



**CEDEFOP**

European Centre for the Development  
of Vocational Training



## **Overlapping of VET and HE European Experience**

International Conference  
Employability of Graduates & Higher Education Management Systems  
Special Section on the Permeability between VET, HE and the World  
of Work

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## Drivers for changes

- Lifelong learning
- Request for flexibility
- Globalisation/notion of knowledge economy



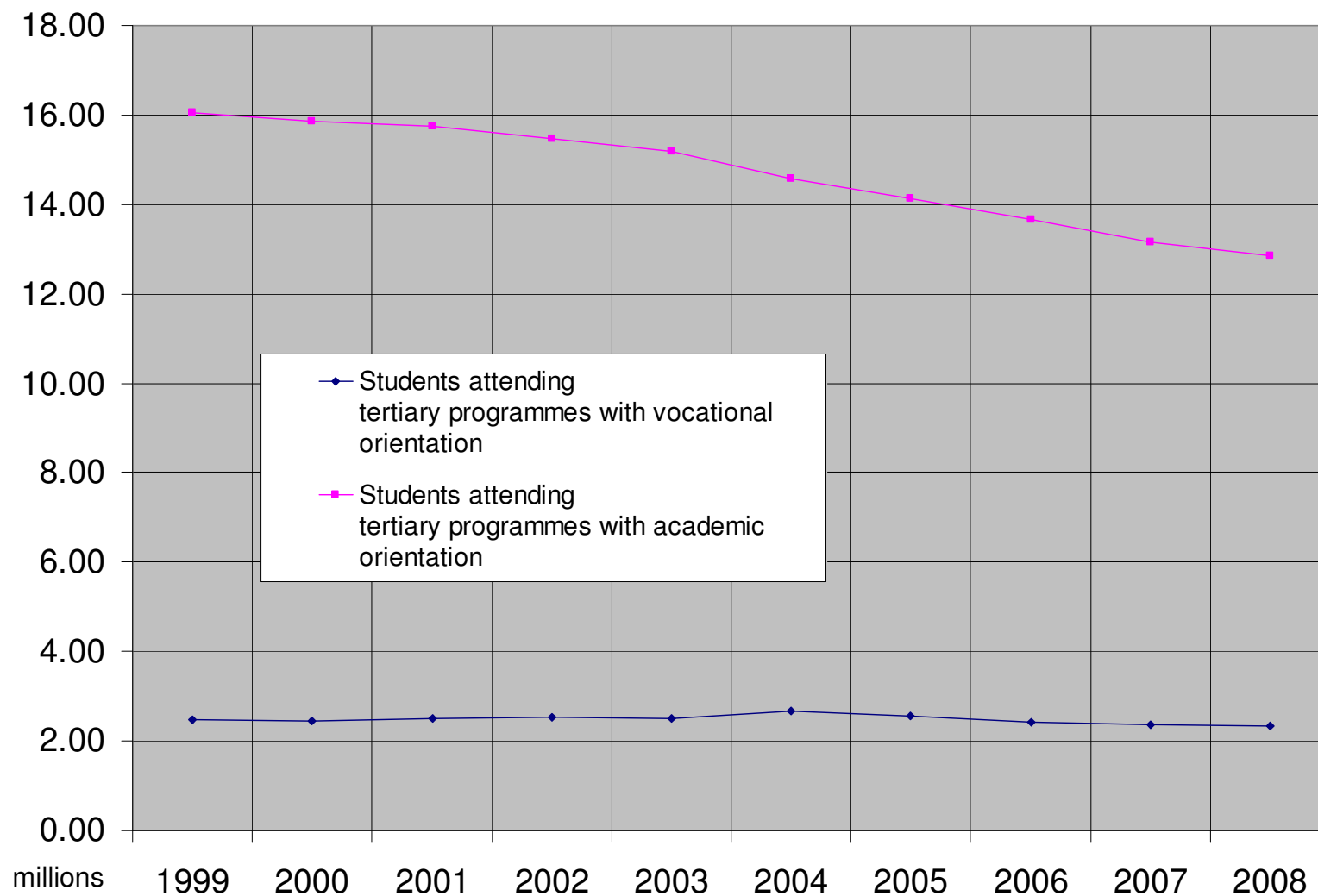
## Looking at the European qualifications tools

Differentiated impact on VET & HE qualifications – for the time being

Governance

Path-dependency

## Students attending tertiary programmes according to programme orientations




## Understanding ‘vocational’ at higher qualification levels

A matter of **definition** (s)? of classifications ?

Dealing with **diversity** in understanding

**Using** qualifications frameworks?

<b>EQF 6</b>	<b>Knowledge</b>	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
	<b>Skills</b>	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
	<b>Competence</b>	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups





## Policy understanding of VET at higher qualification levels

1. Dual system
2. Integrated system of certification and recognition
3. Tertiary VET part of higher education policies
4. Policy emphasis on academic tertiary education
5. No explicit focus on VET at tertiary education levels

## Policy making: similar goals, different pathways

### Policy interest in VET at higher qualification levels

Variation of policy and reform instrumentation VET at highest levels

### Central actors in VET policy-making

Role of Ministries of Education, in some cases in charge of all education and training sectors

Major policy challenge: horizontal and vertical coordination

### Governance and regulation

Reform agendas

Main policy issues: quality, accountability against institutional autonomy, centralisation against decentralisation, and labour market needs

## Provision of VET at higher qualification levels

Growing variation in VET provision at highest levels & significant differences

EQF level 6: majority of IVET programmes;

EQF level 7: range of strictly vocationally oriented education courses

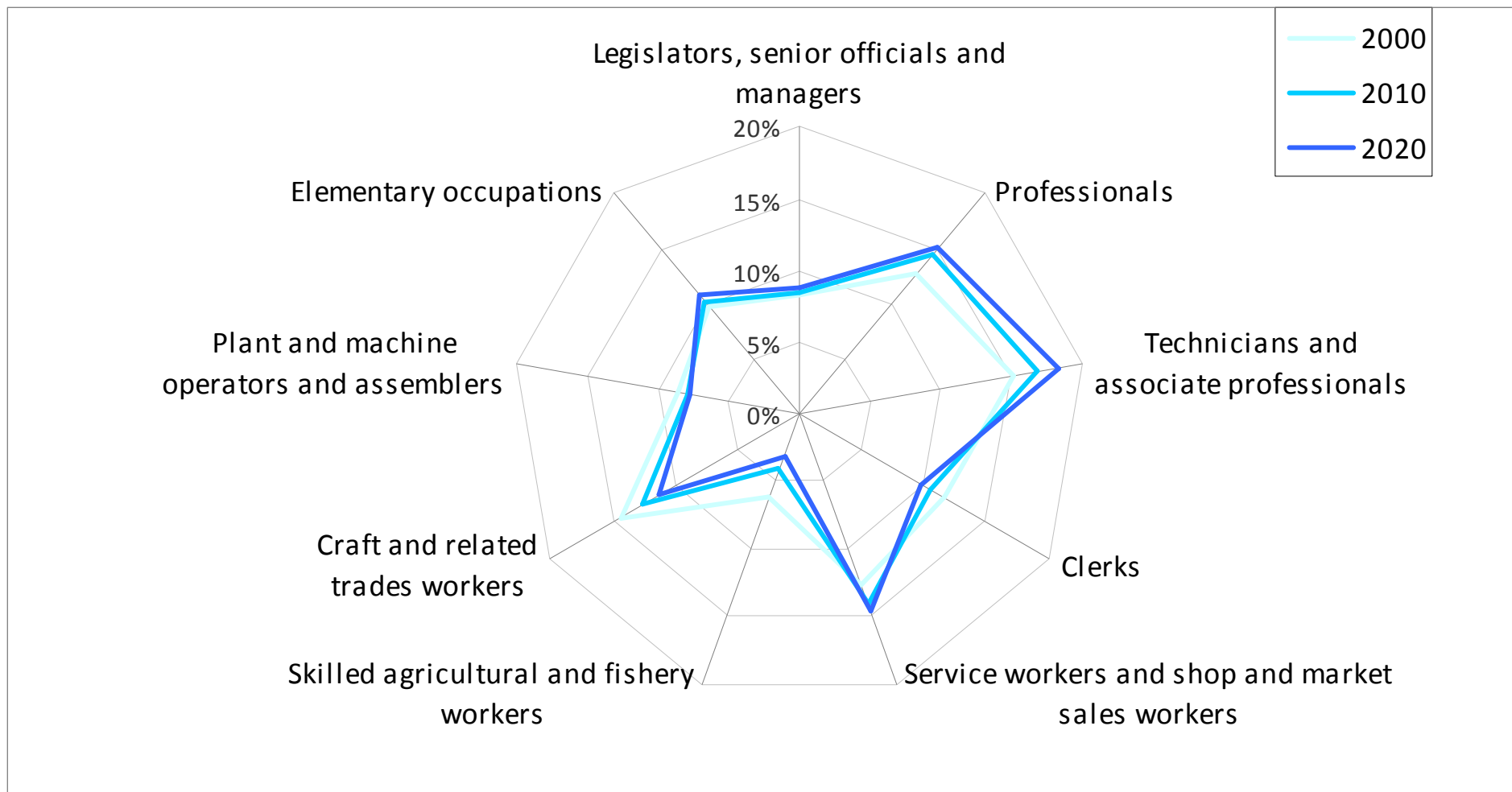
EQF level 8: few examples

Distinction between academic and professional HE in formal HE

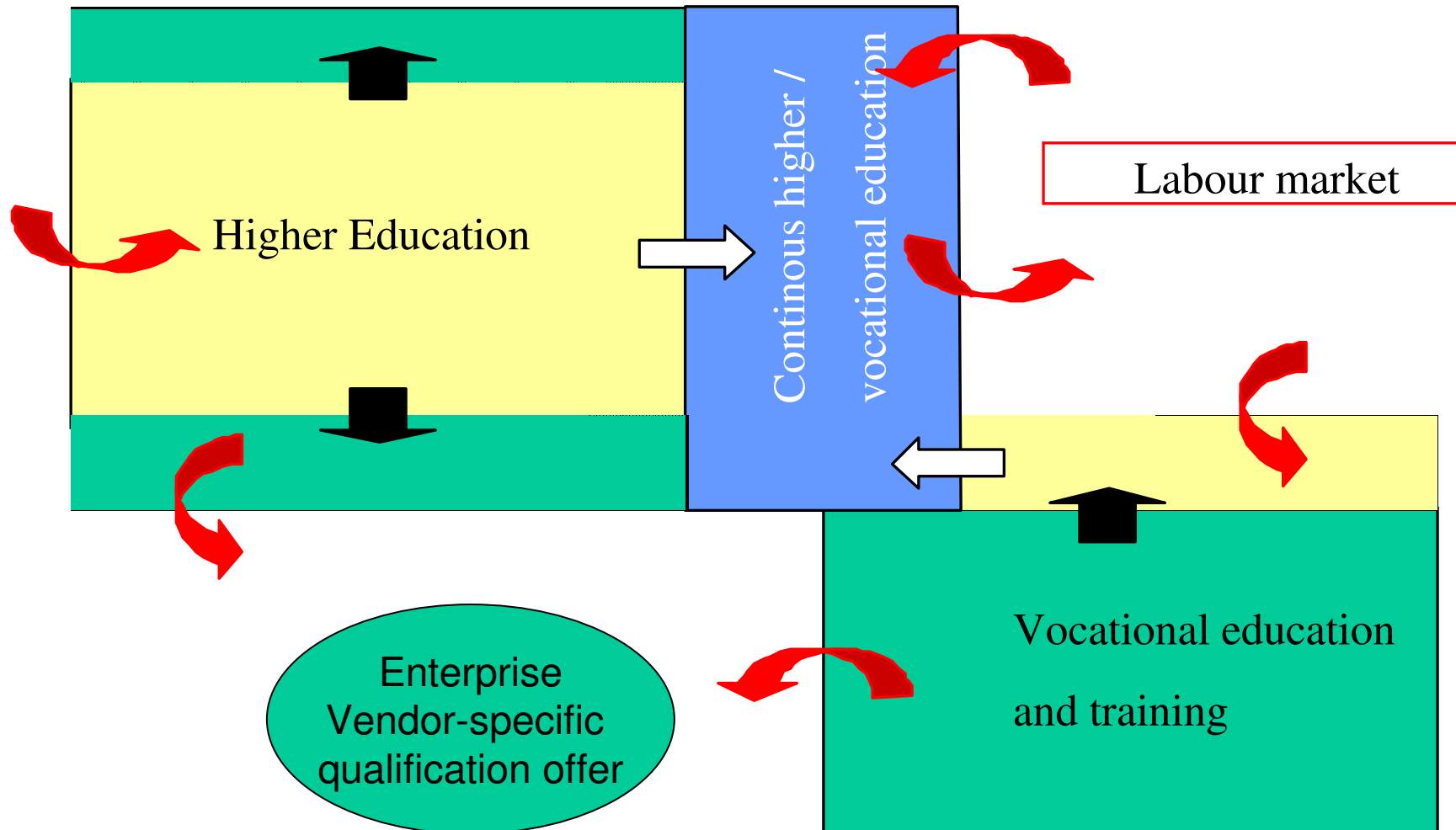
Non-traditional forms



## Changing occupational structure,%, ISCO, 2000-20, EU-27+



## Tectonic plates shift





## For further discussion

Towards tertiary VET: it exists!

Rethinking the parity of esteem between VET and HE

Giving a meaning to diversity

Missing the evidence



# Thank you for your attention!

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