Vocational Education and Training, in Europe

Addressing the challenges

Presentation at the
TA3 – Trans-Atlantic Technology and Training Alliance Conference,
on "Crafting new learning environments: Be an entrepreneur of your own future"
Dordrecht, The Netherlands, 11 June 2017
1. VET cooperation in Europe – *policy priorities*

2. Key policy initiatives in VET

   1. **European Alliance for Apprenticeships** – *training in the workplace*
   2. **The Pact for Youth** – *Business-Education partnerships*
   3. **Vocational Skills Week** – *raising attractiveness*
   4. **ErasmusPRO** – *long duration mobility of VET learners*

5. **Looking ahead** – *modernising VET*
VET cooperation in Europe
1957 Treaty of Rome
Article 128
...general principles for implementing a common vocational training policy...

2009 Treaty of Lisbon
Article 166
The Union shall implement a vocational training policy...
The current Framework for EU VET cooperation

**Policy coordination**
- TEU Art.165 & 166
- EU2020
- ET2020
- European Semester
- New Skills Agenda
- Copenhagen process
- Riga Conclusions

**Legislation**
- ... since 1963
- EQAVET
- ECVET
- EQF
- Europass

**Policy Advisory/ orientation bodies**
- ACVT (includes Social Partners)
- DGVT (includes Social Partners)

**Policy initiatives**
- EAFA
- Pact for Youth
- VET Skills Week

**Financial instruments**
- Erasmus+
- European Structural and Investment Funds (ESF)
- Programme for Employment and Social Innovation (EaSI)

**European agencies**
- Cedefop
- ETF

**Other groups**
- VET providers
- ET2020 WG
- EQAVET NRP
- ECVET experts
- VET Researchers
VET contributing to skills development in Europe

12 million VET learners in Europe

10.6 million VET learners secondary level (ISCED level 3)

1.4 million VET learners post-secondary level (ISCED Level 4)

VET ANNUAL INFLOW:
ISCED level 3 has 3.3 million new entrants annually, and ISCED level 4 has 0.7 million new entrants (4 million total)
Erasmus+ supports the mobility of around 3% of the annual inflow of VET learners.

EU cooperation on VET policy
2015 Riga conclusions

VET priorities 2015-2020
(Implementation at national level)

- **Work-based learning** in all its forms (including Apprenticeships)
- **Quality assurance**,
  *feedback loop: Labour market and VET provision*
- **Access to training and qualifications for all**
  *in a LLL perspective (c-VET for upskilling + reskilling)*
- **Strengthen key competences**
  *both in initial and continuing VET*
- **VET teachers and trainers**
  *initial and continuous professional development*
Key policy initiatives in VET
What is an Apprenticeship?

- Learning in school
- Training in company
- Certified & recognised
- Work contract (ideally)
What we know:

EU Member States with well-developed VET Apprenticeship systems and other forms of WBL, are characterised by:

- low youth unemployment levels, and
- high economic competitiveness
Work-based learning … is still an exception

Share of students in combined work and school based upper secondary programmes

Source: Eurostat (UOE, 2014), online data code educ_uoe_ens04. Combined school and work-based programmes are programmes in which less than 75% of the curriculum is presented in the school environment or through distance education. Data for IT, NL and PL are missing. Working question non applicable for BG, IE, HR, CY, LT, PT, SI; definition differs in RO.
A multi-stakeholder platform, supporting its members through:

• Networking
  Network of apprenticeship experts

• Learning
  Sharing experiences and best practices

• Tools
  Guidelines, practical tools and resources

• Information
  News, reports, events and funding

• Visibility
  Focus on apprenticeships

Focus on:

Supply
Quality
Mobility
Image
The Alliance has so far mobilised:

- **35** EU, EFTA and Candidate countries have made national commitments
- **208** stakeholders have pledged to take action
- **2** trans-national alliances
- **More than 700,000** training and job opportunities through Business pledges
The European Pact for Youth

Boosting Business-Education Partnerships for Youth Employability and Inclusion

For a Pro-Youth and Pro-Innovation Sustainable Europe
Pact for Youth
What it’s all about...

What?
Mutual engagement of EU and business leaders to boost youth employability and inclusion

Vision:
Make Europe the best place for youth to learn, work and live

How?
By making business-education partnerships the new norm across Europe, to provide young people with the skills they need

Viscount Etienne Davignon, Minister of State, President of CSR Europe
Marianne Thyssen, European Commissioner for Employment, Social Affairs, Skills and Labour Mobility
Pact for Youth
Targets 2015-2017

 Targets & Next Steps

10,000
QUALITY BUSINESS-EDUCATION PARTNERSHIPS

100,000
NEW GOOD QUALITY APPRENTICESHIPS, TRAINEESHIPS OR ENTRY-LEVEL JOBS

28
NATIONAL ACTION PLANS

1ST
EUROPEAN ENTERPRISE-EDUCATION SUMMIT IN LATE 2017
Pact for Youth
What has already been achieved

<table>
<thead>
<tr>
<th>Business-education partnerships</th>
<th>New quality apprenticeships, traineeships and/or entry-level jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000 target</td>
<td>100,000 target</td>
</tr>
<tr>
<td>15,089 progress</td>
<td>92,132 progress</td>
</tr>
</tbody>
</table>

- 3.191.798 learners impacted
- 64.340 teachers impacted
- 12.697 employees involved
The European Vocational Skills Week

DISCOVER YOUR TALENT!

European Vocational Skills Week
20 to 24 November 2017
What do the Europeans think of VET?

**THE POSITIVE**

7 in 10 Europeans know what VET is.

Finding a job is the No. 1 reason among Europeans for choosing VET.

2 in 3 EU citizens (68%) have a positive opinion of VET.

87% of VET students are happy with the work-related skills they developed.

60% of VET students found their first long-term job before or within a month of finishing their studies.

40% of respondents would recommend VET to young people, while only 27% would recommend general education.

**THE NOT-SO-POSITIVE**

84% of EU citizens agree that general education has a more positive image than vocational education in their country.

3 in 4 Europeans think that students with low grades are directed towards vocational education in their countries.

1 in 3 EU citizens do not think that VET leads to well-paid or highly regarded jobs.

40% of EU citizens were not given information about VET when making a decision about their upper secondary education.

1 in 4 General education students were advised against taking VET when making a decision about their education.

Source: Cedefop’s opinion survey on VET, exploring European citizens perceptions of VET. Based on 35,646 interviews.
Why do we need a Vocational Skills Week?

• **Priority in Skills Agenda, and 2015 Riga Conclusions:**
  "Raise the attractiveness and improve the image of VET"

• VET is often (but wrongly) seen as...
  "if nothing else works... then maybe VET"

• **We needed to:**
  Showcase VET **Excellence and Quality**
  VET as a "**smart** choice" for both young and adults,
  with benefits for **learners, companies, and society**
2016 Week Results: Evaluation (in numbers)

✓ 1,733 events were registered and 983 were accepted
✓ 784,569 participants in national events and activities
✓ 1,500 attendees in Brussels, plus 1021 views online
✓ Total media reach: 71,288,481 (68,116,412 online, 3,172,069 print)
✓ Social media campaign targets were all exceeded
✓ Nearly 300 online + print media items in 37 countries
✓ Most successful video: Norwegian Minister of Education
Commissioner Thyssen announcing the 2017 Week

http://europa.eu/!Kc37jF
Looking ahead
2017 Vocational Skills Week

When: 20 to 24 November 2017
(all local events taking place from September to December 2017 can be registered as part of the Week)

Where: Local, local and local... with 2 days of events in Brussels (plus closing)

VET Awards: Set of category of awards as "symbols" of VET excellence

Ambassadors: Network of Ambassadors, as role models and mobilisers

Targets:

- People involved in events at national and local levels: 1,000,000
- Number of events/activities at national and local levels: 1,500
- Participations in events organised by the Commission in Brussels: 1,500

Thematic approach: Mobility, Partnerships, Sector approach to skills
ErasmusPRO
supporting long duration mobility
Testimonies from Erasmus students...

“I realised that the experience made a whole new person of me and that I would never look at the world and Europe, my home, as I did before.”

“My mobility experience has definitely helped further my career. Without it, I wouldn’t have had the confidence to apply for the Young Chef of the Year competition, never mind winning it. I’d highly recommend this to anyone. My trip to France was, and still to this day is, one of my greatest memories.”

“My time with Erasmus is one of the highlights of my life so far and I feel truly lucky to participate in this programme. Too bad you can only do this once, but this can only make you appreciate the experience even more.”

“Beyond a studying experience, Erasmus is a lot more. For me it is a way to look at the world with new eyes, to feel and discover new emotions and learn what is not written in the notebooks.”

“There is nothing like 40 people singing ‘Happy Birthday’ to a fellow student, each one of them in their own language.”
Public opinion (Eurobarometer): Most positive result of the EU

Which of the following do you think is the most positive result of the EU? (% - EU)

- The free movement of people, goods and services within the EU (56%)
- Peace among the member states of the EU (56%)
- Student exchange programmes such as Erasmus (24%)
- The euro (23%)
- The economic power of the EU (20%)
- The political and diplomatic influence of the EU in the rest of the world (19%)
- The level of social welfare (healthcare, education, pensions) in the EU (18%)
- The common agricultural policy (9%)

Autumn 2016: 27
Spring 2016: 27
Proven benefits of Long duration mobility

### For Learners
- Promote sense of European **citizenship**
- Develop foreign language and professional **skills**
- Develop general soft skills, adapting to new **challenges**, improve **self-confidence**, inter-cultural awareness, communication
- Facilitates school to work **transition**
- Boost **Employability** – First "job Experience"
- Readiness for labour market **mobility**

### For Companies
- Access to foreign **skills** and **know-how**
- Opportunity to influence VET curricula
- Involvement of **SME** as sending/receiving organizations
- **Internationalization** of enterprise activity

### For VET Institutions
- **Internationalization** of institutions and qualifications
- Trigger to **innovation** and improving teaching methods and learning materials
- **Development** of methods for transfer of knowledge and skills
- Recognition of learning outcomes (acquired abroad)
- Greater **involvement** with companies and VET institutes abroad
- Raise the **attractiveness** of VET schools and qualifications
- VET Professionals/Teachers continuous professional development

### For Society
- European **citizenship**
- Free **movement** of citizens - learner and labour mobility
- Higher employability rates
- **Competitiveness and innovation**
Demand for VET mobility is much higher than the current Erasmus+ budget can support. Only 40% of the VET mobility (KA1) eligible applications were satisfied in 2016.

**Average duration of VET learner mobility is 32 days (compared to 139 days in HE).**

The median (and mode) age of VET learners in mobility is **18** (HE mode = **21**)

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**Duration of mobility**

**Registered participants**

(Erasmus+ VET KA1 2014-2016)

<table>
<thead>
<tr>
<th>Duration</th>
<th>No. of mobilities</th>
<th>%</th>
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<tbody>
<tr>
<td>Less than 1 month</td>
<td>192,816</td>
<td>71,5%</td>
</tr>
<tr>
<td>1 to 3 months</td>
<td>58,200</td>
<td>21,6%</td>
</tr>
<tr>
<td>3 to 6 months</td>
<td>16,383</td>
<td>6,1%</td>
</tr>
<tr>
<td>6 months and more</td>
<td>2,224</td>
<td>0,8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>269,623</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Source:* Erasmus+ Dashboard. Data extracted on 23 May 2017

*Mode:* Age occurring most often. *Median:* age in the middle of the set of ages.
Purpose of ErasmusPRO:

To increase the number of long-duration VET mobility (3 to 12 months) in work-placements abroad

Target participants:

VET learners, Apprentices and recent VET graduates (less than 12 months after graduation)

Designing "ErasmusPRO" 
Providing an attractive instrument to support LDM

- New Activity in Erasmus+ Ka1
- Dedicated (flexible) budget
- Incentives for LDM projects (award criteria)
- Incentives for learner (daily allowance)
- APV, Support preparation, implementation, follow-up
- New priority in Ka2 Strategic partnerships
- Use of E+ Transnational Cooperation Activities

Fostering demand for "ErasmusPRO" 
Mobilising offer of work-placements

- Companies – making full use of EU initiatives and networks, such as EAfA, Pact for Youth, and VET Skills Week
- VET providers – expert network (VET4EU2)
- Other stakeholders – Social partners, DGVT, ACVT, E+ National Agencies, ESF Managing authorities, Sector Skills Alliances projects
Looking ahead
modernising VET
VET modernisation
Preparing the post 2020 strategy

2016-2018
- Study on the changing nature and role of VET in Europe – future challenges and opportunities
  - Cedefop

2017
- Riga Monitoring - The 2017 progress report
  - Cedefop and ETF

2017-2018
- Study on instruments supporting quality and flexibility in VET
  - To be launched in August 2017

2017-2018
- Study on vocational mobility
  - To be launched in August 2017
**Purpose of the project:**

- Improve our understanding of how VET has developed and changed in the last two decades (1995-2015)
- Point to the main challenges and opportunities facing the sector today and in the future

**Duration of the project:**

- 3-year period (2016-2018)

**Coordinated by:**

- Jens Bjornavold, and Hanne Christensen, Cedefop
Work is divided into six separate but interlinked assignments:

- The changing **definition and conceptualisation** of VET.
- The **external drivers** influencing VET developments.
- The role of traditional VET at upper secondary level.
- VET from a **lifelong learning perspective**.
- The role of VET at higher education levels.
- Scenarios on **alternative development paths** for EU VET in 21st century

**Contributes to:**

- EU VET modernisation agenda
- **VET** post-2020 (Bruges + Riga, *have 2020 as time horizon – what next*)
Starting point of the project:

- Vocationally oriented education and training is more than the traditional VET delivered at upper secondary level (in the form of school based education or training, apprenticeships, or combinations of these).

VET system “megatrends”

- Expansion - of VET to other education areas, partly through a reform of existing institutions, partly through the emergence of new institutions.
- Diversification - due to the requirements of LLL countries are diversifying VET offers with the involvement of new institutions and stakeholders.
Some (preliminary) implications for European cooperation in VET:

- Effective VET policy making requires going beyond a narrow concept of VET simply focused on parts of E&T system currently defined as VET.
- Traditional distinctions between sub-sectors of E&T (General, iVET, cVET, HE) are not appropriate to identify and respond to new challenges.
- Future policy cooperation requires a focus on how E&T systems as a whole can promote and facilitate vocationally oriented learning.
- VET oriented programmes at all levels, and in particular at higher level, may not always be fully captured in statistics (e.g. ISCED).
- Expansion and diversification of VET can be seen as a response to new challenges posed by technology, the labour-market and society in general.
- Increased attention to LLL requires policies allowing for progression between different types and levels of E&T and flexible transitions between E&T and work.
The New Skills Agenda for Europe:
http://ec.europa.eu/social/main.jsp?catId=1223

Vocational Skills Week:
http://ec.europa.eu/social/VocationalSkillsWeek

European Alliance for Apprenticeships:
http://ec.europa.eu/apprenticeships-alliance

Pact for Youth:
http://www.csreurope.org/pactforyouth

Erasmus+:
http://ec.europa.eu/programmes/erasmus-plus/node_en