

The review and renewal of VET content: Insights from the Future of VET study

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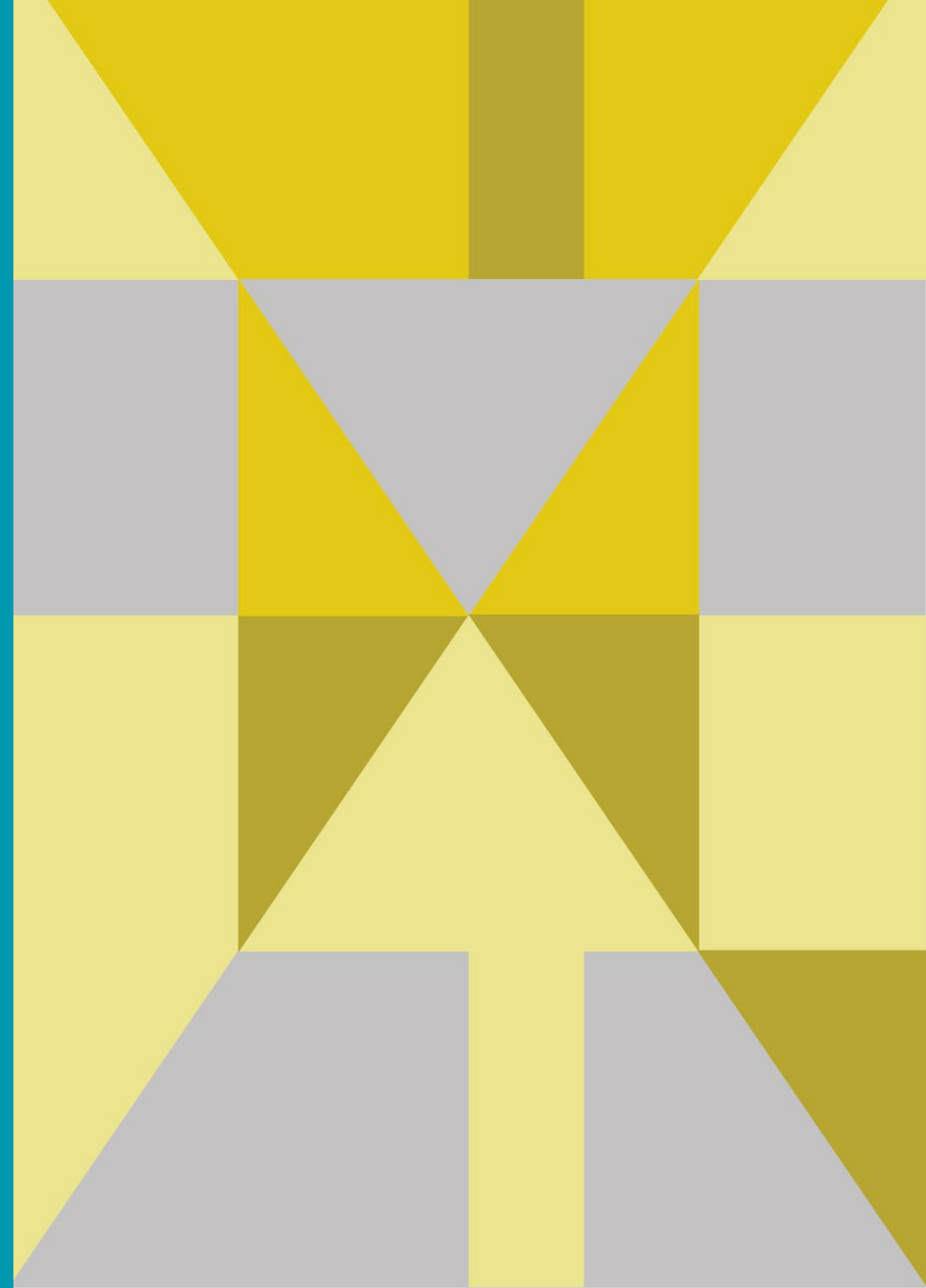
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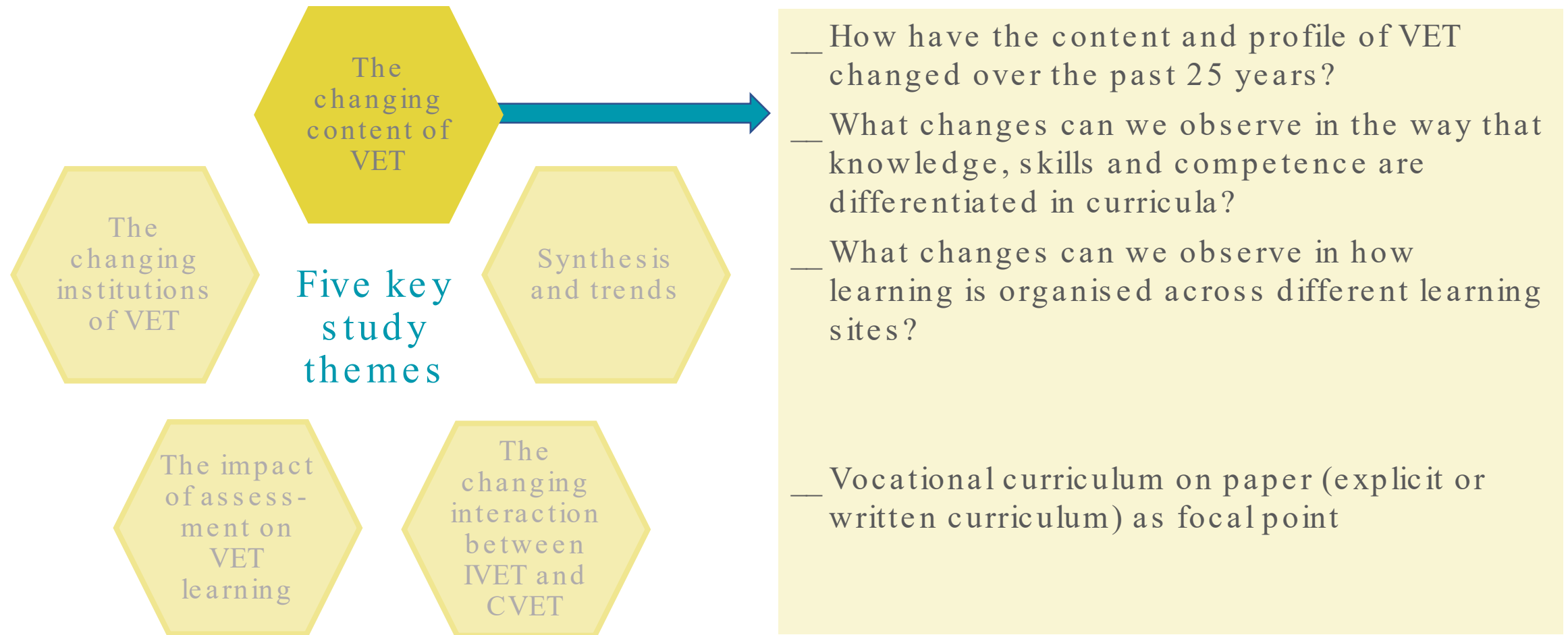


Research & Consulting
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We know surprisingly little about how the structure and content of VET curricula and programmes actually interact with changes in the wider economy and society, especially in the long term..



The 'Bigger Picture': Cedefop study on the Future of VET in Europe (2020 – 2022)



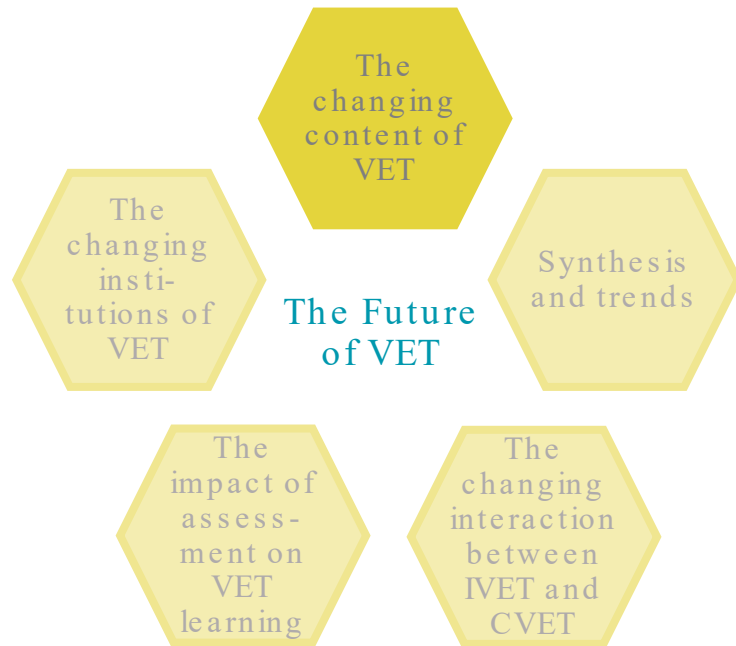
A (over?)simplified categorisation of knowledge and skills in IVET curricula for our study

		In school	Outside school	
		Classroom / Homework	Workshops / Laboratories	Workplaces / Companies
general	(a) general/academic knowledge (e.g. maths, chemistry, foreign language general)	(e.g. skills learned in language labs or chemistry labs)	(e.g. improving communication or team skills)	
vocational	(b) theoretical VET knowledge (e.g. marketing, engineering, domain specific foreign language)	(c) practical vocational skills (e.g. freehand drawing, programming)	(d) job-specific skills (company-specific, local knowledge)	
	theoretical	practical		



Additional complexity through transversal skills and competences: lack of terminological and conceptual clarity

How have the content and profile of VET changed over the past 25 years?

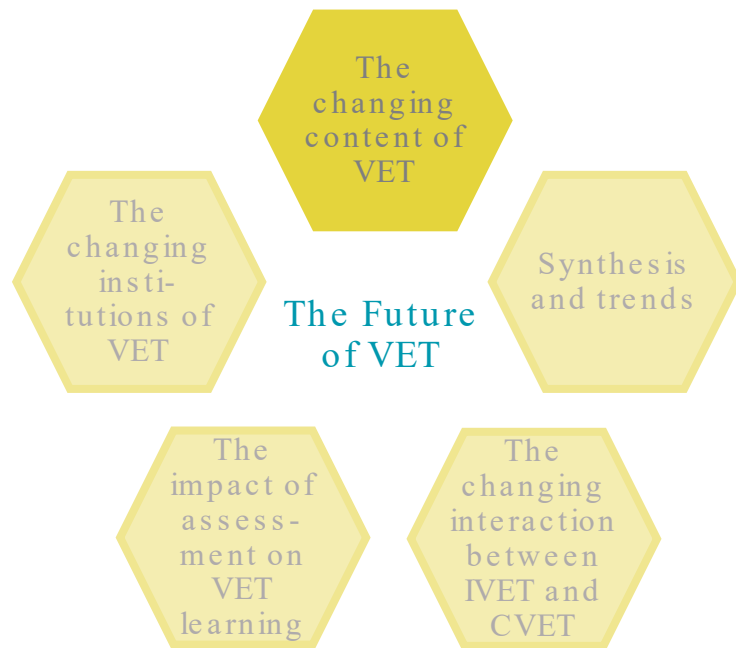


- Decrease in the number of IVET qualifications in most countries
- Shift to learning-outcomes-based approaches firmly anchored in curriculum design (partly alongside competence-based approaches)
- Increased individualisation and modularisation (which also add complexity to the research task)
- Incremental changes to VET curricula
- Considerable variations in integrating vocational and general education content

Example: minimum level of competences in Finnish VET qualifications – business and administration

Year	Common studies (%)	Vocational studies (%)	Optional studies (%)
1990	38%	55%	7%
1992	44%	48%	8%
2000	17%	67%	16%
2017	19%	62%	19%

How has the balance between occupation-specific skills, general subjects, and transversal skills in IVET evolved over time?



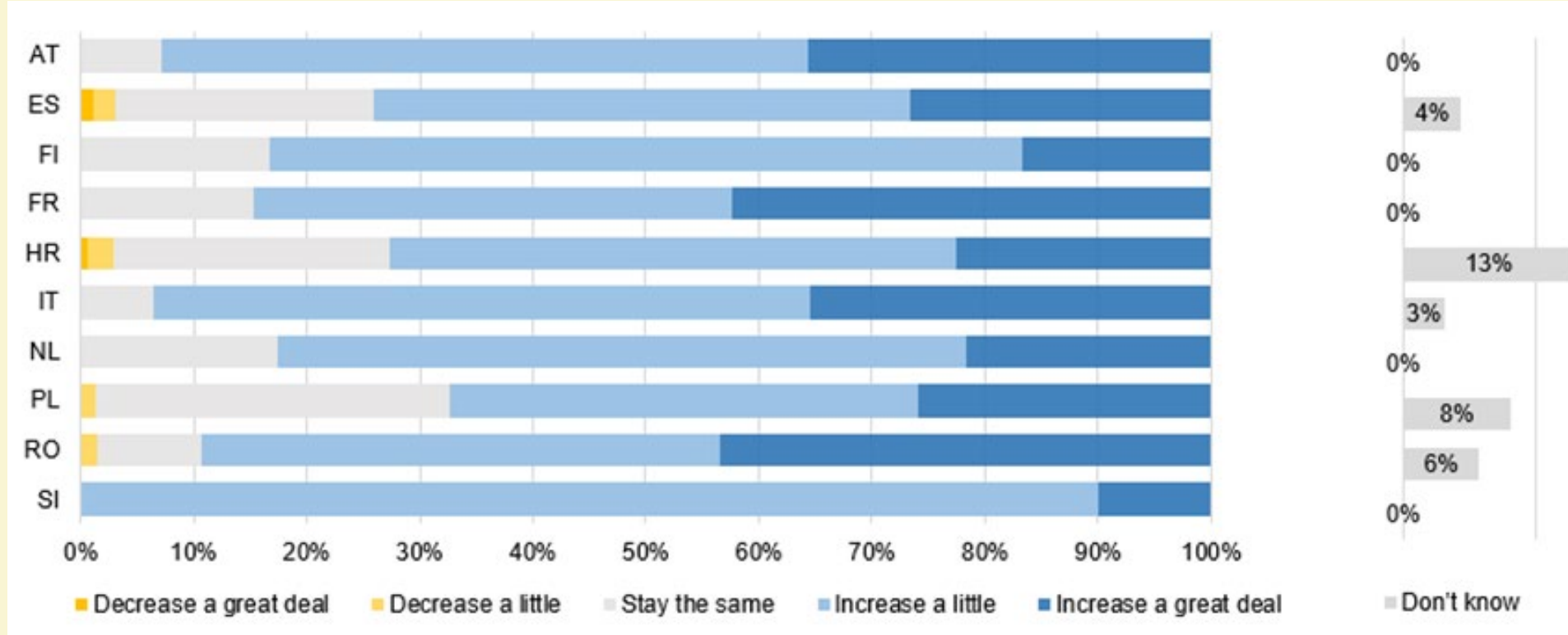
- Distinction between general and vocational subjects or skills common across IVET curricula
- Strengthened general education component of VET programmes (through increased teaching in general subjects or better integration into vocational curriculum)
- Only few examples of increase in the vocational skills component
- Transversal skills increasingly visible in reference documents (e.g. curricula) but expressed in a variety of different forms



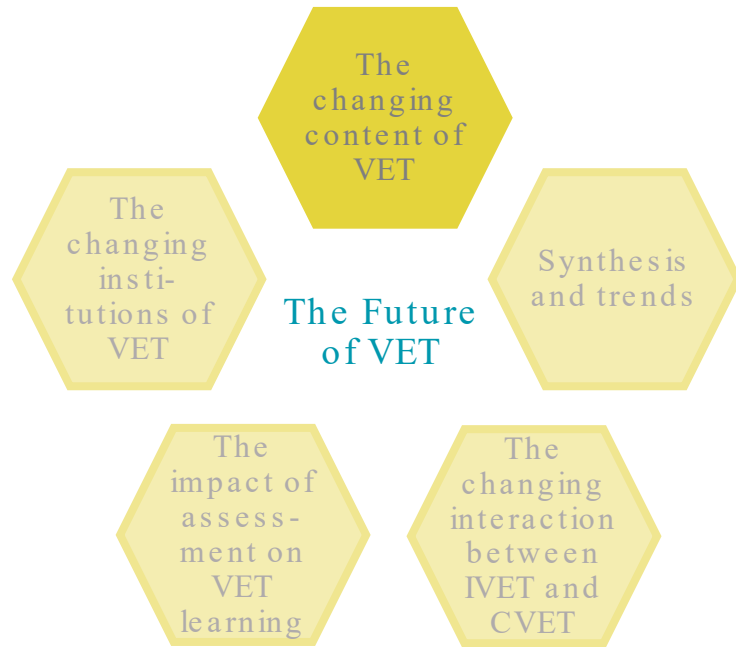
Increased emphasis on transversal LO may be both a sign of either vocational or academic drift

Insights from the VET provider survey: expected future emphasis on transversal/soft skills

Thinking about the next ten years, the emphasis we put on transversal/soft skills will...



What changes can we observe in how learning is organised across different learning sites?



- Increase in workplace learning in IVET curricula is ubiquitous (alongside greater emphasis on GE skills)
- Workplace learning more integrated into the learning process

Example: comparison of Austrian VET college curricula

Findings for school-based VET in Austria suggest both an increase in workplace learning and in practical learning in workshops over time. When analysing individual qualifications, the picture becomes more differentiated

Curricular categories	Higher VET college for mechanical engineering (EQF 5)		Higher VET college for business administration (EQF 5)	
Year of curriculum	1993	2015	1994	2014
General education subjects	37%	41%	53%	50%
Occupation-specific theory	40%	36%	36%	33%
Occupation-specific practical learning	19%	18%	11%	11%
Work placement	4%	4%	0%	5%
	100%	100%	100%	100%
Total number of hours of education and training	7,441	6,931	6,014	5,956
Programme duration in years	5	5	5	5
Number of hours of education and training per year	1488	1386	1203	1191

The 'Bigger Picture': Cedefop study on the Future of VET in Europe (2020 – 2022)

Improving our overall understanding of the challenges and opportunities facing European VET in the years to come



Thank you !

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