



HDCA
2023

Vulnerability,
human
development
and
cooperative
re-building
in turbulent
times

2023 Conference
in Sofia Bulgaria
11-13 September



Capabilities, concepts of VET and the supply of skills – combining two frameworks

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Co-funded by
the European Union



Context: the skills2capabilities project

- Skills and competences individuals need in order to effectively manage labour market transitions
- demand side: skills in demand now and in the future
- supply side: how are the skills and the content of interest reflected in vocational education and training?
- CA as an alternative to other economic approaches
- Quantitative and qualitative work-packages, here WP 3
- How to connect CA with concepts of VET?
- How to analyse empirically?

Questions WP 3

Explore

- to what extent ... towards a more holistic understanding of VET
 - how this has been implemented.
 - different understandings and applications of competencies
 - how are issues of change and innovation conceptualised within the VET programmes and
 - with regard to individual capabilities.
- Selection of four occupations / Vocational programmes
 - Heating, Ventilation, Air Condition Engineer
 - Industrial mechanic
 - Logistics and Warehouse
 - Nurse
 - Curricula and regulations
 - Expert Interviews

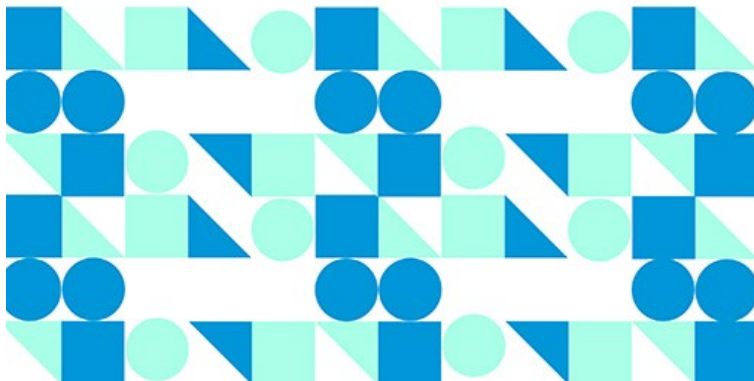
A framework to analyse VET

Research paper

The future of vocational education and training in Europe

50 dimensions of vocational education and
training: Cedefop's analytical framework
for comparing VET

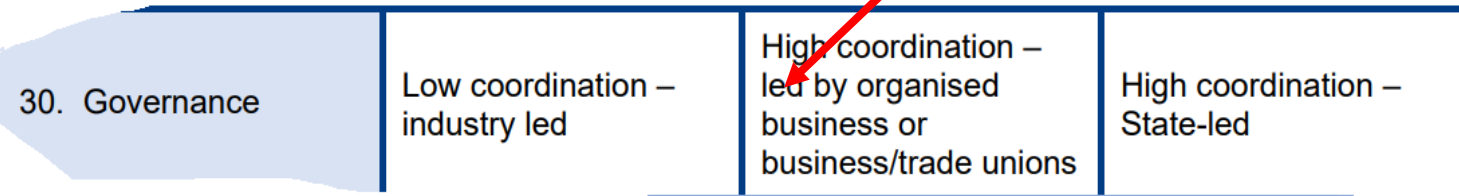
- targeted to analysing systems, sectors, programmes
- includes 50 dimensions of analysing VET based on the analyses of concepts, research literature and the application to European Systems
- arranged in three perspectives





Source: Based on Cedefop 2020.


Combining the frameworks

Core categories capabilities (Oliver et al 2017)		Means to achieve		Freedom to achieve		Achievement
		Goods, services, resources	Conversion factors	Capabilities = opportunity set of potential functioning	Choice	Achieved functioning
	Socio-Economic					
		 <p>30. Governance</p> <p>Low coordination – industry led</p> <p>High coordination – led by organised business or business/trade unions</p> <p>High coordination – State-led</p>				
	Epistemological and Pedagogical					

Combining the frameworks

Core categories capabilities (Oliver et al 2017)	Means to achieve		Freedom to achieve		Achievement
	Goods, services, resources	Conversion factors	Capabilities = opportunity set of potential functioning	Choice	Achieved functioning
Social	26. Work organisation	Discretionary learning	Lean production	Taylorist	Traditional or simple
Criteria/ Dimensions (Cedefop2023)	Education System				
	Epistemological and Pedagogical				

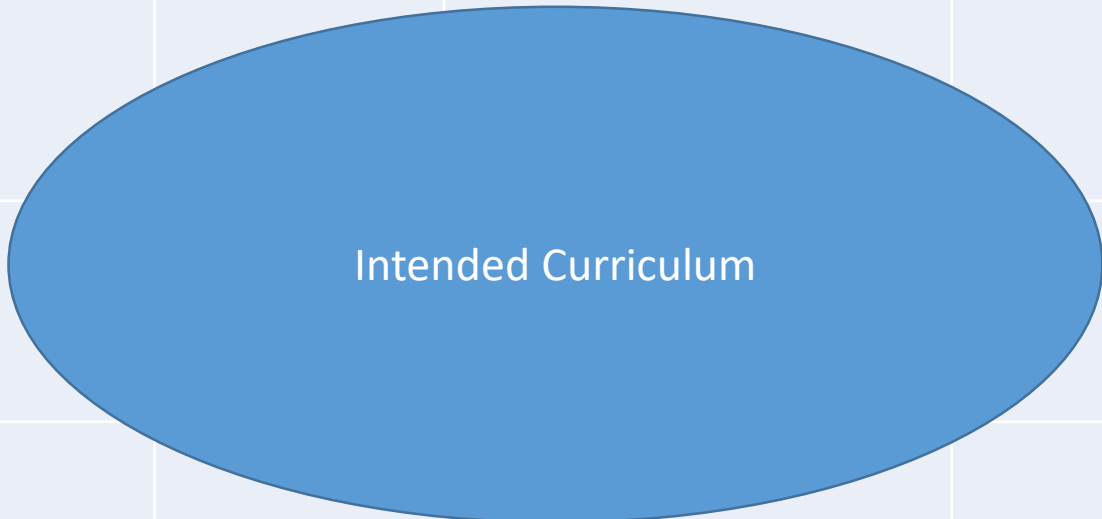
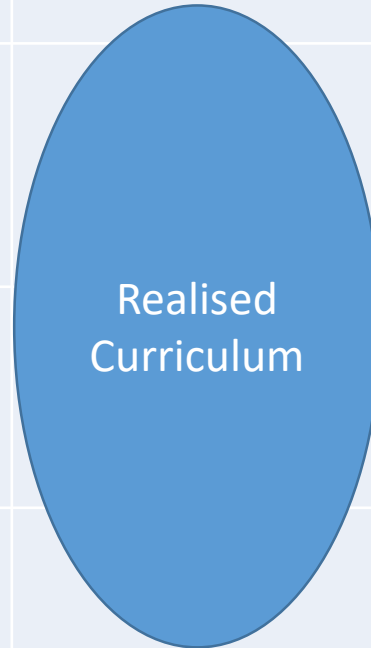
Combining the frameworks

Core categories capabilities (Oliver et al 2017)		Means to achieve		Freedom to achieve		Achievement
		Goods, services, resources	Conversion factors	Capabilities = opportunity set of potential functioning	Choice	Achieved functioning
Criteria/ Dimensions (Cedefop2023)	Socio-Economic	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid blue; padding: 5px; background-color: #e0e0ff;">34. Breadth or specificity of programmes / qualifications</div> <div style="border-left: 1px solid blue; padding-left: 10px;">Job-specific training/ qualification (e.g. machine operator)</div> <div style="border-left: 1px solid blue; padding-left: 10px;">Occupation/profession-specific (e.g. brickmaker, nurse)</div> <div style="border-left: 1px solid blue; padding-left: 10px;">  Related to broader vocational field (e.g. construction, health) </div> <div style="border-left: 1px solid blue; padding-left: 10px;">Vocational preparation (various vocational fields, polytechnic)</div> </div>				
	Education System					
	Epistemological and Pedagogical					

Combining the frameworks

Core categories capabilities (Oliver et al 2017)		Means to achieve		Freedom to achieve		Achievement					
		Goods, services, resources	Conversion factors	Capabilities = opportunity set of potential functioning	Choice	Achieved functioning					
Criteria/ Dimensions (Cedefop2023)	Socio-Economic										
	Education System			<div data-bbox="1159 835 2407 1185" style="border: 1px solid black; padding: 5px;"> <p style="background-color: #4a7ebb; color: white; padding: 2px;">Currency of VET qualifications in the labour market and the education system</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">13. Outcomes/destination</td> <td style="width: 20%; padding: 5px;">Occupational qualifications or rights</td> <td style="width: 20%; padding: 5px;">Educational qualifications/ access rights to higher levels of education</td> <td style="width: 20%; padding: 5px;">Occupational rights and access rights to higher levels of education</td> <td style="width: 20%; padding: 5px;">No specific occupational rights/rights for progressing in education</td> </tr> </table> </div>	13. Outcomes/destination	Occupational qualifications or rights	Educational qualifications/ access rights to higher levels of education	Occupational rights and access rights to higher levels of education	No specific occupational rights/rights for progressing in education		
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Epistemological and Pedagogical											

Combining the frameworks

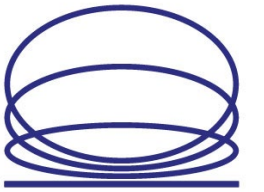
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		Goods, services, resources	Conversion factors	Capabilities = opportunity set of potential functioning	Choice	Achieved functioning
Criteria/ Dimensions (Cedefop2023)	Socio-Economic					
	Education System	 <p>Intended Curriculum</p>				 <p>Realised Curriculum</p>
	Epistemological and Pedagogical					

Some first observations

- Broad vs. Specialised profiles
- DE, N, AT, UK
- Changes in Curriculum
 - E.g. „Handlungsorientierung“
 - Prozessorientierung

Potential and challenge

- Alternative to de-contextualised classical economic approach
- CA approach is sensitive to varying cultural, institutional and political contexts
- Fit of concept with VET that also includes aims on the individual and contextual level (e.g. “competence”, “skills” and “work organization”, “tasks”, “requirements”)
- Less generalisable findings
- Applying generic frameworks to (highly) differentiated national discourses, artifacts and institutions
- Combining two “frameworks”
- Restriction to concepts and aims
- Anchoring findings in realities

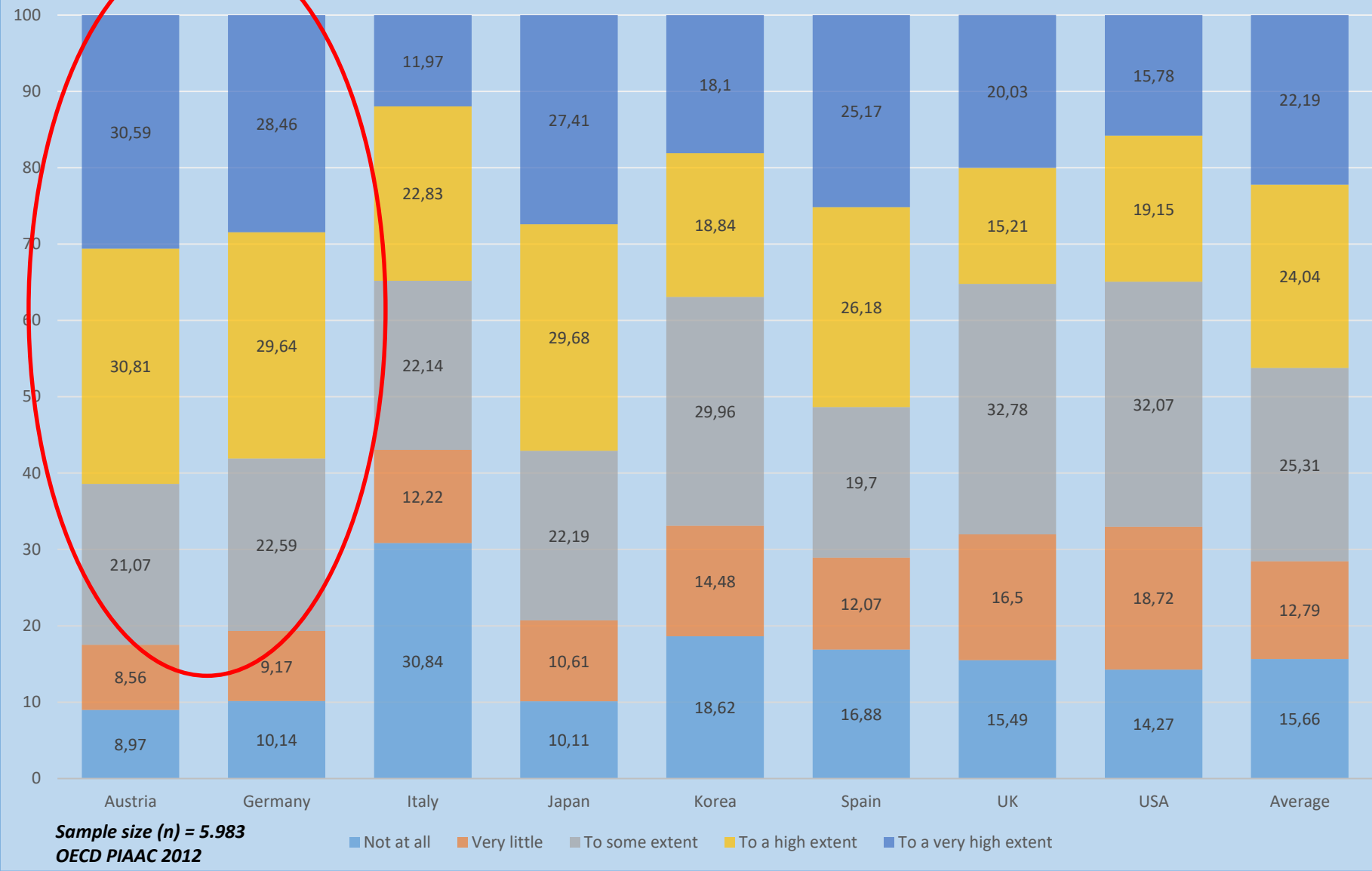


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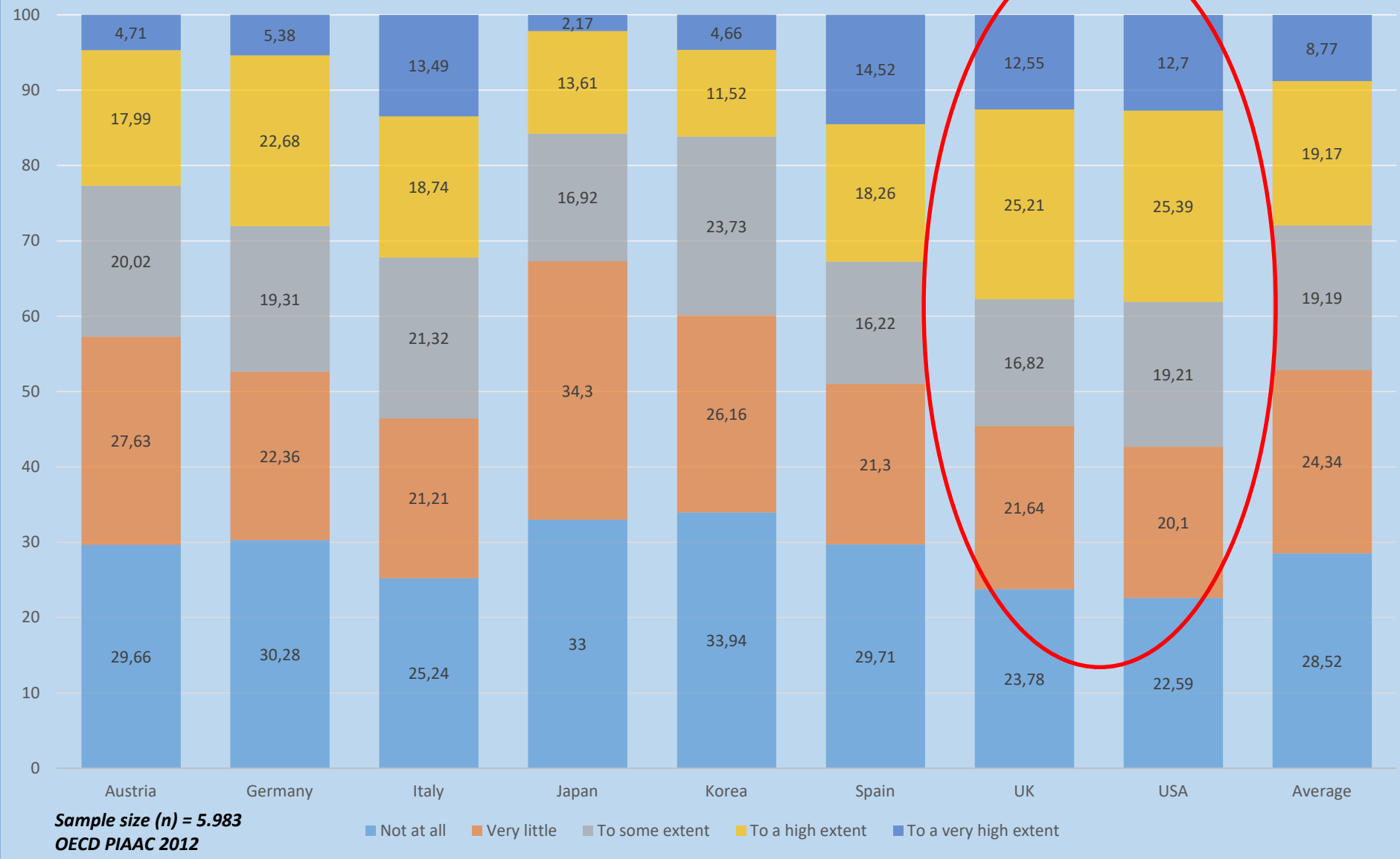
Thank You!

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FLEXIBILITY, HOW TO DO WORK - BLUE COLLAR



COMPLEX PROBLEM SOLVING - BLUE COLLAR



LEARNING BY DOING - BLUE COLLAR

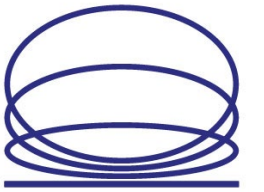


Conceptual and Empirical Works CA and VET



- McGrath
 - Northern educational “orthodoxies”
 - Postulation: Critical capabilities
 - North-South
- Wheelahan et al.
 - Identification of very “basic” contextual problems in international comparison
 - Not particular to VET
 - Focus on institutions
- Zimmermann et al.
 - focus on continuing vocational education and “voice” and/or professional development
 - Empirical approach including matched plant case studies and survey data
 - Application to European Contexts
- Bryson
 - Focus on work
 - Accredited “Skills” as necessary condition

References



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