



Vocational education and training: the OECD experience

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Plan of the talk

1. VET: definition & purpose
2. The OECD mission
3. The OECD experience:
 - ✓ *Learnings for Jobs*
 - ✓ *Skills beyond School*
 - What we have learnt
4. Conclusions



1. VET: definition & purpose

- Vocational education (and training) is defined as education that offers participants the opportunity to acquire the practical skills, knowledge, and understanding necessary for employment in a particular occupation or trade or class of occupations or trades.



1. VET: definition & purpose

- Successful completion of such programmes leads to a labour market-relevant vocational qualification recognised by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.).



1. VET: definition & purpose

- It requires both practical and theoretical learning.
- It can be found at secondary and tertiary levels.
- It targets different groups (youth, adults, unemployed).



1. VET: definition & purpose

The big challenge: two separate worlds





2. The OECD mission

- To support countries in the task of provide the skills needed in many of the fastest growing and technical professional jobs in the economy. In particular, the OECD reviews try to address the range of policy questions arising, including funding and governance, matching supply and demand, quality assurance and equity and access, among others.



3. The OECD experience

- *Learning for Jobs*: upper-secondary, 17 countries
- *Skills beyond School*: postsecondary level, 22 countries... preliminarily...

Formation et emploi :
relever le défi
de la réussite

Learning for Jobs

취업을 위한 학습
Learning for Jobs



Preparándose para trabajar

〈OECD職業教育訓練レビュー：統合報告書〉

若者の能力開発

働くために学ぶ

Lernen für die Arbeitswelt





OECD Reviews of Vocational Education and Training
A Skills beyond School Review of Austria

OECD Reviews of Vocational Education and Training
SKILLS BEYOND SCHOOL COMMENTARY ON SPAIN

OECD Reviews of Vocational Education and Training
A Skills beyond School Review of the United States
Malgorzata Kuczera and Simon Field

OECD Reviews of Vocational Education and Training
A Skills beyond School Review of Germany
Mihály Fazekas and Simon Field

OECD Reviews of Vocational Education and Training
A SKILLS BEYOND SCHOOL COMMENTARY ON ISRAEL

OECD Reviews of Vocational Education and Training
A Skills beyond School Review of Denmark
Simon Field, José-Luis Álvarez-Galván, Fabrice Hénard, Viktória Kis, Malgorzata Kuczera and Pauline Musset

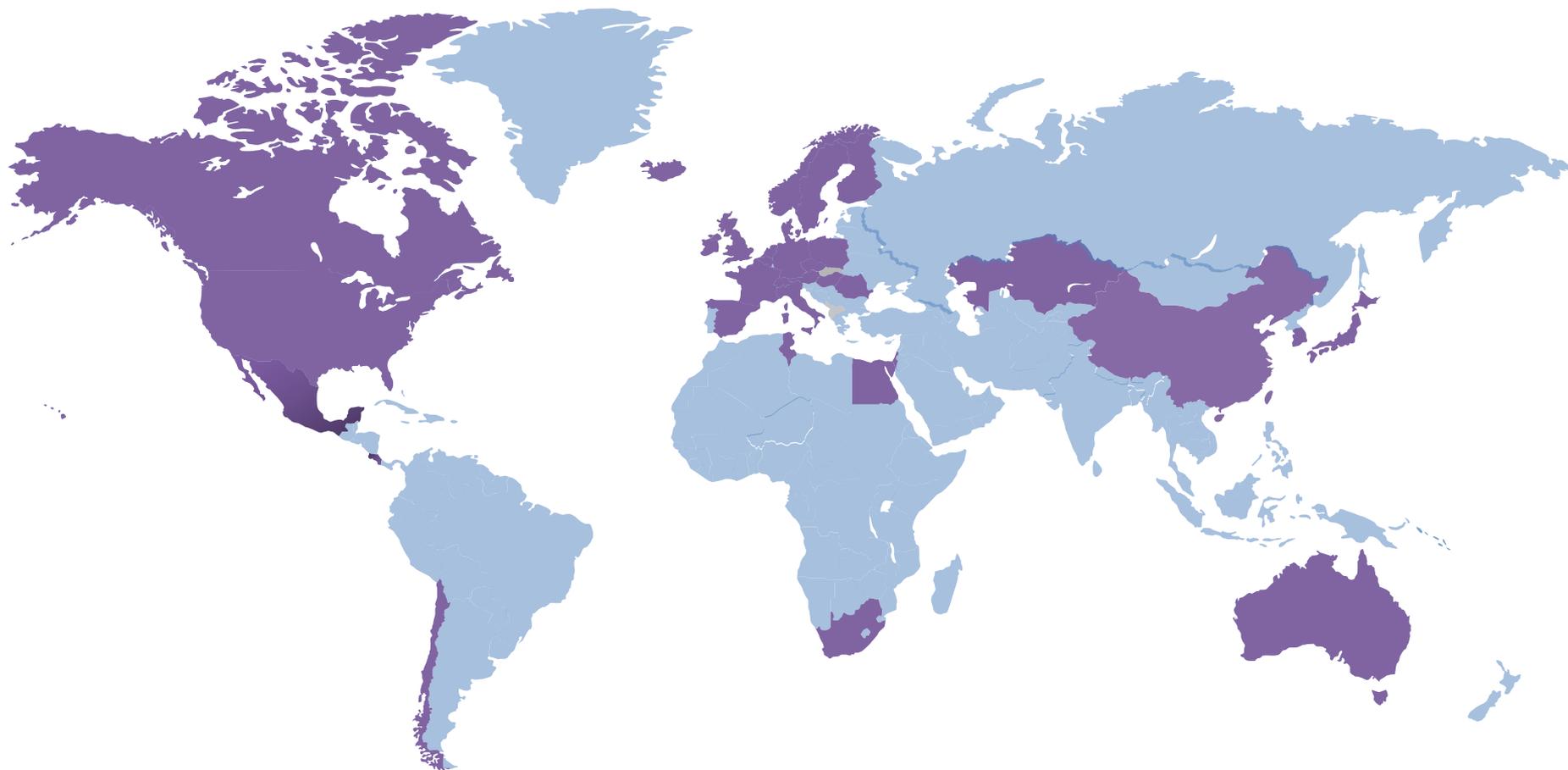
OECD Reviews of Vocational Education and Training
A Skills beyond School Review of Switzerland

OECD Reviews of Vocational Education and Training
A SKILLS BEYOND SCHOOL COMMENTARY ON ICELAND

OECD Reviews of Vocational Education and Training
A Skills beyond School Review of Korea
Viktória Kis and Eunah Park

...and turning them into better jobs and better lives
...ing them into better jobs and better lives

OECD reviews of vocational education and training





3. The OECD experience

- Our methodology:
 - Background report questionnaire filled-in by countries
 - Country visit:
 - Interviews and meetings with local stakeholders (more than 5 thousand people to date)
 - Drafting of an OECD report



3. The OECD experience

What have we learnt?

- ✓ Nine characteristics of high quality vocational education and training systems.



3. The OECD experience

1. Vocational provision developed in a partnership between government, employers and unions.



3. The OECD experience

2. High quality apprenticeship systems, covering a wide range of professional domains and including higher level apprenticeships.



3. The OECD experience

3. Work-based learning
systematically integrated into all
vocational programmes.



3. The OECD experience

4. A range of programmes that provide inclusive opportunities for all and minimise drop-out.



3. The OECD experience

5. Qualifications reflecting labour market needs that are nationally consistent but allow for a locally negotiated element.



3. The OECD experience

6. Avenues of progression from initial vocational programmes to both higher level vocational and academic programmes.



3. The OECD experience

7. A vocational teaching workforce containing a balance of teaching skills and up-to-date industry knowledge and experience.



3. The OECD experience

8. Provision suitable to adults with working and home commitments.



3. The OECD experience

9. Better data on vocational programmes in international categorisations, and labour market outcomes.



4. Conclusions

Three key areas are of vital importance for VET:

- ✓ What is taught
- ✓ How is taught
- ✓ Where is taught



Thank you!

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www.oecd.org/education/VET