

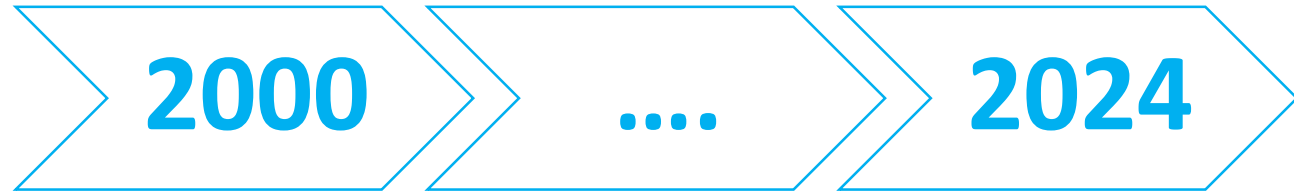
How have the objectives on excellence and inclusion been addressed in national policy documents over the last 25 years?

Parallel Session 1

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Trends observed



Focus is consistently more on inclusion aspects

- ❖ Mainly in countries with moderate to high shares of upper-secondary VET enrolment, e.g. AT, CZ, DE, FI. Example: Integrative Vocational Training in Austria (2003)

More balanced approach

- ❖ E.g. in Baltic States, Member States since 2004, influence of EU's education policy goals and instruments

Strong focus on inclusion and (moderate) increased focus on vocational excellence in the last 10 years

- ❖ E.g. in BE, LU, FR. Example: network of 'Campus des Métiers et Qualifications' in France (since 2014).

Increasing emphasis on both objectives, especially in recent times

- ❖ Countries from regions that have been undergoing significant reforms in their VET systems (e.g. BG, EL, PL), often as part of broader social and economic reform developments. Example: Greece - reform introduced by Law 4763/2020)

Focus on inclusion rather than excellence

Of the 150 policy documents in the analysis...

- ❖ 49 contain an explicit reference to inclusion only (identified in 21 countries)
- ❖ 7 contain an explicit reference to excellence only (identified in 7 countries)
- ❖ 31 include an explicit reference to both aspects (identified in 14 countries)
- ❖ none of these terms are explicitly used in 63 of the analysed policy documents

Focus on delivery rather than content

Of the 150 policy documents in the analysis...

- ❖ 95% refer to some form of delivery-related intended changes compared to
- ❖ 65% of all policy documents referring to content-related changes

Vocational excellence

Individual level – target group

- ❖ Talented or high-performing learners, highly skilled or competent individuals
- ❖ Or no specific target group

Institutional/national level

- ❖ *Flexible pathways and opportunities for high-performing learners (electives, scholarships, skills competitions)*
- ❖ General education, *transversal competences* (innovation, entrepreneurship, critical thinking); modernisation, strong alignment with labour market needs
- ❖ Teacher/trainer CPD
- ❖ CoVEs; Higher VET
- ❖ Attractiveness, image of VET

Inclusion

Individual level – target group

- ❖ Disadvantaged or vulnerable learners – expanded over the years
- ❖ Broader understanding: all learners

Institutional/national level

- ❖ Ensuring access to VET for those facing barriers or all learners - equity
- ❖ *Flexible, modular pathways, validation of non-formal and informal learning, employability-focused initiatives*
- ❖ Tailored programmes and pedagogies
- ❖ *Key (transversal) competences* and basic skills
- ❖ Individualised guidance and other support services

How are excellence and inclusion justified?

Table 2. Orders of justifications and their assignment to the coordination principles and policies in VET

Order of Justification	Coordination principle of VET	Vocational education and imparted legitimate knowledge
Market-based	Competition, demand, profitability, price	Cost effective education of demanded skills
Industrial	Efficiency, expertise, innovation	Transfer of applied knowledge (knowhow; <i>savoir faire</i>)
Domestic	Community	Education based on respect, trust and loyalty (<i>savoir être</i>)
Civic	Equality	Education open to everybody, transfer of general knowledge (knowledge; <i>savoir</i>)
Inspired	Vocation	Vocation for education that fosters passion and creativity
Fame-based	Public opinion	Visible education of good reputation
Project-based	Network extension	Flexibility, open education that fosters mobility

Source: Authors – based on Berner, Gonon and Imdorf (2016) ⁽⁵⁴⁾.

One objective, different measures, different reasons

Table 4. Orders of justification for promoting talent

Promoting talent...	Order of justification	Example of measures
...to recruit the best minds for business or administration	market-based, industrial	concours, 'talent contests'
...to achieve top performance in international skills competitions	market-based, fame based	skills competitions in general
...in order to help people achieving personal fulfilment and happiness	domestic, inspired	career counselling based on talent and interests instead of demand at the labour market
...to provide disadvantaged people with opportunities for careers and business success	civic, market-based	boot camps or recruitment camps for socially disadvantaged people, football academies in developing countries
... to provide disadvantaged people with opportunities for participation	civic	traditional social pedagogy; workshops for people with disabilities according to their aptitudes ⁽⁶⁵⁾
... to invite people with disabilities to engage in international skills competitions	civic, market-based, fame-based	skills competition for people with disabilities

Thank you for your attention!



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