



Vidik evropskih deležnikov
**JAVNOPOLITIČNI IN
UPRAVNI IZZIVI
STROKOVNEGA
IZOBRAŽEVANJA V EVROPI**

Ljubljana 20 September 2013

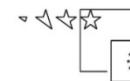


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Naložba v vašo prihodnost
OPERACIJO DELNO FINANCIRA EVROPSKA UNIJA
Evropski socialni sklad

A European stakeholders' perspective

POLICY & GOVERNANCE CHALLENGES OF PROFESSIONAL (H)E IN EUROPE

Major challenges on the Policy & Governance level



- A look at the purposes and mission of professional HEIs
- Professional (H) Education aims at matching the needs of the individual and society in a global and changing world
- Strengthening the links between HE & VET through a convergence of the EQF and the QF of the EHEA

I. The purposes and mission of professional HEIs



Major purposes of higher education (in line with CoE objectives):

- Preparing for employment;
- Preparing for life as active citizens in democratic societies;
- Personal development;
- Contribute to the development and maintenance of a broad, advanced knowledge base;

The threefold mission of any HEI, with varying stresses, depending on its student profile and expectations of the labour market :

- teaching and learning;
- Research and innovation development;
- service to the community

II. *EURASHE* policies on VET and HE

Policies for VET and HE start from the following premises:

- Acknowledgement of the diversified requirements of labour market for VET and HE
- Convergence of the respective policies is beneficial from both the E.U. and pan-European perspective
- Level 5 of the EQF is at the Interchange of both 'sectors'

Links between VET and HE (1)

From the recent discussions under the Irish Presidency of the E.U.

- *Common principles of quality assurance to be applied across HE and VET* (Dir.Gen Mtg , April 2013)
- Facilitate dialogue between the **main actors in VET and HE in the areas of QA and of the Qualifications Frameworks** (Dublin, March 2013, seminar on QF)
- Providers in VET and HE (and Governments) to share good practice across sectors and to **share approaches on how to implement Learning Outcomes** (idem)

Links between VET and HE (2)

- **The place of short cycle qualifications in the QF-EHEA** : short-cycle qualifications to be referenced at level 5 in both HE and VET (Recommendation of Council of Europe)
- **Access qualifications** referenced against EQF level 5 to be recognized for credits

Why address EQF level 5? (1)

- EQF level 5 operates at the cross-roads of both HE and VET and includes a diverse and heterogeneous mix of qualifications, for example:
 - Advanced vocational education and training qualifications at secondary level;
 - Post-secondary vocational education and training, for example ‘Brevet de Technicien’ in France;
 - ‘Master’ Craftsman qualifications (Meister, D);

EQF level 5 operates at the cross-roads of both HE and VET (2)



- Partial academic courses constituting building blocks for first cycle higher education degrees including the short cycle higher education qualifications;
- Diploma in technological specialisation awarded jointly by higher education institutions and industry partners;
- Professional qualifications awarded outside initial, public education and training.

Why address EQF level 5? (3)

- Level 5 facilitates further learning & continuing training as:
 - a bridge to HE (building block to 1st cycle degree)
 - horizontal learning paths for vocational & professional specialisation
- Level 5 responds to new demands on the labour market, with advanced skills & competences

III. VET policies of SH & the E.U.

- Copenhagen Process (2002)
on enhanced European cooperation in vocational education and training
- * Bruges Communiqué on VET (2010)
VET contribution to the EU 2020 strategy
- Frankfurt Declaration of VET providers (2012)
engage VET for a sustainable and competitive economy
- E.C. policy : Alliance for Apprenticeships (July 2013)

EC policy : Alliance for Apprenticeships (July 2013) has a double purpose:



- Improve its quality & supply
- Change the mind-set of SH & policymakers
 - Country-specific recommendations to reform the VET system with specific reference to apprenticeships & work-based learning
 - Salient items: easier transition from education to work for learners in apprenticeship type schemes; multi-stakeholders partnerships; leverage of public and private funding

Thank you for your attention

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