



# „Höhere Berufsbildung“ ein neues internationales Phänomen?

**Fachtagung**  
**Berufliche Erstausbildung im Tertiärbereich**

**Modelle und ihre Relevanz  
aus internationaler Perspektive**

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# Setting the scene

## ➤ The challenges

- Defining VET at higher qualifications levels (EQF 5 to 8)
- Long-term trend or new element within education and qualifications systems

## ➤ The main drivers

- Demographic development
- Labour market needs (Fachkräfte) and modification of requirements
- Positioning of education providers; the only ones concerned?
- Learners' needs; lifelong learning
- Attractiveness of VET paths

## ➤ Fundamental questions:

- Equivalence / Gleichwertigkeit: which reference? Labour market requirements, career development / return on education, learning outcomes (occupational profiles, training occupations)
- Quality (standards and accreditation bodies)
- Diversification of the backgrounds from which students are recruited; equity

# European and national policy contexts

40% of the young adult population should reach tertiary or equivalent degrees by 2020 (Bruges Communiqué, 2010; European 2020 headline target)

Provision of flexible learning paths and alternative access routes into higher education (Bucharest Communiqué, 2012; Bologna Education Ministers)

- European 2020 agenda and the meaning of setting shared benchmarks
- Competing agendas
  - For higher education: quality, excellence through strong links to research and innovation, governance and funding (ET 2020, European modernisation agenda for higher education)
- International competition



# Statistical overview

Use of ISCED classification, the German example:

Fachschulen and advanced vocational examinations are at tertiary level

Incl.: Universities of cooperative education – Berufsakademien-, cooperative state universities – Duale Hochschulen -, vocational schools for the health sector – Schulen des Gesundheitswesens -, and colleges of public administration – Verwaltungshochschulen

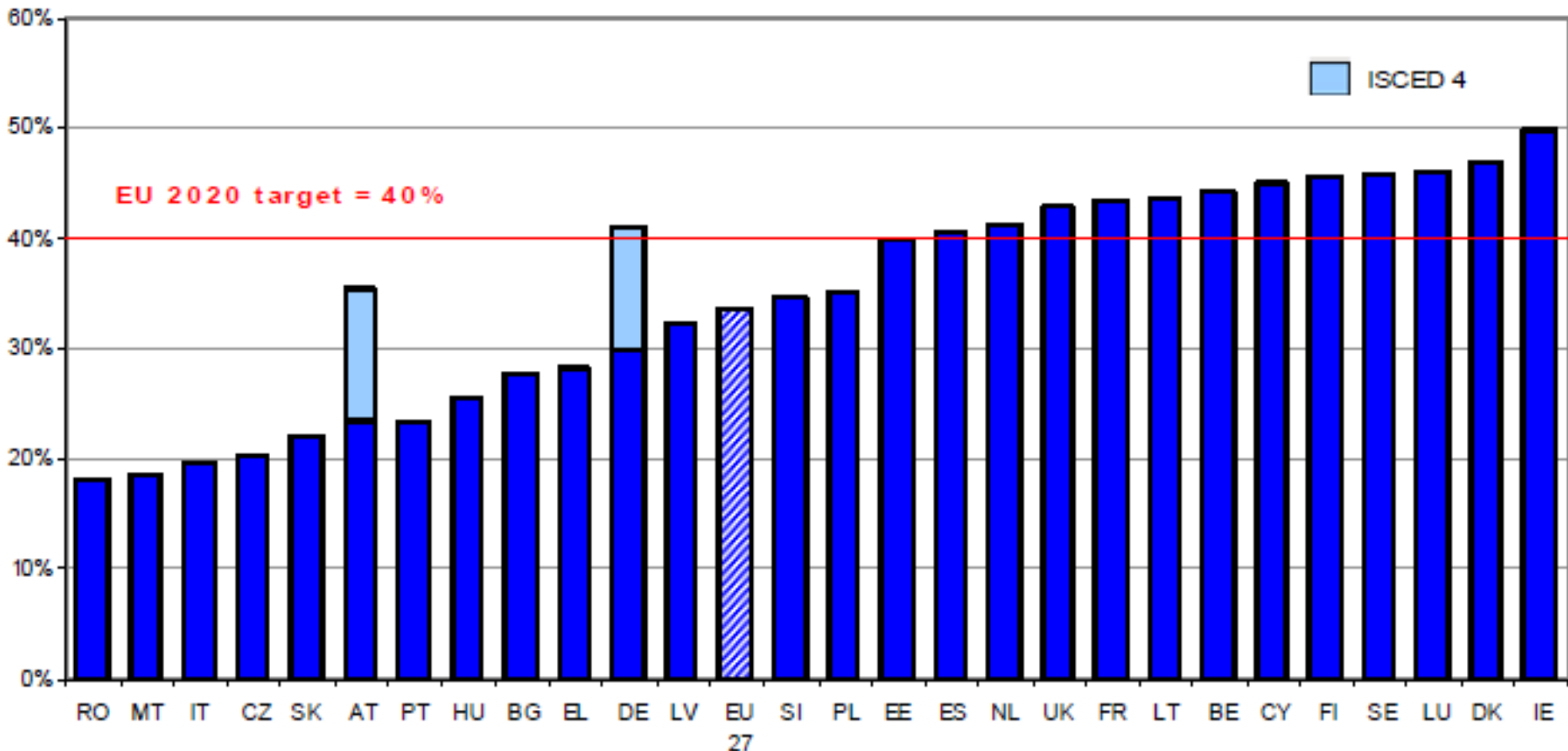
However classification might vary: Berufsakademien and dualen Hochschulen are either at tertiary 5A or 5B level, and Schulen des Gesundheitswesen and Verwaltungsfachoberschulen are either listed as tertiary 5B or postsecondary non-tertiary (tertiary 4A/B)

ISCED 2011: „Tertiary education include learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. Tertiary education includes what is commonly understood as academic education, but is broader than that because it also includes advanced vocational or professional education.“

At ISCED level 5 (tertiary level):

Short-cycle tertiary education ⇔ Level 5 EQF

# Tertiary education attainment: 2010 levels



# Insights: Qualifications frameworks

EQF	Denmark	Scotland	Germany	England & Northern Ireland	Latvia	Ireland
7	MA Incl. within adult education	MA Post graduate diploma Prof. Dev. awards SVQ 5		NVQ level 5 Voc Qualifications level 7	MA Professional MA Professional HE HE diploma Higher prof. education	MA Post-graduate diploma
6	Prof. BA degree (nurse) BA in fine arts Maritime BA Diploma degree in mgmt	Honours degree Graduate certificate Prof. Dev. awards BA SVQ 4 (SCQF 10 & 9)	BA Fachschule Fachwirt Meister	Voc Qualifications level 6	BA Professional BA Professional HE Higher prof. education	Honours BA Higher diploma
5	Agr. economist certificate Academy prof. degree (Chem & Biotech sce) Academy prof degree in Fin mgmt (FE for adults)	Higher national diplomas Diploma of HE Prof. Dev. awards SVQ 4 SVQ 3 Higher national certificates Certificate of HE  (SCQF 8 & 7)		Level 5 voc Qualifications Higher national diplomas Level 4 Voc Quali Higher national certificate  (QCF 5 & 4)	First level prof. HE	Ordinary BA

# Understanding of higher VET, an exploratory review

- **Binary system:** Germany,
- **Integrated system** of certification and recognition: England, France, Ireland,
- **Tertiary VET part of higher education policies:**
  - Increased integration of higher professional and academic education Norway,
  - higher professional education and university education kept separate: Czech Republic, Denmark, Finland, the Netherlands,
- **Policy emphasis on academic tertiary education:** Greece, Poland,
- **No explicit focus on VET at tertiary education levels:** Portugal, Romania.

# Illustrating complexity with one example

## The *Istituti Tecnici Superiori* – ITS - 58 higher technical institutes (EQF 5)

- ❖ Joint effort with local and regional authorities, education and training institutions and private enterprises, mixed public-private institution
- ❖ Can be set up by:
  - upper secondary schools belonging to the technical/vocational branch (as defined by law 40/2007);
  - training institutions accredited by a Region for the purpose of higher level training;
  - enterprises belonging to the same productive branch as the ITS;
  - university departments or any other body belonging to the technological/scientific research system;
  - local authorities (municipality, province, extended urban area, etc).
- ❖ Opportunity for graduates to obtain a HE qualification (High apprenticeship reform)

### Expected impacts:

Attractiveness of VET

Quality of lifelong learning

Permeability towards HE



# Vocational qualifications offered

Based upon a 15 countries comparison:

- EQR 5: Few offers
- EQR 6: Majority of the offers
- EQR 7: Few offers
- EQF 8: Very few offers
  
- No guarantee of access to HE/MA
- Divide between rather professional and rather academic BA
- Diversity due to variations in funding, autonomy, legal anchorage and competition in education sector

# Insights from case studies

<p>Agriculture (FR &amp; DK)</p>	<ul style="list-style-type: none"> <li>• Strong elements of networking (HE institution and companies), public providers</li> <li>• Development of vocationally oriented degrees; re – training and careers shift</li> <li>• Internationalisation</li> </ul>
<p>Nursing (NO &amp; UK)</p>	<ul style="list-style-type: none"> <li>• Legitimation for being part of HE</li> <li>• Higher levels qualifications go along with increased specialisation</li> <li>• Degree of control on curriculum</li> </ul>
<p>ICT (PL &amp; DE)</p>	<ul style="list-style-type: none"> <li>• Role of private providers</li> <li>• Role of sector qualifications framework</li> <li>• CVET and the possibility for part-time study</li> </ul>
<p>Finance (PT &amp; NL)</p>	<ul style="list-style-type: none"> <li>• Role of sectoral regulations</li> <li>• Majority of private providers</li> <li>• Non-traditional learners</li> </ul>
<p>Special educational needs (England &amp; FI)</p>	<ul style="list-style-type: none"> <li>• Demand by professionals themselves (teachers, CPD)</li> <li>• Need to allow recognition for professional progression</li> <li>• High level of diversity of qualifications and providers</li> </ul>
<p>Technology and innovation management (DE &amp; IE)</p>	<ul style="list-style-type: none"> <li>• Strong role of accreditation bodies</li> <li>• Importance of broader policy context (competitiveness).</li> <li>• Strong element of cooperation with economic actors</li> </ul>

# Reasonable expectations ?

## 1. Increased work-based education provision at higher qualifications levels

- Diverse provision schemes
- Contribution by enterprises and regional/local networks

## 2. Towards tertiary education VET: it exists!

- Involvement of various stakeholders (incl. labour market)
- Variety of newer education providers at EQF levels 6 to 8

## 3. Rethinking the parity of esteem between VET and HE

- Learning outcomes approach
- Value of prior/professional experience for degree award (→ validation)
- Employability of graduates

## 4. Giving a meaning to diversity

- No single common destination of changes observed
- Need for intensifying cooperation and coordination (→ international comparative work)

## 5. Missing the evidence

- At this point reliance on estimates of the future (learning outcomes)
- Little empirical evidence on actual implementation and impact on VET developments at the higher qualification levels



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