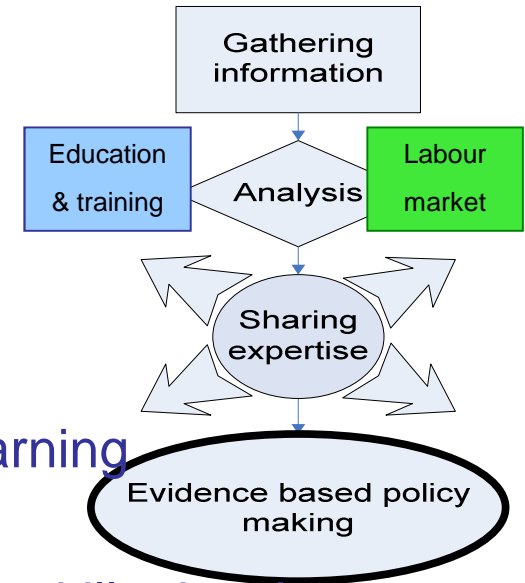


# Cedefop

**WHAT:** help develop VET policies and tools, support European cooperation

**HOW:** research, review, new concepts and insights, evidence, advice, forum for debate & peer learning



- understanding qualification needs and supply, skills development



- understanding how VET systems work, help improve them



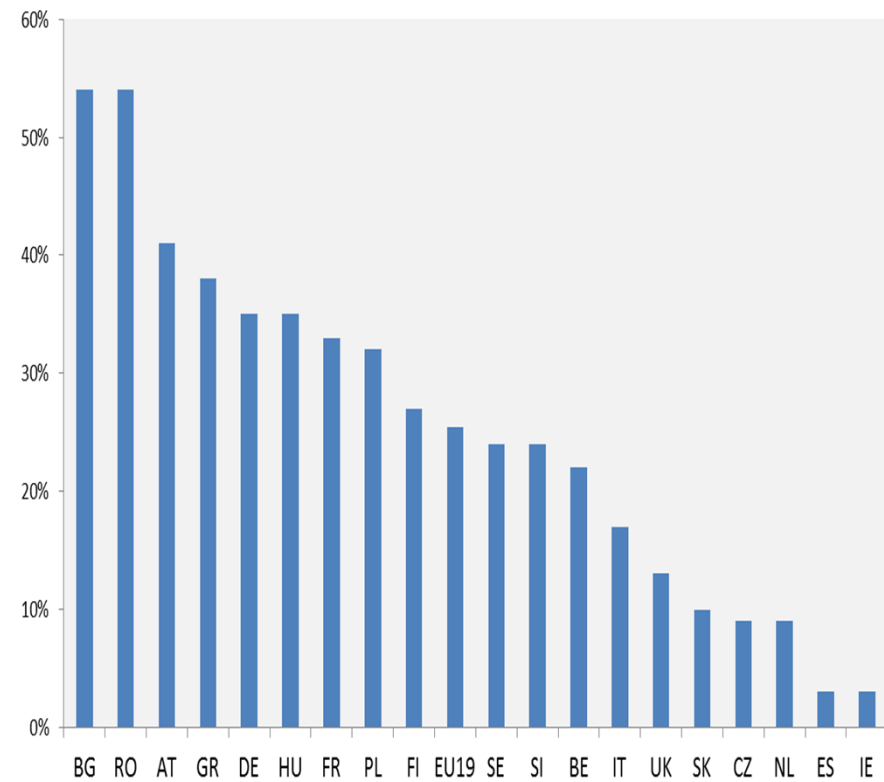
- helping develop European tools to make qualifications easier to understand, people's skills visible and portable



How European policies can feed into national ones to empower citizens to find, retain and create jobs and help Europe's economy to be competitive

# High (youth) unemployment and difficulties to fill jobs coexist

- ❖ Bottlenecks:  
health, ICT, finance, engineering
- ❖ Skill shortages but also  
overqualification ⇒ displacement
- ❖ Future needs: still substantial  
share of medium-level qualifications



Source: Manpower talent shortage survey

## 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**

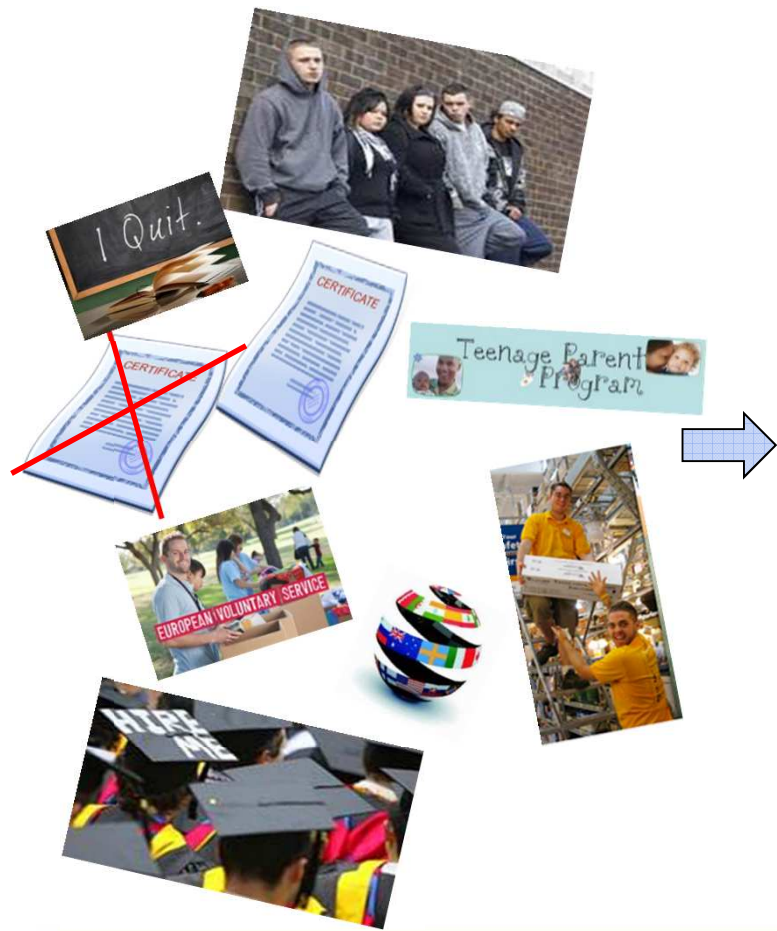
⇒ **informing decisions**



**EU Skills Panorama:**  
central access point to data, information and intelligence on skill needs in Europe

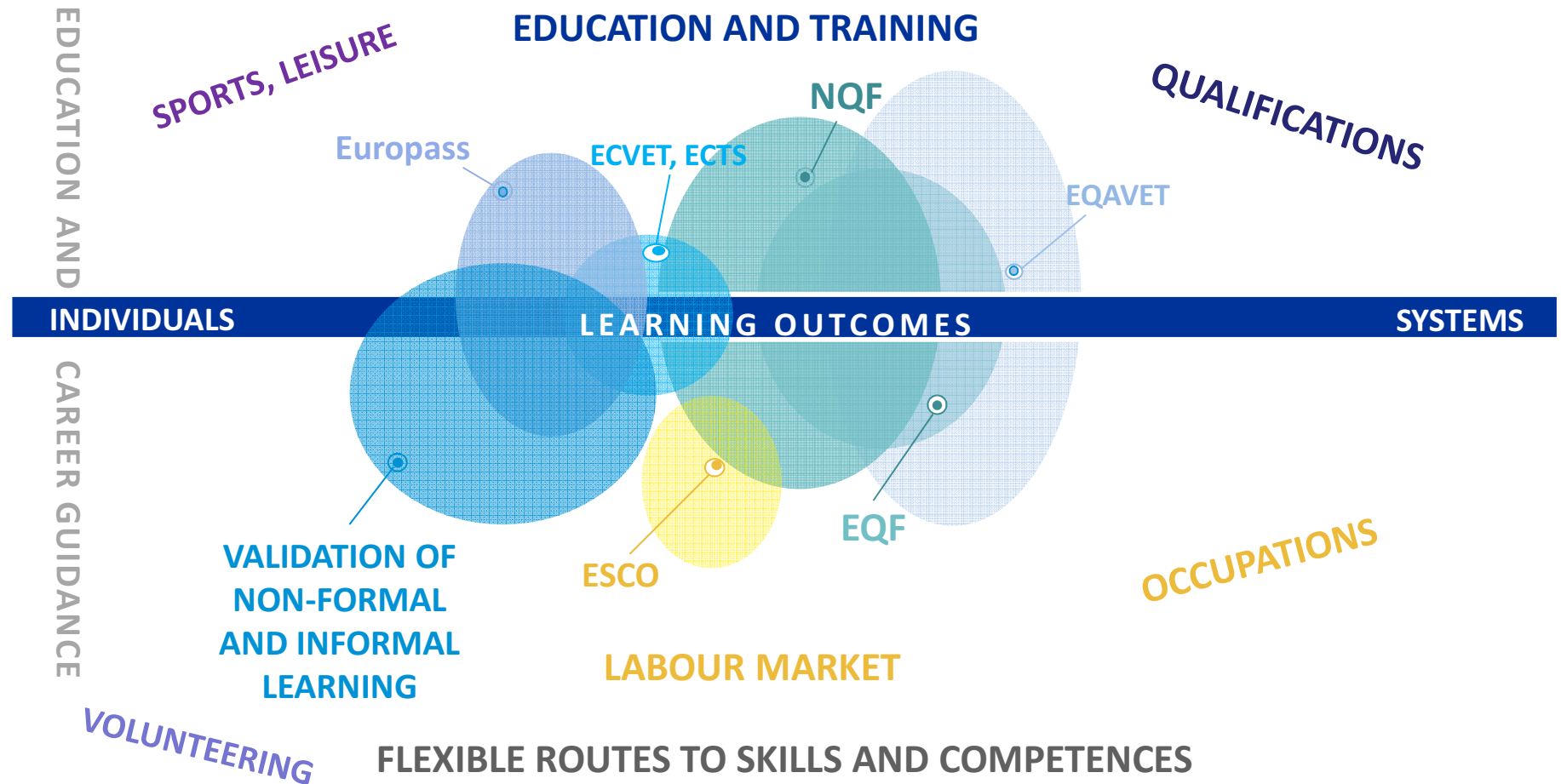


# Tapping NEETs' potential: the glass is half-full

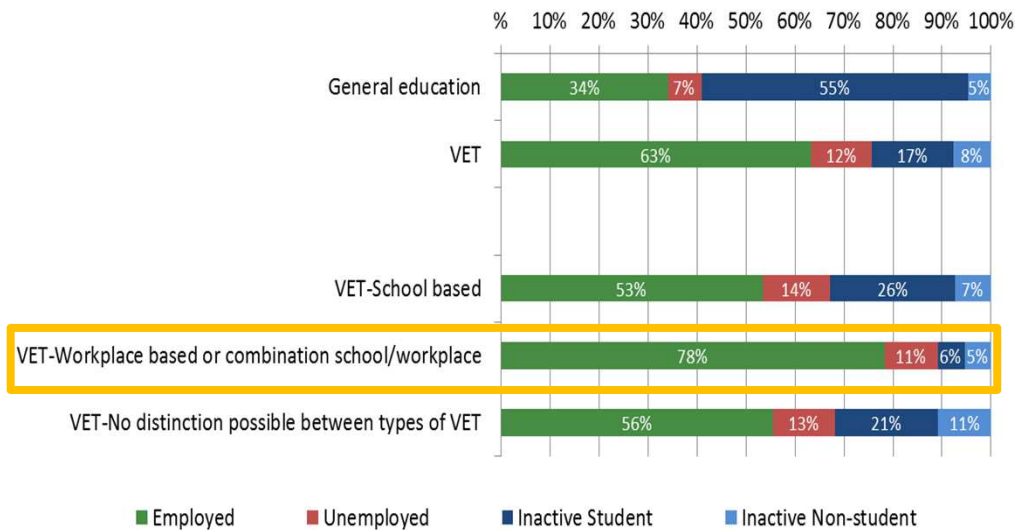


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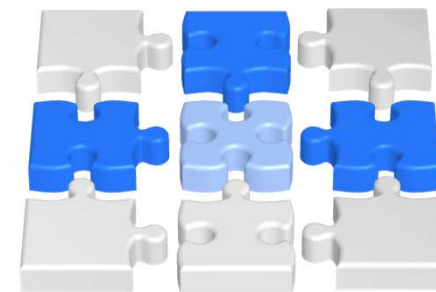
# European tools and principles can empower NEETs



# 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,  
**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

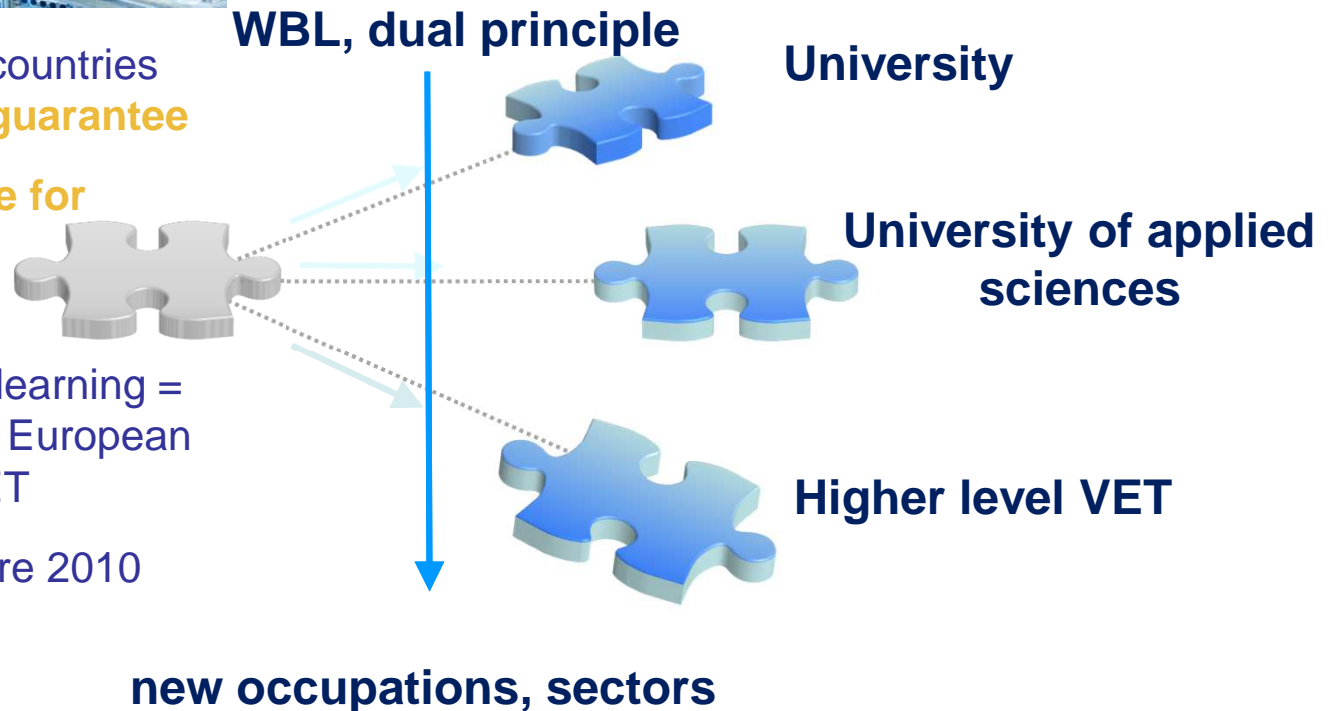


# Revival and renewal of the dual principle

## 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



## 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)

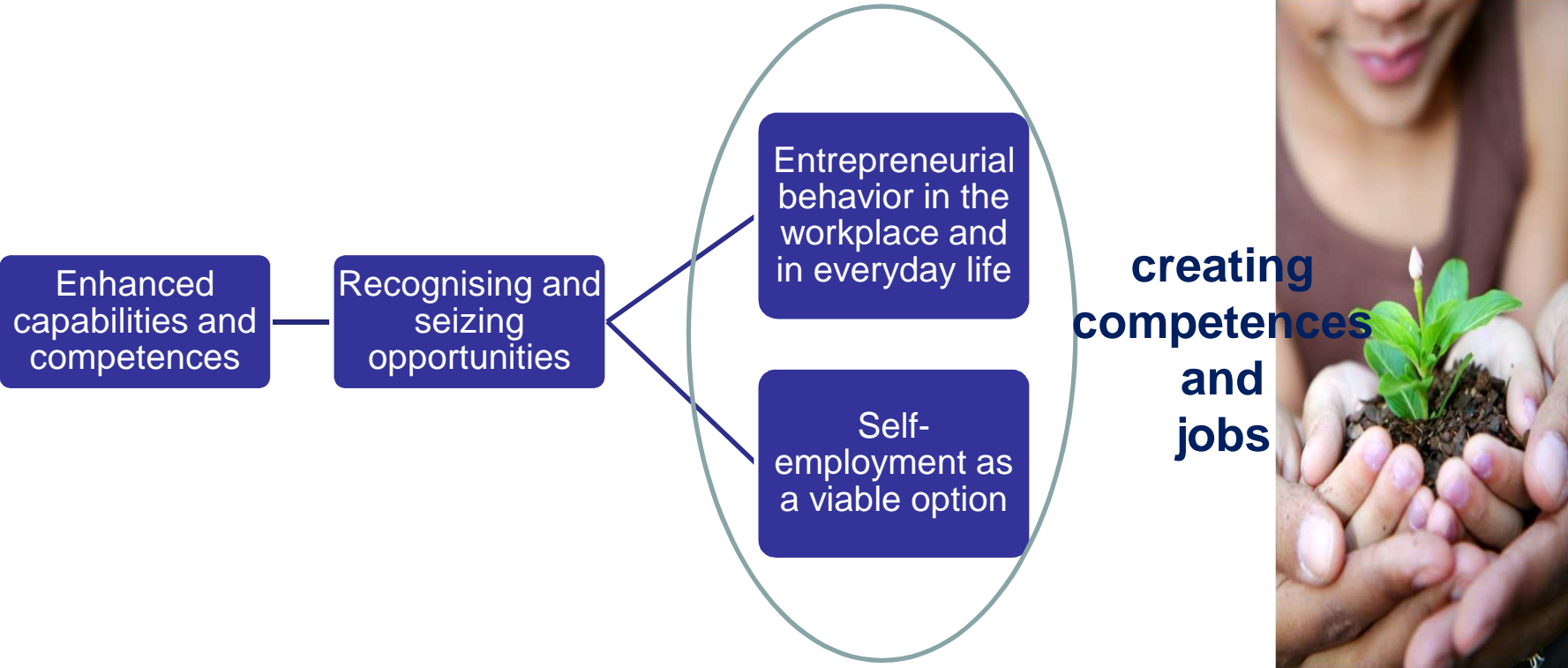
some solely prepare for further studies



⇒ 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

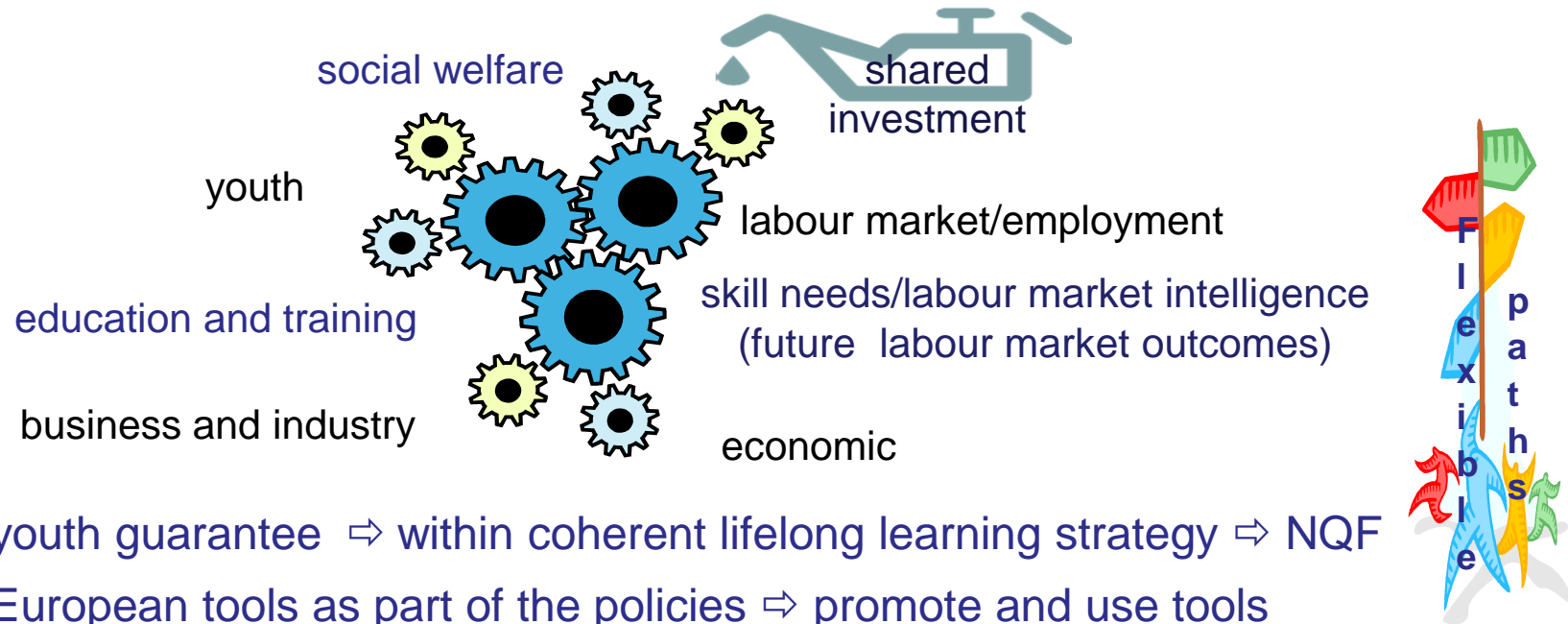
⇒ **potential for specific NEETs groups**

# 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](http://www.cedefop.europa.eu)

**CEDEFOP** | European Centre for the Development of Vocational Training

**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 as their peers (15 in most countries);  
 • 18- and 19-year-olds who have not completed upper secondary education (ISCED level 3) or have not been in full-time education and training since the last year.

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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 tell us that there are many types of permeable risk, for example study, 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 neither leaves behind.

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 practices 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 academic higher education), related to one other in a strict hierarchy of primary, secondary and tertiary. This works well as long as learners follow a predefined route in their chosen area and subsequent skill-acquiring education and training creates institutional barriers which can restrict learners' options and choices on moving up to higher levels of learning or moving sideways to study a different subject at the same level. Other learners have to speculate at an early age making it difficult for example for vocational education and training (VET) students to switch to academic studies, or combine them later in life.

**Improving access to higher education**  
 Improving permeability in education and training is, in many countries, linked to enabling more VET graduates to go on to higher education. European Union (EU) Member States have different policies on access to higher education. However, between 2008 and 2010, the proportion of students in upper secondary education including initial VET going direct access to higher education increased to over 80% of all enrolled students (Table 1). But progress varies as the indicator increased in 12 countries and fell in five.

**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 2008

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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 growth of youth employment. The latter, which has not improved substantially since the start of the crisis, is a key challenge for the EU. A key challenge for the EU is to help low-qualified adults out of unemployment. This is a key challenge for the EU. A key challenge for the EU is to help low-qualified adults out of unemployment.

**Low-qualified adults face a special challenge**  
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**Thank you for your attention.**