

VET in the 21st Century – Future trends and priorities

Summary of working group discussions

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#FutureofVET



How has vocational education and training changed between 1995 and 2018? (I)

Context matters: some common but also opposite trends

- Incremental changes – displacement and layering ↔ radical changes
- VET becoming part of education & training system ↔ employment logic ↔ compromise
- Expansion:
 - different target/age groups
 - qualification levels, e.g. VET in higher education
 - different sectors/trades
- Change of qualifications (systems):
 - hybrid/double qualifications e.g. trade certificate plus higher education access ↔ single qualifications
 - non-formal paths to formal qualifications (same as through formal education)
 - competence-based system

How has vocational education and training changed between 1995 and 2018? (II)

- Smoothing transition to labour market and enabling lifelong learning through:
 - close links with employers
 - basic general and transversal skills
- State intervention at the expense of social partner involvement in some countries
- Companies withdrawing from offering places for apprentices/dual VET
- Declining participation
- Social esteem posing a challenge
- Influence of European processes and instruments, e.g.
 - EU-level cooperation in VET
 - European qualifications framework (EQF)

Which are the lessons for the next two decades? (I)

Guidance

- More and better guidance from an early age for individualised pathways
- Group specific awareness raising

Governance and provision

- Governments to provide the basis in consultation with stakeholders, promote dialogue through policy agreements; allow for bottom up approach in sectors
- Offer (dual) VET at higher (education) level/'higher professional VET'
- VET as a place for all to upskill and reskill: ensure progression and pay more attention to further training for adults/CVET
- Consider challenges that may arise when expanding dual VET to 'new' sectors
- Combine (partial) qualifications from different occupations, thus creating new profiles
- Provide for flexible and modular approaches
- Funding and company placements to ensure teachers acquire/have the right skills



Which are the lessons for the next two decades? (II)

Meeting the needs for rapid change and long term stability and predictability

- IVET to provide a stable knowledge base
CVET more flexible, adaptive to labour market needs and social change
- State intervention for longer-term perspective, e.g. aiding skills anticipation, ensuring generic/transversal skills as a basis for lifelong learning
- Embedding incentives for being adaptive; adapting programmes/training profiles
- Work-based learning to help being adaptive
- Evolutionary/incremental rather than revolutionary change

Challenges and pitfalls

- Terminology: concepts and connotations differ across countries
- Raising social esteem while ensuring inclusion;
- Relabelling VET does not automatically help raise its esteem

Which are the lessons for the next two decades? (III)

Challenges that require striking the right balance

- Lifelong learning: IVET – CVET
 - general/transversal skills – vocational skills: enabling lifelong learning while maintaining occupational identity
 - modular approaches to ease (re)turning to learn
- Need for highly skilled employees – inclusiveness
- Cooperation – competition
 - e.g. between national and regional level; public and private providers
 - IVET – CVET
- State regulation – regional/institutional autonomy
 - e.g. standardisation of curricula – flexibility in provision and crossover qualifications
- Employer involvement – employer ownership: demand driven – supply driven VET
- Small – large institutions: accessibility, choice, efficiency

Policy learning, not policy copying

- Building capacity to analyse policy design, governance, implementation, support structures etc.