




CHAIN5: a partner for European and national issues

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- ▶ Can we use CHAIN5 in a turbulent landscape - for education, training... - for all types of qualifications at level 5...
 - ▶ At the European level and national levels...
 - ▶ And with the support of our members...

Framework for this presentation

- ▶ The 'layers' within CHAIN5: 3
- ▶ The columns in the Tertiary Sector: 3
- ▶ Combining them = a matrix
- ▶ Thematic Teams for this matrix: 2 till 9...
- ▶ National Platforms
- ▶ Activities: a two-ways approach also
- ▶ The near future for us, you and our partners

‘Layers’ in our community of practice

- ▶ Grassroot level: teachers, practitioner, managers, coordinators, staff members, experts... working with level 5 qualifications
- ▶ National level: Platforms for L5 providers, associations, private market, professional bodies, QA bodies... involved in strategy and developments concerning the provision of level 5 qualifications
- ▶ International/European level: Associations for HE, VET, Business training / Unions / Employers’ organisations / Governments / European Commission / Cedefop, OECD, Accreditation bodies, Agencies, Private Consultancy Organisations... and more...

'Columns' in Tertiary Education

- ▶ Basis: EQF and NQF
- ▶ Higher Education (EHEA → NHEA and QF-HEA → national framework for HE)
- ▶ Higher Vocational-Professional Education (Higher VET, VET 5 and above → national framework for those qualifications)
- ▶ Non-formal qualifications linked to a NQF (Business Education and Training, certificates, business diplomas,...)

Matrices

- ▶ National situation
3 layers x 3 columns
- ▶ International / European situation
3 layers x 3 columns

Thematic Teams for layer 1

- ▶ Within our community
- ▶ Themes like WBL, Internationalisation, QA, RPL, Microcredentials, Projects, Erasmus+, VET-HE...
- ▶ Members from those 3 columns...
- ▶ Or do we need sub-teams?

National L5 Teams + TT for CHAIN5 Layer 2

- ▶ We would like to have **National L5 Teams**
- ▶ The Chairs are members of the Thematic National L5 Teams
- ▶ To learn from each other about national developments, approaches, plans, strategies...
- ▶ Time slot for meetings of National L5 Teams during the Annual Conference?
- ▶ Regular meetings if needed

Layer 3

International L5 Team

- ▶ National issues can be related to international policies, plans, recommendations... and agreements...
- ▶ But: Education is a national responsibility
- ▶ But there are international topics like
 - EHEA
 - EQF
 - Erasmus+ (and Pro)
 - Horizon / research
 - CoVEs
 - European Universities
 - ...

- ▶ European Commission and...
- ▶ HE = Bologna Process = EHEA = Bologna Follow-Up Group - and working groups
- Ministerial Conferences (incl. ESU / EQAR / ...)
- ▶ VET = ACVT / VET4EU2 / Cedefop / ETF / OECD...
- ▶ BET = Business Europe / UAPME / ...
- ▶ And: LLL Platform and a lot of stakeholders...

- ▶ We are a partner in VET4EU2 (4 European VET Associations / 2 HE Associations)
- ▶ Regular meetings with the EC - DG EMPLOY
- ▶ European Vocational Skills Week
- ▶ Commenting on strategy

- ▶ It is time to have a team for this... to take part is this European network

- ▶ The International L5 team

World Federation of Colleges and Polytechnics

- ▶ European Network with other organisations
- ▶ Annual Conference
- ▶ Study trips
- ▶ Workshops

Events... examples

- ▶ For all 'layers' within CHAIN5
- ▶ Thematic Teams can organise them
 - From the side of CHAIN5
 - On request of members
- ▶ National events
 - Inviting members
 - Asking for speakers
 - Input by writing documents
- ▶ International events
 - Annual Conference
 - Conferences on strategic issues
 - Together with partner associations

Developments we care about for the coming years...

- ▶ European Level 5 Area = more transparency
- ▶ Bringing 4 and 6 together in the discussions and plans and recommendations
- ▶ International process for HVPE at the higher levels
- ▶ European Education (and Training) Area = incl. the 3 columns of the tertiary education sector
- ▶ A better position for SCHE and HVPE at level 5 = collaboration with the stakeholders in the EHEA