

Linking IVET and CVET – How to facilitate VET for lifelong learning

Future of VET conference, session 4

Ockham IPS

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Content

1. Introduction of the study: conceptual approach and four orientations in the learning of adults
2. IVET providers role in different orientations to the learning of adults
3. Policies and national reforms
4. Conclusions

Simon Broek

- *Senior researcher at Ockham IPS*
- *15 years experience in conducting studies on VET and adult learning*
- *EEA working group on adult learning consultant for 6 years*
- *PhD candidate Open University the Netherlands on factors that influence self-directedness in engaging in lifelong learning*

Introduction of the study

Aim to map how IVET systems facilitate CVET/learning of adults; and what policies support an increased role of IVET

Methodological approach of the study:

- Extensive desk research on available EU-wide sources
- Six extensive country case studies on link IVET-CVET and policies that changed this relationship
- Analysis

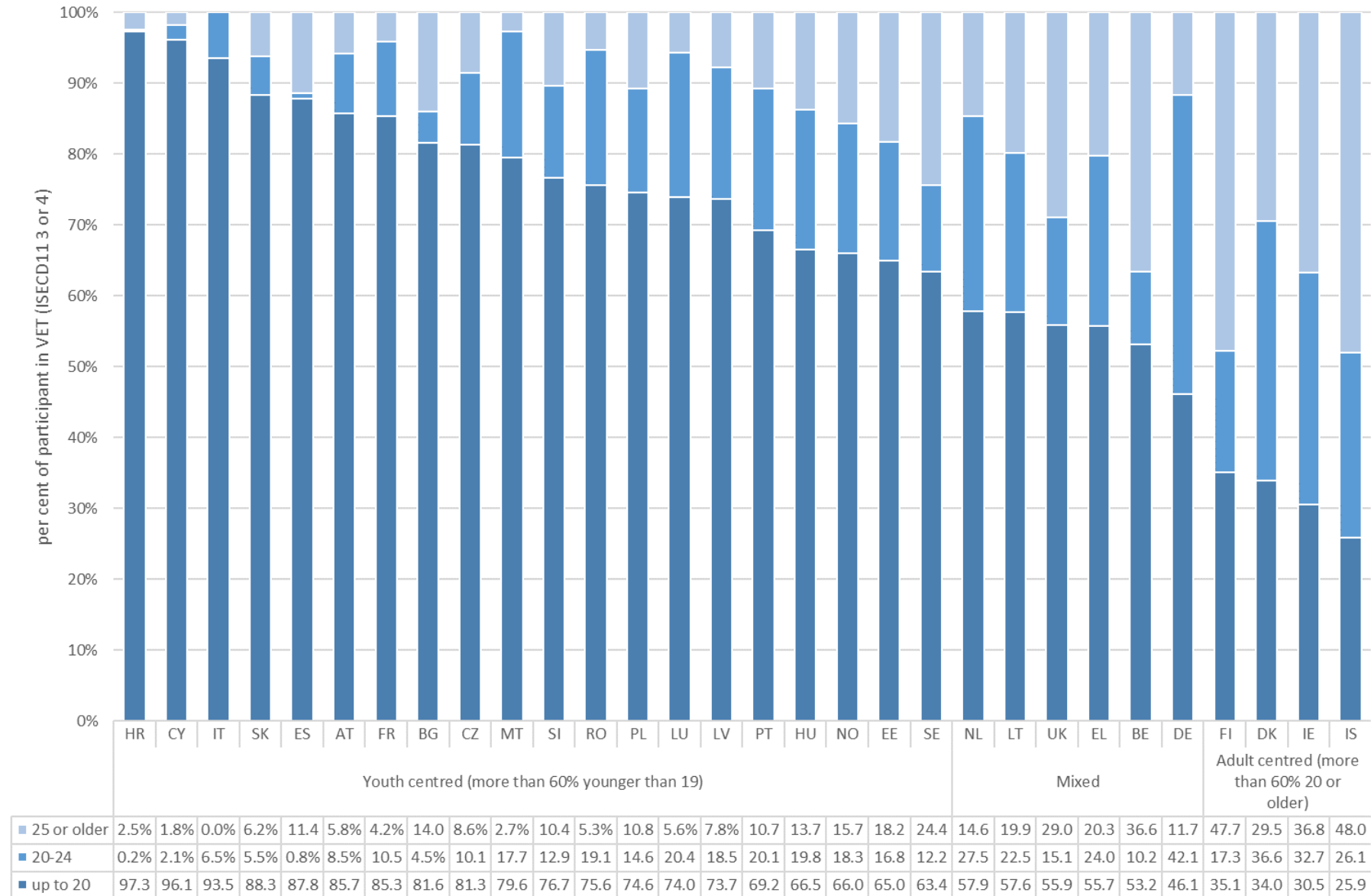
Conceptual starting point

- CVET is conceptually approached as the learning of adults and this learning can relate to
 - obtain occupation-related learning outcomes, or more general, generic or basic skills-related learning outcomes.
 - provision leading to full qualifications and provision leading to certificates or only attestations of completion.
- IVET is approached as the provision that is offered mainly to young people before, and as preparation for entering the labour market.



VET systems orientation: Youth, adult of mixed-based systems

- (a) youth-centres systems have more than 60% students younger than 19;
- (b) adult-centred systems have more than 60% of students older than 20;
- (c) mixed-systems are between the 60% under 19 year-olds and the 60% older than 20 students.



Four orientations in the learning of adults

	Has an explicit vocational/ occupation-specific focus		
Does not result in formal qualification	Orientation 1. VET leading to acquisition of specific vocational/ occupation-specific skills and not leading to a formal qualification Forms / other names: <ul style="list-style-type: none"> • Post-secondary VET (not leading to a qualification) • Training that forms part of Active Labour Market Policies (occupation oriented) • Workplace or job-related learning • Continuing Professional Education Governed by Professional Bodies (not leading to a qualification) 	Orientation 2. VET leading to a formal qualification Forms / other names: <ul style="list-style-type: none"> • Post-secondary VET (leading to a qualification) • Apprenticeships • (Occupational) (Re)Training Programmes • Customised Vocational and Professional Programmes for Organisations • (Post-Tertiary) Continuing Higher Education (oriented to occupational knowledge) • Continuing Professional Education Governed by Professional Bodies (leading to a qualification) 	Results in formal qualification
	Orientation 3. Basic skills training Forms / other names: <ul style="list-style-type: none"> • Basic skills and basic education • Training that forms part of Active Labour Market Policies (basic skills oriented) • Personal or social learning 	Orientation 4. General education tracks (academic tracks and second chance) Forms / other names: <ul style="list-style-type: none"> • Second chance education at upper secondary levels / Basic Skills and Remedy Programmes • Higher Education Programmes Accessible to Non-Traditional (Adult) Students • (Post-Tertiary) Continuing Higher Education (oriented to more general knowledge) 	
	Does not have an explicit vocational/ occupation-specific focus		

IVET providers role in different orientations to the learning of adults

	Participation statistics		Orientation (0= no role, 3= large role of IVET providers)				Totals		
	Participation in VET % 20+	1 (non-formal VET)	2 (formal VET)	3 (non-formal basic skills)	4 (formal general ed.)	Total non-formal	Total formal	Total	
HR	<div><div></div></div> 2.7	0	2	0	3	0	5	5	
CY	<div><div></div></div> 3.9	0	0	0	2	0	2	2	
IT	<div><div></div></div> 6.5	1	0	1	0	2	0	2	
SK	<div><div></div></div> 11.7	0	0	0	0	0	0	0	
ES	<div><div></div></div> 12.2	0	2	1	3	1	5	6	
AT	<div><div></div></div> 14.3	0	2	0	0	0	2	2	
FR	<div><div></div></div> 14.7	0	2	1	0	1	2	3	
BG	<div><div></div></div> 18.4	0	3	0	0	0	3	3	
CZ	<div><div></div></div> 18.7	1	3	0	3	1	6	7	
MT	<div><div></div></div> 20.4	0	3	1	2	1	5	6	
SI	<div><div></div></div> 23.3	0	3	0	0	0	3	3	
RO	<div><div></div></div> 24.4	0	2	0	0	0	2	2	
PL	<div><div></div></div> 25.4	0	2	0	0	0	2	2	
LU	<div><div></div></div> 26	0	3	1	0	1	3	4	
LV	<div><div></div></div> 26.3	0	1	0	3	0	4	4	
PT	<div><div></div></div> 30.8	0	3	1	0	1	3	4	
HU	<div><div></div></div> 33.5	0	2	0	2	0	4	4	
NO	<div><div></div></div> 34	1	2	1	0	2	2	4	
EE	<div><div></div></div> 35	1	3	0	3	1	6	7	
SE	<div><div></div></div> 36.6	0	1	0	0	0	1	1	
NL	<div><div></div></div> 42.1	1	2	1	3	2	5	7	
LT	<div><div></div></div> 42.4	1	2	0	0	1	2	3	
UK	<div><div></div></div> 44.1	2	3	1	3	3	6	9	
EL	<div><div></div></div> 44.3	2	0	1	0	3	0	3	
BE	<div><div></div></div> 46.8	0	0	0	0	0	0	0	
DE	<div><div></div></div> 53.9	1	2	0	1	1	3	4	
FI	<div><div></div></div> 64.9	3	3	1	1	4	4	8	
DK	<div><div></div></div> 66	0	1	1	0	1	1	2	
IE	<div><div></div></div> 69.5	3	3	0	0	3	3	6	
IS	<div><div></div></div> 74.1	0	3	0	0	0	3	3	

Results of policies and national reforms

Six countries and their policies impacted how IVET providers engage with the learning of adults.

Education system perspective on results

- Changing institutional roles and responsibilities
- Changing qualifications and IVET/CVET programmes' landscape

Epistemological and pedagogical perspective on results

- Changing modes of delivery: same or distinct programmes for young and adult learners
- Changing the pedagogical approaches: competence-based approaches and modularization
- Use of validation of prior learning and shortening (IVET) programmes

Socioeconomic or labour market perspective on results

- Towards a lifelong learning culture and mindset

	Adult-Centred IVET systems		Mixed IVET systems		Youth-Centred IVET systems	
	DK	FI	NL	DE	LT	PT
Policy measure	Novel program	Merging IVET/CVET	Autonomy package	Strengthening existing linkage	Novel centres	Integrated provision
Years	2015-	2015-18	2018-	2010-	2013-	2017-
External drivers						
Skills shortages	X	(x)	(x)	X	X	(x)
Financial pressure		X	X		X	
Internal drivers						
Increasing attractiveness of VET (and in particular for adults)	X		X	X	X	X
Reforming organisational set-up of systems offering learning to adults: reducing overlap and supporting synergies		X			X	X
Revising content and delivery of VET, making it more tailored to needs of adult learners		X	X		X	X
Result areas						
Changing institutional roles and responsibilities	X	X	X		X	X
Changing qualifications and IVET/CVET programmes' landscape	X	X	X	X	X	X
Changing modes of delivery: same or distinct programmes for young and adult learners	X	X	X			
Changing the pedagogical approaches: competence-based approaches and modularisation	X	X	X		X	X
Use of validation of prior learning and shortening (IVET) programmes	X	X			(x)	X
Towards a lifelong learning culture and mindset	X		X			
Overall outcomes						
Positive, negative or mixed views on overall outcomes	Minor (positive)	mixed views	positive	mixed views	positive	mixed views

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Opening up to adults? Future perspectives

Direction of travel of IVET systems in relation to opening-up to adults:

(a) Pluralistic VET for adults:

(a) VET for adults is having different purposes and orientations

(b) Distinctive VET for adults:

(a) VET for adults has a specific purpose related to providing job/occupation-specific skills and competences.

(c) Special purpose VET for adults:

(a) VET for adults has a special purpose and found a specific niche, being mostly associated with solving a skills deficit and quick fix to emerging skills gaps.

The case studies show a variety of potential future orientations, depending on their past developments and current situations.

CONTINUING VOCATIONAL TRAINING IN THE INSTITUTIONAL CHANGE OF SKILL FORMATION IN LITHUANIA

Vidmantas Tūtlys, Vytautas Magnus University, Lithuania



Content

- Institutional evolution of CVT in the skill formation system from 1990 to our time
- Perspective of education system in the institutional change of CVT
- Perspective of qualification system in the institutional change of CVT
- Epistemiological and pedagogical perspective
- Socio-economic and labour market perspective



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Future development trends



Institutional evolution of CVT in the skill formation system from 1990 to our time



- 1) Establishment of employment training system (labour market training system) after 1990 as integral part of active labour market policy.
- 2) Development of the 2-tier vocational education and training system with the initial VET and continuing VET /employment training until 2010 (institutional and processual separation of governance, curriculum design, provision of training and awarding of qualifications).
- 3) Integration of the employment training and initial VET after the EU accession in the context of implementation of the lifelong learning paradigm in VET. Institutional integration in 2010.
- 4) Continuing vocational training in the development of the national system of qualifications (sectoral approach in qualification design, implementation of sectoral practical training centres, introduction of the modular VET curricula and competence-based assessment) 2013-2022.

Perspective of education system in the institutional change of CVT

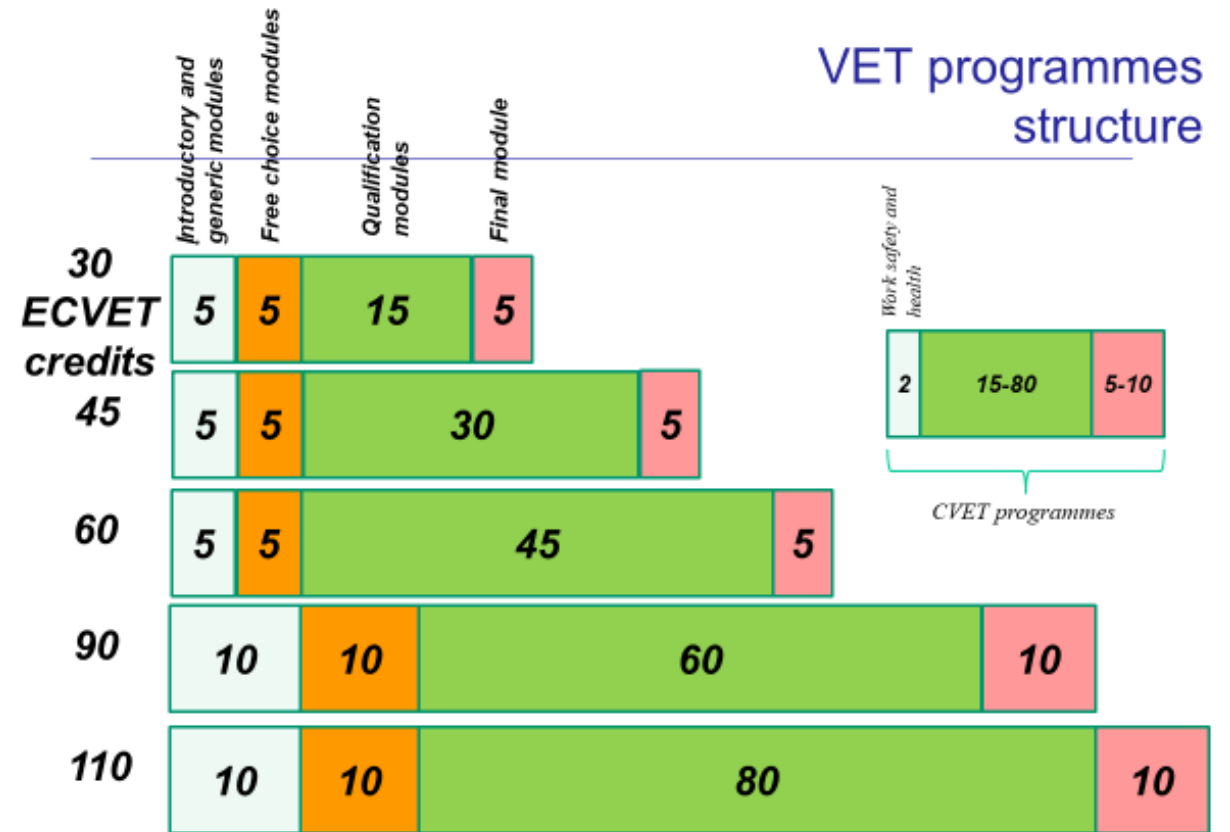
- Domination of the public provision of CVT through the employment training system, passive involvement of companies in CVT and human capital development of employees.
- Optimisation of the institutional networks of CVT and IVET provision.
- Transition of the governance of CVET /employment training from the Ministry of Social Affairs and Labour to the Ministry of Education, Science and Sports.
- Decentralisation of the VET policy and empowerment of the VET providers by seeking to engage labour market stakeholders in the governance of the VET centres.

Perspective of qualification system in the institutional change of CVT

- Development of the national qualification system on the basis of sectoral qualification standards as precondition for expansion of CVT provision, it's formal recognition and improvement of it's image.
- Initiatives for development of sectoral qualifications frameworks and systems with active engagement of sectoral stakeholders – construction sector, ICT.
- The challenge of shortage of capacities of stakeholders and their involvement in the development of qualifications and CVT.

Epistemiological and pedagogical perspective

Implementation of the national modular VET curricula on the basis of sectoral qualification standards



Socio-economic and labour market perspective



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- Permanent skill mismatches and shortage of skilled workforce (with vocational qualifications) since the beginning of the 21st century.
- Emigration, circular migration and brain drain.
- Changing mindset of enterprises towards human capital development.
- Regional disparities in the employment and training opportunities (divide between big cities and rural areas).

Future development trends

- Increasing attractiveness and accessibility of CVT opportunities for the citizens.
- Involvement of the 3rd country nationals in the CVT.
- Active engagement of employers and social partners in the maintenance and development of the CVT provision.

Thank you for your attention.

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Topics for discussion

- What characterises the link between IVET and CVET and how has this interface evolved over time?
- To what extent and in which form do national and regional policies support a closer link between CVET and IVET?
- How would you see IVET opening-up to adults in the years to come?
- What is needed for IVET providers to better support adult learners?