



Session 2

Scenarios for VET in Europe – what are the choices?

Expert online technical workshop, 27 November 2020



CEDEFOP

European Centre for the Development
of Vocational Training

Scenario approach: Strengths and limitations

01

We are not predicting the future, but seek to illustrate the implications of different choices

03

Scenarios will never materialise in the pure or ideal form, but can become dominant and influence developments

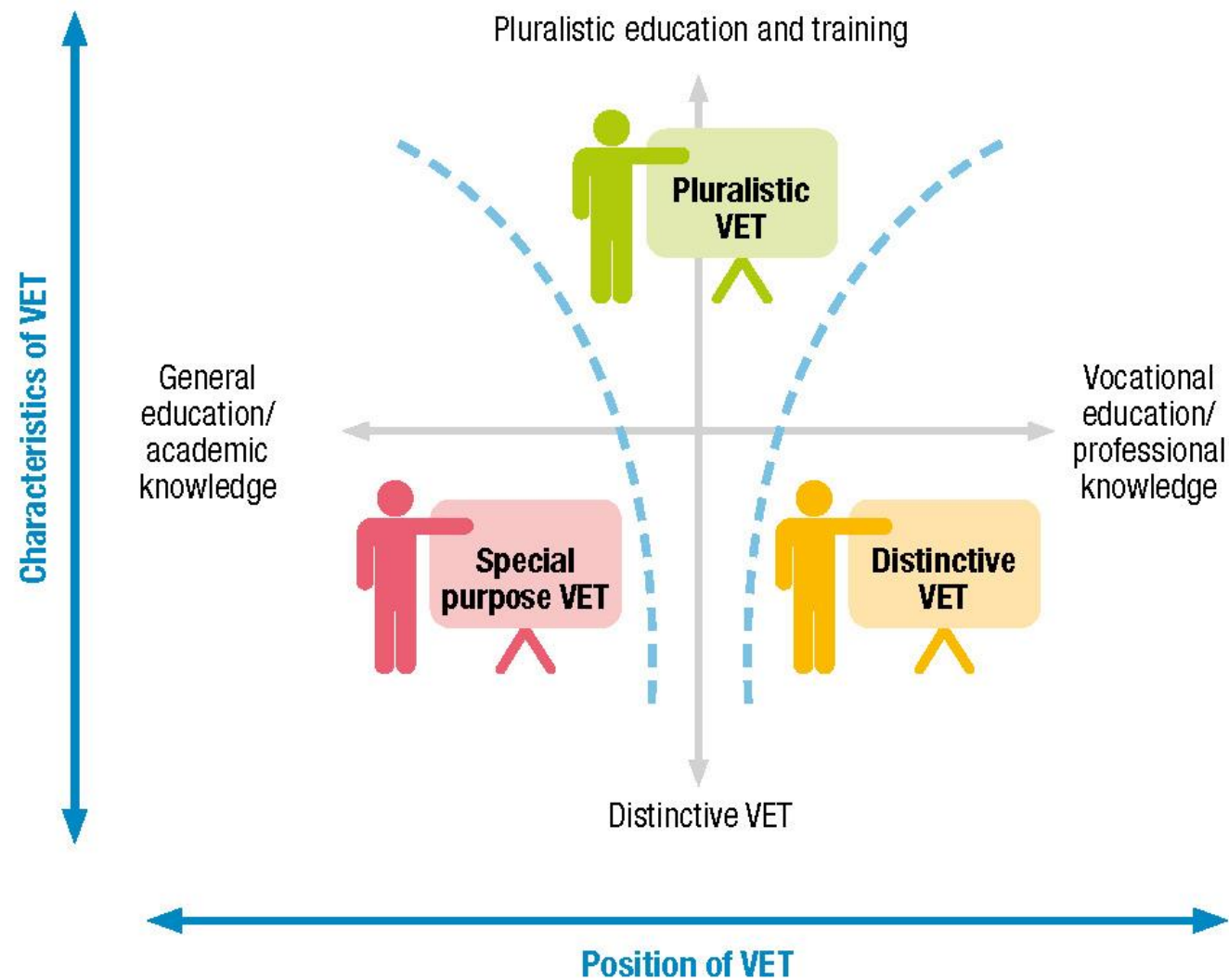
02

Scenarios help to alert policy-makers to different trends and the implications of these

04

Scenarios acknowledge that VET systems are path dependent and will to varying extent reflect the past

Three basic scenarios and their position in the two-dimensional model



Pluralistic VET

DEFINITION



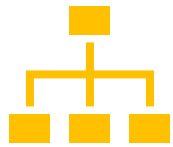
‘Vocationally oriented learning’

PART OF E&T



‘Feature of education’, rather than a sector of its own

ORGANISING PRINCIPLE



Around qualifications; core competence concept

USERS



Increasing diversity; provision at many education levels

PATHWAYS



Numerous; individualised; school and work-based ones with same status

PROVISION



Diverse providers; diverse emphasis, including project- and problem-based, but also self-directed learning.

Learning
à la carte

Cottage
gardens

Distinctive VET

DEFINITION



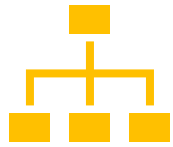
modernised version of 'vocational education and training'

PART OF E&T



Clearly defined sub-sector of the education and training system consisting of clearly defined institutions

ORGANISING PRINCIPLE



'professional competence' ;VET is organised around occupations/ professions

USERS



Focus is on professional entry, associated with medium to high-skilled professions

PATHWAYS



Work based learning and apprenticeships have high status

PROVISION



Combination of school-based and work-based learning

VET for all

Renaissance of VET

Professional champions

Special purpose VET

DEFINITION



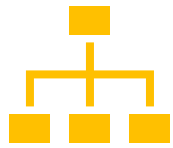
“skills training” for labour market inclusion

PART OF E&T



VET takes place outside the education and training system in re- and up-skilling measures

ORGANISING PRINCIPLE



‘skills, competencies and employability’; VET is organised around jobs

USERS



Adults with low qualifications and early school leavers

PATHWAYS



No particular pathways; emphasis on (re-)entry into the labour market

PROVISION

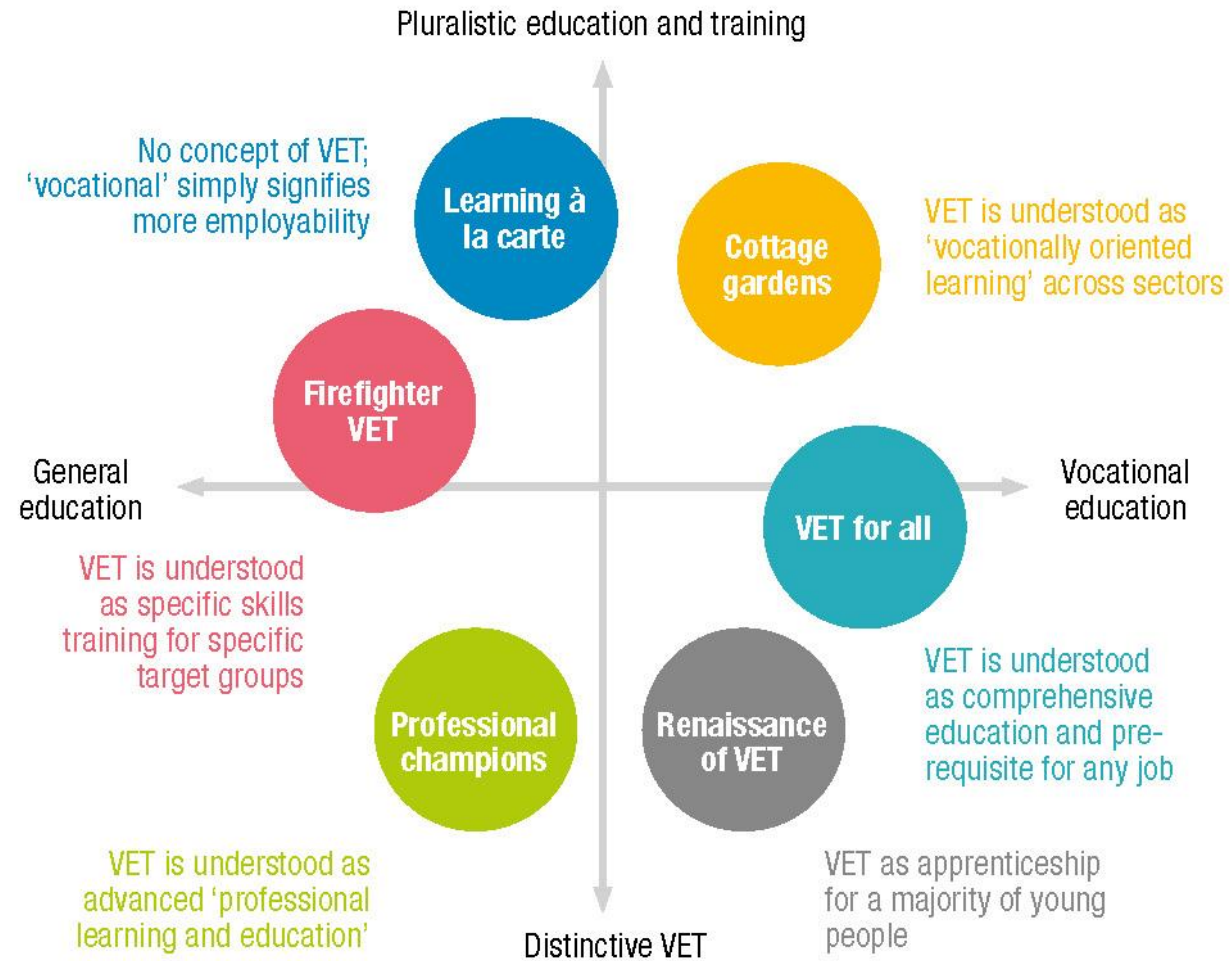


Short training courses; some on-the-job-training

Firefighter
VET

Professional
champions

Overview of the positioning of six detailed scenarios



Thank you

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