

Delivering Lifelong Learning: the changing relationship between IVET and CVET

Future of VET workshop, session 3: The changing world of work and the future role of VET/CVET

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1. Introduction of the study: conceptual approach and four orientations in the learning of adults
2. IVET providers role in different orientations to the learning of adults
3. Policies and national reforms
4. Conclusions

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- *15 years experience in conducting studies on VET and adult learning*
- *EEA working group on adult learning consultant for 6 years*
- *PhD candidate Open University the Netherlands on factors that influence self-directedness in engaging in lifelong learning*

Introduction of the study

Aim to map how IVET systems facilitate CVET/learning of adults;
and what policies support an increased role of IVET

Methodological approach of the study:

- Extensive desk research on available EU-wide sources
- Six extensive country case studies on link IVET-CVET and policies that changed this relationship
- Analysis

Conceptual starting point

- CVET is conceptually approached as the learning of adults and this learning can relate to
 - obtain occupation-related learning outcomes, or more general, generic or basic skills-related learning outcomes.
 - provision leading to full qualifications and provision leading to certificates or only attestations of completion.
- IVET is approached as the provision that is offered mainly to young people before, and as preparation for entering the labour market.



Four orientations in the learning of adults

	Has an explicit vocational/ occupation-specific focus		
Does not result in formal qualification	<p>Orientation 1. VET leading to acquisition of specific vocational/ occupation-specific skills and not leading to a formal qualification</p> <p>Forms / other names:</p> <ul style="list-style-type: none"> • Post-secondary VET (not leading to a qualification) • Training that forms part of Active Labour Market Policies (occupation oriented) • Workplace or job-related learning • Continuing Professional Education Governed by Professional Bodies (not leading to a qualification) 	<p>Orientation 2. VET leading to a formal qualification</p> <p>Forms / other names:</p> <ul style="list-style-type: none"> • Post-secondary VET (leading to a qualification) • Apprenticeships • (Occupational) (Re)Training Programmes • Customised Vocational and Professional Programmes for Organisations • (Post-Tertiary) Continuing Higher Education (oriented to occupational knowledge) • Continuing Professional Education Governed by Professional Bodies (leading to a qualification) 	Results in formal qualification
	<p>Orientation 3. Basic skills training</p> <p>Forms / other names:</p> <ul style="list-style-type: none"> • Basic skills and basic education • Training that forms part of Active Labour Market Policies (basic skills oriented) • Personal or social learning 	<p>Orientation 4. General education tracks (academic tracks and second chance)</p> <p>Forms / other names:</p> <ul style="list-style-type: none"> • Second chance education at upper secondary levels / Basic Skills and Remedy Programmes • Higher Education Programmes Accessible to Non-Traditional (Adult) Students • (Post-Tertiary) Continuing Higher Education (oriented to more general knowledge) 	
	Does not have an explicit vocational/ occupation-specific focus		

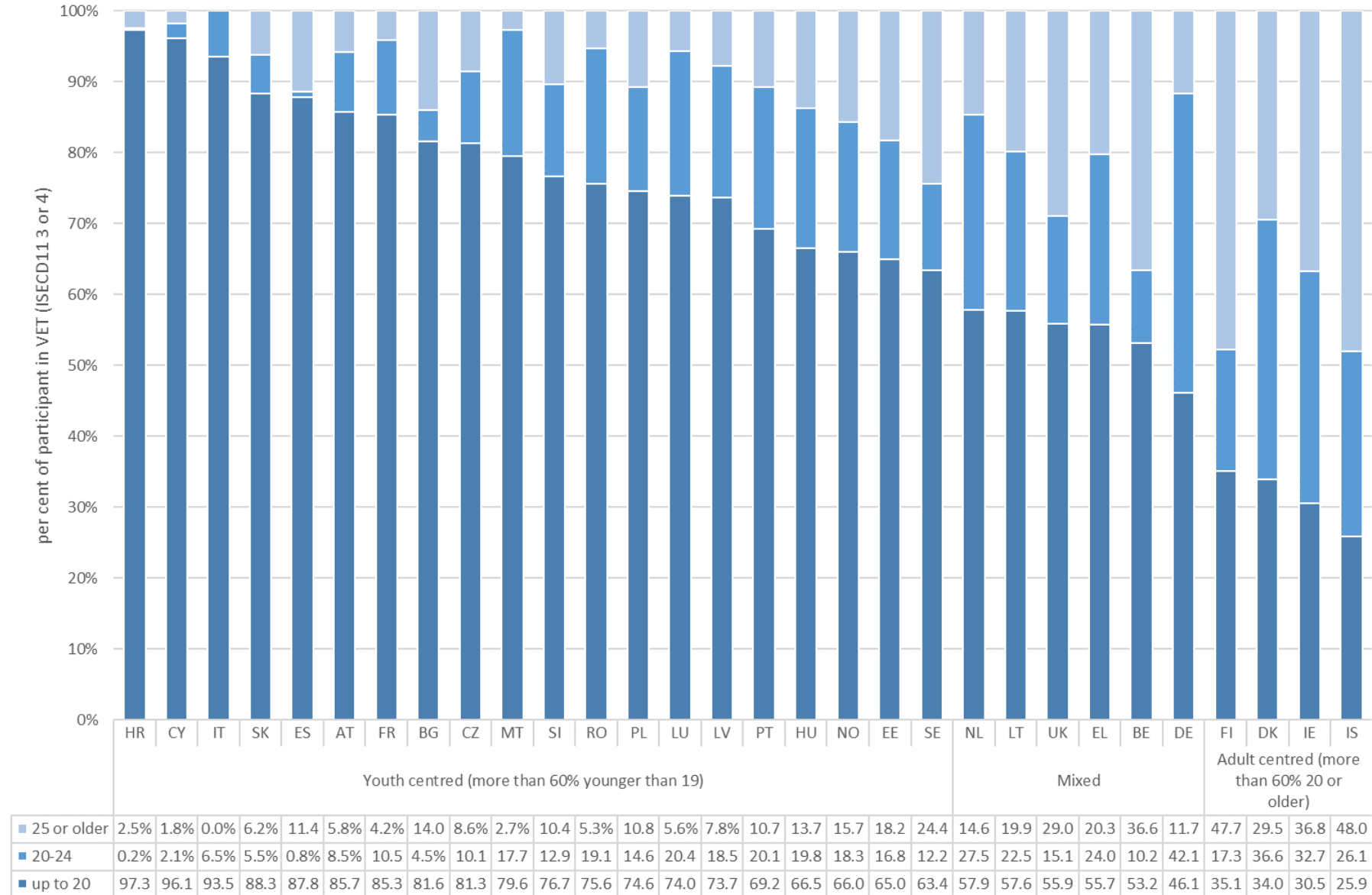
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Focus of the presentation

VET systems orientation: Youth, adult of mixed-based systems

- (a) youth-centres systems have more than 60% students younger than 19;
- (b) adult-centred systems have more than 60% of students older than 20;
- (c) mixed-systems are between the 60% under 19 year-olds and the 60% older than 20 students.



IVET providers role in different orientations to the learning of adults

Orientation 1. VET leading to acquisition of specific vocational/ occupation-specific skills and not leading to a formal qualification

- Only in Ireland and Finland, IVET providers are the main providers of this orientation. In Finland, VET for young people and adults is provided within the same framework with flexible application and admission systems and one coherent funding system for all types of vocational training. In Finland, this role has remained stable over the years and even increased as a result of the 2018 reform.
- Where IVET providers play a large role this is also visible in the percentage of adult learners

Orientation 2. VET leading to a formal qualification

- This orientation is predominantly served by IVET providers in Czechia, UK-England, Finland, Bulgaria, Luxembourg, Estonia, Portugal, Malta, Ireland, Iceland and Slovenia. Most of those countries, albeit with a great deal of varieties, offer classes tailored to the needs of adults e.g. by offering evening classes or offering adults the possibilities to follow a programme part-time.
- IVET programmes are in most countries open to adults, but this does not mean that adults are explicitly targeted, that programmes are designed keeping adult learners in mind, or that adult participation is financially supported.
- There is a clear difference between the countries that have a youth-centred or an adult-centred VET system. In countries such as IE, FI, UK-EN, that have an adult-centred system, the role of IVET providers is also large.

	Participation statistics		Orientation (0= no role, 3= large role of IVET providers)				Totals		
	Participation in VET % 20+	1 (non-formal VET)	2 (formal VET)	3 (non-formal basic skills)	4 (formal general ed.)	Total non-formal	Total formal	Total	
HR	2.7	0	2	0	3	0	5	5	
CY	3.9	0	0	0	2	0	2	2	
IT	6.5	1	0	0	1	2	0	2	
SK	11.7	0	0	0	0	0	0	0	
ES	12.2	0	2	1	3	1	5	6	
AT	14.3	0	2	0	0	0	2	2	
FR	14.7	0	2	1	0	1	2	3	
BG	18.4	0	3	0	0	0	3	3	
CZ	18.7	1	3	0	3	1	6	7	
MT	20.4	0	3	1	2	1	5	6	
SI	23.3	0	3	0	0	0	3	3	
RO	24.4	0	2	0	0	0	2	2	
PL	25.4	0	2	0	0	0	2	2	
LU	26	0	3	1	0	1	3	4	
LV	26.3	0	1	0	3	0	4	4	
PT	30.8	0	3	1	0	1	3	4	
HU	33.5	0	2	0	2	0	4	4	
NO	34	1	2	1	0	2	2	4	
EE	35	1	3	0	3	1	6	7	
SE	36.6	0	1	0	0	0	1	1	
NL	42.1	1	2	1	3	2	5	7	
LT	42.4	1	2	0	0	1	2	3	
UK	44.1	2	3	1	3	3	6	9	
EL	44.3	2	0	1	0	3	0	3	
BE	46.8	0	0	0	0	0	0	0	
DE	53.9	1	2	0	1	1	3	4	
FI	64.9	3	3	1	1	4	4	8	
DK	66	0	1	1	0	1	1	2	
IE	69.5	3	3	0	0	3	3	6	
IS	74.1	0	3	0	0	0	3	3	

Results of policies and national reforms

Six countries and their policies impacted how IVET providers engage with the learning of adults.

Education system perspective on results

- Changing institutional roles and responsibilities
- Changing qualifications and IVET/CVET programmes' landscape

Epistemological and pedagogical perspective on results

- Changing modes of delivery: same or distinct programmes for young and adult learners
- Changing the pedagogical approaches: competence-based approaches and modularization
- Use of validation of prior learning and shortening (IVET) programmes

Socioeconomic or labour market perspective on results

- Towards a lifelong learning culture and mindset

MS case	Time period of reform	VET orientation targeted	Level of reform
DK	2015	Orientation 2. VET leading to a formal qualification	Reform programmes
FI	2015-2018, but covering developments since the 1990s	Orientation 2. VET leading to a formal qualification	Reform institutions
LT	2010, but covering developments since the 2000s	Orientation 2. VET leading to a formal qualification	Reform institutions
NL	2018, but covering developments since the 2000s	Orientation 2. VET leading to a formal qualification Orientation 1. VET leading to acquisition of specific vocational/ occupation-specific skills and not leading to a formal qualification	Reform programmes
PT	2017, covering broader development since 2005	Orientation 2. VET leading to a formal qualification	Reform system
DE	about 2010 onwards (multiple steps)	Orientation 2. VET leading to a formal qualification	Strengthen IVET-CVET link

MS case	Education system perspective		Epistemological and pedagogical perspective			Socioeconomic or labour market perspective	General assessment: did the reform reached its results
	Changing institutional roles and responsibilities	Changing qualifications and IVET/CVET programmes' landscape	Changing modes of delivery: same or distinct programmes for young and adult learners	Changing the pedagogical approaches: competence-based approaches and modularisation	Use of validation of prior learning and shortening (IVET) programmes	Towards a lifelong learning culture and mindset	
DK	X	X	X	X	X	X	- (not yet)
FI	X	X	X	X	X		-/+ mixed views
LT	X	?		X	(x)		+
NL	X	X	X	X		X	-/+
PT	X	X		X	X		+ (with potential to improve)
DE		X					-/+

Future orientation

Direction of travel of IVET systems in relation to opening-up to adults:

(a) Pluralistic VET for adults:

(a) VET for adults is having different purposes and orientations

(b) Distinctive VET for adults:

(a) VET for adults has a specific purpose related to providing job/occupation-specific skills and competences.

(c) Special purpose VET for adults:

(a) VET for adults has a special purpose and found a specific niche, being mostly associated with solving a skills deficit and quick fix to emerging skills gaps.

The case studies show a variety of potential future orientations, depending on their past developments and current situations.