



United Nations  
Educational, Scientific and  
Cultural Organization

## POLICY LEARNING FORUM (PLF) ON LEARNING OUTCOMES

### SESSION THREE: ARTICULATION AND LEARNING PATHWAYS

24 June 2019

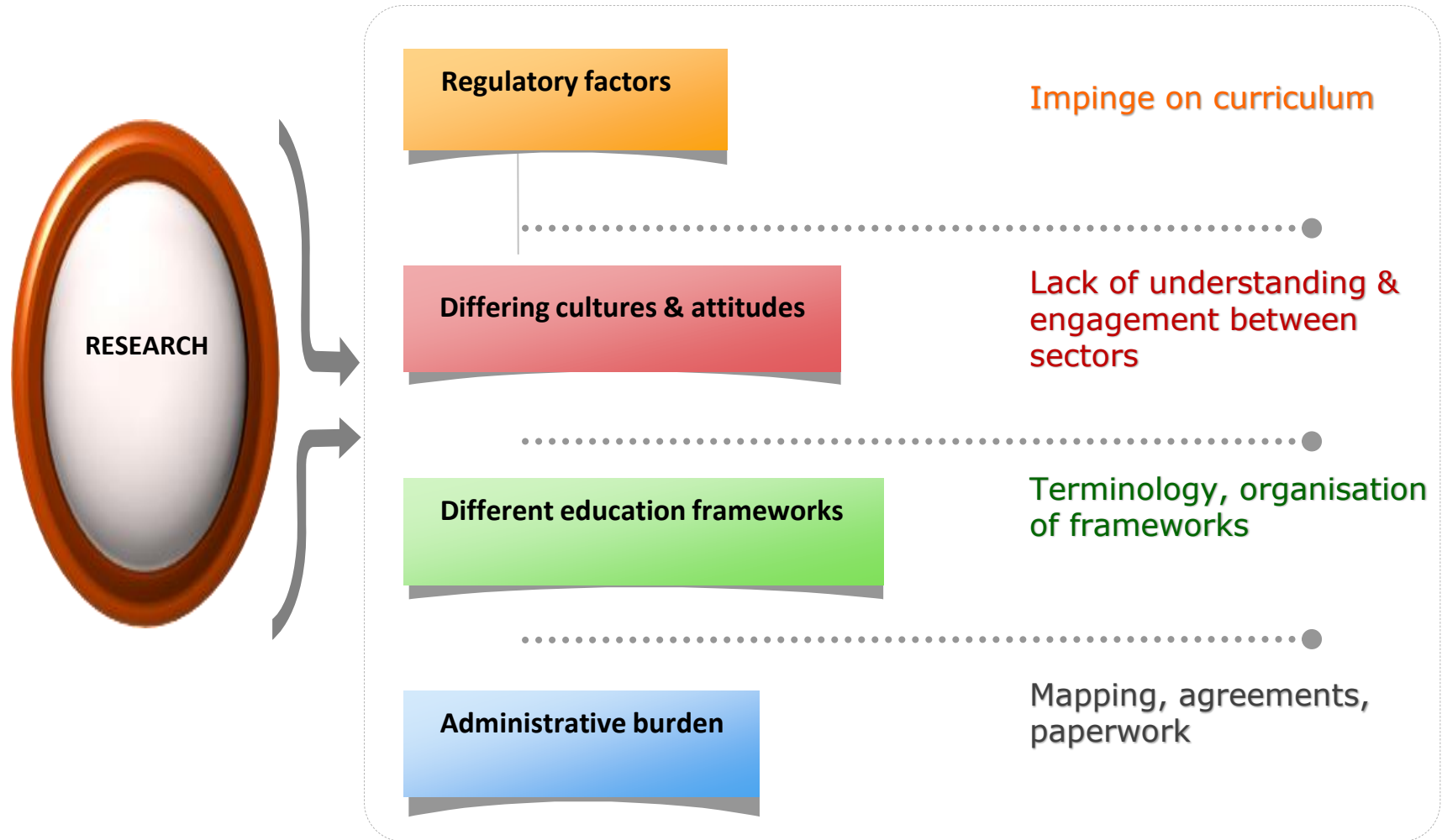
# Learning outcomes and articulation: A European and a Global perspective

Borhene Chakroun  
Director, Division for Policies and Lifelong Learning Systems  
Education Sector, UNESCO

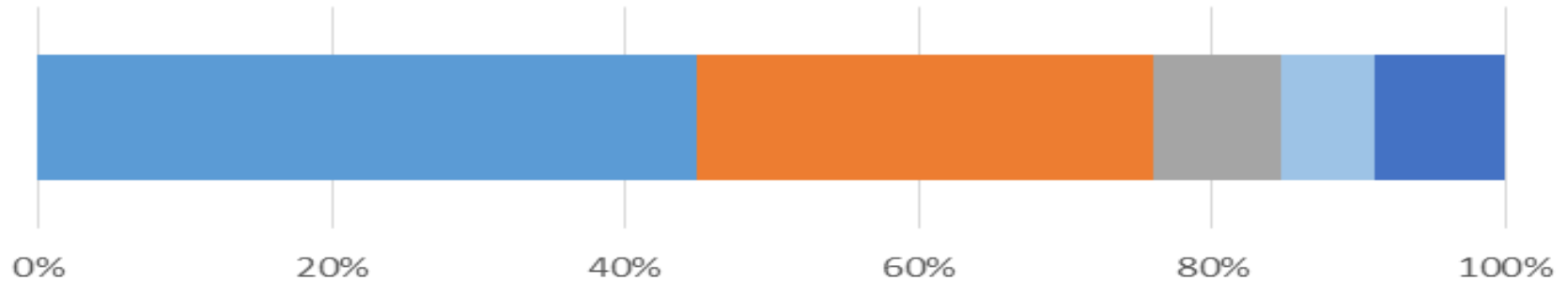
- Increase the attractiveness of TVET
- Meet individuals' aspirations for further learning
- Help to meet economic demands for higher level skills and qualifications
- Make the education and training system more efficient
- Reduce inequalities and promote social inclusion

# Which types of articulations and pathways?

- Upper secondary TVET into higher education
- Post-secondary TVET into higher education
- Working life into further/higher education



## Lifelong Learning is possible while pathways and articulation of TVET and HE is not universal

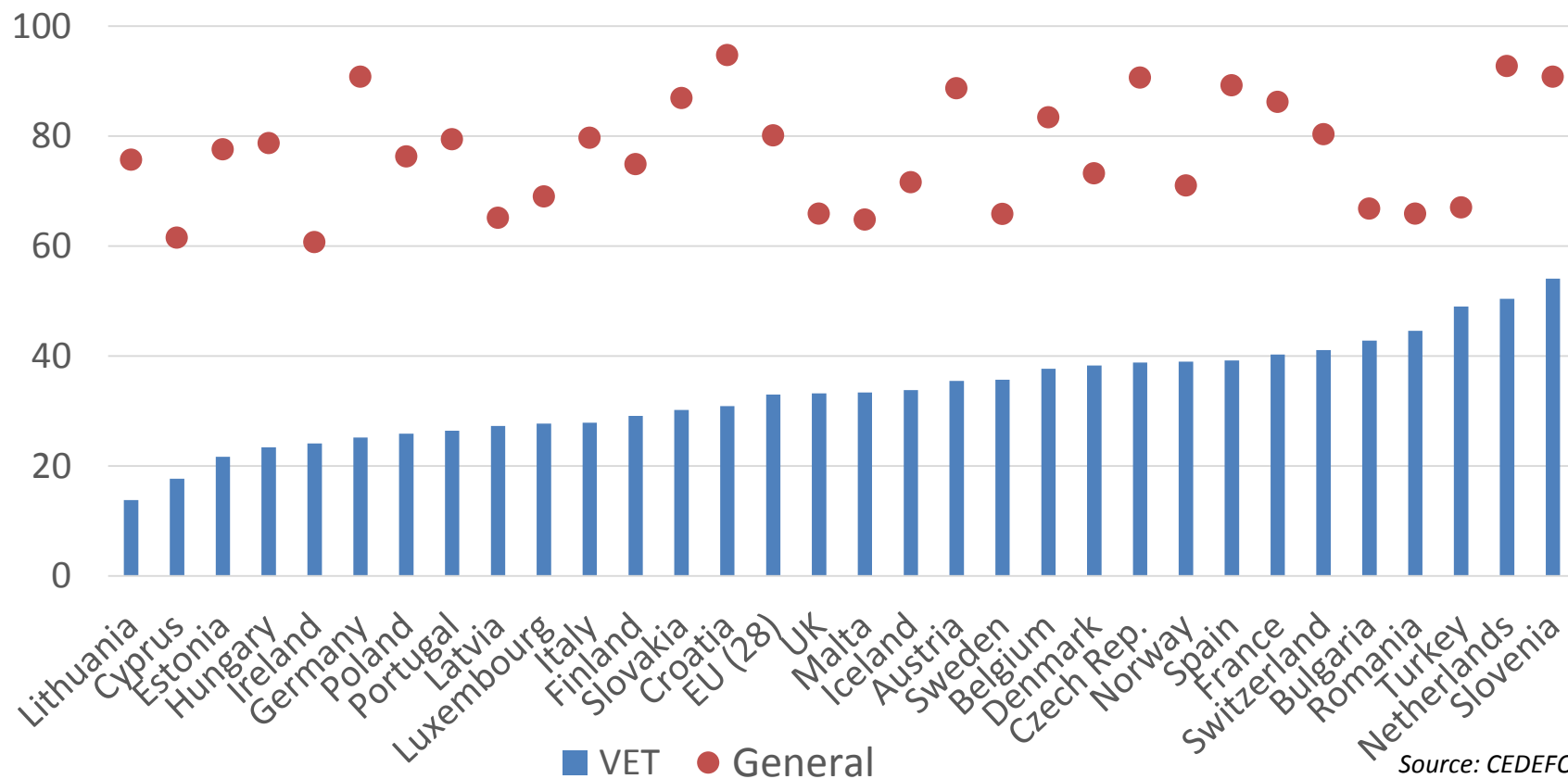


- The qualification provides access to a next level of education and training (but not to higher education).
- The qualification provides access to a next level of education and training and also to higher education.
- The qualification provides access to higher education.
- The qualification does not provide any direct access to a next level of education and training.
- Other

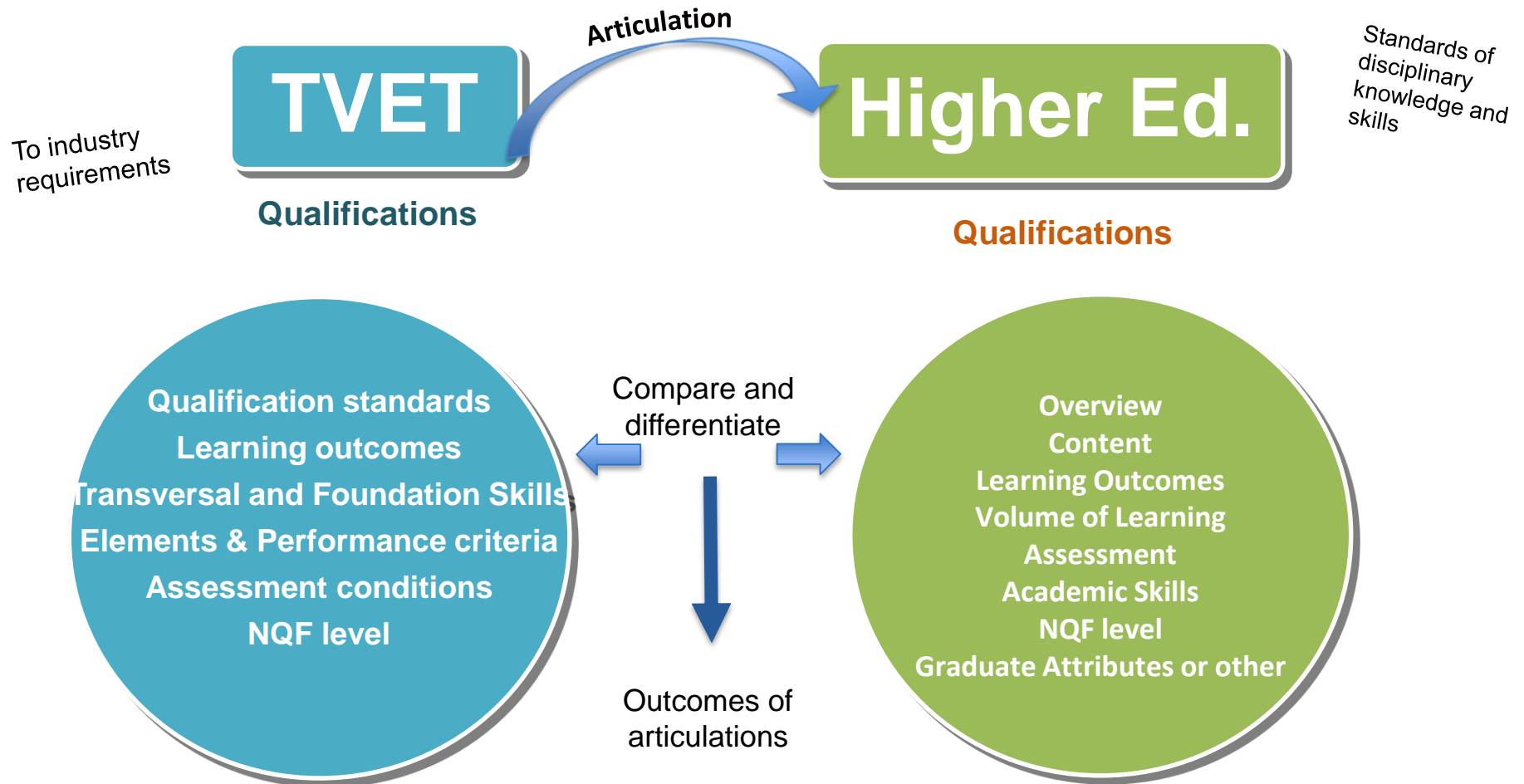
# The challenge of meeting changing skills needs

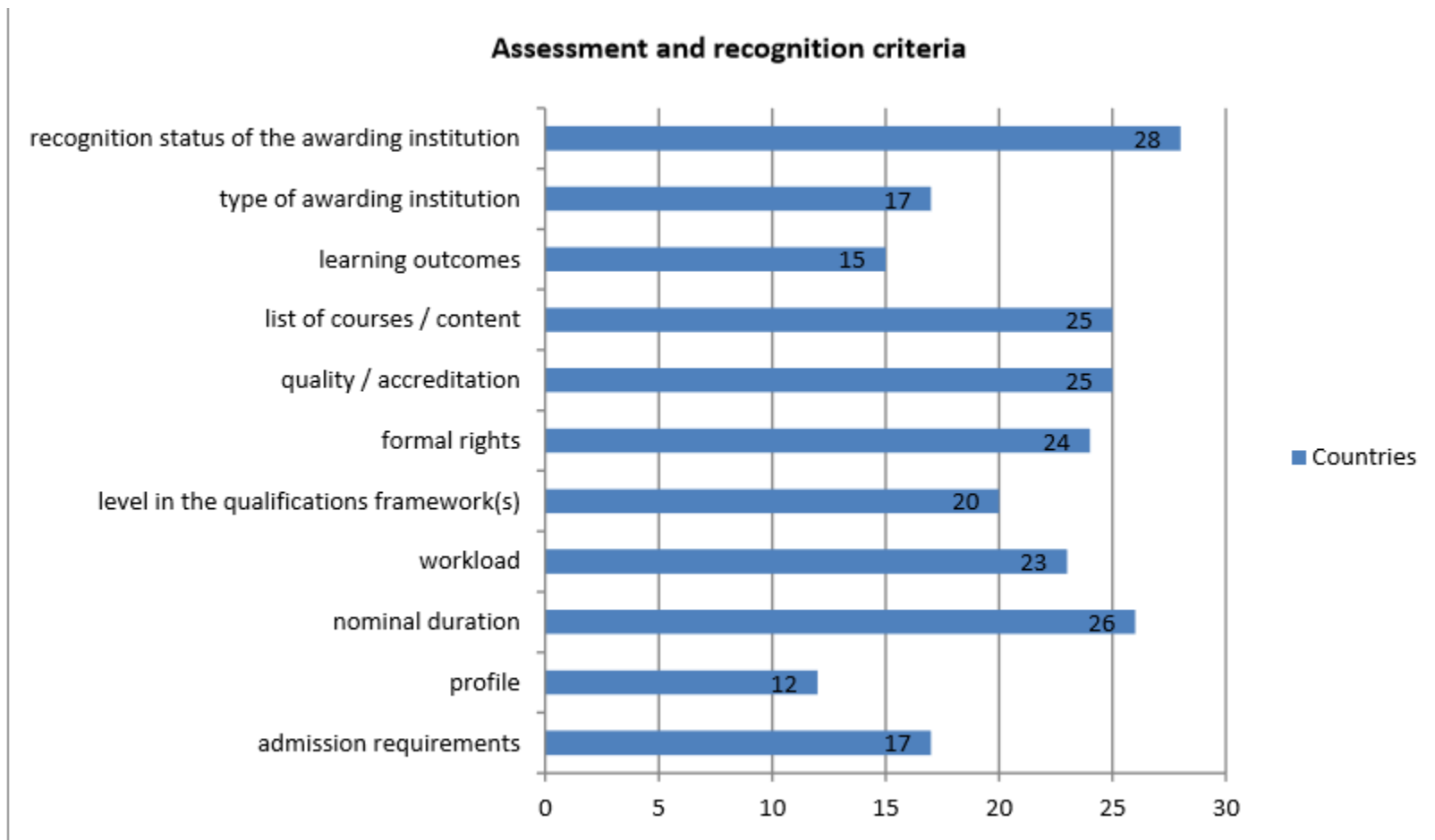
## Few TVET graduates access higher education

Young VET graduates in further education and training, compared with general upper secondary education graduates, 2015 (%)



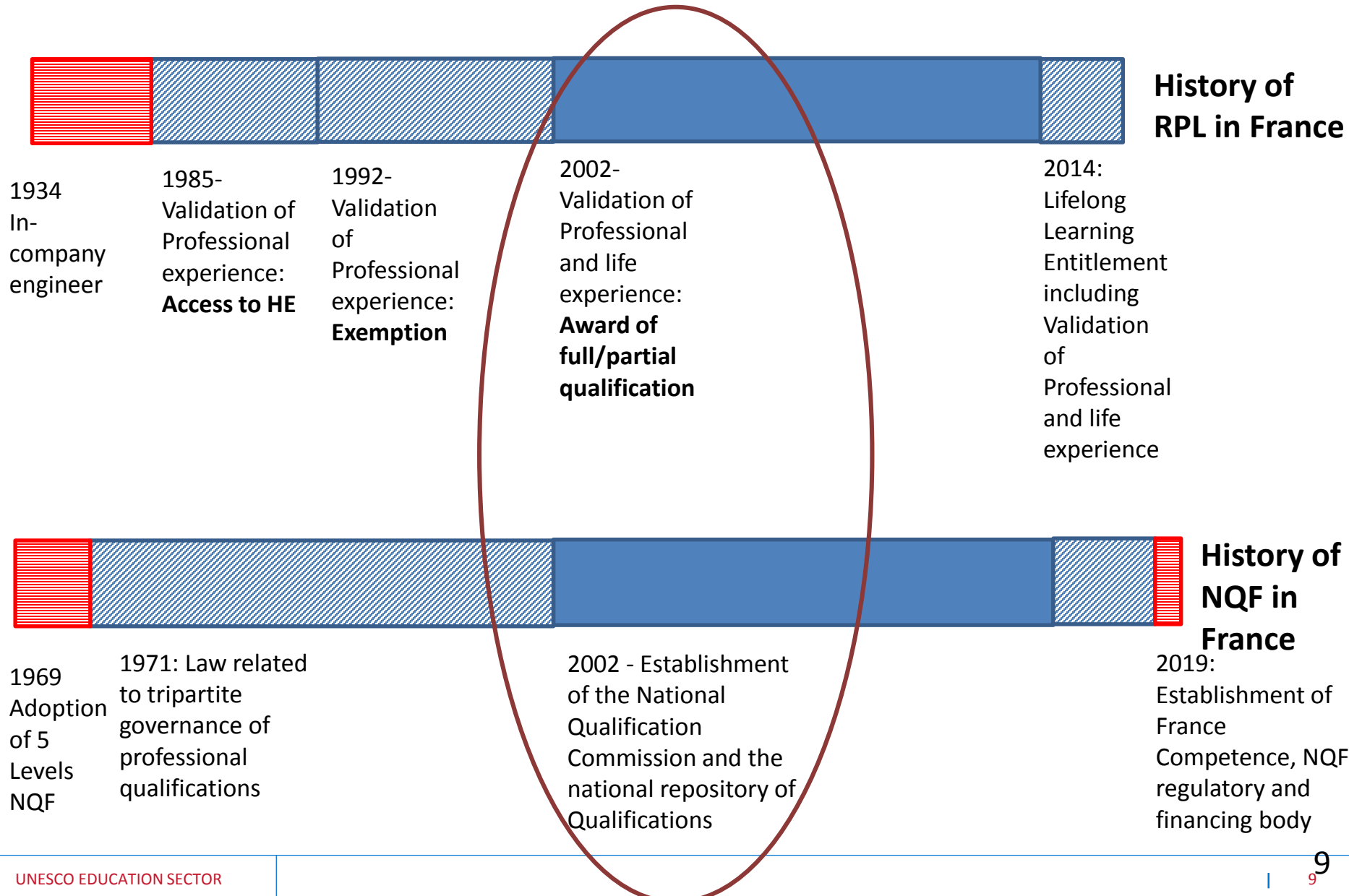
Source: CEDEFOP.





Source: UNESCO-Council of Europe, 2019





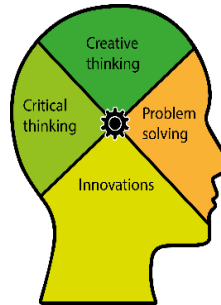
	% enrolment	Success rate after 3-4 years	Success rate in 3 years	
Graduates with TVET background	6.1	6.4	3.7	
All Graduates with secondary leaving certificate	94.9	40.1	28.0	
Graduates without secondary leaving certificate	5.1	33.8	24.4	
All	100%	39.8	27.8	

Source: Ministry of Education, Higher education and Research 2016:

[http://cache.media.enseignementsup-recherche.gouv.fr/file/Mediatheque/92/2/Note\\_Flash\\_indic\\_reussite\\_16\\_01\\_534922.pdf](http://cache.media.enseignementsup-recherche.gouv.fr/file/Mediatheque/92/2/Note_Flash_indic_reussite_16_01_534922.pdf)

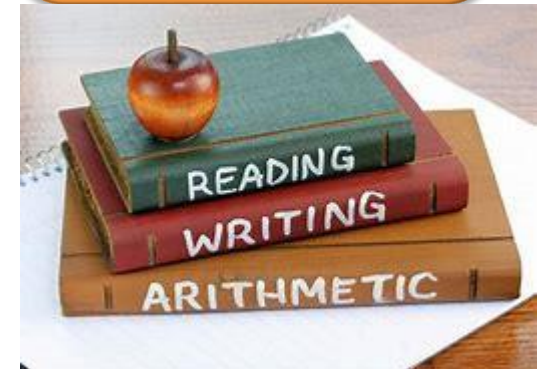
## STEAM

Science  
Technology  
Engineering  
Arts  
Math

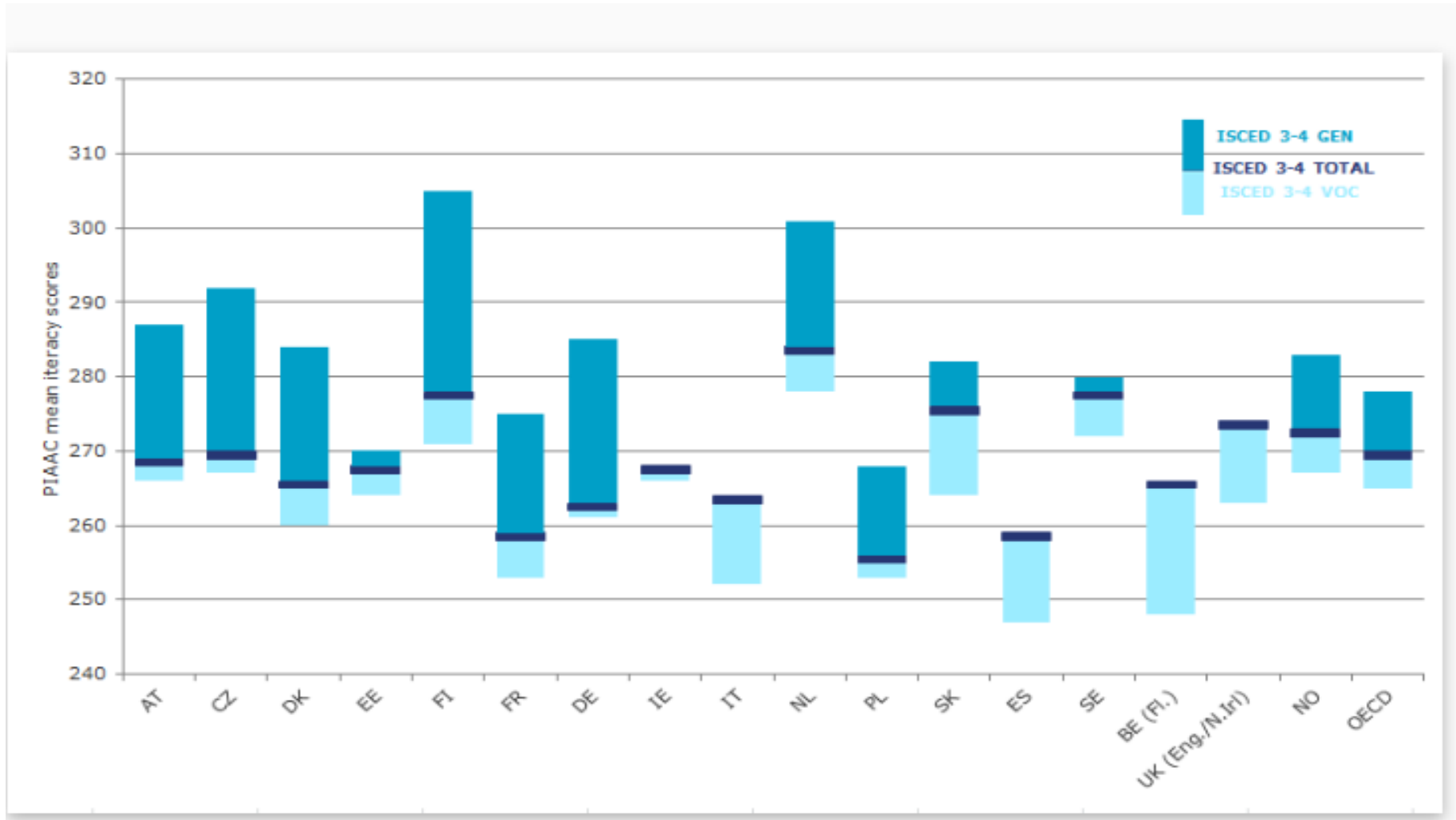


Transversal  
skills (L2L)

## Foundation Skills

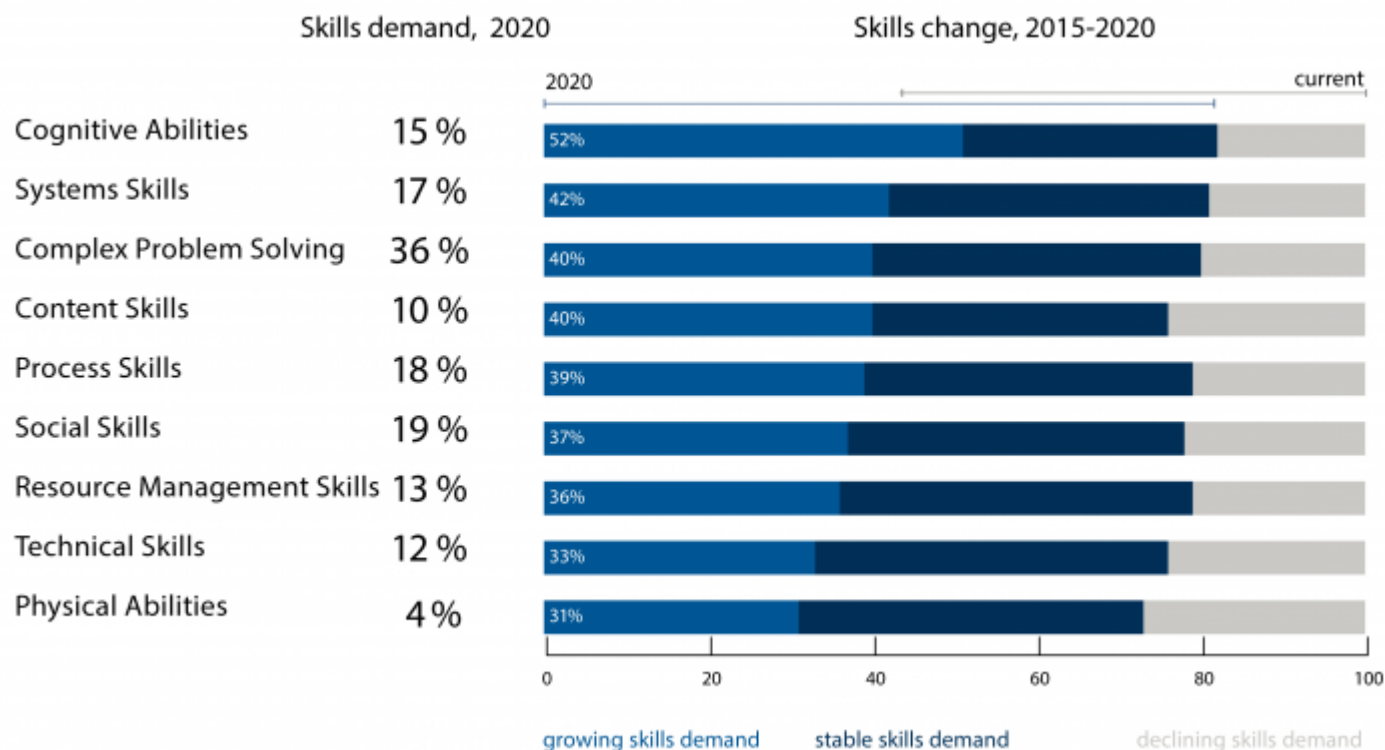


## Adults with upper-secondary VET qualifications generally have lower levels of literacy and numeracy proficiency than people with general upper-secondary education



Source: OECD: <https://www.cedefop.europa.eu/en/publications-and-resources/statistics-and-indicators/statistics-and-graphs/adult-skills-and-vet>

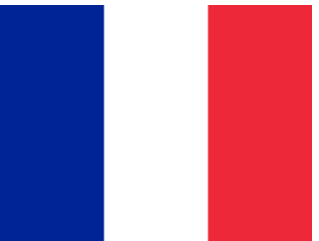
## Changes in skills demand and composition



Source: Future of Jobs Report, World Economic Forum



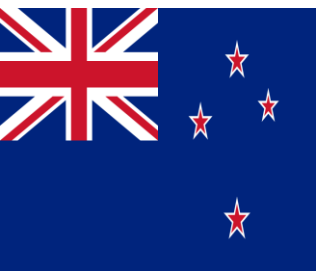
VET Reform 2018: The number of qualifications will decrease from the current 360 to 150. Students would have more freedom of choice within a specific qualification than nowadays. Vocational qualifications would still provide eligibility for higher education.



Starting 2019 adopt a Cluster of occupation architecture (Famille de métiers). 15 Cluster will be defined in partnership with social partners



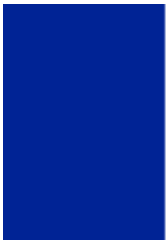
T-Level Reform will reduce the number of qualifications. 13,000 technical qualifications to be streamlined to just 15 paths.



From 4,610 qualifications (levels 1–6) and it is estimated that this number will be reduced to 1200 as a result of TRoQ. The reviewed qualifications have been replaced by new qualifications and are being progressively discontinued.



”Open University“ promotes the link between VET and academic HE qualifications (BMBF 2011).



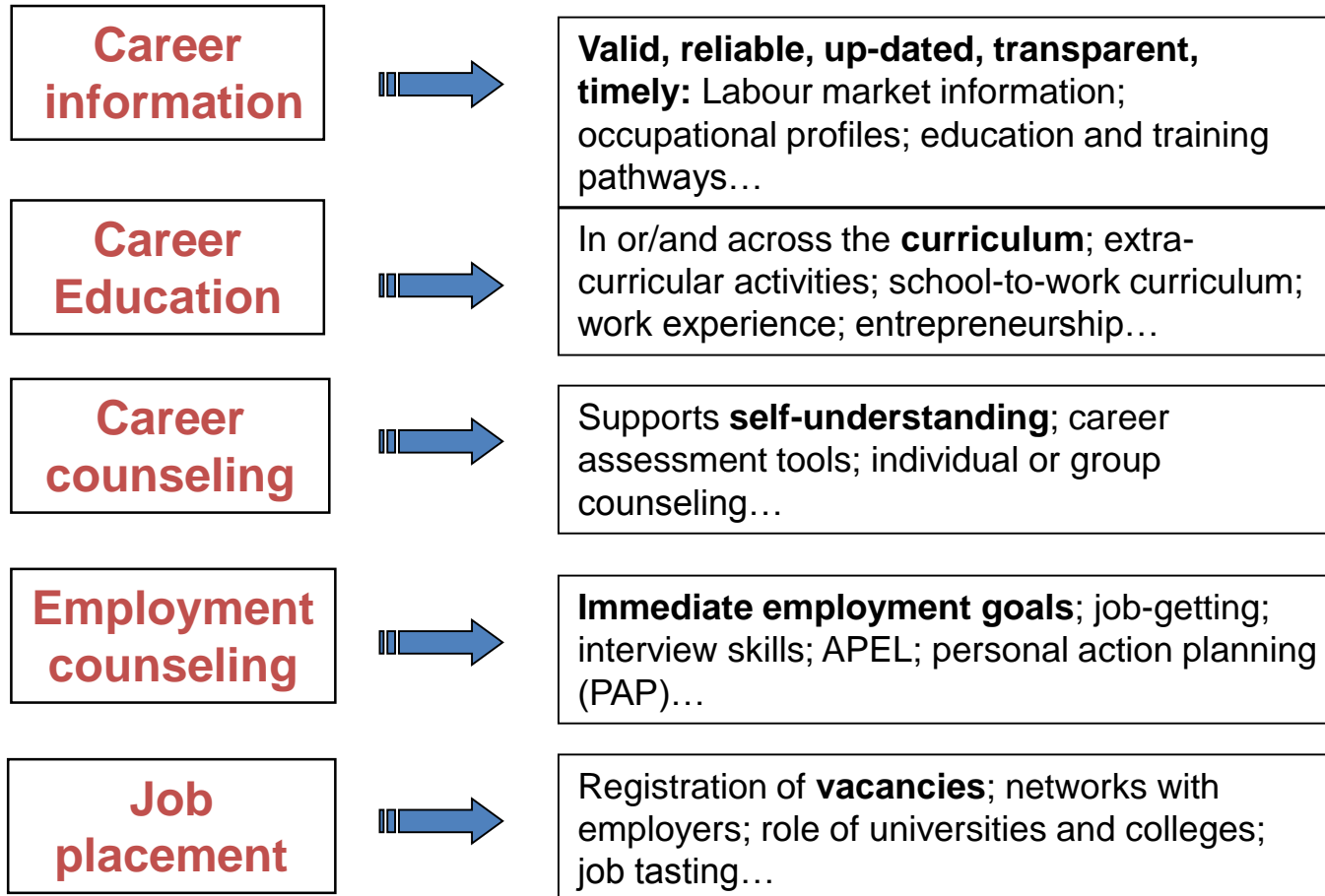
Campus of Professions and Qualifications enabling clustering of TVET institutions and HE Institutions in specific sector/territory



The higher education and research apprenticeship programme launched in 2011

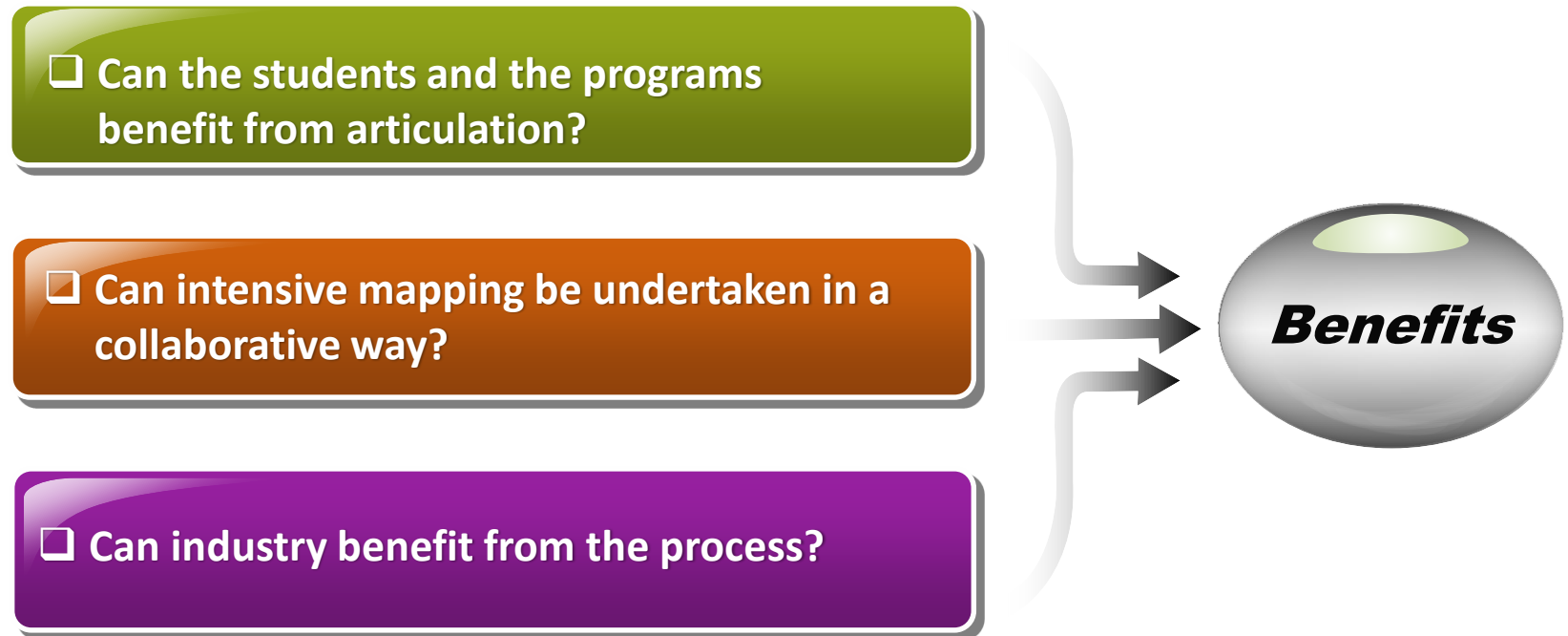
- Yes, much **less attention** has been given so far
- **Improves link** between E & T and the labor market
- Helps attain **social equity/inclusion** goals
- Advances **life long learning** goals





1. Articulation can also consider units undertaken in Higher Education that may have some equivalence with TVET qualifications, and is referred to as reverse articulation
2. Examines units undertaken in Higher Education that may have equivalence with units within VET qualifications
3. Acknowledges current skill sets that have a vocational focus
4. Validate skills required in particular workplaces / industries / vocations prior to completion of higher education qualification

1. Make learning outcomes everybody business;
2. Recognize that individuals with poor learning outcomes are unlikely to engage in further learning and tend to receive less employer-sponsored training;
3. learning outcomes can be used as translation devices that facilitate communication, but stakeholders attach a different meaning to them;
4. labour market relevance plays a role in both sectors. Usually, in TVET employers' representatives are much more involved;
5. the usefulness of learning outcomes descriptions is closely related to whether what is in there is considered relevant by the stakeholders involved. Only then, learning outcomes can play the role in supporting the dialogue.
6. National Learners Data/Learners achievement data are critical for monitoring and evaluation



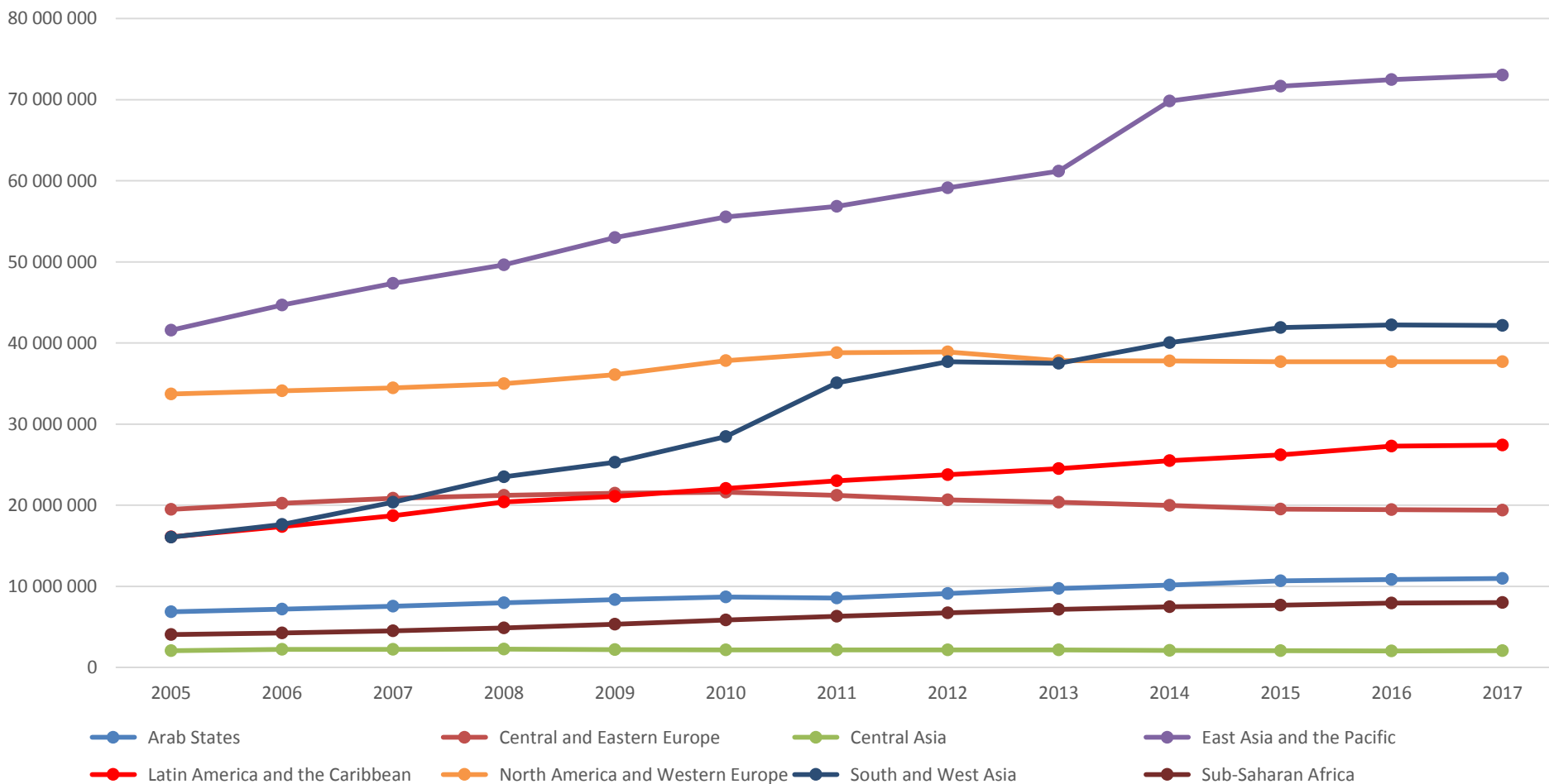
# Thank you

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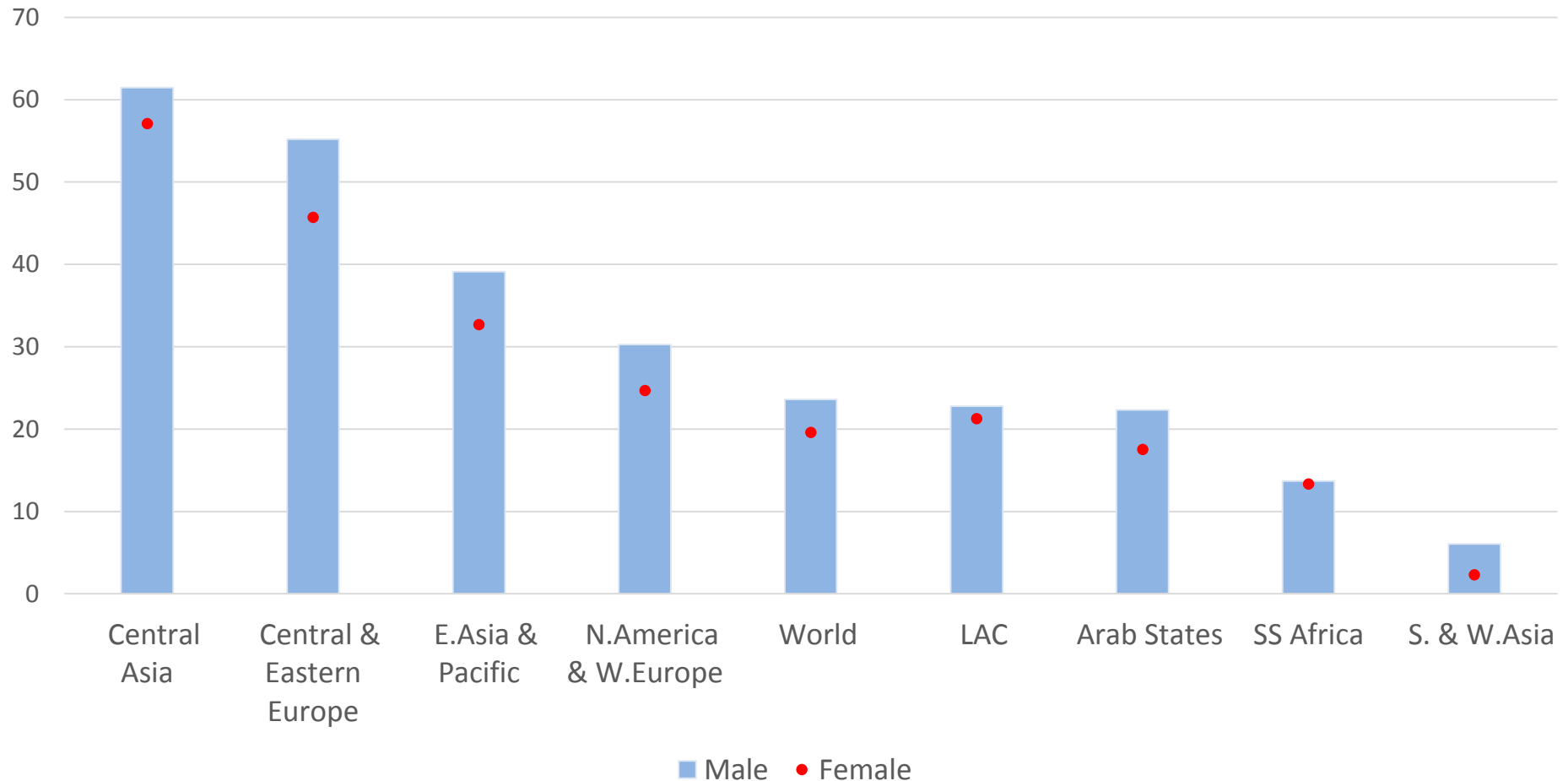
Borhene Chakroun  
Director, Division for Policies and Lifelong Learning Systems, Education Sector  
UNESCO  
[b.chakroun@unesco.org](mailto:b.chakroun@unesco.org)

# Enrollment in Tertiary Education

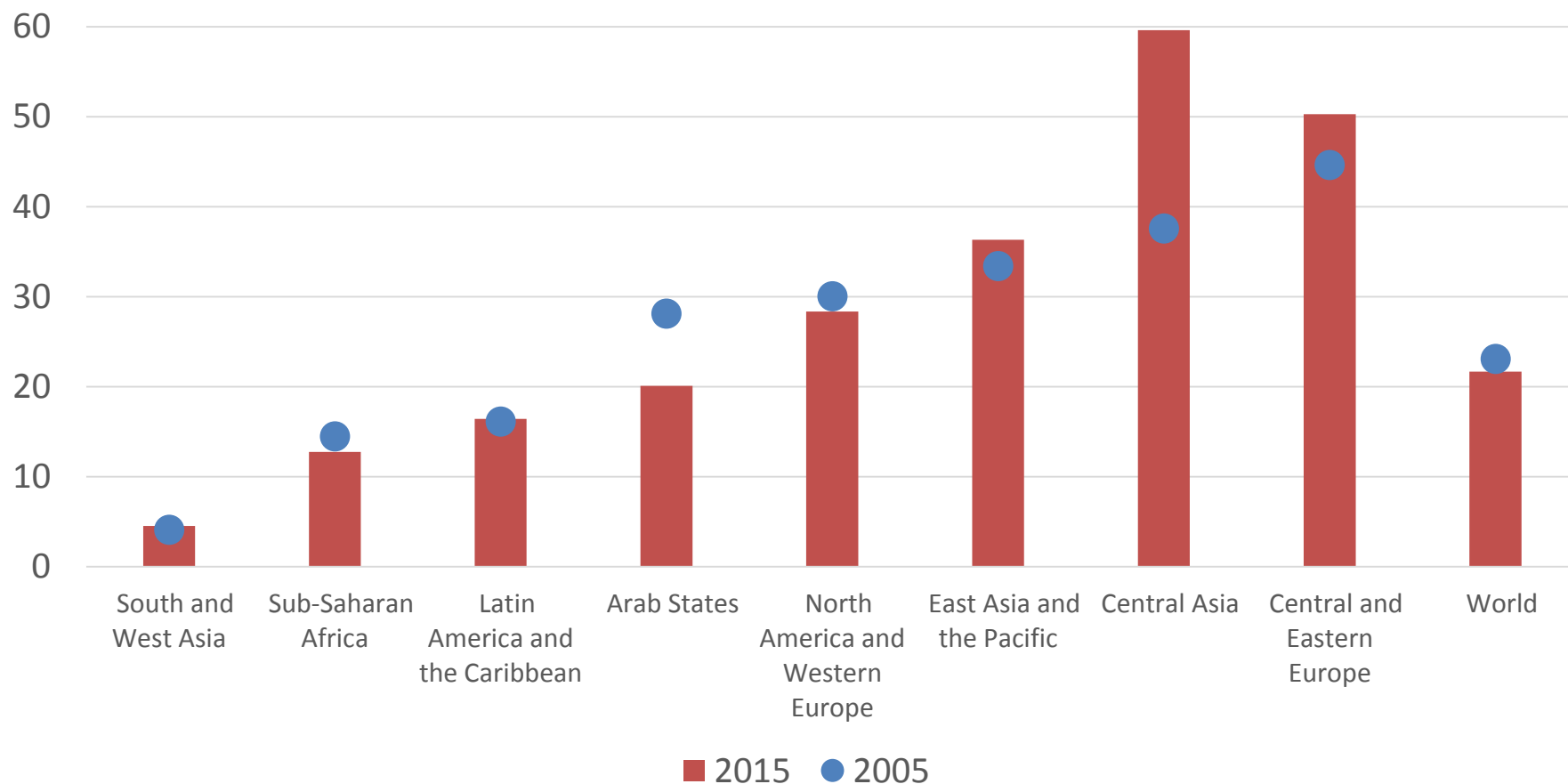


Source: UIS

## Percentage of students in upper secondary education enrolled in vocational programmes, both sexes (%), (2016)



Percentage of students in upper secondary education enrolled in vocational programmes, 2005 and 2015 (%)



Source: UNESCO Institute for Statistics.