



Monitoring VET Systems of major EU Competitor Countries

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Aim and scope of the study

Countries covered and scope	Topics addressed (current policies and innovation)
<p>China, India, Korea and Russia (Lot 1) Australia, Canada, USA, Japan (Lot 2) Commissioned by CEDEFOP National experts DIPF and Unesco Unevoc</p>	<ol style="list-style-type: none">1. image and attractiveness,2. financing of VET3. early skills recognition4. Economic and social Background5. VET and policy developments in VET



The research process

- Development of a monitoring grid
- Collection of materials and data
- Drafting of four preliminary country profiles
- Feedback and revision of country profiles by four national experts (several iterative rounds)
- comparative analysis between the four countries, drafting a comparative final report
- second feedback and validation round among a larger circle of ten high-level experts on the respective countries



Limitations of available data

- countries assessed provide extremely heterogeneous Gross Enrolment Ratios
- difficulties to exactly assess the contribution of VET to broader economic and social goals
- many indicators are appropriate for general education but often less adequate and even less comparable for VET
- VET usually does not form a clear-cut societal system as such



VET financing – VET provision between supply and demand

- we can assume that there is no direct relation between certain types of VET policies, policy formation and VET provision and the amount of resources spent
- detailed comparisons of VET expenditures would require more differentiated data
- demand-led funding can be observed across competitor countries on the basis of pilots
- assessments on sustainability and effects are still difficult



Is there an explicit national VET policy in the monitored countries or not?

- Integration of education and HRD policies through establishing VET as a pathway within the initial and higher education system
- emphasis on academic orientation of the education system and leaves the whole issue of competence development and HRD to the individual and companies after graduation



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Raising quality and attractiveness

- attempts to raise the quality of VET through nation- and statewide testing are always in danger of favouring classical academic content (US; CAN) and might lead to classical ways of instruction.
- renaming VET courses and programmes with some success
- surprisingly, none of the observed countries in our study is undergoing major efforts to implement procedures for recognition of informal learning
- Australia and Canada are the countries that show the strongest efforts in that regard



Involving multiple stakeholders – a particular challenge

- major issue is employer involvement
- in provision as well as governance
- rich tradition of cooperation between business and industry (e.g. co-operative education) and providers
this cannot be converted into a systemic feature
- due to the stronger roots of corporatism and social partnerships countries in Europe might be better placed



VET provision

- work-based learning is seen as a weak point in all systems monitored but is tackled through a variety of policies
- increasingly graduates from college extend their educational pathways through enrolling in specific courses aiming at increasing practical vocational skills and competences
- Unfortunately accurate data about this phenomenon is scarcely available.
- specific institutions serving this purpose are set up in many countries



General direction of VET policies

- In all countries there are major forces that see it as inevitable to transform the national skill formation systems due to global competition - not necessary through VET
- this is seen as an adequate reaction to the emerging transitions in production and service sectors across all the countries and global competition
- switch of human resources and skill provision policy from an immigration-based solution towards aiming at an endogenous, self-sustainable path of skill formation (AUS; CAN)
- mismatch of graduates' qualifications, skills and competences and the labour market demands has led to the establishment of specific institutions and backward routes of educational mobility



General conclusions for European VET policies

- look at competitors VET landscapes helps to unveil and profile certain distinct features of European VET
- image and attractiveness can be seen as an asset to VET policies in Europe
- it could also be argued that Europe is set on a specific future idiosyncratic track that brings about its own risks and challenges
- in future studies it might be worthwhile to take a more focused look at the identification of exemplary practices on the institutional level or below
- macro level data deficiencies are not likely to be overcome
- VET does not form a clear-cut societal system