

TANDEM; Flexible pathways connecting VET and HE by taking into consideration the demands of labor market

Erasmus+ Key Action 3 'Support for Policy Reform' - Prospective Initiatives – Forward-Looking Cooperation Projects

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The TANDEM project aims at enhancing the flexibility in learning pathways across education systems (from EQF levels 4 to 5 and 6) connecting Vocational Education and Training (VET) and Higher Education (HE) by taking into account the needs of the labour market.

The project mainly focused on the need for education and training in the labour market, how to offer workers and apprentices learning pathways where they can take a next step to advanced vocational qualifications, to acquire a (new) qualification to change their career or to complement their skills, and also for learners with low formal qualifications but work experience.

The need for education and training in the labor market

FACTS:

companies and employees invest in courses, trainings a “port-folio with VET certificates”

trainings are precisely attuned to job market demands to keep up with technological and economic change

workers move from one learning setting to another and experience several transitions throughout their learning and employment careers

increasing number of international (sectoral) qualifications
industry-based training and certifications

Close cooperation with companies and educational institutions is necessary

An important aspect that reflects one of the basic deficits is the gap between training and employment with a shortage of skills and qualifications of interest to the labour market.

The training system is mostly not providing agile and well-oriented responses to the changes that are occurring in the labour market.

Education matters are mostly transversal and in charge of several ministries

A platform for LLL in a country, having representatives of all ministries on board for shaping pathways and recognition diplomas and certificates outside the formal system, with involvement of business organization

A European directive on how to recognize competences acquired from all types of learning and training

EQF should become less an education agenda and more a labour market driven agenda

How should education respond to labour market needs

the forecasts point to a future shortage of people with a VET qualification

Even though higher-level VET qualifications refer to highly skilled workers, this does not mean necessarily that those skills can be obtained only by higher education institutes/degrees.

TANDEM results indicate employers do not necessarily favour graduates with higher-level degree. Many companies prefer rather VET4 students directly after graduation, giving them the opportunity to start their career, going step by step further, by combining work with study.

Once blue collar referred to manual laborers (up to EQF level 4) but VET 4 is not more enough today, least of all, for jobs in in future

Those jobs are or will be replaced by robots

A traditional blue collar worker such as a mechanic now has to have computer and electronic skills to do the job and to understand not just what he/she does, but why by combining problem-solving and communication skills.

VET4

VET 4 skill sets are no longer appropriate to current conditions, has serious repercussions on VET students' capacity and must be revised.

VET4 apprentices need the right tools more precisely attuned to job market demands to keep up with technological and economic change.

Vocational education must be a fully-fledged system, recognized as an educational phase of equal status. If the ‘final qualifications’ could be only provided by HE institutions, vocational education would be downgraded.

Growing number of students in the HE programs

In Germany, up to 50% of students entering higher education programmes gain their access for the university (Hochschulberechtigung) no longer in grammar schools, but in vocational schools that have developed into a parallel system to the general education system

HessenMetall employer organization: “There are too many academics and too few skilled workers; too many people going to university and not enough going through the VET system. If the development continues in this direction, vocational training and the dual system of education will disappear in insignificance”.

Fachkräfte & Innovation | Aus- und Weiterbildungsumfrage 2017

Mehr als jedes dritte Unternehmen konnte 2016 nicht alle Ausbildungsplätze besetzen

Konnten Sie alle Ausbildungsplätze besetzen
(Anteil "Nein"-Antworten)



- In Germany 2,8 Mio Students at HE programmms , (among them 200.000 people studying business administration!)
- In Bulgaria: 54% percent of the university graduates have jobs, which don't require a university degree, while with 32 % tertiary education attainment in 2015, Bulgaria is “on track to reach its national Europe 2020 target of 36 % “as European Commission indicated (a mere increase in quantity!)

Growing number of drop outs of higher education

Growing number of drop outs of higher education without completing their studies

In member states completion rates range from 48 % to 88 %. In Germany 28% of students of any one year (in many technical courses at 50% or higher) currently give up their studies in bachelor programmes

Role of EQF level 5

We recommend, to have a VET degree at level 5, to be seen as Higher VET by linking academic and vocational competences to each other

To allow individuals gaining advanced vocational qualifications without “investing” in a higher education degree. “Level 5 area” could be continuum for all supplementary qualifications and interdisciplinary skills.

It is becoming increasingly important in countries that are critical of their education system and think of modernization, that it is necessary to develop VET programs at their own national level 5.

VET provider itself could develop programs that are suitable for those with a VET4 diploma, strongly with the focus on the labour market

For level 5 **VET and HE providers could work together** (at levels 4, 5 and 6); **a national platform** to discuss issues related to Lifelong working; tools exist and what is missing is just political will.

Companies need a greater role in the definition of both, formal VET degrees and certificates of professionalism.

Bologna and Copenhagen processes were not synchronized from the start. European as well as national policy-makers should make a greater effort to synchronize them in order to maximize their potential to facilitate institutional and social mobility between VET and HE in Europe.

Points of **ECVET** and hours of **ECTS** should disappear and be replaced by the competences acquired. It is necessary to stop classifying because it leads to more division.

TANDEM recommends promoting the coordination of the current decentralized VET system, establishing a single administrative unit that will ensure the adoption of common criteria, and will streamline administrative, management and funding actions for all training (both formal and employment training)

The project`s strength is bringing in the **perspective of business world, not speaking about them but with them**

The ongoing permeability discussion is mostly maintained by education providers on the links between VET and HE as new access pathways into higher education.

Our approach is linking the discussion with existing labour market needs



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