



CEDEFOP

European Centre for the Development
of Vocational Training



Synergies between VET, adult education and youth:

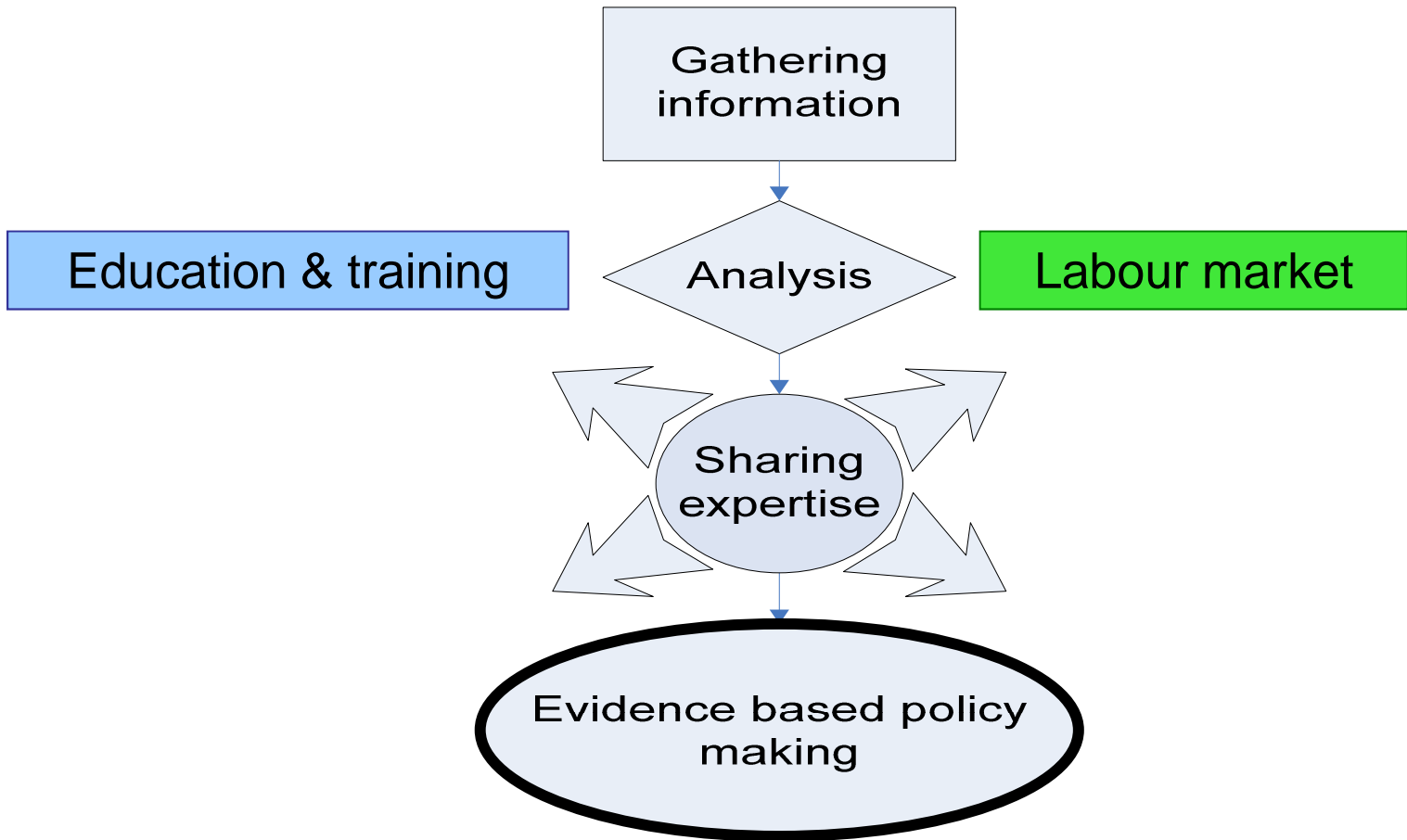
policies relevant to



Joachim James Calleja

Cedefop, Director

Bucharest, 10-11 March 2014



Which 'skills mix' for better job prospects?

Skills for success

- ❖ Basic/foundation skills
- ❖ Generic/transversal skills, ICT increasingly important
- ❖ Specific technical knowledge
- ❖ Adaptability, flexibility, career management skills



Entering the labour market

- ❖ Specific technical knowledge along with generic skills
- ❖ Work experience in enterprises; substantial shares of work-based learning in 'schools', e.g. projects with business and industry, workshops, labs, simulations

Available jobs and skills demand

Public employment services
Regional observatories

Sector/occupation skill requirements

Skill mismatch

Shortages
Overqualification
Overskilling

Current labour market flows

Future skill needs

Forecasts
Foresight
Scenarios

Mid-term labour market trends

From the local to the EU level

⇒ informing decisions



EU Skills Panorama:

central access point to data, information and intelligence on skill needs in Europe

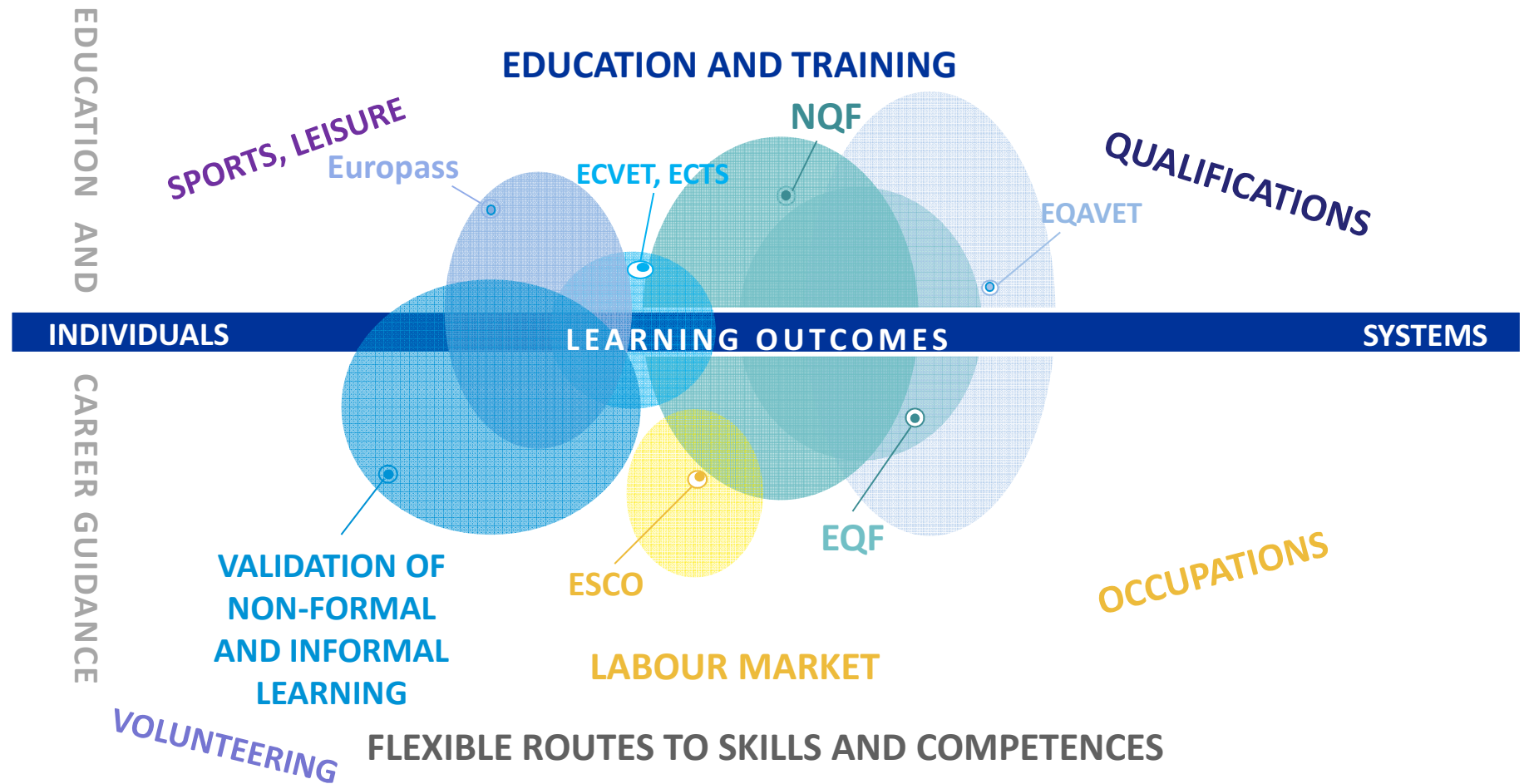


Tapping NEETs' potential: the glass is half-full

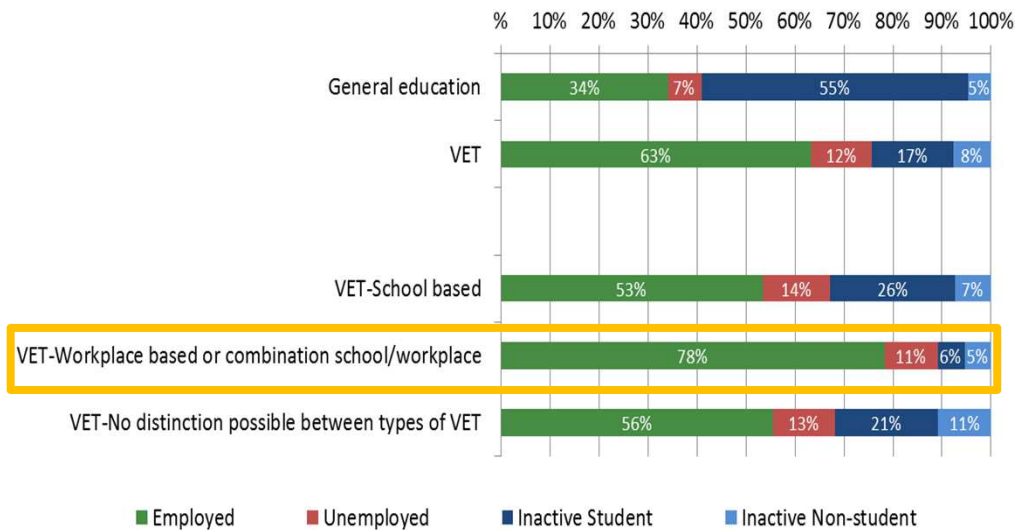


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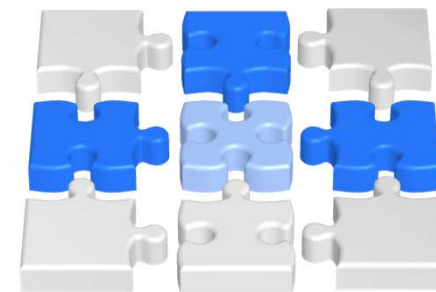
European tools and principles can empower NEETs



Work-based learning makes a difference...



WBL with focus on key competences



... for young people,
CVET crucial to keep the advantage

... for (low-qualified) adults
returning to work

Educational orientation & labour market status of graduates aged 18-24 with upper- and post-secondary education, EU27+
Source: Cedefop. *From education to working life: The labour market outcomes of VET, 2012.*



VET often seen as narrow skills training, second rate but...

exists at upper secondary, post-secondary, tertiary level,
in learning for continuing development, at work,
within active labour market measures,
provides qualifications at different levels,



VOCATIONAL EDUCATION AND TRAINING

for young people and adults

initial VET: occupational and generic skills,
school-based or combination of learning at school and at a workplace,
access to specific (fields of) occupations, (entitlements),
opportunities to progress in education and training



Dual role: excellence and inclusion



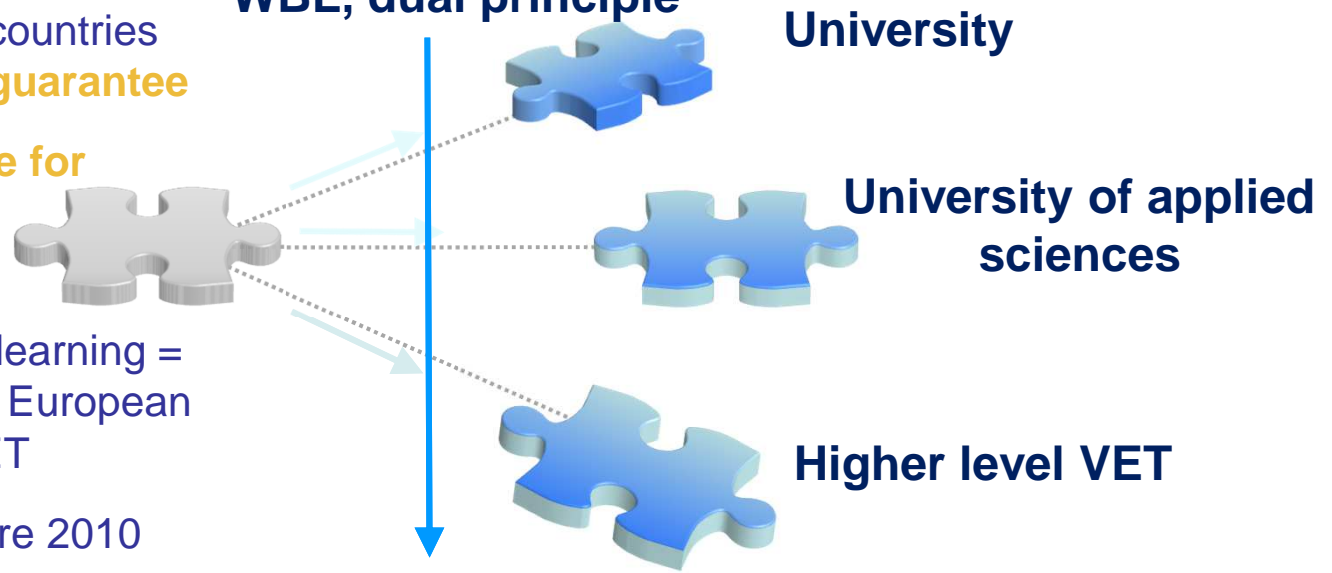
Revival and renewal of the dual principle

Apprenticeship



- recommended to countries
- part of the **youth guarantee**
- **European alliance for apprenticeships**
- more work-based learning = 'deliverable' within European cooperation on VET
- trend already before 2010

WBL, dual principle



new occupations, sectors

EQF level 5: for further learning and employment

- labour market needs-oriented : distinct professional profile, relevance
- mainly double function: entry into the labour market and higher education

(in some credit transfer possible)

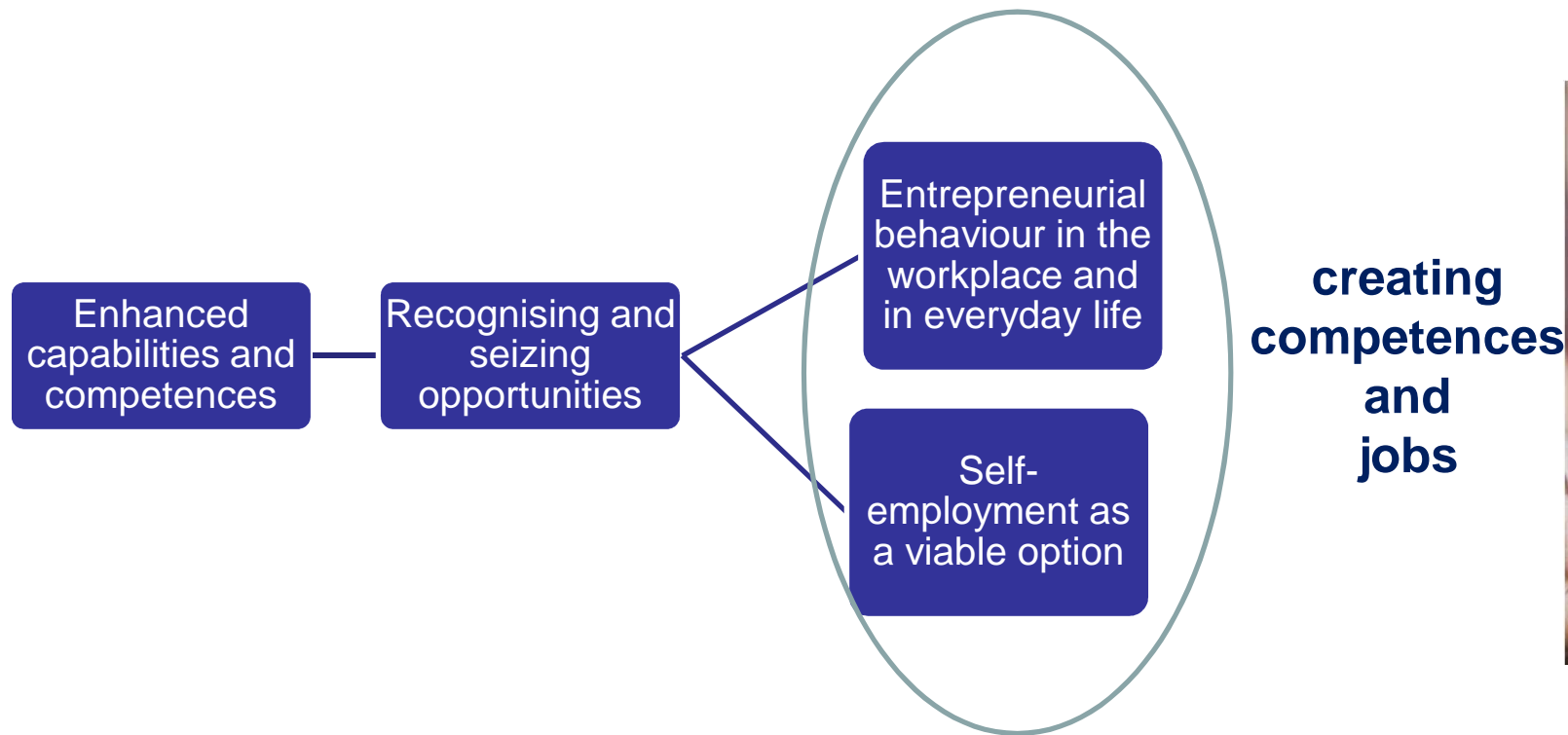
some solely prepare for further studies



⇒ response to demand for advanced technical and/or management skills
attractive and accessible to young people and adults,
non-traditional learners and learners with VET background lifelong

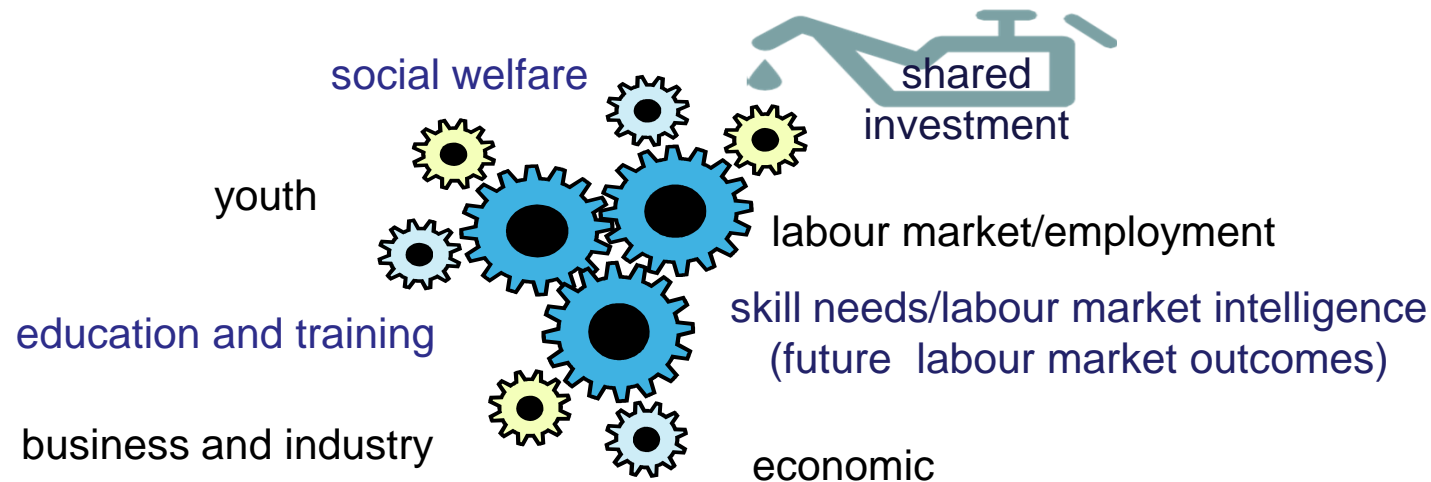
⇒ **potential for specific NEETs groups**

Planting the seed for entrepreneurial mind-sets





Coherent and complementary policies



- youth guarantee ⇒ within coherent lifelong learning strategy ⇒ NQF
- European tools as part of the policies ⇒ promote and use tools
- validation ⇒ in education and training, employment and guidance services; ensure links between public and private sector schemes
- holistic approach to guidance ⇒ early interventions

Quality assurance
Evaluation



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

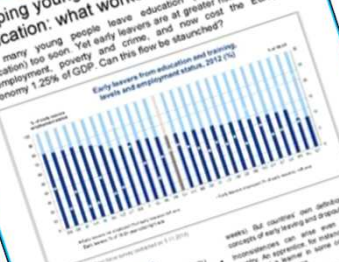




More information
www.cedefop.europa.eu

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BRIEFING NOTE
Keeping young people in (vocational) education: what works?
 Too many young people leave education (including vocational education) too soon. Yet early leavers are at greater risk of long-term unemployment, poverty and crime, and now cost the European economy 1.25% of GDP. Can this flow be staunched?



Who are the early leavers?
 As they stand, early leavers across the EU are not strictly comparable. They include:
 • 16- and 17-year-olds who have not completed compulsory education at the same age in their countries (15 to 16 in some countries);
 • 18-year-olds who have completed compulsory education but have not started vocational training;
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BRIEFING NOTE
Permeable education and training systems: reducing barriers and increasing opportunity
 European countries are working hard to make education and training systems more flexible, but inconsistencies may reinforce rather than remove obstacles.

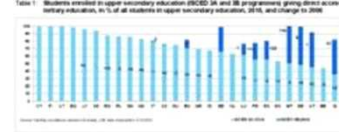
Developers feel so that there are many types of permeable risk, for example, transition and retention. Although different, they all allow liquid or gain to move through them in any direction, horizontally, or vertically from one layer to the next, as in the case of the ladder.

Permeability is also being applied to education and training systems. The idea is for learners to be able to move easily between different types of education, such as academic and vocational, and between different levels (such as upper secondary or apprenticeship, up to higher education), as they decide.

The 2010 Bruges communiqué and Europe 2020 strategy stress the permeability as a precondition for learning mobility. European education and training systems that encourage lifelong and flexible learning (learning that takes place not only in schools, but also at work and in leisure time). But, in Europe, most education and training systems are permeable only to some extent.

Education and training systems, traditionally, have separate and distinct components (general, vocational and higher education), and are not designed to be permeable.

Table 1 Students enrolled in upper secondary education (ISCED 3A and 3B programmes) going direct access to tertiary education, in % of all students in upper secondary education, 2010, and change to 2006



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BRIEFING NOTE
Return to learning, return to work
 Helping low-qualified adults out of unemployment

Since 2008, the question (posed) in policy-makers' circles has understandably been not only how to reduce the unemployment rate, but also how to improve the quality of the labour force. This is why many countries have introduced or strengthened learning programmes for unemployed adults. The aim of these programmes is to help low-qualified adults (with low levels of education and skills) to improve their skills and qualifications, and to return to work.

As those affecting all of Europe
 Unemployment rates, which are especially high in the EU, are a major concern. The EU has set a target of reducing the unemployment rate to 7% by 2010. This target is ambitious, but it is necessary to ensure the economic growth and social stability of the EU.

Low-qualified adults face specific challenges
 • As a result of the economic crisis, many low-qualified adults are unemployed. They are at a high risk of long-term unemployment.
 • They have low skills and qualifications, which makes it difficult for them to find work.
 • They are often older and have spent more time in education, which makes it difficult for them to return to work.