



VOCATIONAL EDUCATION AND TRAINING (VET) AND ADULT LEARNING

Through school-based and workplace learning, vocational education, and training (VET) guarantees the development of skills in a wide range of occupational domains. It is crucial in guaranteeing reduced school dropout rates and easing the transition from school to employment. Well-designed VET programs can be essential in helping people who need to up-skill or re-skill, as well as youth, obtain the necessary skills for the labor market in today's rapidly evolving workplace. The OECD VET and Adult Learning Team examines opportunities and challenges for future-ready VET systems that are resilient, flexible, and inclusive, as well as assists nations in understanding the key strengths and weaknesses of their VET systems.

A sort of educational facility created expressly to offer vocational education is a vocational school.

The apprenticeship system may be impacted by vocational education that occurs at the post-secondary, higher education, or further education levels. At the postsecondary level, highly specialized trade schools, technical schools, community colleges, colleges of further education (UK), vocational universities, and institutes of technology frequently offer vocational education (formerly called polytechnic institutes).

Nearly all vocational education historically took place in a classroom setting or on the job, with students learning trade-specific skills and theory from qualified teachers or seasoned industry experts. However, online vocational education has gained popularity recently, making it easier than ever for students to learn different trade skills and soft skills from seasoned experts, even those who may live far from a typical vocational school.



The skills that many adults and teenagers needed to find employment in industry were not effectively developed by general education systems. In the late 1980s and early 1990s, there was a growth in the number of work-based learning options available to young people as well as the introduction and extension of new vocational curricula and courses, frequently created in partnership with industry.

European Union

Member states are responsible for education and training, but the single European labor market necessitates some degree of educational collaboration, notably in vocational education and training. To improve and increase the appeal of vocational education and training for students across Europe, the "Copenhagen procedure," based on the open approach of collaboration between Member States, was introduced in 2002. Mutually agreed upon priorities form the foundation of the process, which is periodically reviewed. Cedefop, the European Centre for the Development of Vocational Training, keeps a close eye on a lot of the activity.

References: <https://www.oecd.org/education/innovation-education/vet.htm>

