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ORIENTATION, FORMATIONS,
INSERTION : **QUEL AVENIR POUR
L'ENSEIGNEMENT PROFESSIONNEL ?**

Handling transitions in VET

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19 & 20 mai 2016 – Lycée Diderot (Paris)



➤ ‘The Nordic model’ – but not in VET

Common features of Nordic countries:

- Social-democratic welfare states
- Egalitarian policies in education
- Consensual labour market models

BUT divergent models of VET

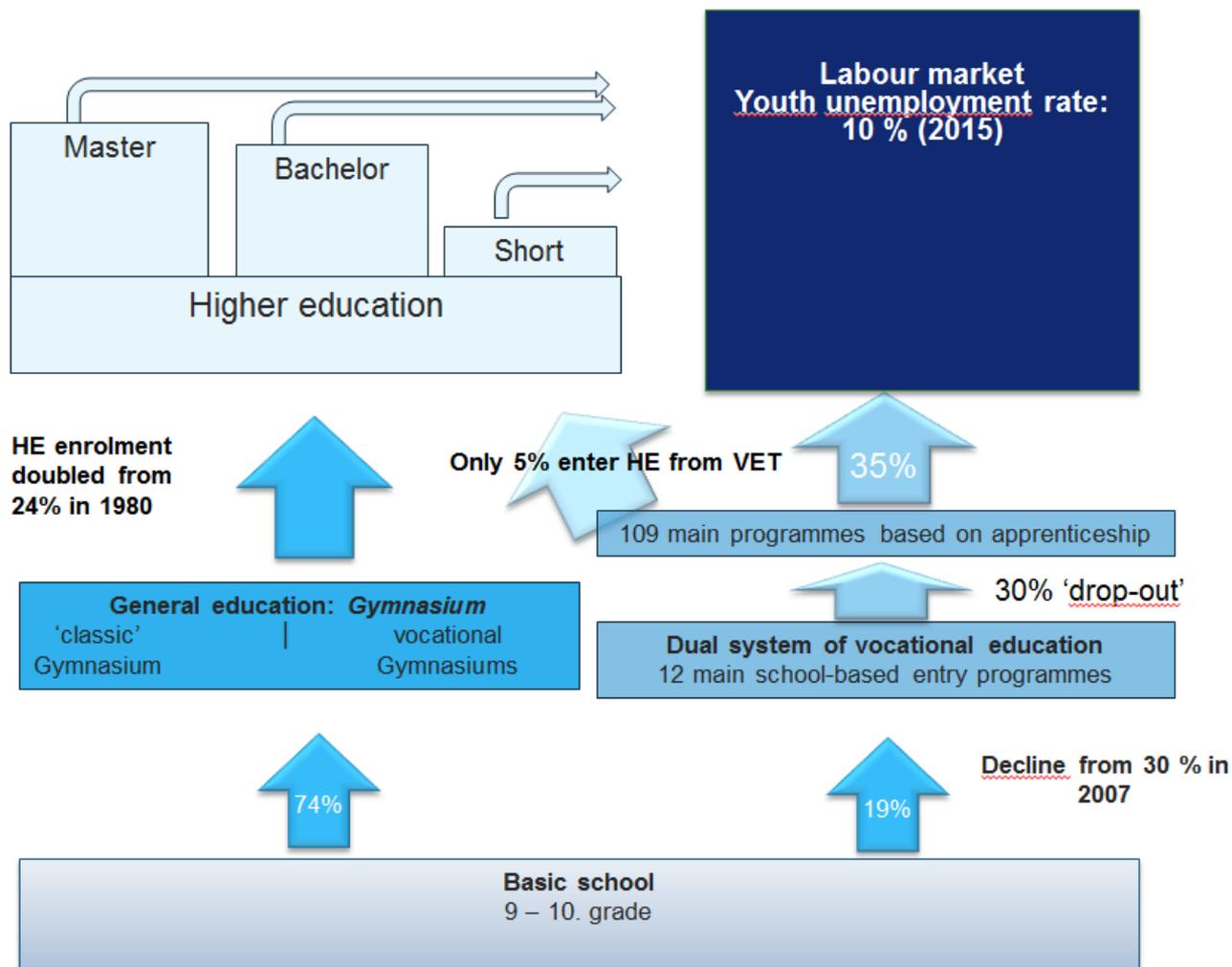
- DK: Apprenticeship (dual system) based on workplace training in specific occupations and with the extensive participation of the social partners in advisory and decision-making councils
- SE: School-based vocational programmes in comprehensive ‘non-selective’ upper secondary education.



Challenges facing the Danish and Swedish VET systems

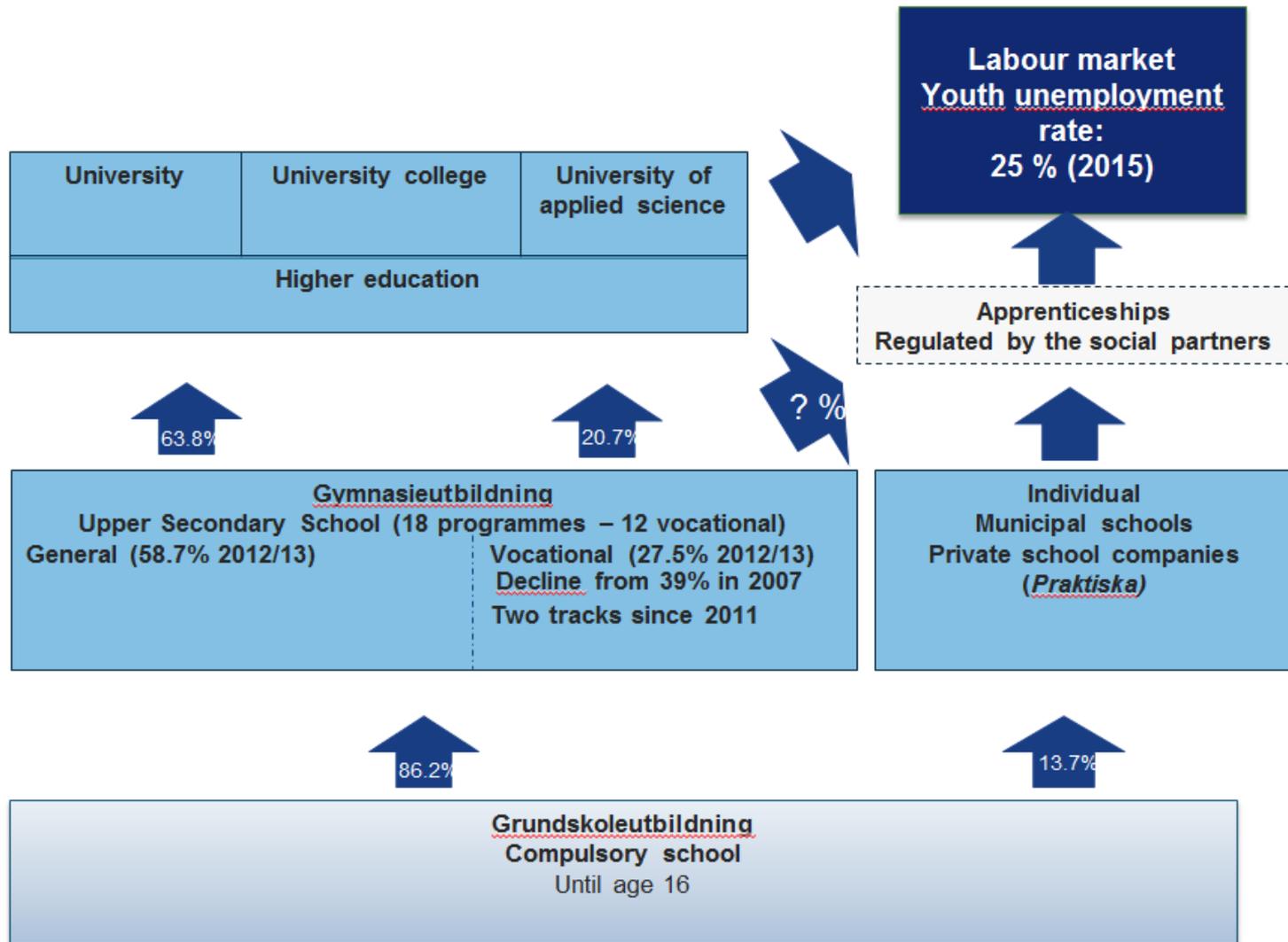
- To attract young people into VET (the problem of parity of esteem);
- To provide apprenticeships/training placements;
- To ease transition into the labour market (matching labour market demands);
- To provide access into further and higher education (the problem of 'dead-ends'/portability);
- To include different target groups (VET as part of youth education and the policy of inclusion).

TRANSITIONS IN THE DANISH VET SYSTEM



Source: Christian⁵ Helms Jørgensen, RUC

➤ Transitions in the Swedish VET system





Transitions *into* VET

– A common problem of parity of esteem

Denmark

Introduction of admission requirements to VET

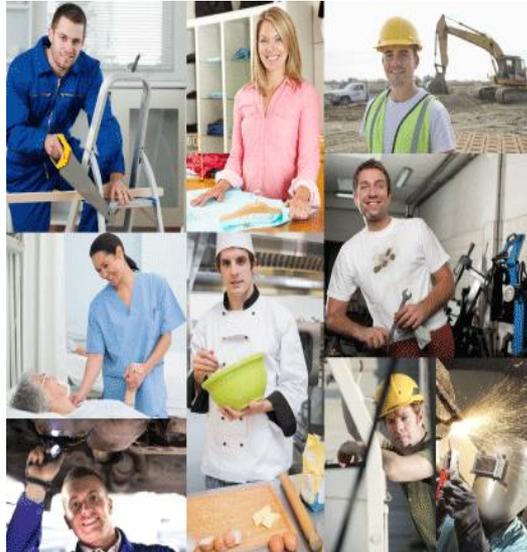
'Talent' tracks

Separation of young and adult students in tracks

Focus on creating 'attractive' school environments for young people emulating the general upper secondary education programmes

Introduction of EUX (possibility of double qualification)

'Marketing' the fact that VET students start earning a living from the moment they become an apprentice



Sweden

VET integrated into a comprehensive youth education system

Direct access from upper secondary education to university (but with restrictions from 2011 -> contributing to the problem of esteem)



Transitions *in* VET – solving problems of lack of apprenticeships/training placements same yet different problem

Denmark

School based training

Recruitment campaigns by employer organisations

Until 2014 bonuses to companies hiring apprentices (5000 EUR) however part of the tripartite negotiations of 2016



Sweden

Strengthening cooperation between vocational schools and trade/industry through the national and local councils (but still apprenticeships under the jurisdiction of government and schools)

Strengthening cooperation between state and social partners through the establishment of a new apprenticeship council under the National Agency of Education

Development of a financing system to motivate firms to employ apprentices



Transitions from VET – different problems of portability and labour market relevance

Denmark

Matching labour market needs:

Social partners lay down the content of the VET programmes which provides direct access to the labour market and to wages according to collective agreement

BUT problems meeting demands of new industries

Portability:

Introduction of the EUX (double qualification)

Strengthening short-term higher education



Sweden

Matching labour market needs:

New apprenticeship programme as part of upper secondary education (but low rate of enrolment as no portability)

Portability:

Direct access from upper secondary education to university (but with restrictions in portability of apprenticeship track)

➤ Similarities and differences

- Both systems problems attracting students to VET - despite divergent models. Reasons: VET as inclusion, the 00s idea of the knowledge society, academic drift and the social imaginary of HE as pathway to the 'good' life;
- The Danish dual training system better performing in terms of transition into the labour market;
- The Swedish school-based system better performing in terms of transition into HE;
- Acceleration of reforms in Denmark (1991, 1996, 2000, 2003, 2007, 2011, 2014) – few reforms in Sweden (1991, 2011);
- Convergence around apprenticeship and hybrid qualifications

Lessons to be learnt

- No panacea – different models are successful in meeting different challenges
- Policy objectives may just be conflicting – regulate to meet one challenge and another problem is created
- Political question: What should be the main role of VET in contemporary societies?



Craftsmanship names an enduring, basic human impulse, the desire to do a job well for its own sake. Richard Sennett, *The Craftsman*

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Thank you for your attention!

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