



Impulse Vet arrangement: the final

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Overview presentation

- Background
- Arrangement Impulse VET 2002-2006
- Research questions
- Design & Response
- Results
- Conclusions

Background

- Knowledge society requires better and higher educated and trained people
- Current route to higher professional education goes via general education. This route has reached its limits
- Another route is through vocational education and training
- Main obstacles of this route:
 - a. Career orientation and guidance within VET is weak
 - b. The linking between VET-programs is missing
 - c. Within VET there is no coherent pedagogic and didactics
 - d. Commitment of trade and industry is low
 - e. Prevocational secondary, secondary vocational and higher professional schools are inwardly oriented

Arrangement Impulse VET

- Additional money of the central government for VET-schools and so-called national bodies (addition to lump sum)
- Open arrangement
- 4 global themes:
 - more attention for career orientation and guidance
 - improvement of the programmatic connection
 - development of a more coherent pedagogic and didactics
 - strengthening of the knowledge infrastructure
- Obligation of monitoring: quantitative (= mapping of qualification profit) and qualitative (= mapping the activities of schools and national bodies to realize the Impulse arrangement)
- Qualitative monitoring mainly descriptive, not evaluative

Design of the qualitative monitor

- Sessions ending in a translation of the Impulse ideas into concrete points of attention
- Operationalisation of these points of attention into a questionnaire and interview schedule
- Data collection:
 - Education institutions by way of an (electronic) questionnaire
 - Lead bodies by way of a questionnaire

Research questions

1. What position does the career-column notion play in the innovation policy of VET-institutions?
2. How do institutions steer on this policy?
3. What activities do institutions undertake to realise the career-column notion?
4. Do these activities differ between VET-sectors?
5. How do institutions judge the development of the career-column notion in comparison to 2002?
6. How do institutions judge the contribution of the Impulse Vet arrangement?

Response

	Registered	response	response%
Prevocational secondary	200	104	52
Secondary vocational (multisectoral)	41	34	83
Green secondary vocational	12	10	83
Secondary vocational (monosectoral)	13	10	77
Higher professional	40	31	78
Green higher professional	4	3	75
Totaal	310	192	62

Position of career-column notion in innovation policy

- In most of the institutions the notion is part of the innovation policy, in secondary VET a little bit more than in prevocational and higher vocational
- In comparison to 2003 the notion gets the same priority

Steering of innovation policy

Three ways:

- Policy is formulated by departments, no central framework: 25% higher professional education
- A fixed common policy framework for the whole institution: small %
- A common policy framework which room for departments/section: 90% of prevocational secondary and of secondary vocational, 60% higher professional

Activities to promote the career-column notion - Programmatic

Activities that concern what is learnt, the learning arrangement and the structuring of the learning:

- Higher professional education is more active than secondary vocational and secondary vocational more than prevocational
- Activities concern more tuning and less interweaving. Examples of tuning: removing programmatic overlap or compensating gaps
- Most activities in stadium of idea formation or try out
- Concerning continuing, integrated learning routes higher professional and secondary vocational are more active than prevocational secondary
- Continuing, integrated workplace learning is hardly practised

Activities to promote the career-column notion – Pedagogic-didactic

F.e. a continuing pedagogic-didactic approach, but also approaches, methods that are tuned in.

- Nearly half of the institutions tune in, we hardly see a continuing, integrated approach
- Secondary vocational is on this theme more active than prevocational secondary and higher professional

Activities to promote the career-column notion - Guidance

Two approaches:

- Curriculum oriented approach
- Career oriented approach

Last approach is in accordance with career-column notion. Yet we see a mixed picture. Continuing help to reflect on the occupation image is practised on a reasonable scale, students as a coach or assessment on a low scale. In general the more traditional instruments are worked at.

Secondary vocational more active, especially direction prevocational secondary education.

Activities to promote the career-column notion – Knowledge infrastructure

Knowledge structure concerns cooperation networks with external parties such as enterprises, organisations or other education institutions to realize the career-column notion

Secondary vocational and higher professional education are much more active than prevocational secondary education

A joint office for workplace learning is hardly practised.

Secondary vocational and higher professional more active concerning the use of simulation

In higher professional education we see a tripartition

Differences between sectors

- In general no significant differences
- In higher professional education there is a difference between higher professional education for the arts and the rest. They select on talent, are less interested in column and career.
- For most art trainings there is no training on secondary vocational level

Comparison 2005/6 and 2002 (1)

1= hardly; 2= in restricted measure; 3=in reasonable measure; 4=in considerable measure; 5= highly

Prevocational secondary	2002			2005/6		
	1-2	3	4-5	1-2	3	4-5
	%	%	%	%	%	%
1. Career development and guidance of individual students are central	55	25	21	9	20	70
2. Pedagogic-didactic approach is tuned in to the approach in secondary vocational	81	16	2	29	33	38
3. Authentic tasks and contexts are the starting-point for the arrangement of learning	76	18	6	17	19	64
4. Theory and practice are attuned to each other	71	21	8	13	28	59
5. Career development and guidance are a integral part of education And learning	62	21	16	14	31	55
6. Our school deals with individual career perspectives in a flexible way	66	21	12	29	32	39
7. Students learn from practice experiences to reflect on their vocational perspective	69	22	9	18	28	53

Comparison 2005/6 to 2002

Secondary vocational	2002			2005/6		
	1-2	3	4-5	1-2	3	4-5
	%	%	%	%	%	%
1. Career development and guidance of individual students are central	69	18	14	10	33	57
2. Pedagogic-didactic approach is tuned in to the approach in prevocational secondary	81	12	7	29	40	32
3. Pedagogic-didactic approach is tuned in to the approach in higher professional	75	20	5	39	42	19
4. Authentic tasks and contexts are the starting-point for the arrangement of learning	67	22	11	4	19	76
5. Theory and practice are attuned to each other	41	44	14	4	26	71
6. Our school deals with individual career perspectives in a flexible way	73	18	9	16	36	47
7. Our school deals with individual career perspectives in a flexible way	87	7	6	43	32	25
8. Students learn from practice experiences to reflect on their vocational perspective	63	28	9	12	35	54

Comparison 2005/6 to 2002 (3)

Higher professional	2002			2005/6		
	1-2	3	4-5	1-2	3	4-5
	%	%	%	%	%	%
1. Career development and guidance of individual students are central	57	27	16	18	11	71
2. Pedagogic-didactic approach is tuned in to the approach in secondary vocational	75	21	4	33	44	23
3. Authentic tasks and contexts are the starting-point for the arrangement of learning	32	26	42	15	12	72
4. Theory and practice are attuned to each other	25	33	42	16	18	66
5. Career development and guidance are a integral part of education and learning	56	22	21	22	23	56
6. Our school deals with individual career perspectives in a flexible way	60	29	12	24	42	34
7. Students learn from practice experiences to reflect on their vocational perspective	49	20	30	19	22	59

Contribution of Impulse VET arrangement

	vmbo	mbo	hbo
1. in our institution the Impulse VET arrangement has contributed to an accelerated realisation of the career and column notion	3.2	3.3	3.6
2. owing to the Impulse VET arrangement we are more aware that prevocational, secondary vocational and higher professional education belong together	3.3	3.5	3.6
3. owing to the Impulse VET arrangement the cooperation with enterprises and organisations has been strengthened	3.0	2.7	2.5
4. in our school teachers perceive working on strengthening of the career and column notion as an important challenge to improve education and learning	3.3	3.3	3.1
5. our institution has formulated clear targets for benefits of qualification that have to be obtained through the reinforcement of the career and column notion	2.6	3.3	3.1
1=hardly; 2=in restricted measure; 3=in reasonable measure; 4=in considerable measure; 5=highly			

Conclusions

- In most VET-schools the career-column notion is part of innovation policy of the school
- Schools differ concerning the realisation of the policy at classroom level. A minority is at the forefront, the majority operates very prudently (pilot, try out), some schools take a more reserved position
- All in all there is more support for the career-column notion
- The column is still very small: secondary vocational schools are directed at prevocational schools, higher vocational schools at secondary vocational schools
- Mostly Impulse activities are in the stadium of idea formation or beginning of development, although here and there there are good examples of implementation and incorporation (f.e. integrated, longitudinal learning routes)
- In comparison with 2003 schools are more active and activities are better developed
- In general one can conclude that VET-schools are working on realisation of the career-column notion, at the same time one can conclude that there is still a lot of room for realisation of the Impulse ideas