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# Newsletter

Worldwide Voice of Vocational Training



Volume 24, (3)

## From The President's Desk...



David Fretwell  
IVETA President

### New Format for Newsletter

I would like to introduce you to the objectives of the revised Newsletter, indicate the rationale for the upgrade, provide information to all members about how they can contribute to future Newsletters, and highlight the focus of the first revised Newsletter.

**Objective:** The revised Newsletter is intended to provide members with increased information on developing policy and program issues in technical and vocational education (TVET) worldwide. It is intended to be an informal product, as compared to the Journal, and is intended to supplement other IVETA products and services (i.e. the monthly Hot line which only highlights happenings but does not provide detail, the Web site, the Journal which is a formal "juried" document).

**Rationale:** The revised Newsletter is designed to address several issues. First, the Newsletter has essentially had similar a format and content since the start of IVETA over 20 years ago, when it was printed and mailed to all members and was the primary method of contacting members. Second, due to the addition of other products and services, and the move toward electronic communications with members, the "Newsletter" has increasingly become an "Oldletter" as it has primarily providing members with information already distributed to members via the "hot line" and "upgraded web site". Third, a considerable amount of professional written material is generated at IVETA conferences and sent to IVETA, but members do not have the time to formalize it for inclusion in the Journal, it is not summarized in a concise manner and distributed to members.

**Approach:** The revised Journal is intended to address the above issues and provide members with an opportunity to provide short summaries of professional happenings in TVET which can gathered together and be shared with members every four

months. The Newsletter will continue to be distributed electronically, each Newsletter will have a general theme on a selected topic (announced in the monthly Hot Line), but with the flexibility to publish information on events not linked to the theme. Members are encouraged to send in brief 1-2 page submissions, in Microsoft Word, Times New Roman type, single spaced, to the Newsletter editor

**Theme:** The theme of this first revised Newsletter is: The Changing Role of Secondary Vocational Education. With the advent of the knowledge economy, secondary education is increasingly becoming compulsory in most developed and many middle income countries, part of basic education, and is the key transition point to the world of work and/or future specialized education. In developing countries, primary education completion rates are increasing, which puts pressure on Governments to provide more spaces in secondary education. The above trends raise questions about the appropriateness of old style specialized and tracked secondary vocational education which is expensive, often provides youth with weak basic education skills, and results in them having difficulty in adapting to the demands of the changing knowledge economy. Secondary general and vocational education are increasingly merging, vocational training is increasingly left to upper secondary, and provides core work skills from a general family of occupations, to facilitate initial entry to the workforce and to post secondary specialized training institutions. These trends are discussed in the Newsletter articles on the following pages. ■

### 2008 IVETA MINI CONFERENCE



In-conjunction with the ACTE Annual Conference, IVETA will hold its annual membership meeting on December 3, 2008 in Charlotte, North Carolina. For the Call for Papers and conference details, visit: <http://www.iveta.org/members/index.php/Conference-Information/>.

### Points of Interest

- Upcoming Conferences
- Executive Summaries
- IVETA Membership

### The Changing Role of Secondary Vocational Education

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## Expanding Opportunities The World Bank <sup>a</sup>

Demand for secondary education is soaring worldwide owing to the confluence of at least three factors. First, as more countries achieve universal primary schooling, demand for education is moving to higher levels of the education system, and the world is witnessing an explosion of individual and family aspirations for secondary education. Second, the largest ever cohort of young people is clearly going to make a difference for the future of many countries, especially in the developing world. The way to turn what many perceive as a global risk into a global opportunity is by building and harnessing the values, attitudes, and skills of young people through quality secondary education, thus ensuring that they will become active and productive citizens of their communities. Third, economies increasingly need a more sophisticated labor force equipped with competencies, knowledge, and workplace skills that cannot be developed only in primary school or in low-quality secondary school programs. In short, provision of secondary education of good quality is seen as a crucial tool for generating the opportunities and benefits of social and economic development.

For all these reasons, secondary education is a focus of increasing policy debate and analysis worldwide. This debate is framed by the need to respond to the twin challenges of increasing access to secondary education and, at the same time, improving its quality and relevance. For several decades now, most of the education reforms proposed and implemented throughout the world have focused on the compulsory and post compulsory levels of secondary education. This centrality of secondary education will persist in the foreseeable future and will certainly be reinforced.

One outcome of the past decades of reform is that secondary education has evolved in such a way that one could speak of a change of partners within the overall structure of education systems. Secondary education was born fully attached to and coupled with higher education: curriculum, pedagogical practice, and legal framework; teacher recruitment, selection, and status; and student background were the same as in higher education. In the past 40 years, however, significant changes have taken place:

- Secondary education has become more and more coupled with primary and basic education.
- The curriculum is less specialized and evolves toward arrangements closer to those in primary schools.
- Teachers in secondary education tend to be trained and recruited in the same way as primary school teachers; and pedagogical practices are converging as participation rates in secondary education increase.

All this has been a direct result of the democratization of education. In the poorest countries of Africa, the Middle East and North Africa, Latin America, and Asia, secondary education reform is becoming an integral part of Education

for All (EFA) efforts. This increases pressure on the public budget in an already constrained public financial environment. Globalization, the increased importance of knowledge as a driving force in economic development, and the consequent skill-biased nature of technological changes in the workplace are putting additional pressure on national governments to modernize and revamp their secondary education systems in order to produce graduates who are well prepared for work and for further learning. At the same time, the realization of democracy demands citizens who are equipped with the values, attitudes, and skills that will enable them to participate actively in their communities. Secondary education plays a central role in preparing students to become active citizens.

In addition to its contribution to economic growth and to formation of social capital, secondary education makes a crucial contribution to primary and tertiary education. It is the articulation node between those levels of formal education and between education and the labor market.

In playing that articulating role, secondary education may serve as a pathway for students' advancement, or it may be the main bottleneck preventing the equitable expansion of educational opportunities. Indeed, the particular shape of the articulation between primary and secondary education and between secondary and tertiary defines the overall role, features, and priorities of the school system of any given country. Whereas EFA policies de facto place lower secondary education within the realm of basic and compulsory education, emphasis on increasing the number of secondary graduates qualified for entry into tertiary education restores and indeed heightens the value of the traditional preparatory function of upper secondary school. Thus, the policy choices for secondary education are quite different for the lower and upper secondary levels, particularly in low-income countries. The double face of secondary education, and its political ambiguity and complexity, become more visible as education systems expand.

Challenges in secondary education vary among countries. Despite all the efforts made in recent decades in the developing world, secondary education remains a bottleneck for the expansion of educational attainment. In most countries inequity in access to quality secondary education is a major barrier to human development, economic growth, and poverty reduction. In some cases, the primary school completion gap between rich and poor countries has diminished, the gap in the proportion of the population with secondary education has widened, growing primary school population and the general population putting pressure on basic educational services, and diseases. An additional source of pressure in South Asia is the large proportion of poor girls who are not yet enrolled in secondary education. Middle-income and transition countries, in particular those in Eastern Europe, Latin America, and East Asia, have already achieved high enrollment levels in secondary education. Their main challenge is to improve quality, relevance, and efficiency to better align their education systems with those in open democracies and to respond to the rapidly changing demands of increasingly globalized economies. ■

<sup>a</sup> Note that the text is an informal summary of a more comprehensive article/study, full information can be obtained from: [http://siteresources.worldbank.org/EDUCATION/Resources/278200-109907987269/547664-1099079967208/547671-1120139762595/executive\\_summary.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-109907987269/547664-1099079967208/547671-1120139762595/executive_summary.pdf)



# High Schools & Careers: The New Value Proposition

Karen Wolk Feinstein, An Issue Framing Paper <sup>c</sup>

There is a crisis in U.S. education, not just in terms of the inadequate academic performance of a significant proportion of students, but also in terms of the growing lack of connectivity between education, the realities of the world of work and the human capital needs of leading U.S. employment sectors.

U.S. education is relentlessly geared towards student enrollment in four-year degree programs and, as a result, is increasingly neglecting legitimate education and training options at the certificate and two-year degree level. These more vocationally-oriented qualifications provide entrée to a broad variety of rewarding, family-sustaining-wage jobs, yet there is strong evidence that too few students follow, or even are informed about, these pathways.

A lack of sufficiently trained, entry-level and technical workers has an increasingly negative impact on the performance of many sectors of the U.S. economy. This includes such critically important sectors as manufacturing and health care. In health care, the largest and fastest growing sector of the national economy, the shortage of support staff, nurses and technical personnel has reached crisis proportions across the country. Health care provides a unique ladder of diverse career opportunities, yet few high school students or graduates have been exposed to, much less understand, the job opportunities and career progression that awaits them in this sector.

This framing paper forcefully illustrates problems with the current education-to-career continuum. It is designed to be provocative; to stimulate new ideas and thoughts on potential solutions to U.S. education and workforce preparation challenges. While the paper focuses on the challenges and opportunities in the healthcare sector, many of these issues are universally seen in other sectors of the U.S. economy. Using graphics, key statistics and information from leading thinkers in U.S. education reform and career training, the pages that follow challenge the reader to think about actions they can take to stimulate change in the system.

Health care is the largest employment sector in the nation, providing work for 13.5 million people. Through 2014, health care will also be the leading generator of new jobs in the U.S. economy, with upwards of 3.6 million additional personnel required.

This vast and rapidly growing sector is highly labor intensive. Most of the business of health care is hands-on and people-driven and, as a result, the majority of healthcare tasks cannot be outsourced or off-shored. The sector demands a well-educated and prepared U.S.-based population to staff its positions. Indeed, without a skilled workforce it is impossible to deliver high-quality, cost-effective, modern health care. It is clear that workforce quality is key to the proper

application of modern medical therapies, the deployment of advanced biomedical technologies, and the implementation of best practices and tools to ensure that patients receive the best medical care possible.

The care of peoples' health is both high-tech and high-touch – requiring an education that balances technical and interpersonal skills. Healthcare workers must be comfortable in a fast paced, high-pressure, quality-oriented environment in which human error may exact extremely high costs. To succeed in this challenging environment, workers must be specially prepared. Indeed, work across the full spectrum of jobs in health care, whether they are in frontline clinical care or behind-the-scenes support and administrative operations, increasingly demands personnel with strong foundational learning in mathematics, science and literacy skills.

With an aging and growing population generating rapidly increasing demand for healthcare services, the need for a well-educated, work-ready population to staff new positions is of critical importance to the nation. Unfortunately, it is increasingly apparent that traditional education systems and career pathways in the U.S. are failing to deliver the prepared population required.

This paper outlines key issues, challenges and opportunities facing workforce development for the U.S. healthcare sector. Its purpose is twofold: 1) Raise awareness and promote dialogue on healthcare workforce education, training and supply issues; 2) Set the stage for discussion relating to alternative models for career-oriented education and other approaches aimed at increasing the nation's base of work-ready, high school graduates.

This article begins conversations and outlines some of the critical issues facing education and workforce development for the healthcare sector. Among the key topics addressed are: • The structure and importance of the healthcare economy; • The diversity of healthcare employment opportunities; • The growing demand for workers; • The broad range of education and training requirements for healthcare careers; • The specialized working environment of health care; and • Current challenges in healthcare workforce education; • Vocational education and training options for health careers; • Model systems for education reforms and workforce delivery. ■

<sup>c</sup> Note that the text is an informal summary of a more comprehensive article/study. Full information can be obtained at: [info@ihf.org](mailto:info@ihf.org)

***The shortage of nurses and other health professionals continues to be the dominant story in the healthcare industry. Unfortunately, it's likely to remain that way for at least the next decade. As the demand for health services increases, the supply of healthcare workers is simply not keeping up. We're now calling it a shortage, but in a few years, it will be a public health crisis."***

Sandra Feldman, Past President – American Federation of Teachers



## Growing Recognition of Workforce Challenges

*“Secondary education is the highway between primary schooling, tertiary education, and the labor market. Its ability to connect the different destinations and to take young people where they want to go in life is crucial. Secondary education can act as a bottleneck, constricting the expansion of educational attainment and opportunity—or it can open up pathways for students’ advancement.”*

Jean-Louis Sarbib, The World Bank

*“Some 126,000 nursing positions in the United States are unfilled and the lack of staff is putting patients’ health in grave danger. The report found that nursing shortages are responsible for 19 percent of medical errors resulting in death or serious injury, and that more than 90 percent of nursing homes lack a sufficient number of healthcare workers to provide even the most basic care.”*

Joint Commission on Accreditation of Healthcare Organizations

*“Today competitive cutting-edge economies are no longer located in the Americas and in Europe [only]. ... The first huge challenge is to be able to re-skill the existing workforce to meet new workplace needs. The second huge challenge is to educate and train young people to meet new and high-level skills demands.”*

Naledi Pandor, Minister of Education, South Africa

*“The absolute number of pupils enrolled in secondary education worldwide has increased from 321 million in 1990 to 492 million in 2002. Yet too often, the structures and curricula of secondary-level education do not correspond to the needs of youth and the society at large in many parts of the world...Secondary education systems must be reformed so as to enable young people to develop into productive, responsible personalities well equipped for life and work in today’s technology-based, knowledge society.”*

UNESCO

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### IVETA Newsletter Items



The IVETA newsletter is published three times in January, June, and October. If you have any suggested themes for future Newsletters or any items, please send these to the Newsletter Editor by the following dates:

- Dec 15, for January issue (vol. 1)  
*Theme: The role of TVET in Addressing Youth Unemployment*
- May 15, for June issue (vol. 2)
- Sept 15, for Oct. issue (vol. 3)

Submit items by email to:  
[dmupinga@kent.edu](mailto:dmupinga@kent.edu)

### Online Member Directory

The electronic version of the membership directory is available for download from the IVETA website through a link under the ‘Members Only’ section of the website.

## *The Changing Role of Secondary Vocational Education in Transition Economies*

David H. Fretwell & Antony Wheeler<sup>d</sup>

Education systems in transition economies, particularly those in Central and Eastern Europe (CEE) and the Former Soviet Union (FSU) are often regarded in the West as being well developed. However, on close examination, there are a number of concerns about the systems that begin to emerge as the economies change from a centrally planned emphasis to one focused on democratic market principles. Educational change is inherently difficult because the systems are imbedded in historical, cultural, political, and administrative patterns. Reform of secondary education programs and policies are no exception.

This paper presents a framework for review and change. It summarizes past, present, future trends in labor markets; the educational inheritance in secondary education; forces for change in secondary education; alternate models for secondary education program reform; program reform implementation issues; and linkages with adult education and lifelong learning. In many transition economies a large proportion of secondary school students were and continue to be enrolled in specialized vocational training programs, and as such reform of vocational training programs is addressed in some detail. This is followed by a discussion of related issues including school management, finance, quality and standards, teachers, career guidance, and equity/access.

***“The central issue of secondary education program reform is the need to rethink the balance between the multiple, and sometimes competing, goals of secondary education”***

The inherited system had several strengths. It supported high literacy rates, ensured equity and access to basic education, and high achievement in math and science. Weaknesses include the fact that there was: a ideological approach to education , too early vocational specialization , distorted and missing skills, few market measures of effectiveness, low levels of general education, and little or no career information and counseling in secondary schools. But, economic and political forces have resulted in new policy directions for education and training. Political forces include a shift of cultural values, freedom of expression by previously repressed ethnic and religious groups, a move toward decentralization, and emergence of a movement to involve the "social partners" in decision making and a rethinking of the basic goals of secondary education.

The central issue of secondary education program reform is the need to rethink the balance between the multiple, and sometimes competing, goals of secondary education (e.g., to prepare one for lifelong learning, for entry to the labor market, for participation as an active citizen in a democratic society). The answer to these questions will ultimately affect the content and balance of enrollment in general vs. vocational program, and the type of vocational education and training offered, and approaches vary between countries

New school management and decentralization initiatives are underway, in parallel with program reform initiatives, and in response to country wide democratization and loosening of central control. School finance reform is linked with decentralization, the need find investment funds to support program reform, the contraction of economy. There is a need to use inputs more efficiently. Quality issues in both general and vocational education must be addressed as decentralization occurs and labor force demands change and react to international forces. Program changes and increasing academic freedom require changes in teacher training. Equity and access concerns, particularly given the economic constraints and cultural heritage in the region, need to be addressed. The challenges are many. Several countries have made considerable progress and their experience can be of use to others. ■

<sup>d</sup> Note that the text is an informal summary of a more comprehensive article/study. For full report/, please contact: [scarcliffe@sbcglobal.net](mailto:scarcliffe@sbcglobal.net)



### 2008 ACTE CONFERENCE & CONVENTION

The Association of Career and Technical Education (ACTE) Convention and Career Tech Expo will be held on December 4-6, 2008 at Charlotte Convention Center, NC. For conference details visit: <http://www.acteonline.org/convention/index.cfm>

# Post-Secondary International Center for Leadership in Education

Bill Daggett



## International Center for Leadership in Education



**H**igh schools today are being reinvented to keep pace with changes in society. The International Center has learned important lessons from model schools and extraordinary school leaders which and is pleased to share in two new resource kits.

[Leading Change in High Schools](#) (\$295) offers inspiration, insight, and tools to improve high schools through sustainable change. It provides strategies for creating a culture that recognizes strengths and weaknesses and encourages innovation and initiative. Also included in this kit:

- key principles of change
- the wisdom of principals and other educators
- up-to-date research to craft school-wide solutions
- practical advice, insight, and effective tools to improve high schools, including professional development activities
- DVD and CD

[Making Grade 12 Meaningful](#) (\$295) is a comprehensive resource for planning a strong 12th grade program. It describes:

- why the 12th grade is so critical for so many students
- planning, designing, implementing, administering, and assessing a transformative 12th grade initiative
- successful programs from model schools across the country to create a balance of theory and effective practice
- professional development activities
- DVD and CD

To preview or order these publications, visit our online store at <http://store.leadered.com> or download a catalog on the right. If you have any questions or need more information, please contact us at [info@LeaderEd.com](mailto:info@LeaderEd.com) or (518) 399-2776.

Please note that the [Leadership Academy, Sept. 26-28 in Las Vegas](#), will also be an opportunity for those interested to focus on the skills and attributes necessary to bring meaningful change to their school or district. The Academy will offer practical approaches to school leadership for both teacher leaders and administrators. Enrollment is limited to 500 participants so that a highly engaging and quality experience can be provided. We suggest you register as soon as possible by downloading the brochure on the right or online.

## Meeting the Challenges of Secondary Education in Latin America and East Asia Improving Efficiency and Resource Mobilization

Emanuela di Gropello<sup>f</sup>

### **Executive Summary:**

**While policy makers in many World Bank client countries have shown an increasing interest in expanding and strengthening their secondary education systems, many challenges remain.** As many developing countries have boosted primary school enrollment rates to nearly universal coverage, the number of children seeking secondary education has soared. Yet secondary education must fill dual roles: providing skills, knowledge, and technical training for youth planning to enter the labor force, while at the same time preparing others for continuing their studies in higher education. Unfortunately, secondary education often fulfills neither role. A shortage of schools, as well as demand-side constraints such as the inability to pay for education, have slowed the expansion of secondary education coverage, and the quality of secondary schooling often is poor.

The report focuses on the following questions: How can countries address the multiple challenges they face in secondary education? How can they grow their education systems responsibly and efficiently? How do the challenges vary with countries' different development levels? How can countries with different technical and financial capacities address those challenges? The report uses experiences and data from East Asia and Latin America to explore these overarching concerns.

**Latin America and East Asia face key challenges in secondary education and offer a broad range of policies and programs to address these issues.** Secondary education has long been the neglected child in the development of public education systems in both regions. Primary school is associated with basic education and socialization, while national development and competitiveness are tied to tertiary education. As understanding grows that secondary education is necessary for a citizen's fundamental education, many countries in these two regions have passed laws making lower secondary—and occasionally upper secondary—part of mandatory education requirements. However, low access to education, unevenness of quality, and differences in access and graduation rates persist. During the 1990s, many Latin American countries implemented significant reforms to improve the coverage, equity, and quality of their secondary education systems, with an emphasis on innovations in service delivery, such as decentralization and demand-side financing. East Asia, too, has been pushing secondary education expansion more aggressively, with comprehensive education reforms based on effective supply-side policies in the areas of resource mobilization, and efficient and high-quality use of resources, such as creating efficient public-private partnerships and enhancing the relevance of technical and vocational education.

**Why analyze the two regions together?** Latin America and East Asia offer a similarly broad range of challenges, experiences, policies, and programs, providing the study team with more “degrees of freedom” for analyzing issues and finding solutions than would be found in the study of any one region. In addition, each region is genuinely interested in learning from the other, and a joint study would allow this with economies of scale. Finally, the two regions include countries that vary greatly in economic and social development levels, ranging from the upper- or middle-upper income countries of the Republic of Korea, Malaysia, Mexico, and Chile, to the lower-income countries of Vietnam, Cambodia, and Bolivia, allowing us to formulate policy options suitable to very different settings.

**What are the challenges for the mobilization and use of resources for secondary education?** This report centers on access, quality, and equity issues for secondary education in the two regions, while identifying the main constraints to its expansion and improvement, as well as policy options to address them. Most of these countries allocate too few resources to secondary education and fail to use resources as efficiently as they could to improve coverage and quality, as illustrated by the following: persistent constraints in household demand for education, low accountability for service delivery, poor teacher performance, and costly curricular structures. At the same time, countries in these two regions offer a broad range of policies and programs to address these constraints. The report reviews promising policies for the mobilization and use of resources such as public private partnerships, revenue decentralization, cross-sectoral funding, school self-financing, demand-side interventions, school-based management, and technical and vocational reforms. In addition, drawing on a few countries that have demonstrated notable advances in addressing secondary education challenges, the report provides additional insights on key policies and how they can be combined and sequenced to effectively expand secondary education. Finally, whenever possible, suggested policies are region- and income-level specific.

### **Addressing Secondary Education Challenges**

**Substantial unsolved challenges remain in secondary education in both East Asia and Latin America.** Despite many positive changes and an average gross enrollment level of about 80 percent in Latin America and about 70 percent in East Asia, secondary enrollment rates in many countries remain well below average for their level of GDP per capita. In addition, only a little more than half of the children who start primary school complete their secondary education; quality is low; and noticeable income and urban-rural disparities exist. In their efforts to expand secondary education, both regions must strive to ensure equity and quality... ■

<sup>f</sup>Note that the text is an informal summary of a more comprehensive article/study. Full information can be obtained from: [http://siteresources.worldbank.org/INTEAPREGTOPEDUCATION/Resources/Executive\\_Summary\\_LACEAP.pdf](http://siteresources.worldbank.org/INTEAPREGTOPEDUCATION/Resources/Executive_Summary_LACEAP.pdf)

## Background

The EU8 countries, like other formerly planned economies, inherited a system of vocational education (VE) that has proved resistant to change. It was based on the assumption that everyone has to be trained for a specific occupation before starting work and that it is the function of vocational schools to provide such training. Schools were tightly linked to state enterprises. In the USSR (the source of the pervasive model),

the typical vocational school was built in order to provide trained personnel for a given enterprise. Located near the enterprise, it depended on the enterprise for equipment, instructors for the practical activities, internships and jobs for the graduates. In line with this symbiotic relation, the factories subcontracted with the school for the manufacturing or assembly of parts they needed on their own production lines (Johanson 2000: 117).

The socialist countries of Eastern and Central Europe varied in the extent to which they adopted this model. In general, the Baltic countries started the transition with lower gross enrollment rates in vocational/ technical secondary education than the other EU8 countries - ranging from 28 per cent in Estonia, to 34 per cent in Lithuania and 46 per cent in Latvia in 1990. Enrollment rates were higher in Central Europe - particularly in Poland (68 per cent), but also in the Czech Republic (64 per cent), Slovakia (63 per cent) and Hungary (56 per cent) - and in Slovenia (61 per cent in 1993).

However, in all EU8 countries, narrowly specialized vocational education tended to be provided early, before students were mature enough to choose their occupation. It provided detailed practical instruction for numerous highly specific occupations; for example, in Poland in 1991, there were 250 occupational courses. There was little theoretical instruction in the underlying scientific and quantitative principles of these occupations, and thus graduates were able to be productive only within the confines of these specializations and only as long as the technology remained unchanged. As in the USSR model, much vocational education in these countries relied heavily upon on-site practical experience in state enterprises.

Early in the process of transition, it became clear that the planned-economy model described above was in urgent need of reform. In a context of transformational recession and fiscal crisis, government funds for VE dwindled, teachers were poorly qualified and their salaries low, and virtually nothing was being spent on materials and equipment. The crisis in enterprises meant that employers could not afford to train or to pay for training and were not expanding recruitment. And most parents could not afford to pay much for training.

As part of the transition to markets, the structure of demand was changing (from industry to services, tourism and, in some countries, agriculture), as was that of occupations (from specific to broad, becoming more flexible over time, and requiring higher levels of general education). Changing but still relatively narrow wage differentials at this level affected the incentives to acquire relatively low-level technical skills, and unstructured enterprises were not interested in becoming involved in VE. Social partner organizations were weak and/ or discredited. Institutions and instruments for managing a vocational education and training system in a market economy were missing or very new - for instance, decentralization, monitoring, subcontracting, competitive tendering, accreditation and quality control, and dissemination of pilot innovations. Quality controls had traditionally been over inputs (curricula) rather than outputs (final examinations/ standards). And there were very few private training institutions.

The internal and external efficiency of government VE institutions in the whole region was in doubt because of this funding and demand crisis, their previous narrow and early-specialism approach and the stigma of taking 'failures' from relatively disadvantaged families (for whom VE was a dead end, providing no possibility of progression to higher levels of the education system), and their lack of a link Fiscal Reform and Vocational Education in the EU8 Countries with the new type of labor market. In some countries there was a spontaneous, rather disorganized response to market forces, as government institutions starved of funds competed with each other and with the few private institutions for students who could pay. ...Since 1992, there have been sporadic, and in some cases, moderately successful efforts to reorient and diversify VE systems in the new EU countries to respond to changing social and economic needs and to make VE more attractive to learners by increasing its focus on quality assurance and on employability. flexibility, efficiency and responsiveness to evolving labor market needs.

<sup>g</sup>Note that the text is an informal summary of a more comprehensive article/study. Full information can be obtained from: [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2007/11/19/000310607\\_20071119171900/Rendered/PDF/41511optmzd0EC1ucation0EU801PUBLIC1.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2007/11/19/000310607_20071119171900/Rendered/PDF/41511optmzd0EC1ucation0EU801PUBLIC1.pdf)



## Consultation in the field of Human Resources Development:

- Education & Training
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## Membership Dues

*A reminder to renew your membership. IVETA members are kindly asked to re-new their membership through the IVETA Secretariat at:*

*186 Wedgewood Drive  
Mahtomedi, MN 55115  
USA*

*Ph: (651) 770-6719*

*FAX: (651)305-9600*

*Email: [IVETA@visi.com](mailto:IVETA@visi.com)*



*As always, thank you for your continued support of the organization.*

## INTERESTED in JOINING IVETA ?

IVETA is an organization and network of vocational educators, vocational skills training organizations, business and industrial firms, and other individuals and groups interested or involved in vocational education and training worldwide. IVETA is dedicated to the advancement and improvement of high-quality vocational education and training wherever it exists and wherever it is needed

Therefore, consider becoming involved with an expanding, innovative organization that can help you reach out across international borders to assist in and be assisted by vocational education and training developments in many countries.

For further information:

Telephone: 1-(651) 770-6719; Fax: 1-(651) 305-9600

E-mail: [iveta@visi.com](mailto:iveta@visi.com)

Web Address: <http://www.iveta.org>

## The International Journal of Vocational Education & Training

The International Journal of Vocational Education and Training is the official publication of IVETA and is published biannually. The journal reflects regional contributions and is international in scope. It provides a forum for the discussion of vocational education and training issues and practices; assists in the dissemination of information, research and practice; and strengthens the lines of communication among individual researchers and practitioners, institutions and organizations. In addition, it provides a platform for individual views on relevant issues. Articles published in the journal are selected by an editorial board. Membership in IVETA is required to publish in the journal.

To submit articles for consideration, please contact the editor Ernest W. Brewer by email at: [ewbrewer@utk.edu](mailto:ewbrewer@utk.edu). For more information on ordering back issues and submission of articles, please visit: <http://www.iveta.org/journals.htm>