

CHAIN5 AND ITS ROLE IN THIS *DYNAMIC* WORLD

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So...

- ▶ A message...
 - ▶ An opinion...
 - ▶ Some ideas...
 - ▶ A privileged brainstorm session...
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- ▶ But it is about what CHAIN5 can do for its members, local, national and international

First of all - we have to deal with all kinds of developments


We can mention:

- ▶ More needs for workers having skills at a higher level - of all ages, in all sectors, but how to get the right answers
- ▶ SCHE is official implemented in the EHEA, but who is monitoring the consequences
- ▶ More and more countries are having a NQF (based on the EQF), but not in a common way, having similar aims

- ▶ Still a need to build solid but flexible bridges between VET and HE, pushed by the labour market to have 'VET' at higher levels
- ▶ But - in line with that:
 - in a 'single' HE system having a new PHE 'line' (based on CVET/HVET) *
 - in a 'binary HE system looking for new opportunities for HVET at level 5 (for sure if SCHE in PHE is missing)
- * *Or more specific learning pathways for VET students...*
- ▶ More attention for 'dual education' (WBL / Apprenticeships / practical studies), to follow the dynamic changes in the world of work


We can notice that...

- ▶ Level 5 is more in the picture, but who is taking care for the ‘overall international picture’
- ▶ Attention for mixing VET and HE is growing, but how to deal with all interested actors involved
- ▶ Flexibility is ‘the magic strategic word’ for making lifelong learning possible, but who is paying the price for that

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- ▶ There are enough ‘look-a-like’ instruments for VET and HE, but when will a common understanding become a reality
 - ▶ We have a lot of projects, studies, workshops... but how to make the next real steps... that’s the question


As chain5 we have to make choices

- ▶ We focus on level 5 - 'vertical' (between 4 and 6) and horizontal (from business training and apprenticeships to formal - professional - education at level 5)
 - ▶ The qualification comes first...
 - ▶ The programming of the qualification...
 - ▶ The providers...

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- ▶ We are working across sectors, because:
 - ▶ Flexibility is needed
 - ▶ Agreements about accepting earlier learning outcomes (formal and non-formal), based on ‘the level’, are essential
 - ▶ Level 5 qualifications are all (...) relevant for the labour market - so the aim for all providers is the same...

SO...

- ▶ We are having the focus on level 5
- ▶ Level 5 of the EQF (and corresponding levels of the NQFs)
- ▶ We are looking at the whole continuum
- ▶ From small business studies and courses (non-formal)...
- ▶ And non-formal qualifications (substantial hours of study)
- ▶ And HVET
- ▶ And SCHE...

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- ▶ We want to have a fair discussion from the start, based on:
 - ▶ A clear range of categories for qualifications - maybe 'new ones' but we have to start 'somewhere'
 - ▶ Non-formal qualifications - private situation
 - ▶ Formal qualifications, under a certain kind of control by the government (accreditation, inspectorate, committees, or...)

NQF or another 'framework' as basis

- ▶ Formal = NQF-based (where it is possible) or linked to a national framework
- ▶ Non-formal
 - also linked to the NQF (by national coordination points)
 - linked to a formal qualification (agreements / exemptions)
- ▶ So: somewhere 'registered' or 'made visible'

Looking at the study on higher vet

1 Recommendations (researchers)

- ▶ Use the term professional education at higher levels rather than the term vocational education and training at higher levels.
- ▶ Reflect on whether this field should be referred to as *a discrete sector*

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- ▶ Further research would be needed to better understand the extent to which *the qualifications not covered by this study could be seen as higher VET.*
- ▶ Support cooperation among countries on how to integrate higher *qualifications that are outside the formal system* into NQFs and how to position them in the education and training systems.

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- ▶ Develop activities to improve the evidence base about the different groups of qualifications and programmes that fall under higher VET. In particular those sub-groups that are outside higher education area. *Such further work could contribute to develop an identity within the sector.*
- ▶ Improve data collection on higher VET. Beyond participation data improve availability of evidence about employment outcomes of higher VET.

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- ▶ ***Support mutual learning on issues that are commonly recognised by several countries. Promote innovative models of higher VET by peer-learning or study visits.*** Ensure these exchanges are based on evidence-based review of the example being discussed.

To understand qualifications outside HE and formal education at higher level

What is HE?

- ▶ EHEA, and their levels / cycles / qualifications (5 till 8) - and Professional and Academic (some titles or degrees / other orientation)
And maybe common names or domestic names... (national and international)

What is formal?

- ▶ Under some control of the authorities, the government, an accreditation body, the inspectorate...
- ▶ Linked to a NQF
- ▶ Can be used for students' exchange... and other international cooperation (accreditation / ects...)

- ▶ **And: not always relevant in the first place is what kind of provider it will be - it is about the qualification itself - to be seen as HE**
- ▶ **HE level 5 - common name can to be discussed - can be different (national)**
- ▶ **So: Name + level + HE = status...**

About different groups of qualifications and programmes that are outside of the HE

- ▶ If it is clear: what is outside... and then put them in categories everyone agrees upon
- ▶ Look at: Target groups / Providers / ...Names
- ▶ Always level 5 (for us)
- ▶ It can be outside HE and at level 5.

- ▶ **But: Does it matter? Level 5 is important - and the cross-over to HE (transition to level 5 and level 6)**
- ▶ **What is the value of this? / For the public? / For the employers?**
- ▶ **We can do the research !**

What works in 'education providers - business partnerships'

- ▶ We have projects for that
- ▶ But do we want to know everything about this - at an international level - how to use the findings ??
- ▶ Can we take - for a start - a look at the outcomes of projects, done in the last few years ??

- ▶ **Level 5 is practical / labour-market oriented, in most cases**
- ▶ **Here an example of a project - TANDEM**

TANDEM

- ▶ **Level 4**
- ▶ **Higher skills...**
- ▶ **What is needed for the job... not exactly a formal diploma !**
- ▶ **Tailor made...**

- ▶ **Non-formal programme**
- ▶ **Put on 5 of the NQF - or... judged for the rights to get exemptions for a formal diploma at level 5 or level 6 (bachelor)**
- ▶ **Work-based learning / flexible**
- ▶ **Job comes first, education follows**

SUPPORT EU - CHAIN 5 - AND...

Support EU Level and national level stakeholders in further exploring opportunities provided by the HVET sector: policy learning, PLA, study visits on innovative models and quality assurance

- ▶ We as CHAIN5 can play a role... we will discuss this later this morning
- ▶ But we have already in mind:
 - regional seminars
 - a pool with experts
 - surveys
 - study visits (institution / organisation will invite us) - coming over...