Strengthening and connecting VET research in Europe

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VET research in Europe: topics, structures and cooperation

The Future of VET in Europe: the role of research?

- **Formidable challenges for the future development of VET: societal, economic, political, …**

- **Future of VET project - Four Themes:**
  - changing content and profile of VET – epistemological challenges and opportunities
  - delivering IVET – institutional diversification and/or expansion
  - facilitating vocational learning – the influence of assessments
  - delivering lifelong learning – the changing relationship between IVET and CVET

- **Three Scenarios:**
  - pluralistic VET – lifelong learning at the heart
  - distinctive VET – occupational and professional competences at the heart
  - specialist purpose or marginalised VET – focus on job-oriented training rt

→ **Which way are we going? – Significant role of VET research in innovation processes**

„Institutionalised" VET research: a study

- **Background: Heterogenous VET research landscape, national and international research partnerships, various funding streams**

- **German EU-Presidency in 2020 as a trigger to reflect on networking of VET research and development institutes**

- **Survey to improve understanding of tasks, institutional setups and expertise, scope and methods of research and future work**

- **Initiate dialogue with the VET research community and other actors**

- **Contribute to partnership and capacity building**

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35 Institutions participated in the survey

20 European countries

02 Non-European countries*

*Australia and Korea

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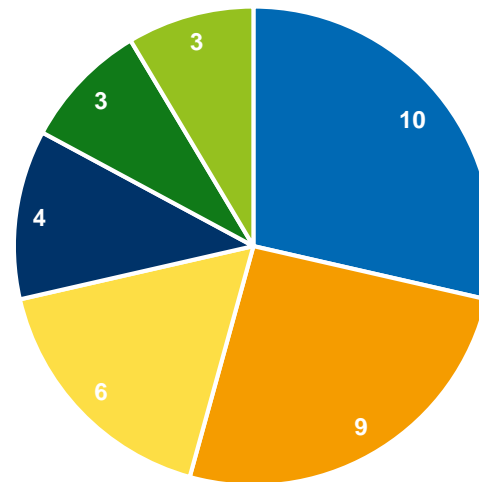building futures.

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Who was asked – what do we mean by „institutionalised VET research"?

- 71 institutes from 35 countries, that fulfil

- designated tasks in VET research and development either through an **institutional basis** (e.g. a specific law) or a **longer-term project-based funding**

- working on a **national** scale

- in **one or more fields** on the continuum between the level **of VET systems** and individual **competence development** in VET
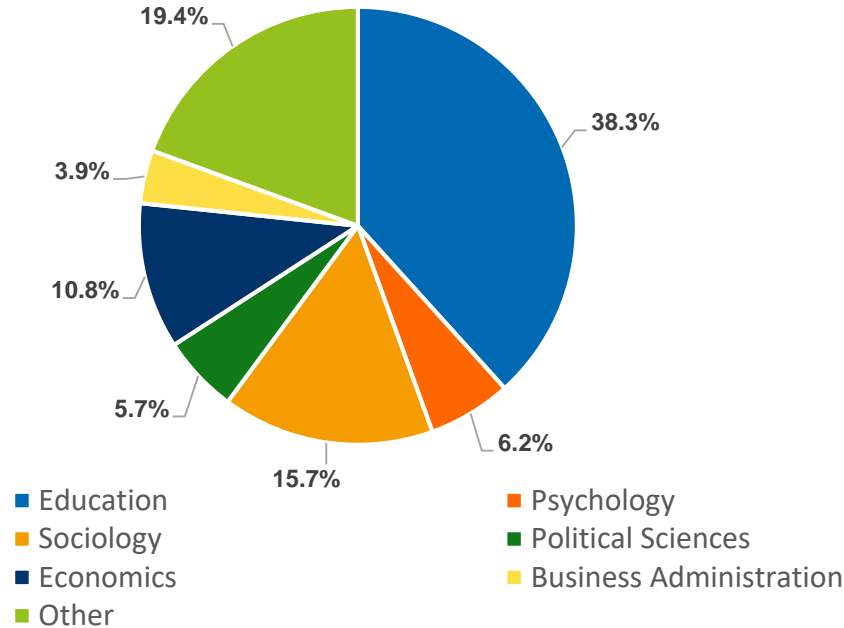

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- ■ Governmental body
- ■ Public research institute
- ■ Department/Faculty of a University
- ■ Private organisation
- ■ University research institute
- ■ Other

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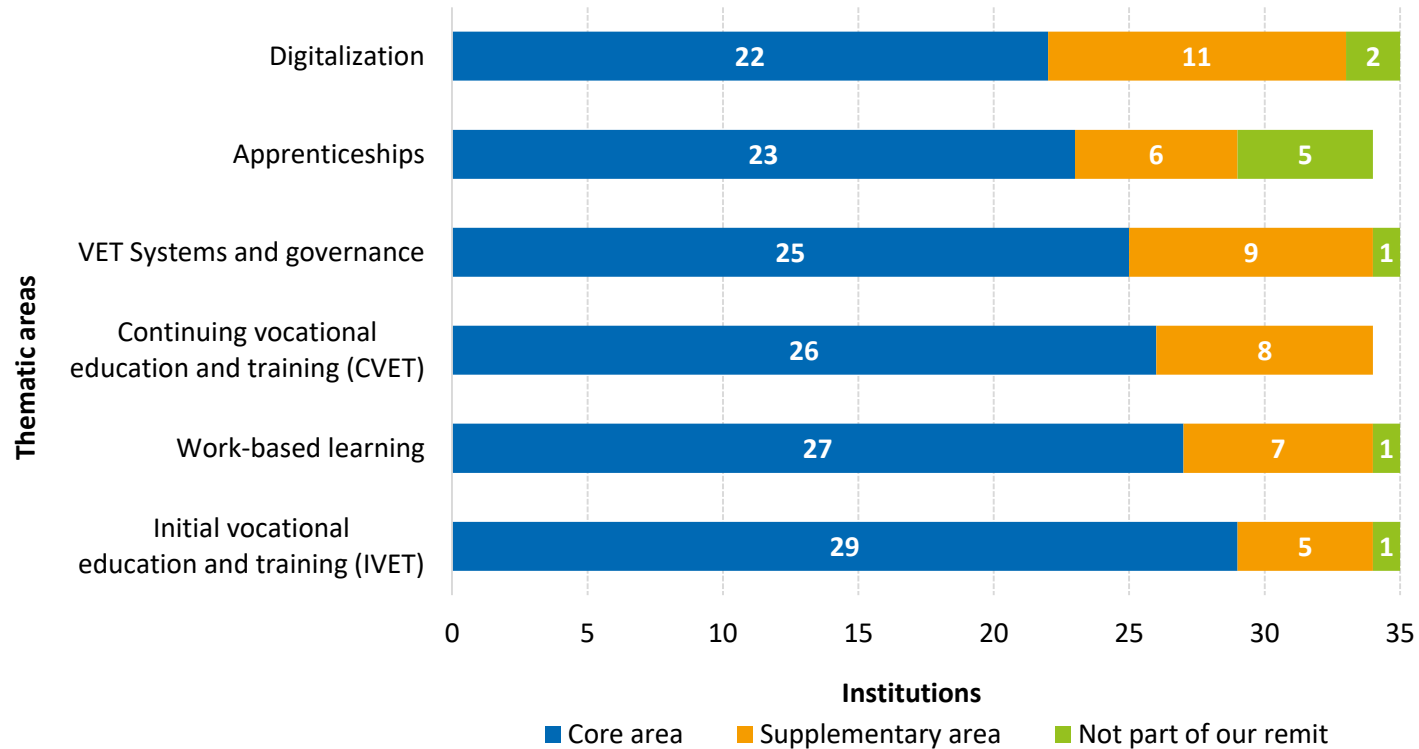Federal Institute for
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Around 7000 people working in VET research and development….

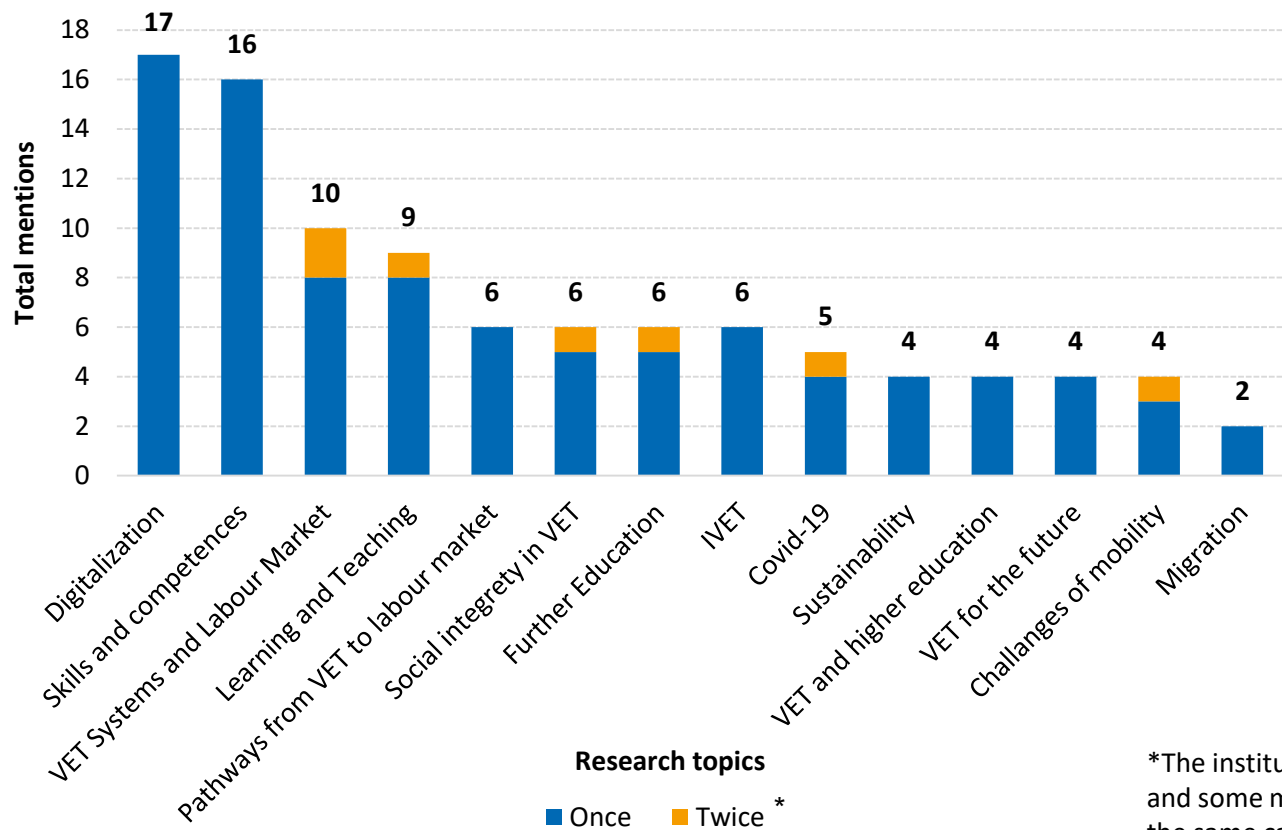## Major academic background disciplines of employees in research and development

- 38.3%
- 6.2%
- 15.7%
- 5.7%
- 10.8%
- 3.9%
- 19.4%

Legend:
- ■ Education
- ■ Psychology
- ■ Sociology
- ■ Political Sciences
- ■ Economics
- ■ Business Administration
- ■ Other

…those with academic degree, representing a variety of backgrounds….

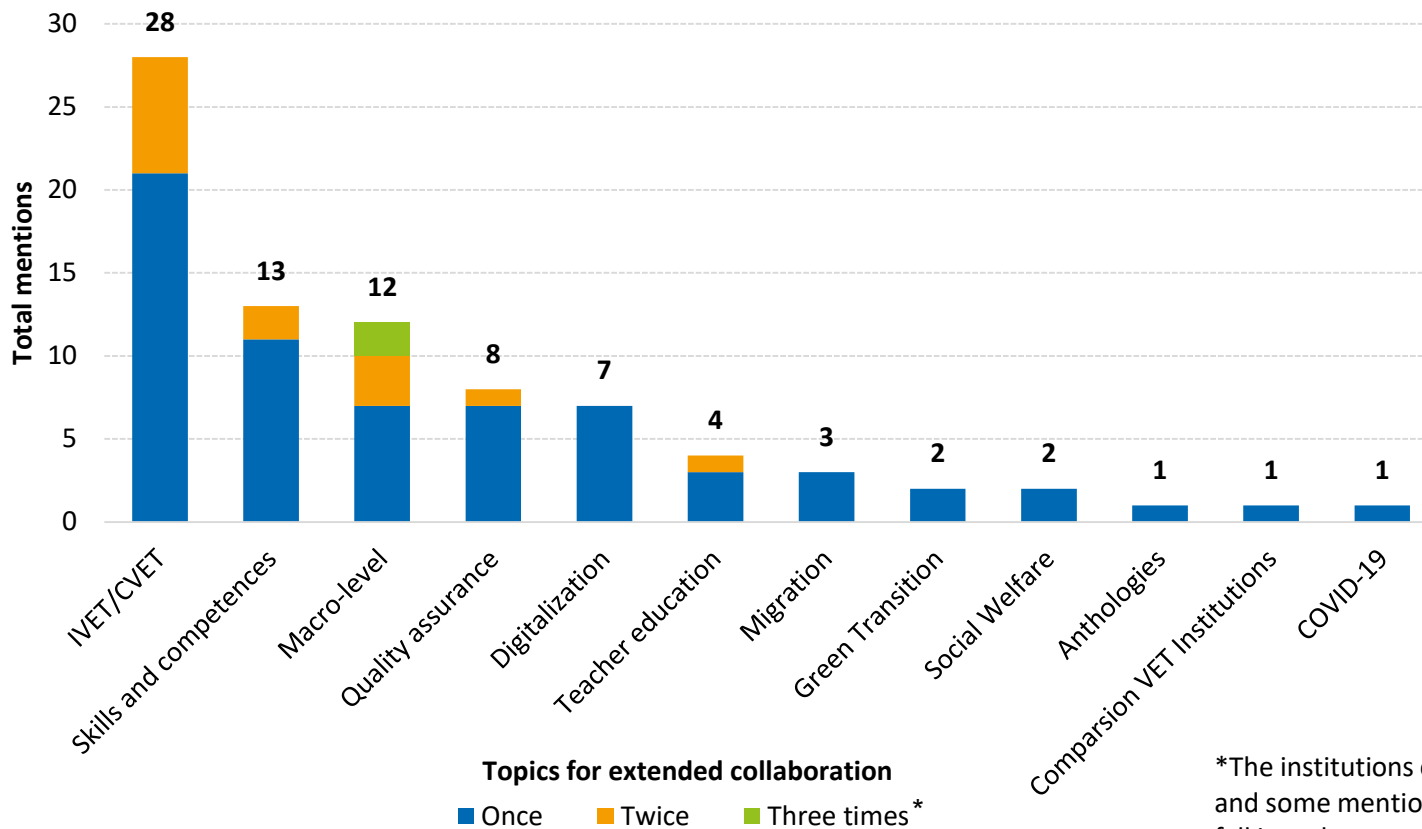The six most mentioned thematic areas of the institutions…

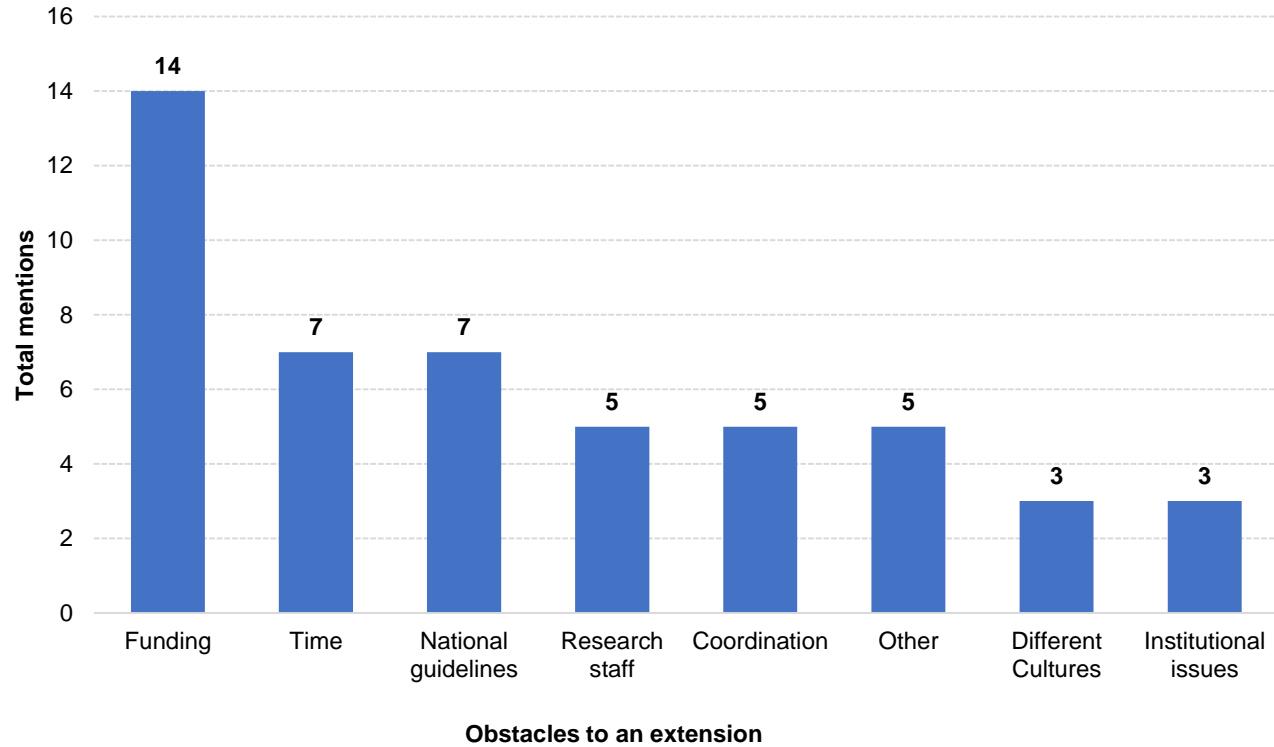# Most important research topics for the future

*The institutions could give multiple answers and some mentioned two topics that fall into the same category

Thematic areas for an extended collaboration

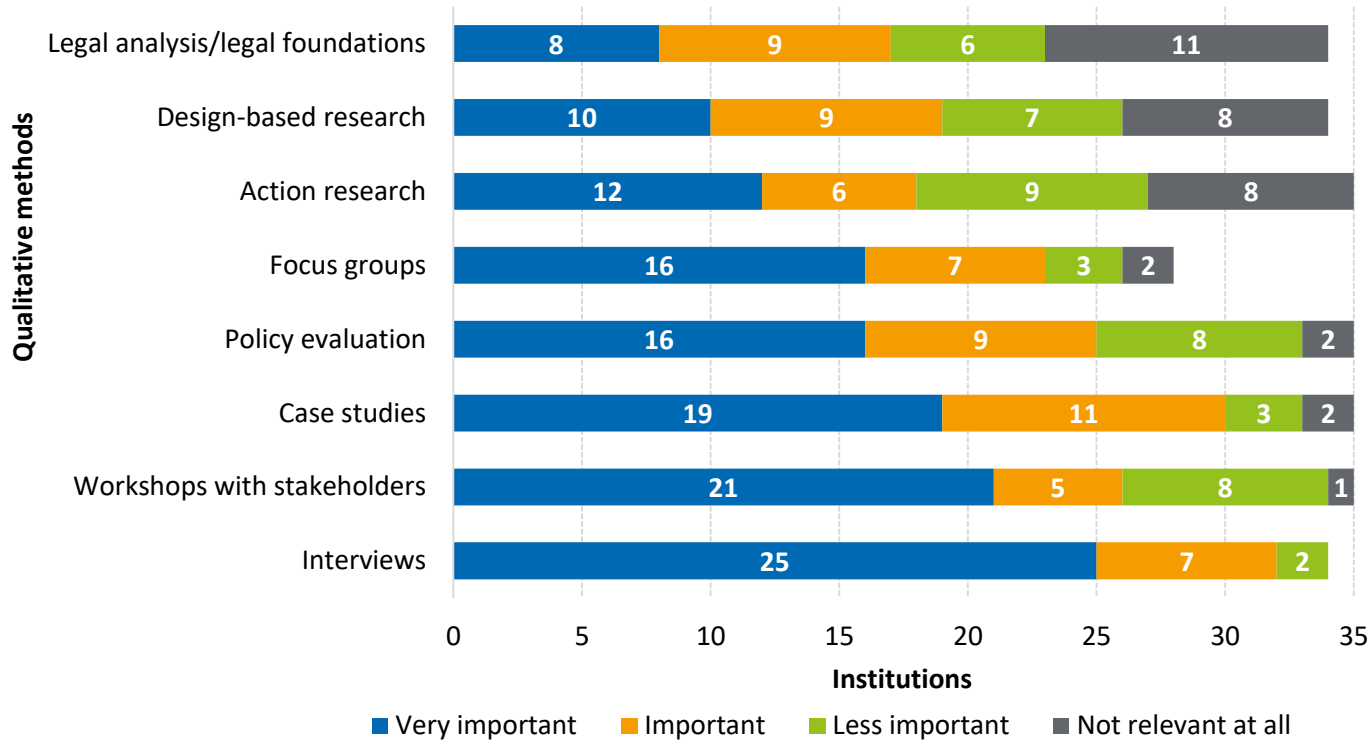# The Role of VET Research: some discussion points

- **Evidence-based policy-making in VET remains an important aim**

- **VET research is not an established academic discipline in its own right; reliance on "contributor disciplines" has advantages and disadvantages**

- **Contribution to innovation in VET seems only possible through closer collaboration with VET practice**

- **"Gold standard" of establishing causal relationship between intervention and desired outcomes remains challenging**

- **Role of "institutionalised" VET research remains vital:**

    - lynch-pin of sustainable research partnerships

    - long-term data generation and analysis

    - unbiased expertise at the interface of research-policy-practice

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Other thematic areas…

	Initial vocational education and training (IVET)	Work-based learning	Continuing vocational education and training (CVET)	VET Systems and governance	Apprenticeships	Digitalization
Core area	29	27	26	25	23	22
Supplementary area	5	7	8	9	6	11
Not part of our remit	1	1	0	1	5	2
	Labour market entry and transitions to working life	Teaching, learning, and competence development in VET	VET Quality Assurance	Competence assessment	National Framework of Qualifications (NQF)	Structure and overview of qualifications
Core area	21	20	18	16	16	15
Supplementary area	11	12	11	14	14	12
Not part of our remit	3	3	5	5	5	8
	VET Statistics	Inclusion	Qualifications of teachers and trainers	Administration of policy programmes	International comparative research	Migration
Core area	14	14	13	13	11	11
Supplementary area	10	14	17	9	20	17
Not part of our remit	11	6	5	13	4	6
	Gender	Employment, professions and individual development	Costs and benefits of VET	Participation of persons with disabilities		
Core area	11	10	7	7		
Supplementary area	17	19	18	16		
Not part of our remit	6	6	10	12		

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Quantitative methods used…