



A way of integrating stakeholders' views in the advancement of permeability between VET and HE

Mainz (DE), 08 June 2017

Carme ROYO, 

Hans DAALE,



Project 562049-EPP-1-2015-1-DE-EPPKA3-PI-FORWARD

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*

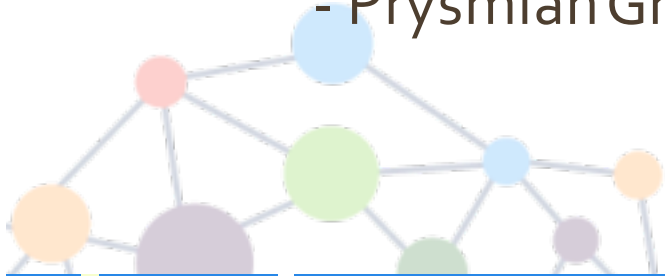
Co-funded by the Erasmus+ Programme of the European Union





## What is TANDEM?

- 'Looking Forward Project' under Erasmus+
- 24 months – January 2016 to December 2017
- Partners:
  - EVBB (coordinator)
  - **eucen**
  - Cámara Oviedo
  - Leido / CHAIN5
  - EWF
  - Prysmian Group





## TANDEM has examined...

- Current changes of VET-HE pathways, in the current very dynamic situation
- What is happening if companies are willing (or are forced) to have their employees (workers) up-skilled...
- What is or has to be the role of the (formal) VET and HE providers in this...
- Having the levels 4, 5 and sometimes 6 of the EQF in mind...





## Taking into account the role of governments specifically...

- ... in lifelong learning
- ... in formal education and training (control, financing...)
- ... in non-formal education and training (to be influenced by 'tax-arrangements', subsidizing, regulations...)





## TANDEM intends...

- To propose new structures, to be promoted at the European level – to ‘inspire’ all stakeholders
- And to have an international network for exchanging experiences, expertise, good (and not so good) practices
- And to involve employers’ organisations in the discussions on ‘personal development’





## Some of the first findings and our ideas

- We are having the focus on the levels 4 and 5 (and 6) of the EQF
- But... we are at the edges of the whole system for education (training, course, study, programme...) two sub-systems...

... based on the needs of companies (big, small, medium...) and the policies of the employers (HRM department, Business Academy)

... based on the job-profiles and the short term requirements

... based on regional, national and international developments, to stay competitive





## Sub-system 1

- New skills and relevant competences... non-formal... tailor-made... direct usable... actual requirements for the work-place...
- Having learning outcomes on different levels of a national, international or sectoral qualifications framework
- Short... flexible... not every year the same programme...
- The programme is guaranteed by the 'world of work'
- Question is: Who will provide this programme?
- And maybe also: Can the learning outcomes also be used for the personal development, for a formal programme and degree, at a certain level?





## Sub-system 2

- At the other side: the formal education system, based on formal levels and formal programmes – under control (quality, exams, standards...)
- Basis is a structure and a framework for youngsters (initial education)
- Aim is to get a job... but also to give general competences for the personal development (a position, having a certain working and thinking level)
- Finding a job in a sector, a group of companies, a branch in a certain field of the labour market...
- Formal adult learning: linking both sub-systems – based on a structure under control of the government – having a national strategy?





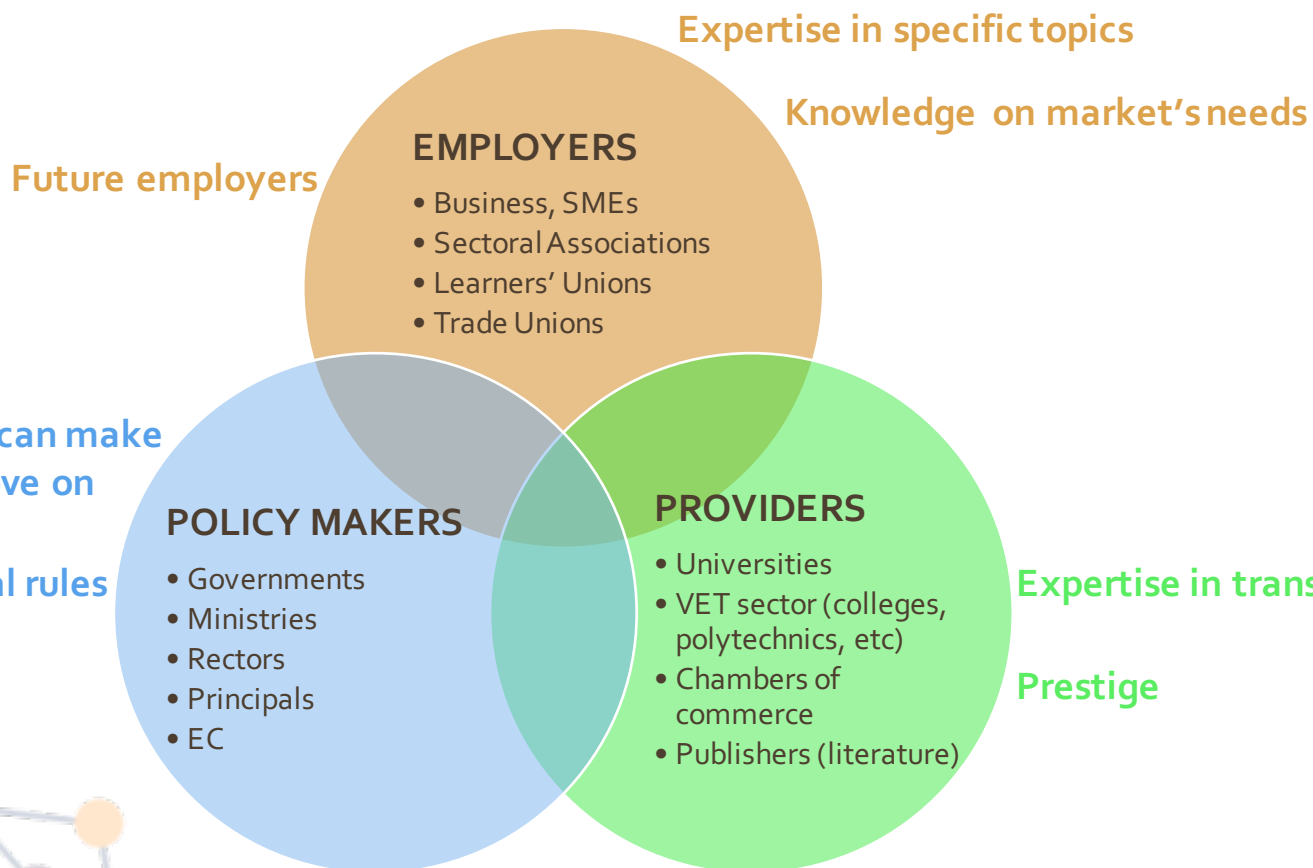


## In between those two sub-systems...

- Employers have their own reasons for offering education and training to their employees – a personnel approach
- And employees will accept those reasons...
- So: what are those reasons?
  
- But: Is it possible to use the whole system for making this kind of education and training also relevant for the personal development?
- Are the 'certificates' useful for getting a formal diploma (or a non-formal, state recognised one)?
- So: How are the providers of VET and HE (at level 4 and 5) involved?



# Communication Triangle identified and strengths





## Specific subjects

- How about international qualifications – in the sector for non-formal education and training, based on international requirements for jobs (ISO – NEN and other systems under control by ‘the world of work’)?
- Can this be used for a ‘push’ to have more ‘lifelong learning Universities, Colleges, Polytechnics’?
- Can this be combined with looking at the consequences of the so-called vocational drift of Polytechnics (higher education), driving Higher VET out of the system?
- In general: How can the EQF and the NQFs be used for this all?





## Discoveries (1)

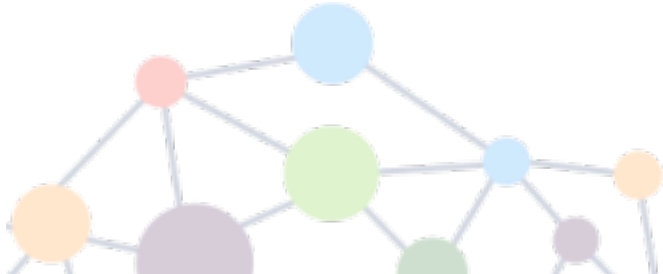
- Employers and companies are always willing to offer 'education and training' to their employees... knowing that 'learning' is vital for both of them
- But:
  - relevant
  - now, here... and practical
  - fitting in the work-conditionsand:
  - level is not relevant for the modules and competences
  - quality = usefulness... satisfaction... and having results in practice
- Companies are willing to cooperate with providers of VET and HE in case of more standard modules... but still based on 'the needs' of the company
- Question: Do we need an intermediary organisation for this, bridging the cultures of both 'worlds'? Chamber of Commerce? Employers' network? Or? Using international networks for this?





## Discoveries (2)

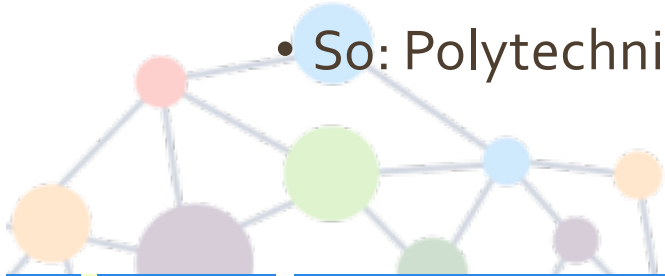
- The role of the government can be crucial – having a strong policy, to convince all stakeholders
- The intermediary organisation can be financed by the government
- And that includes a (national) Platform for LLL
- It looks bureaucratic... but... who else??
- Knowing that employers are paying taxes... and they are not willing to pay twice: once for the formal education and a second time for similar modules in a private setting...  
(of course: tailor-made courses are always expensive...)





## Discoveries (3)

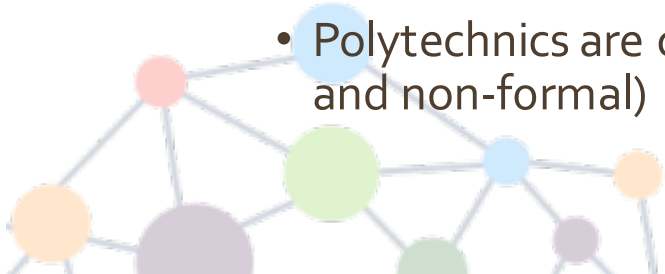
- The role of Universities: students, parents, counsellors, politicians...  
higher *status* = status of the provider
- But there is huge need for people at higher *levels* – qualifications with a mix of academic and really professional competences and learning outcomes
- In some countries dual education is part of the 'economic structure', needed for the companies to be (international) competitive
- So: Polytechnics are showing a 'vocational drift'





## Discoveries (4)

- So: We need a new formal system... but that will take a lot of efforts, discussions, and a strong leadership of the government (national...)
- An idea:
  - Universities:
    - Academic / Research
    - Academic / Professional / Research
  - Polytechnics
    - Professional / Vocational (VPET)
    - Offering level 5, 6 and 7
    - involved in LLL
    - Cooperating with VET providers
- Polytechnics are cooperating with Business Academies (private, tailor-made and non-formal)





## Discoveries (5)

- We need an area for bridging:
  - VET and HE
  - Formal and non-formal
- This can be a 'European Level 5 Area' for all kind of qualifications – having a broad spectrum
- With respect for all providers – giving space for agreements about transfer of certificates (Learning Outcomes), in a vertical and horizontal way
- The EQF can be the reference for this all – and having a National Coordinating Point for agreements – also a 'broker', funded by the government (The EQF for LLL, but using it for formal and non-formal qualifications)

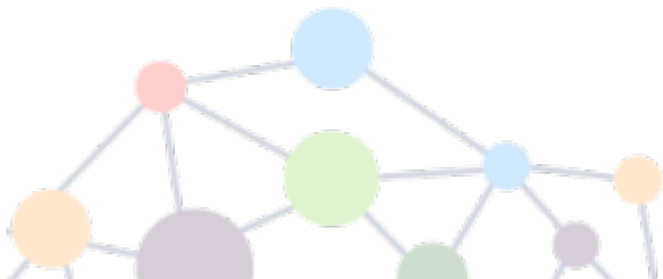






## Discoveries (6)

- The future is for... apprenticeships (but only if they are used in the right way!)
- Why: Better to have a job and to combine with a study (instead of having a diploma, at a certain level, finding no job... or by far not having a job at the right level...)
- Education is a 'Merit Good'... but it will be more and more an 'Economic Good' (Education to be seen as an investment...)
- Higher Apprenticeships and Apprenticeship Degrees...
- UK: Levy for big companies... to be spend for their own apprentices and this kind of learners in SMEs (with some funding by the government)





## Discoveries (7)

- An important player in offering qualifications at levels 4 and 5 is the 'publishers world'
- They can be involved in material for the programmes (books, guides, exams, cases, and so on)
- They can cooperate with 'quality assurance bodies and agencies' for private education...
- ... and also for 'work-based learning' like apprenticeships
- Example: Pearson (publisher) involved in (owner of):
  - BTEC (diploma / secondary): BTECs are career-based qualifications designed to give students the skills they need to move on to higher education or go straight into employment
  - Edexcel (education and examination body)





Thanks for your  
attention

FIND OUT MORE AT

<http://www.pathwaysproject.eu>

