



CEDEFOP

European Centre for the Development
of Vocational Training



From education to working life: learning for employability



Eleonora Schmid, Cedefop

EUNEC meeting
Prague, 20 October 2014



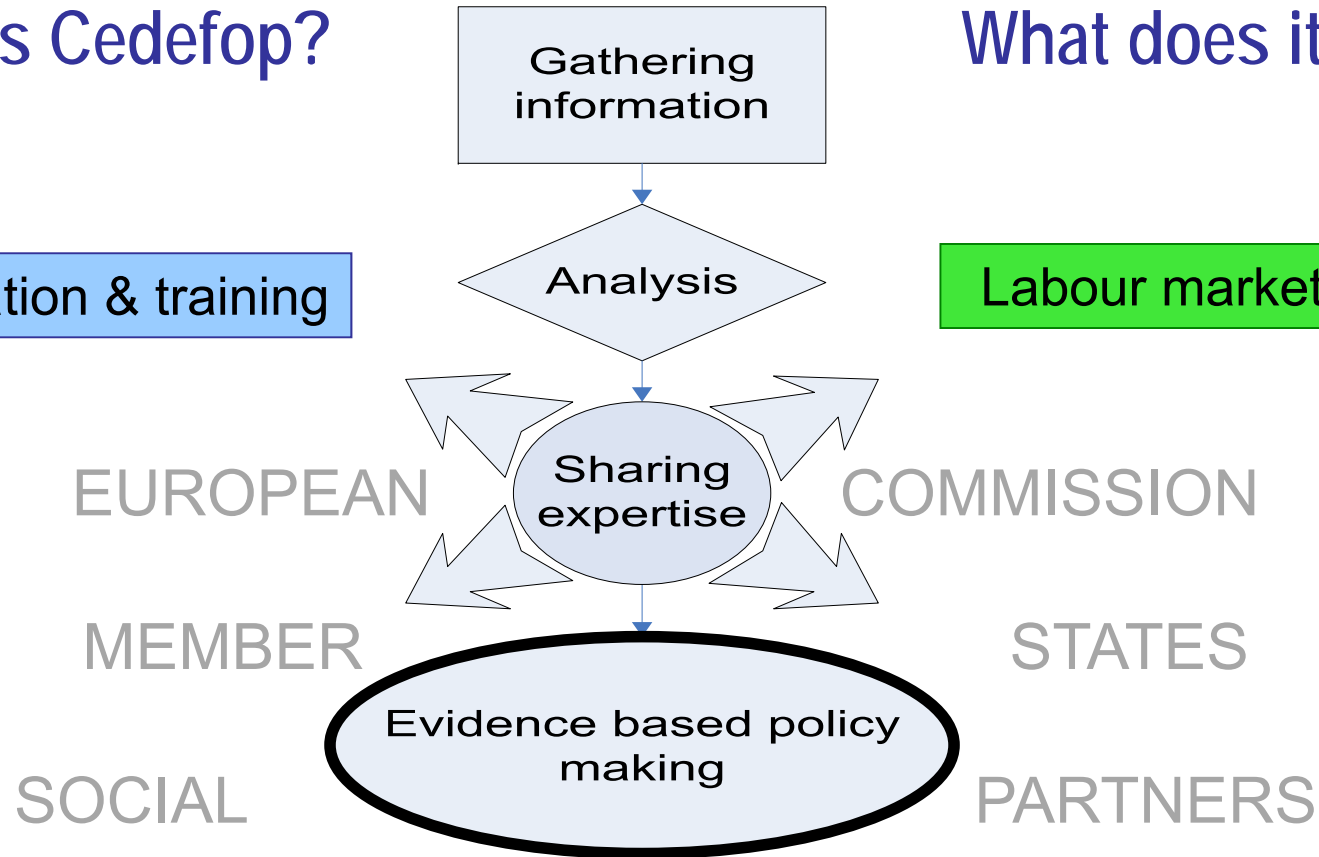


What is Cedefop?

What does it do?

Education & training

Labour market



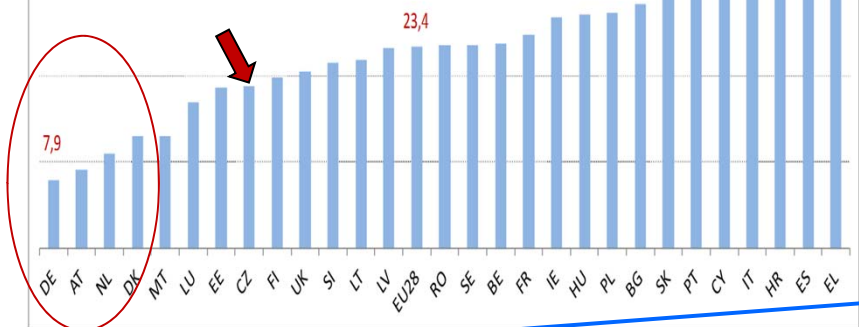
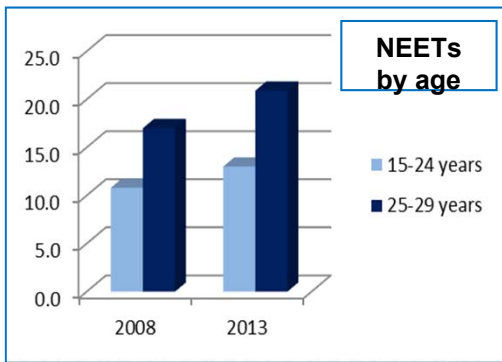
EU Skills Panorama

- Occupation
- Sector
- Country
- Skills

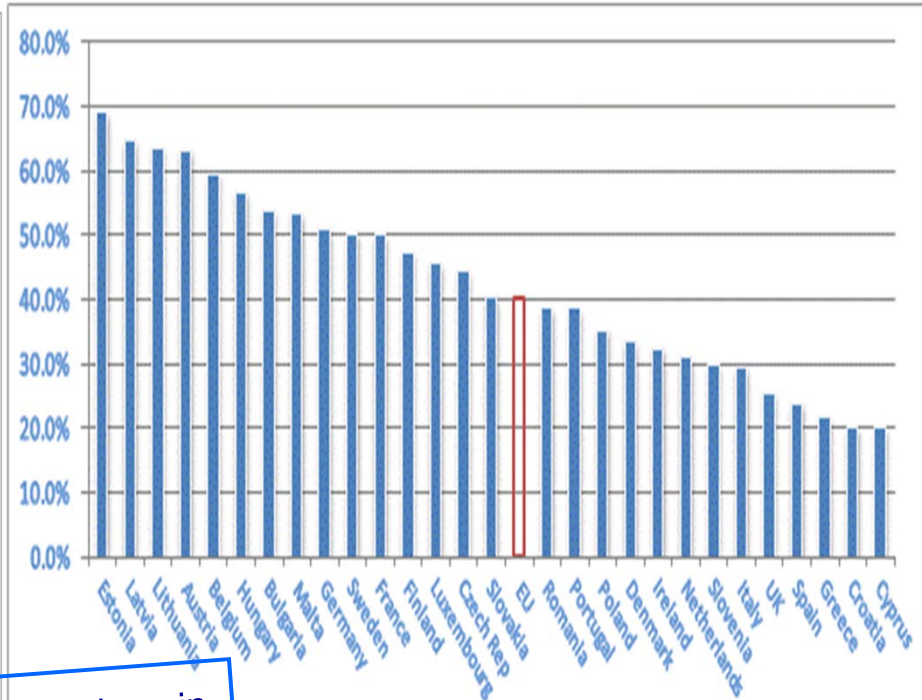




Despite high youth unemployment 4 out of 10 EU firms have difficulty finding staff with the right skills



Source: Eurostat, yearly data EU-LFS



Source: European Company Survey (2013)

~29% high-qualified workers in the EU in jobs for the medium- and low-qualified



A recurrent shortage of VET in Europe

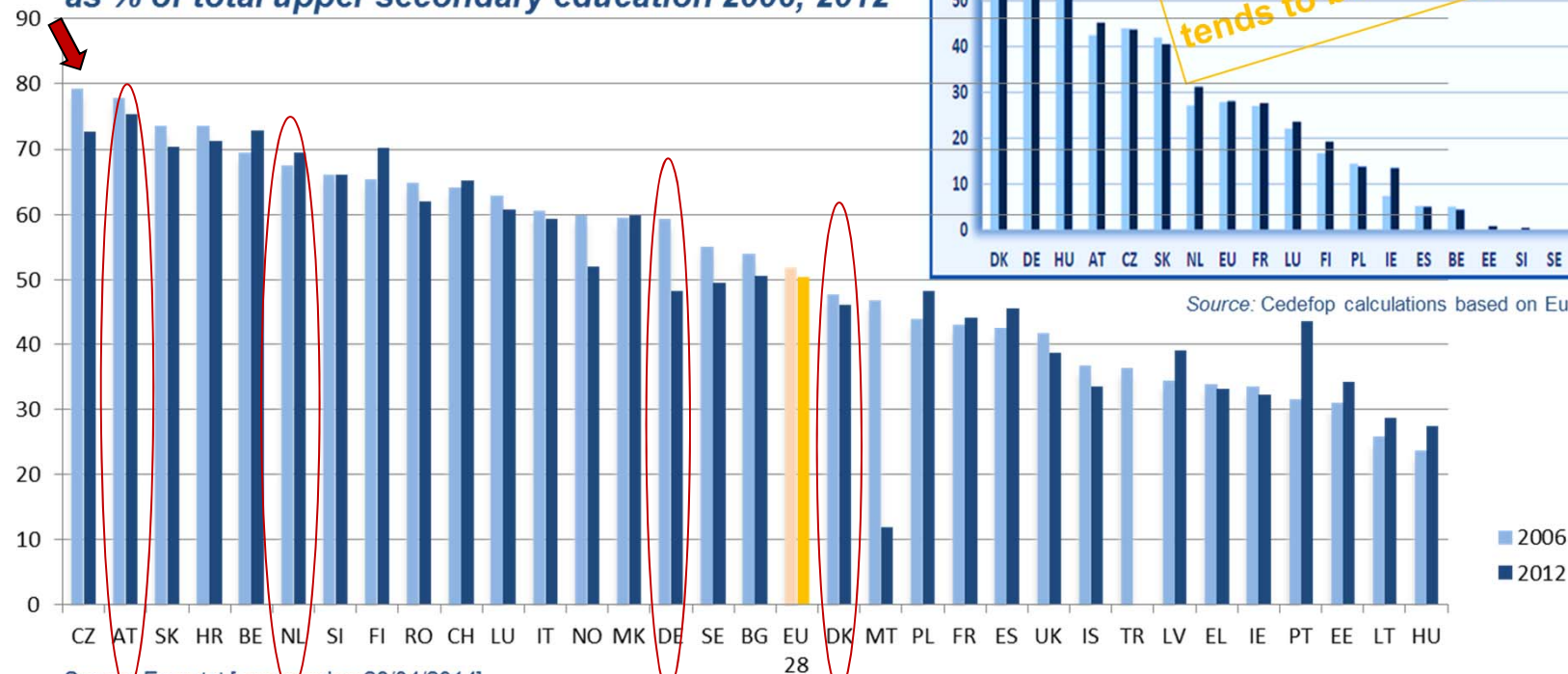
- Most common reason for difficult to fill vacancies:
candidates lack technical competences
- Most difficult jobs to fill:
**e.g. skilled trades workers, engineers,
technicians, personal care workers**
- High demand for professionals in:
ICT, health, engineering and education sectors



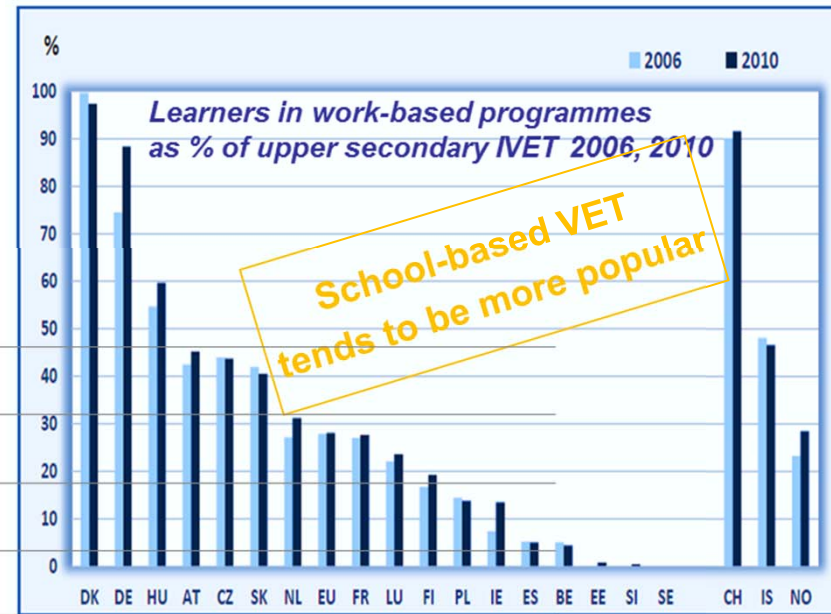


Medium level qualifications mostly acquired through VET

Enrolment in (pre)VET (ISCED3) as % of total upper secondary education 2006, 2012

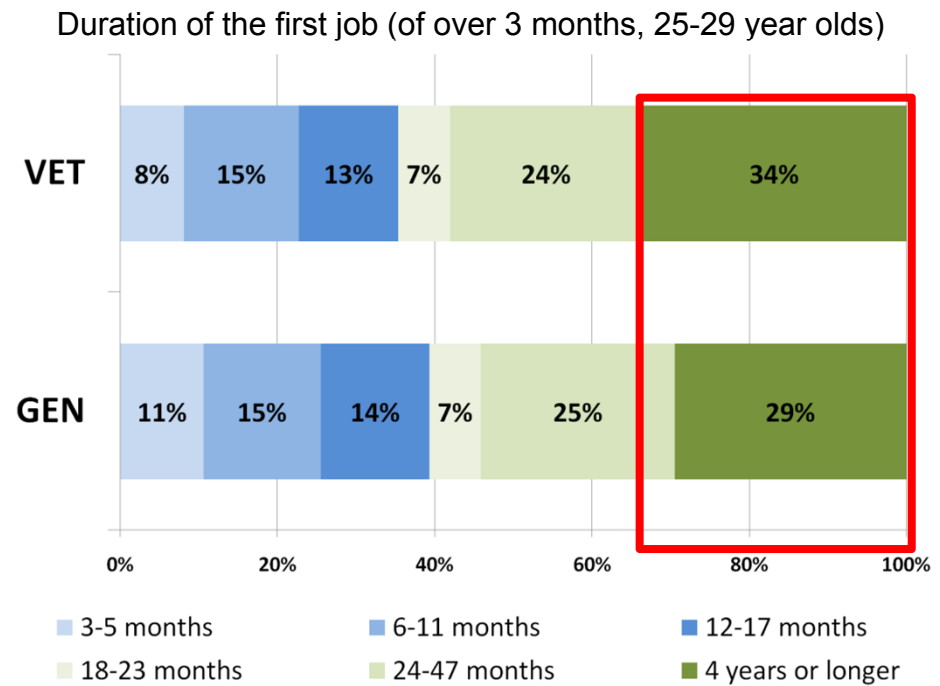
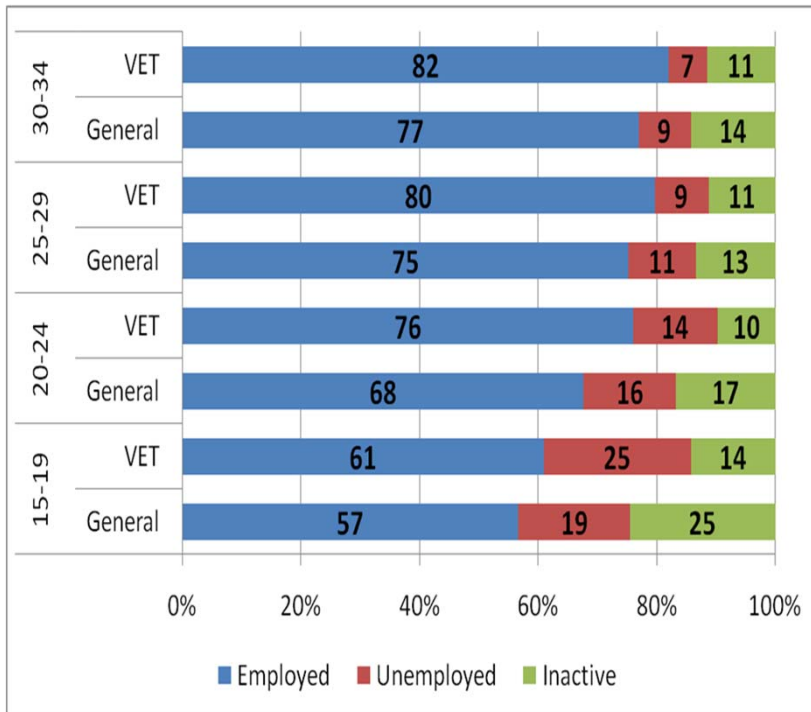


Source: Eurostat [accessed on 23/04/2014].
N.B. Data for SE and MT: break in time series, for EU28 provisional estimates by Cedefop



Source: Cedefop calculations based on Eurostat/UOE data

Young VET graduates more likely to find a suitable job match

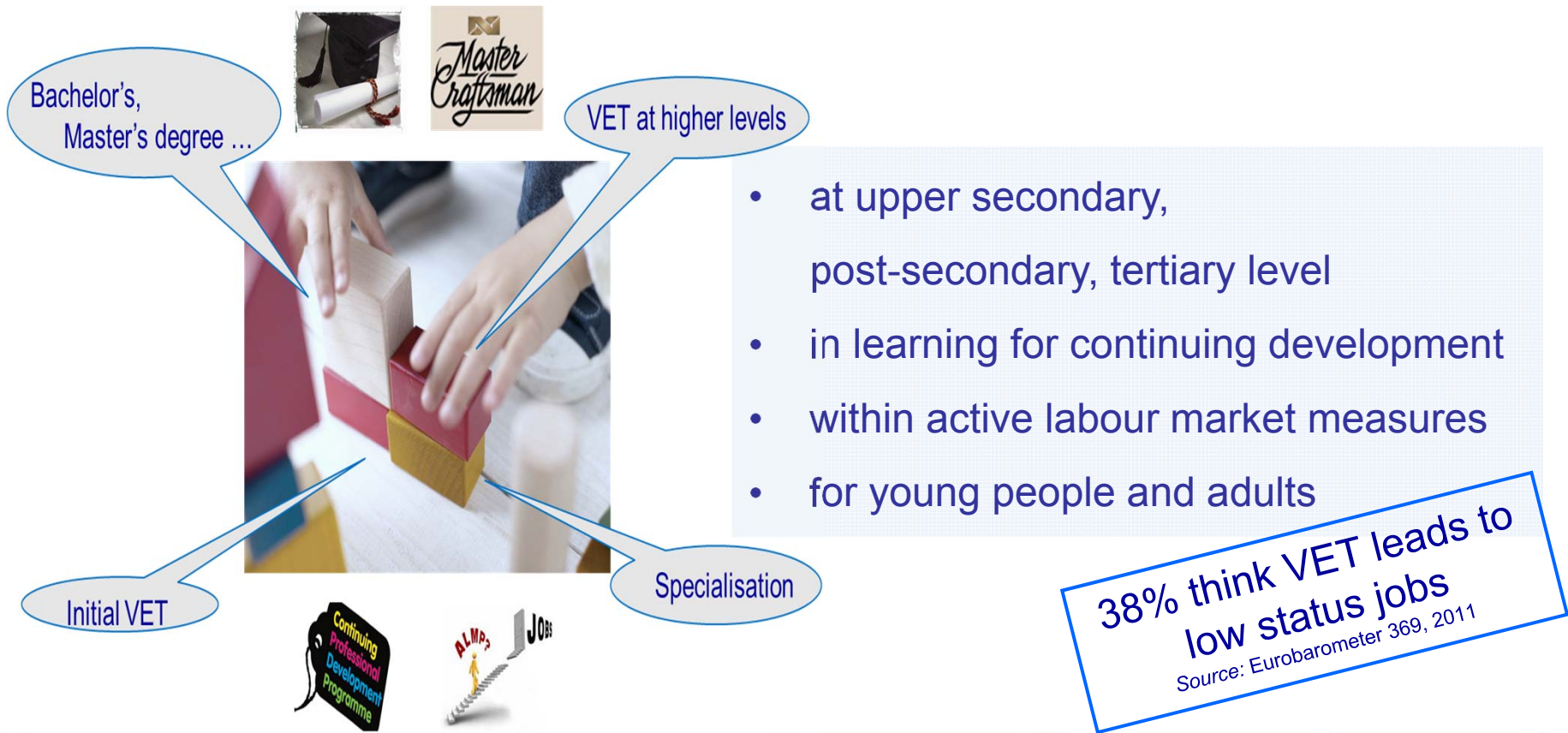


Source: Cedefop calculations based on Eurostat, EULFS 2009 Ad Hoc Module. Data: EU27 excluding DE, 2009

But continuing and re-training will be necessary over time



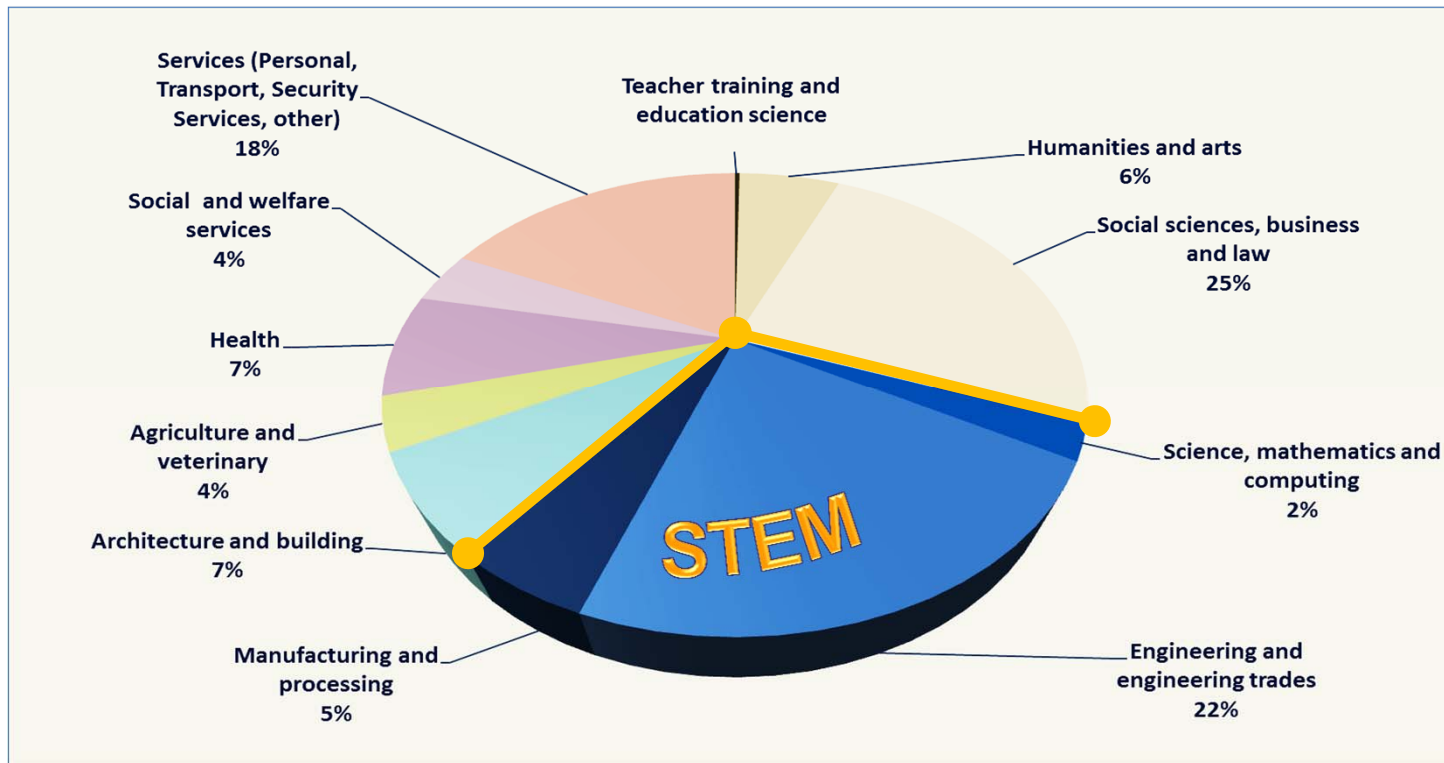
VET often seen as second rate but supports different talents and leads to different levels





Upper secondary VET for wide range of occupational fields

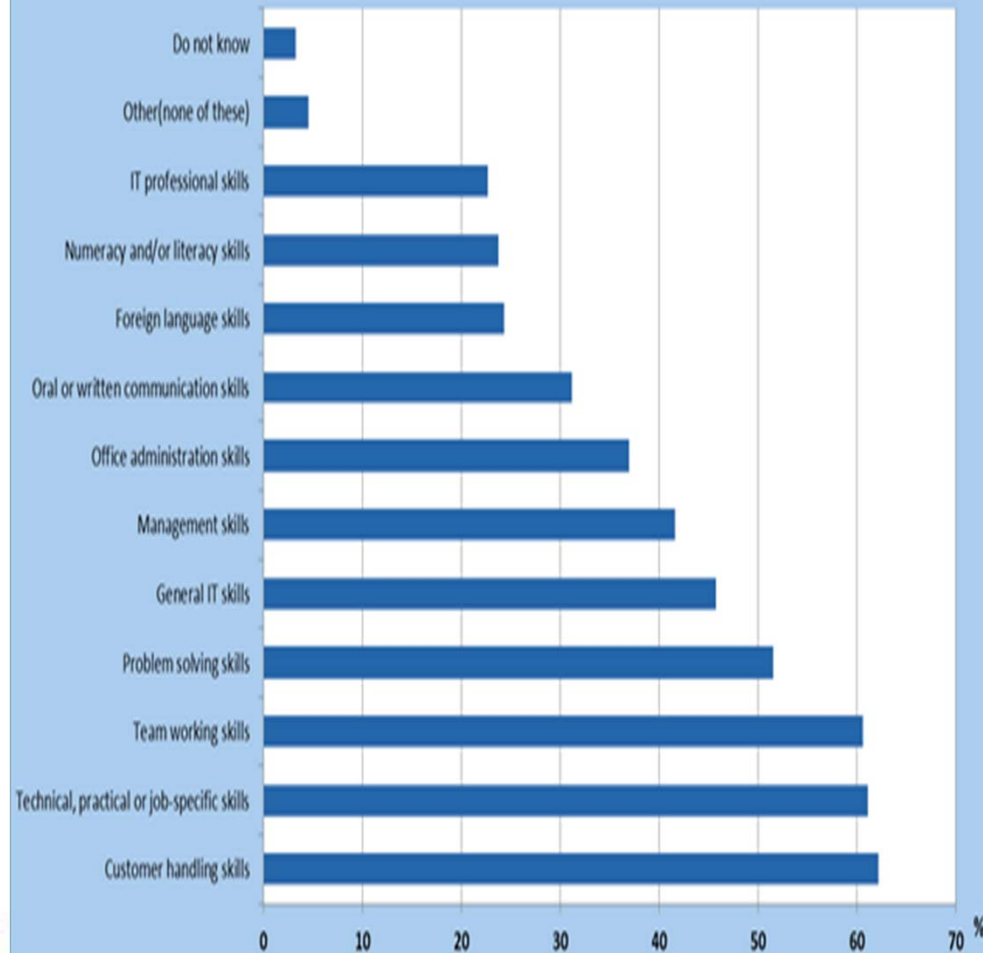
Upper secondary vocational graduates by field of study (%), EU, 2011



Source: Eurostat. Not included IE, EL, HR, IT, MT, AT, PT, UK



Which skills are considered important for the development of the enterprise in the next few years?, EU28, 2010 (%)



Source: Eurostat (CVTS4)

VET skills: a priority for the future



- basic/foundation skills
- transversal skills, ICT increasingly important
- specific technical knowledge
- adaptability, flexibility, career management skills
- work-experience; substantial shares of work-based learning in 'schools' (projects with business/industry, workshops, labs, simulations...)

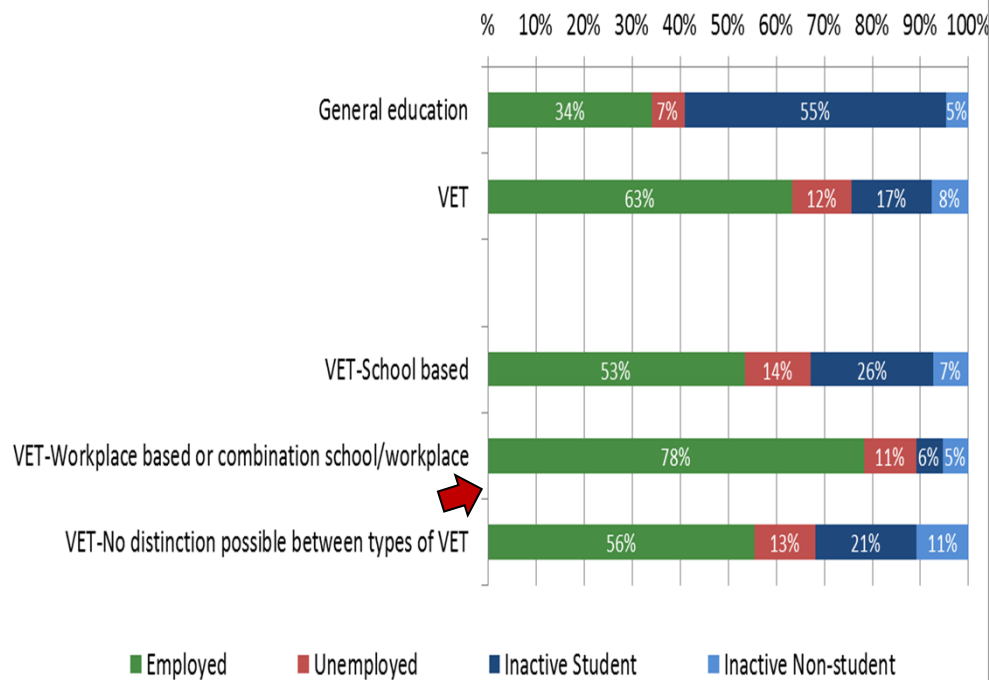


VET at upper secondary level:

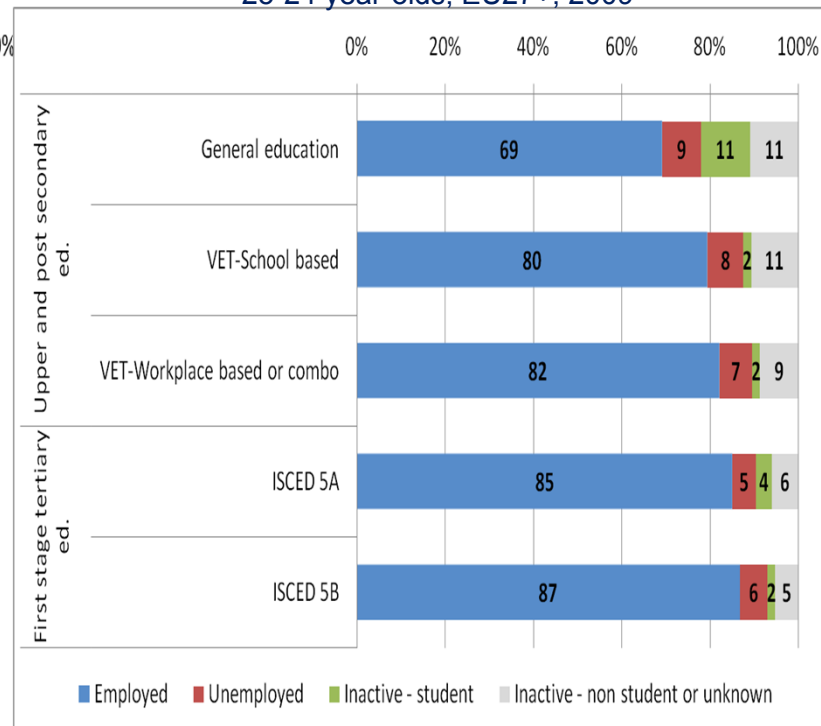
- occupational and generic skills
- school-based (incl. work-based learning) or learning at school and in a company
- provides qualifications at different levels
- gives access to specific (fields of) occupations, (entitlements)
- opportunities to progress in education and training

Finding a job: work-experience makes a difference

Educational orientation & labour market status of graduates aged 18-24 with upper- and post-secondary education, EU27+, 2009



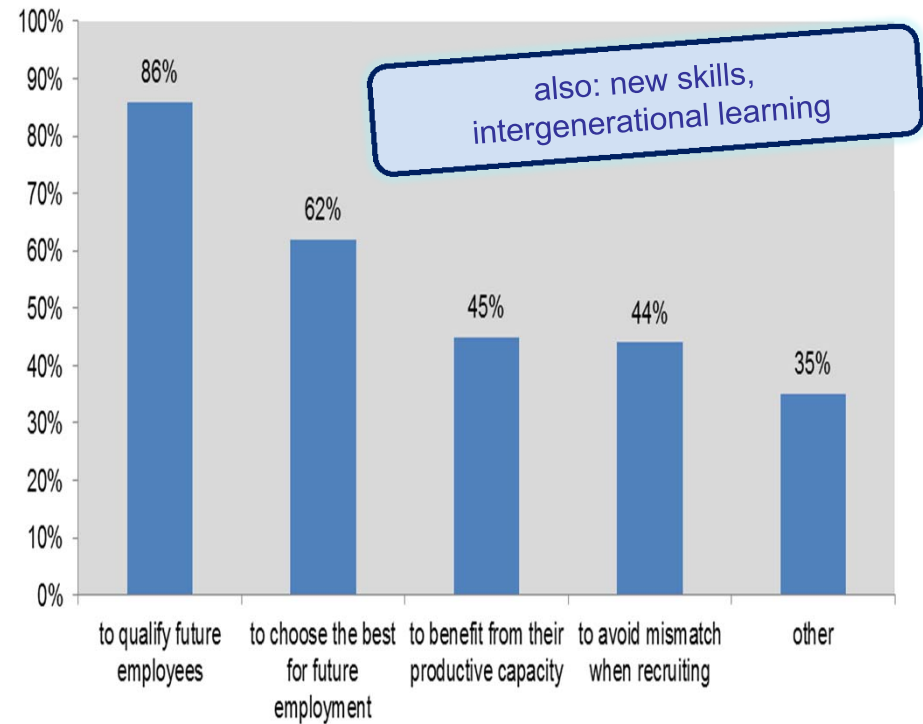
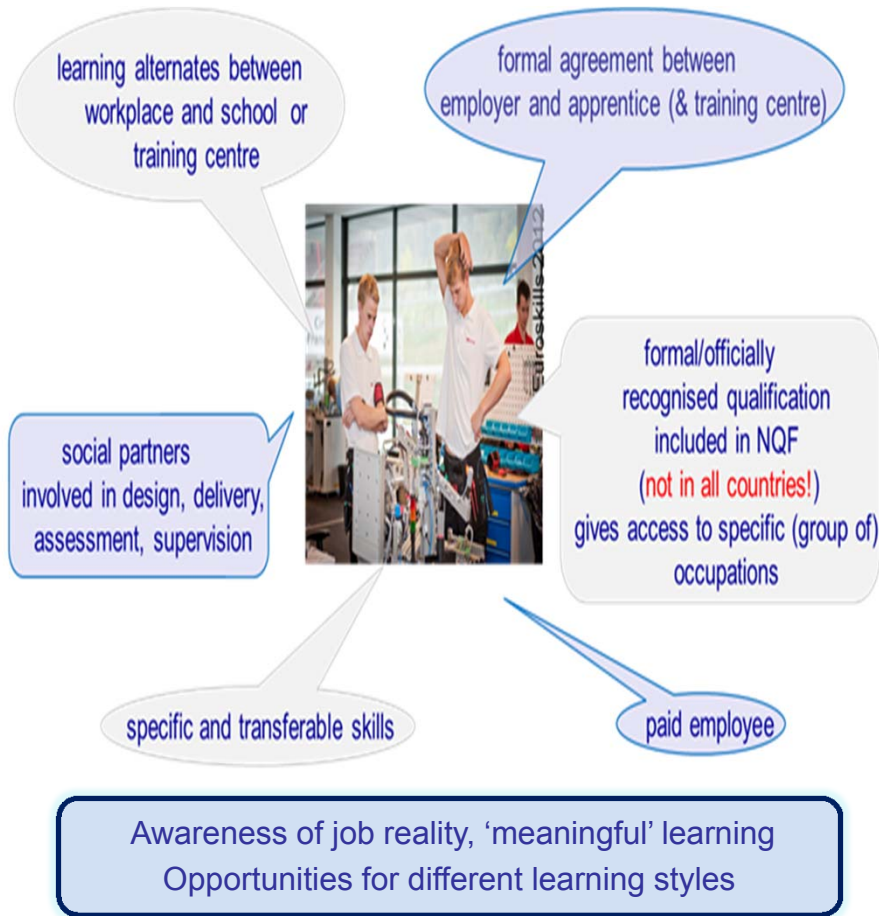
Employment status by educational attainment and orientation, 25-24 year-olds, EU27+, 2009



Source: Cedefop calculations based on Eurostat, EULFS 2009 Ad Hoc Module.



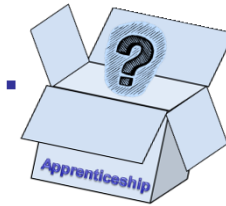
Apprenticeships: What learners and firms gain



Source: Eurostat, CVTS 4 % of enterprises with apprentices, EU average 2010, 25 countries, excl. DK, EL, IE



Different apprenticeship-types across Europe... ...common features for success

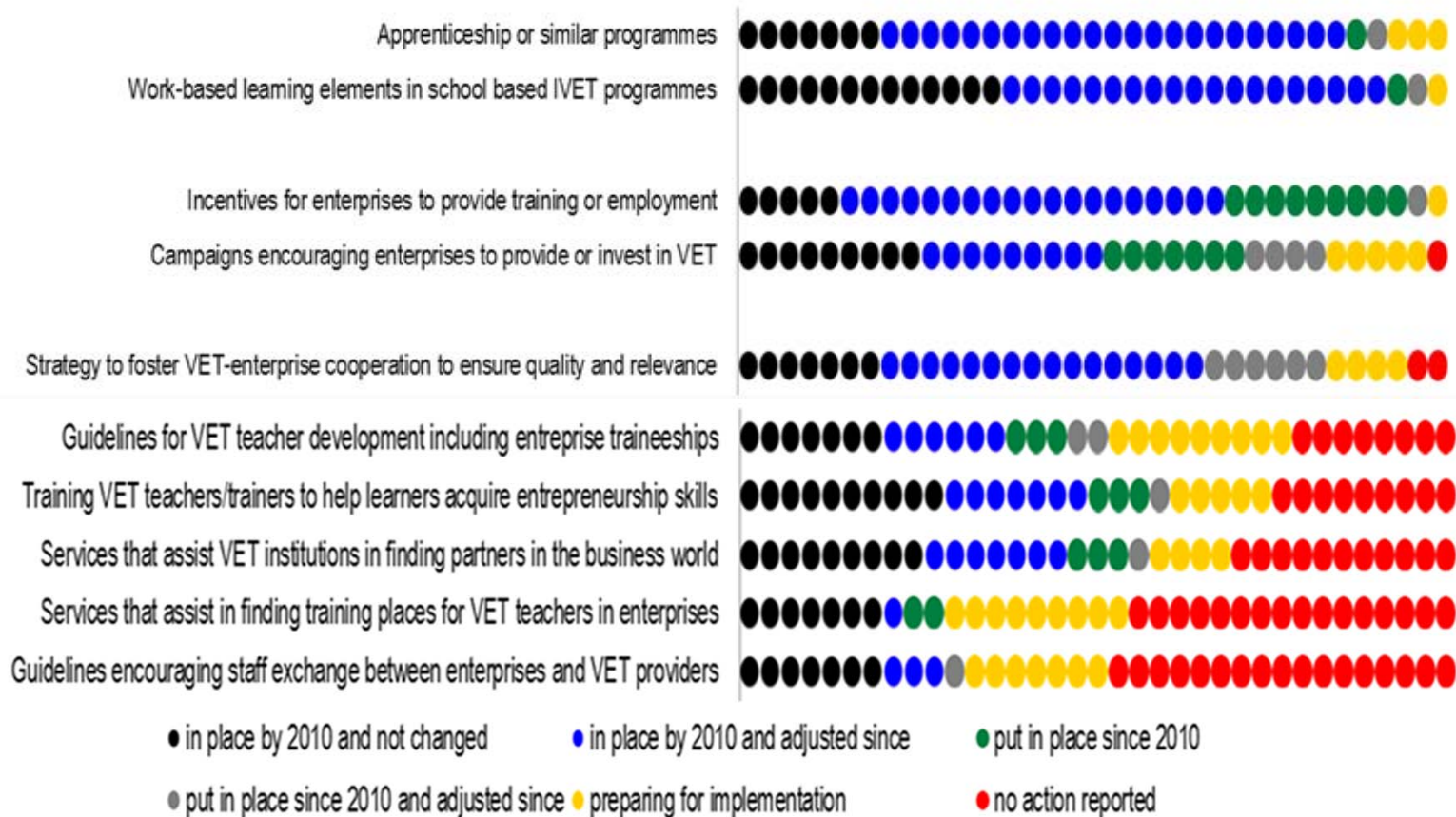


- 'right mix' of generic and occupation-specific competences
- close partnership between employers and educational institutions
- ensuring the quality of learning
(at school/training centre and workplace)
- strong cooperation between public authorities and social partners
- guidance before and throughout the programme, mentoring/monitoring
- safeguarding young people from exploitation
- collective funding approaches to mitigate the 'poaching' problem





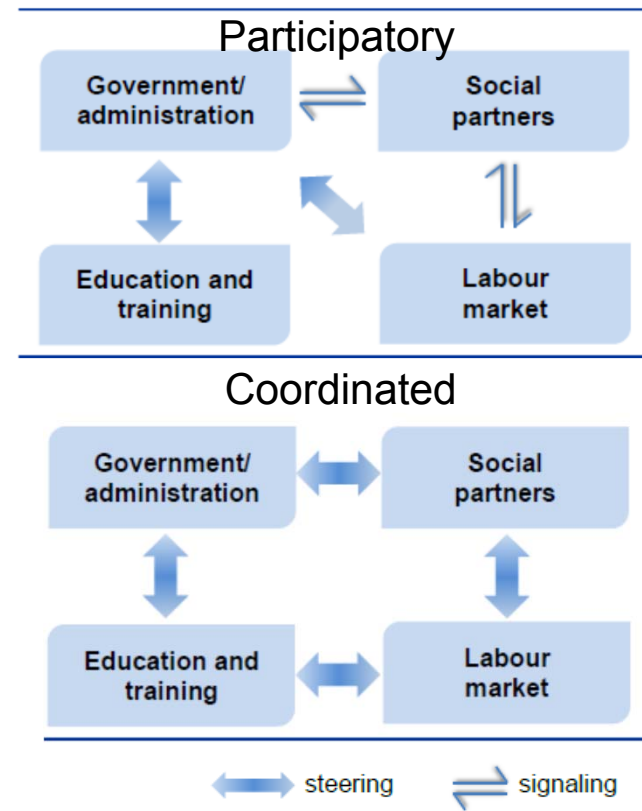
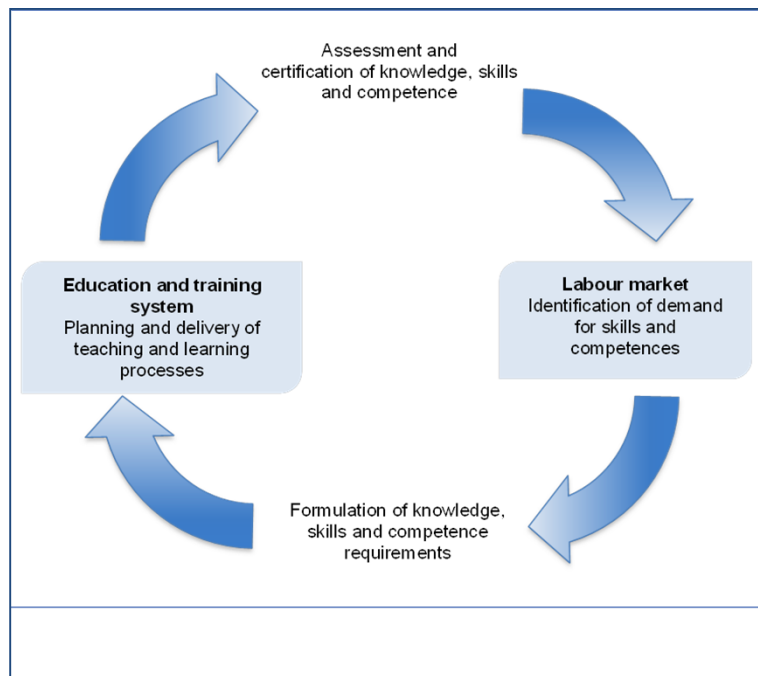
Dynamic developments in work-based learning requires closer school-enterprise cooperation



Source: Cedefop based on ReferNet



Cooperation and feedback to maintain IVET relevance



Feedback for apprenticeship in several countries

Source: Cedefop. Renewing VET Provision. Research paper 27, 2013.



Revival and renewal of the dual principle

Apprenticeship



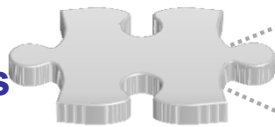
But only 24% enterprises (> 10) train apprentices

WBL, dual principle

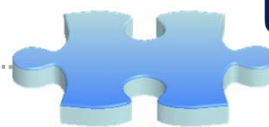
University

- recommended to countries
- part of the **youth guarantee**

European alliance for apprenticeships



University of applied sciences



- more work-based learning = 'deliverable' within European cooperation on VET

- trend already before 2010



Higher level VET

Context matters

new occupations, sectors



VET qualifications at EQF level 5: progressing to higher education or in a career

Why: demand for advanced technical and/or management skills, often to upskill people

What: labour market needs-oriented: distinct professional profile, relevance

dual purpose: entry into labour market and higher education

some solely leading on to further studies (credit transfer possible in some)

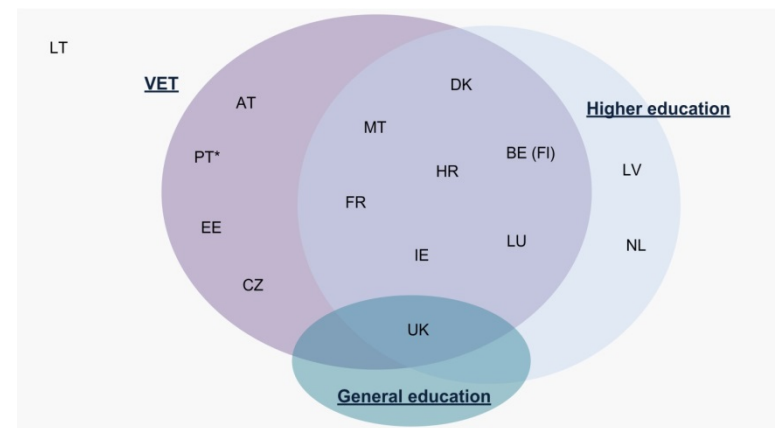
validation of work-experience and

non-formal learning used at this level

Who: learners with VET background

non-traditional learners

young people and adults

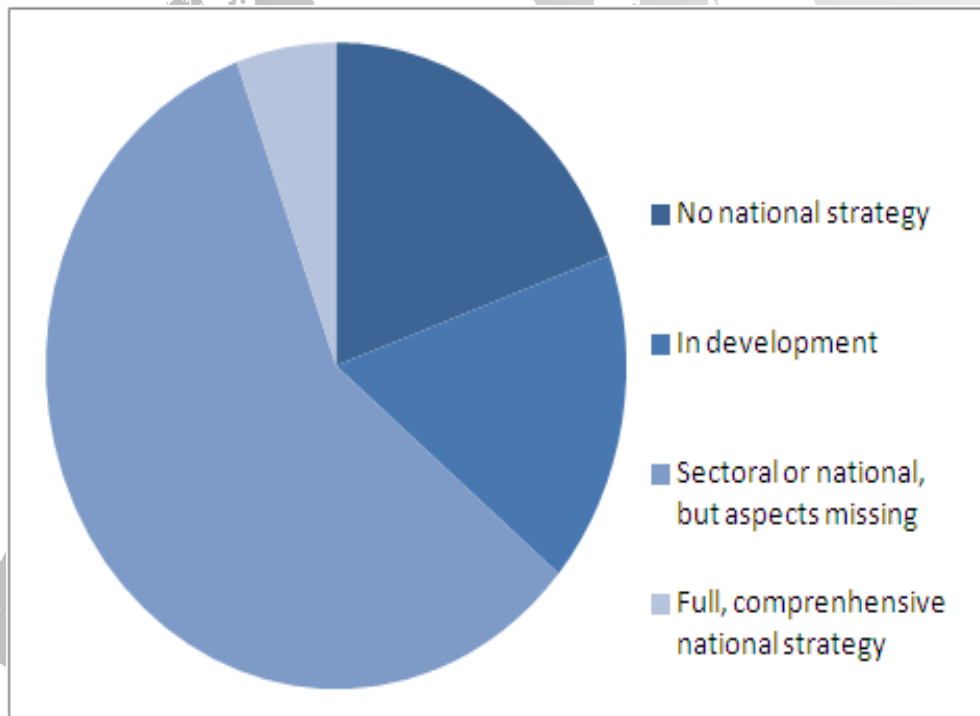


*: PT – the qualification is governed by the VET system, but programmes are provided by higher and non-higher education institutions.



Flexible paths through validation of non-formal and informal learning

Do the countries have a national strategy for validation? (2014)

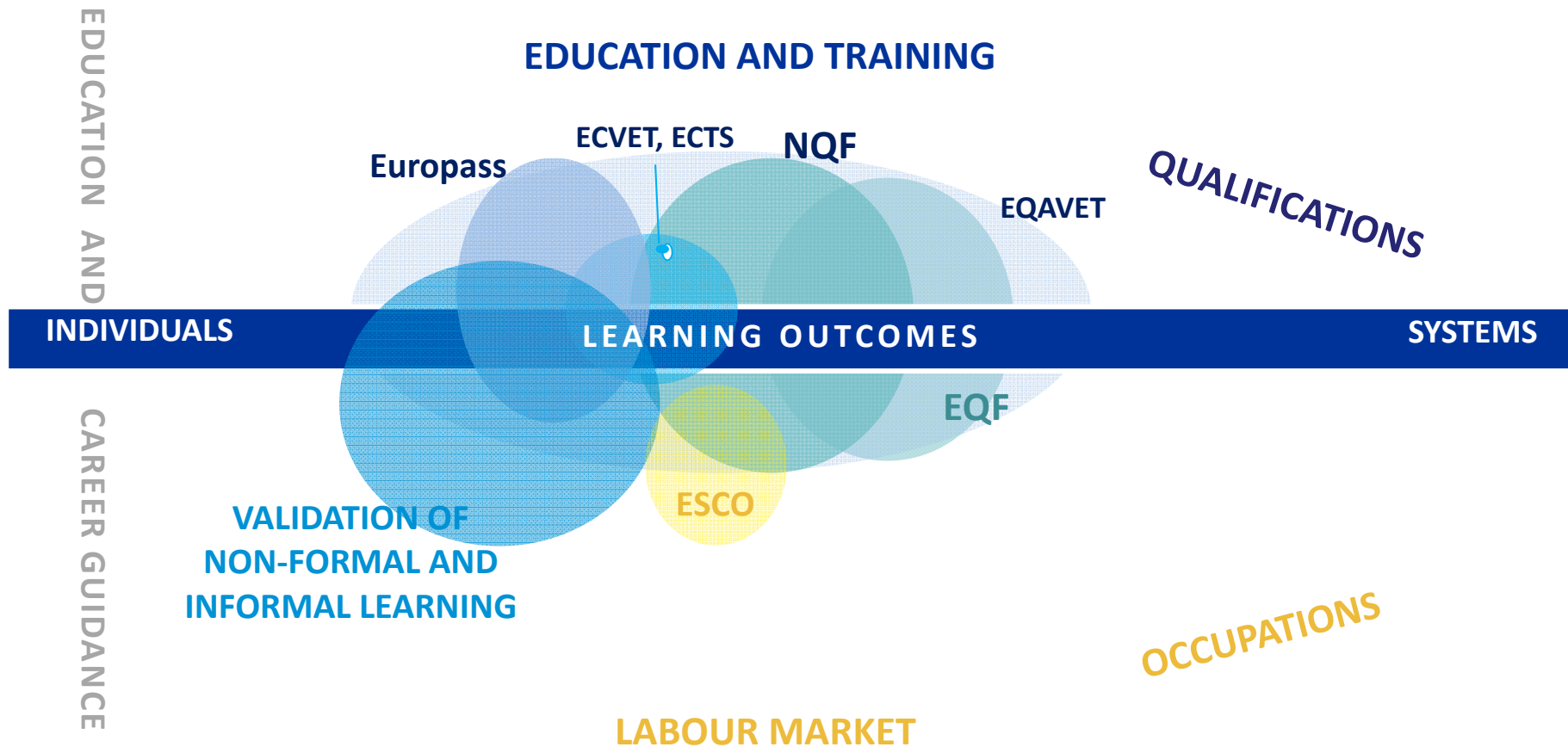


Source: 2014 European inventory on validation of non-formal and informal learning

- Validation for access to **higher education**
- Validation for access to **other types of education and training programmes**
- Validation for **obtaining a qualification**



Focus on learning outcomes for flexible paths and transitions





More information
www.cedefop.europa.eu

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RESEARCH PAPER
 No 36
 User guide to developing an employer survey on skill needs

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BRIEFING NOTE
 Developing apprenticeships
 Despite their advantages as a way of aligning vocational education and training to labour market needs, apprenticeships are underused

CEDEFOP | European Centre for the Development of Vocational Training

RESEARCH PAPER
 No 37
 Renewing VET provision
 Understanding feedback mechanisms between initial VET and the labour market

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From education to working life
 The labour market outcomes of vocational education and training

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BRIEFING NOTE
 Skill mismatch: more than meets the eye
 Workforce is being wasted

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BRIEFING NOTE
 The hidden potential of level 5 qualifications



Key features of apprenticeships

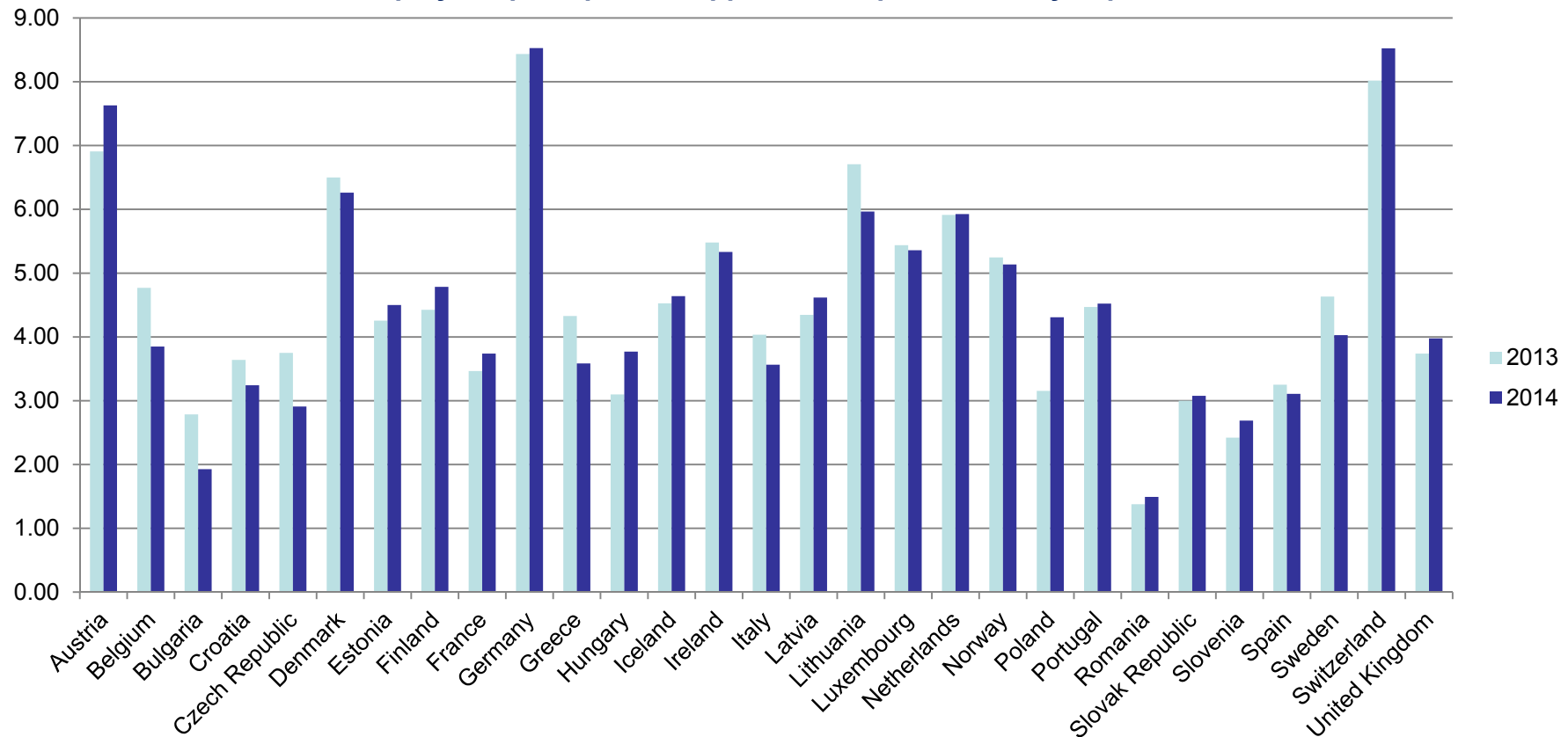
Dual principle

- Learning alternates: workplace & educational institution/training centre
- Part of formal (initial) education and training
 - officially recognised certificate ⇒ part of the country's NQF
 - qualifies to work in a specific occupation or group of occupations
- Training based on a contract/formal agreement:
 - employer – learner; regulated by labour laws/training acts
 - ⇒ other forms, e.g. employer – education & training institution
 - employee status, remuneration
 - ⇒ other forms
- Learning outcomes/standards/training profiles by relevant authorities and social partners



Employers' perceptions on apprenticeships

Employers' perception if apprenticeships sufficiently implemented, EU, 2013 & 2014



Source: Global competitiveness report



EU: Focus on work-based learning/apprenticeships

- **more apprenticeships** by end 2012 and **more mobility for apprentices** (Europe 2020 'Youth on the move' initiative)
- **more work-based learning/apprenticeships**
by end 2015 common quality assurance framework for VET providers also for **associated workplace learning** (joint priorities for VET since 2010)
- Council recommendation on quality framework for traineeships
- **country specific recommendations** on VET in general and **apprenticeships**
- **apprenticeships** and traineeships as a main pillar of **youth guarantees**
- EU-level working group on VET, **focus on apprenticeship-type schemes**
⇒ 4 themes: governance/financing, support for companies (SMEs!), attractiveness and career guidance, quality assurance





European alliance for apprenticeships

What: improve quality and supply of apprenticeship-type schemes in Europe
change image of apprenticeships ⇒ shifting mind-sets

Why: finding jobs easier for young people with work-experience
lower youth unemployment in countries with strong apprenticeships
making education and training more relevant to the labour market

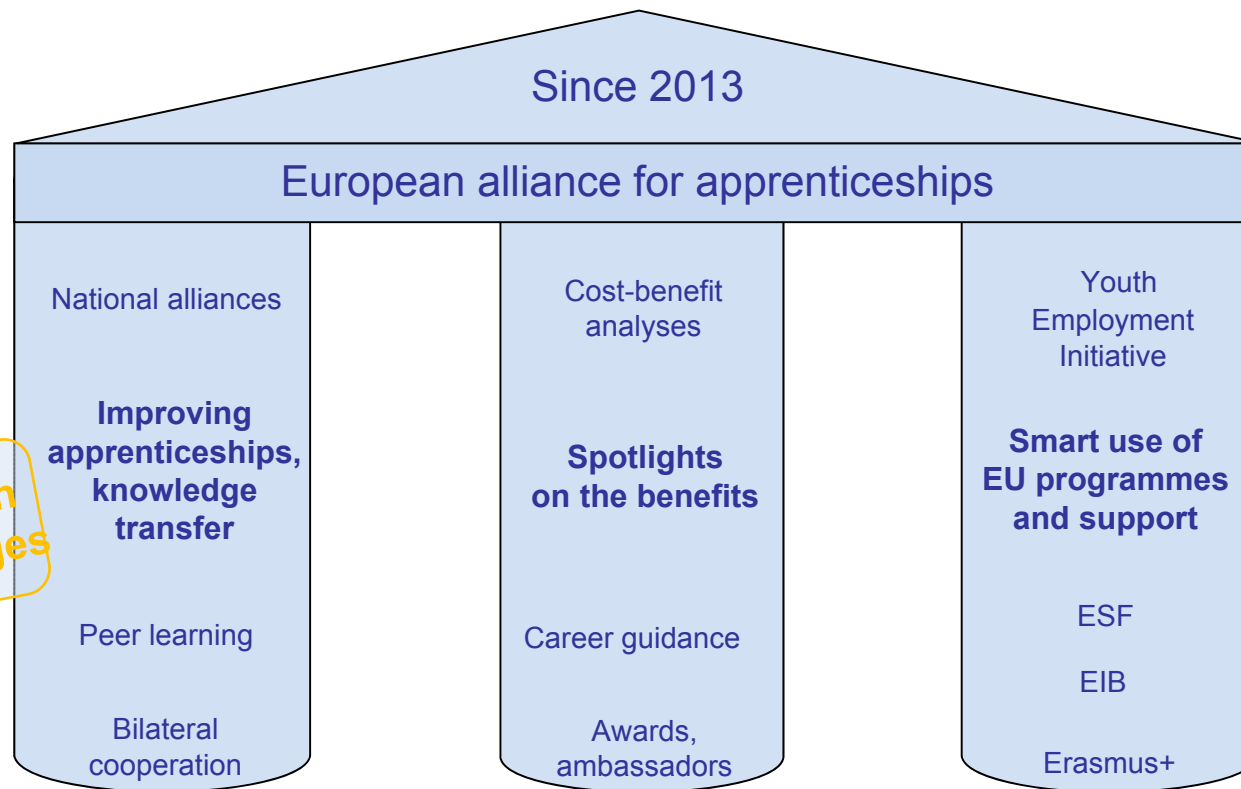
Who: DG Education & DG Employment steering,
Cedefop supporting governments,
social partners, enterprises,
VET institutions,
guidance and employment services,
other stakeholders





European alliance for apprenticeships

How:



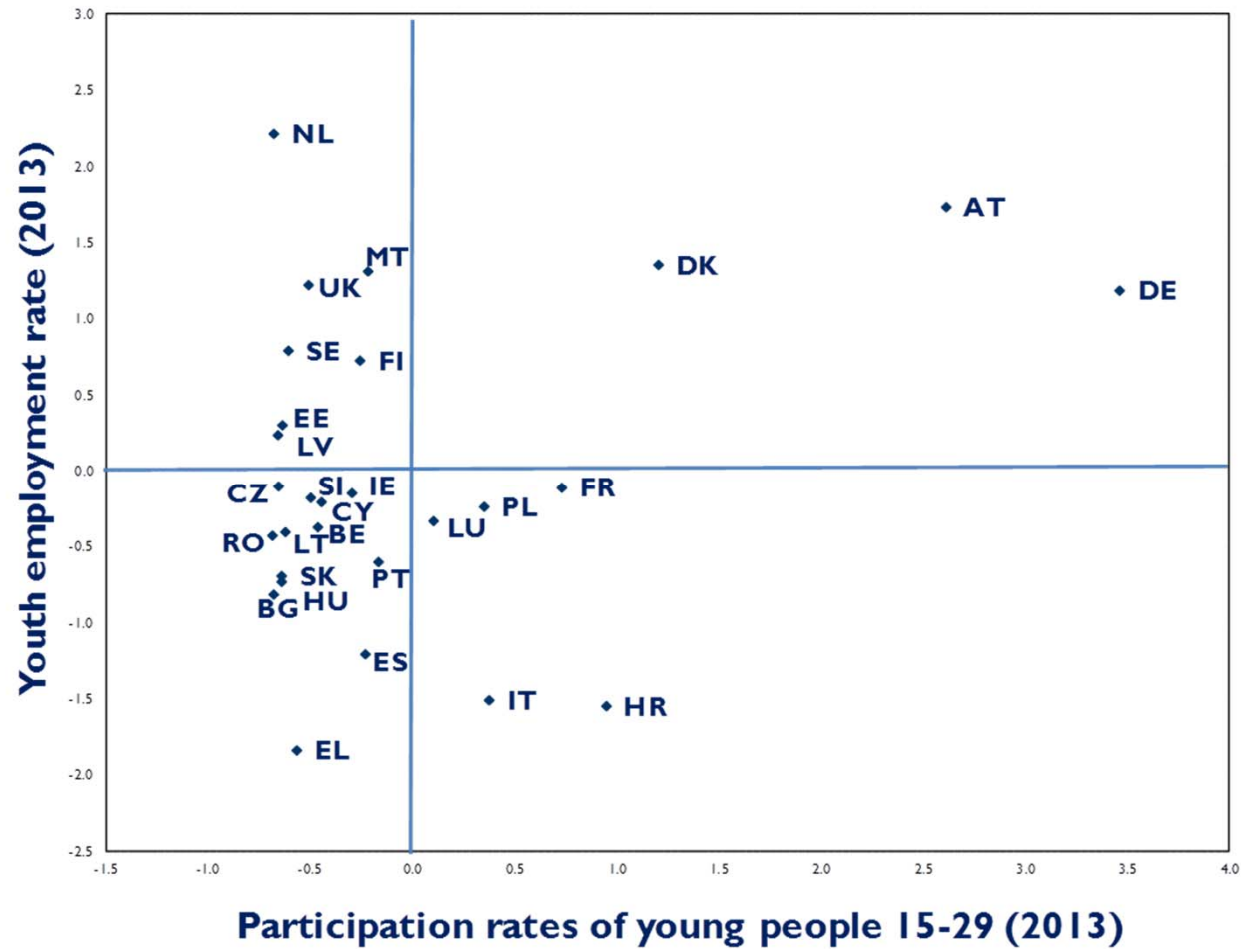
Employers can make pledges

Germany forerunner

Joint declaration: EU social partners, Commission, LT Presidency

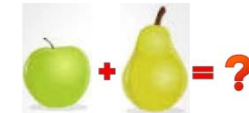


Participation in apprenticeships and employment



Data problems:

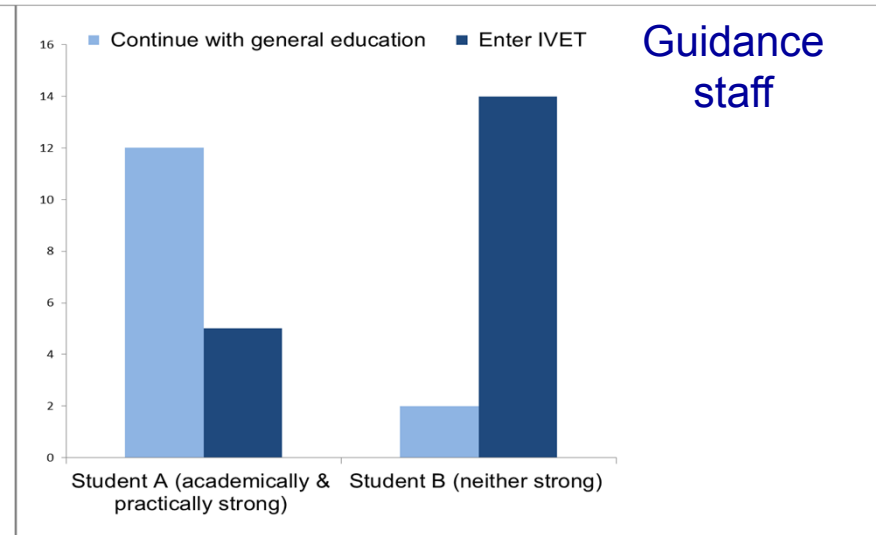
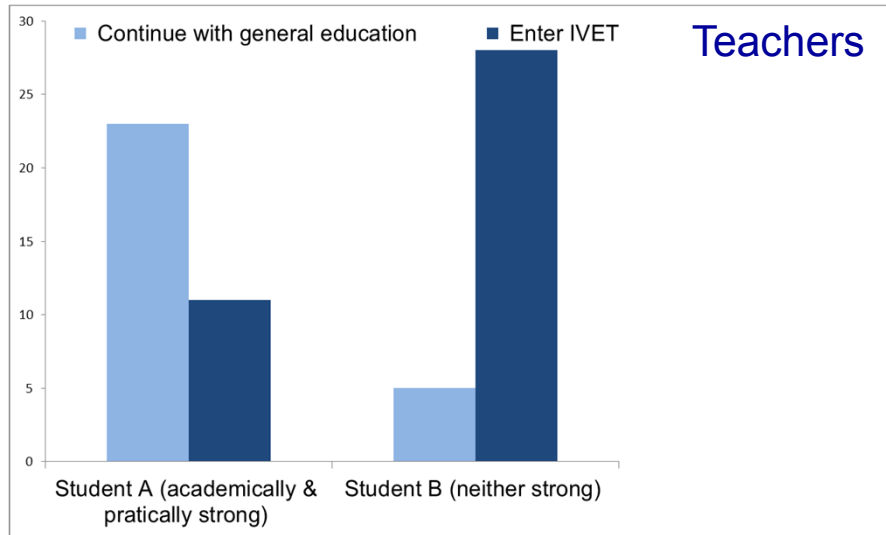
- Reliability
- Validity
- Consistency



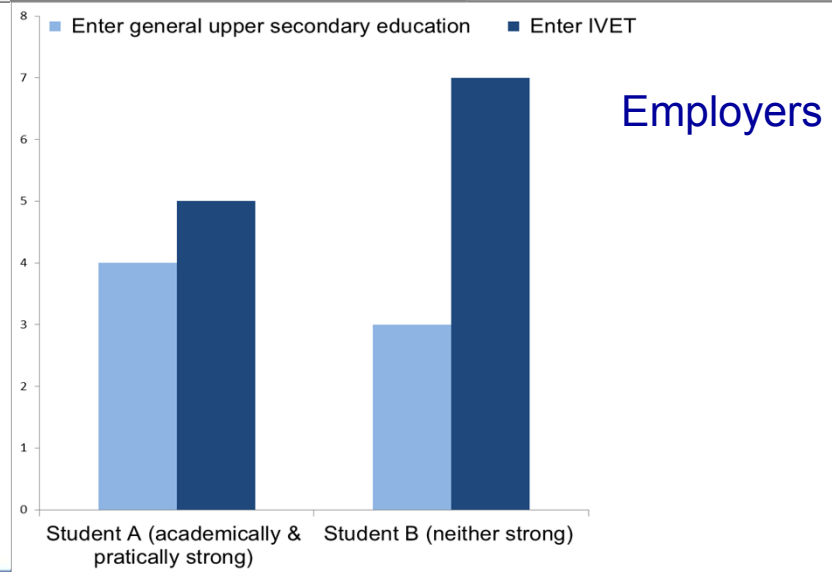
What is apprenticeship?

Qualitative analyses necessary

ELFS 2013
Standardised data (EU=0)



Advice to learners



by stakeholders

Source: Cedefop adapted from the forthcoming study on Attractiveness of initial vocational education and training in Europe: what really matters?



Tapping NEETs' potential: the glass is half-full



identify document assess recognise



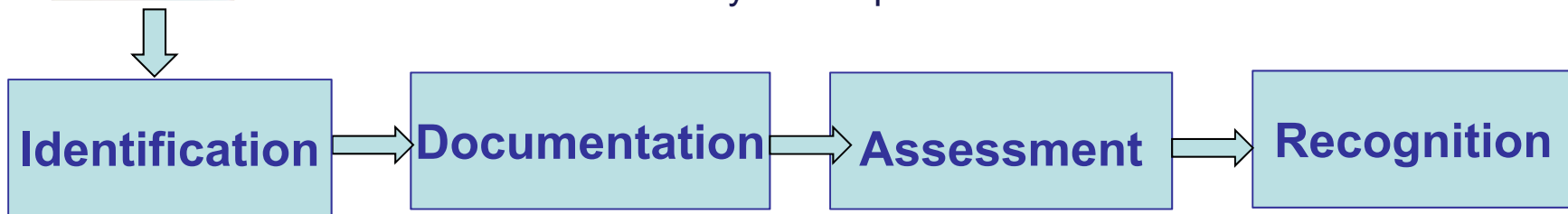
Valuing all forms of learning

Recommendation on validating non-formal and informal learning

→ Establish **validation arrangements by 2018**



Company skills assessment and public validation systems
not yet compatible

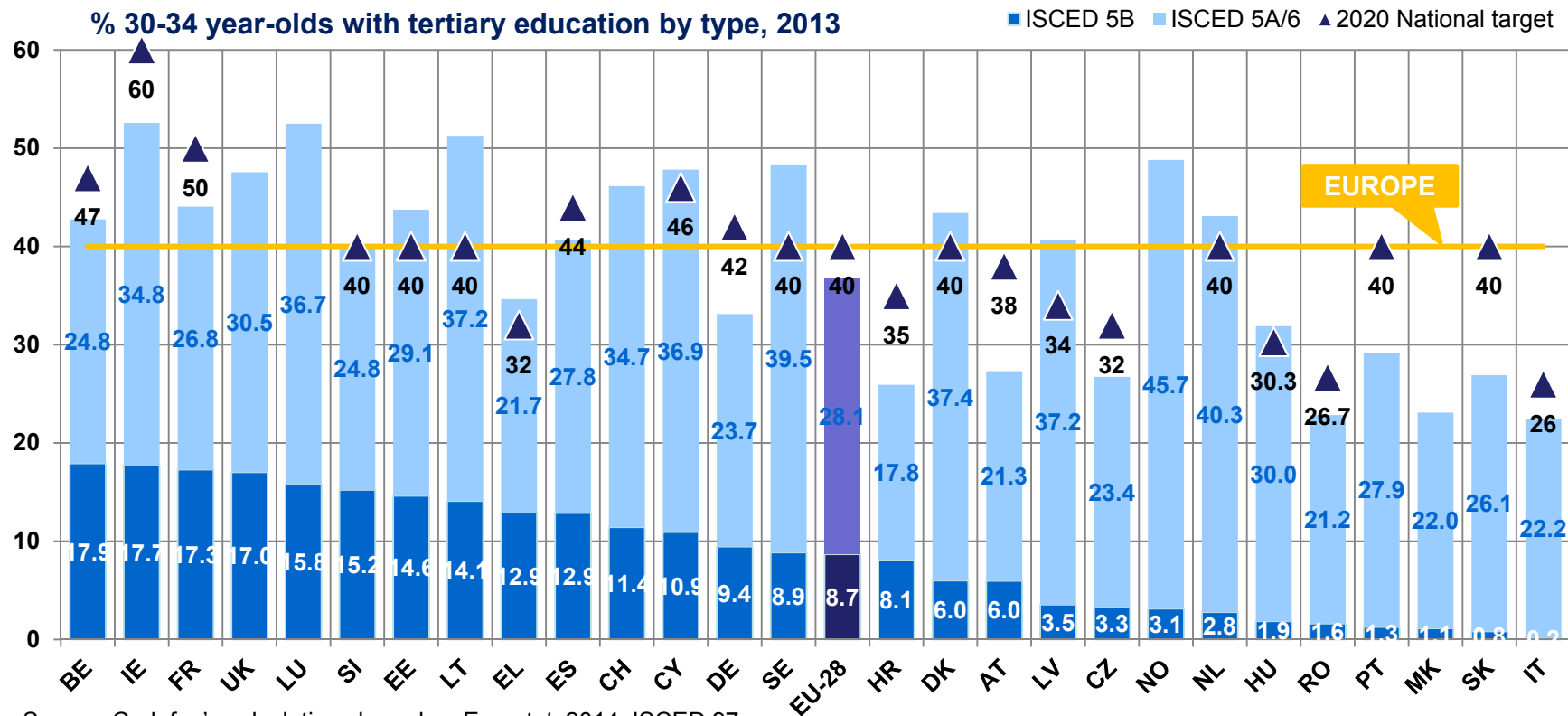


National
qualifications
framework





Europe's target for 2020 – Boosting skills at the high-end VET's contribution



Source: Cedefop's calculations based on Eurostat, 2014; ISCED 97



Towards synergies at regional and local level

- include learning across regional and local policies
 - ⇒ e.g. development, innovation, entrepreneurship, internationalisation
- partnerships with main actors, support their cooperation:
 - ⇒ e.g. help feed labour market information into VET: (needs and outcomes), high-quality guidance
- provide incentives to VET providers, employers, families; support VET teachers and trainers and their professional development
- use European tools ⇒ bring them closer to end users: citizens, employers, education and training providers, guidance and employment services
- consider impact evaluation of measures and ensure sustainability of projects

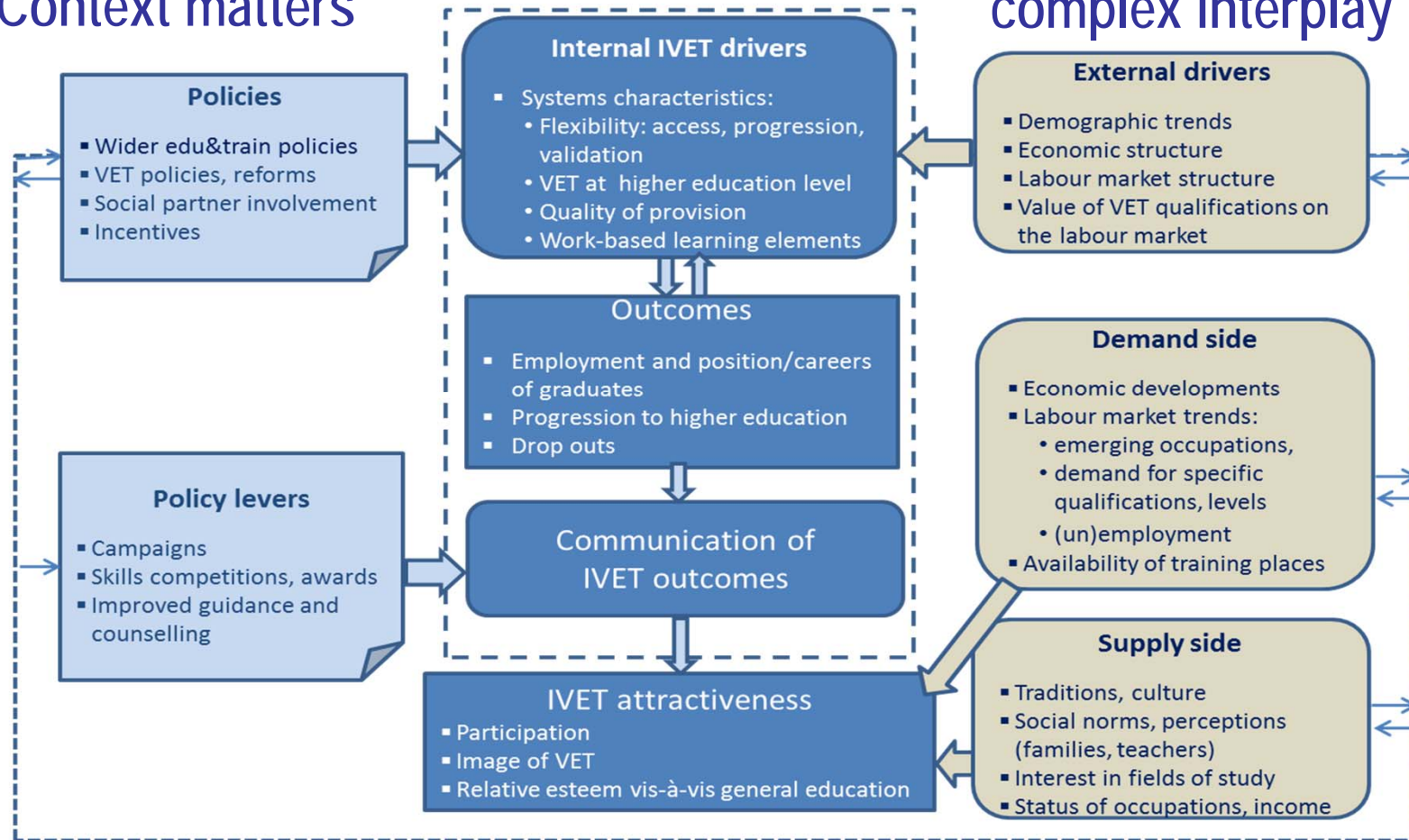
Social partners





Context matters

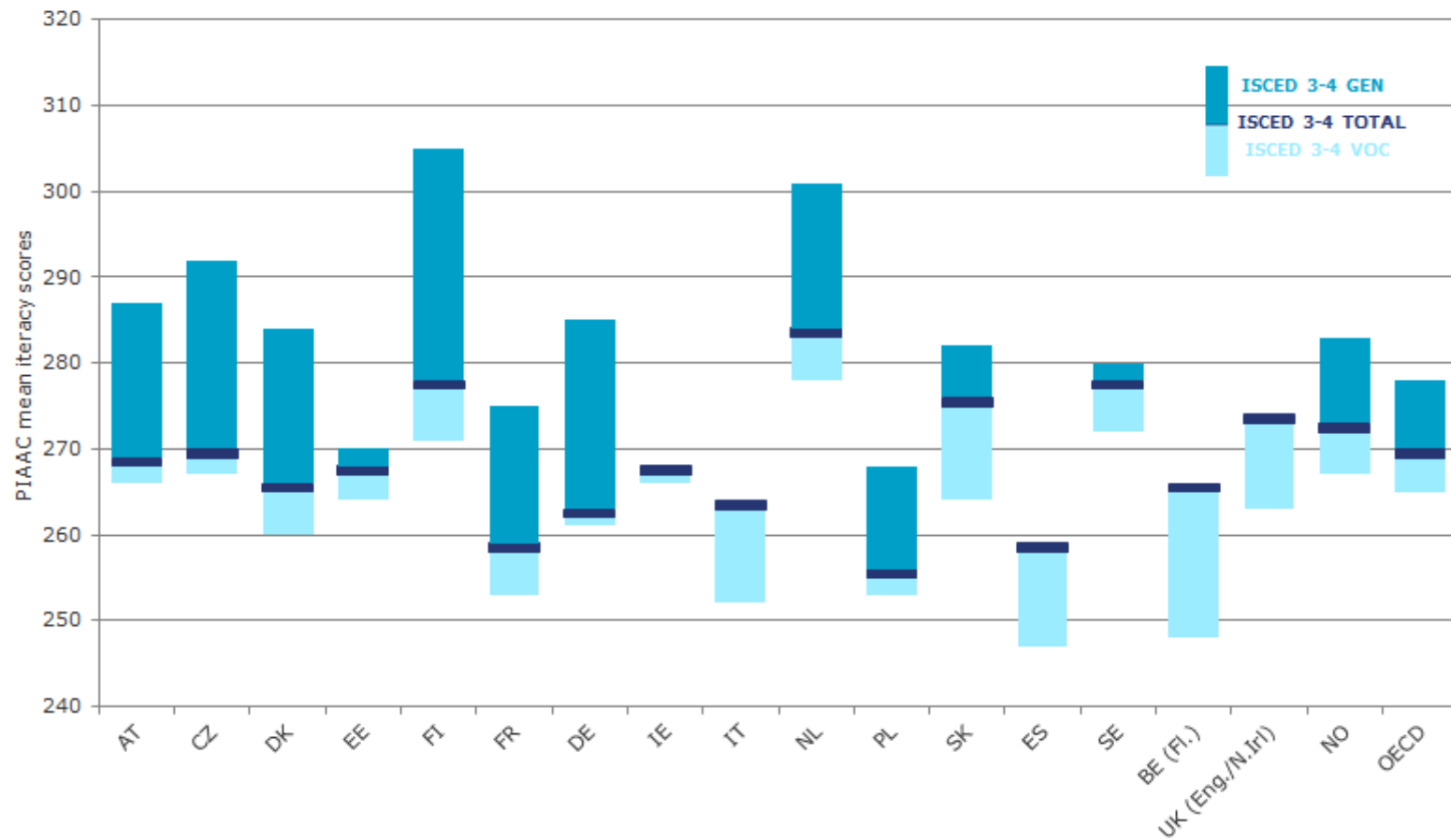
complex interplay



Source: adapted from Cedefop. Attractiveness of initial vocational education and training in Europe: what really matters

Literacy skills of adults with VET differ widely across Europe

Mean literacy proficiency in European countries for adults aged 25-64 whose highest level of education is upper secondary or post-secondary non-tertiary education (2012)



Literacy skills of adults with VET differ widely across Europe

25-64 year-olds with vocational or general upper secondary or post-secondary non-tertiary education at proficiency level 3 in literacy (% , 2012)

