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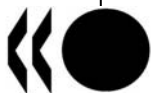
**DIRECTORATE FOR EDUCATION
EDUCATION POLICY COMMITTEE
CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION GOVERNING BOARD**

LEARNING FOR JOBS: OUTLINE OF THE COMPARATIVE REPORT

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LEARNING FOR JOBS: OUTLINE OF THE COMPARATIVE REPORT

Summary and policy recommendations

CHAPTER 1: INTRODUCTION

1.1 Why VET matters. The background to this study and the need to link VET systems to the labour market.

1.2 Overall description of the study and its objectives.

1.3 Route map through the report.

CHAPTER 2: VET SYSTEMS IN OECD COUNTRIES: KEY FEATURES

2.1 How do we define VET?

2.2 Comparative characteristics of different VET systems – comparative data.

CHAPTER 3: ECONOMIC PRINCIPLES

3.1 Why do we need initial vocational education and training at public expense? What should be left to employers to fund, and what left to individual students?

3.2 How can VET funding arrangements be made consistent with other forms of post-compulsory education?

3.3 Should countries articulate clear funding principles, and link these principles to clear rules for who is entitled to financial support among students and employers?

CHAPTER 4: HOW SHOULD VET SYSTEMS RESPOND TO A CHANGING WORLD?

4.1 Can trends in the demand for skills be predicted? To what extent does this provide the analytic basis on which to plan the mix and quantity of VET provision?

4.2 Should a strategy of VET provision be integrated into a broader strategy for human capital development, covering other factors such as migration, demography and policies for labour force participation?

4.3 How should VET systems respond to the expansion of higher education?

CHAPTER 5: WHICH PROGRAMMES, WHICH COURSES?

5.1 Who should choose the type and amount of VET provision - students, employers, or the government in consultation with others? Is the best option often student choice, backed by good information, and moderated by employer willingness to offer workplace training?

CHAPTER 6: SCHOOLS AND COLLEGES VERSUS WORKPLACES. WHERE BEST TO LEARN FOR JOBS?

6.1 Under what conditions does training in a real workplace provide a better learning environment than a simulated workplace? And vice versa? How can the quality of provision be maintained and improved in the different contexts?

6.2 Other than the learning environment, are there other advantages of locating training in the workplace?

CHAPTER 7: SUSTAINING THE TRAINER LABOUR FORCE

7.1 How can we recruit and retain good trainers for training providers outside workplaces? How can we keep their skills up to date?

7.2 How do we support and develop trainers in workplaces?

CHAPTER 8: BETTER INFORMATION ABOUT OUTCOMES - A KEY LINK TO LABOUR MARKET REQUIREMENTS?

8.1 Is labour market responsiveness mainly a matter of information flows – or are other factors, including institutional barriers, more important?

8.2 Should there be routine leavers surveys, covering labour market outcomes and perceived quality of provision, and made available by programme and training provider?

CHAPTER 9: CAN FUNDING INCENTIVES DRIVE RESPONSIVENESS TO THE LABOUR MARKET?

9.1 How can employers be encouraged to offer training places?

9.2 Should government financial support reflect student demand, labour market need and skills shortages, and/or the requirements of equity?

9.3 Are training levies a good idea? Should they be sectoral?

CHAPTER 10: USING MARKETS WISELY

10.1 Can competition in provider markets provide the right incentive for better responsiveness to student and employer needs?

10.2 With an eye both on quality and equity in provision, how can fair competition in the provider market be maintained, if public providers have a range of equity and ‘default provider’ responsibilities not shared by private providers?

CHAPTER 11: BETTER MECHANISMS FOR ENGAGING THE EMPLOYERS AND UNIONS

11.1 What should employers and unions be consulted about? What should they decide on?

11.2 What are the best mechanisms for engagement - national, regional sectoral, voluntary and mandatory?