„Höhere Berufsbildung“
ein neues internationales Phänomen?

Fachtagung
Berufliche Erstausbildung im Tertiärbereich

Modelle und ihre Relevanz
aus internationaler Perspektive

5./6. November 2012 im Bundesinstitut für Berufsbildung

Isabelle Le Mouillour
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
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 incudes what is commonly understood as academic educaiton, 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

EU 2020 target = 40%

Source: 2011; CWP - Analysis of the implementation of the Strategic Framework for European cooperation in education and training (ET2020) at the European and national levels
<table>
<thead>
<tr>
<th>EQF</th>
<th>Denmark</th>
<th>Scotland</th>
<th>Germany</th>
<th>England &amp; Northern Ireland</th>
<th>Latvia</th>
<th>Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>MA</td>
<td>MA</td>
<td>NVQ level 5</td>
<td>MA Professional MA Professional HE HE diploma Higher prof. education</td>
<td>MA Postgraduate diploma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incl. within adult education</td>
<td>Post graduate diploma Prof. Dev. awards SVQ 5</td>
<td>Voc Qualifications level 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Prof. BA degree (nurse) BA in fine arts Maritime BA Diploma degree in mgmt</td>
<td>Honours degree Graduate certificate Prof. Dev. awards BA SVQ 4 (SCQF 10 &amp; 9)</td>
<td>BA Fachschule Fachwirt Meister</td>
<td>Voc Qualifications level 6</td>
<td>BA Professional BA Professional HE Higher prof. education</td>
<td>Honours BA Higher diploma</td>
</tr>
<tr>
<td>5</td>
<td>Agr. economist certificate Academy prof. degree (Chem &amp; Biotech sce) Academy prof degree in Fin mgmt (FE for adults)</td>
<td>Higher national diplomas Diploma of HE Prof. Dev. awards SVQ 4 SVQ 3 Higher national certificates Certificate of HE (SCQF 8 &amp; 7)</td>
<td>Level 5 voc Qualifications Higher national diplomas Level 4 Voc Quali Higher national certificate (QCF 5 &amp; 4)</td>
<td>First level prof. HE</td>
<td></td>
<td>Ordinary BA</td>
</tr>
</tbody>
</table>

Source: ec.europa.eu/eqf; 26.10.12
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.

Source: cedefop, 2011
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

Source: cedefop, 2011
<table>
<thead>
<tr>
<th>Course Area</th>
<th>Insights</th>
</tr>
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</table>
| Agriculture (FR & DK)                  | • Strong elements of networking (HE institution and companies), public providers  
• Development of vocationally oriented degrees; re – training and careers shift  
• Internationalisation                   |
| Nursing (NO & UK)                      | • Legitimisation for being part of HE                                    
• Higher levels qualifications go along with increased specialisation       
• Degree of control on curriculum                                                  |
| ICT (PL & DE)                          | • Role of private providers                                              
• Role of sector qualifications framework                                         
• CVET and the possibility for part-time study                                     |
| Finance (PT & NL)                      | • Role of sectoral regulations                                            
• Majority of private providers                                                    
• Non-traditional learners                                                         |
| Special educational needs (England & FI)| • Demand by professionals themselves (teachers, CPD)                    
• Need to allow recognition for professional progression                         
• High level of diversity of qualifications and providers                        |
| Technology and innovation management (DE & IE)| • Strong role of accreditation bodies                                      
• Importance of broader policy context (competitiveness).                       
• Strong element of cooperation with economic actors                              |

Source: cedefop, 2011
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
Vielen Dank für Ihre Aufmerksamkeit

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