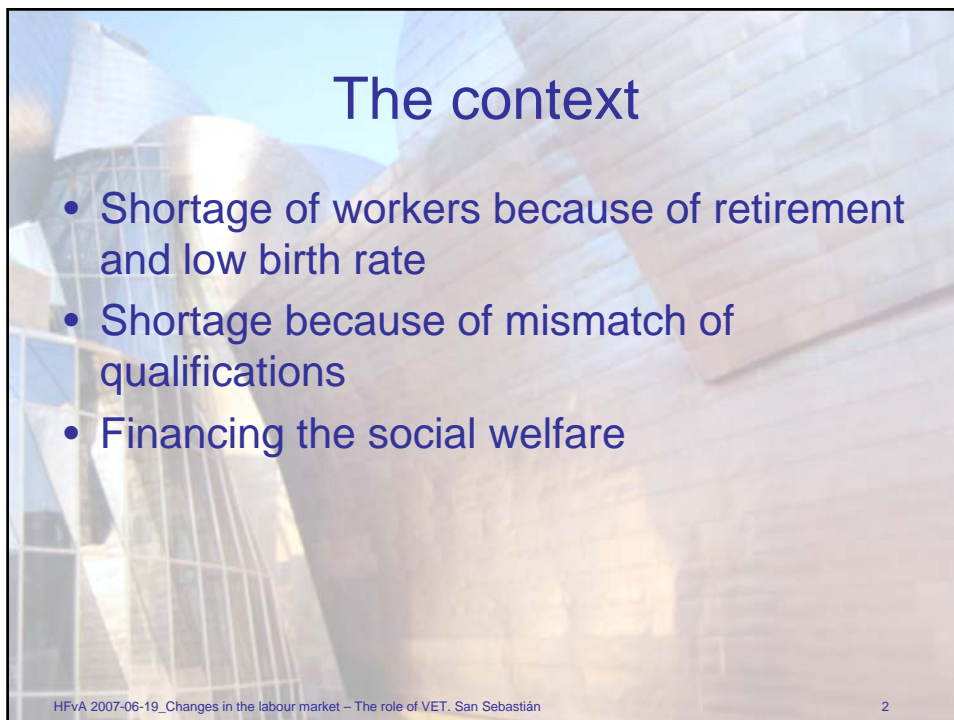




***Changes in the labour market –
The role of VET***

Hans F. van Aalst
Past President of EfVET

EGUN ON
(Good morning!)
International Congress of Lifelong Learning and vocational education
*“Vocational training, flexibility and adaptability for the changes in the
labour market”.*
18-20 June 2007 – San Sebastián



The context

- Shortage of workers because of retirement and low birth rate
- Shortage because of mismatch of qualifications
- Financing the social welfare

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Strategies

- **Replacement strategies**
 - Immigration
 - Increase participation of unemployed, incl. women
 - Increase working hours, raise retirement age
 - Shorten initial (general) education (!)
- **Innovation of industries, services and government**
- **Upgrade role and status of VET**

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The Role of VET

WHAT may be done?

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1. VET and **replacement strategies**

- Flexibility - away from standardisation
- High level of abilities of teachers (Use of EGQ's, language and culture adaptation, etc)
- Career guidance and placement
- Competition
- New role and operation of management

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2. VET and **Innovation**

- Increase of higher level VET
- Perhaps contracted upgrading of personnel in larger firms
- Triangle projects in Small and Medium sized Enterprises (SME's)
- Networking activities for SME-managers

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3. Improvement of **status of VET**

- *EU - Bruges-Copenhagen process*
- *routes from upper secondary VET into higher education*
- *short vocational education (e.g. 2 years courses) at tertiary level*
- *about 70% of the youngsters in secondary education vocational streams. The EU Mean is about 50%.*
- **Improve public accountability**
- **Improve/develop/consolidate the VET Brand**

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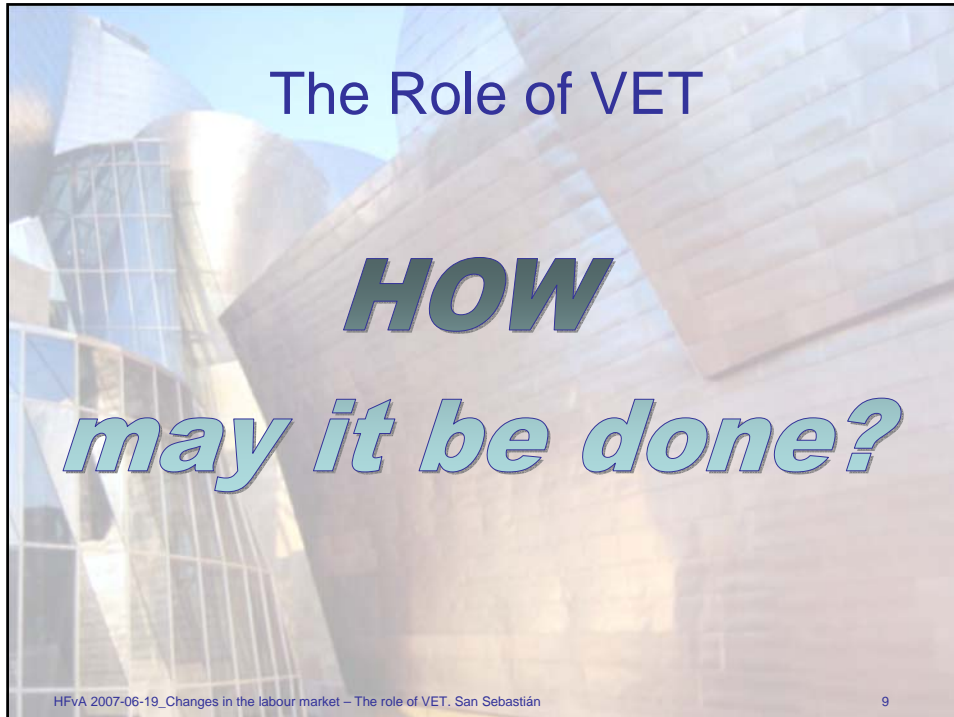
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Public accountability

- Knowledge alliances of professionals (teachers) and stakeholders
- Investment in diversity and innovative practices
- Organisation of active counterforces; demand articulation
- Public information and quality
- Sober and selective inspection

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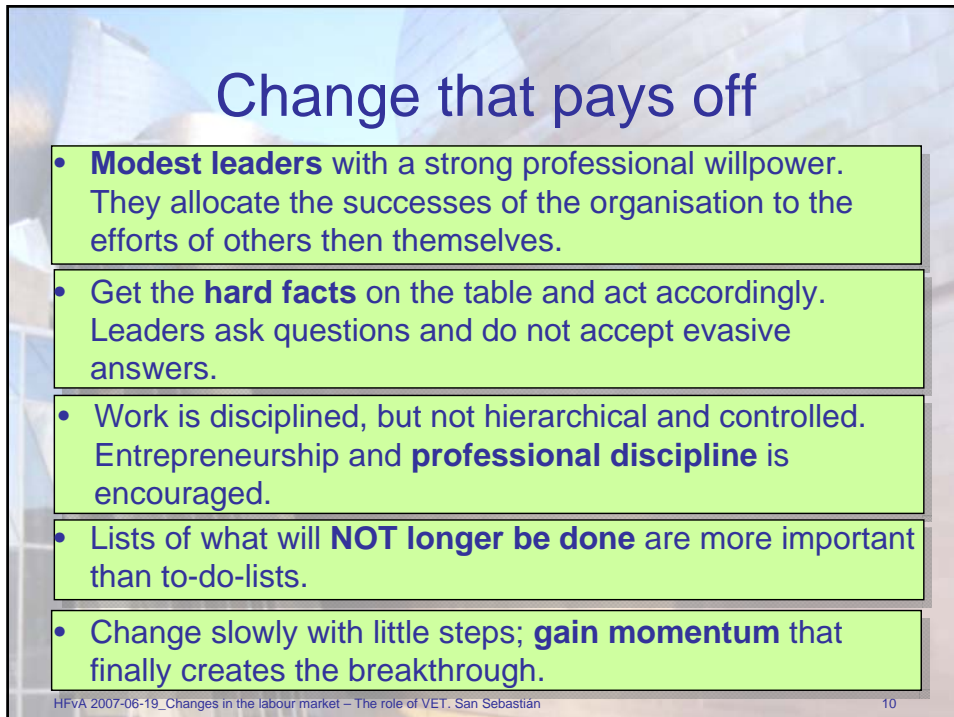
The Role of VET

HOW

may it be done?

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Change that pays off

- **Modest leaders** with a strong professional willpower. They allocate the successes of the organisation to the efforts of others then themselves.
- Get the **hard facts** on the table and act accordingly. Leaders ask questions and do not accept evasive answers.
- Work is disciplined, but not hierarchical and controlled. Entrepreneurship and **professional discipline** is encouraged.
- Lists of what will **NOT longer be done** are more important than to-do-lists.
- Change slowly with little steps; **gain momentum** that finally creates the breakthrough.

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Pitfalls

- **Do not**
- Celebrate Quality (!!!)
- Start with new vision or strategy
- Force all teachers to change (at the same rate)
- Use technology to generate change
- **Rather ...**
- focus on *Outside-In* data and personnel
- start by gathering strong professionals and move personnel that does not function very well to other ('safe') positions)
- allow differentiated tasks and learning routes
- use technology clever and focussed

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How to make good institutions excellent?

- Engage teachers and managers in strategic facts and options
- Engage teachers as early as possible
- Projects on the level of institutions are not good enough. Involve clients from the very beginning
- Student feedback is crucial
- Measure the mid-term effects - quantitatively and qualitatively and use these data as most importantly.

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Conclusion

- Choose a clear mix of strategies
- Communicate and explain your mix to teachers and open a public dialogue
- Invest in “triangle” projects for SME’s
- Learn from successful transformations
- Focus on “Outside-In” data
- Focus on personnel rather than reports and visions

ESKERRIK ASKO

(Thank you for your attention)

Further information, references and text:

www.hansfvanaalst.info



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