

# Vocational Education and Training in Mexico

## Strengths, Challenges and Recommendations

### STRENGTHS

- Mexico's will to address the challenges faced by VET is illustrated by numerous recent initiatives, such as reform of the technological baccalaureate (bachillerato tecnológico) and creation of trainee grants (becas de pasantía).
- VET in Mexico plays an important social role by providing learning opportunities to students at risk of dropping out. Various initiatives, such as "mobile training units" (unidades móviles) reach out to students in remote regions with limited opportunities for learning.
- In some fields and subsystems of upper secondary VET, Mexico has excellent data on the labour market outcomes of VET graduates through the Labour Market Observatory (Observatorio Laboral).
- Encouraging measures have been taken to integrate VET into a broad framework of lifelong learning, including the elimination of dead-ends (e.g. introduction of the baccalaureate in CONALEP) and recent reforms aiming to facilitate mobility within the educational system.
- There are some excellent examples of collaboration between VET schools and employers, such as the Playa del Carmen project.
- Many VET teachers and trainers have work experience in their field and often continue to work in industry part-time, which should help to keep their vocational skills up-to-date.

### CHALLENGES

- Effective coordination and coherence within upper secondary VET remains a challenge. The subsystems of upper secondary VET sometimes have divergent interests, hindering effective policy development.
- Linkages between the VET system and employers are relatively weak, illustrated by the low level of involvement of employers in VET policy development.
- VET qualifications are not regularly updated and have limited recognition in the labour market.
- The pedagogical preparation of some VET teachers and trainers is insufficient.
- There is wide variation both in the quantity and quality of workplace training for VET students.
- There are weaknesses in the availability and use of data for policy making purposes and to inform stakeholders.

### RECOMMENDATIONS

1. Integrate consultation between employers and upper secondary VET within a single coherent set of consultative arrangements. Include all subsystems in this framework to facilitate a collaborative approach to policy development.
2. As a long-term strategic goal, create quality standards for workplace training and a traineeship contract to expand workplace training and improve its quality.
3. Ensure that VET teachers and trainers receive pedagogical training before or shortly after entering the profession and provide some training to workplace supervisors. To improve the vocational skills of the VET workforce, make relevant work experience a prerequisite for trainers and require schools to develop strategies to update the vocational skills of VET teachers and trainers.
4. Explore options to develop a national vocational qualifications framework.
5. Improve data on labour market needs and labour market outcomes of VET. Develop capacity to use data for policy making and to inform stakeholders. Improve career guidance for prospective and current VET students.

## FURTHER READING

Vocational education and training (VET) has a key economic function in up-skilling and integrating young people into the labour market and in providing high quality technical skills. But in recent decades, VET has been a neglected part of initial education: education policy research and reform have tended to focus primarily on school and tertiary education.

The OECD's policy review of vocational education and training (VET), *Learning for Jobs*, comprises a programme of analytical work and individual country reviews and is designed to help countries make their VET systems more responsive to labour market needs.

[Learning for Jobs, OECD Reviews of Vocational Education and Training Policies, Mexico](#) (OECD, 2009) was released in July 2009 and assesses the main challenges faced by the VET system and presents an interconnected package of five policy recommendations. For each recommendation, the report describes the challenge, the recommendation itself, supporting arguments, and issues of implementation.

Further information about the policy review and reports on VET systems in other countries is available on the OECD website [www.oecd.org/edu/learningforjobs](http://www.oecd.org/edu/learningforjobs)