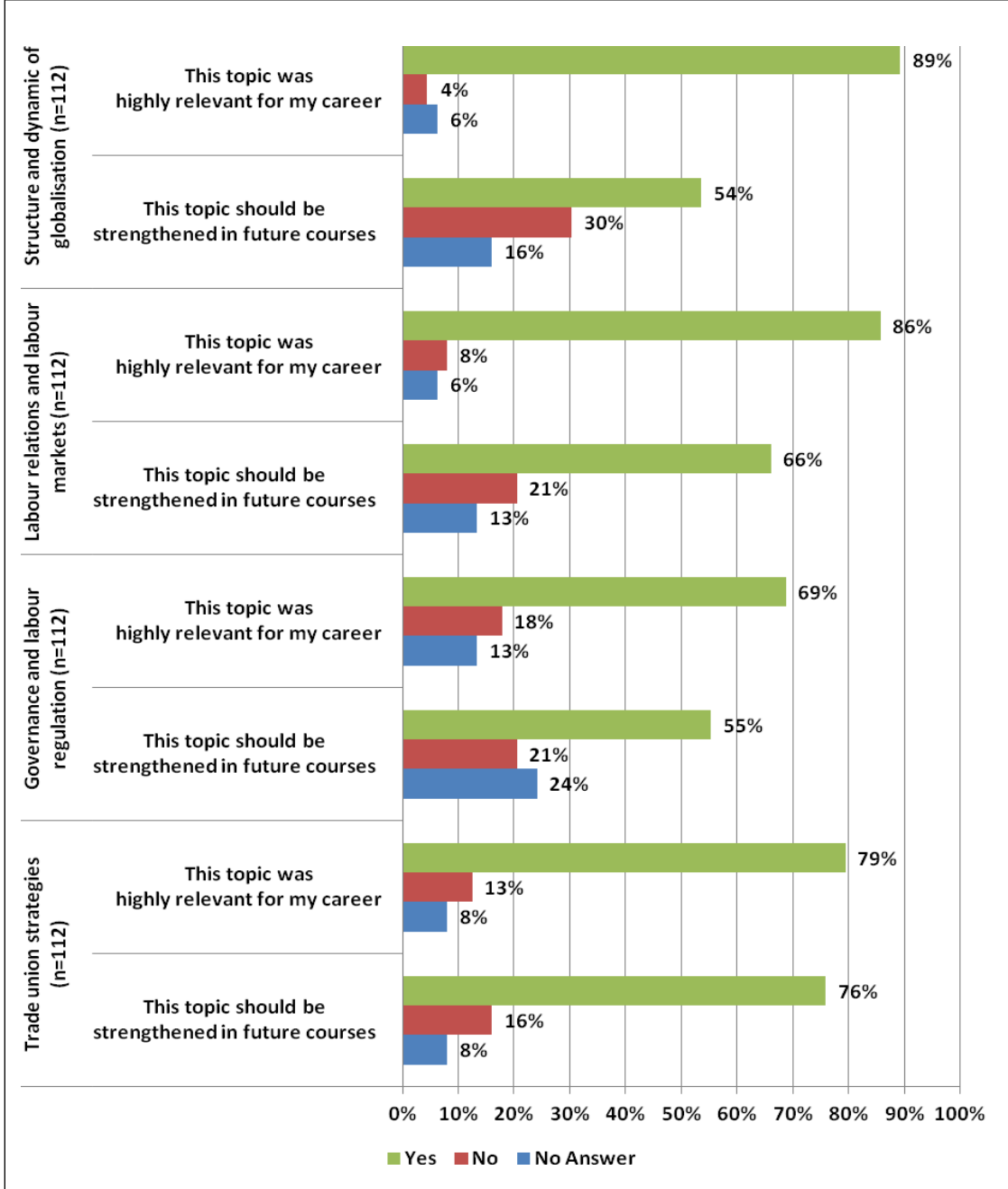
Figure 10: Relevance of different academic disciplines for professional development (all locations)



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112— multiple answers).

Since a majority of all alumni considered the topic of global labor relations as especially important for their career advancement, the core question of this part of the survey was to identify the aspects that were regarded as particularly central.

Figure 11: Relevance of teaching global labor relations (all locations)



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112).

A total of 89 percent of alumni considered »Structures and Dynamics of Globalization« especially relevant. Some 86 percent believe that »Labor Relations and Labor Market« were



most important to them and 79 percent considered this to be true for the class »Union Strategies«. According to 76 percent of all alumni those topics, especially the latter, should be taught more extensively in the future. The survey found regional differences between the GLU locations in the handling of »Structures and Dynamics of Globalization«: 93 percent of graduates in South Africa found this seminar to be helpful and only 21 percent of them believe that it needs to be extended further in the future. Brazilian graduates considered »Labor Relations and Labor Market« to be improvable (77 percent), whereas 90 percent of alumni in India thought »Union Strategies« should be considered more in the future. Further detailed analysis of the alumni's estimation concerning the different subjects and their relevance for the ENGAGE and the degree programs at the individual locations can be found in the appendix (Figures 11a–11d).

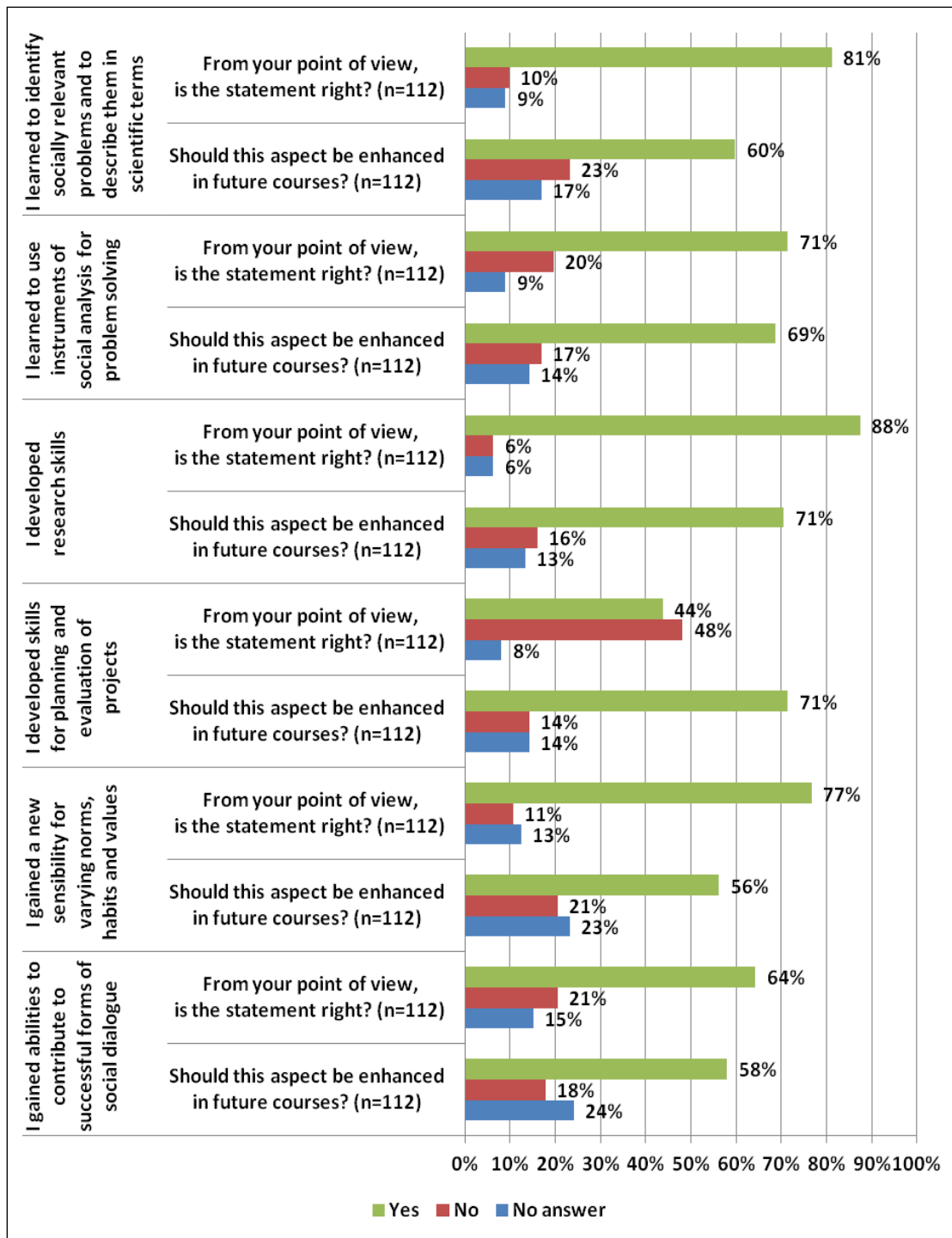
During the alumni group discussions and the expert discussions we could identify common content in the discipline of »Global Labor Relations« that will be introduced in all four GLU locations and in the ENGAGE Program. It will cover the following topics:

- Comparative international perspectives on different models of industrial relations (Europe, Asia, (Latin) America, Africa);
- Ratio of international and regional structures of industrial relations;
- Comparative international perspective on models of economics and participations (Democracy and Economics);
- Relations between unions and social movements.

This selection of topics chosen by alumni as well as by GLU experts shows a high correlation with the existing curricula in the four locations. However, what has been missing so far is especially content dealing with aspects of comparative international participation and its associated research on a company level (Democracy in economics).

Apart from communicating the academic content it is interesting to see what practical competencies the students have acquired and can utilize for their professional progress.

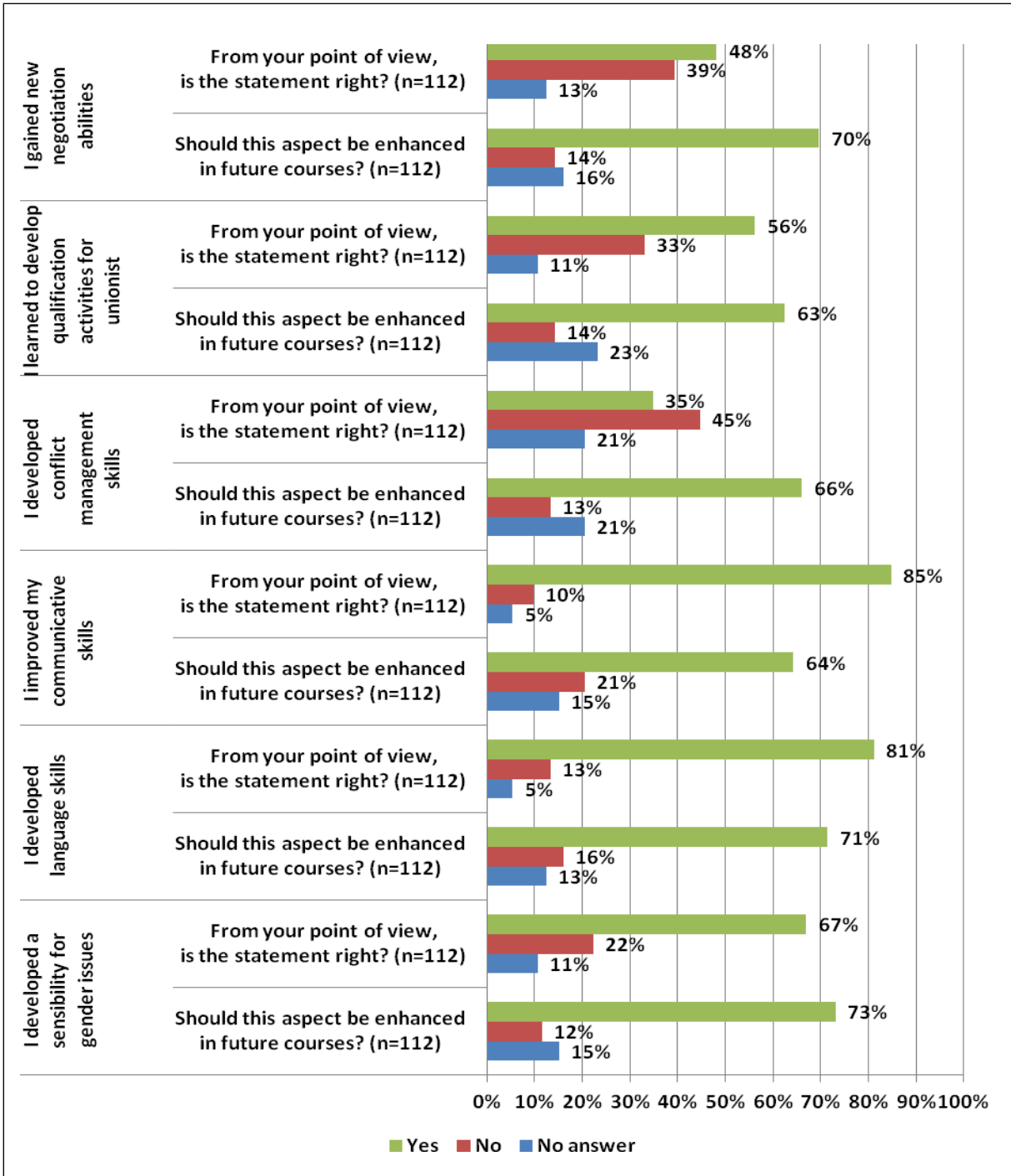
Figure12: Relevance of acquired competencies during the MA program (all locations)



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112).

Figure 12: Relevance of teaching global labor relations (continued)

Evaluation of the Professional Destination of Global Labour University Graduates 2005–2012



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112).

The alumni emphasized the positive effect the methodology classes had in helping them acquire important skills for their academic training. Among them, most notably, were quantitative and qualitative research methods (88 percent), the skill of identifying social problems and converting them into an academic research questions, (intercultural) communication (85 percent) and language competencies (81 percent). Those skills help in everyday job situations. To be differentiated are social and political skills that are, according

to the alumni, not sufficiently covered in the GLU curriculum so far. Among them are negotiation techniques (48 percent), project management (44 percent) and conflict management (35 percent) (refer to the regional results in Figures 12a–12l).

The results concerning methodological, political and social skills were validated by the alumni, as well as by the GLU experts during the interview period. The graduates and union employees agreed that there is a need to further improve the particular training in organizational-oriented key qualifications. It will give students a chance to implement their theoretical knowledge and actually use it in everyday situations they will face working in a union organization. However, GLU instructors also point to the fact that their degree program is first and foremost an academic program that cannot actually be modified or supplemented by those practical modules. The MA program has to be accredited on a national level by the respective institutions.

These practice-oriented modules can therefore only be offered as an addition to the actual curriculum either simultaneously or right after the MA as part of a supplementary academic training (similar to the ENGAGE Program). An interim conclusion can be drawn as follows:

- Academic competencies are conveyed in the course of studies and are appreciated as highly valuable by the students.
- Social and political competencies that are more practical in nature are not part of the MA program, although alumni and union members strongly request them.
- The integration of those political and social competencies in the curriculum is not feasible.
- The development of additional offerings »Organizational Key Qualifications« is highly recommended, which can be seen in the following example of the Hans-Böckler Foundation: <http://www.ruhr-uni-bochum.de/rub-igm/Weiterbildung/studium2012.html>

### **6.3. Significance of internships and thesis for professional development**

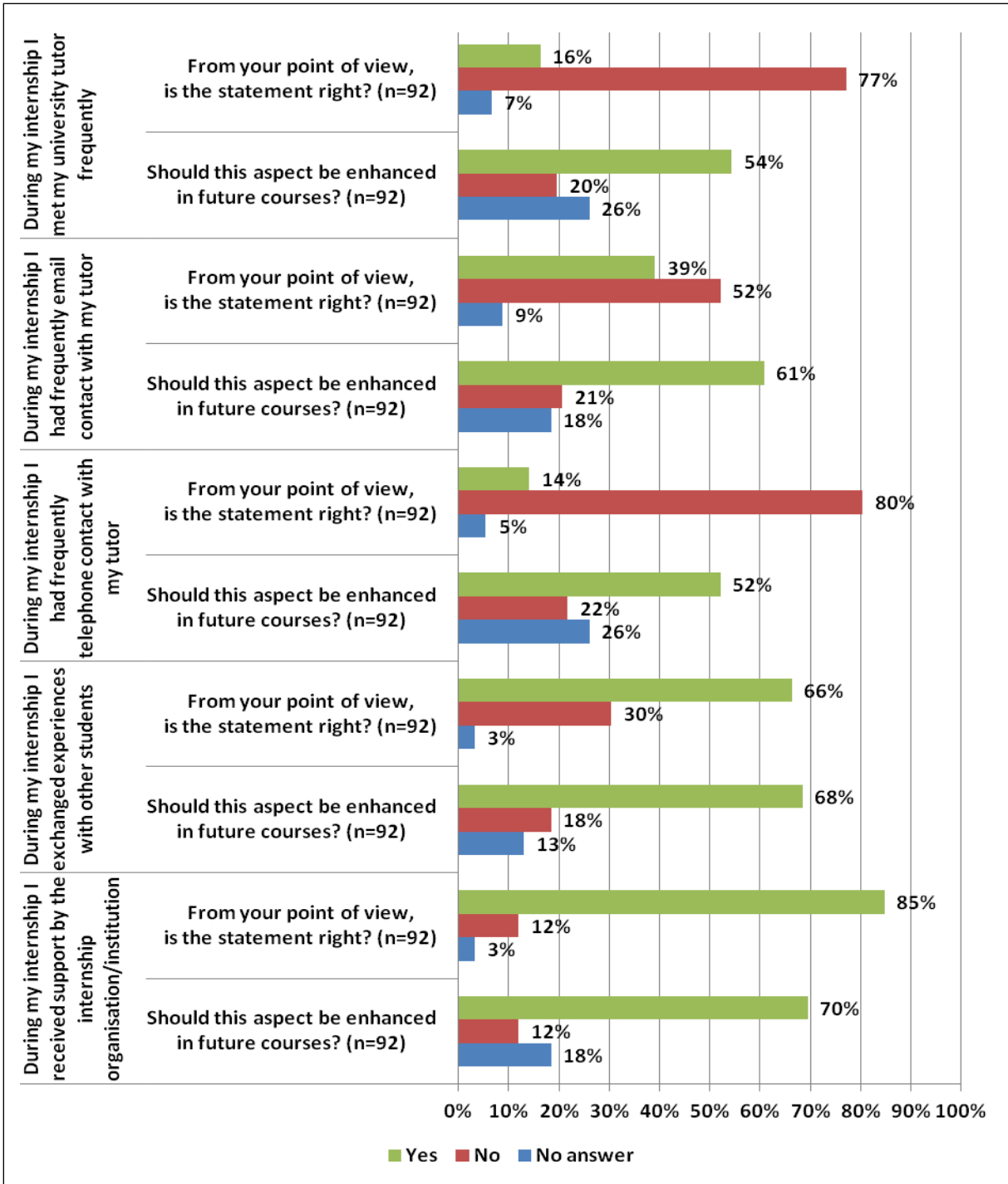
Internships in organizations that are done during studies have a direct influence on the later professional re-integration of the alumni. On the one hand, they provide an opportunity to transform theoretical knowledge acquired during the first semesters into practical application. On the other hand, those internships can provide suggestions and ideas for concrete thesis topics and other academic papers.

The survey came to the result that 87 percent finished an internship during studies or after graduation (India). Only the GLU location in South Africa does not offer internships. All

internships took place in unions or associated organizations. Companies in the private or public sectors were not made available to the students. The majority of all internships lasted between one and two months. An exception is the location in India, where the internships were completed at the students' initial union organization at the end of the program and lasted 6 months. A total of 84 percent of all respondents consider the internship to be highly significant for their future career. The support and supervision received by the students during their internships in the individual organizations is decisive for success. The survey showed that only 16–39 percent of all alumni had personal contact with their university professors during the time of the internships to clarify questions, although 54–61 percent had wanted more intense supervision (Figure 13). Significantly better was the supervision within the internship organizations (85 percent) and the self-organized exchange with fellow students about their internship experiences (66 percent). However, supervision at the organization itself can be improved in the future (77 percent). A detailed analysis of the results for the GLU locations and the ENGAGE Program is listed in the appendix (Figure 13a–13f).

During the group discussions the alumni repeatedly pointed to the necessity of preparatory seminars before the start of the internship. The goals, structures and expectations on the side of the students, as well as on the instructors' and organizations' side are not sufficiently communicated yet. This needs to change in the future. The expert discussions with GLU representatives also pointed to the complexity of finding appropriate placements (language barriers), which makes it difficult to set up a long-term plan for the internships. Crucial for the success of the internship is that students meet with respect and acknowledgement. They are, after all, not entirely new to the field of union work but have background experience and can enhance the institution.

Figure 13: Supervision during the internship

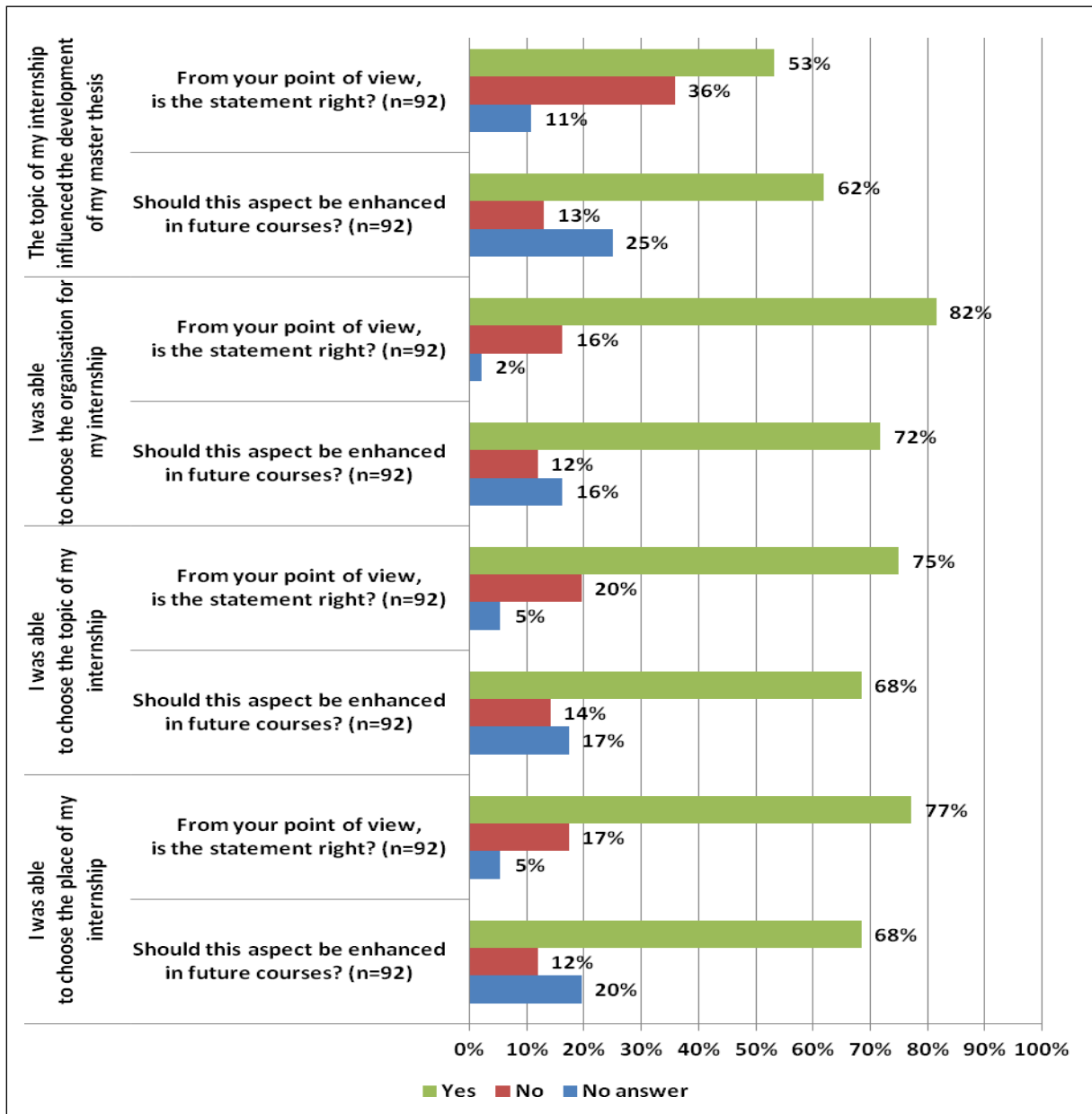


Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=92).

During the expert and group discussions alumni frequently reported very positive examples of their internship experiences. They were prepared in a timely manner, well-structured throughout the whole process and therefore satisfied students, as well as the representatives of the organizations that took in the interns. Usually, these are cases in which students had a

clear academic project to work on which later became part of their MA thesis and provided useful and comparatively affordable academic expertise for the union organizations:

Figure 14: Influence of the internship with reference to the development of a thesis topic



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=92).

The survey's results indicate that the majority of students were able to choose the organization (82 percent) and the thematic focus (75 percent) of their internships. However, only 53 percent saw a connection between the internship and the development of a thesis

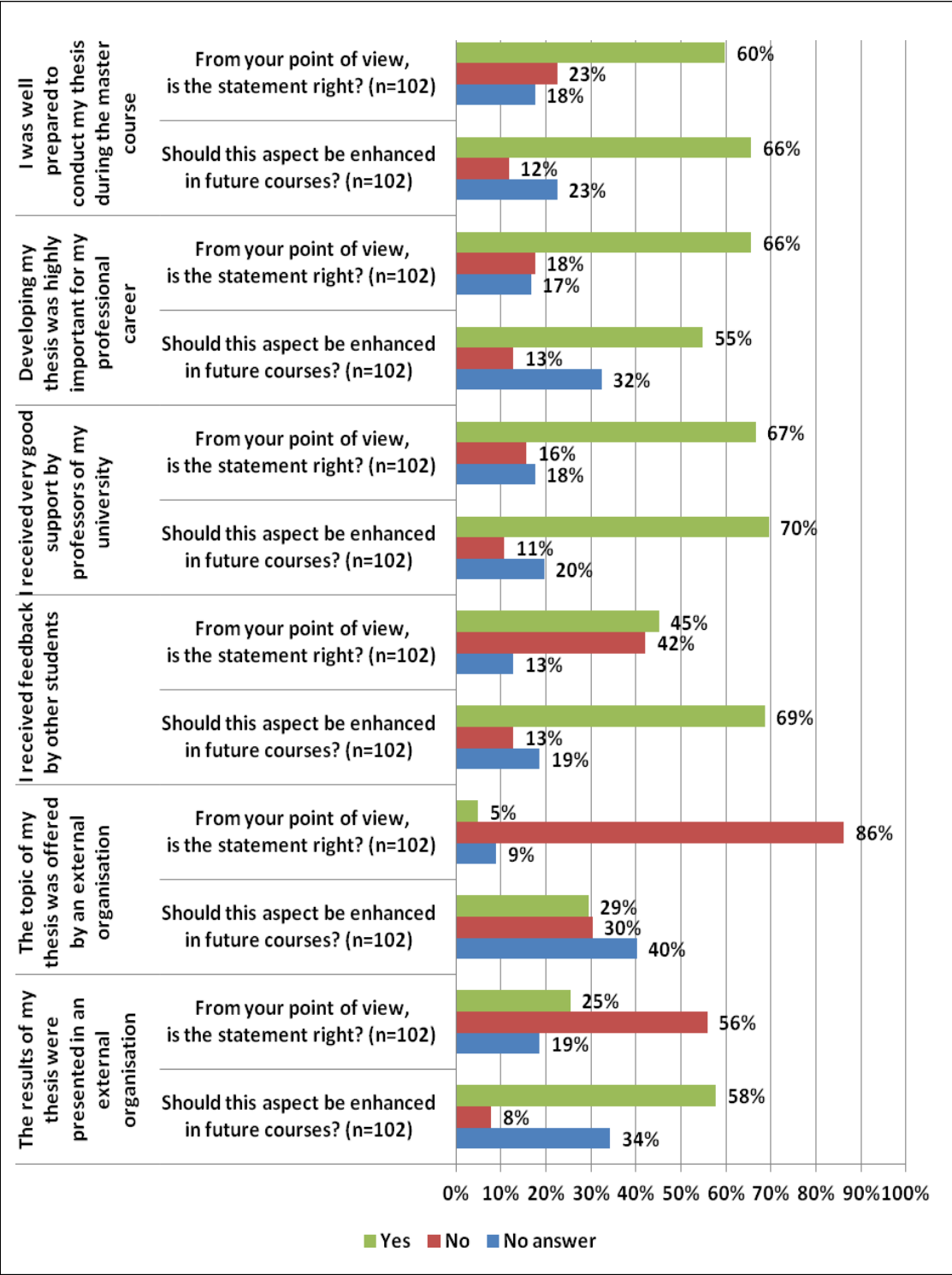
topic. This needs improvement in the years to come, as 62 percent of all alumni agree. Interim conclusions for internships as a whole are as follows:

- Internships done in conjunction with GLU studies represent a central tool in preparing the alumni for their future employment.
- The GLU location in South Africa has yet to introduce internship opportunities.
- An opening of internships towards organizations rooted in the private sector (globally operating companies such Volkswagen, Thyssen-Krupp, BASF and so on) and the public sector is recommended.
- Establishing a win–win situation for both the student and the institution providing the internship is crucial for its success.
- Offices of the Friedrich-Ebert-Stiftung in the individual GLU locations as well as the alumni networks should actively participate in finding appropriate internship placements.
- The unique structure of union cooperation offices at German universities (<http://www.kooperationsstellen.de>.) can be useful in finding as well as providing internship placements.

The topic of the MA thesis, as well as the process of writing and the presentation of expertise acquired through the thesis are other important factors for the re-integration into the working world after graduation. The survey showed (see Figure 15) that although 67 percent of the alumni were satisfied with the support the professors provided during the writing process, 70 percent feel that there is still room for improvement. With regard to this the cooperation with unions or associated organizations presents just one opportunity. Only 5 percent of all responses indicate that institutions associated with the GLU network were involved in finding and developing thesis topics. In that, organizations inevitably forgo the opportunity of academic expertise. Also, only 29 percent of responses indicate that cooperation between academia and the working world is not yet the central focus of the alumni. Beyond that, only 25 percent of graduates take the opportunity to present the results of their thesis to an interested public of GLU network organizations. This, however, is expected by 58 percent of alumni.



Figure 15: Framework conditions for thesis writing



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012.

The regional analysis of all four GLU locations and of the ENGAGE Program can be found in the appendix (Figures 15a–15f).

Referring to the significance of the MA thesis for professional development we can draw the following preliminary conclusions:

- The support and supervision provided by the GLU professors during the MA thesis was assessed positively by the students.
- Thesis topics are found primarily in an academic setting.
- The GLU network organizations are normally not involved in finding a thesis topic. Union organizations are not yet taking advantage of the possibility to profit from the academic expertise coming from those papers (for example, studies that help in implementing International Framework Agreements).
- Usually, students do not present the results of the thesis papers to the GLU network organizations.
- An on-topic thesis cooperation between the GLU and the network organizations (academic world and working world) can lead to a win–win situation in the future (acknowledgement of academic expertise).

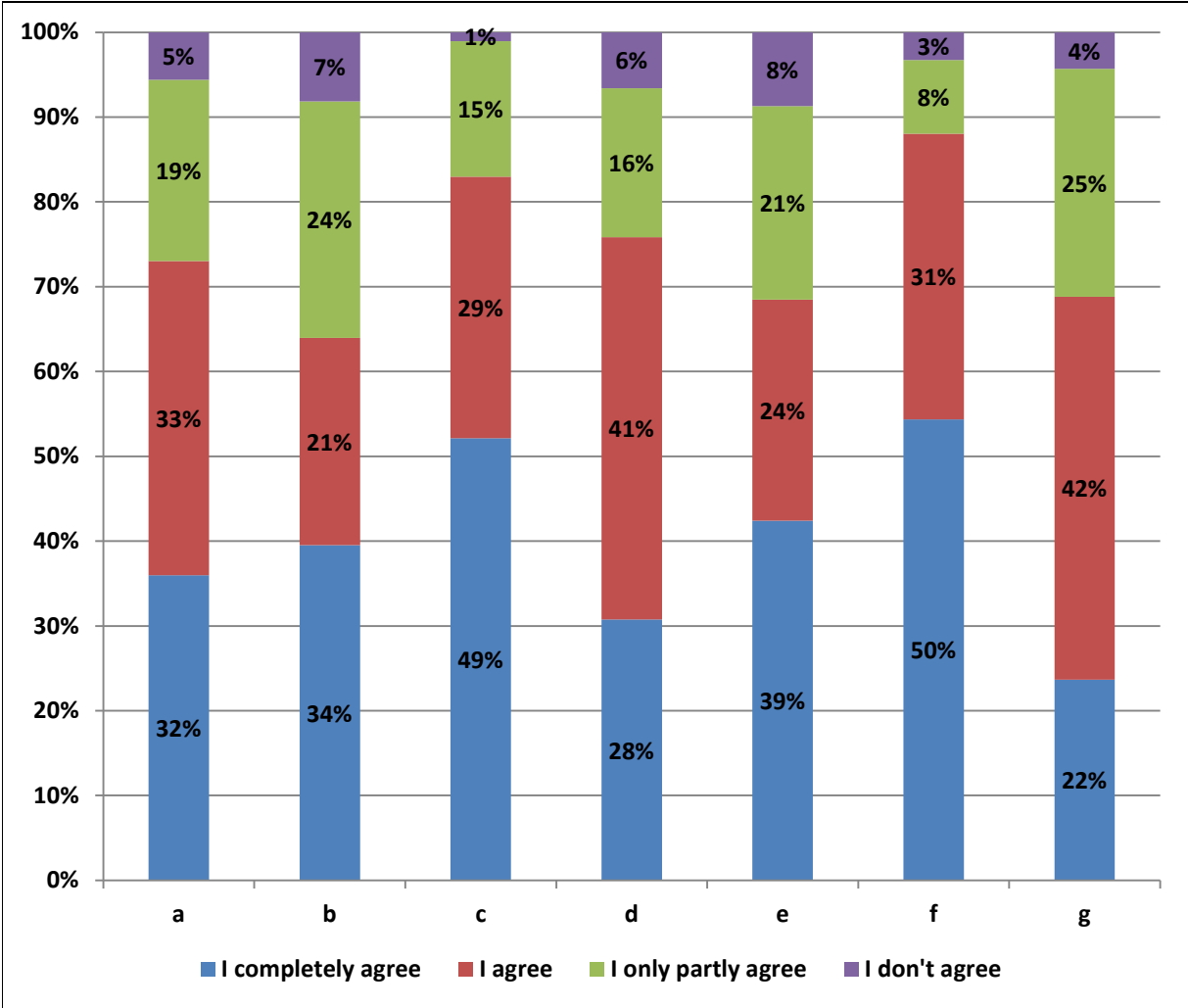
#### **6.4. General assessment of the degree program**

After characterizing the content of the studies (academic modules), the internship and the thesis with regard to the professional re-integration of the alumni, the survey asked for a general assessment of the degree program itself.

The 100 respondents to that particular question stated that the academic supervision during their studies was (a) excellent to very good (65 percent). A little less satisfying was the support in reference to the thesis development that only (b) 55 percent assessed in the range of excellent to very good. The quality of the classes, however, was valued highly, at (c) 78 percent. Organizational matters in general are assessed positively with (d) 69 percent. A significantly lower result, although not surprising, was displayed by the only (e) 63 percent who were satisfied with the timeframe provided for the completion of the final thesis. The cooperation with fellow students was the most appreciated item in this part of the survey and scored (f) 81 percent. The closing question about the professional benefit of the studies (g) received highly diverse responses. Only 22 percent of alumni fully agree that the benefit was

high, 42 percent believe so with certain restrictions. Summarized, the positive responses to the question reached 64 percent (see Figure 16).

Figure16: General assessment of the degree program by the alumni



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=100).

The analysis of the data provided by the alumni pertaining to the general assessment of the MA program and differentiated according to individual locations can be found in Figures 16a–16d in the appendix.

The experts of the GLU network organizations who could be surveyed in this context in Sao Paulo with the support of the former general secretary of CUT, the director of the international department of CUT in Brazil and representatives of the ILO come to the following conclusion:

The GLU programs enable students to acquire academic expertise, knowledge of international relations and methodological competencies and to integrate these skills into their responsibilities at their respective union organizations. The consultant had the opportunity to visit the international department of CUT on October 1, 2012. He was impressed by how the alumni of the locations in Berlin and Kassel were able to manage the arising tasks and problems. In the future, network-active alumni should more frequently support this process of bringing academic expertise to institutions. With a growing number of alumni active in this network it will be feasible to further reduce the distance that still exists between the world of academia and the working world and to establish a lasting and mutual dialogue between the different actors in those disciplines.

- The majority of all alumni declared the program to be beneficial for their future development.
- The GLU alumni are able to integrate acquired academic knowledge into the everyday work of unions or associated organizations.
- GLU alumni enhance the dialogue between the world of academia and the working world. And although this has been general practice in Germany due to the labor-oriented research and institutions since the 1970s, other countries, such as Brazil, India and South Africa, find it to be an innovative form of cooperation that needs further expansion.

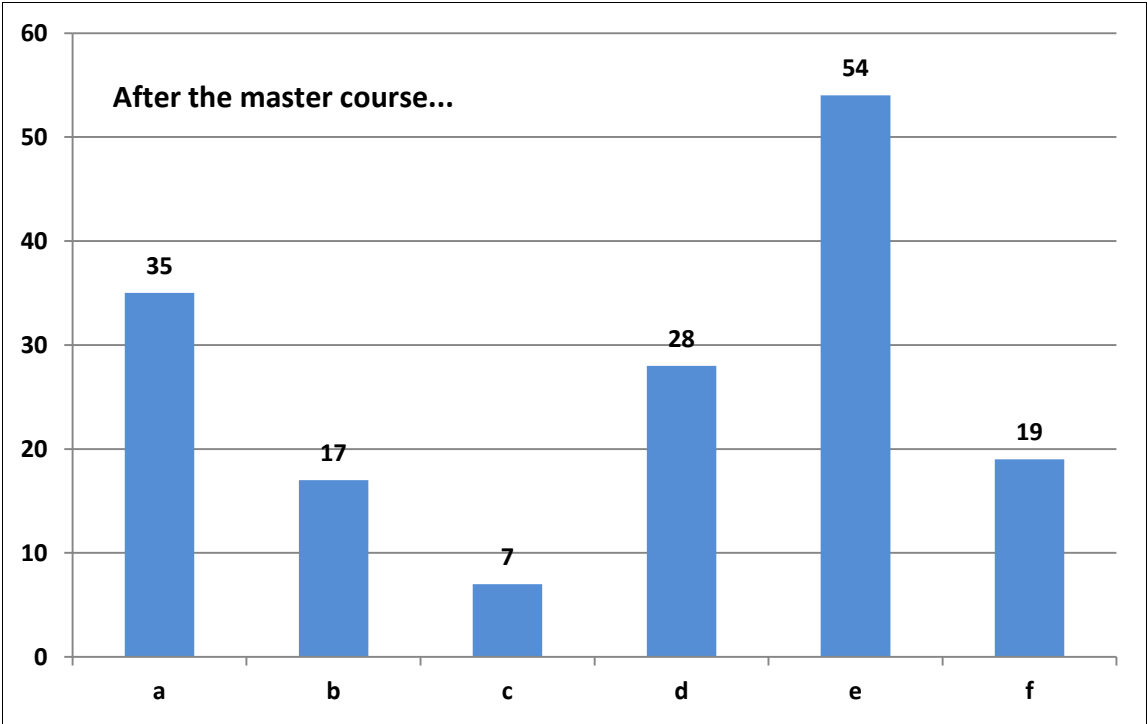
### **6.5. Professional whereabouts of the graduates**

The official GLU alumni statistic of August 2012 concludes that 67 percent of all 230 alumni continued working in unions or associated institutions after their graduation. The self-organized alumni survey of October 2012 that had a response rate of 36 percent (77 alumni) states that 74 percent of those graduates went off to work in unions. Within the unions they were employed especially in the department for union education. The official statistic supports those numbers.

Of the 98 alumni that answered this central question, 67 percent work for unions or closely related organizations, 10 percent for academic institutions, 4 percent for non-governmental organizations and only 4 percent work in the private sector. The whereabouts of another 10 percent are unknown. More precise results could be reported with regard to promotions and development. A total of 68 percent of the alumni reached a better or more challenging position (e) after graduation; 44 percent did not find a change to their position (a) as

compared to the one they held before their studies; 35 percent work in a paying job (d) and yet another 24 percent decided to continue with their studies (f). Some 22 percent of alumni got promoted after graduation but only 9 percent reached a position where an MA degree was necessary (c) (see Figure 17).

Figure17: Professional positions after graduate studies (all locations)

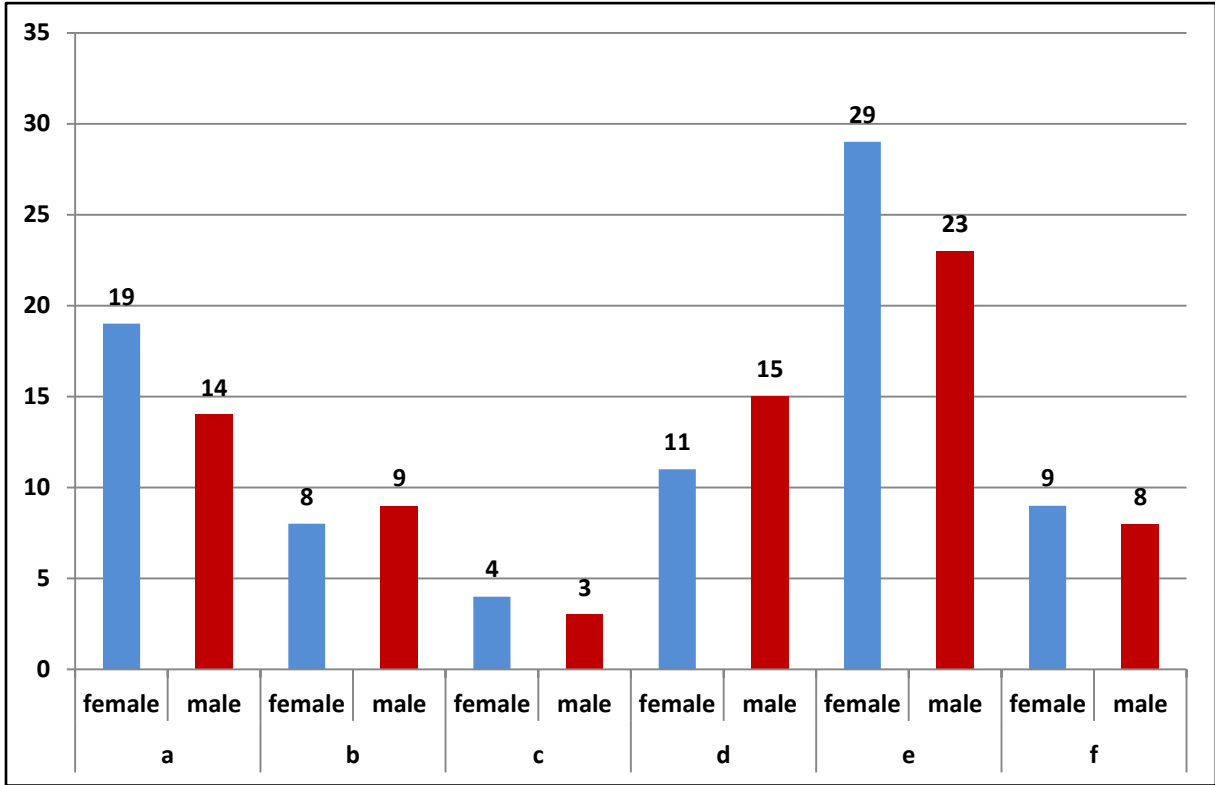


Source Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=79 - multiple responses).

With reference to gender, the results show no significant differences between the professional development of male and female graduates (see Figure 18). It was predominantly women (29) who came to the conclusion that they are working in a more interesting field than their male counterparts (23) after graduation (e).

The answer to question c is similarly positive in the eyes of the female respondents. Only three men but four women reached a position that required a graduate degree after finishing their studies. Traditional gender-specific differences (d) are still existent with respect to pay; 15 men but only eleven women received a financial promotion after graduation.

Figure 18: Professional position after degree program according to gender (all locations)



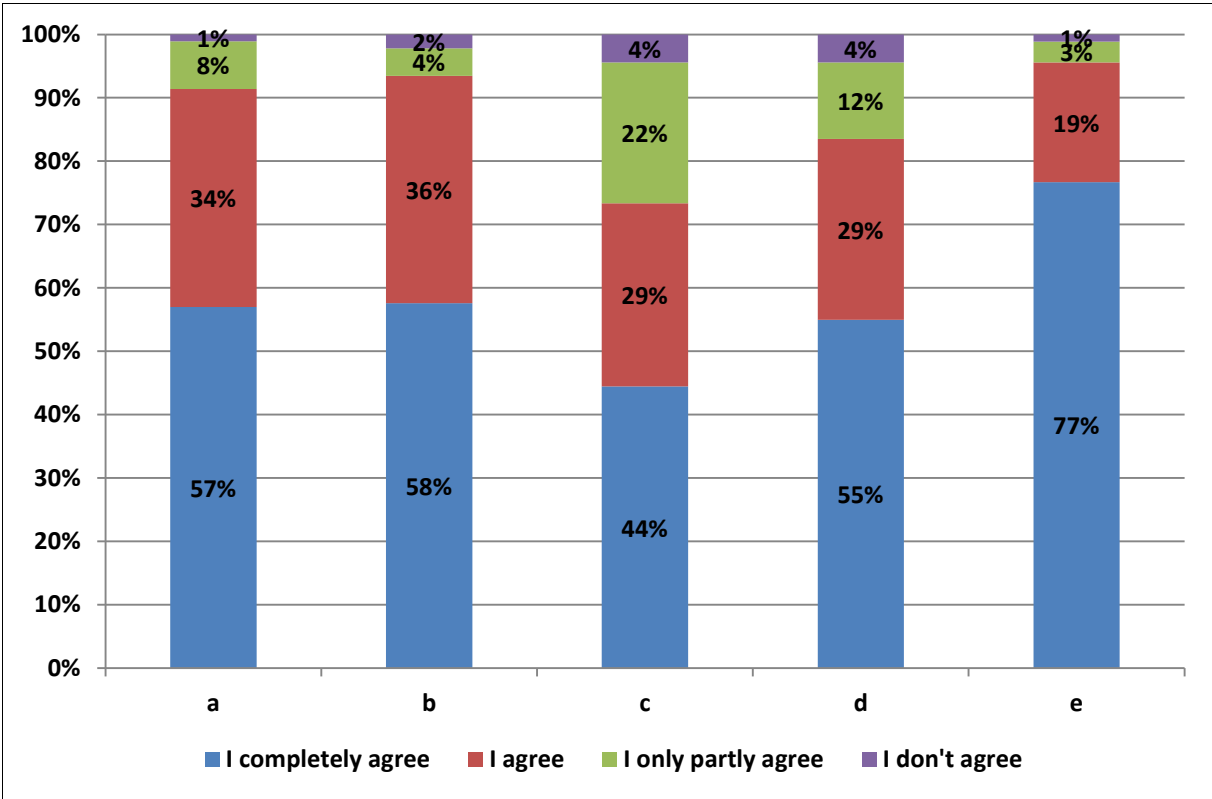
- a ...I worked in the same organization and held the same position as before the Master’s course
- b ...I worked in the same organization and held a higher position as before the Master’s course
- c ...I worked in the same organization and held a position which I only could reach with a Master’s degree
- d ...I worked in my country of origin with better pay
- e ...I work at more interesting tasks
- f ...I studied (continued studying) in my home country

Note: (Deviations to Figure 17 occur due to the number of respondents that did not give information about their sex).

Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=79).

Even if an MA degree usually did not lead to a position where it was required, 94 percent of respondents (men and women alike) agreed that they can apply all the acquired skills and knowledge successfully to their current position (b) as shown in Figure 19. A total of 91 percent of the responses indicate that the alumni can integrate their competencies into their working environment (a); 84 percent think that the MA degree is very relevant for their job (d); whereas 73 percent of responses state that the contacts they made during their GLU studies have not yet been relevant for their position. However, 96 percent would recommend the studies to those who are interested (e).

Figure 19: Relevance of the degree program for professional development

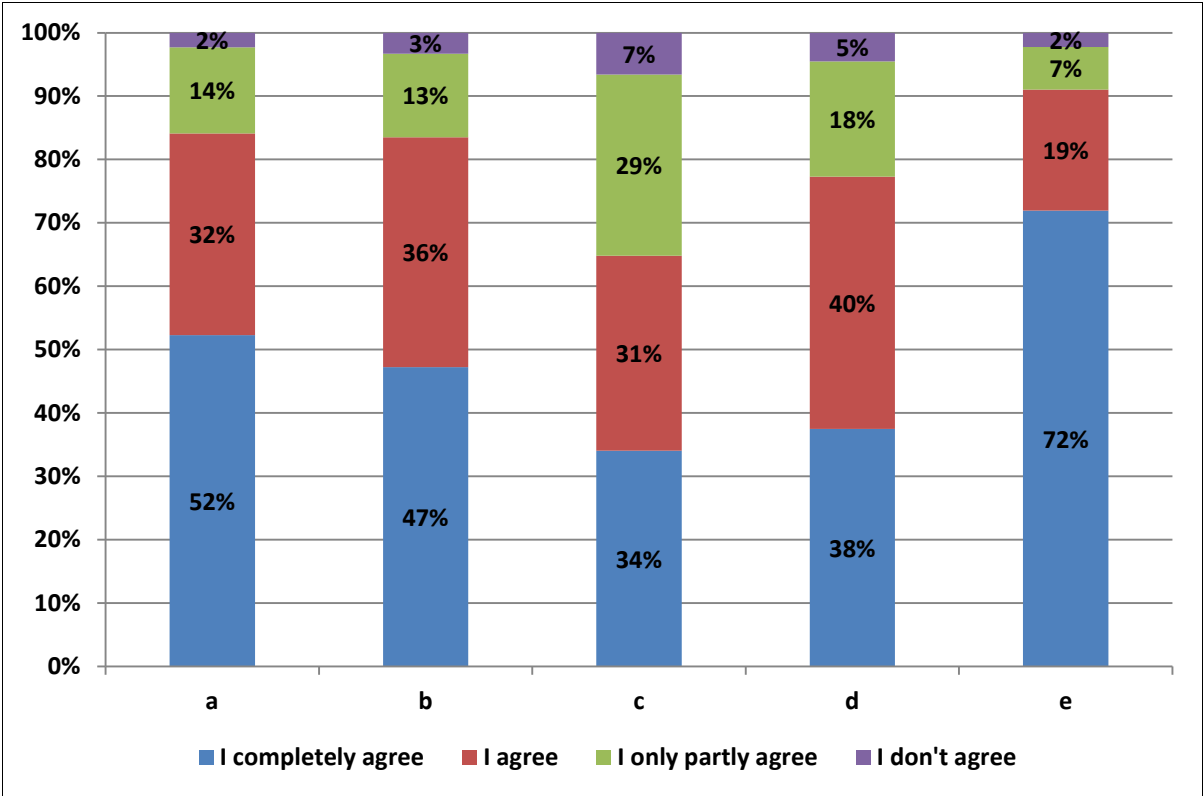


Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=90-93).

In comparison, 84 percent of alumni think that their acquired knowledge has been beneficial for the development of the organization that employs them; 83 percent said this is true for their acquired competencies (see Figure 20, bars a and b); 65 percent of responses also state that the GLU contacts are not actually significant for their everyday working environment (c). Some 78 percent say that there is a comparatively high relevance of a combination between knowledge, competencies and social networks of organizational development (d).

A total of 91 percent of alumni would recommend the studies to their fellow union colleagues.

Figure 20: Significance of academic expertise with respect to organizational development



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=88-91).

Referring to the professional development of the GLU alumni after graduation, we come to the following interim conclusion:

- After graduation, 67 percent of alumni work in unions or associated organizations.
- Only 9 percent of alumni reached a position that explicitly required a graduate degree.
- Gender-specific differences in professional development are rarely visible. Traditional differences in pay still occur, even after graduate studies.



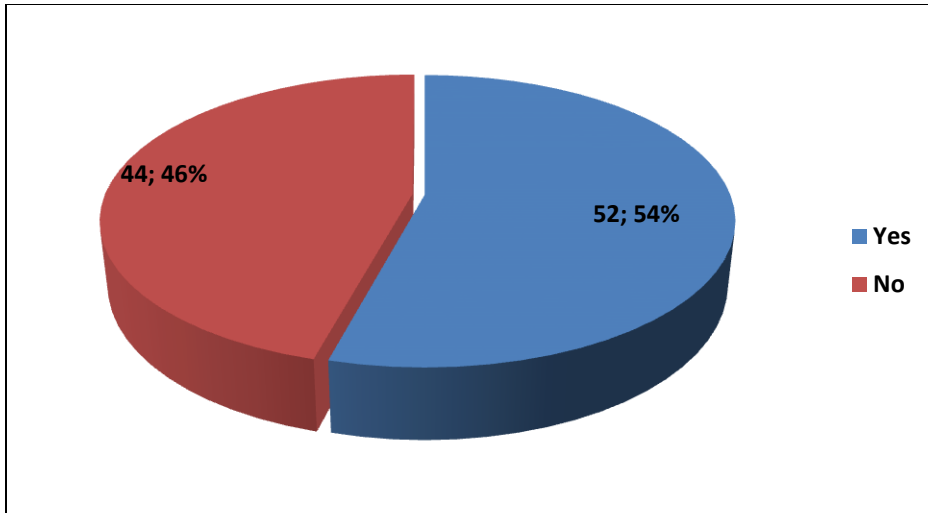
- The majority of all alumni believe that their future professional development will benefit from the competencies they have acquired in the course of their studies at GLU.
- GLU alumni have at their disposal a combination of knowledge, competencies and social networks that are regarded as helpful for organizational development.

## **6.6. Significance of an alumni network for professional development**

The alumni work at the Global Labor University has gained significance in the past couple of years, mainly through external financing. According to statements by GLU professors and ILO representatives, the network is one of the university's most important assets. The growing number of alumni has become an independent actor within and beyond GLU, whose influence on course structures and research activities is significant. The self-organized alumni survey of 2012 represents an important source for this evaluation that gives a detailed account of the alumni's professional whereabouts. The survey results were presented at the International Steering Committee on September 29, 2012 and were highly appreciated by the members. The results will be published on the GLU website. The survey at hand is primarily interested in showing what effects and contributions can be accredited to the alumni network with regard to the future professional development of the graduates.

The online survey came to the result that at least 54 percent of alumni are in contact with the official GLU network: those contacts are established mainly through university conferences or summer schools. The tenor of those contacts is still relatively restricted to small research groups, such as one that was constituted during a summer school in Brazil in 2012. These research groups work on projects that are of mutual interest and go beyond the content of the study program. The results will appear in GLU publications such as the »Global Labor Columns«.

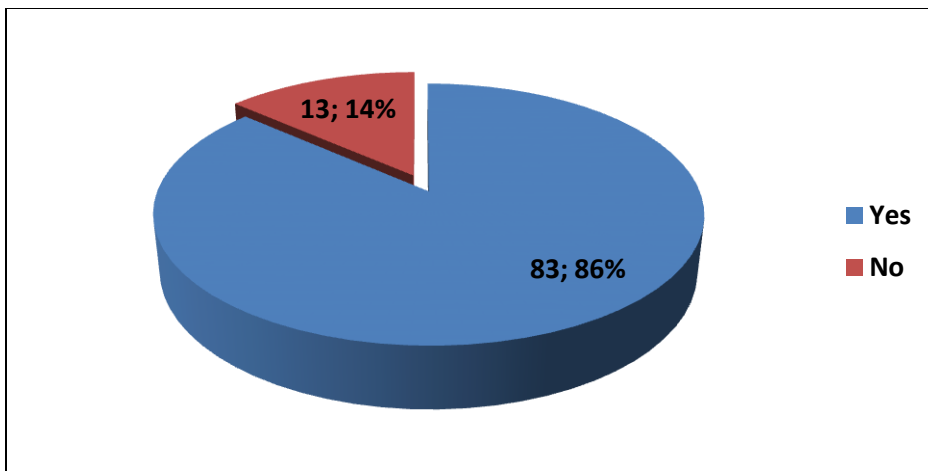
Figure 21: Contact with the alumni network after graduation



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=96).

However, the contact established via the GLU network is not restrictively formal in nature. To the contrary, it could be established that 86 percent of alumni continue to have informal and personal contacts with former fellow students long after graduation.

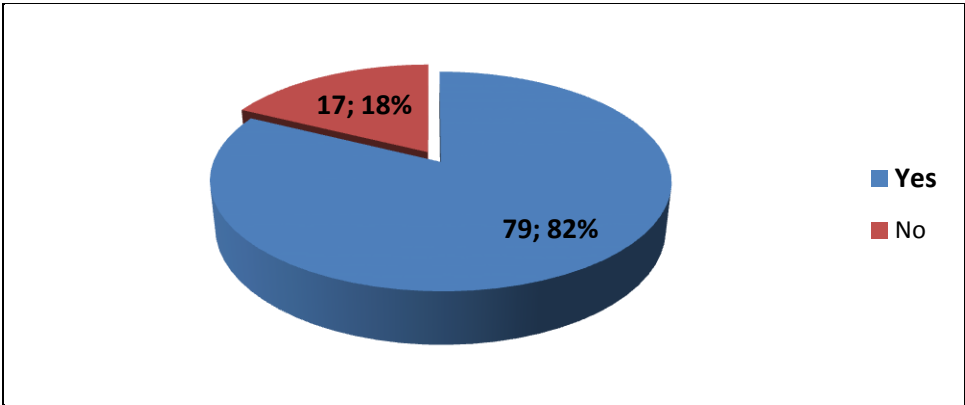
Figure 22: Personal contact with former fellow students



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=96).

Talking to alumni showed that established contacts are primarily geared towards a mutual effort to help with content or methodology in each other’s working lives. Some 82 percent stated that they also use their former colleagues to stay alert when it comes to possible professional opportunities that could arise either abroad or at home (see Figure 23):

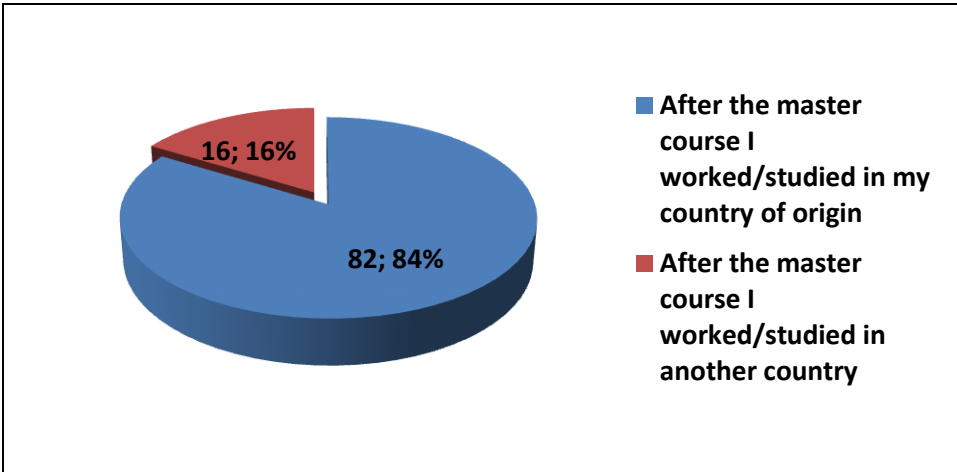
Figure 23: GLU network as a platform for professional opportunities



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=96).

The information about professional opportunities abroad is relevant since at least 16 percent of all alumni choose not to go back to their home countries immediately, whereas 84 percent go back to their respective countries and resume their old jobs.

Figure 24: Professional location after graduation



Source; Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=98).

Considering the significance of the GLU alumni network with reference to its effect on professional development in the future we can assert the following:

- The GLU alumni network has become an independent actor within and beyond GLU.
- Through informal and personal contacts the network emerged as a platform for professional exchange.

- The GLU alumni network does not yet receive enough representation as an asset for the degree program. It could provide instructors as contact persons for thesis papers and internship possibilities.
- The GLU alumni network is not yet used for revising important global union topics, such as monitoring the International Framework Agreements. Significant potential for cooperation is available in this field.

## 7. Conclusion and recommendations

The Friedrich-Ebert-Stiftung has promoted the Global Labor University since 2003 within the framework of the Global Union Project. As of August 2012, 230 alumni could be identified (52 percent female, 48 percent male) for the whole evaluation period from 2005 to 2012 who either graduated with an MA degree from one of the GLU locations in South Africa, Germany, Brazil or India (206 alumni) or who successfully finished the ENGAGE training program (24 alumni).

GLU programs are especially relevant with regard to **developmental policies**. A total of 67 percent of alumni went back to working in unions or associated organizations after graduation. They, therefore, represent a high potential for cooperation with reference to the FES and its Global Union Project.

The GLU's one-year degree program contributes **effectively** not only to the academic-methodological training but also to the practical experiences of GLU alumni. The majority of graduates feel that they get the chance to work in more interesting fields after their studies, although only 9 percent reach a professional destination where a MA is a strict requirement.

With regard to developmental policies and their effects, the GLU degree program focuses on the professional development of its alumni in unions and other labor-oriented organizations. Those are known to be multipliers in the effort for developmental progress, not least because alumni come from a variety of cultural backgrounds and are available globally.

The high response rate of the online survey (66 percent) among GLU alumni (2005–2012) indicates an increasing importance of the GLU alumni network as an independent actor. This network with its own research activities underlines the **sustainable quality** of GLU education.

The evaluation shed light on eight aspects that still leave room for improvement.

### **I. Information and selection process**

.The global offices of the FES should call attention to the GLU and its extensive publications on their web pages. They should also consistently be involved in the selection process of an interested target group.

### **II. MA curricula**

The curricula of the degree programs should be improved by the introduction of the module »Internationally Comparative Industrial Relations and Participation Research« (Democracy in Economics). This is not yet an individual teaching subject at any of the GLU locations or the ENGAGE Program.

### **III. Methodological, social and political competencies**

In addition to the MA there should be an option for academic training (similar to the ENGAGE Program) that teaches methodological, political and social knowledge which is specifically geared towards the implementation of the acquired skills in practice.

### **IV. Internship during studies**

In all GLU locations the internship placements need to be carefully prepared and structured. Cooperating institutions in Germany as well as the respective FES offices and the GLU alumni network should lend a helping hand in this process.

### **V. Finding a thesis topic**

Room for improvement can be found in the coordination of an MA thesis topic and the actual challenges that are found in unions' daily routines. The goal is to enhance the academic expertise of unions and to promote the collaboration of unions and universities.

### **VI. Active involvement of the GLU alumni network**

GLU alumni could provide their general expertise as instructors for the MA classes in the future. They can serve as experts for industrial relations of all countries the GLU is located in. They also have important knowledge concerning the implementation of particular union initiatives, for example, the monitoring and verification of International Framework Agreements.

### **VII. GLU Steering Committees**

The National Steering Committees (Brazil) that are currently not active should reform and constantly seize the initiative. Thereby they should also be an active partner in the cooperation with the FES for all matters concerning the development and design of the GLU programs.

#### VIII. **FES liaison lecturer for the GLU**

In order to intensify communication and coordination between the representatives of the GLU and the FES, the introduction of FES liaison lecturers to GLU locations is recommended. Their tasks would be to promote the dialogue between academia and the working world, thereby mediating between the varying expectations that arise during the degree program and the specific requirements found in academic research and teaching (accreditation of programs).

### **8. Acknowledgements**

Conducting an evaluation of the Global Labor University would not have been possible without the support of many colleagues. I want to take the opportunity to say thank you to all the interview partners that have so willingly cooperated in the process.

I want to thank Harald Kroeck for the friendly provision of the official GLU statistics. Without those data and without the consistent cooperation with Mr. Kroeck we would never have been able to conduct the online survey among the alumni. Additional thanks go to James Lazou, who provided me with the data of the alumni survey at a very early stage. James' support facilitated tremendously the development of leading questions of the Inception Study and the evaluation. Colleagues Tina Hennecken and Waldeli Melliero from the FES office in Brazil were extremely accommodating during my stay and their tremendous engagement helped to quickly coordinate important appointments. This deserves my sincere thanks. Finally, I want to acknowledge Stefanie Wahl's professional protocol writing during the many hours we spent with the alumni group discussions during the summer school. She made it possible to document all the controversial turns and angles of the discussions that were an indispensable source for our evaluation. The author is solely responsible for the contextualization and interpretation of the results.

## 9. Appendix

### 9.1. Online-Questionnaire

Online Survey on Professional Whereabouts of GLU Alumni 2005–2012

Dear GLU Alumni,

You have participated in one of the Master's courses which the Global Labour University (GLU) has held during the past eight years. The following survey intends to find out whether and to what degree your professional career has benefited from the Master's course. At the same time, the survey aims at discovering aspects of the course that can be improved, so that it can better meet the needs of future participants.

In the context of the overall evaluation of the Master's course by the Friedrich-Ebert-Stiftung ( FES) this online-survey will be carried out by Dr. Manfred Wannöffel (RUB/IFB) in cooperation with Dr. Karin Pries (INCCAS), according to the data protection regulations. Under no circumstances will your personal data be given to third parties.

Your participation is important – please fill in the questionnaire carefully by October 15, 2012.

#### 1. Place and year of Master's course

*Please choose one answer*

1.1 I participated in the Master's course in:

Brazil       Germany       India       South Africa

1.2 I participated in the *ENGAGE Course*

yes       no

2. How/where did you find out about the Global Labour University for the first time?

	yes	yes and no	no
The Friedrich-Ebert-Stiftung (FES) office in my country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Former/current) GLU-Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLU publication/website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informed by fellow students and friends, who did not study at Global Labour University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications of scientific and science-related organizations of my home country (ministries, universities etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. (How) Should the information about the Global Labor University be improved?  yes

No, the information is sufficient

The following aspects could be improved:

#### 4. Relevance of the Master's course disciplines for my professional career

*Please choose all correct answers (if you are not sure about an answer, please leave it blank)*

	This discipline was highly relevant for my career	This discipline should be strengthened in future courses
Economics, Business Sciences	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
Sociology/Social Sciences	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
Political Sciences	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
Global Labor Relations	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
International Law	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

#### 5. Relevance of the knowledge gained for my professional career

*Please choose all correct answers (if you are not sure about an answer, please leave it blank)*

	This topic was highly relevant	This topic should be strengthened in future courses
Structure and dynamics of globalization	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
Labour relations and labor markets	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
Governance and labor regulation	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
Trade union strategies	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
Which topics did you miss? <i>Please list all topics that you consider important for your career</i>		



**6. Relevance of the competences gained for my professional career**

***Please choose all correct answers (if you are not sure about an answer, please leave it blank)***

	From your point of view, is the statement correct?	Should this aspect be enhanced in future courses?
I learned to identify socially relevant problems and to describe them in scientific terms	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I learned to use instruments of social analysis for problem solving	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I developed research skills	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I developed skills for planning and evaluation of projects	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I gained a new sensibility for varying norms, habits and values	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I gained abilities to contribute to successful forms of social dialogue	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I gained new negotiation abilities	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I learned to develop qualification activities for unions	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I developed conflict management skills	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I improved my communicative skills	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I developed language skills	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I developed a sensibility for gender issues	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

Other competencies that I achieved:

*Please specify* \_\_\_\_\_

Which competencies and abilities did you miss during the Master's course:

***Please list all competencies which you consider important for your career***

## 7. Role of the internship for my professional career

I did my internship at: **Please name the organization and the place of your internship**

My internship lasted **Please select one of the following items**

- 1 month
- 2 months
- 3 months
- 4 months
- 5 months
- 6 months

My internship was useful/relevant for my professional career

yes  no

Please explain what you think is the specific benefit:

I did no internship

	From your point of view, is the statement correct?	1.1.1 Should this aspect be enhanced in future?
1.1.2 During my internship I met my university tutor frequently	1.1.3 <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
During my internship I had frequent email contact with my tutor	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
During my internship I had frequent telephone contact with my tutor	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
During my internship I exchanged experiences with other students	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
During my internship I received support from the internship organization/institution	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
The topic of my internship influenced the development of my master's thesis	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I was able to choose the organization for my internship	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I was able to choose the topic of my internship	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I was able to choose the place of my internship	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

I missed the following aspects regarding the internship:

**8. Role of the master's thesis in my professional career**

---

The title/topic of my thesis is:

---

	From your point of view, is the statement correct?	1.1.3.1 Should this aspect be enhanced in future?
1.1.3.2 I was well prepared to conduct my thesis during the Master's course	1.1.3.3 <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
Developing my thesis was highly important for my professional career	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I received very good support from the professors at my university	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
I received feedback from other students	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
The topic of my thesis was offered by an external organization	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
The results of my thesis were presented in an external organization	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

I missed the following aspects regarding the thesis:

---

**9. Evaluation of the Master's course:**

**In how far do you/don't you agree with the following statements?**

***Please choose one of the four answers (if you are not sure about an answer, please leave it blank)***

	<b>I completely agree</b>	<b>I agree</b>	<b>I only partly agree</b>	<b>I don't agree</b>
During the Master's course I had good academic support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the writing of my thesis I had good academic support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lectures had a high degree of professional expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practical organization of the Master's course was good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was satisfied with the duration of the Master's course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was satisfied with the possibilities to work together with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My expectations concerning my professional training were completely met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Which aspects of the Master's course were especially useful for your professional development?**  
***Please insert your answer here***

\_\_\_\_\_

**Which aspects that you consider important for your professional career were missing from the Master's course?**

***Please insert your answer here***

**9.10 Which aspects of the Master's course should be improved?**  
***Please insert your answer here***

**10. My occupation after the Master's course**

---

**Please select one of the following**

---

After the Master's course I worked/studied in my country of origin  
 After the Master's course I worked/studied in another country

**10.3 Which of the following statements are true?**

After the Master's course I worked in the same organization and held the same position as before the Master's course  
 After the Master's course I worked in the same organization but held a higher position than before the Master's course  
 After the Master's course I worked in the same organization and held a position which I could achieve only with a Master Degree  
 After the Master's course I worked in my country of origin with better pay  
 After the Master's course I work at more interesting tasks  
 After the Master's course I studied (continued studying) in my home country

---

**10.4 The organization is:**

**Please choose one of the following answer options**

- a trade union
- an organization sympathetic to trade unions, such as
  - union consultancy
  - academic institutions, academic departments of labor issues, social sciences
  - enterprises
- a governmental organization
- a private profit-oriented organization
- a non-governmental and non-profit organization
- an academic institution
- other

**10.5. Role of the Master's course for my professional development**

*(Please choose one of the four answers (if you are not sure about an answer, please leave it blank)*

---

	I completely agree	I only agree	partly agree	I don't agree
I could use the knowledge which I gained in the Master's course for my professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could make use of the competencies which I gained in the Master's course for my professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could use the contacts that I established in the Master's course for my professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the Master's course was significant for my professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the GLU course to others who are interested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10.6. Role of the Master’s course in organizational development**


*(Please choose one of the four answers (if you are not sure about an answer, please leave it blank)*

	<b>I completely agree</b>	<b>I agree</b>	<b>I only partly agree</b>	<b>I don’t agree</b>
I could use the knowledge which I gained in the Master’s course in carrying out my tasks in the organization in which I work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could make use of the competencies which I gained in the Master’s course for the fulfillment of my tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could use the contacts that I established in the Master’s course for the fulfillment of my organizational tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the knowledge, competences and social network which I gained in the Master’s course were significant for organizational development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the GLU course to other colleagues of my organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11. Follow-up experiences and options**

1.1.3.3.2

Since the Master's course I have collaborated with the GLU Alumni network

no  yes 

1.1.3.3.1 Please describe the context of the project in which you collaborate with the GLU network

1.1.3.3.3 I keep active contact with other alumni

no  yes

GLU network offers opportunities for professional experience exchange

no  yes

What kind of follow-up in the field of professional experience would you like the GLU network to organize?

(Please write your answer here) \_\_\_\_\_

**12. Do you have any more comments regarding the Master's course?**

[

**13. Personal Data**

[

Sex \_\_\_\_\_  
Age: \_\_\_\_\_

In which country were you born? \_\_\_\_\_

## 9.2. Guideline for expert discussions

Name:	
Function:	
Institution/ Organization:	
Date:	

### 1. Design of the selection process

- ⇒ By which criteria will GLU candidates be selected at the universities in Brazil, Germany, India and South Africa? Is there a specific set of criteria?
  
- ⇒ Is there an interview? If yes, which contents are communicated to candidates at interview?
  
- ⇒ What role is played in the selection of candidates by references from the organizations of the GLU network?
  
- ⇒ What role is played in the selection process by the candidate's motivation letter?

### 2. Objectives and content of GLU Master's programs

- ⇒ Have the GLU alumni who work with organizations after graduation developed adequate technical



and methodological skills to solve specific tasks?

⇒ Do the GLU alumni who work with organizations after graduation employment have adequate practical (action) competencies to solve specific tasks?

⇒ From your point of view, are there learning contents with respect to the professional activities of the students that are missing from the Master's programs?

⇒ What relevance for fulfilling professional task have organization-oriented key skills and so-called social skills, such as project management, human resource management, leadership, negotiation and conflict-resolution techniques, etc.?

### **3. Relevance of internships/Master's thesis for professional development**

⇒ Are the course-related internships (except South Africa) used systematically for the application and development of the skills/competences acquired during studies?

⇒ Are the internships in organizations linked with the topic selection and the development of a Master's thesis?

⇒ Is the selection of the topics of the Master's thesis linked or connected to problem areas and future challenges faced by organizations in the GLU network?

⇒ Are Master's students given an opportunity to present the results of their Master's thesis to the organizations of the GLU network?

#### **4. Importance of GLU alumni network for labor market integration**

⇒ Are the professional development of the students after completing the Master's program and the job requirements of organizations special topics of the GLU alumni network?

⇒ Does the GLU alumni network also serve as a forum for exchange of experience in the professional practice of alumni?

⇒ Are job offers from organizations integrated in the GLU network presented to the alumni network?

⇒ Are you aware of cases in which job offers from organizations were made successfully through the alumni network?

### **9.3. Expert discussions**

During the evaluation, we conducted over 60 expert discussions with Friedrich-Ebert-Stiftung employees who were responsible for the project, as well as with GLU alumni, project representatives, lecturers of the university and members of associated organizations. The GLU Summer School that took place on September 30, 2012 in Brazil offered an opportunity to speak to all of those experts.

#### **FES**

- Andrea Brandis, administration, project coordination Global Trade Union Policy, Berlin
- Tina Hennecken, director FES Brazil, Sao Paulo
- Katharina Meier, head of project Global Trade Union Policy, Berlin
- Waldeli Melleiro, program coordinator trade unions, Sao Paulo office
- Manfred Öhm, quality management and evaluation, Berlin
- Yesko Quiroga, director FES Brazil, Sao Paulo
- Reiner Radermacher, former head of project Global Trade Union Policy; now: FES Chile

#### **Lecturers and project representatives of the GLU**

- Sharit Bhowmik, Program director, Tata Institute of Social Sciences, India
- Philip Bowyer, member of the des GLU Steering Committee, UNI
- Pulane Dithlake, program coordinator WITS South Africa
- Frank Hoffer, member of the GLU International Steering Committee, ILO/ACTRAV
- Harald Kröck, person responsible GLU alumni supervisors
- Eugénia Leone, GLU program director Unicamp Brazil
- Christoph Scherrer, member of the GLU International Steering Committee, University of Kassel
- Michelle Williams, program director WITS South Africa

#### **GLU Alumni**

- Bernard Adjei, HWR/Kassel
- Edwin Anisha, WITS South Africa
- Cesar Costa de Araujo, HWR/Kassel
- Dina Ardiyanti, Unicamp Brazil
- Evelyn Benjamin-Sampson, Unicamp Brazil
- Anna Bolsheva, HWR/Kassel
- Indah Budiarti, HWR/Kassel
- Ramon Certeza, HWR/Kassel

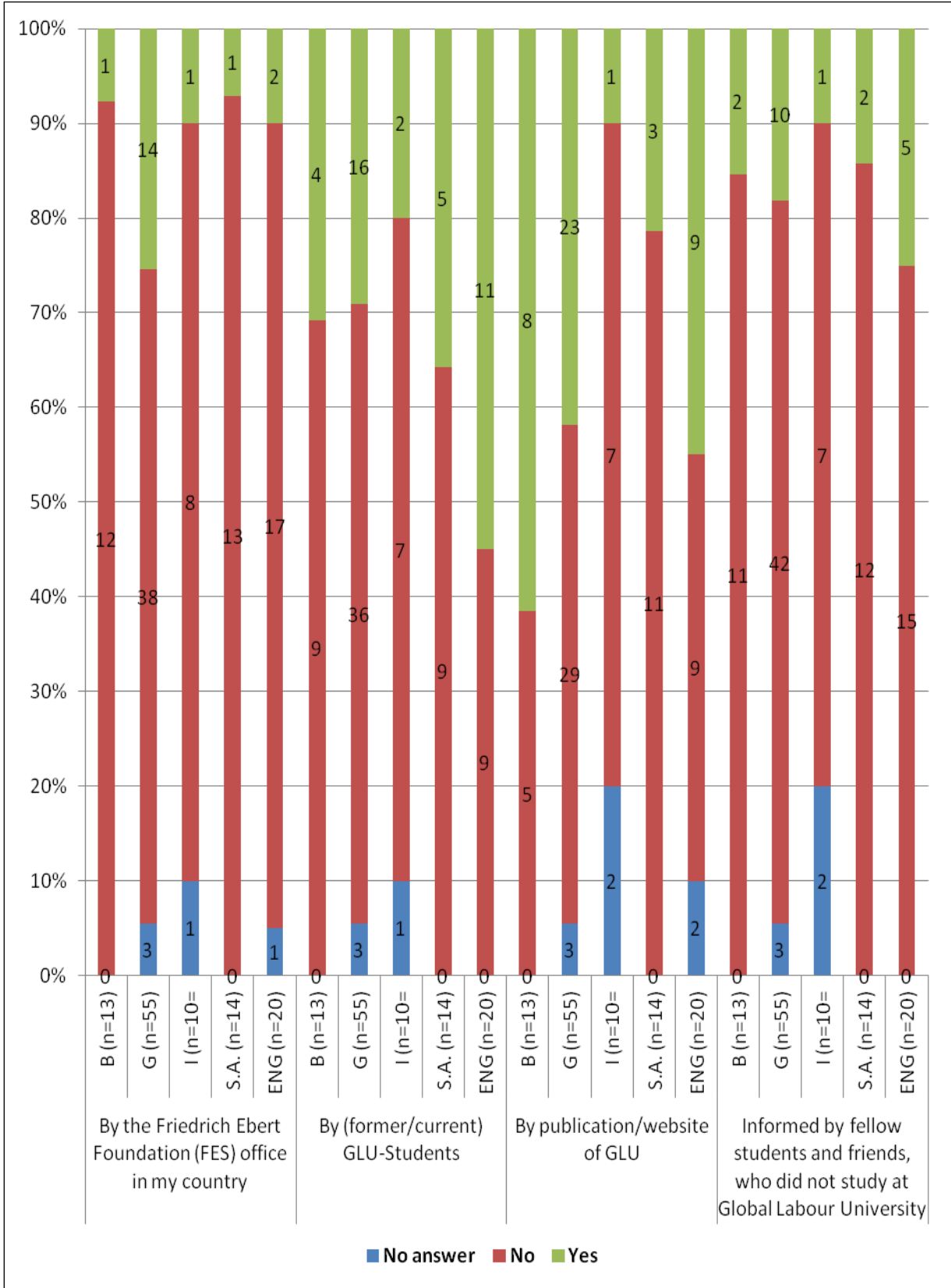
- Yuguo Chen, HWR/Kassel
- Patricia Chong, HWR/Kassel
- Doreen Delreece Deane, HWR/Kassel
- Gifty Dodoo, WITS South Africa
- Karen Douglas, HWR/Kassel
- Ely Fair, HWR/Kassel
- Lygia Fares, HWR/Kassel
- Dale Forbes, HWR/Kassel
- Euan Gibb, HWR/Kassel
- Paul Hecker, Unicamp Brazil
- Catherine Jikunan, HWR/Kassel
- Masha Kurzina, HWR/Kassel
- Lisema Lekhooana, HWR/Kassel
- Zacharia Lema Elias, HWR/Kassel
- Taurai Mereki, WITS South Africa
- Laura Morillo, HWR/Kassel
- Maike Niggemann, HWR/Kassel
- Veasna Nuon, HWR/Kassel
- Joel Akhator Odigie, HWR/Kassel
- Jô Portilho, HWR/Kassel
- Soenke Rabisch, HWR/Kassel
- Clair Siobhan Ruppert, HWR/Kassel
- Luciole Sauviat, HWR/Kassel
- Marcelo Schmidt, HWR/Kassel
- Kawerama Sonjo, HWR/Kassel
- Stefanie Wahl, HWR/Kassel
- Kateryna Yarmolyuk, HWR/Kassel
- Hao Zhang, HWR/Kassel

### **Unionists and employees of associated organizations**

- Bruno Dobrusin, CTA – Argentina, trade union secretary, International Department
- João Felício, CUT, head International Department
- Kjeld Aagaard Jakobsen, CUT Brazil, CSA
- Vicente Gomez M. Neto, research associate Observatorio Social Brazil
- Henriqué Da Silva, CUT, former General Secretary
- Leonardo Vieira, CUT, International Department

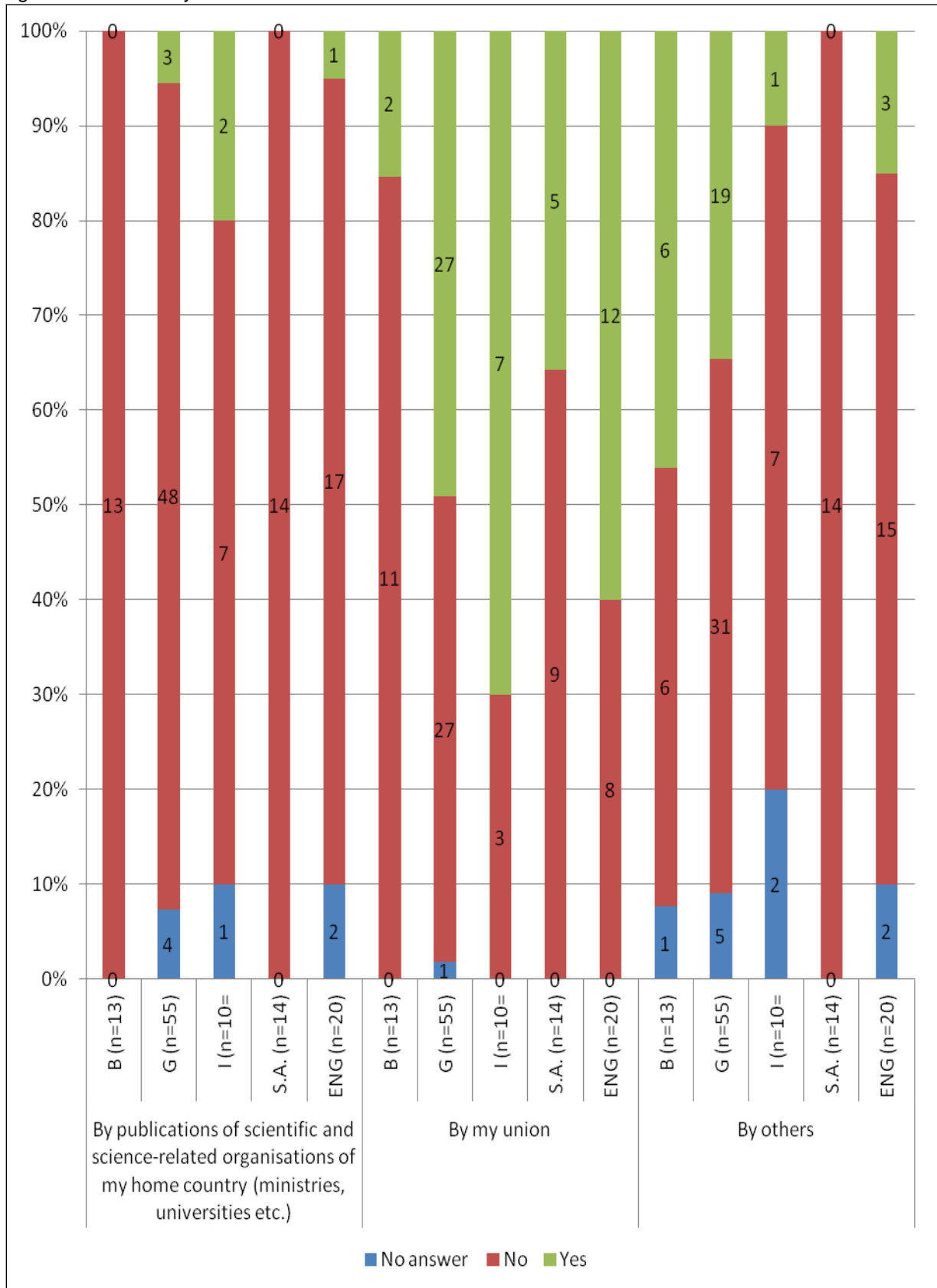
**9.4. Detailed analysis of the four GLU locations and the ENGAGE Program**

Figure 9 a: How did you become aware of the existence of the four different GLU locations?



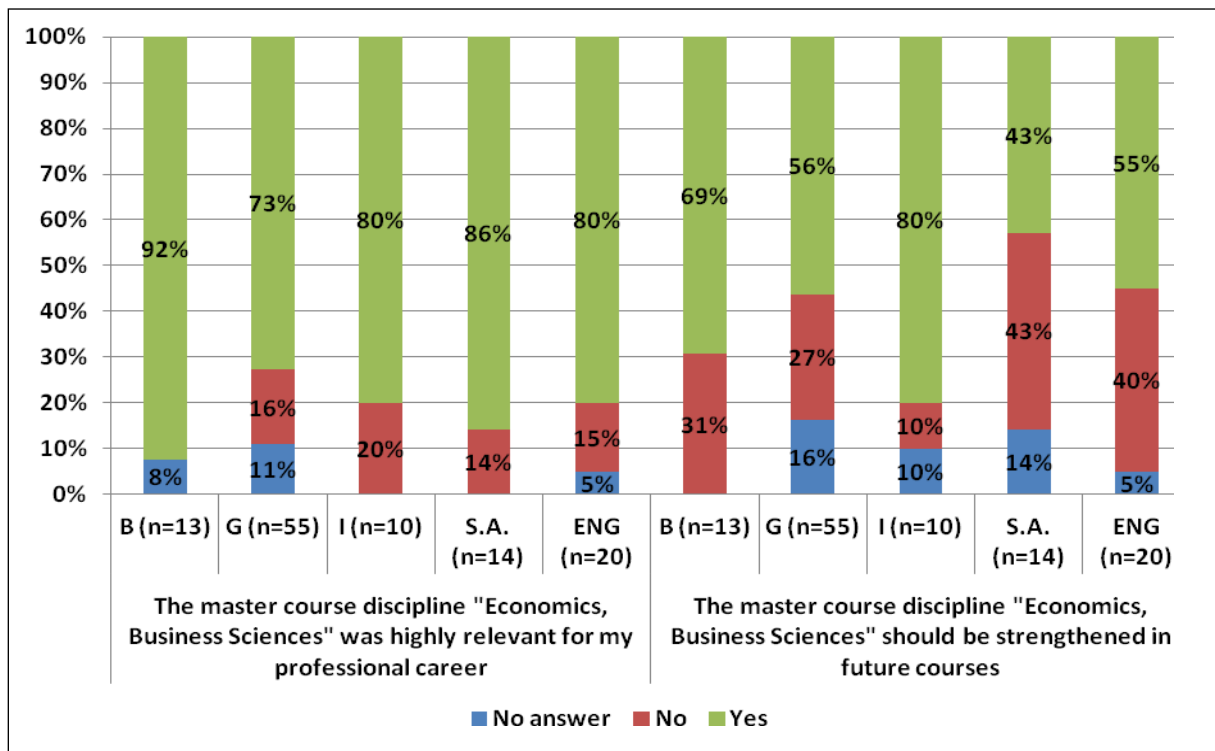
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 9 b: How did you become aware of the existence of the four GLU locations?



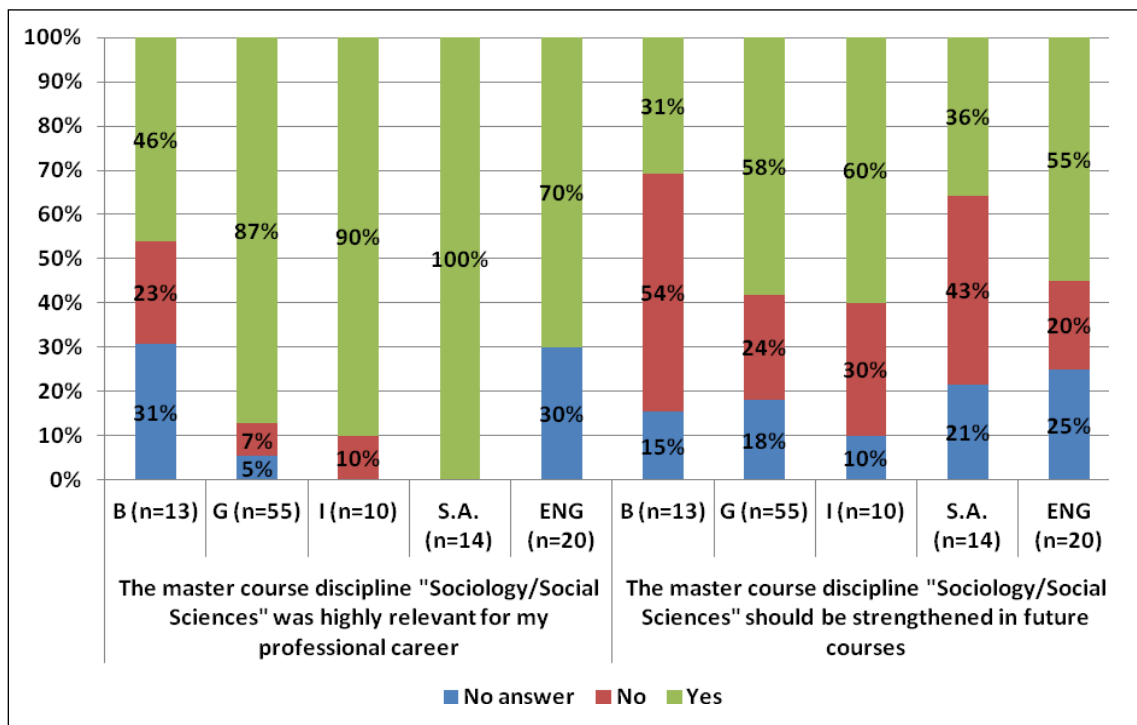
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 10a: Significance of economics for every-day job activities.



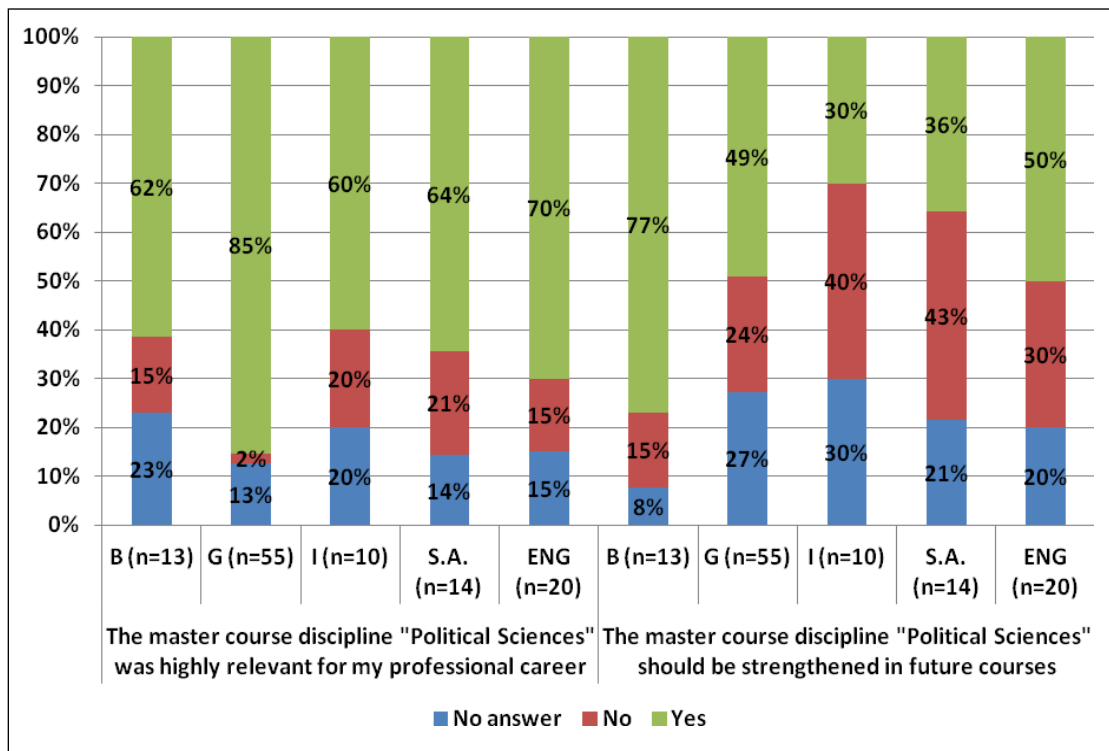
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 10b: Significance of social sciences for occupation



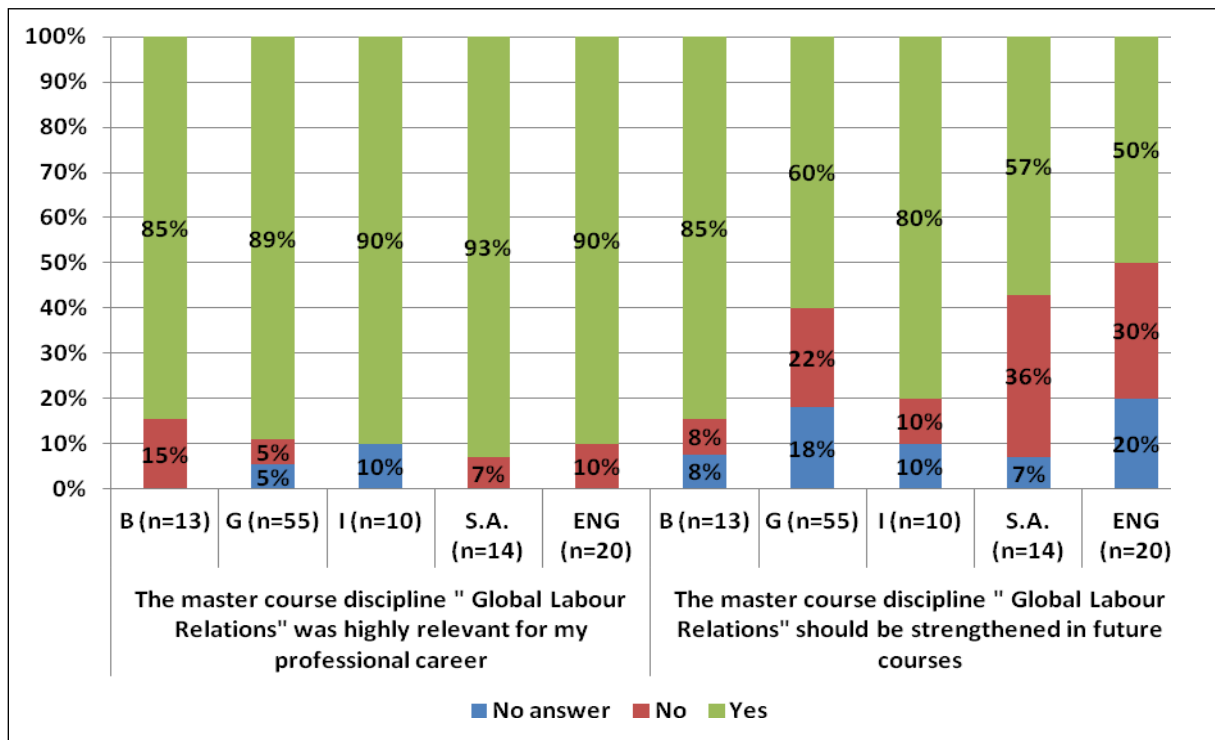
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 10c: Significance of political science for occupation



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

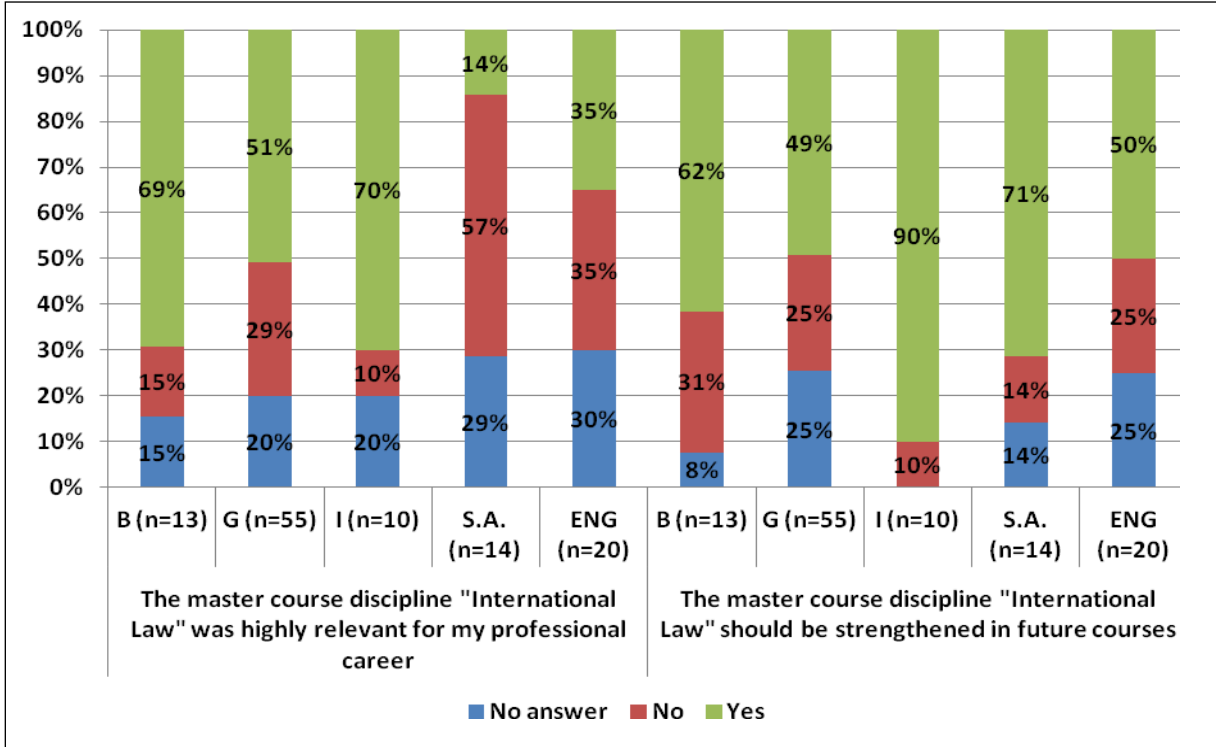
Figure 10d: Significance of global labor relations for occupation



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

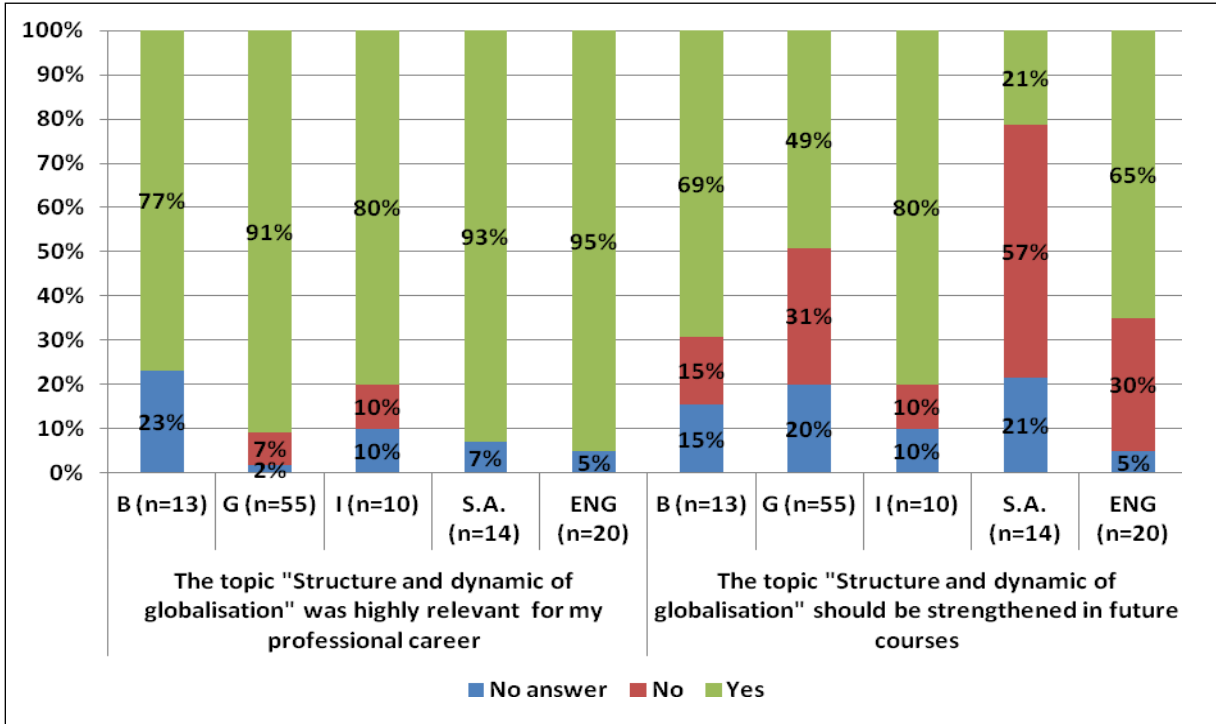


Figure 10e: Significance of international law for occupation



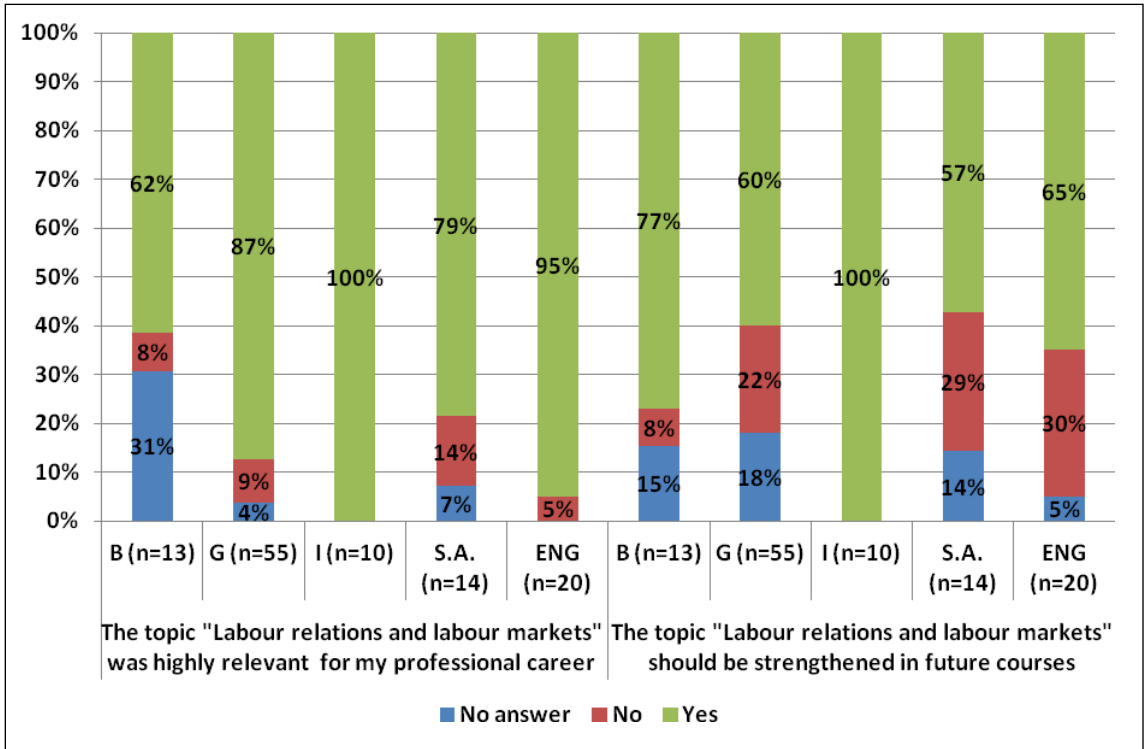
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 11a: Topic: Structure and dynamics of globalization (all locations)



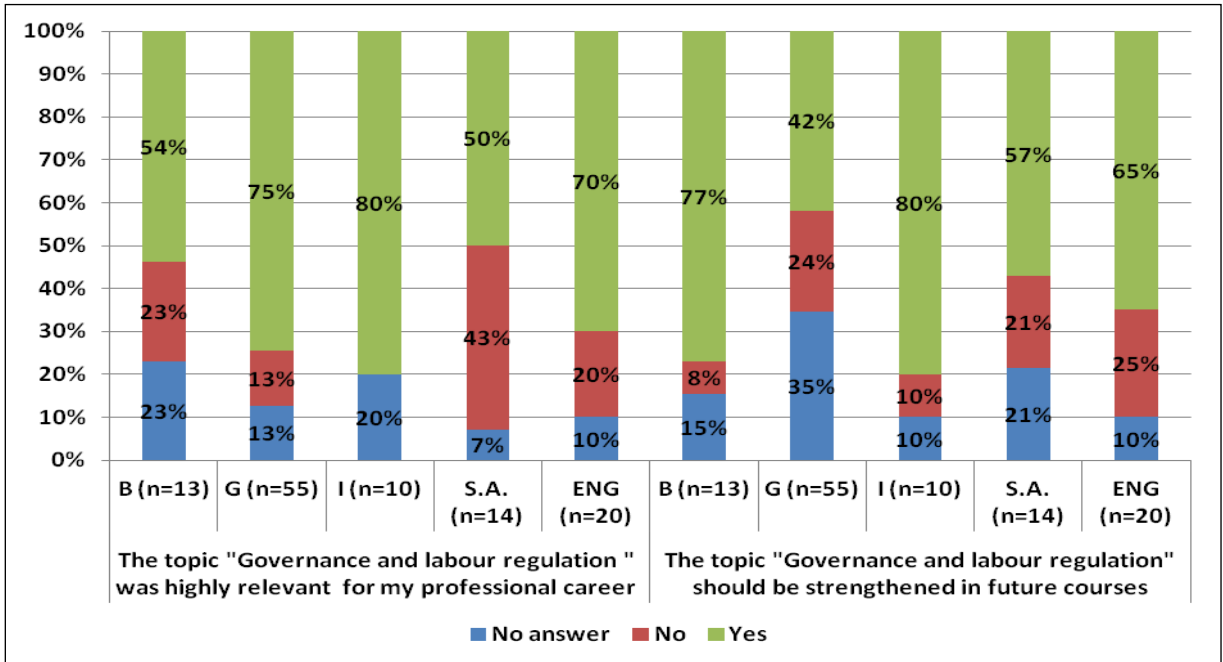
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 11b: Topic: Labor relations and labor market (all locations)



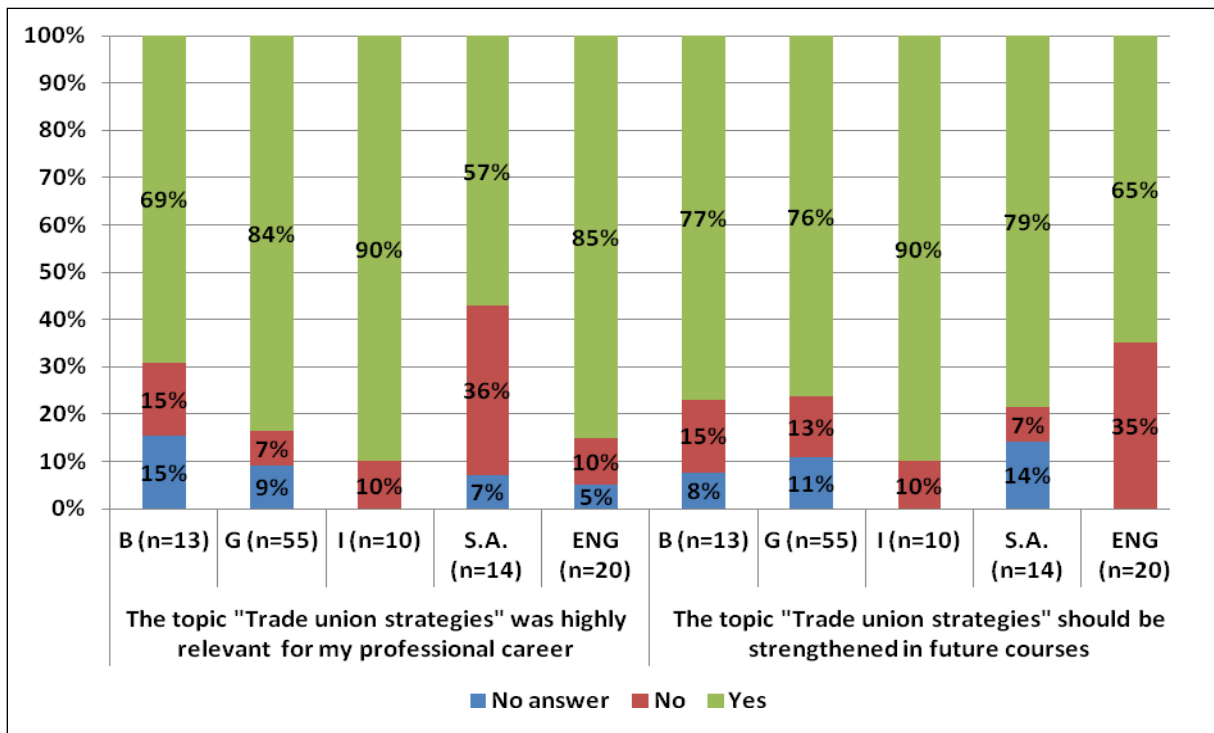
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 11c: Topic: Governance and labor regulations (all locations)



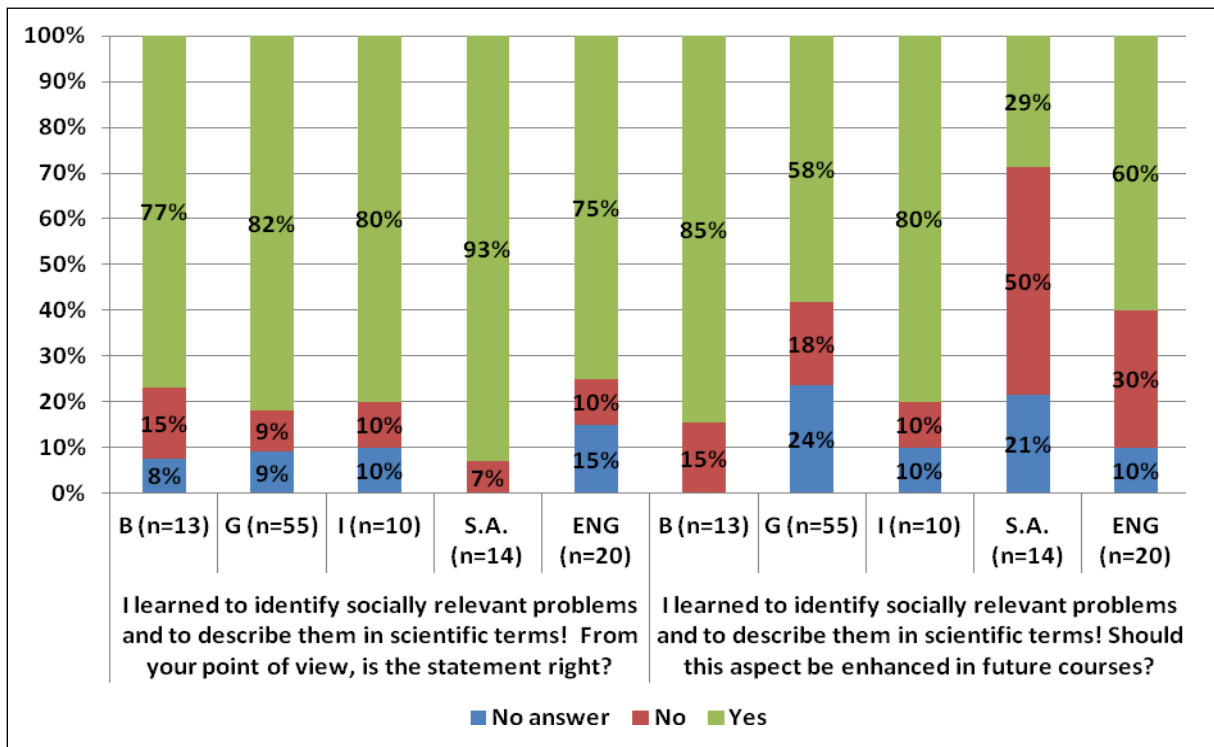
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 11d: Topic: Trade union strategies



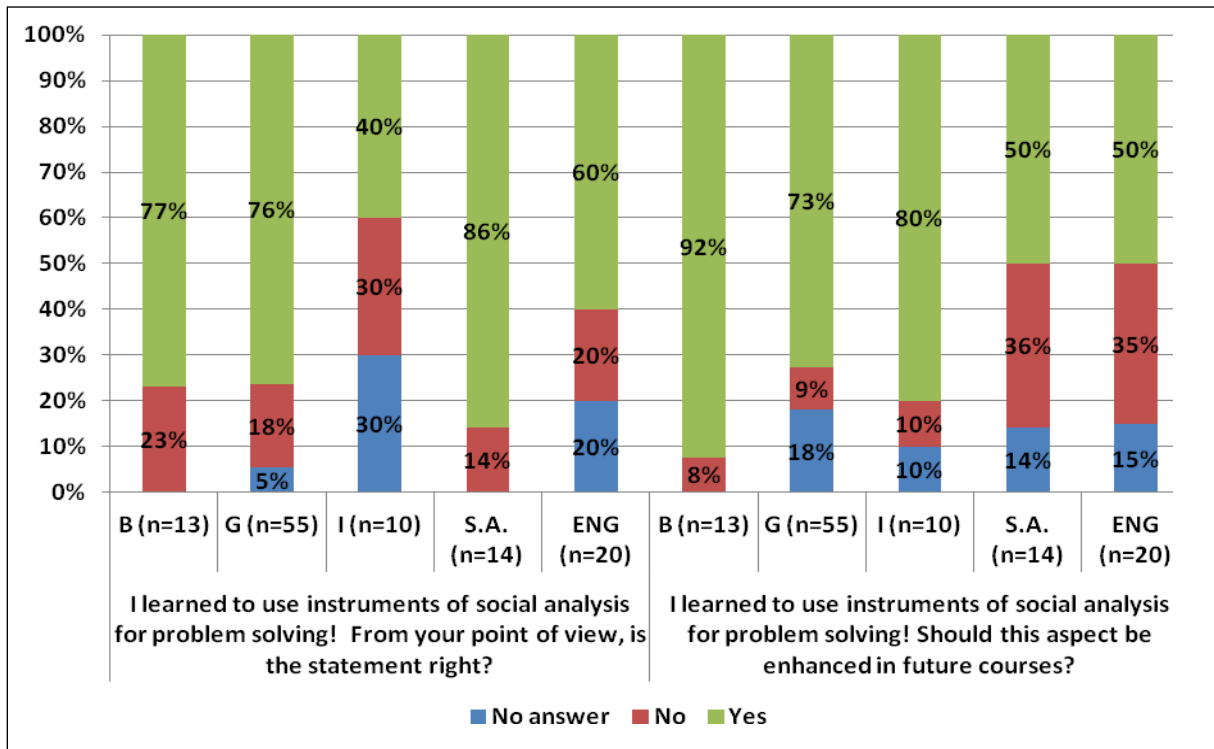
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 12a: Acquiring academic-methodological competencies



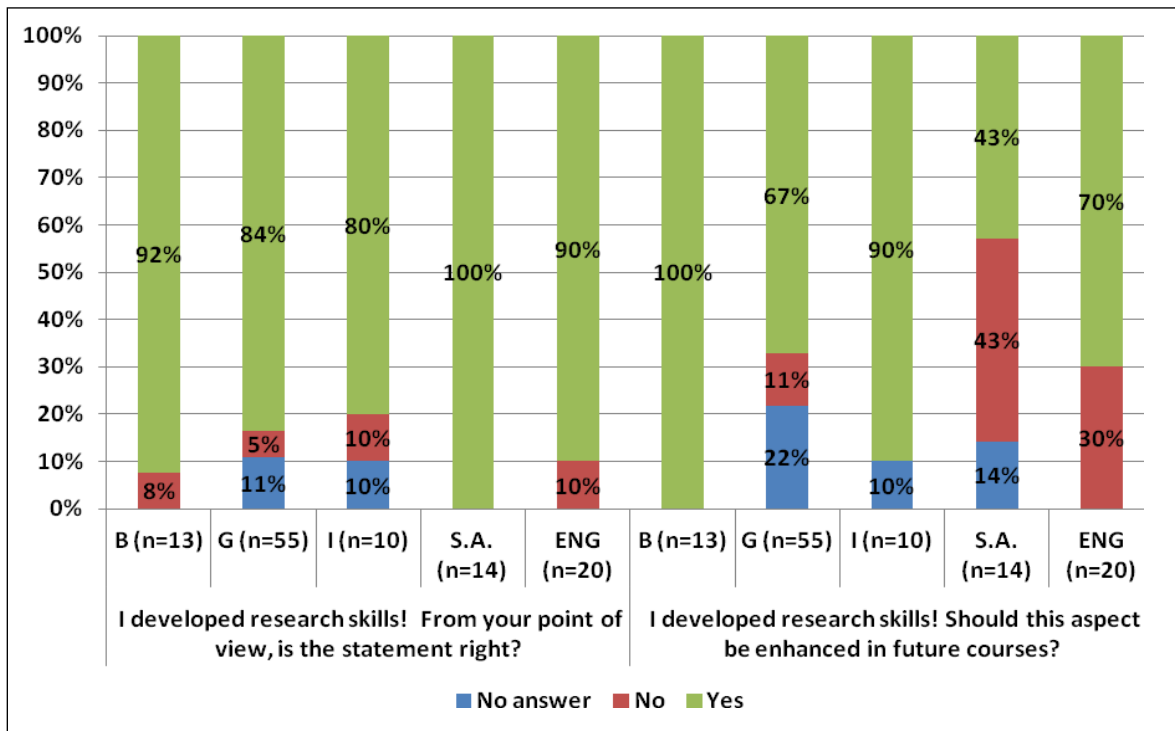
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 12b: Acquiring tools for social analysis



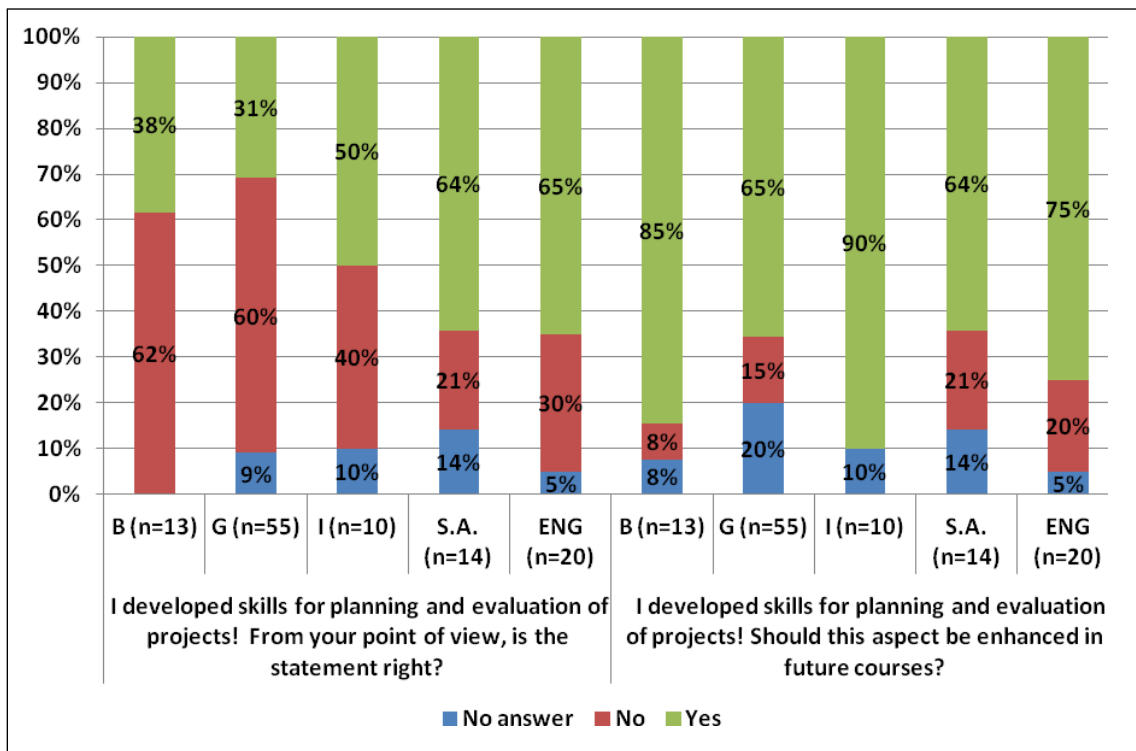
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 12c: Acquiring empirical research methods



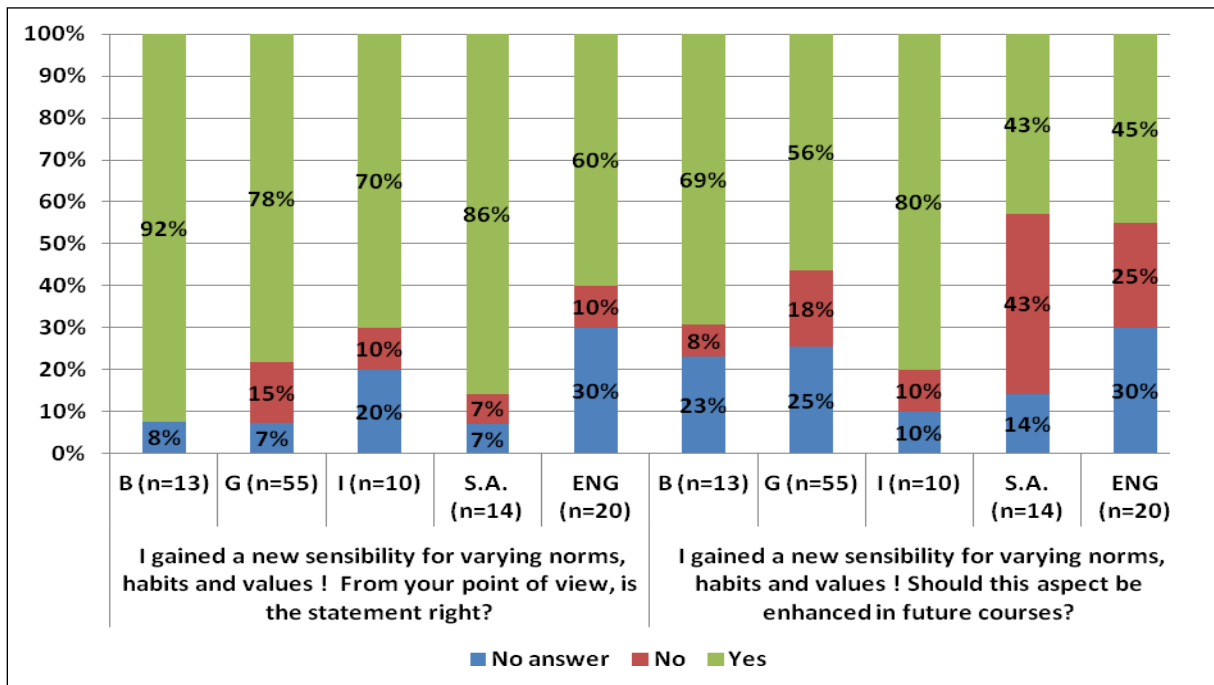
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 12d: Acquiring project planning methods



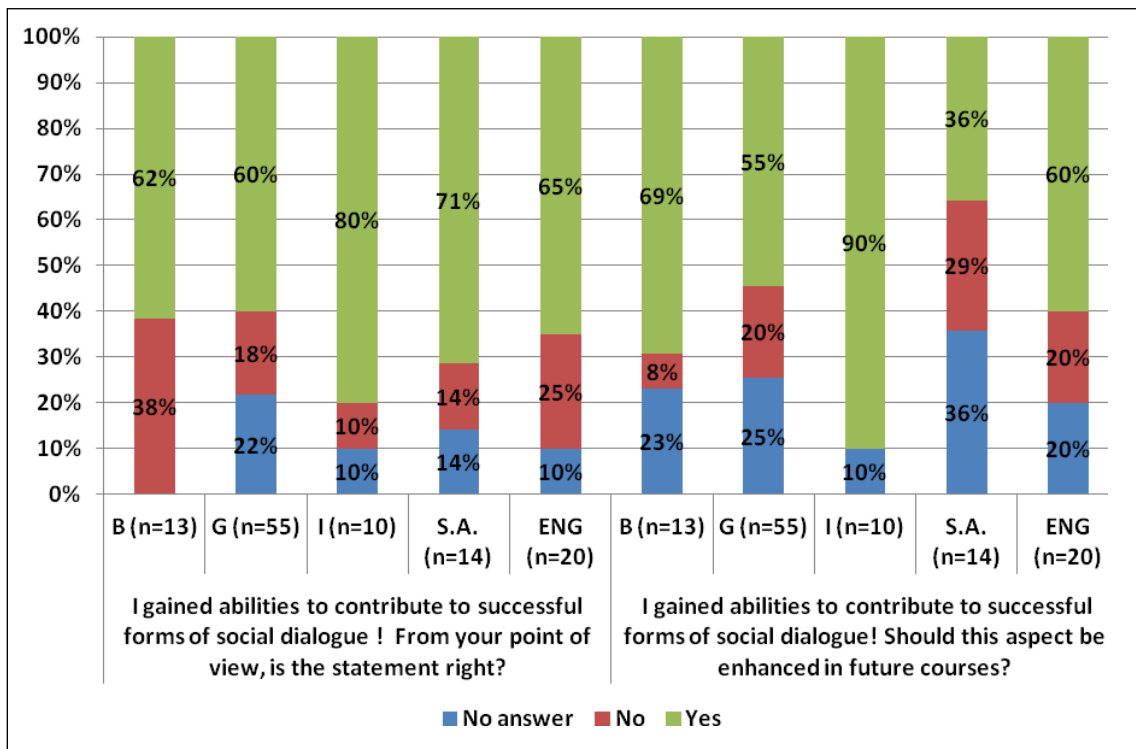
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 12e: Acquiring intercultural competencies



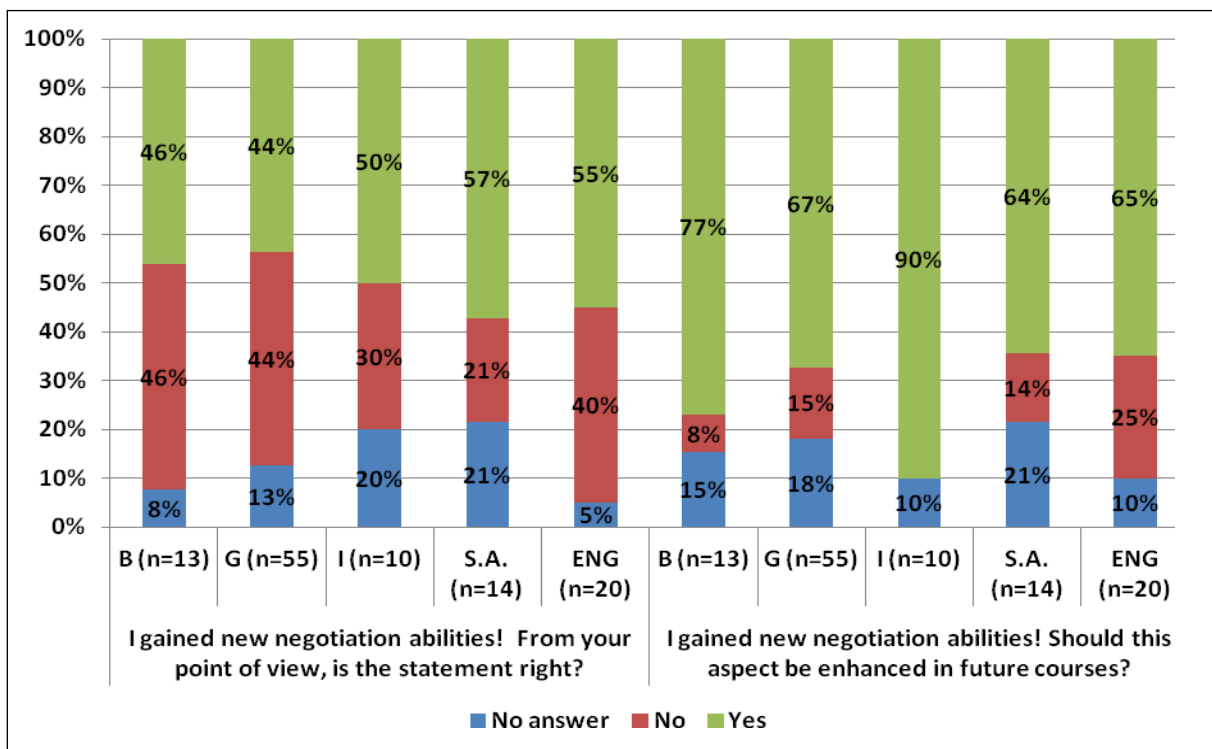
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 12f: Acquiring techniques for social dialogue



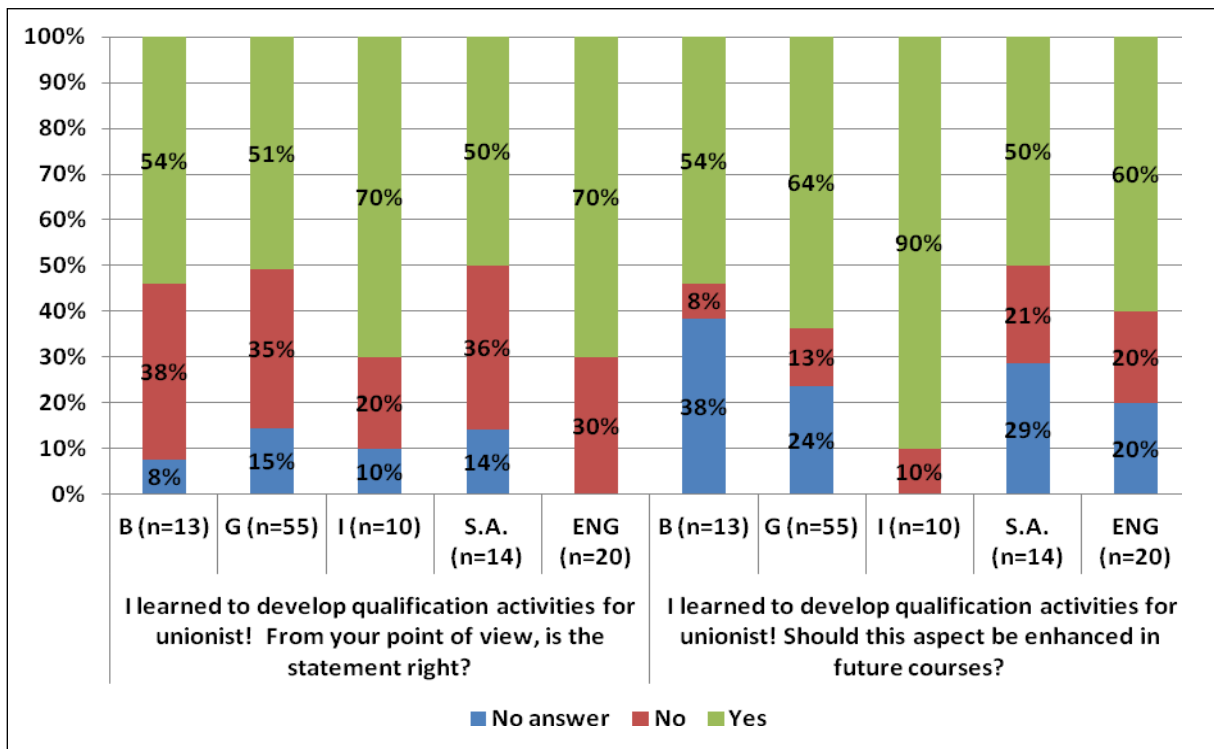
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 12g: Acquiring negotiation techniques



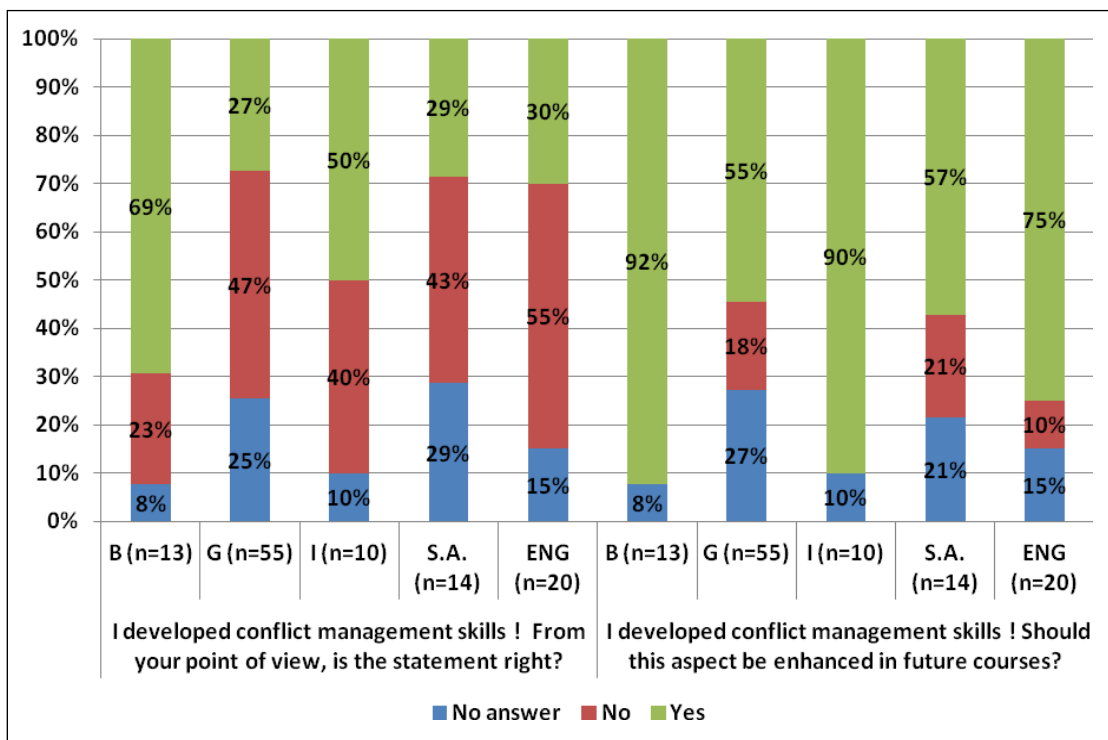
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 12h: Acquiring methods of union educational work



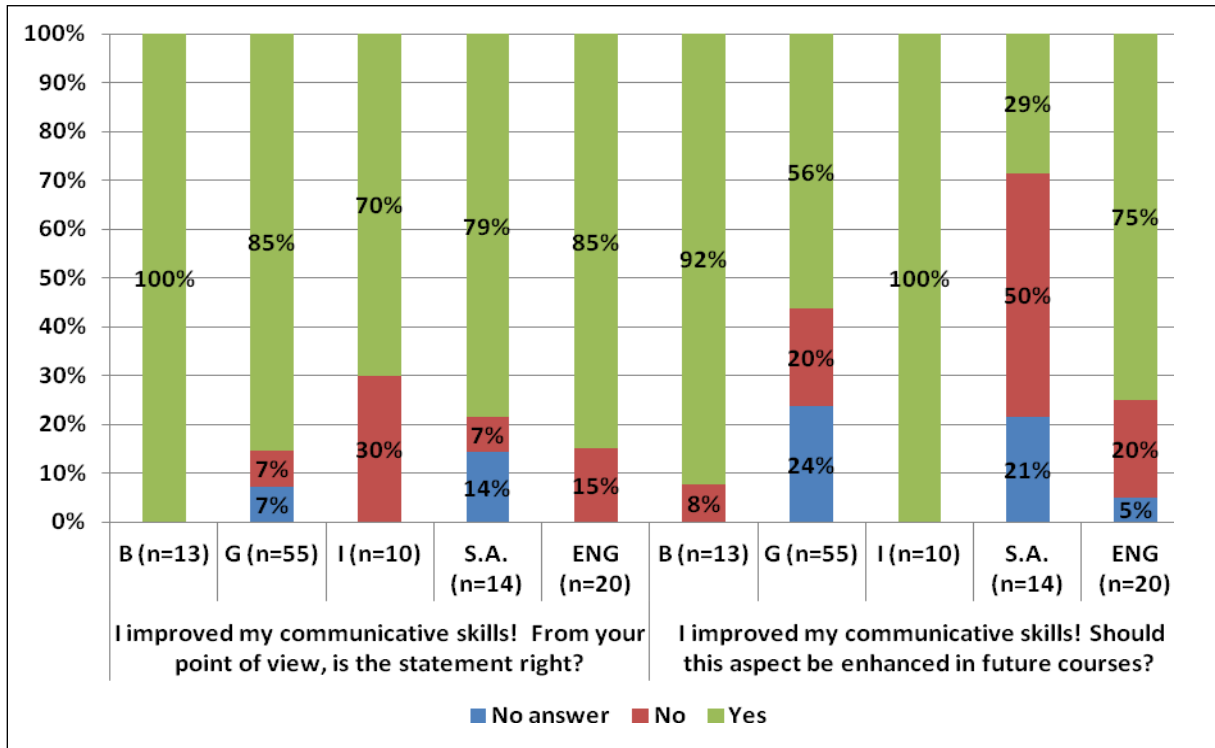
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 12i: Acquiring techniques for conflict management



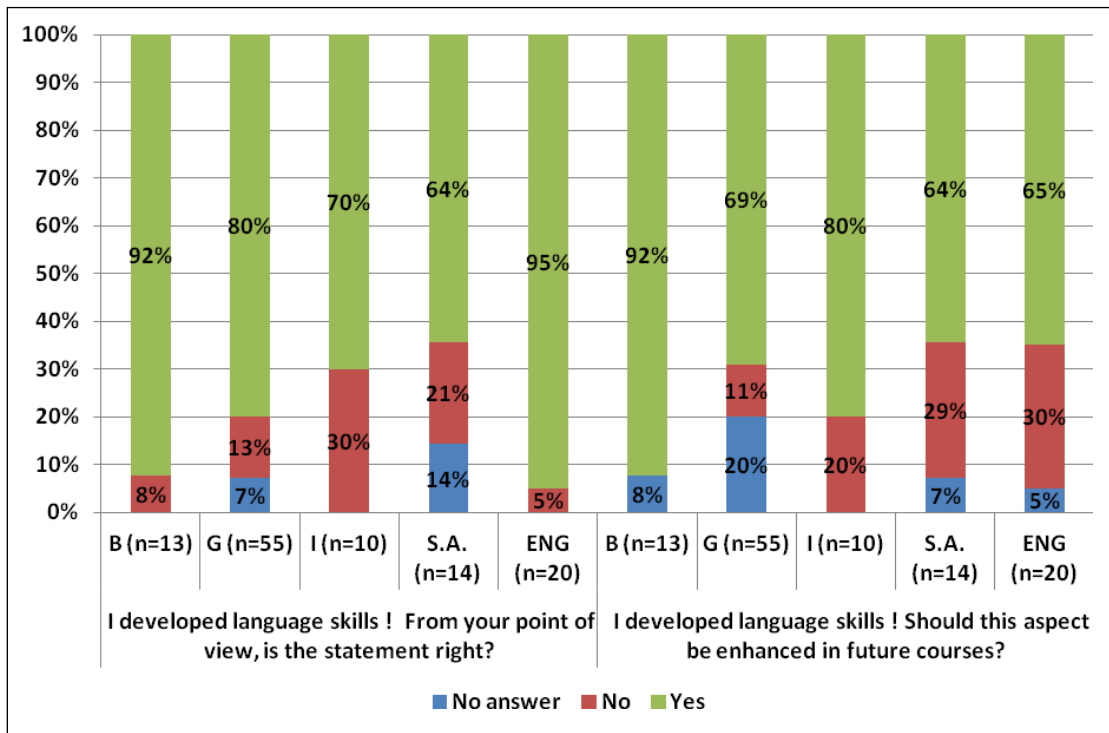
Source : Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 12j: Acquiring communication skills



Source : Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

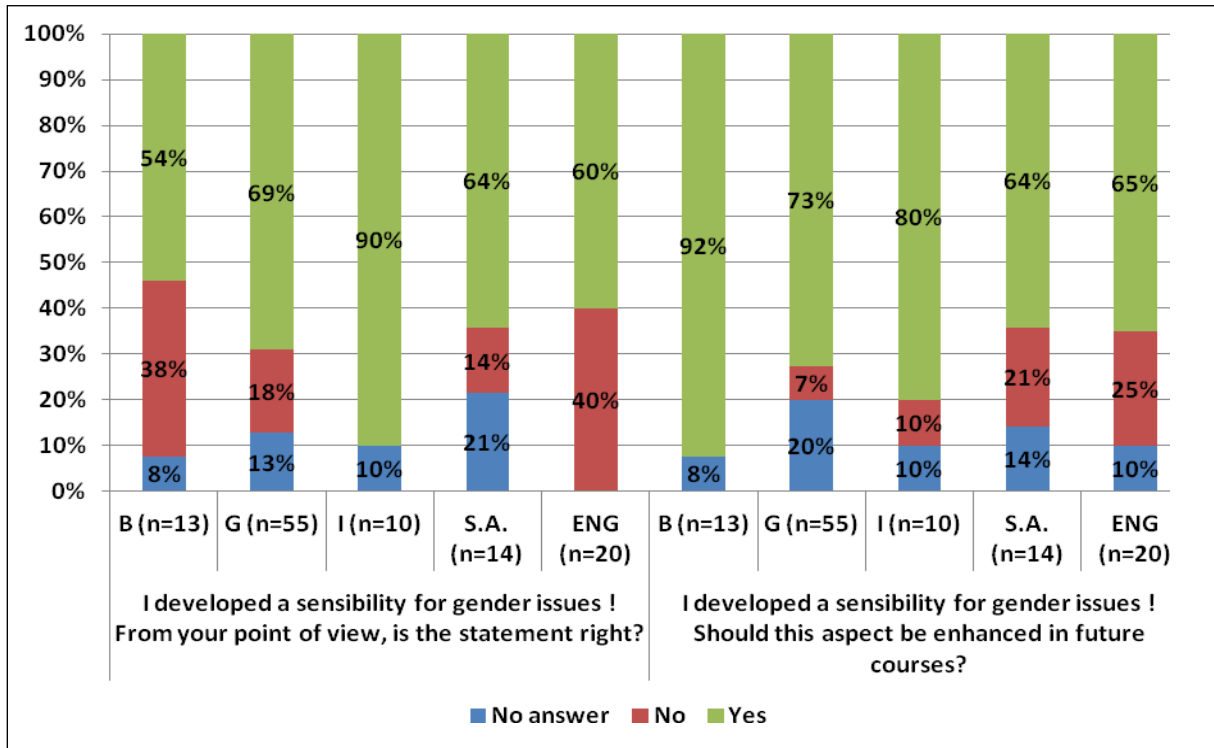
Figure 12k: Foreign language skills



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

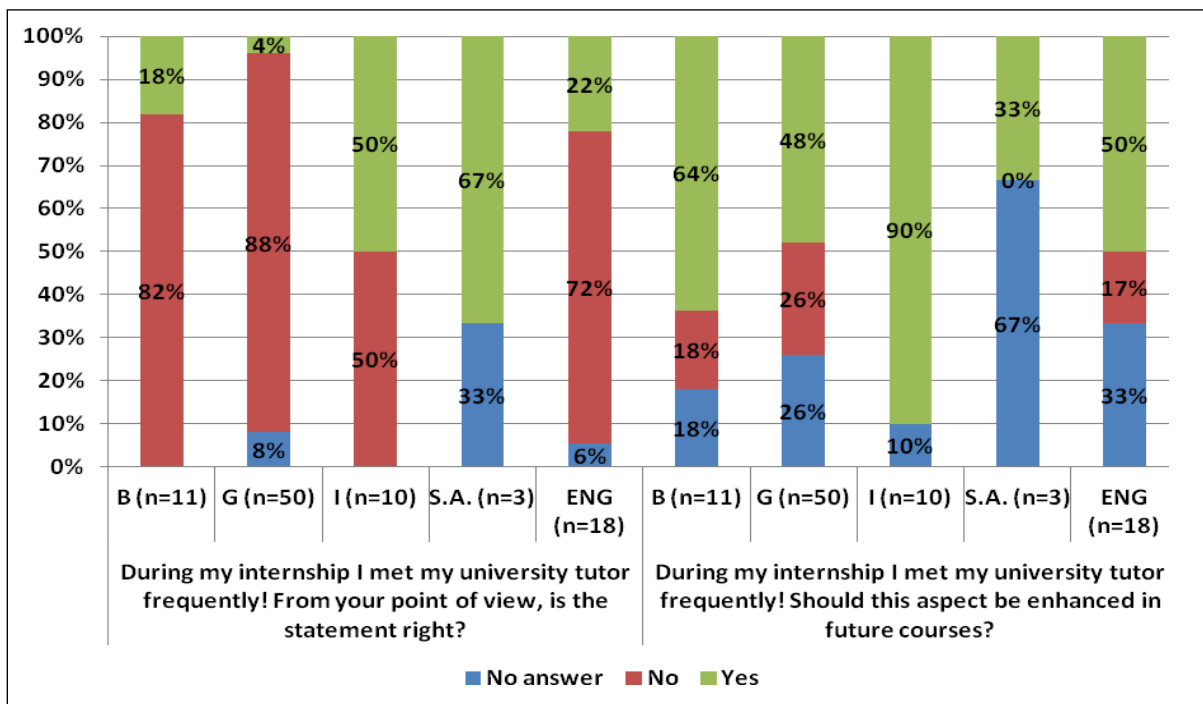


Figure 12l: Awareness of gender issues



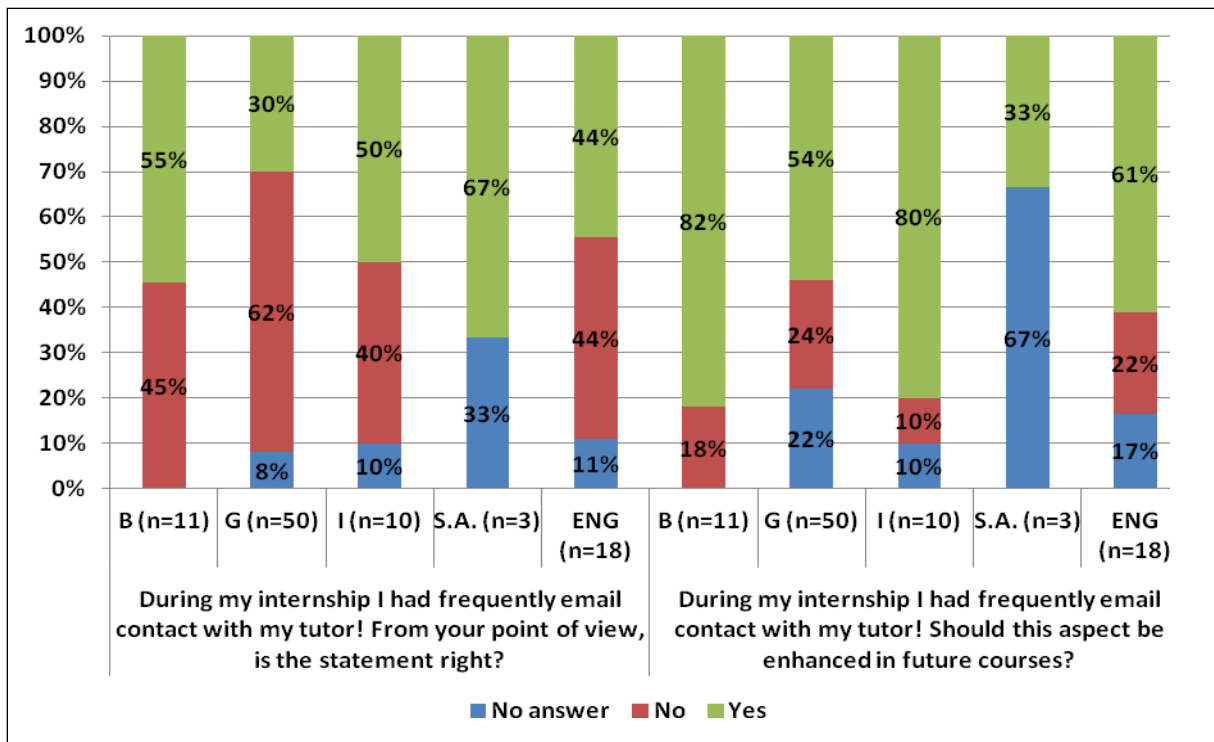
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=112); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 13a: Internship: Supervision by university instructor



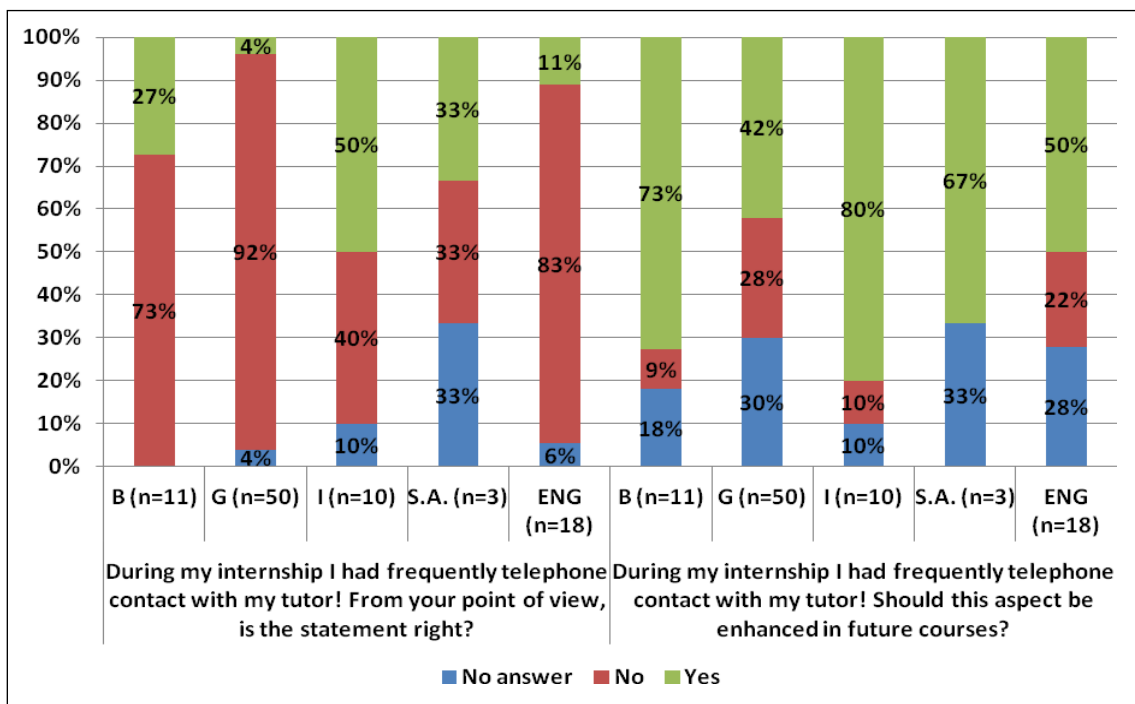
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=92); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 13b: Internship: E-Mail contact with university instructor



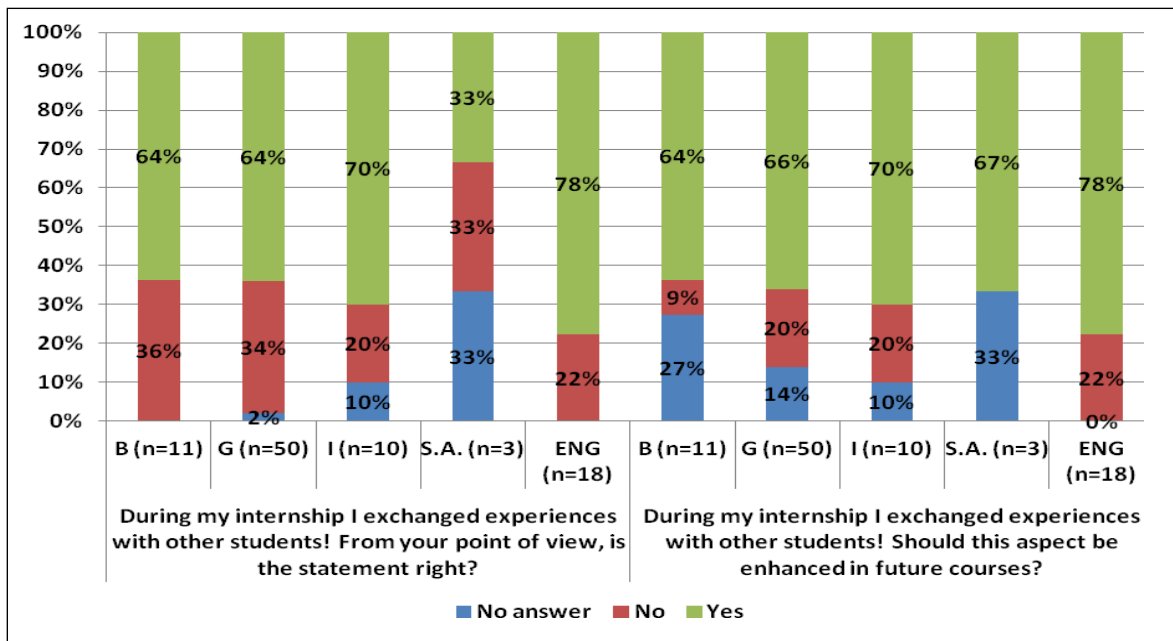
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=92); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 13c: Internship: Contact via telephone with instructor



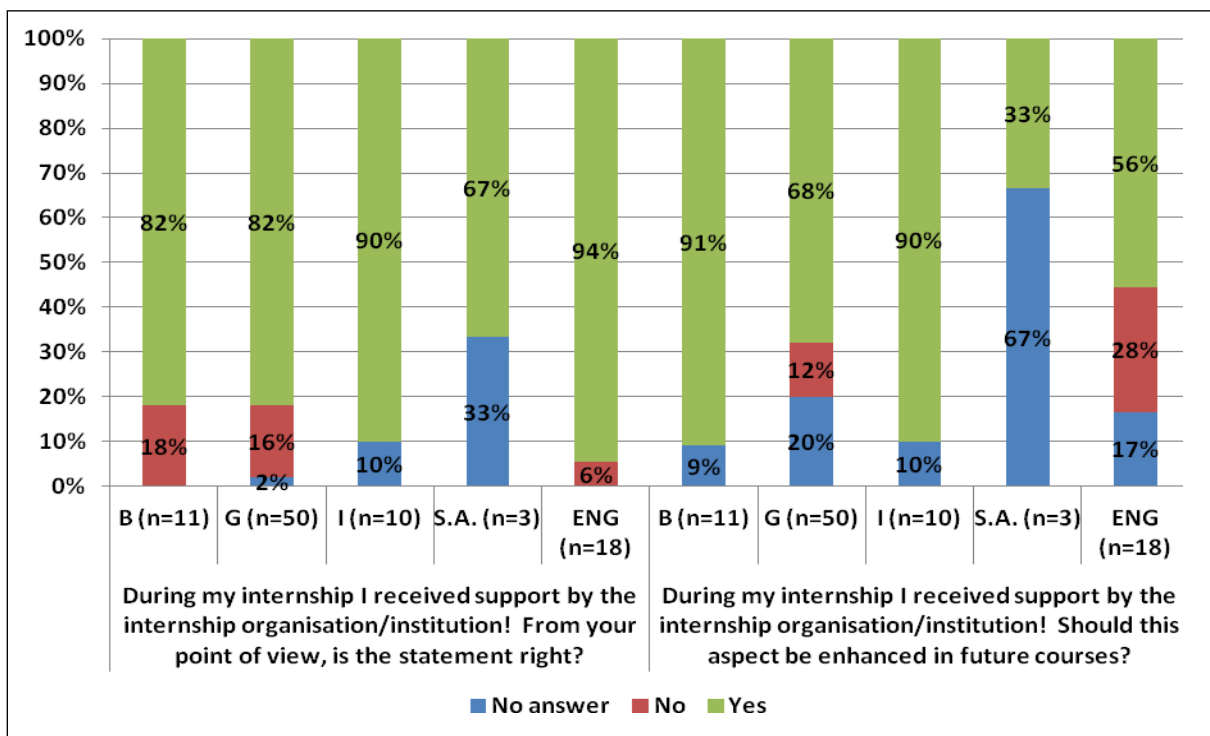
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=92); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 13d: Internship: Exchange with fellow students



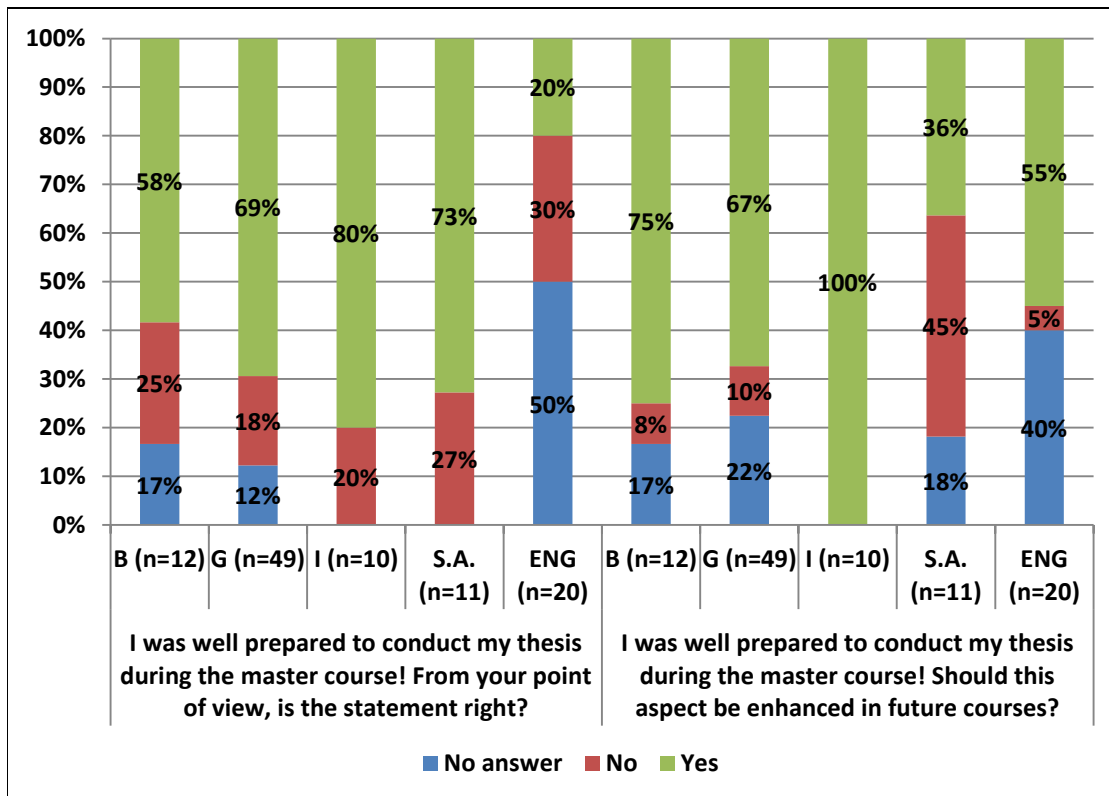
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=92); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 13f: Internship: Support of internship organization



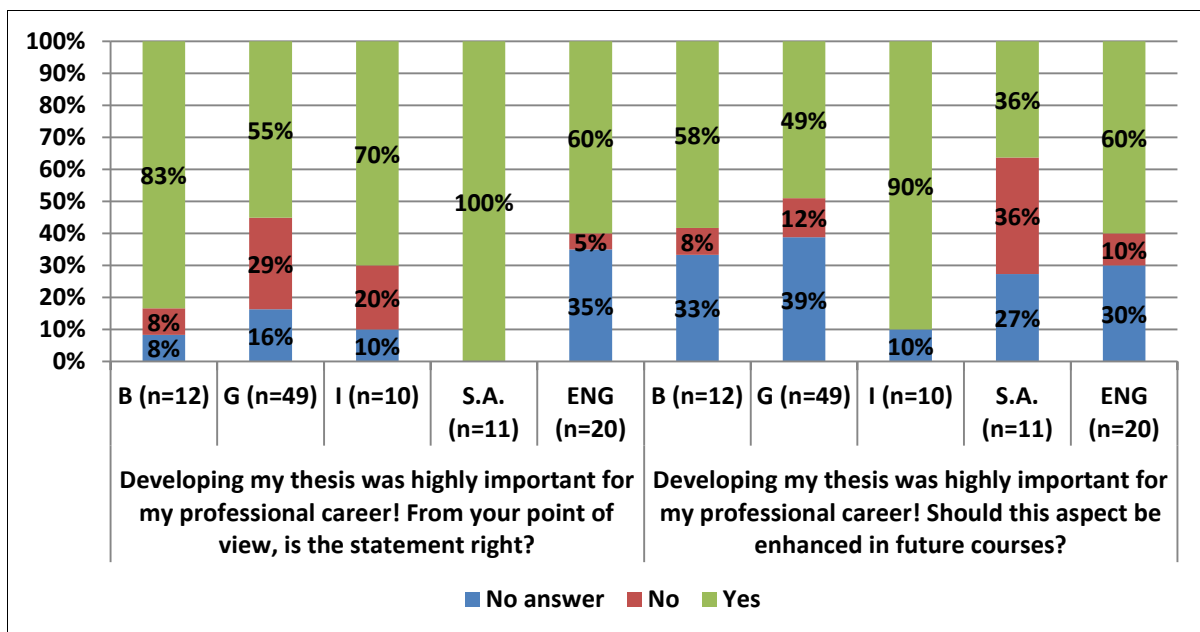
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=92); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 15a: Preparation for MA thesis



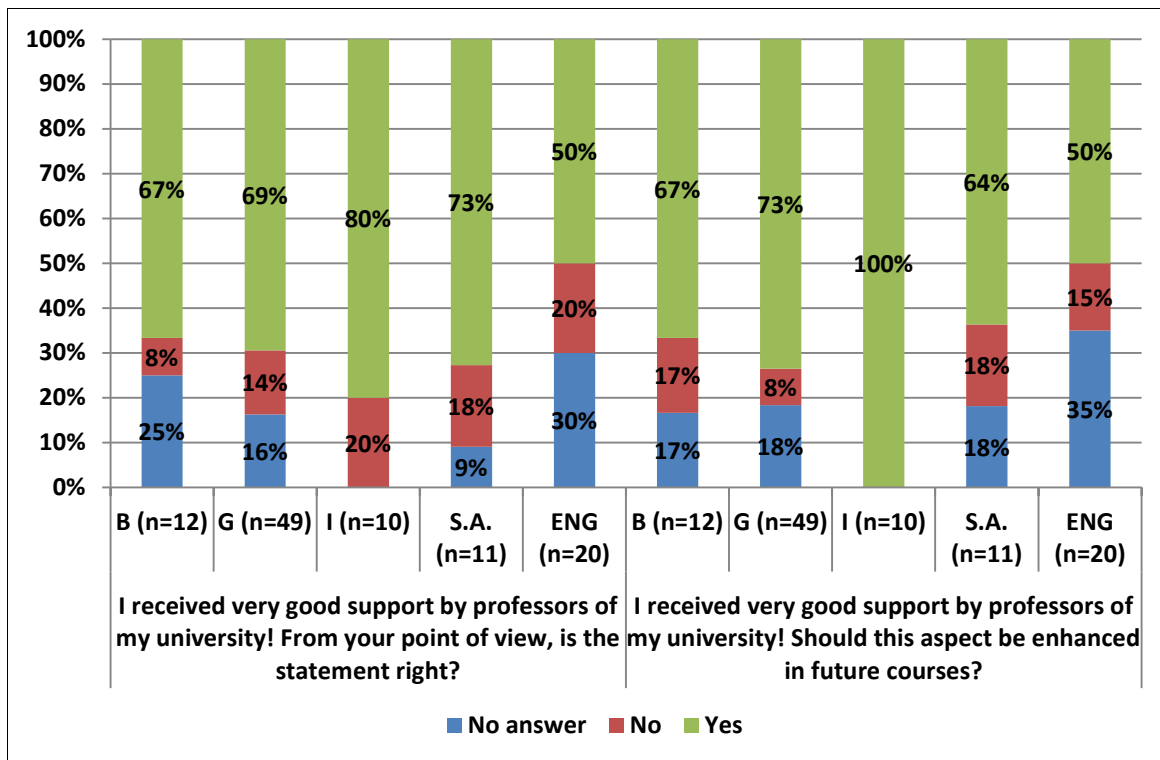
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=102); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 15b: Significance of MA thesis for professional development



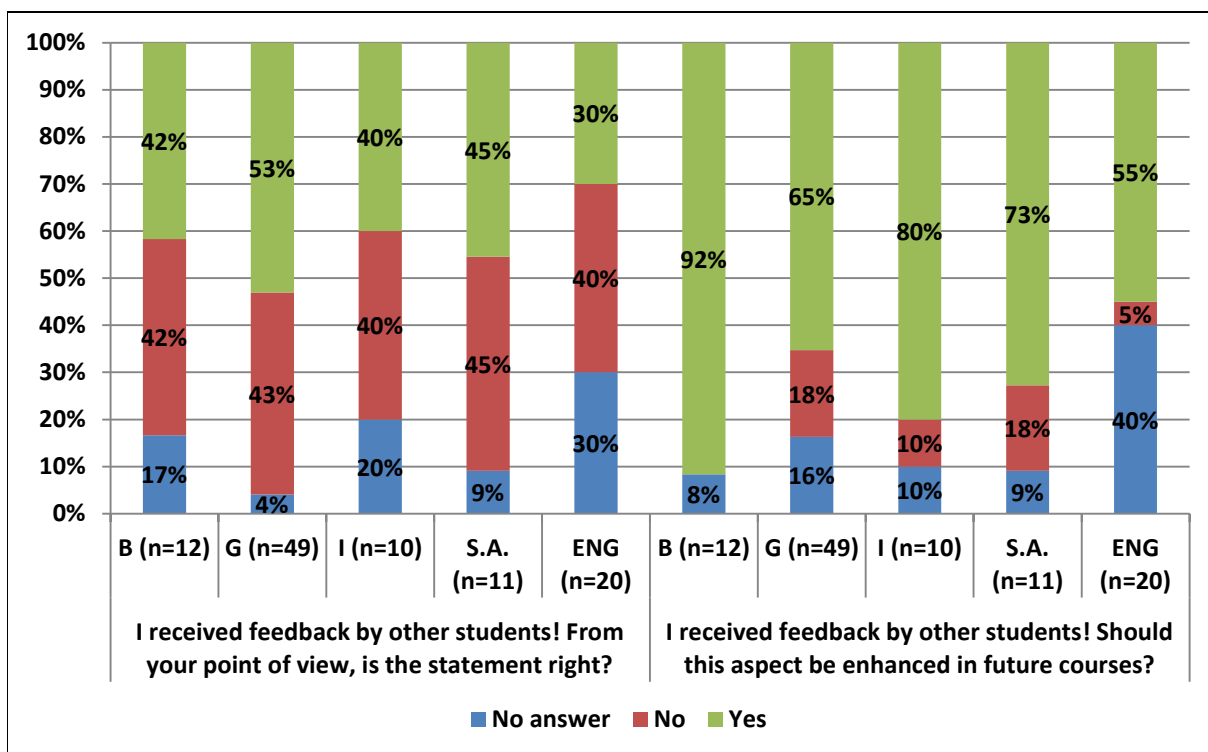
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=102); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 15c: Supervision of MA thesis by a university instructor



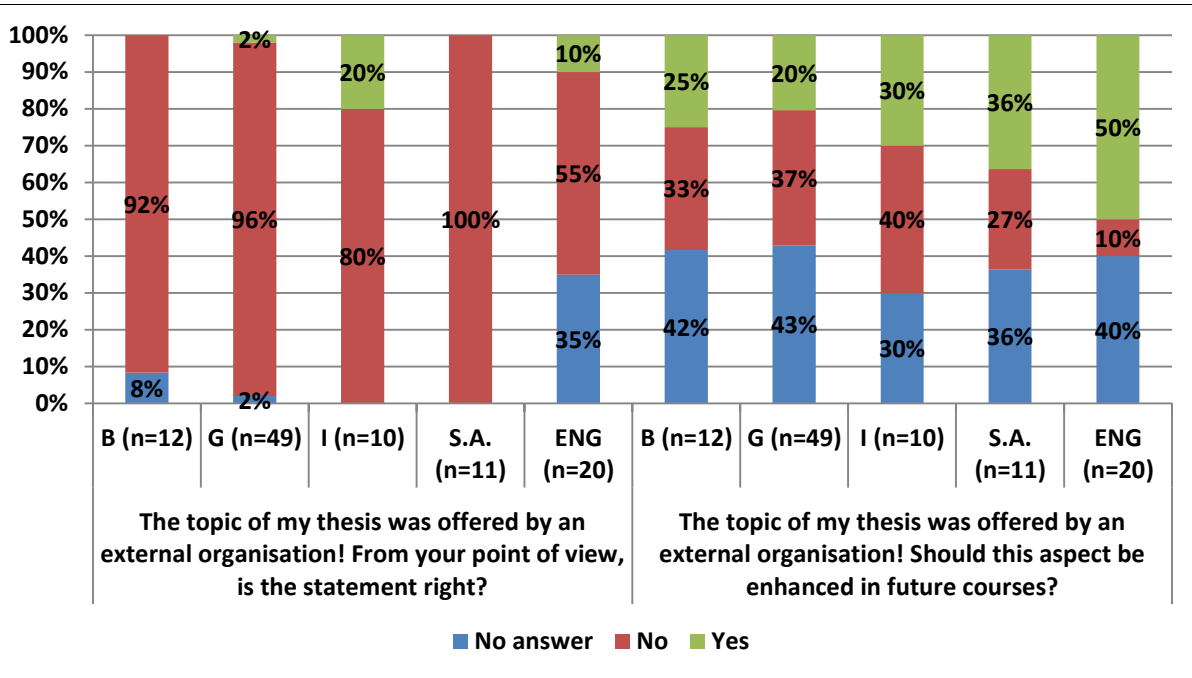
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=102); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 15d: Feedback for MA thesis from fellow students



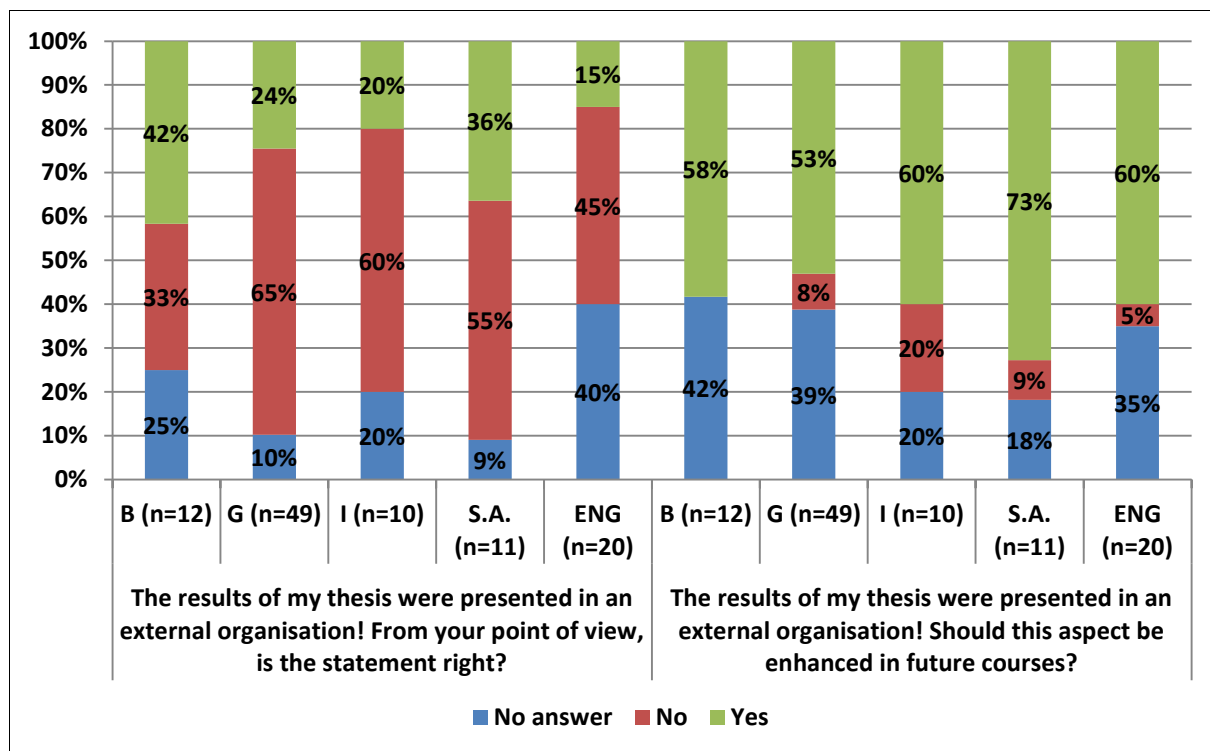
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=102); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 15e: Finding a thesis topic in external organizations



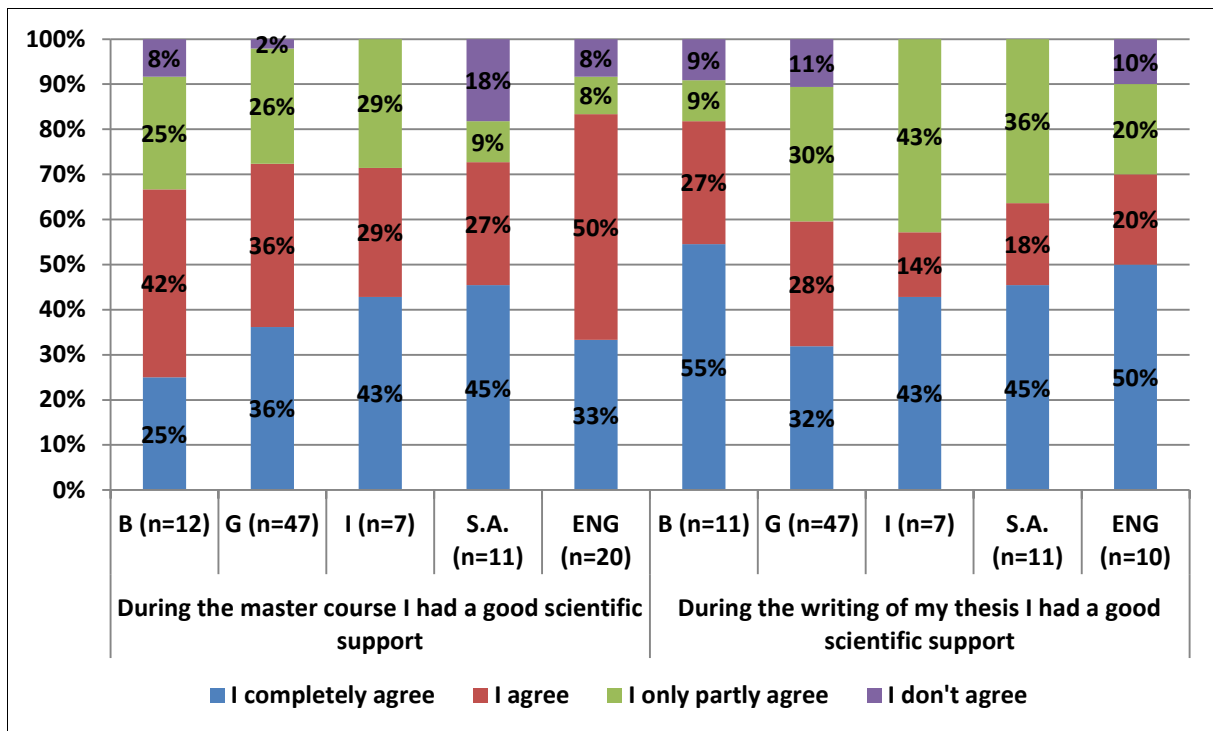
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=102); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 15f: Presentation of thesis results



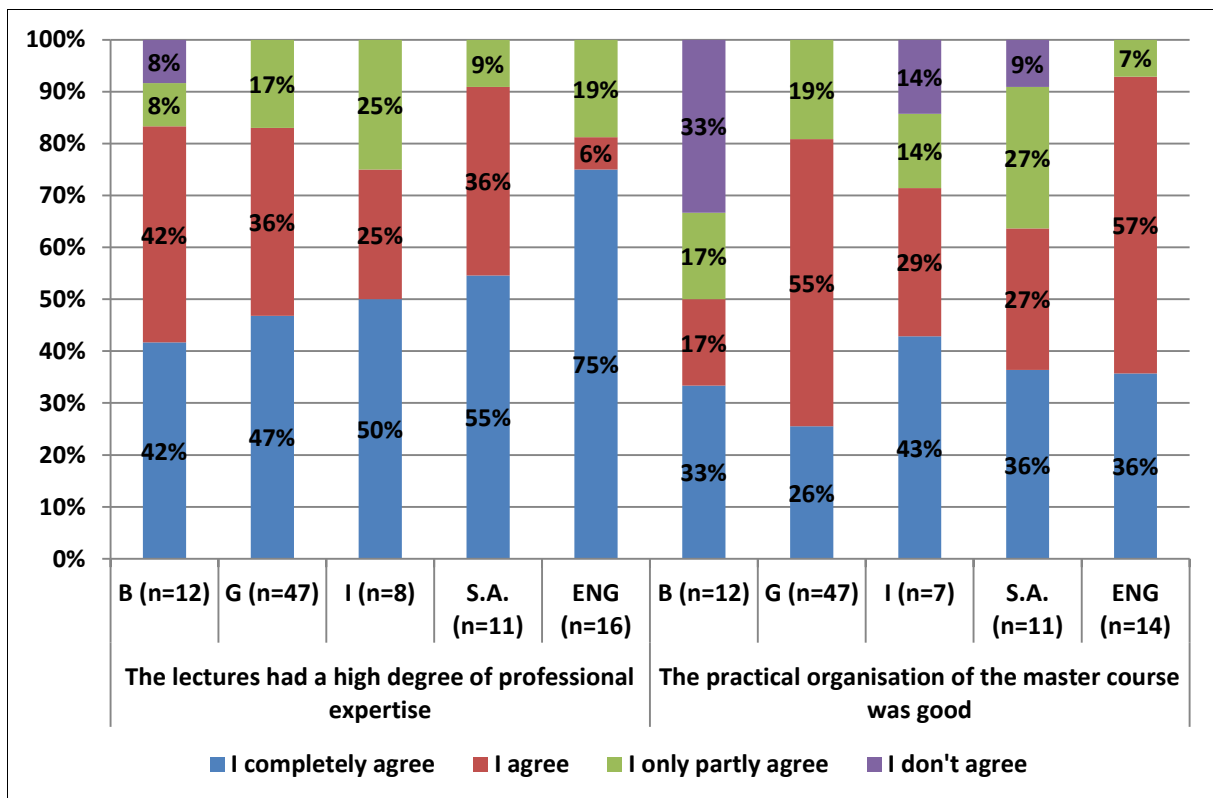
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=102); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 16a: MA program: academic support



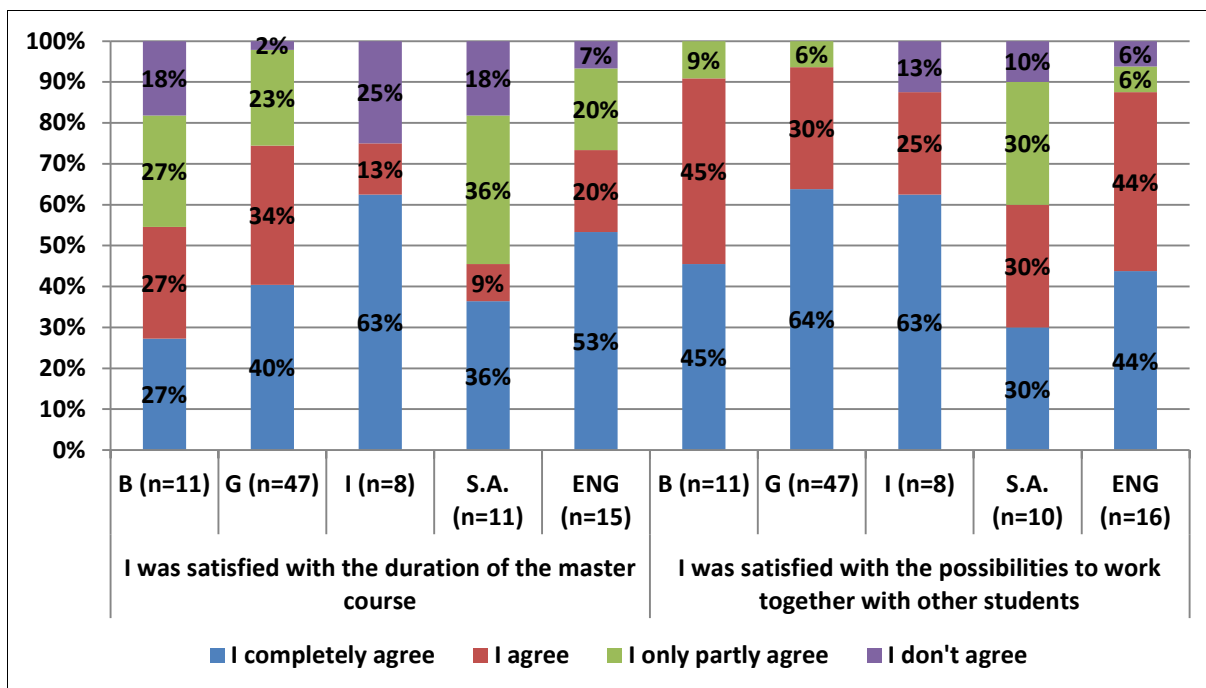
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=100); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 16b: MA program: Lectures and organization



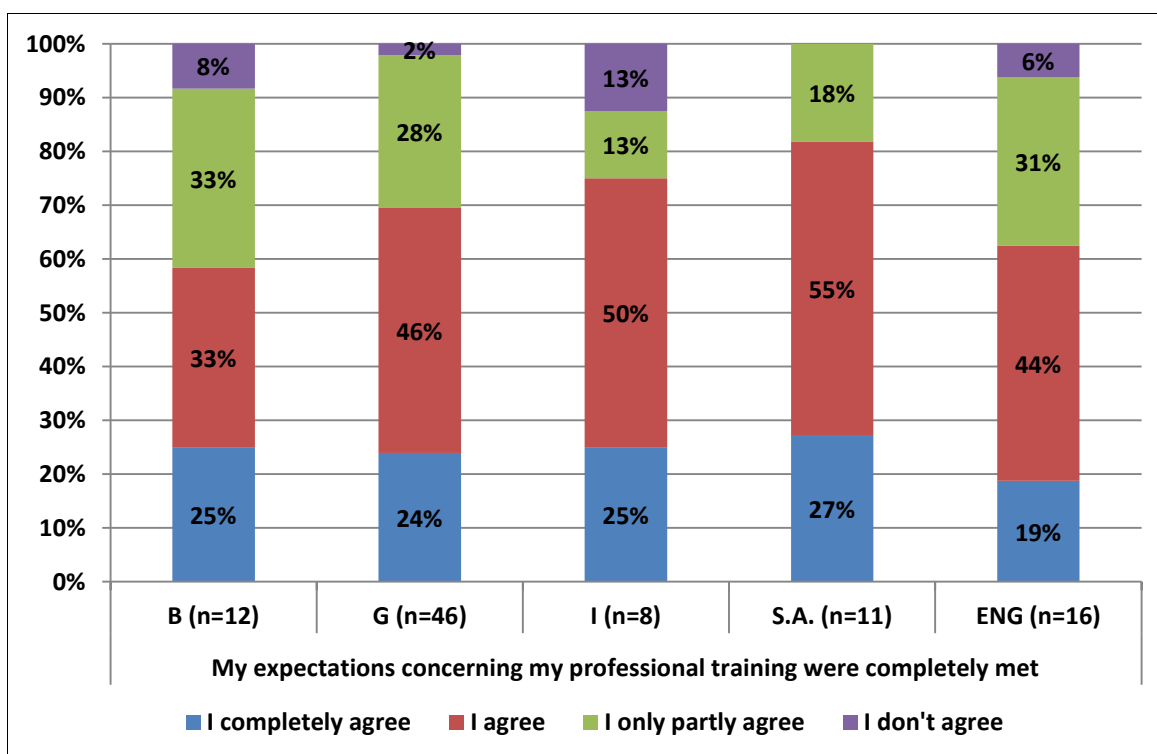
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=100); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 16c: MA program: Lectures and organization



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=100); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

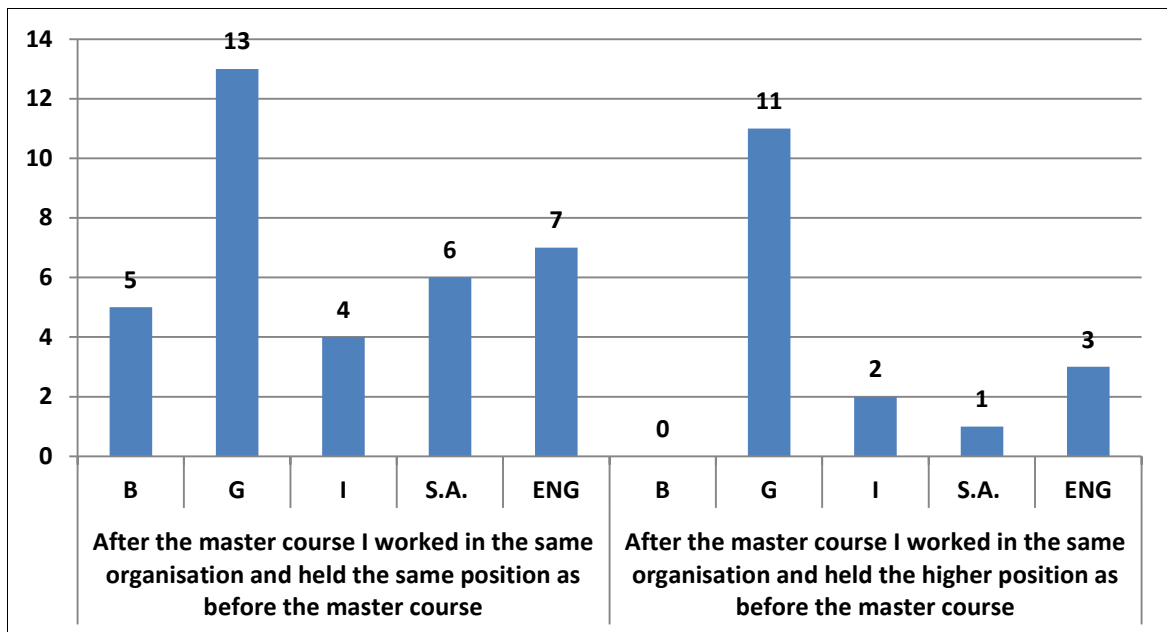
Figure 16d: Expectations concerning MA program



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=100); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

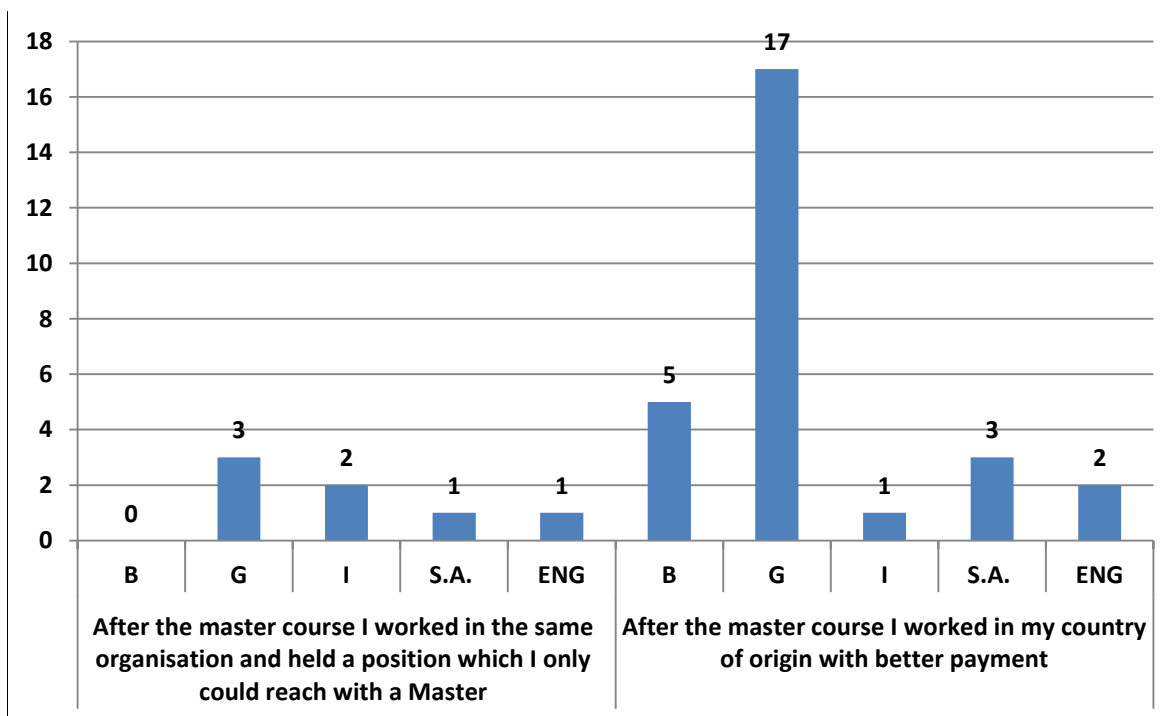
Figure 17a: Professional development after graduation (1)





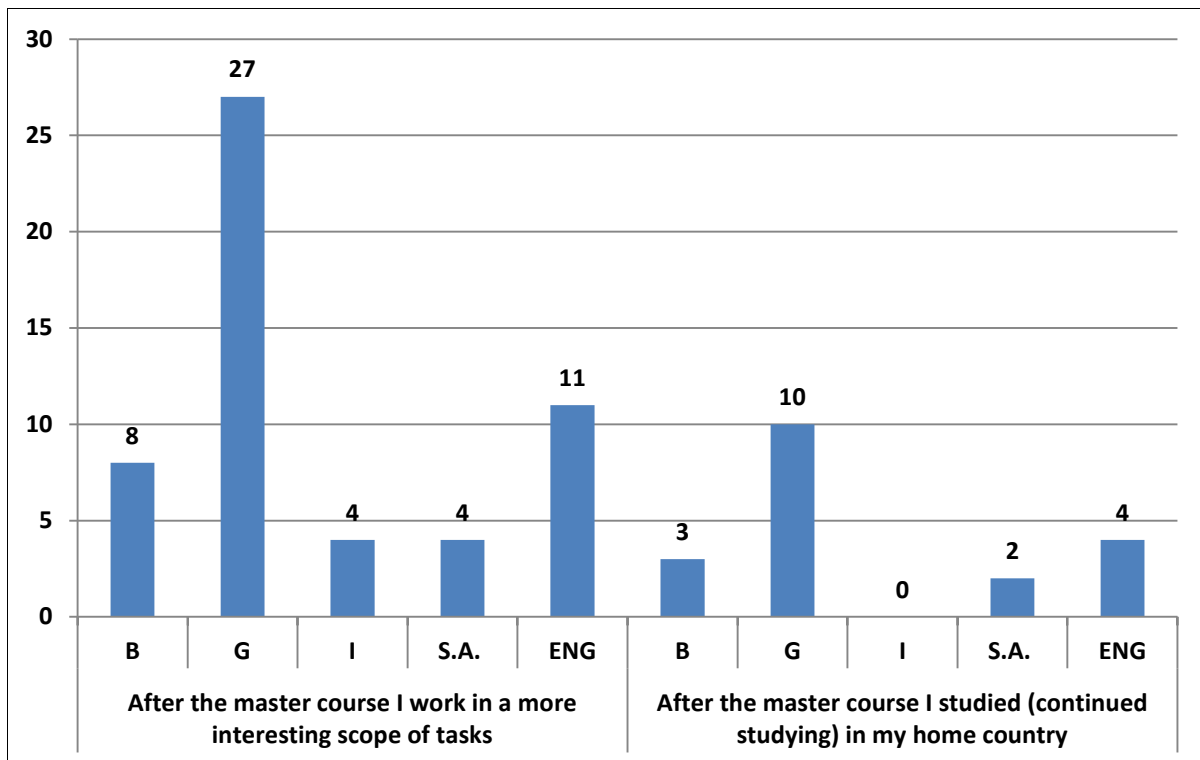
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=79); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 17b: Professional development after graduation (2)



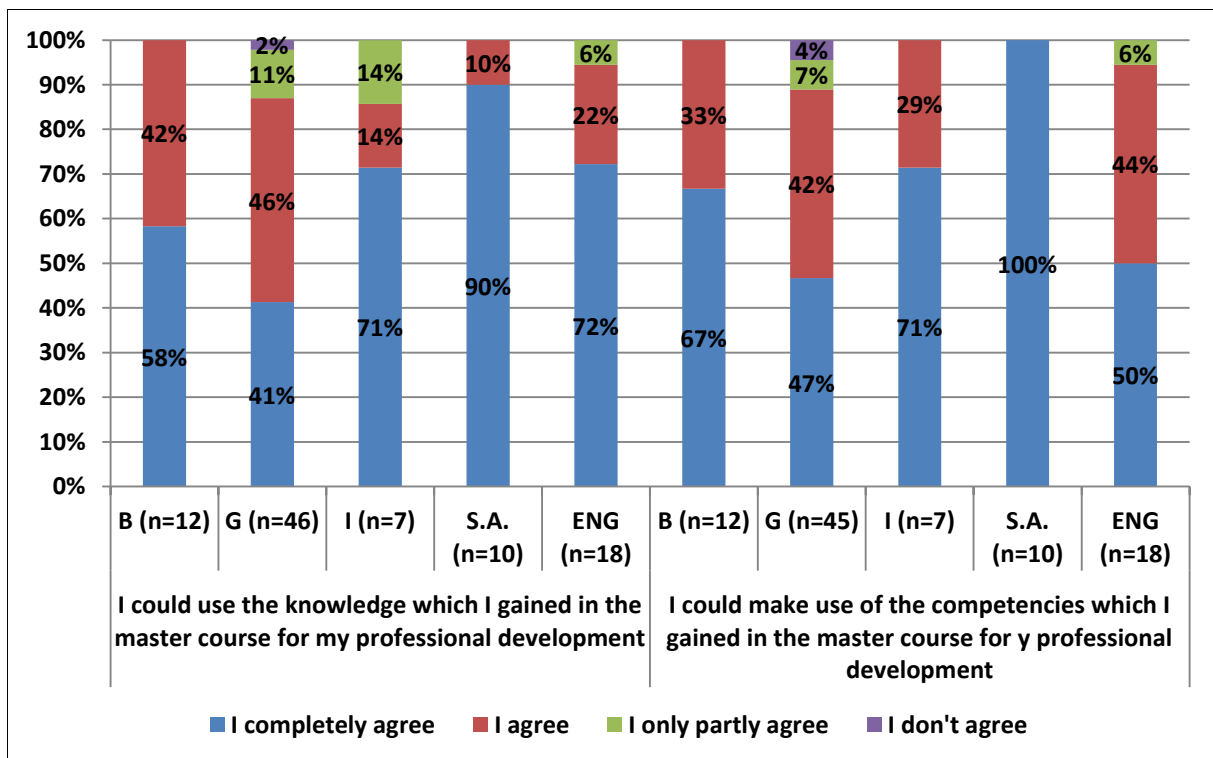
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=79); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 17c: Professional development after graduation (3)



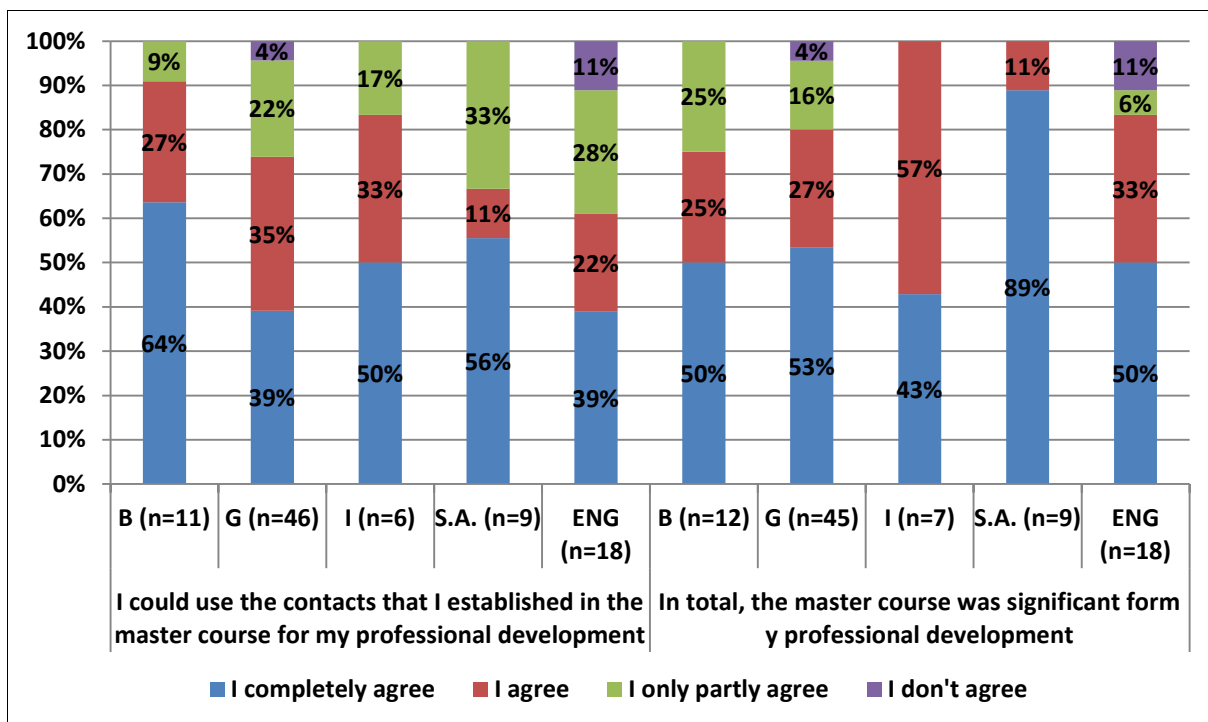
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=79); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 19a: Relevance of degree for professional development (1)



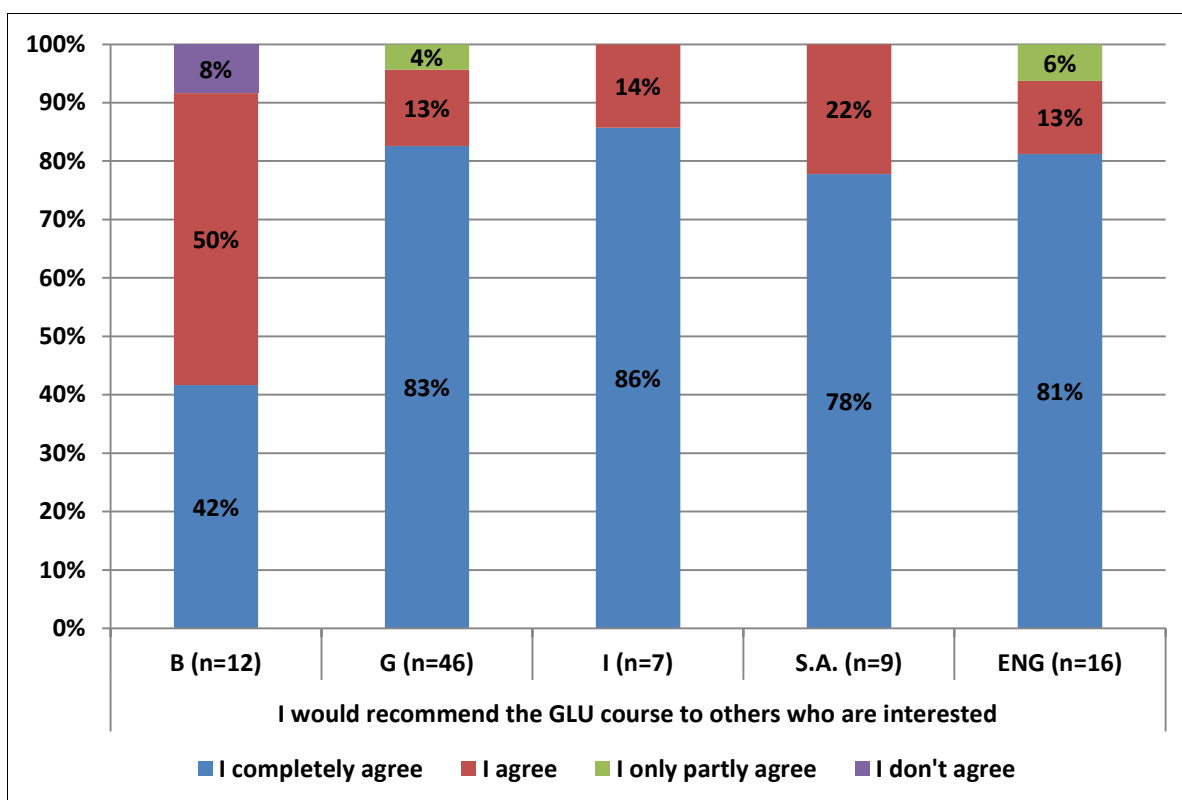
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=90-93); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 19b: Relevance of degree for professional development (2)



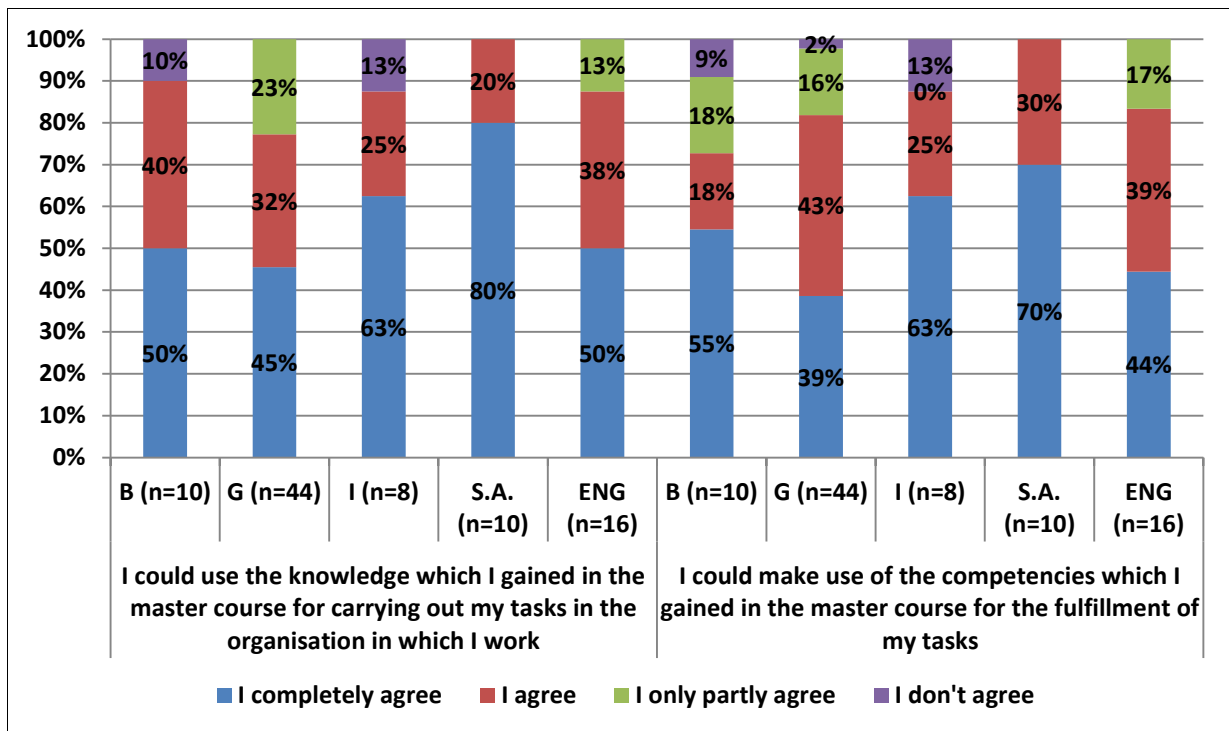
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=90-93); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 19c: Relevance of degree for professional development (3)



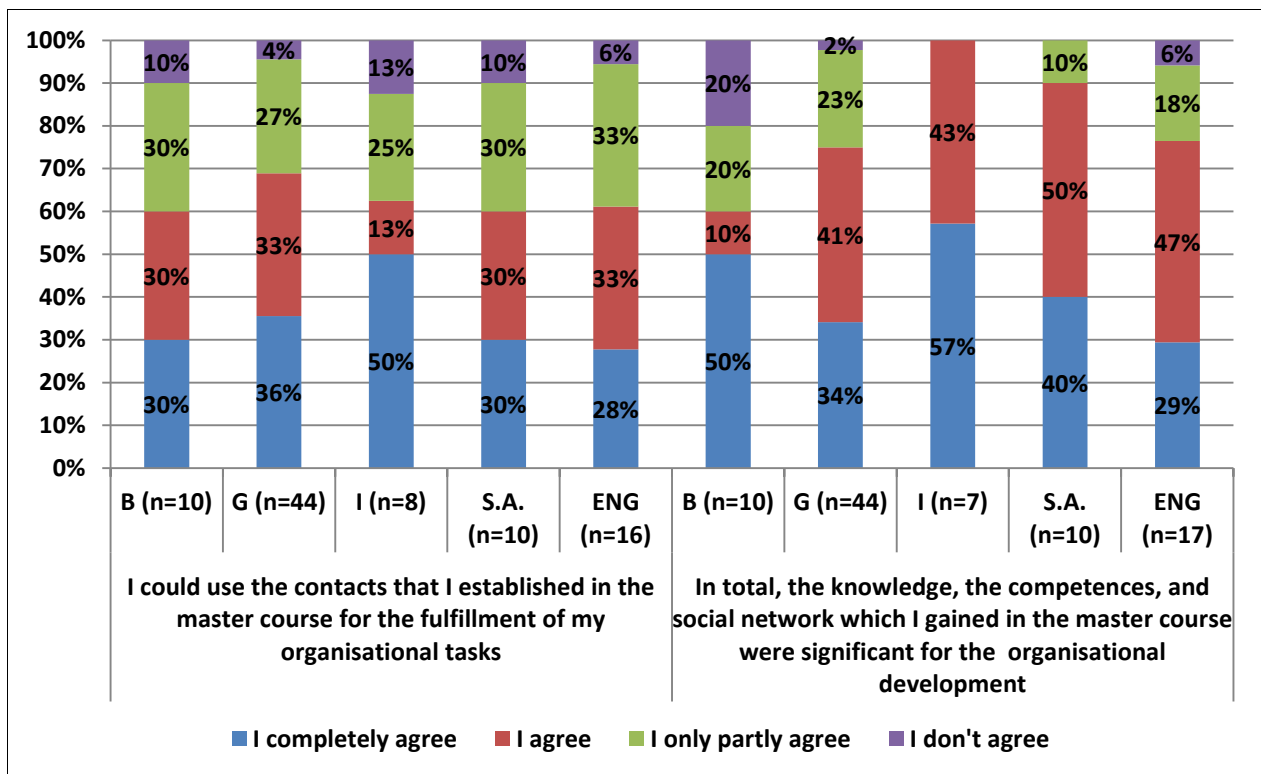
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=90-93); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 20a: Relevance of degree for organizational development (1)



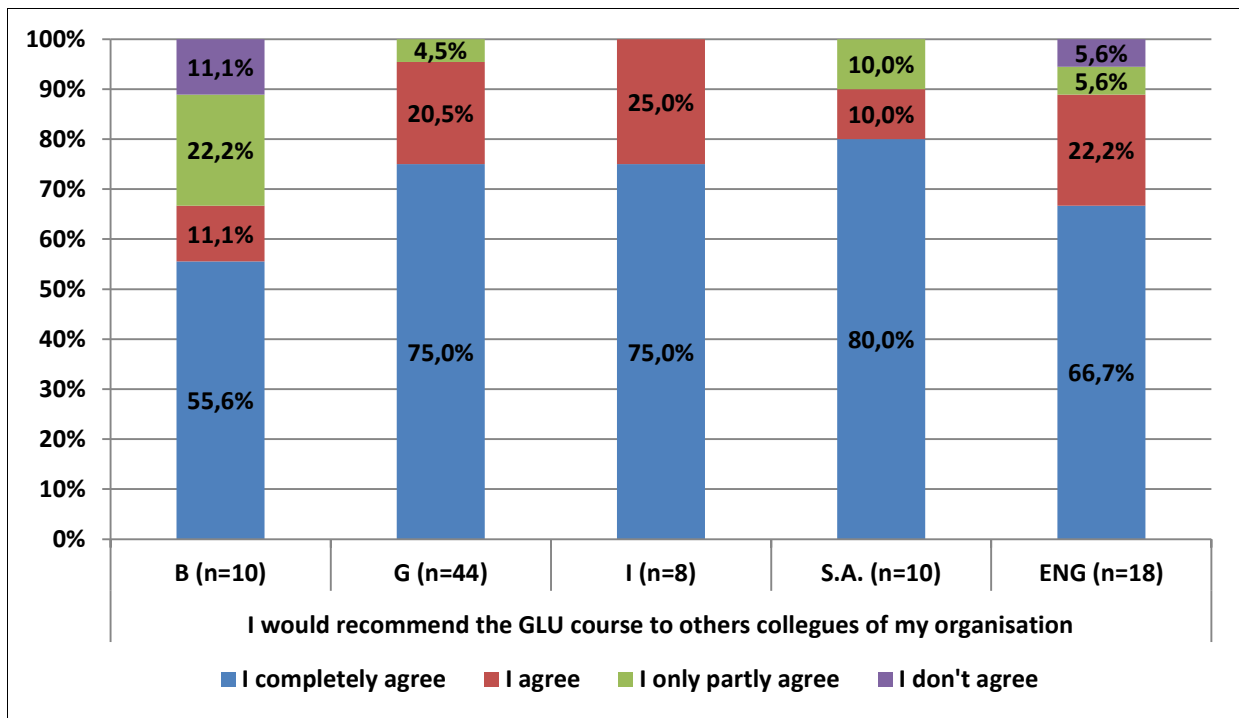
Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=88-91); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).

Figure 20b: Relevance of degree for organizational development (2)



Source: : Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=88-91); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE ).

Figure 20c: Relevance of degree for organizational development (3)



Source: Online Survey on Professional Whereabouts of GLU Alumni 2005–2012 (N=88-91); (B=Brazil, G=Germany, I=India, S.A.= South Africa, ENG=ENGAGE).