

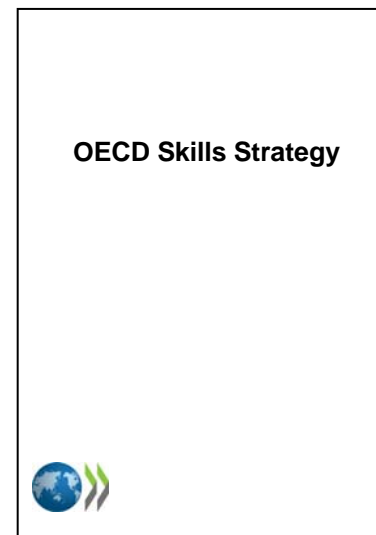
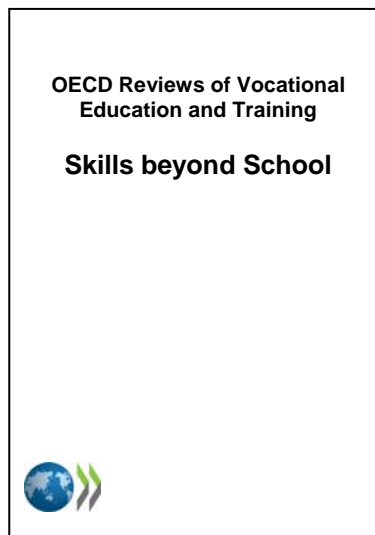
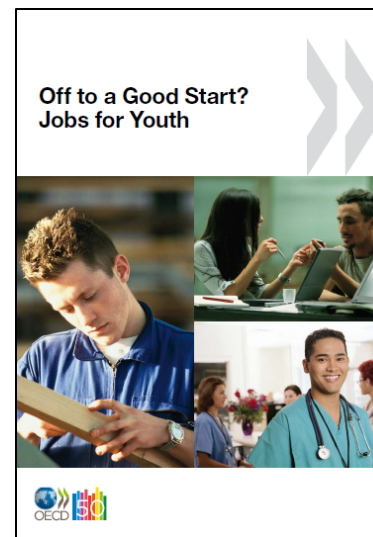
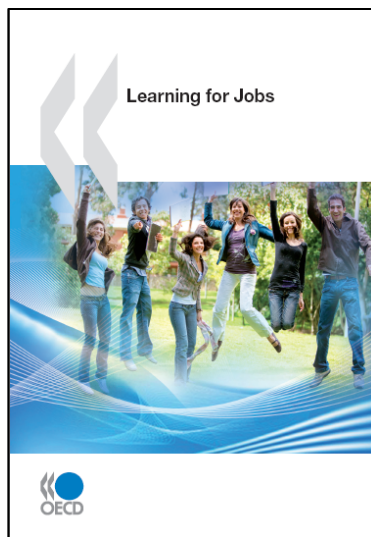
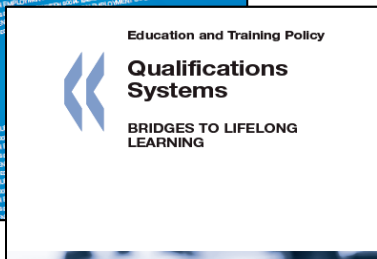
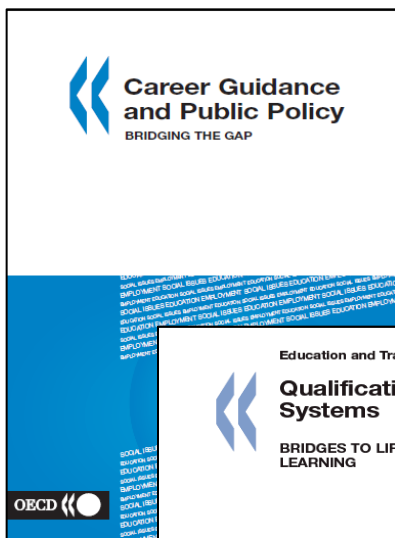


# Connecting TVET with pathways for higher learning: some lessons from OECD experience

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Deborah Roseveare  
Head, Skills Beyond School Division  
Directorate for Education  
OECD

# Some relevant OECD Work



# Why pathways matter

## Skills needs are changing:

- Many skills requirements are driven by rapid technological change
- Technological advance has increased demand for higher level technical skills, including at tertiary level
- Most OECD countries are developing vocational programmes in new technical white-collar occupations including healthcare and computing
- Those entering the labour market need lifelong career and cognitive competences to handle different jobs and keep learning

## Expectations are changing:

- Many participants in upper secondary vocational programmes now expect to go on to post-secondary and tertiary education



# Why pathways matter

## Good pathways strengthen TVET's effectiveness:

- They enable better use of economic resources:
  - for students
  - for education systems
- They make VET more attractive to students in general
- They help attract brighter students into VET
- They underpin lifelong learning



# What pathways are needed

## Multiple pathways need to:

- facilitate easy movement between vocational and general programmes within a level (e.g. at upper secondary school level)
- facilitate easy movement from one level to the next level of education (including from vocational at one level to academic at a higher level)
- facilitate easy movement between education and the labour market



# What do effective pathways need

- Integrated policy approach that combines VET, general education, workplace training and lifelong learning within a broader skills strategy
- Collaboration across education providers, employers and unions and other stakeholders on curriculum development:
  - Link skills taught to needs in the modern workplace, whatever pathway is followed
  - provide young people with generic, transferable skills to support occupational mobility and lifelong learning
  - ensure all students have adequate literacy and numeracy skills (especially in vocational programmes)
- Transparency so that students can easily see what options are possible



# What do effective pathways need

- Qualifications frameworks that are well-articulated so that students and employers can see:
  - what each qualification represents
  - how qualifications fit together
- Qualifications that are based on competences
- Effective assessment approaches that ensure qualifications are reliable indicators of competences
- Quality assurance of education and training providers
- Recognition of prior learning/non-formal and informal learning



# Supporting effective pathways

## Effective career guidance

- Provide adequate resources for pro-active career guidance
- Build a comprehensive framework of career guidance services through partnership with employers
- Ensure that career guidance is independent and objective
- Develop a career guidance profession
- Provide good sources of information about careers and courses
- Ensure that career guidance initiatives are properly evaluated
- Highlight role models of successful pathways





# Supporting effective pathways

## Other elements

- Strengthen data on labour market outcomes of VET
- Develop a stronger research and evidence base on VET and its linkages with broader skills development
- Monitor and evaluate initiatives to strengthen pathways





Thank you

[www.oecd.org/education/vet](http://www.oecd.org/education/vet)

