

**POLICY TRANSFER OR POLICY LEARNING :
INTERACTIONS BETWEEN INTERNATIONAL AND NATIONAL SKILLS
DEVELOPMENT APPROACHES FOR POLICY MAKING**

Geneva, 25-26 June 2009

Additional background paper

**INVENTORY OF THE TRAINING RESOURCES
IN VOCATIONAL EDUCATION POLICY ANALYSIS¹**

Frédérique Weyer

Introduction

This paper presents the results of a review of the training programmes in the field of TVET proposed by about one hundred universities and training centres. Its purpose is to answer the following question: which opportunities exist for the agencies to fulfil their staff skills needs in the field of technical and vocational education policy analysis? This research shows that the field of education dominates the supply, while the training resources that focus on technical and vocational education policy analysis are scarce.

The results

Our first aim was to make a repertory of the training resources specifically directed to TVET. Inwent is nearly the only one to offer a course focusing on the policy level ("Educational policy planning and research in the field of TVET"). A large majority of the programmes is directed to the trainers and/or orientation counsellor and therefore corresponds to the project and/or

¹ This paper was prepared for the Working Group for International Cooperation in Skills Development / ITC ILO, ETF meeting held in Turin in July 2004.

programme level. For example, the Asian Institute of Technology presents a course that “aims to improve participants ability in effective design and implementation process, managing the human dimensions of training, and using ICTs in training.”²

On the other side, some international organizations, as for instance the European Training Foundation, offer workshops on vocational training. But they focus specifically on the specific context of one or a group of countries. The ILO Training Centre programmes on vocational education specialise on one aspect of training, as for instance quality management, impact evaluation or competency based training programmes.

Some francophone training centres propose programmes on *ingénierie de la formation* (training engineering). The course offered by the *Centre international d'études pédagogiques* focuses on the design, the implementation and the evaluation of training actions and devices both in the public and private sector. However, this program lacks specific contents of the policy level analysis.

We also found out programmes that focus on education and training. But the review of their contents show that much more attention is given to the first one than to the latter, which allows us to conclude that training appears in fact as only a sub-component of education.

The few results of this first review led us to broaden our research criterion. First of all, we explored the field of international and comparative education, for which the supply is wider. This field is “devoted to the systematic analysis of the operation and effects of the world’s education systems”.³ This type of training is directed to a large audience: from teachers to policy makers. Moreover it is strongly phased with the co-operation agencies strategies: the programmes that we have reviewed offer specialisation on questions as conflict resolution, inter - or multi - cultural education, educational administration, adult education, etc. Do those courses include contents on TVET? Most of the times, this is not clear, because they not define what is meant by “education”. Beside this fact, even if some of the programmes

² In : presentation of the « Effective training implementation and management ».

³ According to the presentation of the « Comparative and international education program » of the Pennsylvania State University.

offer optional courses on TVET, they are centred around education and are therefore not able to satisfy the demand in the field of TVET policy analysis.

The same happens with the programmes on education and development, “centred around frameworks and analysis of education, based on case-study and experiential accounts, alongside the study of education policy and practice in a development context”⁴; with the courses on educational policies, “designed to provide an interdisciplinary understanding of today’s policy and practice.”⁵; and with the programs on educational management – frequent in Latin America – that aim at training “the people working in education management at the micro and macro level, operating on the criteria which orient the practice of those who take decision in the daily context of the educational institutions and organisms.”⁶

We also looked at the programmes focusing on human resources development and management. This kind of course is directed to the development of the staff of both the public and private sector. Focusing on the skills “in designing, implementing and evaluating training programs for employees and organisation”⁷, it focuses on in-service training at the program level.

Conclusion

The review of training resources available on technical and vocational education and training shows that the training institutions in their majority do not consider the latter as a specific field of study, except when they focus on the training of the trainers and the projects designer. If TVET is taken into account, it is mainly as a sub-component of education. In this sense, the supply is not adequate to strengthen the co-operation agencies capacity in policy analysis and to constitute TVET as an autonomous scientific and strategic field.

⁴ In : presentation of the MA in education and development, University of East Anglia.

⁵ In : presentation of University of Maryland’s program on international education policy.

⁶ In : presentation of the Master in education offered by the University of San Andrés, Argentina; we are translating.

Finally, considering the decentralisation trend that affects the co-operation agencies, it is important to note that the training resources are concentrated in Europe, North America and Australia, with lower intensity in Latin America and Asia, and are quasi absent from the African continent.

⁷ In : presentation of the Master of Arts in training and human resource development of the University of Technology, Sidney.