The Changing role and nature of VET in Europe

3rd Meeting ECVET Network - 23rd ECVET Users’ Group meeting

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The competing stories of VET
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VET is declining
The competing stories of VET

- VET is declining
- Low esteem & No clear conception of VET
The competing stories of VET

- VET is declining
- Low esteem & No clear conception of VET
- Diversity and richness of provision
The competing stories of VET

- VET is declining
- Low esteem & No clear conception of VET
- VET expanding to higher levels!
- Diversity and richness of provision
The competing stories of VET

- VET is declining
- Low esteem & No clear conception of VET
- A new VET concept emerging!
- VET expanding to higher levels!
- Diversity and richness of provision
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CEDEFOP
The Project

- We need to "take one step back" and get a deeper understanding of VET
The Project

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  - by **looking back**; how VET has changed since the early 1990s
  - by **looking forward** to illustrate choices ahead
The Project

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  - by looking back; how VET has changed since the early 1990s
  - by looking forward to illustrate choices ahead

- A 3 year project ending December 2018. Cedefop will build on this work during 2019 and 2020, feeding into future European cooperation on VET
Cedefop's research partners

A core team from:
Austria (3S), Denmark (DTI), Estonia (Tallinn University), Italy (FGB) and the UK (IES)

More than 100 national experts from 30 countries
Project structure

- Defining VET (WA1)
- External factors influencing VET (WA2)
  - VET at upper secondary level (WA3)
  - VET as lifelong learning (WA4)
  - VET at higher education (WA5)
- Synthesis & future VET scenarios (WA6)
How to understand VET

An analytical model supporting policy dialogue and development
How to understand VET
An analytical model supporting policy dialogue and development

3 perspectives:

- Pedagogical - didactic
- Education system
- Socio-economic and labour market
Pedagogical - didactic

- Knowledge approach
- Professional ethos
- Pedagogical approach
- Learning outcomes specifics
- Teacher - student relationship
- Learning sites
Socio-economic and labour market

- Context of justification
- Student's identity and legal status
- Focus / Purpose
- Occupational hierarchy
- Governance
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The Findings
VET: History & content
VET: History & content

VET as a mainstream choice upon completion of lower secondary education

1990 → 2015
VET: History & content

VET as a mainstream choice upon completion of lower secondary education

1990

Competence based systems

2015
VET:
History & content

VET as a mainstream choice upon completion of lower secondary education

Increased emphasis on WBL
EQF/NQF introduction

1990

Competence based systems

2015
VET: History & content

1990 - Competence based systems
2015 - Broadening of occupational profiles

VET as a mainstream choice upon completion of lower secondary education
Increased emphasis on WBL. EQF/NOF introduction
VET: History & content

1990
- Competence based systems
- VET as work based or dual initial training

2015
- Increased emphasis on WBL
- EQF/NQF introduction
- Broadening of occupational profiles
- Job-oriented upper- and post-secondary education
- VET as further training

VET in initial education
- Vocationally oriented school education

VET as part of lifelong training
"The Heartland"

Initial vocational education and training (EQF 3-4)

Declining VET?
National numbers
Diversity of delivery
Declining VET?

Aggregate European statistics indicate that VET is declining since 2005.
National trends

**Remarkable growth**
(Hungary, Portugal, Spain, Greece) although from a low base.

**Moderate growth**
(Austria, Finland, Netherlands, Sweden)

**Significant or moderate decline**
(Germany, France, UK) although from a high base.

**OVERALL:** Growth or stability in the majority of European countries.
National trends

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**IVET upholds its position**
relative to general upper secondary education.
Diversity of delivery ...
Diversity of delivery ...

- A dual, apprenticeship-based model
- Systems that move in a lifelong learning direction
- A school based approach to VET – with varying input of practice based learning
- Plurality: key delivery models & alternative forms of learning
Diversity of delivery ...

A dual, apprenticeship-based model

A school based approach to VET – with varying input of practice based learning

Systems that move in a lifelong learning direction

Plurality: key delivery models & alternative forms of learning

... is rising!
Moving into higher VET

VET at higher levels

Issues and tensions
VET at higher levels (EQF 5-8)

A broadening conception of VET:

- **Rising importance** of VET at post-secondary level
- A 'vocational drift': more practice and work based elements in existing HE courses
- **New VET-oriented institutions** outside the traditional HE/University sector
Issues & Tensions:

- A need for **practice and work based learning** at higher levels

- **Better balance**: theoretical knowledge and practical skills/competences
Issues & tensions:

- A need for **practice and work based learning** at higher levels

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The growing importance of HVET: most significant change. BUT it needs:
 Issues & Tensions:

- A need for **practice and work based learning** at higher levels

- **Better balance**: theoretical knowledge and practical skills/competences

The growing importance of HVET: most significant change.

BUT it needs:

- More **VISIBILITY**!
- More **PERMEABILITY**, less **DEAD-ENDS**!
VET Survey:
Experts' and stakeholders' views on past and future trends
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<th>The VET survey</th>
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Shift towards learning outcomes
Removal of dead-ends
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Scenarios for future:

- Pluralistic education & training
- Vocational education / professional knowledge
- Distinctive general / vocational education & training
Scenarios for future:

- Pluralistic education & training
- Vocational education / professional knowledge
- General education / academic knowledge

- Pluralistic VET
- Marginalized VET
- Distinctive VET
- Distinctive general / vocational education & training

The distinctive model
The pluralistic model
Learn more ...
The distinctive model

- The position of VET in the wider E&T system?
- Who is VET for?
- What type of pathways?
- What type of provision?
The distinctive model

- The position of VET in the wider E&T system?
- A clearly defined sub-sector of the education and training system
- Who is VET for?
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The distinctive model

- The position of VET in the wider E&T system?
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The keyword: modernized version of ‘vocational training’
The pluralistic model

- The position of VET in the wider E&T system?
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The pluralistic model

- The position of VET in the wider E&T system?
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The pluralistic model

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The keyword: Towards vocationally oriented learning
Learn more ...

Final conference: November 7-8, Vienna
Learn more ...

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Visit the project page:
Learn more ...

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