



SFUVET

SWISS FEDERAL UNIVERSITY FOR VOCATIONAL EDUCATION AND TRAINING

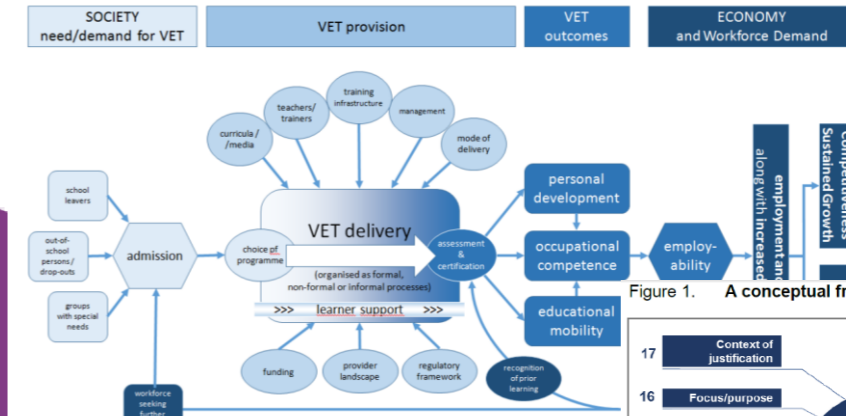


Figure 1. A conceptual framework to characterise VET

Illustration 10

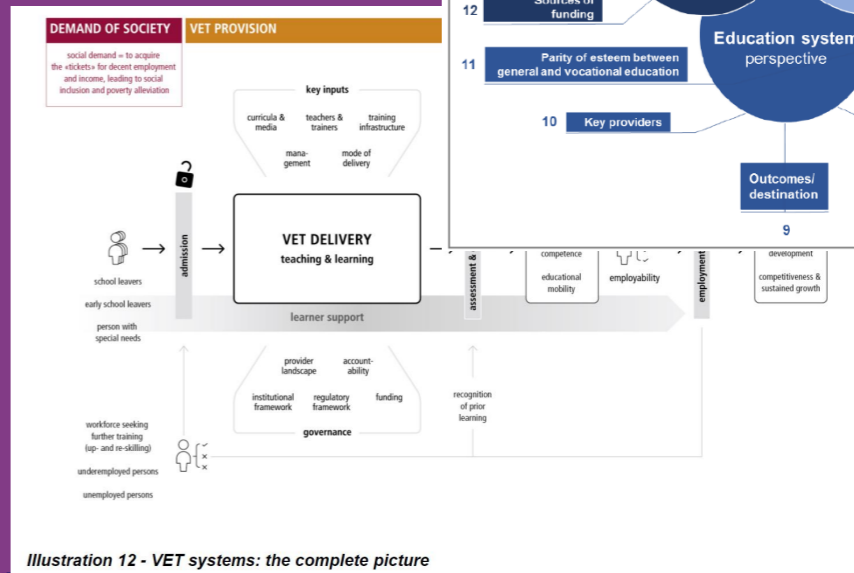
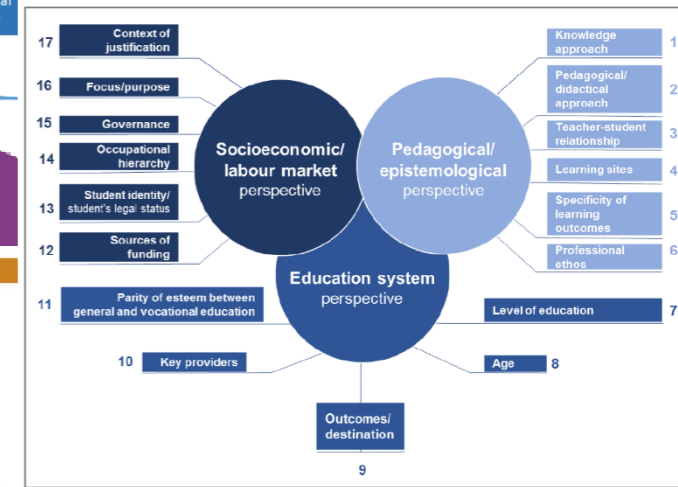


Illustration 12 - VET systems: the complete picture

FROM A DESCRIPTIVE FRAMEWORK TO A COMPREHENSIVE THEORY OF COMPARATIVE VET RESEARCH

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Bonn 09.09.2022

Thesis I am submitting for discussion

The lack of a broadly shared theoretical approach to VET hinders the development of qualitative comparative VET research

or

We need a stronger and broadly shared “*theory of VET*” in order to improve comparative VET research

The problems of comparative VET research

Classic epistemological problems:

> how to compare two different things, anchored in two different socio-cultural realities, using one single set of concepts? (cf. systemic dimension; generalization, ethnocentrism, etc.)

VET-specific problems:

> the lack of a broadly shared understanding of what VET is and, above all, the lack of a broadly shared theoretical approach to VET.

Main consequences:

Misunderstandings, fragmented and individualized research, difficulty in building on the advances of other researchers, and the impression of "going round in circles" ...

An observation shared by several researchers

“It is remarkable how few comparative researchers cite each other’s work, looking most often to a theoretical framing drawn from one of the foundational or reference disciplines of sociology, psychology, political economy. Thus, references to Bourdieu, Vygotsky, Schumpeter et al. abound. Comparative VET borrows in a way which undoubtedly enriches the field, but how can it also go beyond borrowing, in developing a body of canonical work?” (**Karen Evans** 2020, p. 15-16)

“The weakness is illustrated by the many references to theories and concepts from other disciplines, revealing that international comparative VET scholars have developed few theories and concepts of their own, [...]. Exceptions include theories about the various typologies for international comparison (e.g. Green 1999; Greinert 2004; Pilz 2016a; Bosch 2017; Rageth and Renold 2019), as well as work on comparative methods (Lauterbach and Mitter 1998; Pilz 2012)” (**Li & Pilz** 2021)

Typologies as symptomatic of the problem

(Rageth et Renold 2017)

APPENDIX: SUMMARY OF VET TYPOLOGIES IN PREVIOUS RESEARCH

Study	Research Question	Method	Research Subject	Comparative Dimensions	Classification or Typology (with Examples in Brackets)
Lauterbach (1984) (not available to author; thus, see Frommberger and Reinisch 1999)	<i>(Unknown)</i>	Empirical classification (qualitative, 12 mostly European countries)	VET systems	One dimension: - Learning venues	Four models of learning venues: - Firm - School based - Dual (firm based and school based) - Mixed systems
OECD (1985)	Which are the different policies that countries adopt to provide education and training, and what is their impact?	Inductive derivation of dimension Empirical classification (quantitative, 20 countries)	ET systems on post-compulsory level	One dimension: - Educational provision (school sector, apprenticeship, out of school)	As "no country organizes all its education and training within a single setting" (OECD 1985:44), three ideal models of educational provision patterns: - Schooling (CA, JP, US) - Dual (AT, CH, DE) - Mixed (UK)
Allmendinger (1989)	Do the characteristics of education and training systems matter for occupational outcomes upon labor market entry?	Deductive derivation of dimensions Empirical typology with explanatory real types (quantitative, three countries)	ET systems on different educational levels	Two dimensions of organizational structure of education and training: - Standardization - Stratification	2x2 table separately for VET with two real types: - Low stratification, high standardization (DE, NO) - High stratification, low standardization (US on the job)
Green (1991)	How can scholars use comparative analysis for the development of policy, and what can the UK learn from existing models of VET?	Empirical classification (qualitative)	Post-compulsory VET systems	Unclear	Three models of post-compulsory VET: - Employer led (DE) - Education led, college based with general education and VET - In different institutions (FR, IT, JP) - Within same institution (SE)
Deisinger (1995, 1998)	What are the specific characteristics of VET and their potential for comparative research?	Deductive derivation of dimensions Theoretical classification	VET systems	Three dimensions of qualificational styles: - Role of qualification process in socialization - Regulatory-organizational framework of qualification process - Didactic-curricular orientation	Three ideal models of qualificational styles: - Function oriented (UK, qualification on the job) - Academically oriented (FR) - Occupation oriented (DE)
Greinert (1995, 2000)	How can scholars order VET based on a plausible dimension in a manageable typology?	Deductive derivation of dimension Theoretical classification	VET systems	VET as social action systems, differentiated by the structure of the systems' communication → One dimension: - Structure of system-specific communication (Luhmann 1995)	Three models of VET systems, following Max Weber's typology of power: - Legitimized through customary law - Regulated by market (GB, JP, US) - Regulated by government law or bureaucracy (mostly school based) Plus mixed models, such as cooperative systems
Lauterbach (1995)	Unclear	Unclear	VET programs	One dimension: - Leading learning places (vocational schools, firm or work site, vocational training centers)	Five historically grown models of VET: - Apprenticeships - Vocational schools - Firm specific - Compensatory in firm-independent, labor market-oriented institutions - Firm internal
Clement (1996)	Does the category of social meanings help scholars to compare VET?	Deductive derivation of dimension Theoretical classification	VET	One dimension: - Communicated meanings (drawing on Luhmann 1995)	Three models of meanings: - Educational (VET in contextual purpose of education system) - Employment (purpose of matching with qualification profiles in future jobs)



Working Paper

The Linkage Between the Education and Employment Systems: Ideal Types of Vocational Education and Training Programs

Author(s):

Rageth, Ladina; Renold, Ursula

Publication Date:

2017-07

Permanent Link:

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Where is the problem?



VET as an object but not as a discipline?



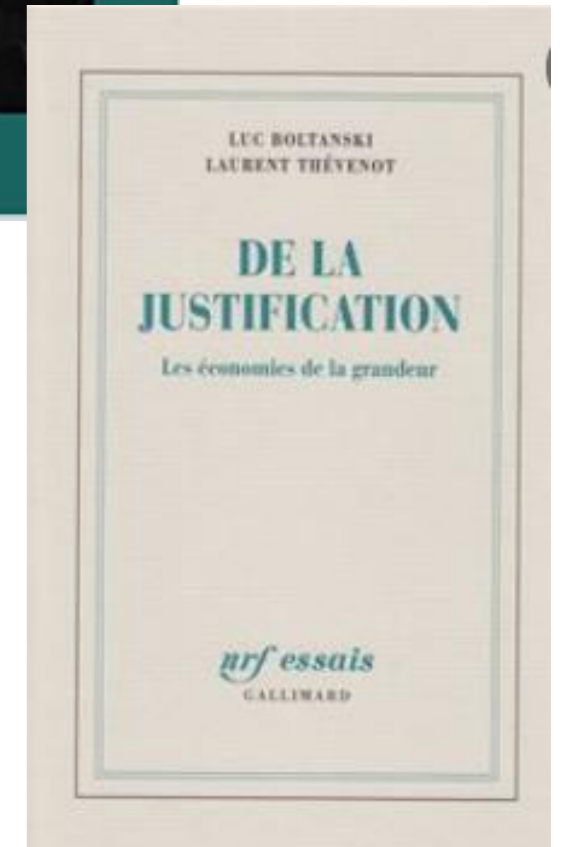
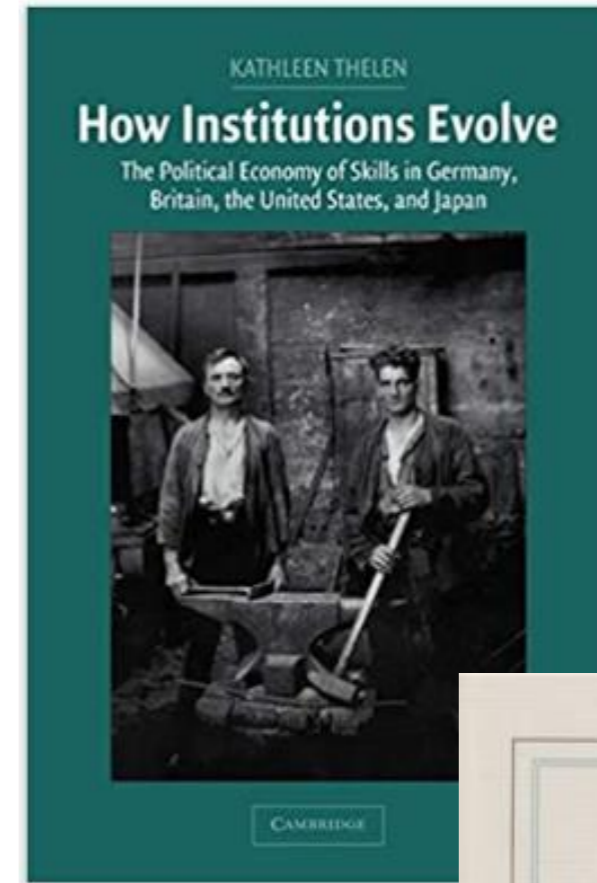
Limits of exogenous theories : Two examples

➤ (Historical) Institutionalism

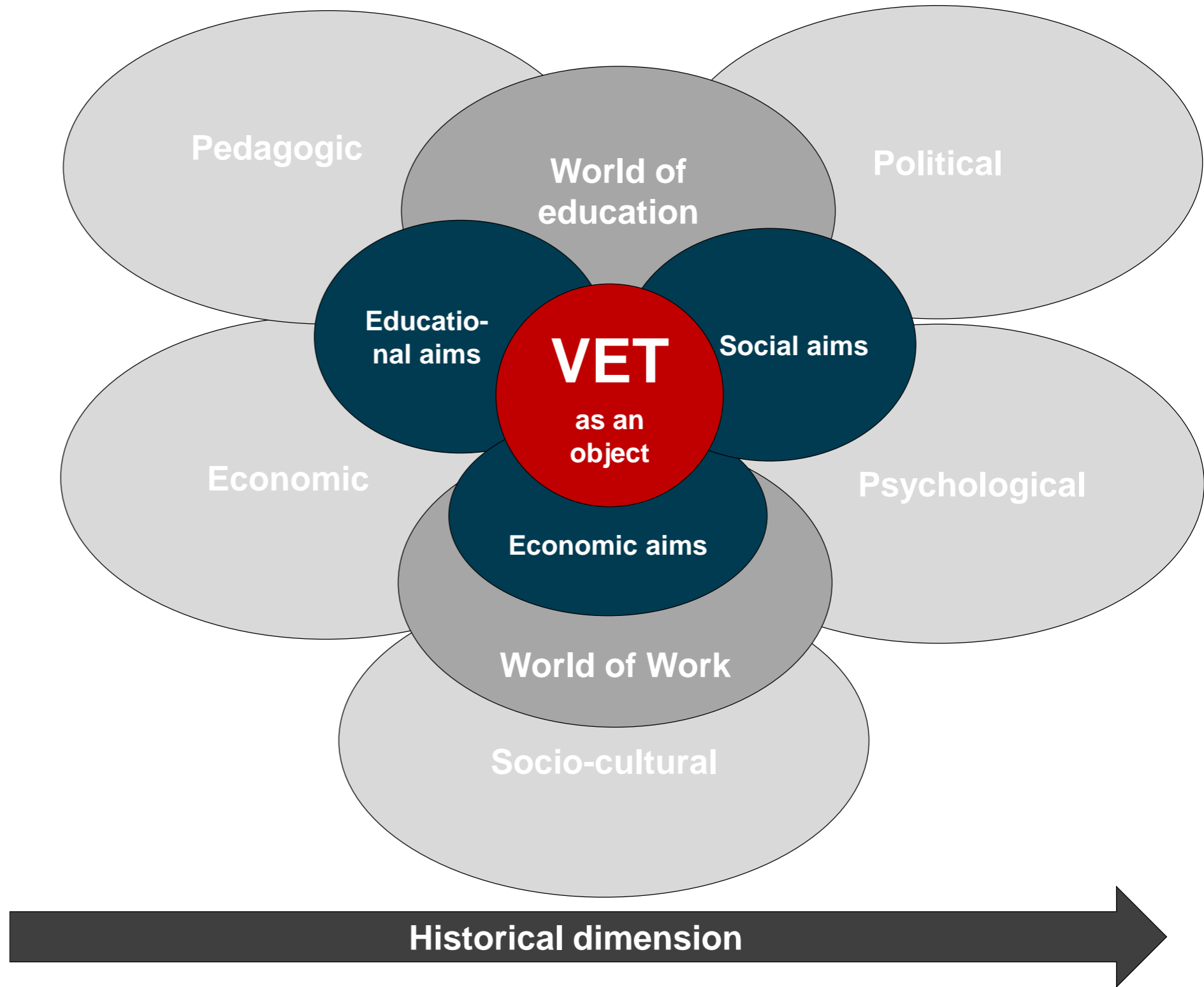
(Thelen, Streeck, Busemeyer, Trampusch, Emmenegger....)

➤ Sociology of Conventions

(Boltanski, Thevenot...)



What should a VET theoretical approach look like?



How to develop a VET theoretical approach? Two endogenous models...

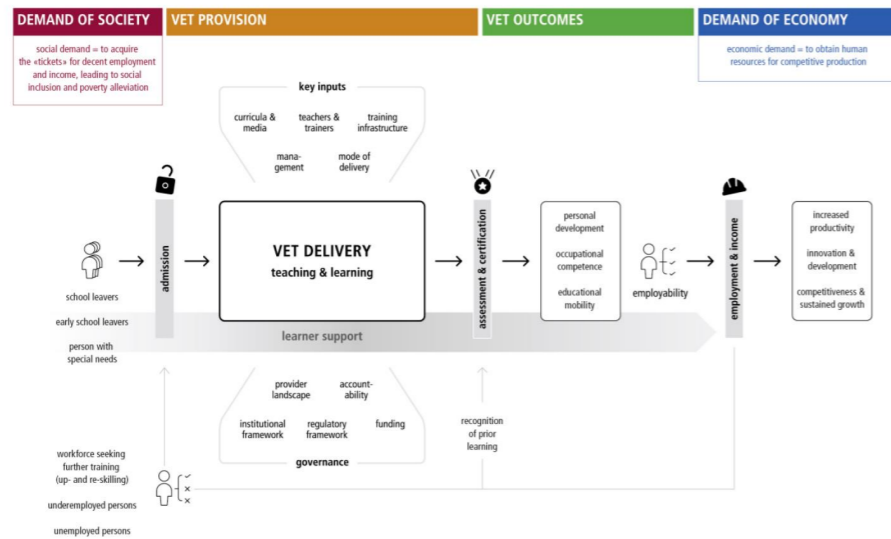
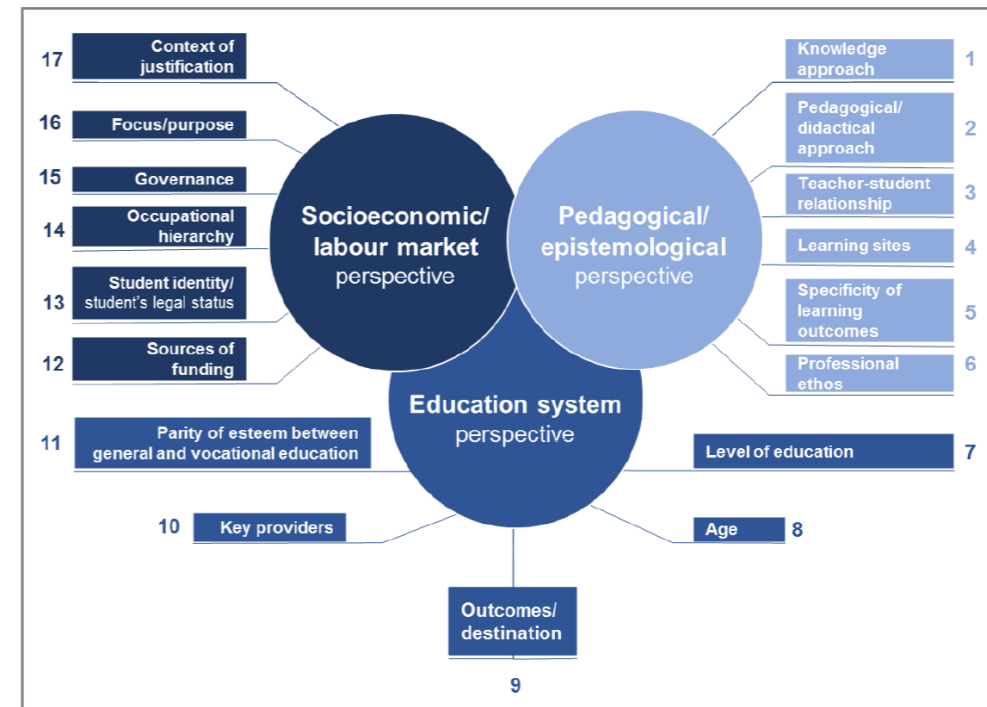


Illustration 12 - VET systems: the complete picture

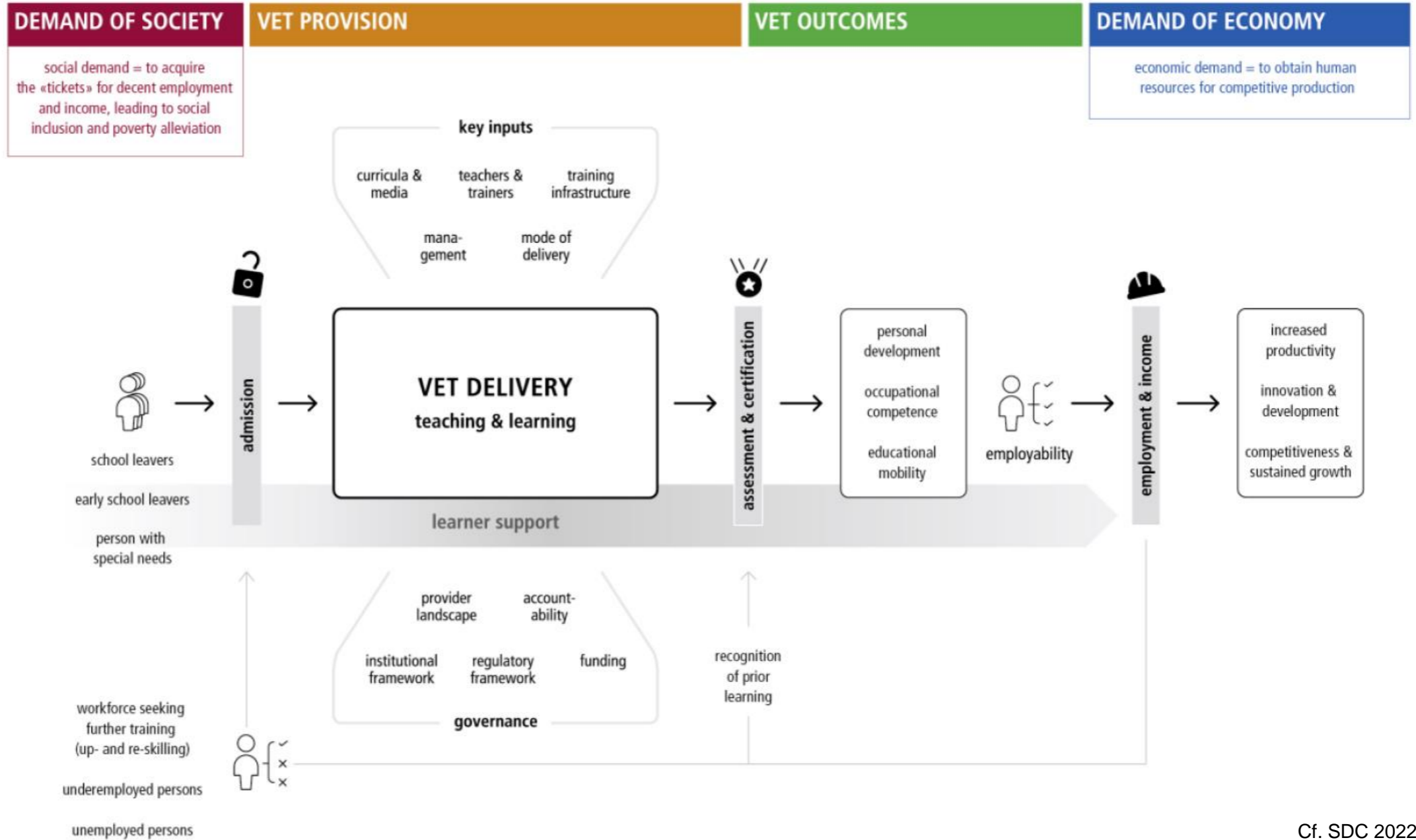
Swiss agency for development and cooperation SDC 2022 (2013)

Figure 1. A conceptual framework to characterise VET



Cedefop 2017

The SDC Model (2022)



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra
Swiss Agency for Development and Cooperation SDC

ied | include economic development

Understanding and analysing vocational education and training systems

An introduction
Version April 2022

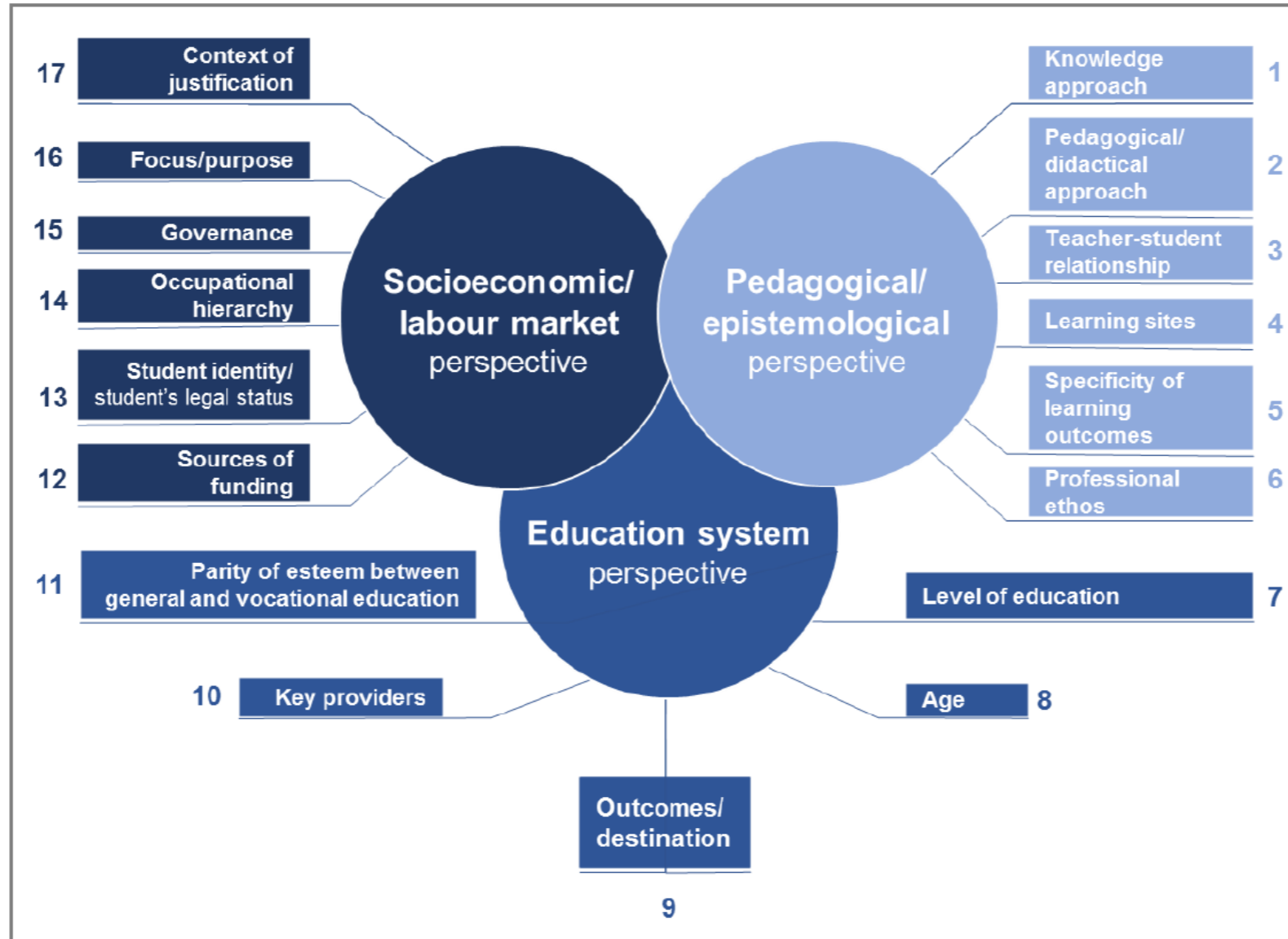


Cf. SDC 2022

Illustration 12 - VET systems: the complete picture

The CEDEFOP models (2017)

Figure 1. A conceptual framework to characterise VET



Discussion



- 1) Do you think that a stronger theoretical approach is needed to improve comparative VET research?
- 2) What should it look like?
- 3) On what basis would you construct such theoretical approach?