



# Training standards in a (changing) European context

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**CEDEFOP**

European Centre for the Development  
of Vocational Training

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?**

The VET system

VET and its relationship with the rest of education and training

VET and its relationship with the labour market and society

# The changing nature and role of VET in Europe

## The aims

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

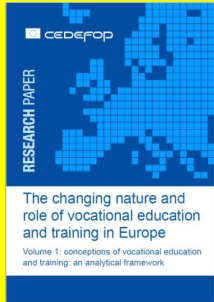
Key trends and tensions

Main potential future paths (scenarios)

Key policy choices that VET stakeholders will face

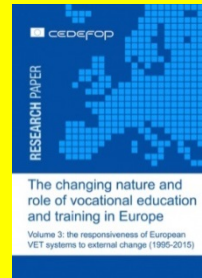
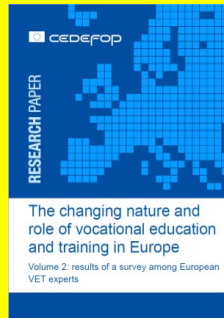
# Research outcomes and publications

[www.cedefop.europa.eu](http://www.cedefop.europa.eu)



**Volume 1:  
Definitions and  
conceptions of VET**

**Volume 2:  
VET developments  
1995-2015**



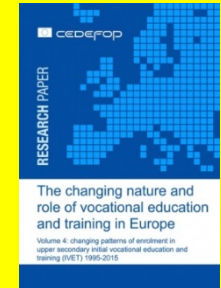
**Volume 3:  
External factors  
influencing VET**

**Volume 4:  
Enrolment  
patterns in IVET**



**Volume 5:  
Education and  
labour market  
outcomes of  
VET**

**Volume 6: VET at  
higher levels**



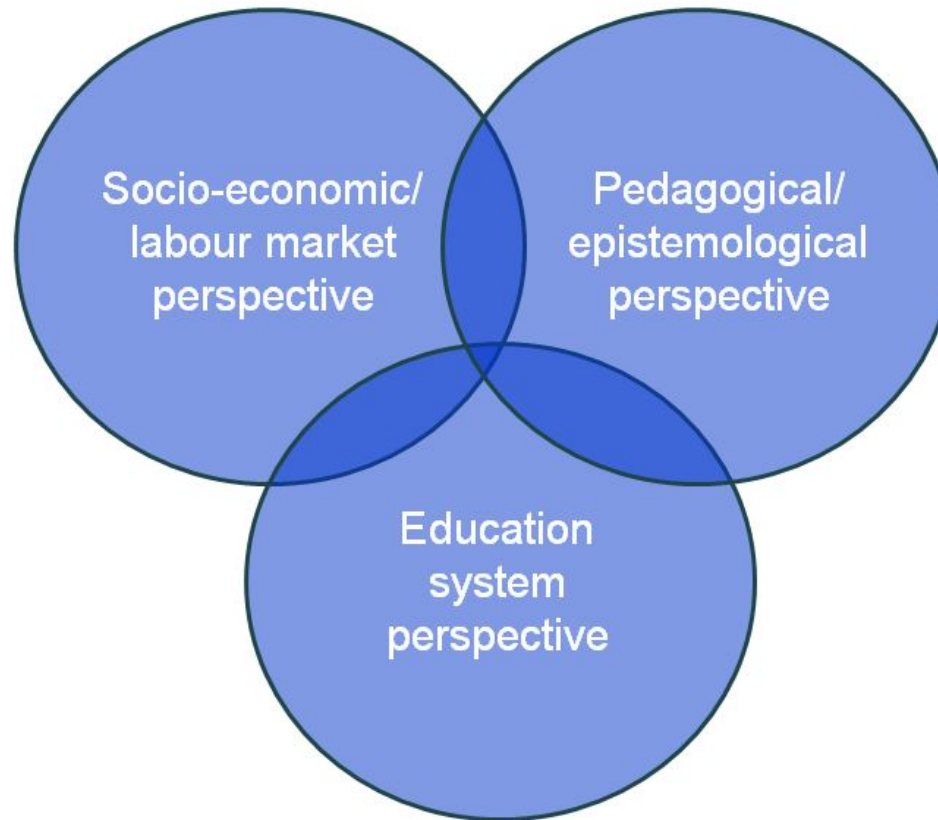
## Forthcoming

Volume 7: **VET and lifelong learning (2019)**

**Final synthesis report (2019)**

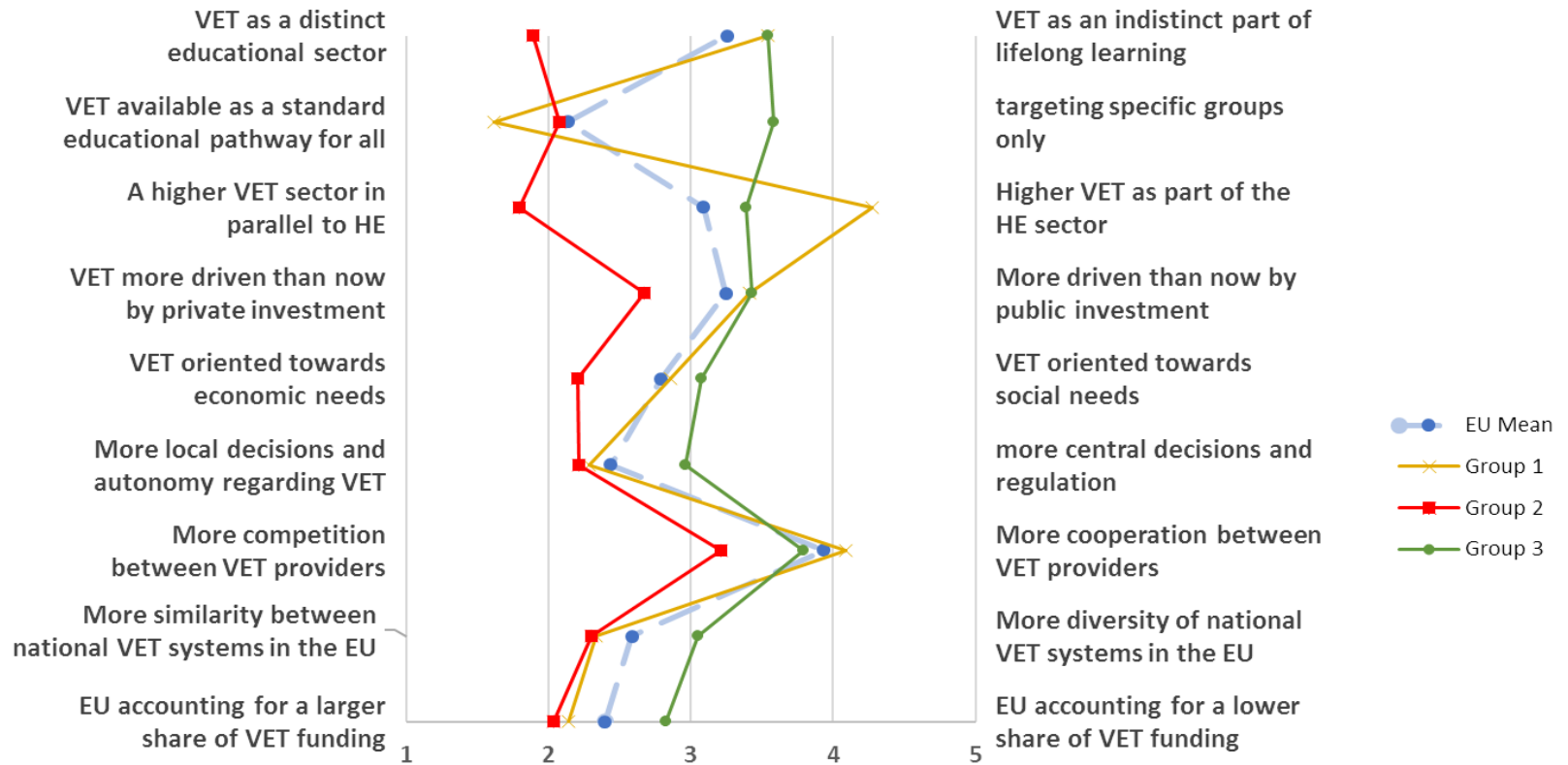


# The need for a multi-faceted approach



# Three different Visions of VET (Stakeholder survey)

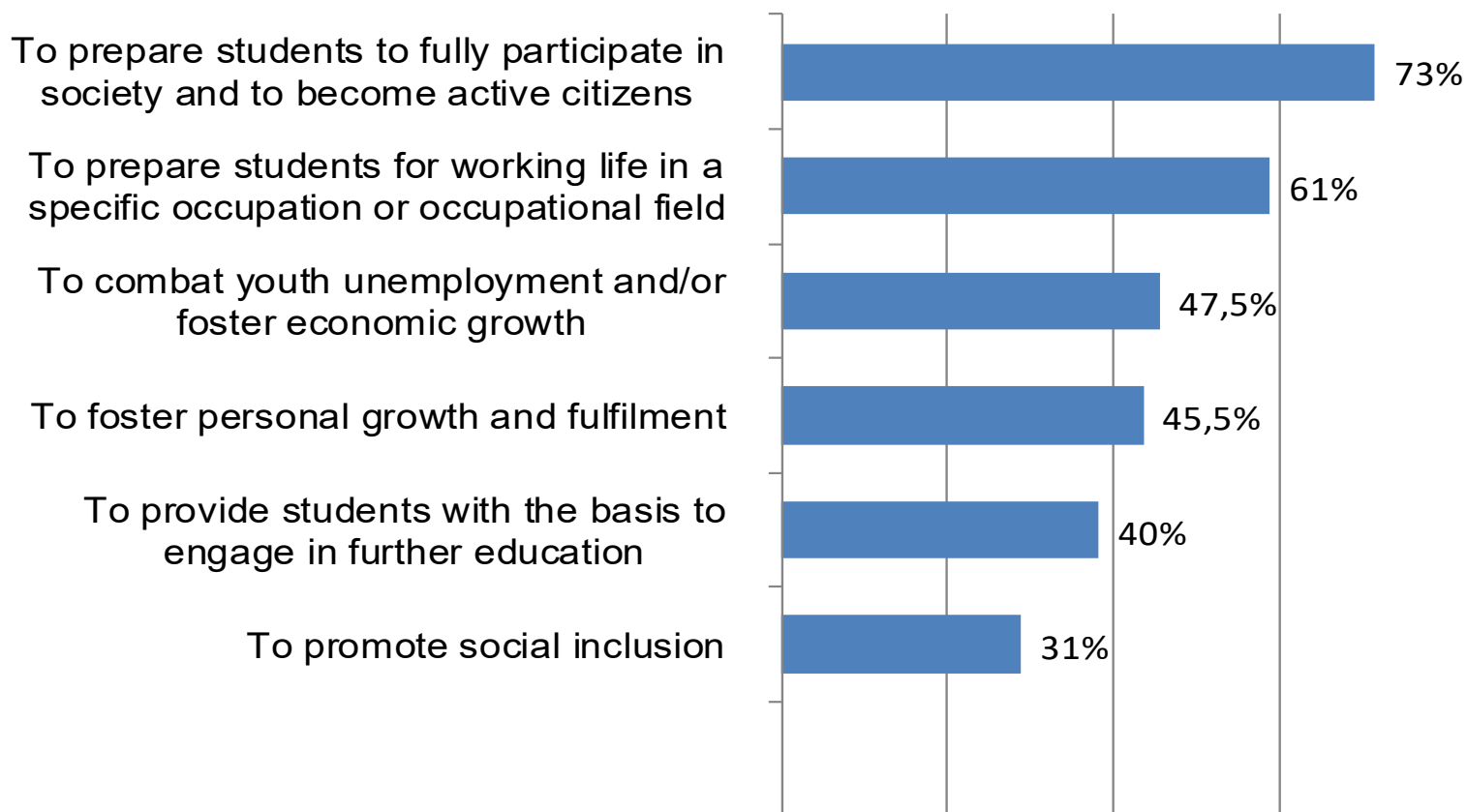
## Patterns of visions of VET for 2035



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

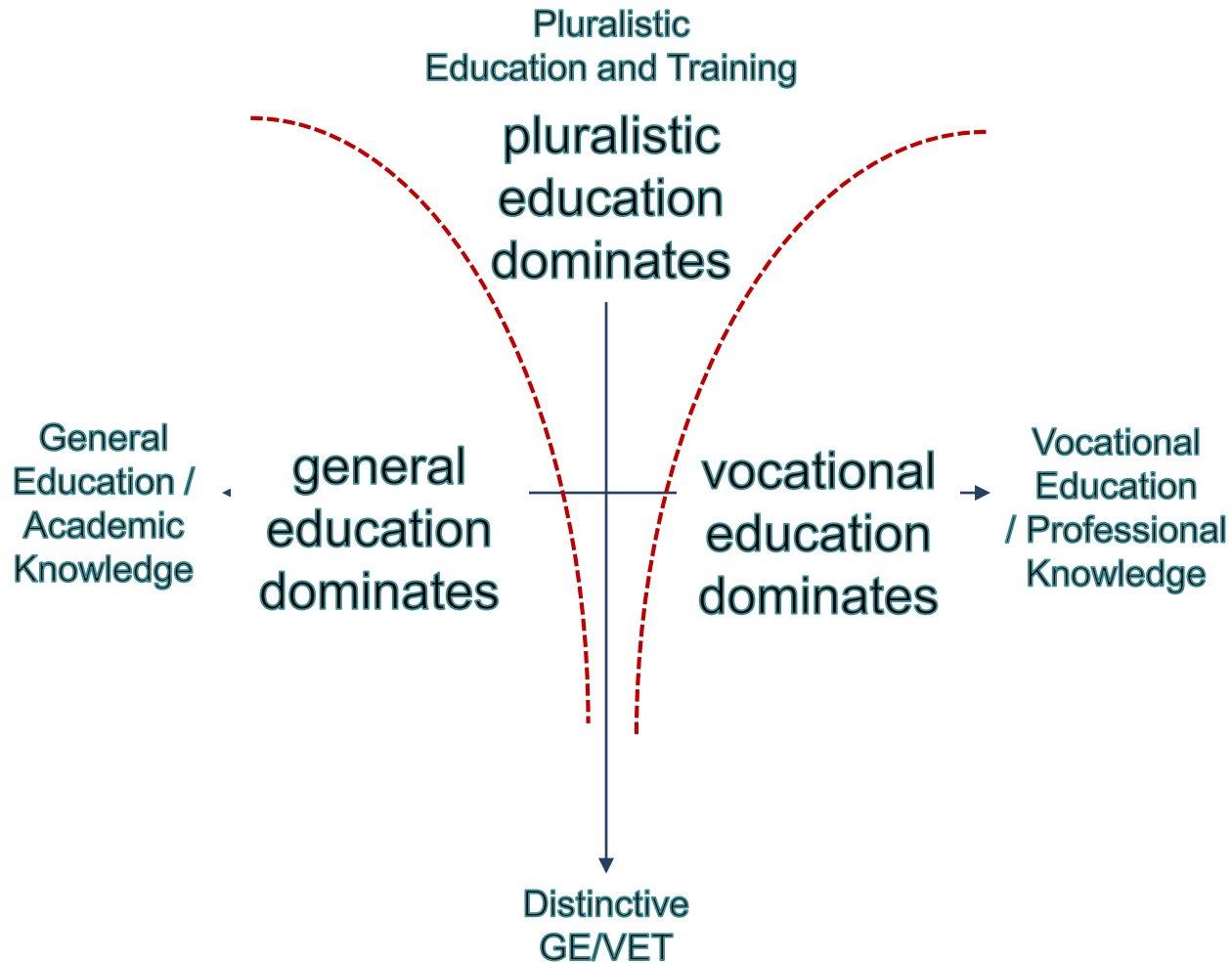
## Views of more than 1300 VET experts



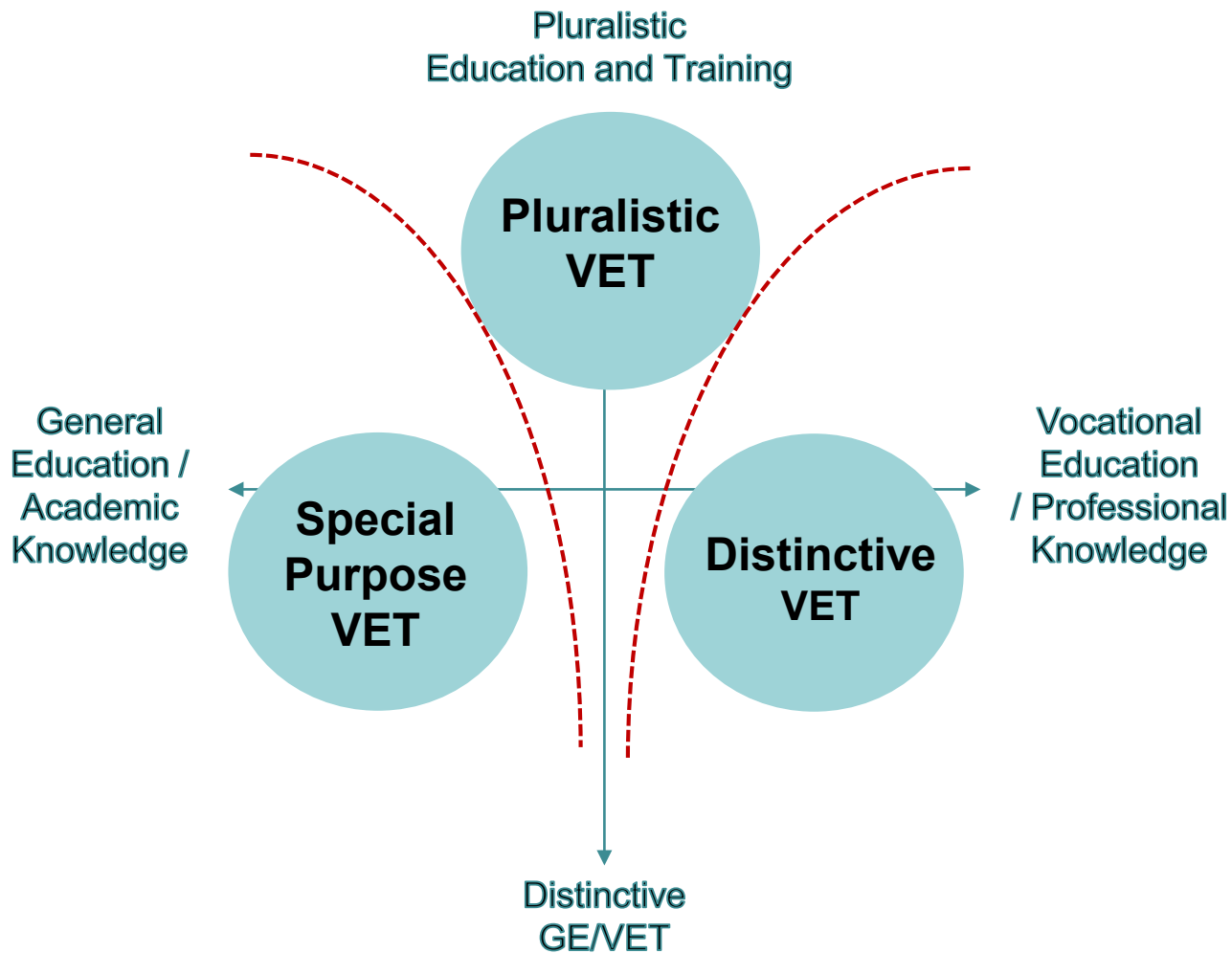
Source: Cedefop survey, Changing VET 2035 (2018), n= 1308 Multiple answer question



# VET scenarios 2035 – Underpinning dimensions



# Basic VET Scenarios



## Pluralistic 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

How is VET understood?

VET is understood as a modernised version of 'vocational education and training'

What is VET's position in the wider education and training system?

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.

What is VET's key organising principle?

Key concept: 'professional competence'; VET is organised around occupations/ professions.

Who is it for?

Focus is on professional entry, associated with medium to high-skilled professions

What type of pathways?

Work based learning and apprenticeships have high status, stand out as the 'gold standard' and are offered up to level 8.

What type of provision?

Combination of school-based and work-based learning, partly seconded by learning in employer led VET centres.

## Special-purpose VET

How is VET understood?

VET is understood as 'skills training' for labour market inclusion

What is VET's position in the wider education and training system?

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

What is VET's key organising principle?

Key concepts: 'skills, competencies and employability'; VET is organised around tasks and jobs.

Who is it for?

Mainly for adults with low qualifications and early school leavers

What type of pathways?

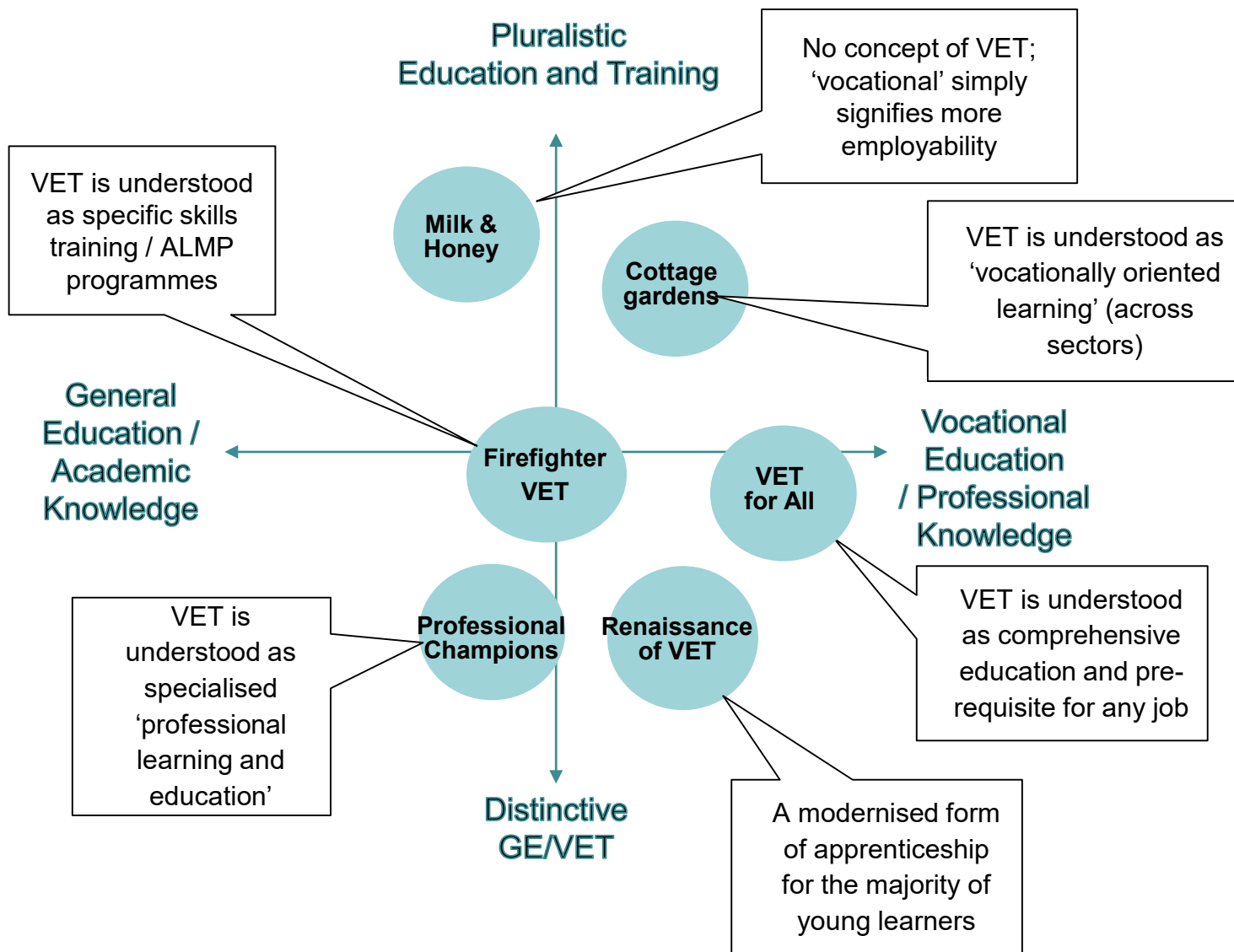
No particular pathways; emphasis on (re-)entry into the labour market; frequent back and forth between jobs and (re-)skilling.

What type of provision?

Short training courses mainly in classrooms and workshops, with some on-the-job-training



# Six detailed scenarios...



# 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**

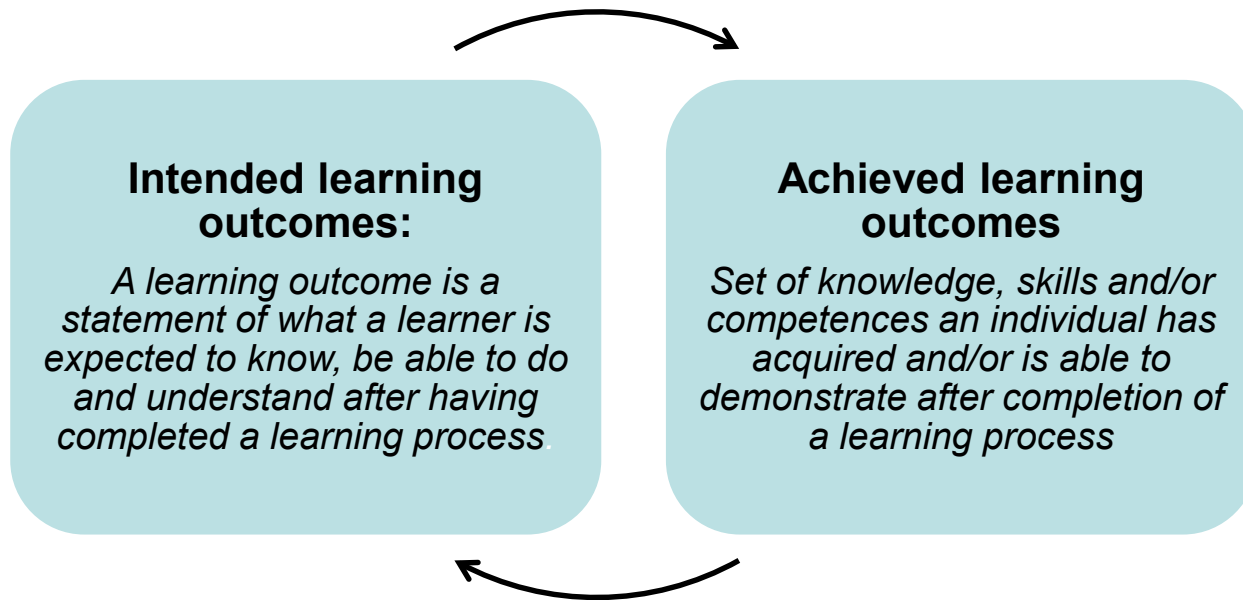
Scenarios will never materialise in the pure or ideal form, but can become dominant and influence developments

**04**

Scenarios acknowledge that VET systems are path dependent and will to varying extent reflect the past

## **Implications for qualifications standards?**

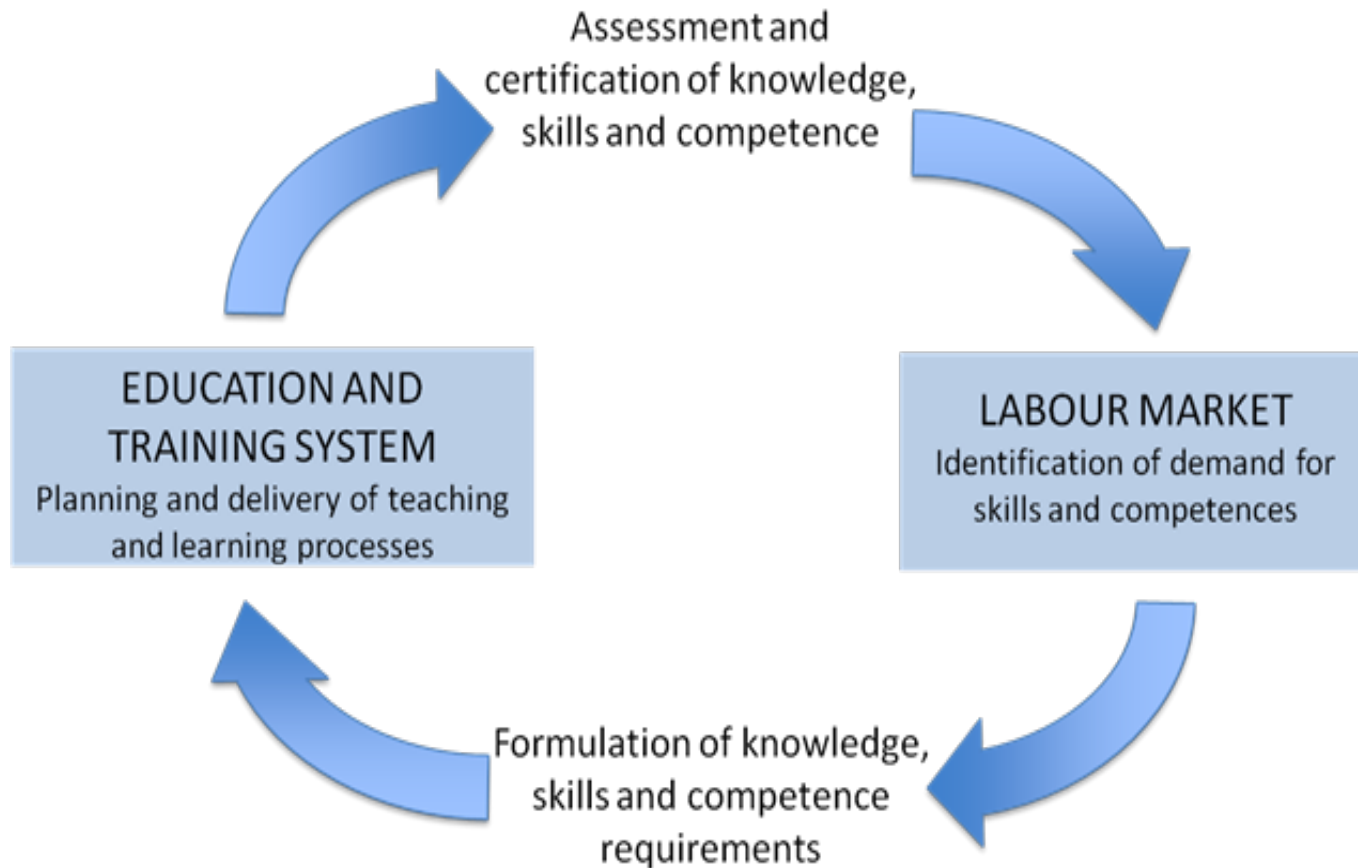
# The critical role of learning outcomes in setting, reviewing and renewing standards







# The need for a learning outcomes' focussed feed-back-loop



# The orientation of VET and the implications for standards

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

Focus on occupation (Beruf); on task/job; on a broader competence area?

The mixing and balancing of occupationally specific; subject and discipline specific and transversal skills and competences

The stakeholder involvement and the governance of VET is fundamentally influenced by the dominant conception, anchoring and orientation of VET



# Thank you

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