

Learning for Jobs: Vocational Education and Training Pointers for policy development

PROVIDE THE RIGHT MIX OF SKILLS FOR THE LABOUR MARKET

- For vocational programmes beyond secondary level, share the costs between government, employers and individual students according to the benefits obtained.
- Provide a mix of VET training places that reflects both student preferences and employer needs. Achieve this through provision of workplace training and through planning and incentive mechanisms.
- Engage employers and unions in curriculum development and ensure that the skills taught correspond to those needed in the modern workplace.
- Through VET systems, provide young people with generic, transferable skills to support occupational mobility and lifelong learning, and with occupationally-specific skills that meet employers' immediate needs.
- Ensure all students in vocational programmes have adequate numeracy and literacy skills to support lifelong learning and career development. Identify and tackle weaknesses in this area.

REFORM CAREER GUIDANCE TO DELIVER EFFECTIVE ADVICE FOR ALL

- Develop a coherent career guidance profession, independent from psychological counselling and well-informed by labour market information.
- Provide adequate resources for career guidance and its pro-active delivery.
- Ensure an independent base to support objective career guidance.
- Provide good sources of information about careers and courses.
- Build a comprehensive framework of guidance through partnership with employers.
- Ensure that career guidance initiatives are properly evaluated.

ENSURE TEACHERS AND TRAINERS ARE WELL-PREPARED WITH INDUSTRY EXPERIENCE

- Recruit sufficient teachers and trainers for VET institutions, and ensure this workforce is well-acquainted with the needs of modern industry. To this end:
 - Encourage trainers in VET institutions to spend some of their time working in industry.
 - Promote flexible pathways of recruitment and make it easier for those with industry skills to become part of the workforce of VET institutions through effective preparation.
- Provide appropriate pedagogical and other preparation for trainers (including supervisors) of interns, trainees and apprentices in workplaces, adapting the level of preparation to the nature of the workplace learning being provided.
- Encourage interchange and partnership between VET institutions and industry, so that vocational teachers and trainers spend time in industry to update their knowledge, and vocational trainers in firms spend some time in VET institutions to enhance their pedagogical skills.

MAKE FULL USE OF WORKPLACE LEARNING

- Make substantial use of workplace training in initial VET.

- Ensure that the framework for workplace training encourages both employers and students to participate.
- Ensure workplace training is of good quality, through an effective quality assurance system and a clear contractual framework for apprenticeships.
- Balance workplace training by other provision (e.g. training workshops in schools) where other learning environments work better, or if workplace training is not available.
- Devise effective responses to the current economic downturn, to sustain workplace training, and cope with increased demand for full-time VET.

DEVELOP TOOLS TO ENGAGE STAKEHOLDERS AND PROMOTE TRANSPARENCY

- Engage employers and unions in VET policy and provision through effective mechanisms.
- Systematically engage with employers, trade unions and other key stakeholders to develop and implement qualification frameworks, supported by strengthened quality assurance.
- Adopt standardised national assessment frameworks to underpin quality and consistency in training provision.
- Strengthen data on labour market outcomes of VET, and provide the institutional capacity to analyse and disseminate that data.

FURTHER READING

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.

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