



The Higher Vocational Education - an achievement system ?

Higher vocational education (HVET = HBB) and EQF – from the perspective of economic and schools

- ❖ **HVET / HBB Positioning & Economic Situation**
HBB: Höhere Berufsbildung
- ❖ **EQF Implementation**
unnecessary bureaucratic workload or a chance?
- ❖ **Euro-Prof Role**

Urs Keller, Präsident Euro-Prof





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Europäischer Verband für höher qualifizierte Berufe
Association Européenne des Professions Supérieures

EURO-PROF represents the practical higher / highest vocational education and training (HBB) in the non-university sector

HBB: Höhere Berufsbildung

Critical Questions:

- ❖ Are the HVET/HBB the right education strategy for the higher qualified professionals?
- ❖ Are the HVET graduates in demand on the EU labor-market?
- ❖ Is the image of the HVET/HBB enough well ?
- ❖ Will the HBBHVET/ be respected and encouraged enough by society and in politics?
→ composite partnerships



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HBB: Höhere Berufsbildung

- **HBB / HVET Education System and its Positioning in the Economic**
- **Higher technical education in the focus of the EQF**
Higher technical education and EQF - from the perspective of economic
- **Its significance for the transparency of technical qualifications and mobility of graduates in Europe**
- **Importance and opportunity of a transparent NQF / EQF Mapping?**
- **What are the requirements from the perspective of schools?**
- **What should the politics undertake in order to ensure the mobility and transparency and build high confidence in the EQF?**
- **What is EURO-PROF and in what we are involved?**



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The highest practical vocational training (HBB) in relation to the economic life

HBB: Höhere Berufsbildung = HVET

I mean executive summary

- The HBB / HVET education is performed **very business-oriented**
- The **teachers** in these educational institutions are usually also in the **midst of professional practice** and teach technical subjects great professional experiences.
- The practical work, diploma work and mandatory internships are usually carried out in **close co-operation or in behalf of the local companies**, and the **everyday working life** including the client contact, presentation and implementation of a practical work is the primary goal of education and the basis for the marking/grading.
- HVET/graduates - the higher as the medium-sized departments - have **excellent job prospects** and, if they decide not to a higher education, they can usually before graduation choose between different job vacancies and so they can start with a good job directly in a preferable company.
- Usually the students even have **sustainable job guarantees** while they are studying the dual HBB



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COMPOSITE PARTNERSHIP

FOUR PARTNERS IN ONE SYSTEM

GOVERNMENT WITH ECONOMY

Confederation

Formal Releases
Laws, Regulations,
Frameworks

Cantons

Quality Management/Control
Representative &
Financing

Schools / Education Providers

- KHF
Conference of professional colleges

Delegated for working on
Laws, Regulations,
Frameworks

OdAs (Organisationen der Arbeitswelt)
Professional Organizations
Employer Associations

Contributors for working on
Regulations and Frameworks
& Qualification Statements



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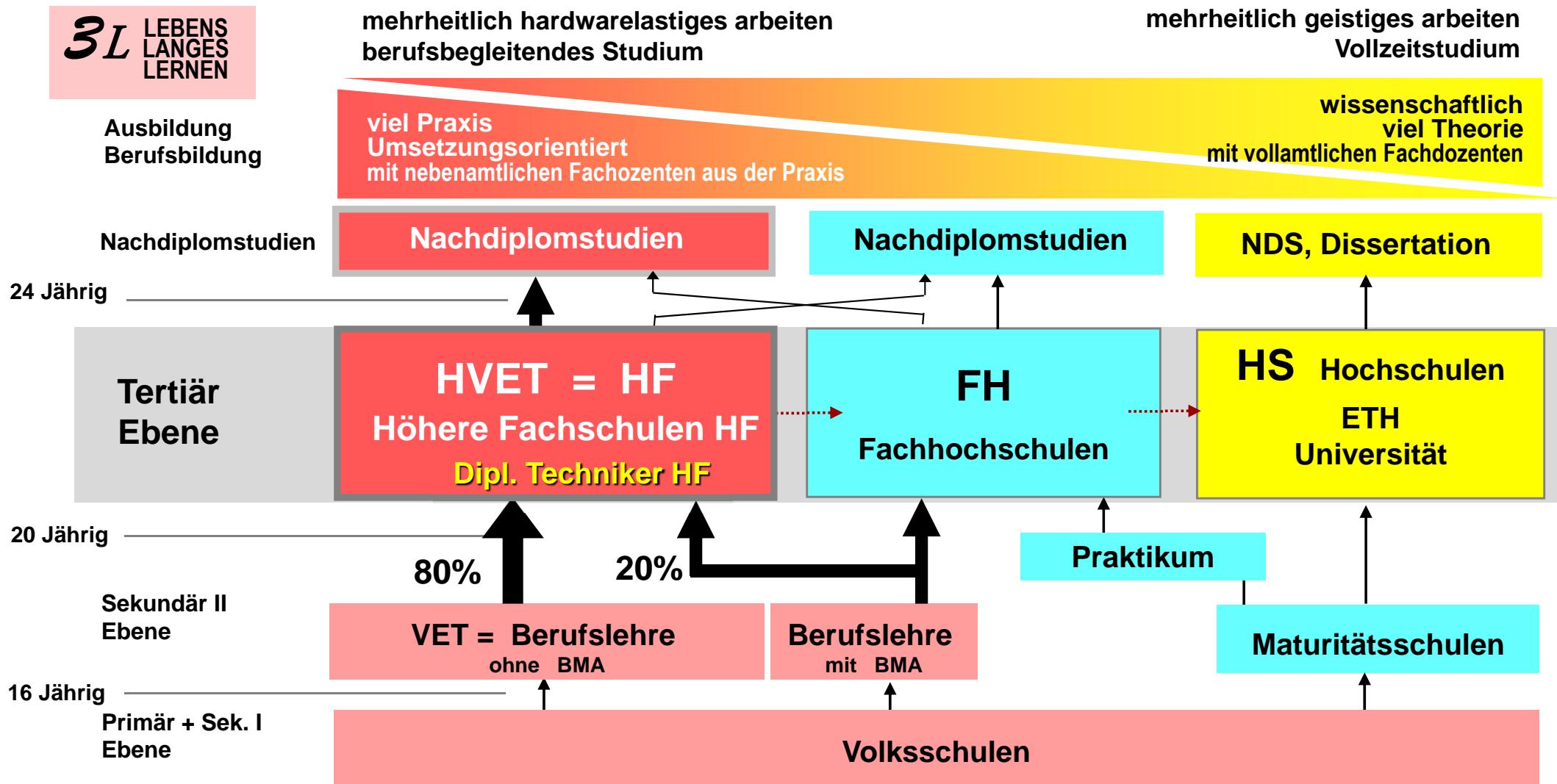
Theses :

- The Higher vocational education HBB is in Europe like in a good position, but suffers from the image
- The economy needs the HBB; but it is often forgotten in the policy, in offices and in the press
- The HBB complement the universities and vocational basic education
- The economy needs all four education systems Basic Vocational Education and training – HBB / Advanced Technical Colleges – Polytechnics / University of Applied Sciences – and the Top- / Leading- Universities
- The HBB often stand in the shadow of the universities and are an appendage of the BG (Berufliche Grundbildung = Basic Vocational Education)
- The EQF launch is a great opportunity for the HBB; keywords: LLL + Recognition of Professional Experience + Professional Skills (non- and in- formal learning)
- HR of big companies or global corporations in USA, India, China, BRICS countries do not know the opportunities with HBB graduates in their global recruitings
- However, the HBB needs a strong organization / lobbying that our national and international HBB represents their interests

- ❖ Introduction - EU Länder = Schweiz
- ❖ Introduction - EU Aktivitäten
- ❖ Qualifications Frameworks at the European level
- ❖ Conclusions / EURO-PROF

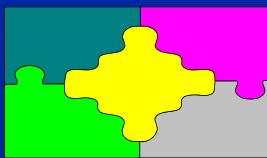


Der Dipl. Techniker HF im Schweizerischen Berufsbildungssystem



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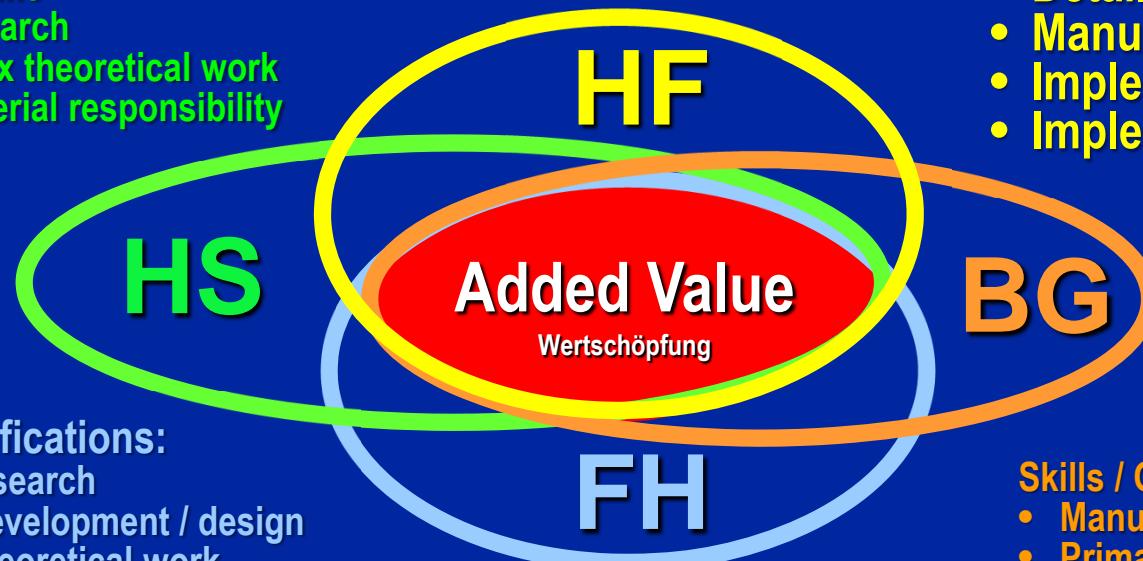


Complementation - Model

BG= Berufliche Grundbildung
HF= Höhere Fachschule
FH= Fachhochschule
HS= Hochschule/ ETH/Uni

Skills / Qualifications:

- Basic scientific
- Applied research
- Very complex theoretical work
- High managerial responsibility



Skills / Qualifications:

- Applied Research
- Complex development / design
- Complex theoretical work
- Higher managerial responsibility

Skills/qualifications:

- Detail conception/realisation
- Manufacturing and service processes
- Implementation ability
- Implementation-oriented leadership

HF = ABB Technikerschule
= highest vocational education & training
in non-university fields

Skills / Qualifications:

- Manufacturing and service work
- Primary manual work
- Extensive implementation skills

Engineering - / Innovation Processes

Research

Basic Research
Key Technologies

Development

Applied Research
Complex Conception

Conception/Construction

Detail Design
Production Preparation

Realisation / Support

Production / Commissioning
After sale – Services / Support

HS

Dipl. Ing ETH

FH

Dipl. Ing. FH

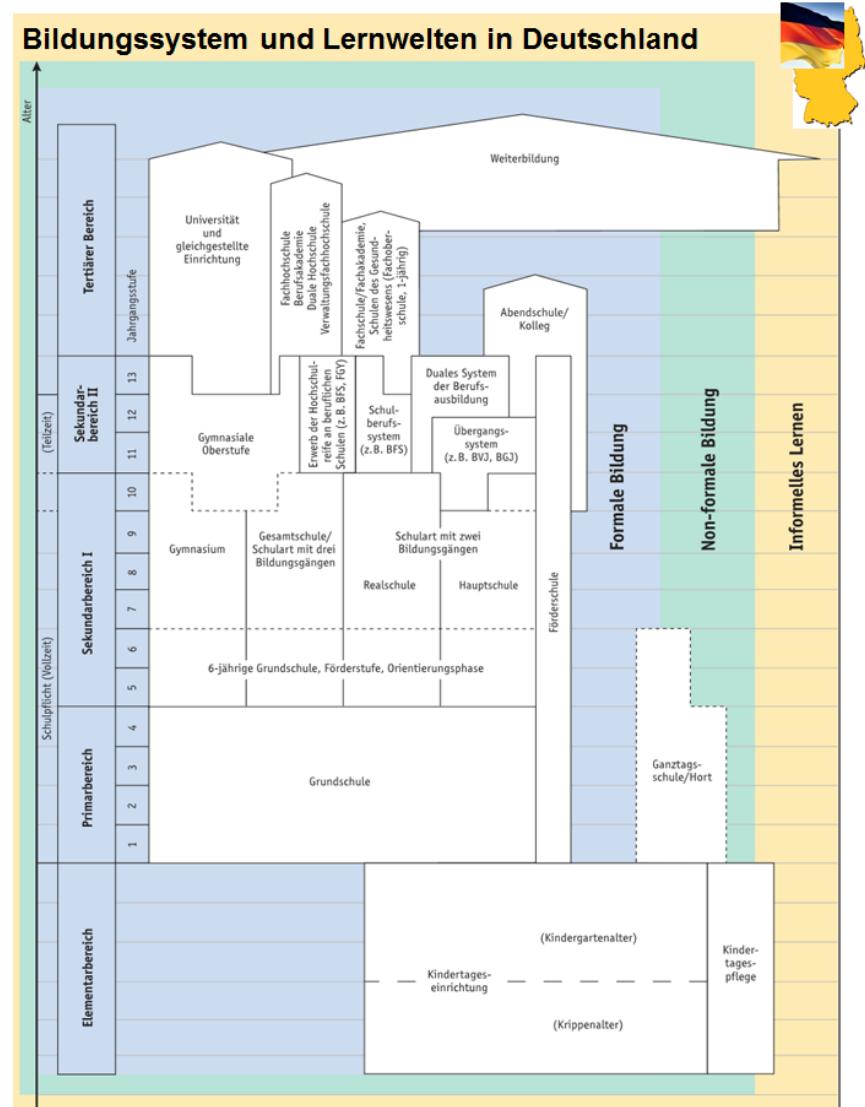
HF = HVET

Dipl. TechnikerIn HF

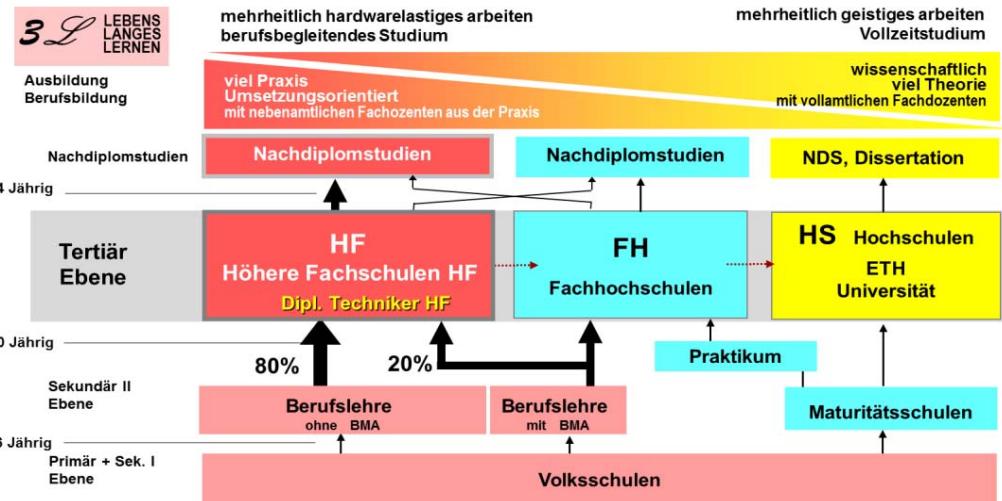
BG = VET

Eidg. Fähigkeitszeugnis

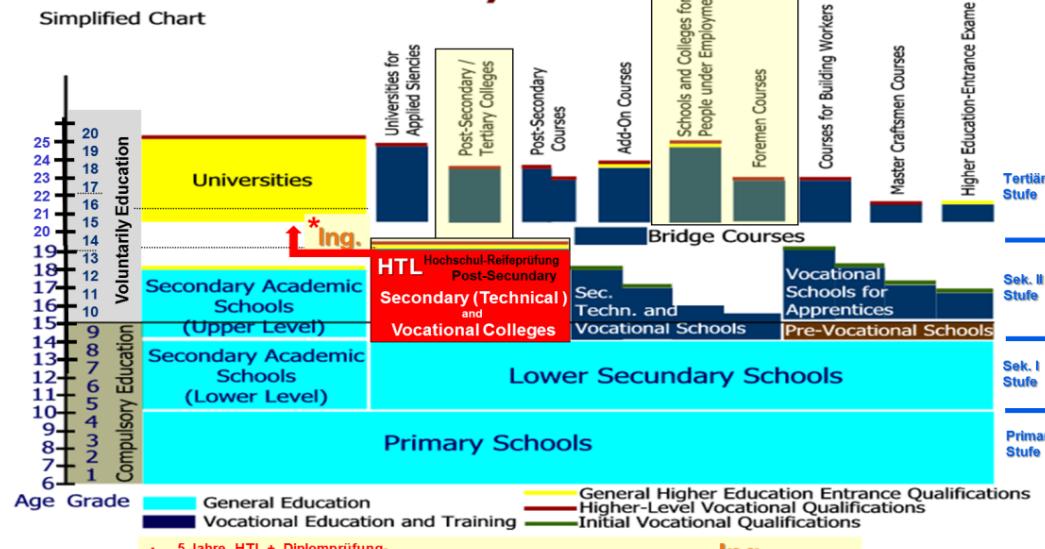
Die Berufsbildungssysteme in den D – A – CH - Ländern



Der Dipl. Techniker HF im Schweizerischen Berufsbildungssystem



The Austrian Education System



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Formation of Professional Qualifications = HBB = HVET

<i>Country</i>	<i>National Title</i>
Austria	HTL-Ing. mit 3 jähriger einschlägiger Berufspraxis
Belgium	gegradueerde/gradué
Denmark	Videregående tekniker – Bygningskonstruktør
Estonia	To be decided
Finland	Teknikko (Teknisk Ingenjör/Technician Engineer)
Germany	Staatlich geprüfter Techniker (FS)
Hungary	To be decided
Italy	Perito Industriale laureato iscritto all'albo professionale
Malta	To be decided
Norway	Possibly Fagtekniker, but to be agreed
Sweden	Ingenjör/Högskoleingenjör (120 poäng) Ingenjör/Högskoleingenjör (80 poäng)
Switzerland	dipl. Techniker HF / Eintrag Schweizer Reg C
United Kingdom	Incorporated Engineer

European Platform for Professional Engineering

EURO-PROF			FEANI		Registering Body
Technologist Assoc.EurEta	Ing.EurEta		EURING		Verbandstitel
Dublin Engineering Technician	HVET	Sydney Incorporated Engineer		Washington Chartered Engineer	Accord Anglo-saxon
Berufslehre/EFZ Deutsche Handwerkmeister VET	BP/FA HFP	Höhere Berufsbildung Akademien, Fachschulen, HTL Staatl. geprüfter Techniker Dipl. Techniker HF Berufskademien / Duale HS HTL+ 3 J Berufspraxis >> Ing. Polytechnik Bachelor	Fachhochschulen short cycle	Hochschulen/ Universitäten long cycle	Study Case Switzerland Germany Austria Finland
Non-University - intellectual Levels Practical Engineers		Highschool	University / Academic - Levels		
Level of BP and HFP are very different depend on the subject possibly with ECVET/ECTS models to be determined		USA + EU + CH Trend Bachelor Professional Bachelor HF	Bachelor	Master	EurEta/FEANI Position Bologna-Model
ISCED 3a Upper secondary Level	ISCED 4 Post-secondary Level	ISCED 5b→ 5 Tertiary Level	ISCED 5a Tertiary Level	ISCED 6 Tertiary Level	ISCED 97 / 2011 Education Level
level c		level d	level d	level e	EU-Directive 2005/36/EC
level 3-5		Level 5-6	level 6-7	level 7-8	EQF Brussels, 8.7.2005 SEC(2005) 957
2 – 3		3 - 4	3 - 4	min. 5	Formation/Years
60 "ECTS"		180 "ECTS"	180-240 ECTS	min. 240 ECTS	ECTS / ECVET

The HBB graduates like from TS, HF and HTL are at the same EQF Level like the Bachelor but are different in the field of competences. → Equivalent but Differently!

Facts and Figures

Why are some EU countries so successful?

1. Economy ranks among the top International countries
2. Economic growth and unemployment
3. Vocational Education and Training (VET) & Employability
4. Swiss system of Vocational Education and Training
5. Vocational Education and Training costs
6. Swiss productivity and International competitiveness

Switzerland's Source of Richness

reference Source: Rudolf Strahm – March 2010
Swiss Vocational Education and Training VET



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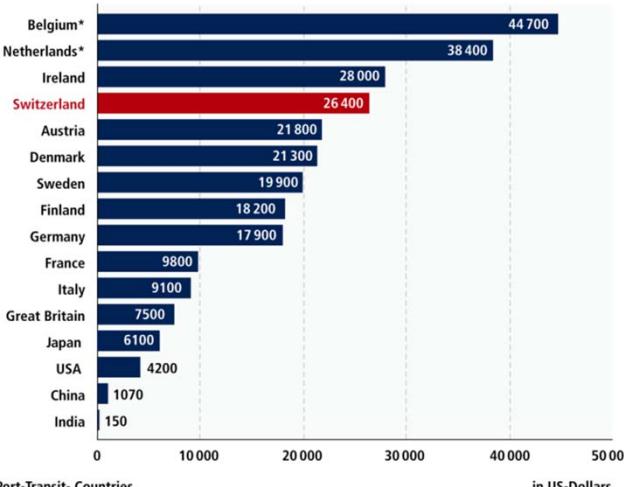
Economy ranks among the top international countries

Ranking of the international competitiveness, 2009



World champions in export

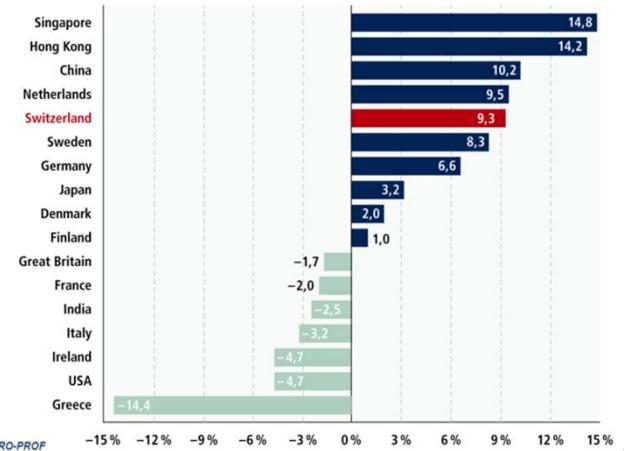
Commodities export in US-Dollars per head/capita against the population 2008



Top countries with surplus foreign exchange

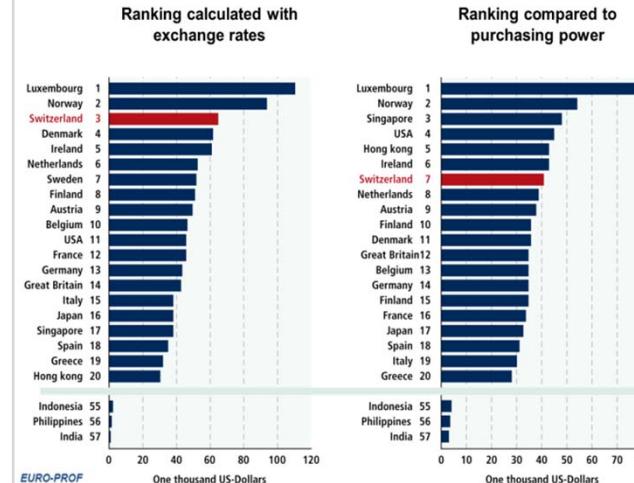
Balance of trade / Deficit in percentage in the Gross Domestic Product (GDP) 2007

Deficit ⊖ Surplus ⊕



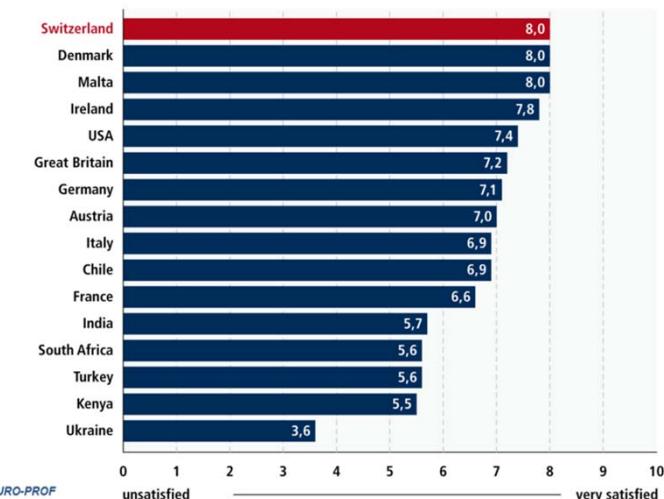
The richest countries of the world

Gross Domestic Product (GDP) in US-Dollar per head, 2008



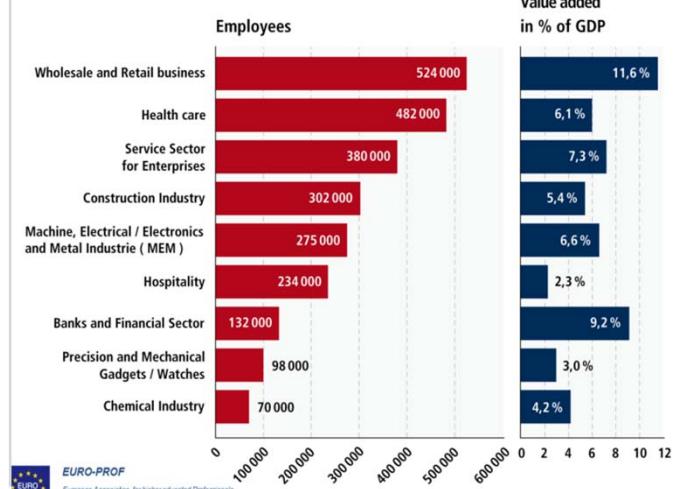
Happiest population in the world

Collective indicator for people's sentiment of happiness, 2004



The Swiss wealth does not originate from banks only

Strong business sectors according to employees (2008) and its contribution to the Gross Domestic Product (GDP) (2007)



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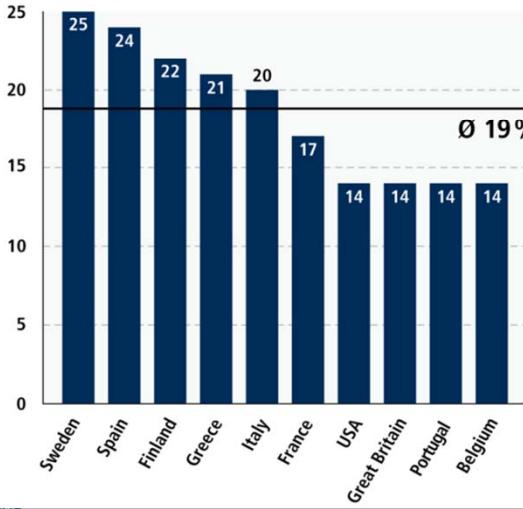


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The countries with apprenticeship system had lower rate of unemployment amongst its youth prior to the financial crises

Unemployment rates of adolescence between 15 – 24 years (only concerning the youth who are no longer in vocational training), 2008 before the financial crises

Industrialised countries with only theoretical education without vocational training,
19% higher

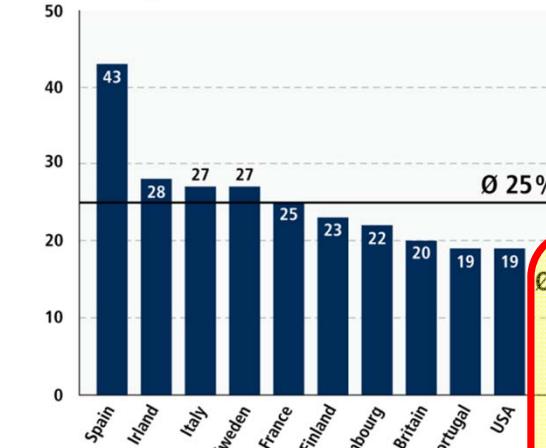


5 industrialised countries with vocational training
7% higher

Countries with vocational training system still have lower rate of unemployment amongst its youth during the financial crises

Unemployment rates of adolescence between 15 – 24 years (only concerning the youth who are no longer in vocational training), during the financial crises, autumn 2009

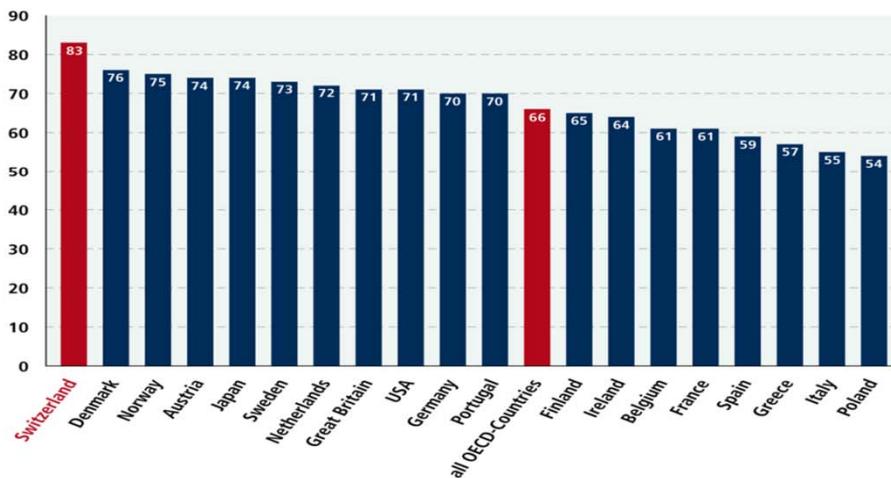
Industrialised countries with only theoretical education without vocational training,
25% higher



5 industrialised countries with vocational training
8% higher

Despite the low economic growth Switzerland had the highest rate of employment

Average employment rate between the period 1994 and 2005 (12 years)



Source: WEF / IMD © Strahm / hep verlag



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That is my firm conviction:

Unemployment amongst Adolescence

Countries with VET system have the lowest
youth unemployment

***Vocational Education and Training (VET) and
Employability International Comparison***



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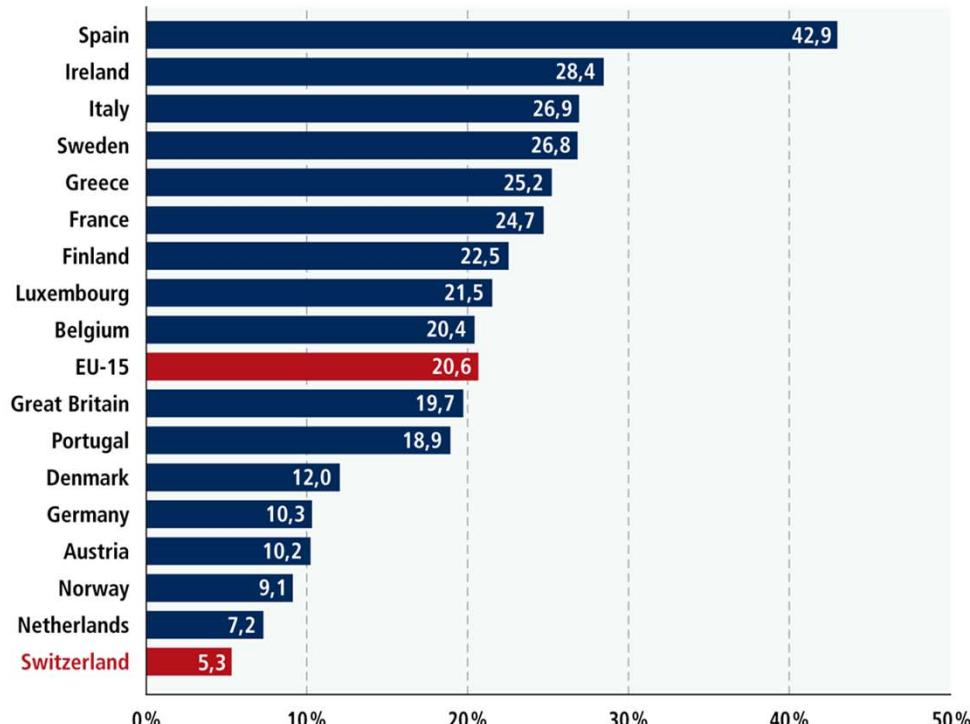
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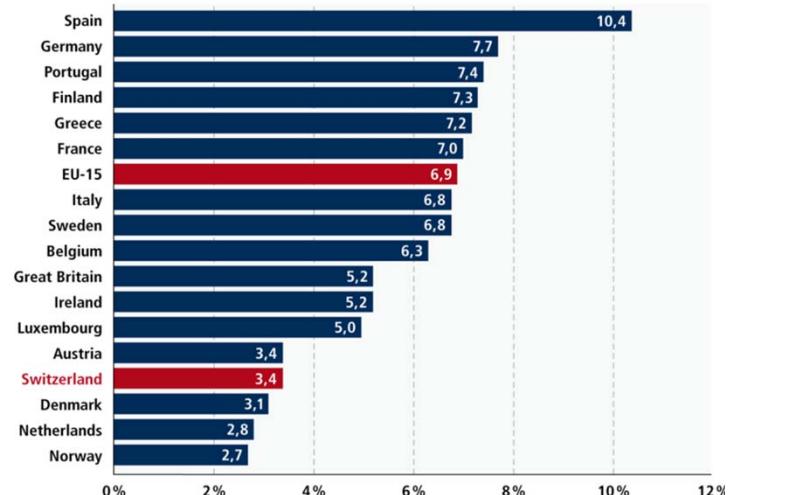
International comparison amongst youth: Countries with VET system have the lowest youth unemployment

Rate of unemployment: Rate of unemployed youth in percentage 15 – 24 years in Europe (EU, autumn 2009)



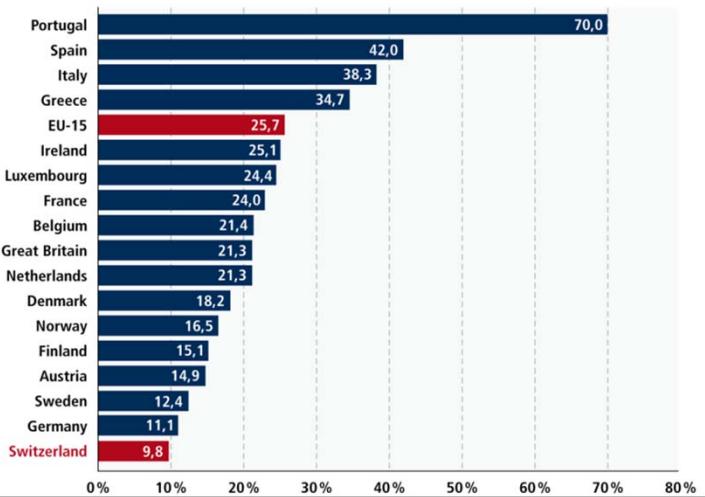
International comparison amongst adults: Rate of unemployment is lower in countries with VET system

Percentage of unemployment rate amongst adults between 25 – 49 of working population in West Europe (EU-15, 2008)



International comparison amongst adults: Countries with a good apprenticeship have a low ratio of unskilled workers

Ratio of adult working population without post – compulsory education between 25 – 54 years in West Europe (2008)



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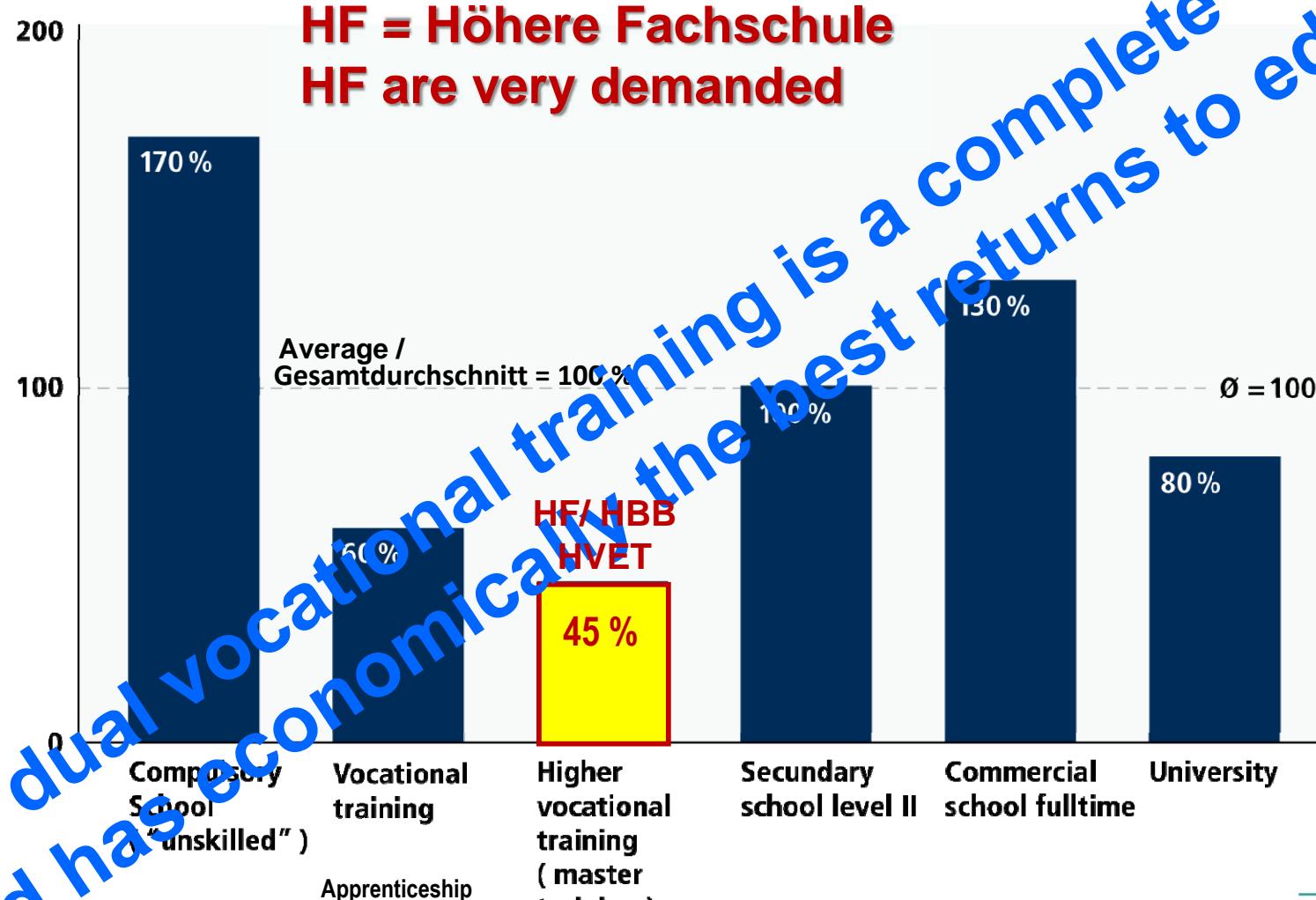
Employees with vocational training are the least vulnerable to be unemployed

Rate of unemployment amongst the various educational qualifications; Statistically evaluated result of population survey conducted in 2000 (total population census)
Compared to average rate of unemployment (= 100%)



Labor market - needs

Unemployment quota based on educational status



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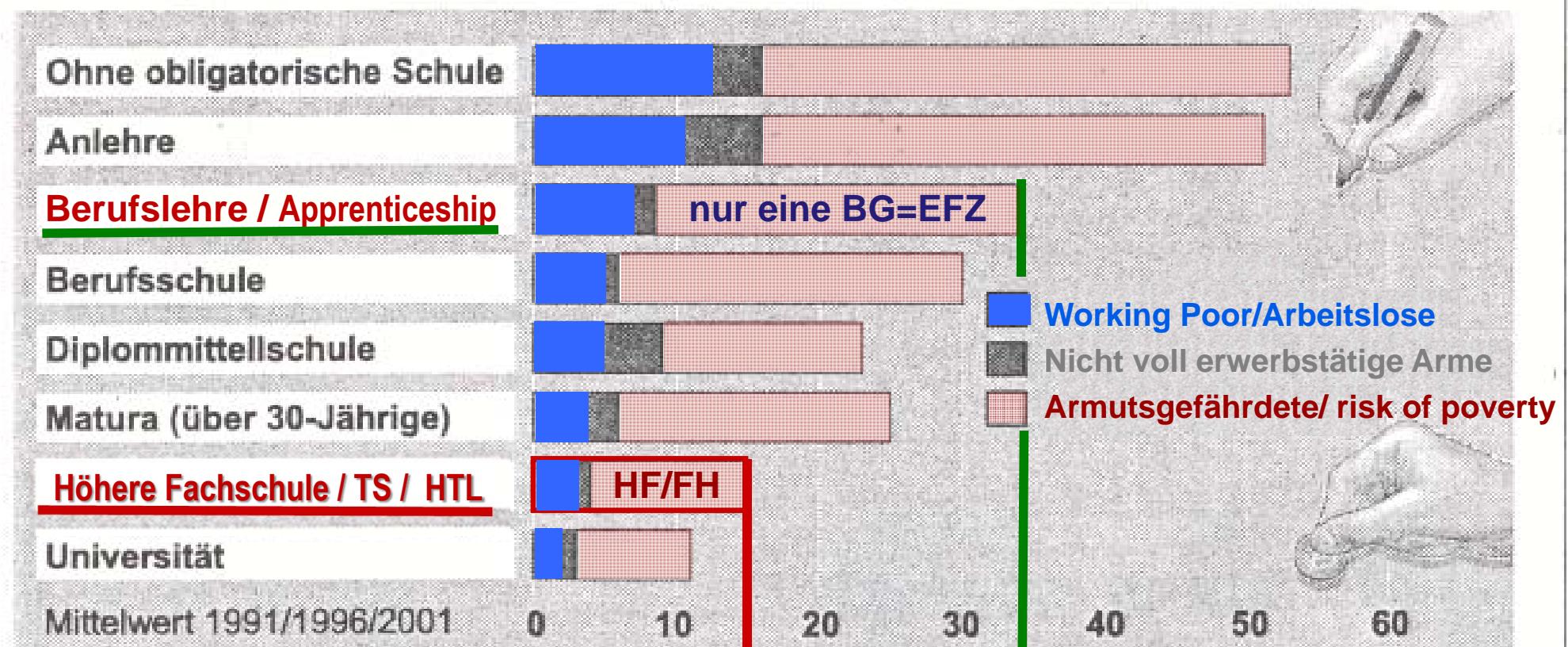
Small school bag = big risk of poverty

Kleiner Schulsack = grosses Armutsrisiko

JE TIEFER DIE BILDUNG, DESTO HÖHER DAS ARMUTSRISIKO

Bildungsniveau und Armutgefährdung

in % der Bevölkerung



Quelle: BFS, Sake

15% 35%

sda-Infografik

Für eine bessere Zukunft Mit Bildungspolitik kann Armut bekämpft werden.



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Unemployment quota based on educational status

Why is it so?

RLP
↑

1. Practical oriented professional education
2. Dual System of apprenticeship
3. The output learning competences meets the requirements of the employees
4. Lifelong learning with higher Diplomas recognises by the state
5. Strong support by the companies
6. Intensive practical trainings (not at schools but at companies)
7. Salary – adequate to the performance
8. Not Titles, Diplomas etc. is counting but the function and performance
9. Reputation / Image (in CH > 70% make an apprenticeship, < 30% University /Bologna Studies)
10. Motivated, satisfied and active employers
11. Education is an excellent Investment for the own life



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Rahmenlehrplan Technik

= RLP

RLP → EQF Level 6 and EU-Directive d
Learning outcome competences
= competences demanded by employers

Rahmenlehrplan Technik

Allgemeiner Teil

1.3 Grundlagen des Rahmenlehrplans Technik

Der Rahmenlehrplan Technik (RLP Technik) wurde gemäss Artikel 6 und 7 der MiVo¹ verfasst und deckt den Bereich Technik ab. Erbettet sich in die folgenden Regelungen ein:

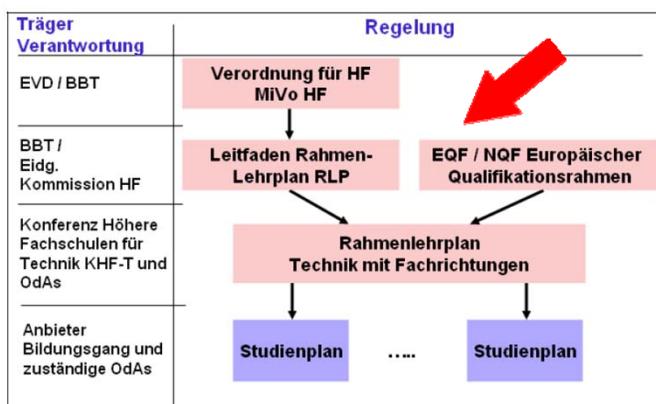


Abbildung 2: Einbettung RLP und Zuständigkeiten

Der Rahmenlehrplan wird in der MiVo HF gefordert². Um eine einheitliche Beschreibung der Rahmenlehrpläne zu erreichen, wurde vorgängig vom BBT ein Leitfaden für die Ent-



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Die Arbeitsprozesse und Kompetenzen basieren auf der Zielsetzung der MiVo HF Art. 2 und sind wie folgt nach dem Kompetenzraster des EQF⁴ gegliedert:

Kompetenzart nach EQF	Prozesse Kompetenzen	Gültigkeit
Führungs-, soziale und kommunikative Kompetenzen	1 bis 5	Diese Arbeitsprozesse und Kompetenzen gelten generell für alle Fachrichtungen und sind nachfolgend beschrieben.
Geschäftsleitung (Selbständigkeit und Verantwortung)	6 bis 8	
Wissensmanagement (Lernkompetenz)	9 bis 10	
Fachliche und berufliche Kompetenzen	11 und weitere	Spezifisch nach Fachrichtung

Tabelle 1: Überblick und Gliederung der Kompetenzen

Hinweis: In der Folge sind die *Kompetenzen* kursiv geschrieben.

3.1 Führungs-, soziale und kommunikative Kompetenzen

Prozess 1: Menschen führen

Die dipl. Technikerinnen HF / dipl. Techniker HF führen Teams und Arbeitsgruppen mit oft internationaler, multikultureller Zusammensetzung und können Kaderfunktionen übernehmen. Dabei sind sie in einem Spannungsfeld von Anforderungen zwischen Mensch, Technik und Organisation.

Die dipl. Technikerinnen HF / dipl. Techniker HF

- berücksichtigen im Umgang mit Menschen arbeitspsychologische Grundsätze und zeigen sich sozial und verantwortungsvoll.
- reflektieren die Zusammenarbeit im Team, vereinbaren Regeln und sind bei der Umsetzung sensibilisiert für Genderfragen und interkulturelle Fragen.
- richten ihre Führungsgrundsätze auf das Leitbild und die Vorgaben der Geschäftsleitung aus.
- fördern die Motivation im Team und spornen dieses zu Höchstleistungen an.
- integrieren Lernende in die Gruppe und sorgen für die Erreichung der Bildungsziele.

Job Descriptions

Needed work process description with the appropriate skills

⁴ EQF European Qualifications Framework

Directive of the European Parliament and of the Council On the Recognition of Professional Qualifications For free Movement within European Countries

Anerkennung von Berufsqualifikationen



EUROPEAN PARLIAMENT

1999



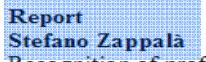
2005

19 January 2004

A5-0470/2003/1

AMENDMENT 1

by , on behalf of the PPE-DE Group



Recognition of professional qualifications

Proposal for a directive (COM(2002)119 – C5-0113/2002 – 2002/0061(COD))

A5-0470/2003/2003



EUROPEAN UNION

THE EUROPEAN PARLIAMENT

THE COUNCIL

Strasbourg, 7 September 2005
(OR. en)

PE-CONS 3627/05

ETS 12
CODEC 405

DIRECTIVE 2005/36/EC

OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL
ON THE RECOGNITION OF PROFESSIONAL QUALIFICATIONS

Richtlinien des Europäischen Parlaments und des Rates
über die Anerkennung von Berufsqualifikationen

KOM/2002/0119 endg.-COD 2002/0061*

PRESS RELEASE

European Parliament and Council reach
agreement on a unified system of
recognition of Professional
Qualifications

Strasbourg, 7th Sept. 2005 . The European
Parliament approved with an overwhelming
majority a set of amendments to the Directive on
the recognition of professional qualifications which
meet with the approval of the Council. As a result,
the Directive is adopted.

.....

EU Directive 2005/36/EC = Level d

Professional organisations are guaranteed a
greater say in the future development of the
education- and qualification systems.

Levels of qualification

For the purpose of Article 13, the following five levels of professional qualification are established:

level a:

"attestation of competence";

corresponds to: general primary or secondary education, attesting that the holder has acquired general knowledge.

level b:

"certificate";

corresponds to training at secondary level, of a professional nature or general in character, supplemented by a professional course.

level c:

"diploma certifying successful completion of a short training course";

corresponds to **training at post - secondary level** and of a duration of **at least 1 year** and less than three years.

Apprenticeship

BG

HF

TS

HTL

incl. 3 years
practise

level d:

Diploma is granted after completing a post-secondary education of **at least three** and maximum **four years** or part-time training of appropriate duration at a university or higher education or another establishment of equivalent level (like EQF Level 6) of education and **vocational training**, which is required, where appropriate, **in addition to the studies**.

level e:

"diploma certifying successful completion of a higher training course".

corresponds to training at higher or **university level** and of a minimum duration of four years.

HS

Uni





Grid of statements defining levels in the European Qualifications Framework, 180506

	work or study	problems in a field of work or study	
			<p>predictable, but are subject to change</p> <ul style="list-style-type: none"> the competence to supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5* The learning outcomes relevant to Level 5 are	<ul style="list-style-type: none"> comprehensive factual and theoretical knowledge within a specialised field of work or study and an awareness of limits to knowledge base 	<ul style="list-style-type: none"> the ability to apply expertise in a comprehensive range of specialised cognitive and practical skills in developing creative solutions to abstract problems 	<ul style="list-style-type: none"> competence in the management and supervision of work or study activities in contexts where there is unpredictable change the competence to review and develop performance of self and others
Level 6** The learning outcomes relevant to Level 6 are 	<ul style="list-style-type: none"> advanced knowledge of a field of work or study involving a critical understanding of theories and principles 	<ul style="list-style-type: none"> the ability to apply advanced skills, demonstrating mastery and innovation, in solving complex and unpredictable problems in a specialised field of work or study 	<ul style="list-style-type: none"> competence in the management of complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts the competence to take responsibility for continuing personal and group professional development
Level 7*** The learning outcomes relevant to Level 7 are	<ul style="list-style-type: none"> highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking critical awareness of knowledge issues in a field and at the interface between different fields 	<ul style="list-style-type: none"> the ability to apply specialist research and problem-solving skills, including analysis and synthesis, to develop new knowledge and procedures and to integrate knowledge from different fields 	<ul style="list-style-type: none"> competence in managing and transforming work or study contexts that are complex, unpredictable and require new strategic approaches the competence to take responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams
Level 8**** The learning outcomes relevant to Level 8 are	<ul style="list-style-type: none"> knowledge at the most advanced frontier of a field of work or study and at the interface between fields 	<ul style="list-style-type: none"> the ability to apply the most advanced and specialised research techniques, including synthesis and evaluation, to solve critical problems and to extend and redefine existing knowledge or professional practice 	<ul style="list-style-type: none"> the highest level of competence in work or study, including research contexts, demonstrating substantial authority, innovation, autonomy, scholarly or professional integrity and sustained commitment to the development of new ideas or processes

EQF Level 6

Qualifikationen der Stufe 6 umfassen detaillierte theoretische und praktische **Kenntnisse, Fertigkeiten und Kompetenzen** im Zusammenhang mit einem Lern- oder Arbeitsbereich, die teilweise an die neuesten Erkenntnisse im jeweiligen Fachgebiet anknüpfen.

Diese Qualifikationen umfassen außerdem die Anwendung von Kenntnissen in den Bereichen Formulieren und Vertreten von Argumenten, Problemlösung und Urteilsfindung unter Einbeziehung sozialer und ethischer Aspekte.

Qualifikationen auf dieser Stufe umfassen Lernergebnisse, die für einen professionellen Ansatz bei Tätigkeiten in einem komplexen Umfeld geeignet sind.

≈ **Outcomes**

Kenntnisse, Fertigkeiten und Kompetenzen

- ❖ Introduction - EU Länder
- ❖ Introduction - EU Aktivitäten
- ❖ Qualifications Frameworks at the European level
- ❖ Conclusions / EURO-PROF



 European Commission
Education & Training

European Commission > Education & training > ... > Main policy developments



Directive 2005/36/EC



European Directive 2005/36/EC (hard Law)

EQF for Lifelong Learning (Eur. Comm. initiative → EFTA-countries)

National Qualification Frameworks / Structures (NQF's – NQS's)

Sectoral Qualification Frameworks / Structures (SQF's - SQS's)

CPD = Continuing professional development >> Learning for Key Competences

LLL = lifelong learning: empowering Europeans in the knowledge-based economy and society

QF for Higher Education Area (EHEA; 45+ countries)

The Bologna Declaration

Lisbon Strategy

Copenhagen-Process

Dublin-, Sydney- & Washington- Accords

ECTS, ECVET, European Mobility Directive

EQARF = European Quality Assurance Reference Framework for Vocational Education & Training

  Education and Culture DG

Lifelong Learning Programme



 PLOTEUS

PLOTEUS = Europäische Portal für Lernangebote

Official Journal of the European Union

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

on key

More information

• Europass portal



EUROPEAN PROFESSIONALS

*European Association for higher educated Professional
Europäischer Verband für höher qualifizierte Berufsleute
Association Européenne des Professions Supérieures*

Die kooperative Gesellschaft bezweckt die Vertretung der Interessen der **Bildungsanbieter und Absolventen** im Bereich der höchst Qualifizierten nicht-akademischen Berufsleuten insbesondere durch die Förderung der beruflichen höheren Aus- und Weiterbildung und durch die internationale Anerkennung der Berufsqualifikationen.

Der Verein vertritt **sämtliche höher qualifizierte Berufe insbesondere die Technik, Betriebswirtschaft, Gesundheit & Soziales**.



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Der Verein Sitela bezweckt:

- die bei den Mitgliedern vorhandenen Labor- und allgemeinen technischen Einrichtungen aufeinander abzustimmen, technisch und wirtschaftlich zu optimieren und gemeinsam zu nutzen;
- die Koordination von gemeinsamen Investitionen (wie Remote Arbeitsplätzen) der Mitglieder, welche ihren jeweiligen Ausbildungszwecken dienen;
- die **Nutzung und Verbesserung der Infrastruktur der und des Wissenstransfers unter den Mitgliedern;**
- die **gemeinsame Nutzung des Know Hows und der Unterrichtsunterlagen aller Mitglieder;**
- den Aufbau und die Nutzung eines Netzwerkes von führenden und innovativen Bildungsanbietern im Bereich der höheren Berufsbildung und stellt dazu Plattformen zur Verfügung;
- die gemeinsame Weiterentwicklung von Unterrichtsunterlagen und Einrichtungen zur uneingeschränkten Nutzung der Mitglieder zu ihren jeweiligen Ausbildungszwecken. Eine anderweitige Nutzung ist nur mit vorgängigem schriftlichem Einverständnis der Geschäftsleitung des Vereins zulässig.

SITELA ist unabhängigkeit und gemeinnützigkeit, politisch und konfessionell unabhängig und neutral.

Der Verein ist einer Nonprofit-Governance gemäss § 4 des Swiss NPO-Codes verpflichtet und strebt die Swiss NPO-Code Zertifizierung an.

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Vereinszweck gemäss den Euro-Prof Statuten:

Der Verein bezweckt die Vertretung der Interessen der Bildungsanbieter und Absolventen im Bereich der höchst qualifizierten nicht-universitären Berufsleuten insbesondere durch **Förderung der beruflichen höheren Aus- und Weiterbildung und internationale Anerkennung der Berufsqualifikationen.**

Der Verein vertritt sämtliche höher qualifizierte Berufe insbesondere die Technik, Betriebswirtschaft, Gesundheit und Soziales.

Beispiele:

1. mögliche Förderung der beruflichen höheren Aus- und Weiterbildung durch Zusammenarbeit bei den teuren Laboreinrichtungen und Entwicklung von modernsten Lehrmittel.
2. Industrie 4.0

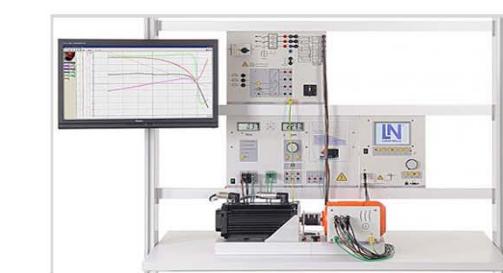
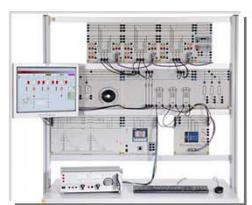
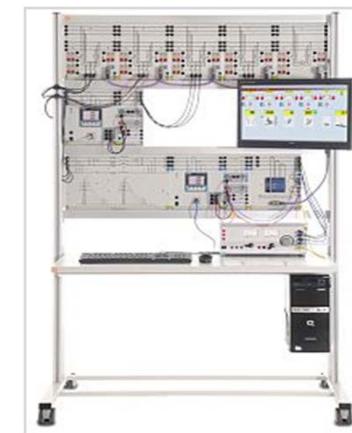
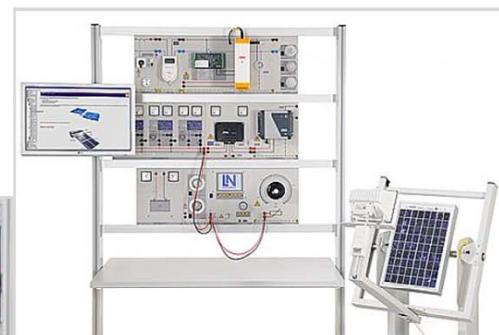
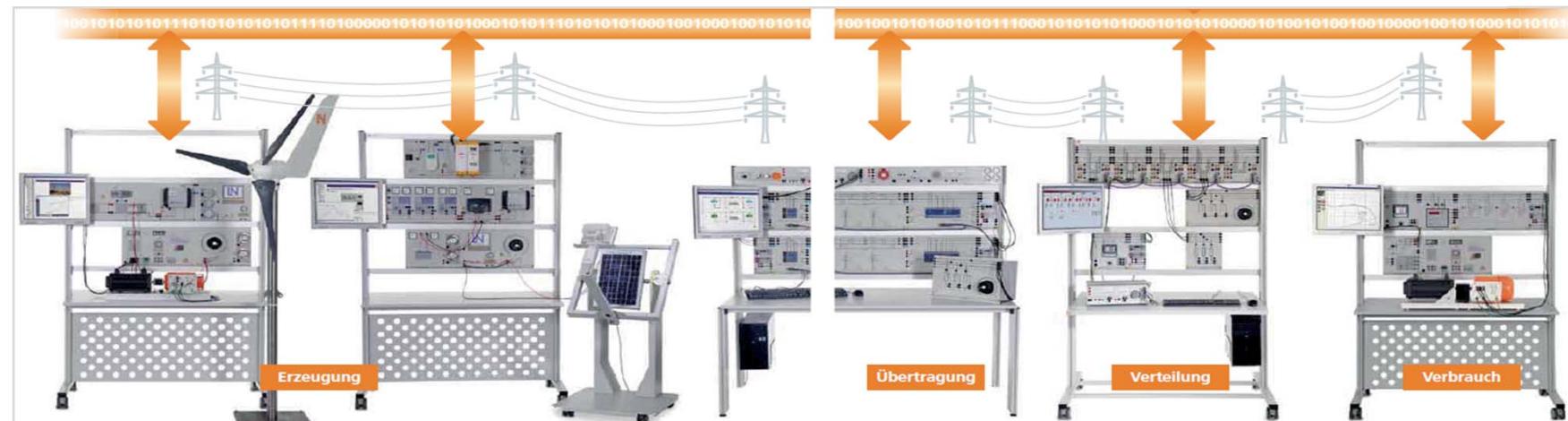




ABB Technikerschule
Technik. Informatik. Wirtschaft. Management →



European Platform for higher qualified Professionals

Voraussetzungen / Conditions

Legitimized Position:

EURO-PROF will be an official, clear and active role to play in the EU-policies and is the leading organisation for the higher educated Professionals.

Decisions European-wide

Setting up of common will and decision-making processes, which must be carried together

Professional Participants

Strong organisation – based on D-A-CH partners

Operation:

A lean, effectful and dynamic organisation with professional partnerships in Brussels

EURO-PROF

for effective influencing & controlling of EU political processes in the field of higher qualified Professionals

Schwerpunkte / Focus Areas

Evaluation of Formation Systems

- National Titles, Formations and Promotion

Professional Qualification

- EU Directive 2005 / 36 / EC
- EQF / NQF; ECVET / ECTS
- Lisboa & Copenhagen declarations

Co-operation with Decision-Makers of the EU Political Processes (in Brussels)

Nutzen / Benefits

For National Members & Professionals

- the international accreditation of its national title,
- the possibility to get a European title,
- offering life long learning in other countries,
- being a door opener for international contacts.

For the EU & National Governments

- an organisation representing the non-academic engineering and technical professionals of European countries,
- a body for the evaluation of education and formation system,
- a part of a European engineering platform together with FEANI.

For professional bodies

- being a European umbrella organisation,
- being an international policy platform,
- operating as an assessment centre for formation Systems,
- being a place to exchange knowledge and experience

EURO-PROF Network

for Politics, Promotion & Support/Services

to influence Developments in Brussels for the Benefits of the Professional-Organisations and of the Education Offerers / Schools. Recognition of Professional Qualifications



EU – Parliament EU - Commission

EU expert commissions
employment
recognition, EU-wide
benefits etc..

Other EU – organisations
for education and qualification
of professional engineers

FEANI, SEFI, EIIL
EUROCADRES
CEPLIS
Common Platform
for professionals

EU - Office for social
security, qualification,
certification, economy
etc..

EURO-PROF

for Politics & Information
Promotion & Marketing
Lobbying & Development
Support & Services

political parties

Trade associations
employers' associations, trade
associations, etc..

other
employee
organizations

Media
Newspapers,
Radio, Television

Non-government organizations,
welfare organizations, federations
of youth, families and environmental



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mission

- ① gegenseitige Anerkennung von berufl. Qualifikationen
- ② Transparenz der beruflichen Bildungsabschlüsse
- Konzentration auf tertiäre (nicht-akad.) Abschlüsse
- ④ aktive Lobbying-Arbeit bei EU-Institutionen
- aktive Mitarbeit in EU-Bildungs- und Wirtschaftsausschüssen
- aktive Mitarbeit in nationalen — — " —
- ③ Stellungnahme zu beruflichen Themen → Positionspapier Euro prof
- Kontakt zu nationalen / europäischen Arbeitnehmervertretungen
- Kontakte / Akzeptanz bei MEPs
- Expertenstellung für höhere Berufe

You are invited to
support Euro-Profil

❖ Questions?

❖ Discussion



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Association Européenne des Professions Supérieures

Urs Keller

21.12.2014

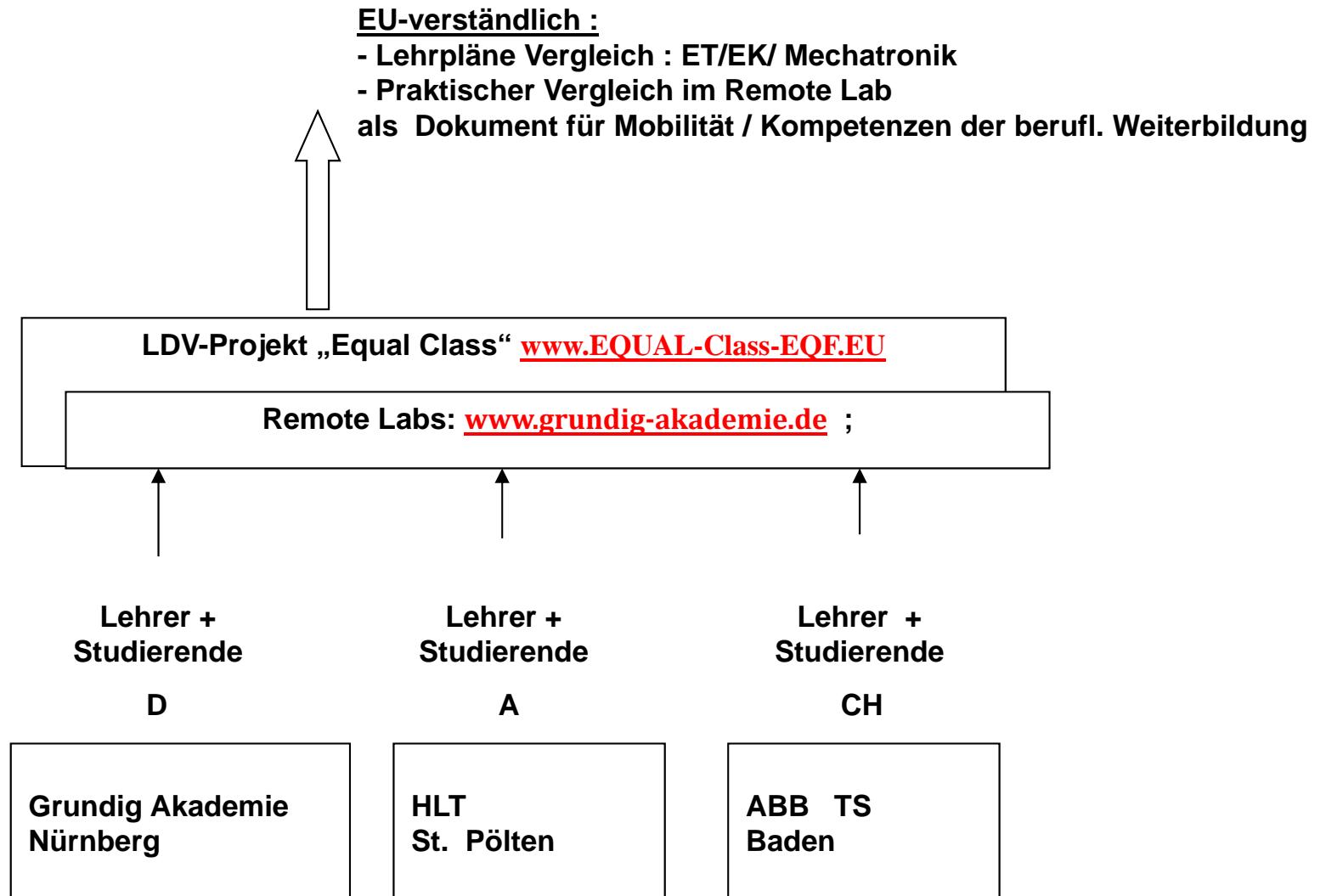
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equal
class





Modell: “Projekt- im Projekt”





Modell: "Projekt- im Projekt"

