



Work Package 4 Report

How to expand project`s reach at national level?





Index

Contents

Index	2
Working template WP4; Statements and partners’ assessments	3
Statement 1.....	3
Statement 2.....	6
Statement 3.....	8
Statement 4.....	11
Statement 5.....	13
Statement 6.....	16
Statement 7.....	19
Statement 8.....	21
Statement 9.....	25
Statement 10.....	26
Statement 11.....	28
.....	30
Statement 12.....	30
Statement 13.....	32
Statement 14.....	34
Statement 15.....	38
Statement 16.....	40
Statement 17.....	42
Statement 18.....	45
Statement 19.....	47
WP4 SHORT SUMMARY REPORT	49



Working template WP4; Statements and partners' assessments

The evaluation of the 19 statements identified during the WP4 study by the partners in their own countries shows that the conclusions are final.

Statement 1

If non-formal certificates are obligatory for jobs (they refer to practical competences needed for the workplace), e.g. based on national regulations, those modules have to be integrated also in formal study programmes at the corresponding level(s) in VET and HE. This means that the concerned people can work directly in companies without obtaining again those non-formal certificates.

OVIEDO CHAMBER OF COMMERCE / SPAIN

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

An important aspect that reflects one of the basic deficits is the gap between training and employment with a shortage of skills and qualifications of interest to the labour market.

People who pursue VET programs outside the formal system should receive recognition of their skills acquired from informal VET, while those who obtain formal VET qualifications must be able to access higher levels of training. This requires close collaboration with companies and higher education institutions.

➤ ***Recommendations:***

Supporting a more fluid relationship between education and companies with a greater role of entrepreneurs in the decision-making mechanisms of the training offer and its contents.

Establishing systematic frameworks for collaboration between VET & HE training centres and companies for effective guidance.

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

➤ ***Recommendations:***

If non-formal certificates are obligatory for jobs (competences needed for the workplace, the work that has to be done), e.g. based on national regulations, those modules have to be integrated also into formal study programmes at the corresponding level(s). Some study programmes in Vocational Education Training



(VET) and Higher Education (HE) are aligned with the certificates, so learners can work directly in companies without attending courses to get non-formal certificates.

LEIDO / NETHERLANDS

➤ ***The issue outlined is practiced in your country/activity field/network:***

Yes, and no. In most cases this is not the case.

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

The problem is that in formal VET and HE the control for having the right level and quality is in the hands of organizations linked to the government (ministries). Certificates that are important for jobs, looking at the work-place, are in general offered by private institutions – and the government is not controlling them.

For some VET qualifications the required competences are integrated in the programme – so, there are no separate exams for them. Adult learners and employees can do their exams in a private setting.

➤ ***Recommendations:***

The Dutch approach is to have two separate systems, for formal and non-formal qualifications, knowing that there are also separate organisations responsible for the quality and level.

The solution would be to have one organization for them all. This is the case in Ireland.

There is a discussion to have this also in one hand:

- QA for HE
- QA for VET
- NLQF (EQF)
- NCP (linking qualifications to the NLQF).

But... what will be the role of the inspectorate? The situation can be very complex, to look at what is happening – being a ‘watch dog’ on behalf of the government.

The idea can be that the organisations as we have now, keep in touch – informing each other. And students in formal VET and HE can do in an easy way exams for those certificates, parallel to the study (for a reasonable price... - extra costs – maybe the government can have some extra budget).

BFI UPPER / AUSTRIA

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

There does not exist a system of obligatory relevance for “non-formal certificates” in Austria

**PRYSMIAN GROUP / TURKEY**

- ***The issue outlined is practiced in your country/activity field/network:***
Partially this article is applied. Some useful and general comprehensive trainings are included in the formal training system, where graduates can work in companies without receiving additional training / certification under the certification of the national authority.
- ***In case not practiced , how do you deal with the problem issued by the statement:***
However, more and more such training / certification programs can be integrated into the education system. As a result, employees' qualification will be increased.
- ***Recommendations:***
Care should be taken that the training is general. Incorporating highly specific training into the formal education system will be both costly and ineffective



Statement 2

In case of international jobs foreseeing similar activities on the workplace, that include international requirements, we also need international certificates for the training programmes involved – to be recognised at international level. Those certificates can also be used as parts of international formal studies and joint degrees (offered by institutions for VET, HE and similar sectors).

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

➤ **Recommendations:**

In case of international jobs having similar activities on the work-floor including international requirements for them, we need also international certificates – to be recognised at the international level and to be used for international formal studies and joint degrees (offered by institutions for VET, HE and similar levels).

LEIDO / NETHERLANDS

➤ **The issue outlined is practiced in your country/activity field/network:**

Yes and no. In the Netherlands in a lot of sectors of the world of work companies are using international standards, and certificates. But they are not at all linked to the NLQF...

➤ **In case not practiced , how do you deal with the problem issued by the statement:**

We have started the discussion about this issue some time ago, also looking at personnel certification. But the employers' organisations are not involved in the discussion, having not so much interest in the NLQF.

➤ **Recommendations:**

We think that it is necessary to know in our country which sectors and companies are using international standards and diploma's. We recommend a coordinated research in Europe (maybe it has already done so, but we are not aware of this).

If we have such a list, we can approach them, to ask to link the certificates to the NLQF. The next step can be – at least for level 5 – that formal providers are using them for their programmes.

And then we can start international cooperation, having joint degrees. The driver behind this can be the growing need for Regional Associate Colleges, offering level 5, in collaboration with VET providers.



BFI UPPER / AUSTRIA

- ***In case not practiced , how do you deal with the problem issued by the statement:***
International certificates mainly used in HE. Europass acceptance by companies?!

PRYSMIAN GROUP / TURKEY

- ***The issue outlined is practiced in your country/activity field/network:***
The Turkish Qualification Framework, which shows all the qualifications obtained from primary education to academic level through all general and vocational education and training programs and other learning ways, entered into force on 2/1/2016 and was referred to European Qualifications Framework in the direction of decision taken in 2017. In this way, the diplomas, certificates and professional qualification certificates organized in the education and training system of our country will be valid in the European Union (EU) countries.



Statement 3

Programmes at VET level 4 must give the opportunity to (young) students in their final year to get specific labour market oriented certificates, in combination with their internship. This means that the content of the modules for those certificate is developed and maintained under control of the companies in the sector. In such a situation the government finances part of the costs for students: material, salary, insurance, travel... In this period students can work, for instance, 3 days in a company and go to school for the remaining 2 days.

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***In case not practiced , how do you deal with the problem issued by the statement:***
In the case of the Spanish entrepreneurship, there is a clear commitment to Dual Vocational Training.
When it comes to the competences for the labour market, education and vocational training are of key importance. The forecasts point to a future shortage of people with a VET qualification. However, for many people, VET remains a second option, and only a minority of workers have opportunities to develop new skills. VET can only become more attractive if people rely on its results and students are given more opportunities for work experience.
- ***Recommendations***
Improving access to VET and qualifications through more flexible and permeable systems, in particular by offering comprehensive and efficient guidance services and validation of non-formal and informal learning.

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

- ***Recommendations:***
Programmes at level 4 (VET) should give the possibility to students to have in the final year an internship. This means that the training modules are under control of the companies, that the government is funding a part of the insurance cost for students and that salaries are paid by the company. During this period, students work 3 days at the company facilities and attend courses at school.



LEIDO / NETHERLANDS

- ***The issue outlined is practiced in your country/activity field/network:***
Yes (and no) in the Netherlands. The national organization that is responsible for VET qualifications is using the competences of this kind of certificates, not themselves
- ***In case not practiced , how do you deal with the problem issued by the statement:***
In formal VET there are no non-formal certificates embedded. That has to do with the control of the government, only involved in formal education.
The students at level 4 have in the final year an internship, but they are not having exams for specific certificates.
Since 2016 there are electives in level 4 programmes. The labour market (companies) are very strong involved in developing the programme. You can say that this electives (modules) are such certificates. The exams are taken by the VET providers, not an external organization.
- ***Recommendations:***
We recommend that this option, having electives (student can make their choices from a lot of modules), will be used in all member states. The modules are part of the programme, so the education is funded by the government (not for the private VET providers, of course). The companies and other organisations are involved in the programmes, also if it is about renewing them.
The exams are not based on external criteria.
Maybe there are also possibilities to have modules (certificates) offered by companies during the internship. But in that situation the government is not paying for them.

BFI UPPER / AUSTRIA

- ***In case not practiced , how do you deal with the problem issued by the statement:***
In Austria we have, beside the general higher school graduation exam those from Vocational higher school graduation exam (5 years)

PRYSMIAN GROUP / TURKEY

- ***The issue outlined is practiced in your country/activity field/network:***
Internship practices of vocational and technical school students in our country are regulated by "Regulation of the Ministry of National Education, Secondary Education Institutions". According to this, the students who are studying in the VET offer "skill trainings in Labor market" as well as carrying out the practice 3 days a week during 12th grade and 2 days in the form of theoretical education in the school.



➤ **Recommendations:**

Especially in some regions and some occupations, there are difficulties in finding workplaces that are capable of doing internships for students. As a result, trainees are sent to small businesses, where there is no professional development.

EUCEN / TURKEY

➤ ***In case not practiced, how do you deal with the problem issued by the statement:*** VET final year students have work-based skills training but this does not lead to a “labor market oriented certificate”. This work-based training is part of their diploma requirements.

➤ **Recommendations:**

Although in my country, the content of the work-based training is based on both the official requirements and tasks that are assigned by the VET coordinator field teacher during the assessment procedure, a commission is involved for evaluation. This commission is comprised of the master trainer or the training personnel at the enterprise, the coordinator field teachers of the VET school, and representatives of employer’s association active in the area. Therefore, the companies in the sector are also involved in the assessment procedure.



Statement 4

In addition to vocational and technical trainings, needed for the workplace, the industry also expects employees to possess other competencies, such as managerial skills. Most of the companies are trying to develop these skills outside of their technical trainings. It would also be beneficial to include this type of personal development training (team work, communication, time management, team management etc.) in regular training

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***In case not practiced , how do you deal with the problem issued by the statement:***
The recommendation of the World Economic Forum is adopted: "Businesses should work hand in hand with governments, training providers and other stakeholders in order to imagine what a 21st century curriculum should look like".
- ***Recommendations:***
From the business world, we focus on what will be the basis of this CV for the 21st century: ensuring the knowledge that is the basis on which skills or competences related to the organization are acquired: creativity; critical thinking; communication (specially, acquisition of language skills); collaboration (ability to work as a team). They are all part of what current employers expect from their workers.

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

- ***Recommendations:***
In addition to the technical training, other competencies that the industry expects from the workers to own and perform are managerial skills. Many companies are trying to develop these skills outside of their technical training. It would also be beneficial to include this sort of personal development training (team work, communication, time management, team management etc.) in training programmes at level 5.

LEIDO / NETHERLANDS

- ***The issue outlined is practiced in your country/activity field/network:***
Yes, and no. It is the case for certain jobs, and companies. So it is depending of the HRM manager, and the strategy of the company



➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

As Leido we are not involved in this kind of education. Also the government has nothing to do with this. The private sector is a sector on its own.

Some companies have a strategy for giving their employees all kind of training programmes they want – if they are directly or indirectly relevant for the job and the workplace.

➤ ***Recommendations:***

For the Netherlands it is not possible to force the government to have a budget for this kind of training programmes. In VET and HE the soft skills and the management competences are more or less integrated in the formal studies.

BFI UPPER / AUSTRIA

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

These are being implemented

PRYSMIAN GROUP / TURKEY

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

It will be good to consider the needs and expectations of the business world in the creation of training programs. It would be beneficial to include managerial skills and personal development training more effectively in training programs. In particular, the integration of the managerial skills at the basic level into the training programs will provide significant gains.

➤ ***Recommendations:***

In our Professional Development Module, there are environmental protection, effective communication, entrepreneurial ideas and business health and safety, conducting business activities. This course, which is given as 2 hours a week, does not reach its purpose exactly. Teachers are not specialists in the subject, and students can not change behavior in the desired direction. It will be better to increase the number of class hours and to be given in this regard by proficient teachers and with support from the industry

EUCEN / TURKEY

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

Also in my country as elaborated in the item 4, companies try to acquire those “soft skills” to their employees.

➤ ***Recommendations:***

It would be beneficial to involve such training into VET.



Statement 5

If in a country formal education is under control of Ministry X and non-formal education is organised by Ministry Y, the providers of VET and HE (at levels 4, 5 and 6) need to have a national platform to discuss issues related to Lifelong Learning.

OVIEDO CHAMBER OF COMMERCE / SPAIN

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

Vocational Training in Spain is offered under two systems:

1. Regulated or Initial Vocational Training System, which is dependent upon the Ministry of Education, Culture and Sport, and the Autonomous Communities.
2. Training for Employment System, linked to the Ministry of Employment and Social Security, and the Autonomous Communities:
 - Programmed training for companies and their employees. To this end, financial assistance is available which is provided through credits against Social Security contributions.
 - Training offered by the competent administrations for employed and unemployed workers. This will be funded through grants.

➤ ***Recommendations:***

On the part of the entrepreneurs there is a favorable opinion of the "educational pact", which constitutes an effective instrument to adapt the education and training system to the current challenges.

It is also necessary to establish a mechanism to streamline administrative, management and funding actions for all training

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

➤ ***Recommendations:***

If in given country education matters are transversal and in charge of several Ministries (e.g. formal education is under control of Ministry X and non-formal education is under control of Ministry Y), the providers of Vocational Education and Training and Higher Education (at levels 4, 5 and 6) need to have a national platform to discuss issues related to Lifelong Learning.

LEIDO / NETHERLANDS



- ***The issue outlined is practiced in your country/activity field/network:***
No. For non-formal learning none of the ministries is responsible for non-formal education.
- ***In case not practiced , how do you deal with the problem issued by the statement:***
Of course there are professions, having regulations based on the work that has to be done and the workplace. Think of: Nurses, Social Workers, some technicians. The ministry involved has mentioned those requirements in the law and based on that the providers of qualifications can compose the programme. Sometimes the ministry will recognize the diploma, if it is OK with the programme and the quality control (and exams). For VET there are also private organisations that are only allowed to take the exams, so the students in VET will have to take them (as part of the study, or extra). But it is a complex situation: Is a VET diploma sufficient or is there a need for that extra exam?
- ***Recommendations:***
In the Netherlands the government is just responsible for formal education, having the ministry of education. But of course there is 'world' of non-formal qualifications, in all sectors of the world of work (the labour market). All other ministries are in some way involved in this, having their own requirements for jobs and professions – related to the issues the ministry is responsible for. But they are not really cooperating with each other – as we have noticed in another project.
We will try for level 5 to involve in the coming years all ministries. But that will depend also of the new government (we are still waiting for a new one). It will be also a matter of having a strategy for lifelong learning.
For some professions people will have their own register, to protect the jobs - and the title of the job. Sometimes this is supported by a ministry (thinking of economic affairs...).
All together: It would be absolutely necessary to have a platform for LLL in a country, having also representatives of all ministries on board. Or to have a 'Minister for LLL'...

BFI UPPER / AUSTRIA

- ***In case not practiced , how do you deal with the problem issued by the statement:***
For School / VET and HE different Federal Ministries are responsible



PRYSMIAN GROUP / TURKEY

➤ ***The issue outlined is practiced in your country/activity field/network:***

In our country, formal education is carried out by the Ministry of National Education. Vocational Qualifications Authority (MYK), which is the related institution of the Ministry of Labor and Social Security, plays a role in the recognition of previous learning through the authorized certification bodies and also manages the management of Turkey Qualifications Framework (TYÇ) which will constitute the common stakeholder of all education systems in our country.

➤ ***Recommendations:***

This relationship between MoNE and the Ministry of Labor should be made more active, perhaps by participating in other ministries and exploring the contributions that ministries can make.

EUCEN / TURKEY

➤ ***The issue outlined is practiced in your country/activity field/network:***

We have such a platform where all the stakeholders come together at national level.

➤ ***Recommendations:***

This is an important platform to discuss the issues of VET and LLL. However, there is also a challenge: the people participating in the platforms should be the decision makers and administrators at high levels who are experienced, highly informed and knowledgeable on the issues to be discussed. If people who have less experience, expertise, or authority participate as representatives of the actual members, it may have a negative impact on the overall contribution of these national platforms.



Statement 6

Business Academies, owned by big companies and responsible for internal professional training programmes, have to be integrated in the national education system, in case they offer non-formal certificates that are (partially) funded by the (regional) government. If they are part of the system, it will allow adult learner to get exemptions in case of studying in formal degree programmes, offered by Colleges and Universities.

OVIEDO CHAMBER OF COMMERCE / SPAIN

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

This statement is linked to number 1.

Our starting point is a seemingly contradictory situation: high unemployment rates (mainly youth unemployment) affecting individuals with qualifications, but, at the same time, lacking the skills and competences of interest to the labour market. This mismatch concerns both, the educational system and the productive system.

But the training system is not providing agile and well-oriented responses to the changes that are occurring in the labour market. This, in turn, widens the gap between training and employment.

This mismatch is greater in university education than in formal vocational training. However, in the latter there are also professional families where the distance between supply and demand is considerable. And here is where companies often have to respond through in-house programs.

➤ ***Recommendations:***

Implementing a system of recognition and validation of these programs to integrate them into the national education system, where business organizations are involved from the outset.

Giving greater prominence to VET private provision and hence contributing to an agile response to the changing demands in the most dynamic production sectors.



EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

➤ **Recommendations:**

Business Academies (usually training programmes delivered by companies) should be recognised by the national education system – in case of issuing certificates that are (partially) funded by the (regional) government – to make it possible to get, as adult learner, exemptions in formal degree programmes.

LEIDO / NETHERLANDS

➤ **The issue outlined is practiced in your country/activity field/network:**

No.

➤ **In case not practiced , how do you deal with the problem issued by the statement:**

Business Academies are not allowed to offer formal and public funded qualifications. And non-formal qualifications are not funded directly by the government (maybe using tax-constructions, for the employer and the employee).

Business Academies can cooperate with providers of VET and HE, making a contribution to the formal programme. But it can be very tricky, knowing that in the Netherlands public money can't be used for private activities. The Inspectorate will control this.

But Business Academies can offer non-formal qualifications, to be linked to the NLQF, the national framework. This can be interesting if the qualifications have some standards and offered every year, for a group of companies.

➤ **Recommendations:**

We think that the government has to open the discussion for providers of formal level 4 and level 5 qualifications about the role of Business Academies. They are a perfect source for information about relevant competences for employees.

It means that it can be interesting to have a national platform for Business Academies (we have a national organization for the private providers, but its members can be 'every provider', just offering small, specific courses, not being part of a company, and so on). This platform can be used (we can discuss about how to do this) for collaboration with the providers of the qualifications at the levels 4 and 5. In the Netherlands we can notice that those providers are working together with offering level 5 (SCHE), more and more in a regional setting by having the so-called Regional Associate Colleges (part of a Polytechnic, but having input of the VET providers for level 4).

It is also good to be aware as formal providers of the qualifications offered by Business Academies. They can be used for exemptions for formal programmes.



If the qualifications offered by Business Academies are based on international or national requirements (necessary to have the job, and to keep it), students at level 4 and level 5 can be given the opportunity to do those exams – parallel to their formal studies. Maybe then those exams can be financed by the government.

BFI UPPER / AUSTRIA

- ***In case not practiced , how do you deal with the problem issued by the statement:***
Business academies are either part of the school system or training institutions of the social partnership or private ones

PRYSMIAN GROUP / TURKEY

- ***The issue outlined is practiced in your country/activity field/network:***
No
- ***In case not practiced , how do you deal with the problem issued by the statement:***
Vocational training is more difficult and costly than other trainings. It is often not possible for vocational education schools to capture the market as technology. But in order to survive in a competitive environment, businesses have to adapt the innovations required by the age to production environments. It would be more efficient for vocational training to be given in the business academies that the firms set up in their organizations. It will provide training on the skills required by both the business and the environment, as well as practice on the advanced tools and equipment used in the working environment, and will also enable the training to reach the goals of the trainers who will be provided by engineers, craftsmen or technicians who know the job. It will take time for the training given by business academies to be valid in formal education. Business academies should focus only on specific trainings. National education should focus on general education issues.
- ***Recommendations:***
The integration of the business academies formed by the companies in their own organizations into the national education system and the recognition of the acquired knowledge skills and competencies in these academies will contribute to the training of qualified workers needed by the business world. However, these studies may need to be supervised by an authority.



Statement 7

We need more research on cases where students follow courses, training programmes and even full degree programmes at level 5 (of the National Qualifications Framework), after completing a full degree programme at level 6 or after dropping out from a formal programme in higher education. In cases like this, level 5 programmes have to be offered in an apprenticeship format.

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***In case not practiced , how do you deal with the problem issued by the statement:***
 An issue that is emerging in Spain: university students (HE) who subsequently take Vocational Training to gain better access to the labour market. Here, it is not a matter of passing from level 5 to 6, rather the opposite.
 One of the reasons is the distance between some level 6 training (university training) and the reality at companies. The sensitivity of the business world is far from what is taught at universities. When entering the labour market, recent graduates find themselves in an unknown reality.
 For them, a way to access the real demands of the market, with a more practical training, is through VET. The most recent data in Spain indicate that approximately 30% of those who complete a Higher Vocational Training Qualification are, indeed, university graduates.
- ***Recommendations:***
 Including the business world into the definition of curricula and postgraduate programs and in their updates.
 Encouraging work experience and the relationship with companies throughout the university training period.

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

- ***Recommendations:***
 Further research is necessary to track in which occasions students will follow courses, training programmes and even full degree programmes at level 5 (of the National Qualifications Framework), after completing a full degree programme at level 6 or after dropping out from a formal programme in higher education. In these situations, level 5 programmes should be offered in an apprenticeship format.



LEIDO / NETHERLANDS

➤ ***The issue outlined is practiced in your country/activity field/network:***

No, not the case yet

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

We have the idea that in our country this is not the case for students having level 6. They can get jobs, there is no problem for them. This has also to do with having a binary system: professional and academic universities...

There has not been a research for what the drop-outs in level 6 will do: having a level 5 programme or getting a job (and having vocational and professional certificates there...)

➤ ***Recommendations:***

The Associate degree, level 5, will have a status as stand-alone programme, with a formal degree from 2018 on (since 2006 this degree is part of HE, but first based on a pilot status, and since 2010 as 'short cycle within the bachelor programme). This means that the number of students for level 5 will grow. And in the coming years we can learn more about this theme, mentioned in the statement.

We will try to find a way with the group of Regional Associate Colleges to have a research on the enrollment of students, having already studied in HE.

We will promote to have a kind of 'apprenticeship' for students, having already a level 5 or level 6 diploma, or are dropping out from a level 6 programme after 2 or more years. This idea can be linked to the strategy for RACs, having a new form for such a very work-based learning pathway.

EUCEN / TURKEY

➤ ***The issue outlined is practiced in your country/activity field/network:***

This is practiced in my country.

➤ ***Recommendations:***

More research is needed. Especially qualitative or even better mixed-method research designs would be beneficial to understand the aspirations.



Statement 8

We need more attention for the role of Chambers of Commerce and Industry (and similar organisations) in being a 'linking pin' between companies looking for tailor-made training and the education providers of VET and HE. Examples from countries like Germany (which is doing well as economy, using a dual system in VET) and Spain (which is facing still a lot of problems, having the economic situation in mind) can be used as inspiration for similar countries.

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***In case not practiced , how do you deal with the problem issued by the statement:***
 Although Human Resources and the skills base for many micro, small and medium-sized companies are the most important factors for competitiveness and success, HR and skills development in many SMEs are not organized in a systematic way or with a medium or long-term approach.
 Most SMEs, and especially micro-enterprises, do not have departments of human resources or do not have sufficient structure.
 In these cases, the Chambers play an important role as a "facilitator" or external adviser of the companies on their training objectives
 The Chambers of Commerce, given their proximity to companies, detect their training needs through different means: through periodic surveys of training needs; through the different services they provide to companies; due to their permanent knowledge of the business reality, its environment, trends, new developments that may affect companies...
 The answer to these needs can be offered directly through the training courses that the Chambers develop (in this case, it is easy for the Chambers to be able to give a very agile and adjusted answer to the needs of the company) or facilitating the information of Other centers or entities providing such training.
- ***Recommendations:***
 Currently, the Spanish Chambers of Commerce are proposing a more active participation and collaboration in the framework of the Training System for Employment (one of the systems that integrate vocational training in Spain, linked to the Ministry of Employment and Social Security, and the Autonomous Communities). For example:
 - A permanent function of prospecting and detection of training needs whose results will be collected in an annual report and will be reflected in the multi-year strategic scenario that will be the reference of the programming of all the training that is imparted in the system.



The whole procedure has to be carried out, what will be the importance of these reports in order to schedule the calls and how will the evaluation be evaluated if the training meets the expectations of the companies in the different sectors.

These reports must be done with all rigor so that the courses offered really provide the training that companies need to increase their productivity. Here the Chambers could offer their independence, being one of their functions to look after the general interest.

- It is envisaged that questionnaires and interviews will be carried out with the participants in the training actions, annual monitoring plans by the Administrations and specific instruments to detect, avoid and sanction cases of non-compliance or infraction. This would require the involvement of independent agencies in order for the evaluation of the process to be efficient. Once again, the Chambers of Commerce could contribute their independence to help the Public Administrations to carry out the necessary follow-up.

- A commitment of permanent evaluation is introduced in all the phases of the training process and the performance of quality audits of the entities that impart the training.

The Chambers of Commerce could make such assessments with full guarantees

About Vocational Training, VET, the Chambers of Commerce have agreements with the competent Organisms. In the specific case of the Chamber of Commerce of Oviedo, through an agreement with the Ministry of Education and Culture of the Region, collaborates in the search of companies where students can carry out the Training in Work Centres Module, which is mandatory for the students, considering it necessary for them to achieve professional qualification.

The Chamber of Commerce of Oviedo also develops another program: "Stays in companies for teachers of Vocational Training" with the fundamental objective of intensifying the relationship between teachers and the world of work and business.

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

➤ **Recommendations:**

Acknowledgement of the role of Chambers of Commerce (and similar organisations) in necessary for being a 'linking pin' between companies looking for tailor-made training and education and providers of VET and HE.



LEIDO / NETHERLANDS

➤ ***The issue outlined is practiced in your country/activity field/network:***

No. In the Netherlands the Chambers are not involved in formal and non-formal education.

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

The Chambers play another role in our country. They have a register with all companies, big and small, and everyone can get information about them.

They are organizing trainings and courses, but only for members, about regulations, new developments, and more internal issues. Issues like: financing, starting a business, law, innovation...

And they are organizing events, for members.

➤ ***Recommendations:***

It is a pity, knowing that they have a lot of information, and that they have courses and events, that the Chambers are not involved in LLL and education. There is no money. And they think that companies have their own responsibilities for this. There are big organisations for private, non-formal educations and small one for training programmes and courses... and HRM managers know where to find them.

Maybe in the future we can use the events of the Chambers for dissemination of information... but we doubt it.

For VET we have a national organization, responsible for the formal qualifications. In HE the universities of applied sciences are doing this themselves, so how to deal with that? Perhaps in the next years apprenticeships will be a hot item, at levels 4 and 5. Maybe we need an organization for the exams? But there is also a discussion going on to have the NLQF under the ministry of education (it is still a private activity... funded by the ministry...) and also the National Coordination Point. If this will be regulated, in the law, it can be the case that the Dutch Accreditation Body can be involved, also for work-based learning and apprenticeships. But we fear that this will take some years... and a lot of energy and efforts... knowing the interests of HE-providers and the power of the national organisations for them...

BFI UPPER / AUSTRIA

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

In Austria the Role of Chambers of commerce (economy) is well defined. And in the frame of Social partnership also the role of the Chamber of Labour as well as those of the trade unions



PRYSMIAN GROUP / TURKEY

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

Although it is the local work of some chambers of commerce to determine sector needs for vocational training, no comprehensive analyzes have been carried out to reflect sector needs.

The Chambers of Commerce and Non-government organizations (NGOs) as well as the Vocational Training Institutions will be helpful in educating the appropriate students.

EUCEN / TURKEY

➤ ***The issue outlined is practiced in your country/activity field/network:***

In our country these are among the roles of the Union of Chambers

➤ ***Recommendations:***

It is definitely beneficial to stress the role of such organizations and make these roles visible to strengthen the status of these organizations.



Statement 9

Social partners, involved in the development of the European Qualifications Framework for Lifelong Learning (EQF for LLL) and in its European Advisory Board with representatives of all member states, need to have a formal link with an international platform for representatives of international networks (associations) responsible for international certificates (based on international qualifications).

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

➤ **Recommendations:**

Social partners involved in the development of the European Qualifications Framework and in its Advisory Board for this instrument should have a formal link with an international platform. This platform should be composed of representatives of international networks (associations) responsible for running international qualifications, issuing international diplomas and certificates.

LEIDO / NETHERLANDS

➤ **The issue outlined is practiced in your country/activity field/network:**

No, this is not the case in the Netherlands

➤ **In case not practiced , how do you deal with the problem issued by the statement:**

In the Advisory Board of the EQF we have only a representative of the Ministry of Education – so for formal education. In the Board there are representatives of employers' organisations, big companies and also SMEs.

➤ **Recommendations:**

The question is whether those employers' associations are interested in international qualifications. Or whether to have contacts with providers of them.

This Spring the European Commission decided to have more attention for the EQF, for all sectors – looking at the quality of the providers. One of the ideas is to have more attention for international qualifications, having one procedure to link them to the NQFs (and the EQF).

We think that international providers' association needs to have their own European Platform – if there is not yet such a Platform. Those providers can have national sub-platforms, having national representatives of the international association as members. That national sub-platform can have a regular meeting with the ministry, responsible for the NQF.



And then this European Platform can have a seat in the Advisory Board of the EQF – maybe as an observer.

BFI UPPER / AUSTRIA

- ***In case not practiced , how do you deal with the problem issued by the statement:***
In Austria Social partner are completely involved in the process

Statement 10

There is a need for a link between the European Standards and Guidelines for Higher Education and widely accepted standards for the quality assurance in the world of work, controlled by other non-state organizations (national and international).

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***Recommendations:***
Involving the business world in the necessary reform processes for the simplification of NQF.
Recognizing a greater role of the companies in the definition of both, formal VET degrees and certificates of professionalism.
Involving entrepreneurs in a regular assessment system of NQF operation.

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

- ***Recommendations:***
There is a need for a link between the European Standards and Guidelines for Higher Education and the widely accepted standards for the quality assurance in the world of work, which are managed by other non-state organisations (national and international)

LEIDO / NETHERLANDS

- ***The issue outlined is practiced in your country/activity field/network:***
No. this is not the case here
- ***In case not practiced , how do you deal with the problem issued by the statement:***



The private providers of HE were in favour of ISO, NEN and other systems for non-formal qualifications – before the introduction of the NLQF in 2011.

➤ **Recommendations:**

The European Standards and Guidelines (ESGs) for the HE Area are developed by the associations and organisations, involved in the Bologna Process (EHEA). They are used in the Netherlands for the Dutch Accreditation Body (NVAO).

There is a discussion about having the NLQF and the NCP for linking non-formal qualifications to the NLQF under the same roof as the NVAO. If that is the case, it will be possible to use the international standards for the QA in the world of work for next versions (update) of the ESGs.

At the European level the Bologna Follow-Up Group (BFUG) is responsible for the procedures in the EHEA. It will be difficult to have influence on them. It can be done by the national accreditation bodies – so, indirectly.

PRYSMIAN GROUP / TURKEY

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

The higher education institution has studies on quality assurance in higher education. However, the compatibility of quality requirements for higher education with ISO-TSE like standards is not properly considered by us.



Statement 11

There is a need for a European Qualifications Framework for Non-Formal Qualifications (EQF-NF), with descriptors based on standards that are used by 'the world of work', like ISO and NEN – and with a 'conversion table' to be used for this EQF-NF and the EQF for LLL.

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***In case not practiced , how do you deal with the problem issued by the statement:***
The current management of formal vocational training is strongly linked to the National Qualifications System, but its implementation has produced such bureaucratic complexity that it has become a highly complex, heavy, slow and dispersed system. And this generates inability to respond quickly to the rapid changes that are occurring at companies.
- ***Recommendations:***
Streamlining the process of updating the map of qualifications, vocational diplomas and certificates of professionalism so that they constitute a realistic offer regarding the needs of the companies. Promoting the coordination of the current decentralized VET system, establishing a single administrative unit that will ensure the adoption of common criteria, and will streamline administrative, management and funding actions for all training (both formal and employment training).

EWF (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

- ***Recommendations:***
There is a need for a European Qualifications Framework for Non-Formal Qualifications, with descriptors based on standards that are used by 'the world of work', like ISO and CEN – with a 'conversion table' of this EQF for Non-Formal Qualifications with the EQF for Lifelong Learning

LEIDO / NETHERLANDS

- ***The issue outlined is practiced in your country/activity field/network:***
Yes, in the Netherlands it is possible to link non-formal qualifications to the NLQF, using the NCP for that.
The NLQF contains also the levels for HE



➤ **Recommendations:**

Non-formal qualifications are linked to the NLQF by using the Dutch descriptors, based on the European descriptors for LLL (the EQF). This means that descriptors are still based in the education system, thinking in terms of education.

We think that it will be interesting to compare the systems in the world of work, using descriptors for ISO, NEN and so on, with the NLQF descriptors. They are formulated in terms, recognized by employers and companies.

If this process shows that there are significant differences between the set of descriptors, it would be a good idea to have a parallel framework for certificates (qualifications) that are recognized by external national and international organisations and are based on international quality assurance systems. Those qualifications need a certain status in the sectors of the world of work.

Of course we have to think about avoiding confusion, having two parallel systems, frameworks. Looking at the Netherland it would a possibility to convince the employers' organisations (national and sectoral) to use a national framework. The current NLQF is not really supported by them, knowing that this instrument is mend for providers of formal education.

And... maybe in 10 years, we can mix the two frameworks... being more accepted.

BFI UPPER / AUSTRIA

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

Attempts on that issue are already existing

PRYSMIAN GROUP / TURKEY

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

It is true that an instrument based on EQF is needed to define the acquired competencies through informal learning, but it is not appropriate to base it on ISO and TSE like standards



Statement 12

Experiences and good practices of adult learners in formal and non-formal programmes on level 5 (offered by institutions that are selected by companies) must be used for developing in the next years new and creative arrangements, to have more flexible work-based learning pathways starting from level 4. This can help to raise the status of Higher VET at level 5, if adult learners want to get a qualification at a higher level. It can also represent a choice for youngsters for a more attractive HVET programme, next to a study in Higher Education.

EFWF (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

➤ **Recommendations:**

The experiences of adult learners attending programmes (formal and non-formal) at level 5, delivered by institutions selected by companies should be uptake for new arrangements. These cases would enable to boost flexible work-based learning pathways

LEIDO / NETHERLANDS

➤ **The issue outlined is practiced in your country/activity field/network:**

No, this is not the case

➤ **In case not practiced , how do you deal with the problem issued by the statement:**

In the Netherlands we don't have Higher VET.

➤ **Recommendations:**

We must focus on the involvement of VET providers in Regional Associate Colleges, offering level 5 programmes.

We can try to have more research in the next years on the experiences of adult learners, in getting a level 5 degree, also using certificates for exemptions for those programmes. Perhaps it will be possible to convince the employers to have more involvement in RACs if their employees are successful in getting diplomas at level 5.

BFI UPPER / AUSTRIA

➤ **In case not practiced , how do you deal with the problem issued by the statement:**

"Due to the development stage of the Austrian NQF, it is unclear whether any qualifications from outside the formal system will be allocated to NQF level 5. However, there are discussions focusing on specific qualifications acquired in non-formal



contexts.” (s. Cedefop.WORKING PAPER No 23 “Qualifications at level 5: progressing in a career or to higher education” 2014). Idem p.. 52

PRYSMIAN GROUP / TURKEY

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

In the current situation, the recognition and documentation of knowledge, skills and competences gained through Level 5 formal or informal means can also be achieved by the examination and certification bodies authorized by the Vocational Qualification Institution (VQI)

However, it will be beneficial for the educational programs to be given by organized education institutions other than higher education institutions in order to provide education programs corresponding to 5th level vocational education.

➤ ***Recommendations:***

The most important issue to be addressed in documenting competences gained through formal or informal means is the integrity of the program among educational institutions. In this way, individuals will have the chance to accumulate the knowledge, skills and competences they acquire from different paths in the same system and reach the certificate.



Statement 13

Within or after this project we have to pay attention to formulate essential issues if it is about giving Higher VET a better status for all stakeholders – next to Short Cycle HE. This is necessary knowing that a lot of adult learners want to get a well recognized qualification at a higher level and it will make the choice for HVET more attractive for youngsters, being a qualification similar to SCHE.

OVIEDO CHAMBER OF COMMERCE / SPAIN

➤ **Recommendations:**

- Promoting excellence in both, HE and VET.
- Boosting the integration of the network of VET centres.
- Fostering dual VET models adapted to the features of the Spanish production system.
- Establishing a national comprehensive information and guidance program.
- Improving the management of formal vocational training.

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

➤ **Recommendations:**

- Higher VET should either enable adult learners to get a qualification at a higher level as well as to make it a more attractive choice for youngsters

LEIDO / NETHERLANDS

➤ **The issue outlined is practiced in your country/activity field/network:**

No. Higher VET is not yet an issue in the Netherlands

➤ **In case not practiced , how do you deal with the problem issued by the statement:**

The Dutch Association for VET providers is not interested in HVET. Till 2005 there was VET+, but in 2006 the level 5 (Associate degree) was introduced in HE.

➤ **Recommendations:**

It would be good to have an international platform for ministries (next to the conferences for HE and VET...), to talk about level 5: HVET and SCHE. It can be interesting to have both types in the national system. But of course with their own target groups and formats (VET more dual...). This means that instruments can be compared, knowing how to deal with level 5.

**PRYSMIAN GROUP / TURKEY**

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

The first step towards making vocational training attractive to young people is the implementation of incentive mechanisms that enhance and facilitate the employment of graduates of vocational training programs. In addition, the optimization of educational qualities of VET should reduce the number of VET if necessary. Thus, VET will be more effective. young people will increase their demand for these educational institutions.

➤ ***Recommendations:***

In vocational education, the main objective should be to increase the quality of education and fulfill the quality assurance requirements so that graduates can work in better jobs and higher salary. The implementation of increased employment incentives for young people with vocational training will also be effective.



Statement 14

Every country needs a national system, having big companies paying a specific levy (taxes) for the funding of apprenticeships in their own organisations but also for having a budget for small and medium-sized enterprises (SMEs) accepting apprentices. The government should be 'the broker' in this system, paying for some other 'out-of-pocket' costs for those SMEs.

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***In case not practiced , how do you deal with the problem issued by the statement:***
 SMEs are facing external and internal barriers and obstacles with regard to improving their skills base. There are also financial and organizational barriers. It is more difficult for micro businesses and small companies to find the financial resources needed to offer training to their employees. Nor do they have the means to send their experienced staff and workers on longer training courses. Training programmes and methods available on the market are too often unsuited to the size and needs of this type of company. Training for Employment System in Spain, linked to the Ministry of Employment and Social Security, and the Autonomous Communities:
 Programmed training for companies and their employees. To this end, financial assistance is available which is provided through credits against Social Security contributions. Training offered by the competent administrations for employed and unemployed workers. This will be funded through grants.

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

- ***Recommendations:***
 Every country needs a national system, in which big companies pay a specific levy (taxes) either for the funding of apprenticeships in their own organisations but also for the funding of apprenticeships at small and medium-sized enterprises (SMEs). The government is "the broker" in this system paying for some other costs of those SMEs.



LEIDO / NETHERLANDS

➤ ***The issue outlined is practiced in your country/activity field/network:***

No, not the case here, having such a levy-system

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

The situation that we have in VET two types of learning pathways:

- full time, including an internship
- working, based on a contract, having school 1 day per week

They are using the same qualifications, but of course the target groups are different.

The government is funding the full-time programme, and part of the work-based learning path.

You can the 'working' path a sort of apprenticeships.

But in HE we don't have such a work-based learning pathway. Dual education is: being a student and a contract with a company to learn on the workplace.

➤ ***Recommendations:***

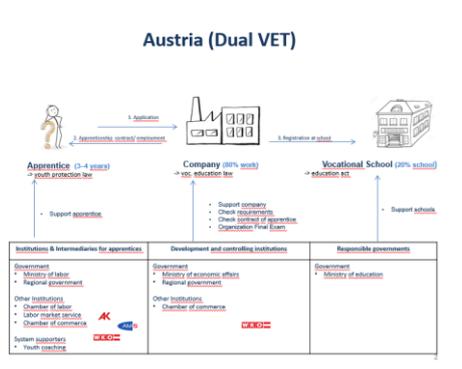
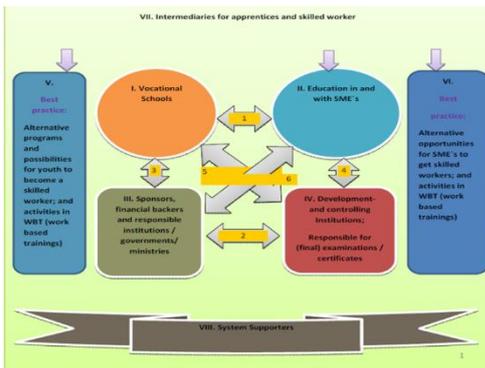
There is a need for a broad discussion about having also an appren-ticeship in HE, like we have in VET. But that will be e real challenge... The Polytechnics are not willing to share their responsibility with companies... and using a levy, paid by companies. Reason: everything is still OK, with the economy, with jobs... but the future for youngsters is not always 'gold'.

We have a social loan-system since 3 years. We think that the effects of this system will lead in 5 years to more attention for apprenticeships. Leido will take the lead for the discussions.



BFI UPPER / AUSTRIA

➤ **In case not practiced , how do you deal with the problem issued by the statement:**



Apprentices

- About 200 Job profiles (10 relevant)
- Apprenticeship contract (duties & rights of the apprentice)
 - Duties: Fulltime, Obligation to attend vocational school
 - Rights: Youth protection law (working hours)
- Apprentice's wages: 1st year: ~ 500 – 900 (depends on job profession)
- Duration: 3 – 4 years
- Exams: Positive school certificate & Final apprenticeship examination (chamber of commerce)
- Benefits for the apprentice:
 - Qualification/Certificate
 - Better chances at the labor market
 - Money

Institutions & Intermediaries for apprentices	
Government	Ministry of labor, Regional government
Other institutions	Chamber of labor, Labor market service, Chamber of commerce
System supporters	AK, OGB, Youth training

Company

- Vocational Education Law
- Preconditions: Check of equipment, n company trainer (with certificate)
- Contract: Duties & rights of the company
 - Duties: Obligation to train the apprentice according to a plan
 - Rights: End the contract within first 3 months (later very difficult)
- Trainer: train according to a plan
- No Mid-term exam (different to Germany)
- Final Apprenticeship examination (theoretical & practical knowl.)
 - Registration to final exam: apprentice himself (different to Germany -> trainer)
- No control / quality check during apprenticeship (different to Germany)
- Payment of apprenticeship salary

Vocational School

- Education act
- Curriculum for each job profile
- Apprentice: obligation to attend school
- Presence: 20% (8 weeks per year)
- Schools distributed in whole region
 - Several professions in one VET school
- Teachers' requirements: pedagogical education
- Education: Specific & general knowledge
 - Additional practical training at school workshop (i.e. hair dresser – salon)
- Exam: Positive final school certificate (3rd year)
- Schools are financed by the government
- Role of the company: registration at school (necessary: contract)



Stakeholders and their responsibilities

	Apprentice	Company	School
Government	Youth protection act (Ministry of labor)	Vocational education law (Ministry of Economic affairs)	Education act (obligation to attend school) (Ministry of education)
Chamber of commerce	Final Exam	Support company (Check requirements, Check contract of apprenticeship, Organization Final Exam)	
Chamber of work	Working conditions and contract	Check requirements	
Labor market service	Help to find an apprenticeship place	Help the companies to find an apprentice	

Finance Who pays what?

Apprentice	Company	School
No costs for the apprentice Except boarding school: ~ 800 €	Company pays apprentice's wages 1. Year: ~ 500 € - 900 € 2. Year: ~ 600 € - 1300 € 3. Year: ~ 800 € - 1800 € 4. Year: ~ 800 € - 2000 € Company gets financial sponsorship by chamber of work and labor market service (i.e. for apprenticeship with handicap)	Schools are financed by the government.



PRYSMIAN GROUP / TURKEY

➤ ***The issue outlined is practiced in your country/activity field/network:***

Yes or No

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

An additional taxation for apprenticeship organizations is not considered appropriate by us. In this area a structure should be implemented in which public funding is essential. As a matter of fact, in the current practice, businesses are obliged to employ young people who receive training in apprenticeship for educational purposes in accordance with the principles set forth in the legislation, to pay wages during this period, to form an education unit for apprenticeship training and to employ trainers. It should also be taken into account that these practices are indirect taxation and have an additional cost to businesses.

➤ ***Recommendations:***

The state, non-governmental organizations, trade unions, large companies should support the organizations that will be prepared for the development and attractiveness of both apprenticeship and vocational education. The important problems of the industry in recent days is the quality of the staff.

EUCEN / TURKEY

➤ ***The issue outlined is practiced in your country/activity field/network:***

We have such a system to a certain extend.

➤ ***Recommendations:***

Each country would find a system that suits with their laws and regulations.



Statement 15

LLL Universities can take the lead in the (international) discussion about the role of level 5 qualifications (the European Level 5 Area) in up-skilling workers with a VET back-ground and in opening possibilities to get a formal degree at level 6.

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***In case not practiced , how do you deal with the problem issued by the statement:***
LLL is considered a very important tool for the adaptation of workers to the changing circumstances in the labour market. It involves a move from supply-side policies towards demand-driven policies. It reinforces the significance of effective teaching methodologies.
So far, the perception is a poor use of the LLL

- ***Recommendations:***
Promoting procedures for the recognition and accreditation of skills acquired through professional experience where the need for a professionally qualified workforce is detected.

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

- ***Recommendations:***
Lifelong Learning (LLL) Universities can take the lead in the (international) discussion about the role of level 5 qualifications (the European Level 5 Area) in up-skilling workers with a VET background and even possibilities to get a formal degree at level 6.

LEIDO / NETHERLANDS

- ***The issue outlined is practiced in your country/activity field/network:***
Not in the Netherlands, yet...
- ***In case not practiced , how do you deal with the problem issued by the statement:***
The Polytechnics in the Netherlands are in an official way not involved in offering certificates for workers. That is a private activity, for private Polytechnics (they can offer formal and non-formal qualifications, non-funded by the state).



➤ **Recommendations:**

In the Netherlands the use of non-formal qualifications for exemptions for formal studies is difficult. Recognition of prior learning has failed, meaning that the national strategy, formulated 8 years ago, was to have more LLL Polytechnics involved failed. That is because of: costs, quality assurance... and trust in what is offered in the world of work by having certificates... Those certificates are based on programmes that are filled in by companies. And unfortunately the sector for Professional Higher Education is not willing to collaborate with employers' organisations... and to take those 'professional certificates' serious.

The idea is to use the Regional Associate Colleges for having a now start for discussions... for level 5. And then a transfer to level 6 will be possible...

PRYSMIAN GROUP / TURKEY

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

Persons with professional knowledge and competencies at Level 5 may continue their education at the Lifelong Learning Centers affiliated to universities and be qualified as level 6 staff members, which can be evaluated in terms of increasing the quality of the labor market. However, in the case of almost anyone who has a 5th level vocational education, the quality assurance of the education system and supply / demand balance in the labor market may be at risk if the university graduation path is opened

➤ **Recommendations:**

On the limited scale, the 6th level training path may be opened for the best vocational trainees, but it is important to establish a balanced structure between labor market and trained staff supply.



Statement 16

If LLL Universities are working together with Business Academies, we need to carry out research on the criteria for this cooperation and the success factors. The outcomes of the research can be discussed with social national and international partners.

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***In case not practiced , how do you deal with the problem issued by the statement:***
Comment is same to statement 15
- ***Recommendations:***
Comment is same to statement 15

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

- ***Recommendations:***
If LLL Universities are working together with Business Academies, research on the criteria for the cooperation and the success factors is necessary. The outcomes of the research can be discussed with organizations for the social partners, national and international

LEIDO / NETHERLANDS

- ***The issue outlined is practiced in your country/activity field/network:***
No. Research Universities are not involved in what we call LLL. That's is because of the binary system here.
- ***In case not practiced , how do you deal with the problem issued by the statement:***
We have Universities of Applied Sciences (Polytechnics). But the strategy for LLL-arrangements are in general not strong, just incidental.
Behind the scenes the public-financed are involved in private activities. We have also private Polytechnics...
It will be so that some Polytechnics are cooperating with Business Academies, but there is no information about the structure.
- ***Recommendations:***
We think that in the Netherlands it will be interesting to start the discus-ion about this, using the Regional Associate Colleges. There will be more of them in the coming years,



and they are having the focus on the labour market and the companies in the region. They can find out where the Business Academies are and to ask them for collaboration. In a few years the outcomes of such a research can be used for the social partners to talk about education of adult learners, employees and other target groups. Then we can look at more possibilities to combine formal and non-formal learning.

BFI UPPER / AUSTRIA

- ***In case not practiced , how do you deal with the problem issued by the statement:***
Unclear. Role of Business-academies. Business academies are either part of the school system or training institutions of the social partnership or private ones

PRYSMIAN GROUP / TURKEY

- ***The issue outlined is practiced in your country/activity field/network:***
It would be useful to conduct a research on cooperation and success criteria between universities' continuing education centers and business academies.



Statement 17

‘Academisation’ can currently be observed insofar as the statistical numbers of graduates are clearly growing in the higher education programmes. If the development continues in this direction, vocational training and the dual system of education will disappear or become insignificant. Vocational education must be a fully-fledged system, recognized as an educational phase of equal status. If the ‘final qualifications’ could be only provided by HE institutions, vocational education would be degraded.

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***In case not practiced , how do you deal with the problem issued by the statement:***
When analysing the most effective models of VET in providing employers with adequately skilled labour, increasing employability and reducing unemployment rates, it is revealed that the most effective response comes from school-business models (in contrast to the models that are preferentially school-centred).
And the business sector sees in Dual VET as a key tool, although it is considered that there is a notable delay in the conception and implementation of Dual VET models in Spain.
- ***Recommendations:***
Establishing "work-based learning" programs is one of the elements common to all successful experiences in the transition from training to employment. Entrepreneurs deem it essential to coordinate all efforts in the development of Dual VET. It is a priority:
 - to promote the Dual VET models, adapted to the diverse features of the production system.
 - to conceive and apply, from the business organizations in the different sector areas, support mechanisms for a greater involvement of companies, particularly SMEs.
 - that Public Administrations provide incentives to companies and organizations
 Spanish Chambers of Commerce have also developed projects in the field of Dual Vocational Training. In this area, the Chambers will immediately implement a Dual Professional Training Program in the Company with the objective of strengthening the quality and extension of the Dual Vocational Training system in Spain through the promotion, advice and support of the Participating companies.



EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

➤ **Recommendations:**

Academisation can currently be observed insofar as the statistical numbers of graduates are clearly growing in the higher education programmes. If the development continues in this direction, vocational training and the dual system of education will disappear in insignificance. Vocational education must be a fully-fledged system, recognized as an educational phase of equal status. If the “final qualifications” could be only provided by HE institutions, vocational education would be degraded.

LEIDO / NETHERLANDS

➤ **The issue outlined is practiced in your country/activity field/network:**

Yes, academization has been happening in the binary system, since the start of the Bologna Process. The Professional HE (HPE) sector (Polytechnics, Universities of Applied Sciences) are still trying to be more academic – having more research... and so on... trying to have the same status as the ‘old’ universities

➤ **In case not practiced , how do you deal with the problem issued by the statement:**

The connection between VET and HPE is weak. In the regional setting there is a lot of attention for the permeability between VET and HPE. At the national level it is more difficult. The ministry of education is not able to ‘bridge’ the sectors, to bring them together, to have a joint taskforce...HPE is not willing to talk about this, at the national level, to have a strategy.

The government accepts a drop-out rate in HPE for VET-students that is really high. Of course the ministry is trying to push the HPE providers to find solutions, having projects – but it is still not OK...

Yet, VET students want to go to HPE... hoping that they will do better...

➤ **Recommendations:**

The hope of having a better status for VET is to have more Regional Associate Colleges in the Netherlands. The implementation of Higher VET will not be possible.

Within the RACs it must be possible to offer variations of the formal Associate degree:

- In line with VET4

- apprenticeships at level 5

In both VET providers are involved.

If the VET students will perform better in those formal qualifications, the status of VET will be better... But it will take a few years...

**PRYSMIAN GROUP / TURKEY**

➤ ***In case not practiced , how do you deal with the problem issued by the statement:***

It is true that in our country, the number of higher education graduates is increasing and the interest in vocational education is decreasing. At present there is a higher education graduate on the employment claim, but it is difficult to find qualified professionals for jobs that are open for employment. Unfortunately, the vocational education system has become unimportant today, which has led to the closure of many professions. Those who are not closed have a hard time finding students.

➤ **Recommendations:**

This idea negatively affects the system. Regulation and the relations between the vocational high schools and the university graduates should be examined in detail.

Instead of the number of vocational high schools, content should be developed, technology sub-structures should be updated, teachers should be provided with these technological adaptations.

Vocational high schools need to have basic level profession knowledge for business life. They must graduate as qualified people who know the basic information, not the little or not.



Statement 18

VET providers have to develop programs (VET5) and must give VET students/apprentices the right tools more precisely attuned to job market demands. Higher-level VET qualifications refer to highly skilled workers, but this does not mean necessarily that those skills can be obtained only by higher education institutes/degrees.

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***In case not practiced , how do you deal with the problem issued by the statement:***
Comment is same to statement 17
- ***Recommendations:***
Comment is same to statement 17

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

- ***Recommendations:***
VET providers should develop programs (VET5) and give VET students/apprentices the right tools more precisely attuned to job market demands. Higher-level VET qualifications refer to highly skilled workers, but this does not mean necessarily that those skills can be obtained only by Higher Education institutions/degrees.

LEIDO / NETHERLANDS

- ***The issue outlined is practiced in your country/activity field/network:***
No, the discussion has not started yet...
- ***In case not practiced , how do you deal with the problem issued by the statement:***
We have in the Netherlands just SCHE and no Higher VET. The discussion about HVET stopped in 2006, after the introduction of the Associate degree at level 5.
- ***Recommendations:***
As Leido we have started in 2013 a new discussion about have degrees at level 5, offered by VET providers. It will not be a degree but a diploma. It will be based on work-based learning, being apprentice-ships. We need the support of the employers' organisations, but unfortunately they are busy with other issues. And LLL is still: getting non-formal certificates for those people, working at level 5 in a job.
We will try to do our best to convince the stakeholders...



PRYSMIAN GROUP / TURKEY

- ***The issue outlined is practiced in your country/activity field/network:***
Vocational High school can switch to the modular system. Schools are able to open the area they need locally and choose the module they want.
- ***In case not practiced , how do you deal with the problem issued by the statement:***
Rather than developing vocational high schools' own training programs, it is estimated that they should be in a structure that follows national vocational qualifications and that maximum dialogue with the labor market is more appropriate. The preparation of vocational high schools' own programs is not regarded as a plus in itself, but the main criterion is what these programs will refer to. At this point, the basic reference is seen as national qualifications, and attention should be paid to the fact that the work to be done does not adversely affect the uniformity in national education.
- ***Recommendations:***
However, according to market needs, informal trainings can be arranged for the specific needs of companies using the facilities of business academies and vocational high schools.

EUCEN / TURKEY

- ***In case not practiced , how do you deal with the problem issued by the statement:***
In my country there are some implementation of active labor market policies. Also some research is conducted to find the supply and demand for skills and plan accordingly. But more is needed to achieve a balance.
- ***Recommendations:***
One threat here might be too much focusing on job market-driven programs. The needs of the job market is undeniably important but making VET and especially HE programs compatible with the demands of job-market would raise many issues, problems, and concerns. There should be a balance.



Statement 19

To avoid the competition between the two sectors VET and HE, as well as duplication and wasted resources, it is necessary to redefine roles, identities and areas. For instance, it will be necessary to look at similar credit systems like ECTS and ECVET, knowing that at the moment in most countries these systems are not fully compatible, meaning that credits cannot be cumulated from VET to HE.

OVIEDO CHAMBER OF COMMERCE / SPAIN

- ***In case not practiced , how do you deal with the problem issued by the statement:***
Comment is same to statement 17
- ***Recommendations:***
Comment is same to statement 17

EFW (EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING) / PORTUGAL

- ***Recommendations:***
To avoid the competition between the two systems, duplication and wasted resources, redefining of roles, identities and areas is necessary. The two systems, European Credits Transfer System (HE) and the European Credits System for Vocational Education and Training are not compatible and cannot be cumulated

LEIDO / NETHERLANDS

- ***The issue outlined is practiced in your country/activity field/network:***
No. There is no real good structure if it is about adjusting instruments
- ***In case not practiced , how do you deal with the problem issued by the statement:***
As Leido and our partners are trying to press the government to take the lead in those developments. Unfortunately the departments for VET and HE of the ministry of education are not really trying to cooperate, having their own interests and possibilities.
ECVET is a non-issue.
QA is also not discussed.
Permeability is a regional issue. No national strategy.
- ***Recommendations:***
The sectors VET and HE are very different organized, having a different status. There is no mechanism at the national level for bringing them together, having a binary HE-system, with Polytechnics for Professional HE. PHE has also enrollment from general education, and that is more important, they think.



Maybe the development of Regional Associate Colleges for level 5 will bring VET and HE together. But if that will lead to have more collaboration concerning instrument, that's the question.

We can focus on the regional developments. But then the ministry has to keep an eye on the national issues. Fingers crossed.

PRYSMIAN GROUP / TURKEY

➤ ***The issue outlined is practiced in your country/activity field/network:***

It would be beneficial for vocational schools and vocational colleges to have integrity in their education programs. Thus, the exemption from the Vocational Courses, which are the same qualifications as the ones that the students receive in their vocational high schools, will make the system more effective.



WP4 SHORT SUMMARY REPORT

Stakeholders' engagement is critical to the policy changes. Their diverse experiences, requirements, knowledge and opinions about the theme of the project deliver strong outcomes, ideas for mutual benefits and can ensure mainstreaming and sustainability of reforms. The project aims in that way at strengthening the connection between policymakers and practitioners, and businesses and members of an educational community.

In this workpackage we dealt with a better awareness of issues, that can be properly addressed for a more shared responsibility. They can also contribute to a better decision-making about them, on the local and the national level. That is important for establishing long-term and trusting relationships between stakeholders of a range of processes. Policies and procedures that are part of them reflect the essence of partnerships and the collaboration between stakeholders for shared decision making.

Main findings/recommendations

- ✓ Close cooperation between companies and educational institutions

An important aspect that reflects one of the basic deficits, is the gap between the training programmes, offered in formal education) and what is needed for employment - meaning a clear shortage of skills and qualifications of interest for the labour market at a certain moment and on the short term. Besides this the training system is mostly not providing agile and well-oriented responses to the changes that are occurring in the labour market, to make individuals employable for the near future. Also promoting procedures for the recognition and accreditation of skills acquired through professional experience are necessary, to be combined with training, courses and other programmes in formal (diplomas) and non-formal (certificates) education.

- ✓ Educational issues are mostly transversal and in charge and under control of several Ministries.

It will be absolutely necessary to have a national platform for LLL in each country,. Besides LLL experts and members of organisations that are involved in LLL developments such a platform must have representatives of all ministries on board. That is necessary for discussing topics like making flexible learning pathways possible and the use of recognition of diplomas and certificates outside the formal system, ,and for a clear involvement of the national business organizations. A general European directive on how to recognize competences acquired from all types of learning and training is



needed, using a format with some standards and guidelines, being helpful for businesses and institutions.

- ✓ Involving the business world in the necessary reform processes for the further implementation of a NQF, based on the use of it by companies:

NQFs are mostly driven by governments and the decision-making role of employers and, in particular, trade unions in making the role of such a NQF more relevant for strategies related to work-based learning, is often weak. At this moment, in a lot of countries, the sectors for formal vocational and professional training are strongly linked to the National Qualifications Framework and underlying systems, but its implementation has produced also such a bureaucratic complexity that it has become highly complex, heavy and, slow to use it also for more non-formal qualifications within a too dispersed system. This generates inability to respond quickly to the rapid changes that are occurring at companies, to provide more tailor-made work-based learning.

A recommendation is to streamline the process of updating the 'port-folio' of qualifications, vocational diplomas and certificates of professionalism so that they constitute a realistic offer regarding the needs of the companies; establishing a single administrative unit that will ensure the adoption of common criteria, and will streamline administrative, management and funding actions for all training (both formal and employment training).

- ✓ It is seen as one of the important issues, for some VET qualifications that required competences are integrated in the programme.

It will be useful to increase the provision of general and effective certification programs, also to be seen as 'good examples' for formal qualifications, as a check for the relevance of competences. However, it would be inefficient to include in all situations formal training for very specific processes. It is important to know that strong business-related certificates that are important for jobs, looking at the work-place, are in general offered by private institutions. This means that the government is not controlling them, but there can be other systems for the guarantee of the level and the relevance of the content. Those systems can be linked to the way the NQF is used.

- ✓ Diplomas / certificates and professional qualification documents in the formal education system are generally valid in other European countries, but there is no general information about which standards and which certifications will be used in informal trainings. Also, we recommend a coordinated research in Europe (maybe it has already done so, for some of the aspects, but we are not aware of this) about this statement.



- ✓ When it comes to the competences needed for the labour market, now and in the near future, education and vocational training are of key importance for individuals and businesses.
- ✓ In formal VET there are not always non-formal certificates embedded. Some countries have electives (modules, minors, short training sessions) in their level 4 programmes. In that cases the world of work (companies) are very strong involved in developing such parts of a programme. We can say that this electives can also be based on or lead to such certificates. The advantage of this that exams are taken by the VET providers, not an external organization – having of course a good cooperation between the formal institutions and the private market.
- ✓ It will be good to consider the needs and expectations of the world of work in the creation of training programs. It would be beneficial to include managerial skills and personal development training to make them more effectively.
- ✓ In many countries, different ministries are involved. Common issues of ministries can be used for establishing an "educational pact", to combine their work and efforts. The people participating in this pact should be amongst other experts the decision makers and administrators at high levels who are experienced, highly informed and knowledgeable on the issues to be discussed.

It would be useful to establish a separate ministry for LLL, which is associated with these issues. If this is not possible it can be interesting to have a LLL directorate in one of the ministry, responsible for working together with similar departments of the other ministries.

- ✓ The main issue is lacking the skills and competences of interest to the labour market. This mismatch concerns both, the educational system and the productive system. But the training system is not always in the right way providing agile and well-oriented responses to the changes that are occurring in the labour market. This, in turn, widens the gap between training and employment.

For that reason, Business Academies can cooperate with providers of VET and HE, making a contribution to the formal programme. Next to that Business Academies can offer non-formal qualifications, to be linked to the national framework. Those study programmes may need to be supervised by an authority that is also working together with the organisations that are responsible for the quality in VET and HE on behalf of the government.

On the other hand, vocational training is more difficult and costly than other training programmes. It is often not possible for vocational education institutions to capture a market like there is for technology. But in order to survive in a competitive environment,



businesses have to adapt the innovations required for the production environments, to keep them up-to-date. It would be more efficient for vocational training programmes to be given in the business academies that the firms set up in their organizations, where possible and relevant. Research for having the best balance in the provision of programmes, on the short and longer term relevant for companies, is needed.

- ✓ Although human resources management and the skills base for many micro, small and medium-sized companies are the most important factors for competitiveness and success, HRM and skills development are in many SMEs not organized in a systematic way - also not with a medium or long-term approach.

Chambers of Commerce and Industry are constantly communicating with these micro, small and medium-sized companies, forming a huge part of the world of work. For this reason, they may have an effect in determining the important requirements of the companies.

However, acting as a bridging organisation between educational institutions and companies will help the system work more efficiently.

In this way, the Chambers of Commerce and Industry, other Non-Governmental Organizations (NGOs) and Vocational Education Institutions will help to educate eligible students

- ✓ People must be able to switch in the formal sector from level 4 to level 5 with other courses they have taken, also if they are non-formal and in a strong way business-orientated. This authorization should be given not only by the higher education institution but also supported by other authorized institutions to make this possible. An appropriate system can be arranged.
- ✓ Adding SMEs and large firms with additional tax, the improvement part of the system does not seem very viable. Even in the present case, SMEs are facing financial and organizational barriers. It is more difficult for micro businesses and small companies to find the financial resources needed to offer training to their employees. At the same time, trainees are provided with additional facilities (salary, training facilities, trainer etc) for the internship. These applications bring additional costs to the firm. The government has to look at solutions for this, having the economic situation and personal welfare of companies resp. Individuals in mind.
- ✓ LLL is considered a very important tool for the adaptation of workers to changing circumstances in the labour market. Promoting more and even better and effective procedures for the recognition and accreditation of skills acquired through professional experience, is necessary. It offers also the possibility to detect the need for a professionally qualified workforce.



On the other hand, those certificates for the outcomes of such procedures are mostly based on programmes that are filled in by companies. For that reason it can be so that - unfortunately - the sector for Professional Higher Education is not always willing to collaborate with employers' organisation - taking take those 'professional certificates' serious. There will be a task for the national accreditation body to look for criteria to make this collaboration more obligatory.

One of the ideas is to use institutions for level 5 like Regional Associate Colleges (Community Colleges, European style) and similar providers for having a now start for discussions. If it can be done for qualifications at level 5, a transfer to level 6 will be possible.

- ✓ When analysing the most effective models of VET in providing employers with adequately skilled labour, increasing employability and reducing unemployment rates, it is revealed that the most effective response comes from school-business models (in contrast to the models that are preferentially school-centred).

The relationship between VET and the world of work needs to be increased. Thus, according to the needs of the labor market, they will be able to make improvements in their own structures. Although not so much, modular topics can be added into the education system, sometimes according to the requirements of the labor market.

Thus, the efficiency of VET increases further.

It would be beneficial to make the relationship between HE and VET more effective.

According to the present situation, this relationship has a real potential for improvement.

The education systems for VET and HE are very different organized, having a different status. This makes it difficult for VET courses to be validated in the HE sector, but looking for the most optimal use of them can be helpful to understand their responsibilities for helping the world of work (employers, employees, organisations for them) if it is about education and lifelong learning.