



DELIVERING VET IN RURAL AREAS

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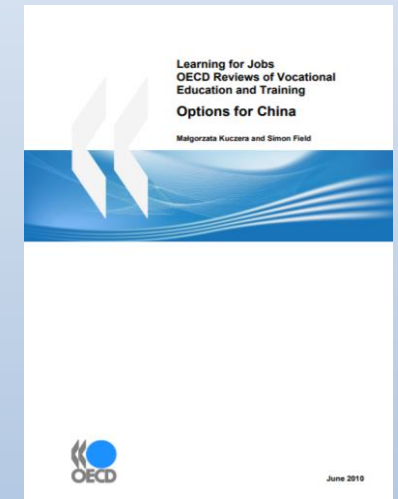
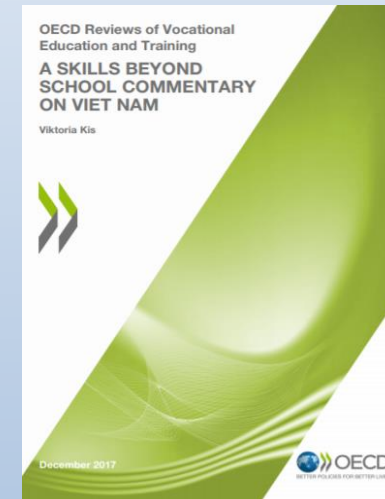
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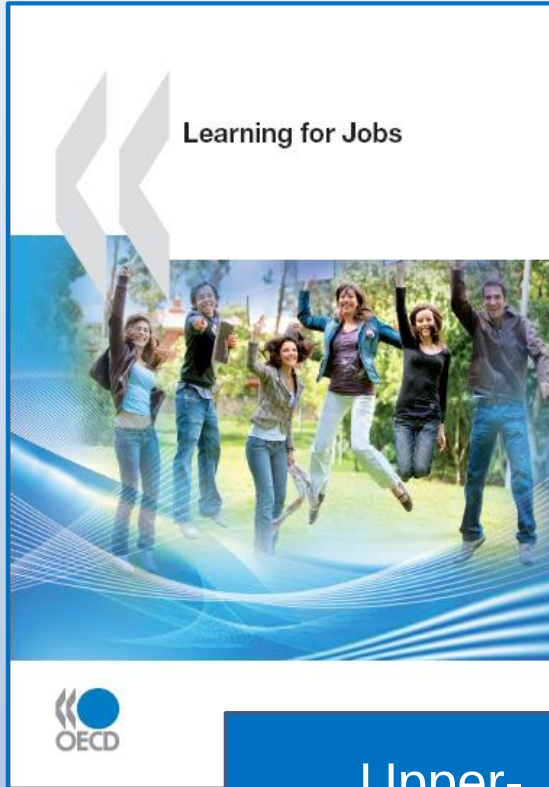
1: *What do we do at the OECD*

- The VET and Adult Learning Team works with dozens of OECD and non-OECD countries to help governments improve policy by learning from i) comparative international data; ii) country examples; iii) academic literature
- School-based and work-based VET
- Country studies and thematic reviews, including:
 - Work-based learning within school-based VET
 - Unlocking the potential of migrants through VET
- Lots of travel...
- *During 2017-18: Austria; **Bulgaria**; Belgium – EC (x3); China (x3); **England** (x4); **Estonia**; **Germany** (x4); Ireland; **Italy**; Laos; New Zealand; Scotland (x2); South Korea; Spain; **Switzerland** (x3); **Sweden** (x3).*

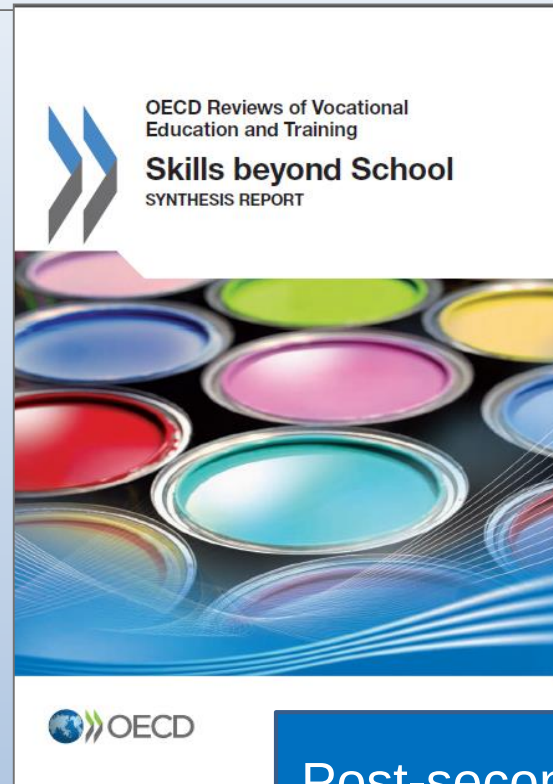




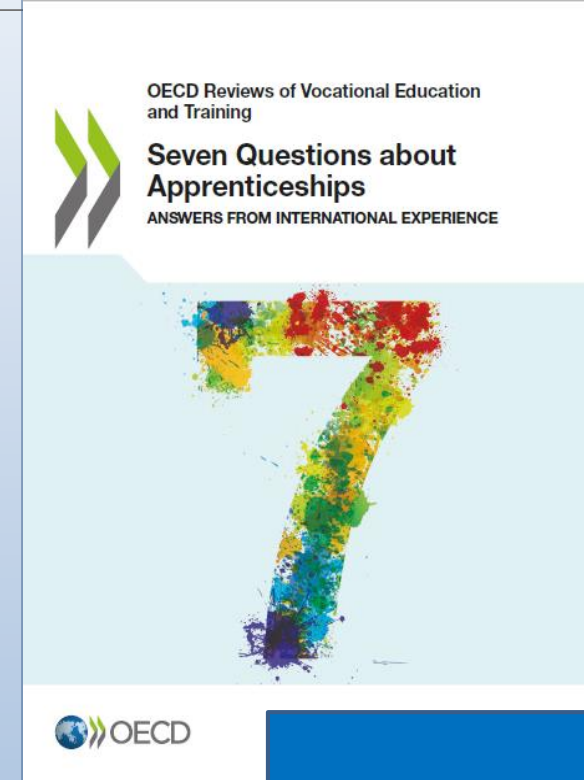
1: Multi-country insights into effective VET systems



Upper-
secondary level



Post-secondary
level



Apprenticeships

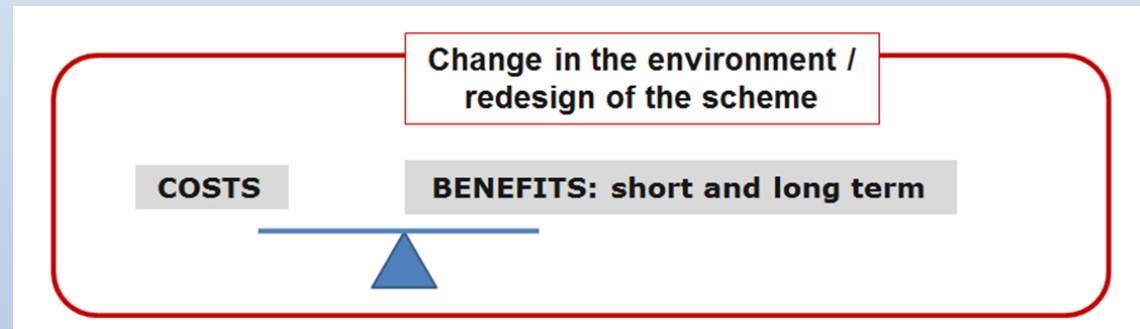


Understanding work-based learning challenges better

Work-based learning: incentives and implementation

Recognising skills acquired through work-based learning

Costs and benefits of apprenticeships



Work-based learning & school-to-work transition for at-risk youth

Work-based learning & productivity



Career guidance & employer engagement



2: Effective VET provision

Objective	Process
Attractive to employers	Employer engagement (curriculum and delivery; WBL)
	Social partnership (balancing employer interest)
	Workforce with industrial experience
Attractive to learners	Career guidance
	Progression routes
	Responsive to learner abilities
Attractive to society	Resiliency (general and technical learning)
	Valued qualifications



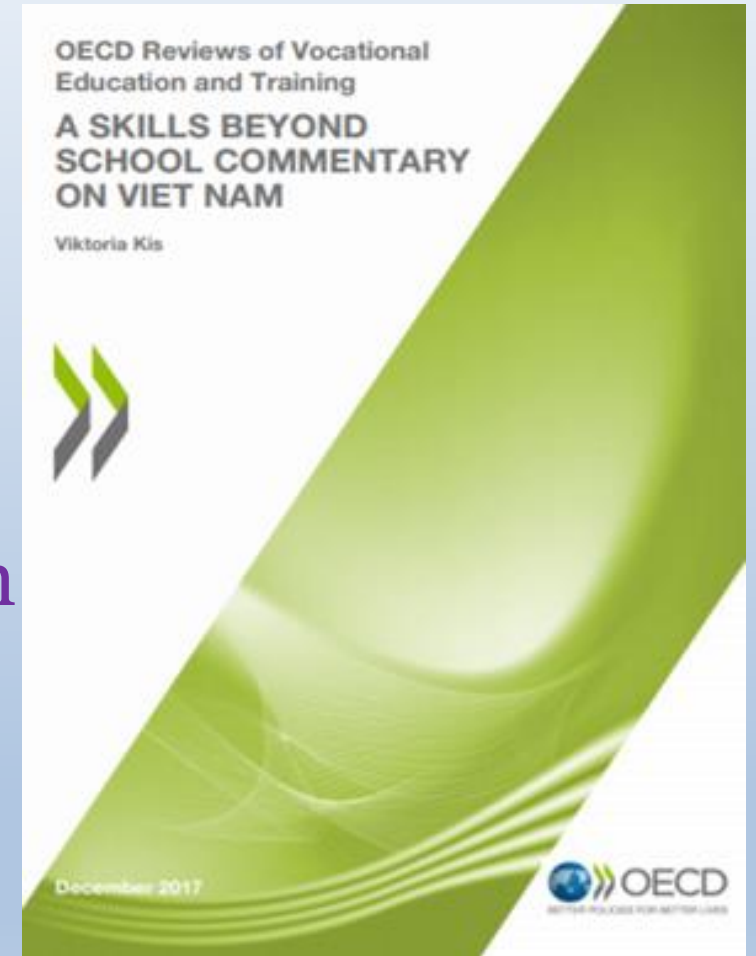
3: VET in Vietnam (2017)

Strengths

- Development of qualifications framework.
- Mandatory work-based learning.
- Workforce industrial knowledge.

Challenges

- Industry engagement with the VET system relatively weak overall.
- Quality of WBL.
- Quality of VET workforce.





3: Rural provision – China

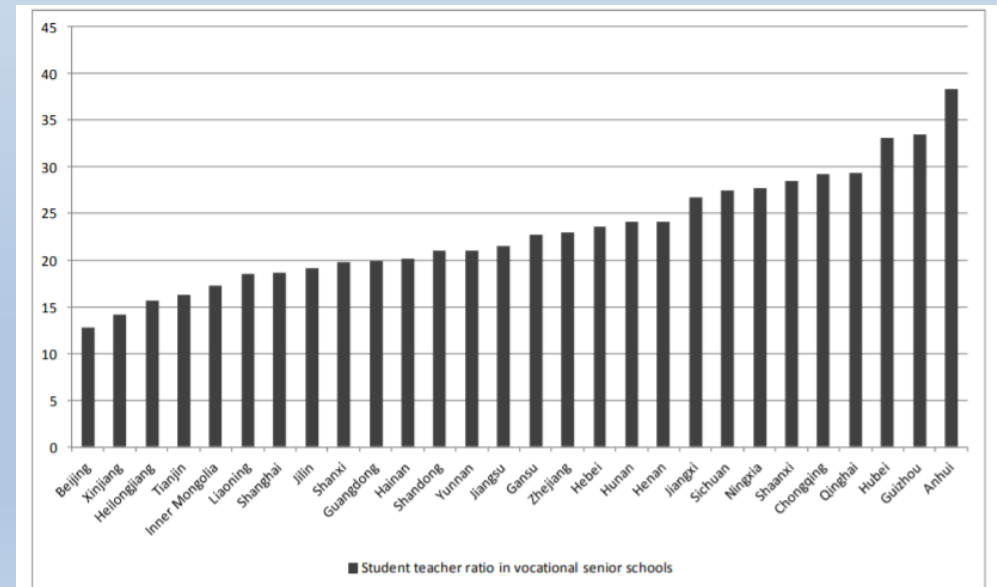
Challenge:

Urban schools resourced at much higher level than rural schools with quality implications.

Policy options:

- Review overall expenditure, increasing funding in rural areas.
- Minimum quality standards linked to resource allocation.

Staff-student ratios



Source: China Statistical Yearbook (2008), www.stats.gov.cn/tjsj/ndsj/2008/indexeh.htm



4: Rural provision – Iceland

Strength: In sites throughout Iceland, combined with distance learning, vocational programmes are made available to a widely dispersed population in rural areas.

- Delivery for initial and continuing VET through universities, knowledge centres, regional learning centres, upper secondary schools and in the capital.
- Distance learning driven by learner needs.



5: New work for 2019-20

Country review: Thailand

Thematic studies

- WBL within school-based VET
- Unlocking the potential of migrants through VET
- Improving evidence on VET: data and indicators
- Teachers and trainers in VET
- Making VET work for adults
- VET as a pathway to further learning
- Engaging employers in education
- Fit for purpose: VET and the changing character of work



Thank you – stay in touch

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