

SHORT TERM VOCATIONAL HIGHER EDUCATION

CHALLENGES AND OPPORTUNITIES IN THE CONTEXT OF TECHNOLOGICAL CHANGE AND GLOBALIZATION

I. COMPARED VISIONS

A. The Role of STVHE in Developing Countries:

World Bank Perspective

J. Salmi

1. The Role of Non-University Professional Institutions
2. Challenges

B. STVHE: The European Union Perspective

G. Haug

1. Diversity in Europe
2. Definition of Short Term Vocational Higher Education
3. The STVHE Sector and the Bologna Process
4. Future Priorities

C. STVHE: Perspective of the Firm

M. Pinkus

1. Recruitment Needs
2. Firms' expectations
3. Future Priorities

Debate:

(chair: E. Bambara)

Question topics

- World Bank and UNESCO positions on higher education in African countries
- Partnerships between universities and firms
- Relevance of the distinction between university and non-university institutions
- Iraq
- Quality criteria for short-term higher education
- Results, information and statistics
- Name, role, status and profile of short-term vocational higher education institutions
- Quality of human resources
- Online courses: prerequisites and consequences

Topics of answers and comments from the 3 speakers

- M. Pinkus: Involvement of professional organisations and companies in building training courses
- G. Haug: Need to agree on a name / Integration with the rest of the education system / Defining credits in a relevant way / Quality criteria / Autonomy of institutions and quality of human resources
- J. Salmi: World Bank position on higher education / Advantages of online courses / Public or private institutions / Job market, information and statistics

II. “EMPLOYMENT” AND “SOCIAL DEMAND” IN HIGHER EDUCATION: SOCIO-POLITICAL ANALYSES, STRATEGIC CHOICES AND POLITICAL MANAGEMENT

A. Employment and Social Demand: Conflicting Objectives? S. Geifes

1. Vocational Higher Education in Germany
2. The Future of Short term Higher Education in Germany

B. Academic and Professional Streams: A Difficult Balance W. Experton

1. The Diversification of Higher Education
2. The Place of Vocational Higher Education
3. Factors that Promote the Diversification of Higher Education

C. Political and Social Management of Student Flows C. Forestier

1. The French Landscape
2. The Evolution of Short term Education in the European Context

Debate: (chair: M. Elsaïd)

Question topics

- Failure of long-term higher education to meet companies' needs
- Regulating admissions between short-term and long-term courses and implementing this regulation
- Integrated system with both short-term and long-term courses
- Managing vocational courses
- Flexibility of management, financing and payment methods
- Cooperation between different countries and consequences
- Service sector courses versus technical and industrial courses
- Guidance, selection and reorientation system

Topics of answers and comments from the 3 speakers

- S. Geifes: Integrated system with both short-term and long-term courses / first degree–master's degree–doctorate (LMD) system / Guidance and selection system
- C. Forestier: Methods for regulating admissions and suggestions / Source of the over-representation of service sector courses compared with manufacturing sector courses / Comparison of the advanced vocational diploma (BTS) and the university diploma in technology (DUT) / LMD
- W. Experton: A flawed market / Flaws in information and statistics / Cost / Certification / Regulating admissions / Flexibility of management, financing and payment methods

III. LEARNING FROM EXPERIENCE

A. The Mexican and Latin American Experience

H. Moreno

1. The Emergence of Technological Universities
2. Historical Background
3. The Structure of Technological Universities
4. Assessment and Accountability

B. The Tunisian Experience

A. Dhouib

1. The ISET system
2. Preliminary Assessment
3. Outlook
4. Action Plan

C. Korea and the Asian Experience

J. H. Kim

1. Environmental Changes and Policy Response
2. Changes in Policy Emphasis
3. Changes in Vocational Training
4. Current State of Short-Term Vocational Higher Education and Training
5. E-Learning
6. Recent Trends
7. Best Practice
8. Conclusions and Recommendations for the Future

Debate:

(chair: N. Rafinjatovo)

Question topics

- Incentives for partnerships and cooperation between the public and private sectors
- Training trainers and the teaching methodology offered to students of higher institutes of technological studies (ISETs)
- Rapid growth of ISETs and quality of teaching
- Evaluation and consequences
- Links between universities and ISETs
- Improving educator loyalty
- Managing the cost of updating equipment and facilities
- Percentage of professional trainers in ISETs and status

Topics of answers and comments from the 3 speakers

- H. Moreno: Evaluating and training trainers / Evaluating the system and continuous improvement / Reorientation
- A. Dhouib: Quality of teaching, training trainers and the teaching methodology offered to students / Links with companies and universities / Improving educator loyalty, percentage of professional educators and educators' status
- J. H. Kim: Incentives for partnerships and cooperation between the public and private sectors

IV. IMPLEMENTATION OF SHORT-TERM VOCATIONAL HIGHER EDUCATION STREAMS

A. Fluidity and Adaptability

W. Iwamoto

1. Labour Market Changes and Accessibility
2. General Education
3. Standard Setting
4. Lifelong Education
5. The Case of Japan

B. Contents and Processes

M. Romainville

1. The Definition of Content
2. The Convergence between Vocational and Higher Education

C. Diplomas and Certifications: Recognition and Social Status

G. Asséraf

1. The Model of Sustainable Professionalization
2. A Bottom up Methodology
3. Common Requirements and Local Needs

Debate:

(chair: P. Pierrot)

Question topics

- Recruiting educators and improving educator loyalty
- Transmitting a cross-disciplinary and theoretical knowledge base
- Selecting students
- Transmitting psychosocial skills and general cognitive abilities
- Similarities and differences between the models in different countries
- Knowledge validation
- UNESCO programmes in developing countries
- Commission for the evaluation of technical education at European level
- Reorientation
- Professional and teaching skills of educators

Topics of answers and comments from the 3 speakers

- M. Romainville: General cognitive abilities and specific applications
- W. Iwamoto: Increasing salaries and defining the role of educators
- G. Asséraf: The balance between general knowledge and technical skills

V. STRUCTURAL ORGANISATION AND MANAGEMENT

A. The North American Experience

S. Mikhail

1. The Canadian Context
2. Balanced Scorecard
3. Practical Application of the Scorecards

B. The French Context

S. Goursaud

1. Short-term Vocational Higher Education in France
2. Educational Background
3. Socio-Professional Background
4. Regulation of Diplomas and Training Programmes
5. Graduate Results
6. Cost of Education

C. The Chad Experience and African Issues

D. Avocksouma

1. The African Context
2. The Situation in Chad
3. Training Institutes in Chad
4. Faculty
5. Funding
6. Future Prospects for Short-term Professional Institutes

Debate:

(chair: M. S. Iglésias Jimenez)

Question topics

- A la carte training programmes
- Foreign labour
- Evaluation commission
- Strategic planning
- Differences between the advanced vocational diploma (BTS) and the university diploma in technology (DUT)
- Working with oil companies
- Tools available to calculate training costs
- Information on long-term university courses extended by short-term technical training courses
- Sustainability, measuring improvements and other information on the approach put forward by S. Mikhail
- Training courses in Central Africa: close cooperation and regionalisation
- Training policy for mobile educators

Topics of answers and comments from the 3 speakers

- S. Mikhail: Allocation of resources according to key performance indicators defined by the government / Other information available on the method implemented / Sustainability and sustainable planning processes / Educators and performance and evaluation / Special programmes for students of immigrant origin
- S. Goursaud: Differences between BTS and DUT / Covering training costs / Returning to study / Student demand
- D. Avocksouma: Working with oil companies / Foreign labour / Regionalising resources / Private institutions

VI. WORKSHOP AND ROUNDTABLE REPORTS

WORKSHOPS

Workshop A: Introduction to the discussion: R. Eychenne - Rapporteur: J. Travert
Problems and Solutions in the OECD Countries With Respect to “Employment” and “Social Demand”

1. French IUT Landscape
2. Summary of the Debate

Workshop B: Introduction to the discussion: P. Alamos - Rapporteur: B. Gros
Cost/Efficiency Analyses of Short-Term Vocational Higher Education in Emerging Countries: Perspectives

1. The Chilean economic context
2. The education picture

Workshop C: Introduction to the discussion: D. Atchoarena - Rapporteur: J. Koulidiati
Efficiency of Solutions in Countries with a Difficult Economic and Social Context; Ideas for the Future

1. Difficulties Experienced in Sub-Saharan Africa
2. New Challenges and Issues
3. Some Questions Still to be Answered

ROUNDTABLES

Roundtable A: Moderator: A. Gauron - Rapporteur: B. Millot
Can Information and Data Related to Services be Treated as Those Related to Industry?

1. The Legitimacy of the Subject
2. Points of Consensus

Roundtable B: Moderator: C. Fornari - Rapporteur: M. Villain
Hiring Policies and Skills Management for Mid-Level Executives: Short-Term and Long-Term Training; Validation of Work Experience; Age and Gender Issues in Hiring; Internal Promotion

1. France
2. Bolivia
3. Mexico
4. The debate

Debate:

(chair: J. Scarzi Guzman)

Question and comment topics

- Juxtaposition of public and private or semi-private courses
- Flexible training courses that meet immediate requirements in the ongoing requalification of young people
- Regrettable lack of private sector representation at the conference
- Reviewing priorities and methods of operation as a result of the development of the service sector
- Learning a second language
- Concept of the international advanced vocational university diploma (TSUI)
- Expression of the needs of business and involvement of businesspeople
- Work-based learning and continuing education for Africa
- Types of short-term vocational higher education courses not covered during the conference
- Limited interest of the Ministry of Education in private training courses
- The health and social sector
- Increasing the interaction between the training sector and the socioeconomic sector
- Comparison of the vocational courses in different EU countries and the EURASHE studies available
- Duration of what is termed a 'short-term course' and link with university
- Characteristics of short-term technical higher education courses at both public and private institutions

Topics of answers and comments from reporters and the Chilean delegation

- J. Travert: No contrast between private and public short-term courses / Duration of short-term courses in France / Other types of short-term higher education courses / Health and social sector courses / Coexistence of industrial and service sector courses / Exclusion of women from certain sectors
- J. Koulidiati: Predominance of the informal sector in sub-Saharan African countries / Possibility of private sector investment in short-term vocational training courses / Need to persuade company directors in Africa that it is worthwhile / Power of persuasion of European countries
- B. Gros: No contrast between private and public / Development of the Chilean example / The difficult state of short term higher education / Reform programs and their principles / Partnership networks / Pluses and minuses of a free market for education / State support for quality research
- B. Millot: No contrast between private and public / Continuum between short-term and long-term courses / Complementarity of general and technical education and of the service and manufacturing sectors / Problem of employment / Concept of self-employment / Responsibilities that lie with short-term courses when there is full employment or underemployment
- M. Villain: Communication and learning a second language
- Chilean delegation: Information for students and families / Key role of the government in providing incentives for students and families / Paper on technical courses / Financial investment by the government

VII. OVERALL SUMMARY REPORT AND CLOSING

Overall summary report

J. Mazeran and J. Oxenham

1) Questions

- *What is the problem?*
- *Is the employment market to blame?*
- *Does the employment market always need more qualifications?*
- *What does 'short-term' mean?*
- *Are we afraid of evaluation?*

2) Constants and key points

- *The five conditions of success*
- *Flexibility*
- *Drawing on different sources of funding*
- *Need for a global view of human resource management*

3) Best practice

- *The professional approach*
- *Canada, Tunisia, Korea, Chile, Mexico, etc.*

Closing debate:

(chair: A. Prévos)

Question and comment topics

- Best practice to note: European experiences and qualification frameworks in design phase
- Sociocultural factors, perception of students and families, devaluing of technical higher education, social categories not recognised in society and the need for mentalities to change
- Profile and promotion of educators
- Role of the market and skills-based approach
- Recognition of private training courses
- Under-representation of certain short-term vocational higher education courses at the conference
- Development of international solidarity on the subject of short-term vocational higher education and desire to take action
- Partnerships and relations with the various players
- Responsibility of institutions in the context of reforms
- Tax-related constraints
- Lack of general implementation of pilot projects in Peru
- Need for institution directors to receive management training
- Dependence on aid from the World Bank and autonomy for action
- Organisation of a conference centred on sub-Saharan African countries
- Work performed by the Danish Ministry in the context of the Bologna Process relating to the *Quality framework*

Topics of answers and comments

- J. Mazeran: Wealth of information and experiences passed over in silence / The fight for recognition / Lack of communication and information / Taking account of the individual / Tax-related constraints / Follow-up and extensions to the conference

Closing

A. Prévos

1) Increased awareness

2) Evolution of social models

3) Conference follow-up