Training standards in a (changing) European context

Bonn 4th April 2019

Jens Bjornavold
Focus on qualification standards in light of:

- Cedefop’s work on the Future of VET in Europe
- Cedefop’s work on learning outcomes
- Cedefop’s work on the feed-back-loop between education and training and the labour market
The changing nature and role of VET in Europe—project (2015-18)

The aim

Take a step back - How has VET changed during the past two decades?

<table>
<thead>
<tr>
<th>The VET system</th>
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<tbody>
<tr>
<td>VET and its relationship with the rest of education and training</td>
</tr>
<tr>
<td>VET and its relationship with the labour market and society</td>
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The changing nature and role of VET in Europe

The aims

Analyse the past to look ahead - which current trends may influence the future?

<table>
<thead>
<tr>
<th>Key trends and tensions</th>
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<tr>
<td>Main potential future paths (scenarios)</td>
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<tr>
<td>Key policy choices that VET stakeholders will face</td>
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Research outcomes and publications

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Volume 1: Definitions and conceptions of VET


Volume 3: External factors influencing VET

Volume 4: Enrolment patterns in IVET

Volume 5: Education and labour market outcomes of VET

Volume 6: VET at higher levels

Forthcoming

Volume 7: VET and lifelong learning (2019)
Final synthesis report (2019)
The need for a multi-faceted approach
Three different Visions of VET (Stakeholder survey)

Patterns of visions of VET for 2035

- VET as a distinct educational sector
- VET available as a standard educational pathway for all
- A higher VET sector in parallel to HE
- VET more driven than now by private investment
- VET oriented towards economic needs
- More local decisions and autonomy regarding VET
- More competition between VET providers
- More similarity between national VET systems in the EU
- EU accounting for a larger share of VET funding

- VET as an indistinct part of lifelong learning
- Targeting specific groups only
- Higher VET as part of the HE sector
- More driven than now by public investment
- VET oriented towards social needs
- More central decisions and regulation
- More cooperation between VET providers
- More diversity of national VET systems in the EU
- EU accounting for a lower share of VET funding

1= very strong preference to an option on the left;
2= strong preference to an option on the left;
3= equal preference for options on the left and the right
4= strong preference for an option on the right;
5= very strong preference for an option on the right;
Desired VET profile – stakeholder views

Views of more than 1300 VET experts

- To prepare students to fully participate in society and to become active citizens: 73%
- To prepare students for working life in a specific occupation or occupational field: 61%
- To combat youth unemployment and/or foster economic growth: 47.5%
- To foster personal growth and fulfilment: 45.5%
- To provide students with the basis to engage in further education: 40%
- To promote social inclusion: 31%

Source: Cedefop survey, Changing VET 2035 (2018), n= 1308 Multiple answer question
VET scenarios 2035 – Underpinning dimensions

Pluralistic Education and Training

pluralistic education dominates

general education dominates

vocational education dominates

Vocational Education / Professional Knowledge

General Education / Academic Knowledge

Distinctive GE/VET
Basic VET Scenarios

Pluralistic Education and Training

Pluralistic VET

Special Purpose VET

General Education / Academic Knowledge

Vocational Education / Professional Knowledge

Distinctive VET

Distinctive GE/VET
| **How is VET understood?** | VET is understood as ‘vocationally oriented learning’ in various contexts |
| **What is VET’s position in the wider education and training system?** | VET takes place in various settings within the wider education and training system and is regarded as a particular feature of education (having closer links to the labour market) rather than a sector of its own. |
| **What is VET’s key organising principle?** | Key concept: (certified) ‘core competence’; VET is organised around (broader) qualifications. |
| **Who is it for?** | Increasing diversity of target groups; covering lower levels as well as medium and higher levels |
| **What type of pathways?** | Numerous VET pathways operate side by side; school and work-based pathways have the same status and are mixed pragmatically; strongly individualised. |
| **What type of provision?** | Wide variety of provisions at diverse institutions, with some emphasis on project- and problem-based as well as self-directed learning. |
### Distinctive VET

<table>
<thead>
<tr>
<th><strong>How is VET understood?</strong></th>
<th>VET is understood as a modernised version of ‘vocational education and training’</th>
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<tbody>
<tr>
<td><strong>What is VET’s position in the wider education and training system?</strong></td>
<td>VET is a clearly defined sub-sector of the education and training system consisting of clearly defined institutions. The workplace is regarded as integral element of most VET programmes.</td>
</tr>
<tr>
<td><strong>What is VET’s key organising principle?</strong></td>
<td>Key concept: ‘professional competence’; VET is organised around occupations/professions.</td>
</tr>
<tr>
<td><strong>Who is it for?</strong></td>
<td>Focus is on professional entry, associated with medium to high-skilled professions</td>
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<tr>
<td><strong>What type of pathways?</strong></td>
<td>Work based learning and apprenticeships have high status, stand out as the ‘gold standard’ and are offered up to level 8.</td>
</tr>
<tr>
<td><strong>What type of provision?</strong></td>
<td>Combination of school-based and work-based learning, partly seconded by learning in employer led VET centres.</td>
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**Special-purpose VET**

<table>
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<tr>
<th>How is VET understood?</th>
<th>VET is understood as ‘skills training’ for labour market inclusion</th>
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<tbody>
<tr>
<td>What is VET’s position in the wider education and training system?</td>
<td>Most VET takes place outside the education and training system in re- and up-skilling measures of ALMP; some in second chance programme within the education system</td>
</tr>
<tr>
<td>What is VET’s key organising principle?</td>
<td>Key concepts: ‘skills, competencies and employability’; VET is organised around tasks and jobs.</td>
</tr>
<tr>
<td>Who is it for?</td>
<td>Mainly for adults with low qualifications and early school leavers</td>
</tr>
<tr>
<td>What type of pathways?</td>
<td>No particular pathways; emphasis on (re-)entry into the labour market; frequent back and forth between jobs and (re-)skilling.</td>
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<tr>
<td>What type of provision?</td>
<td>Short training courses mainly in classrooms and workshops, with some on-the-job-training</td>
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Six detailed scenarios...

- **Milk & Honey**: VET is understood as specific skills training / ALMP programmes.
- **Cottage gardens**: No concept of VET; ‘vocational’ simply signifies more employability.
- **Firefighter VET**: VET is understood as ‘vocationally oriented learning’ (across sectors).
- **VET for All**: VET is understood as comprehensive education and pre-requisite for any job.
- **Professional Champions**: VET is understood as specialised ‘professional learning and education’.
- **Renaissance of VET**: A modernised form of apprenticeship for the majority of young learners.

**Pluralistic Education and Training**

**General Education / Academic Knowledge**

**Vocational Education / Professional Knowledge**

**Distinctive GE/VET**
Scenario approach: Strengths and limitations

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

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

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

04 Scenarios acknowledge that VET systems are path dependent and will to varying extent reflect the past
Implications for qualifications standards?
The critical role of learning outcomes in setting, reviewing and renewing standards

Intended learning outcomes:
A learning outcome is a statement of what a learner is expected to know, be able to do and understand after having completed a learning process.

Achieved learning outcomes
Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process.
The need for a learning outcomes’ focussed feedback-loop

- Assessment and certification of knowledge, skills and competence
- EDUCATION AND TRAINING SYSTEM
  Planning and delivery of teaching and learning processes
- LABOUR MARKET
  Identification of demand for skills and competences
- Formulation of knowledge, skills and competence requirements
The orientation of VET and the implications for standards

The conception, anchoring and orientation of VET is of decisive importance for standards

<table>
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<th>Focus on occupation (Beruf); on task/job; on a broader competence area?</th>
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<tbody>
<tr>
<td>The mixing and balancing of occupation-specific; subject and discipline specific and transversal skills and competences</td>
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<tr>
<td>The stakeholder involvement and the governance of VET is fundamentally influenced by the dominant conception, anchoring and orientation of VET</td>
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</tbody>
</table>
Thank you
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