



1975-2015



European VET initiatives as an impetus for national reform endeavours

Eleonora Schmid – Cedefop



At the interface between education/ training and the labour market

Understanding and anticipating qualifications,
skill needs, labour market trends and skills mismatch

Cedefop aims at linking more closely the worlds of education and work.





Cedefop in a nutshell

Support/advice to the European Commission,
European Parliament, Member States and
European social partners VET policy

Research underpinning European
and national VET policy

Support/advice forum for
sharing ideas, policy learning

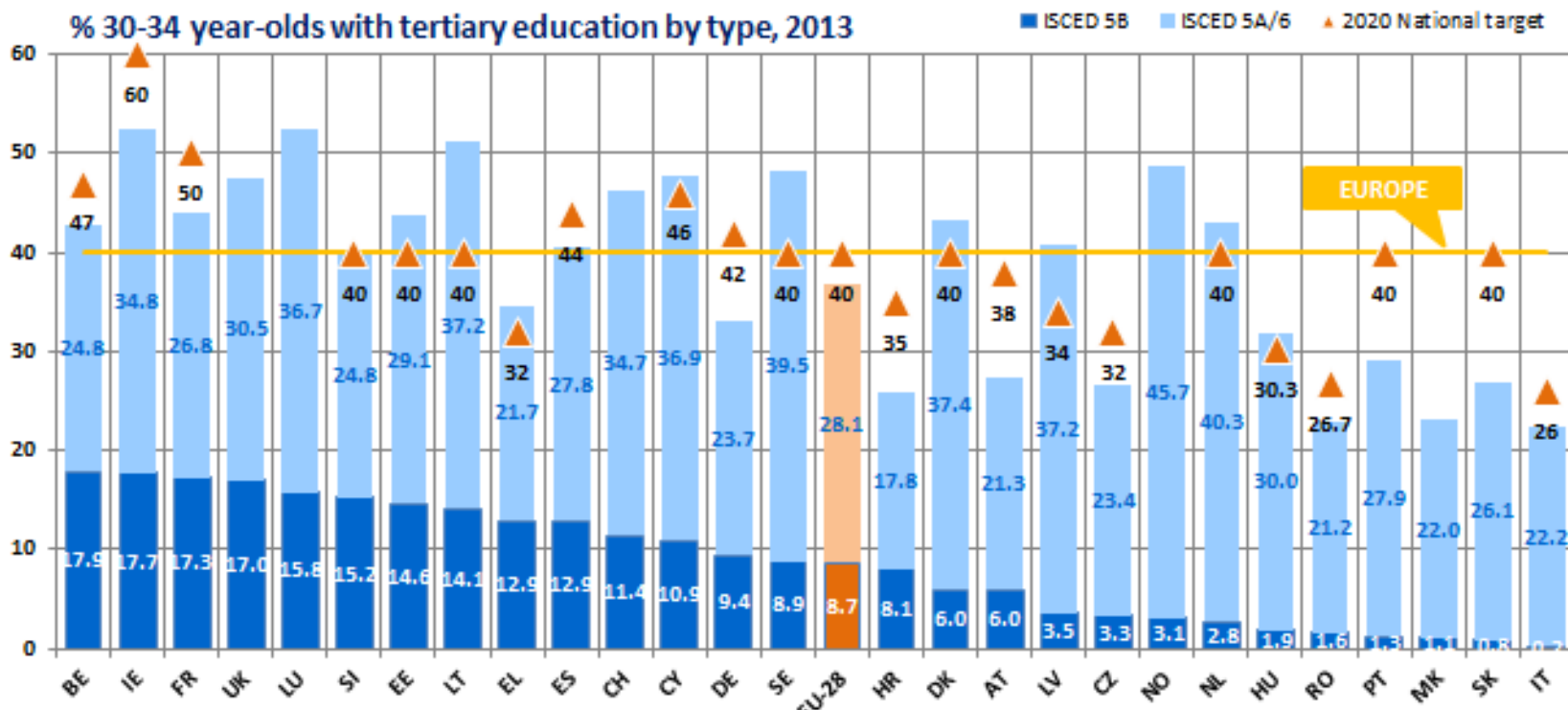
Analyses, data and **statistics** allowing for comparisons
between countries and the identification of present
challenges and future trends



- European cooperation in VET – Copenhagen process
- ET 2020 revised November 2015
- Rethinking education and training
- European working groups on: VET, early leaving , key competences
- Youth guarantees, youth employment initiative
- European alliance for apprenticeship
- Erasmus+

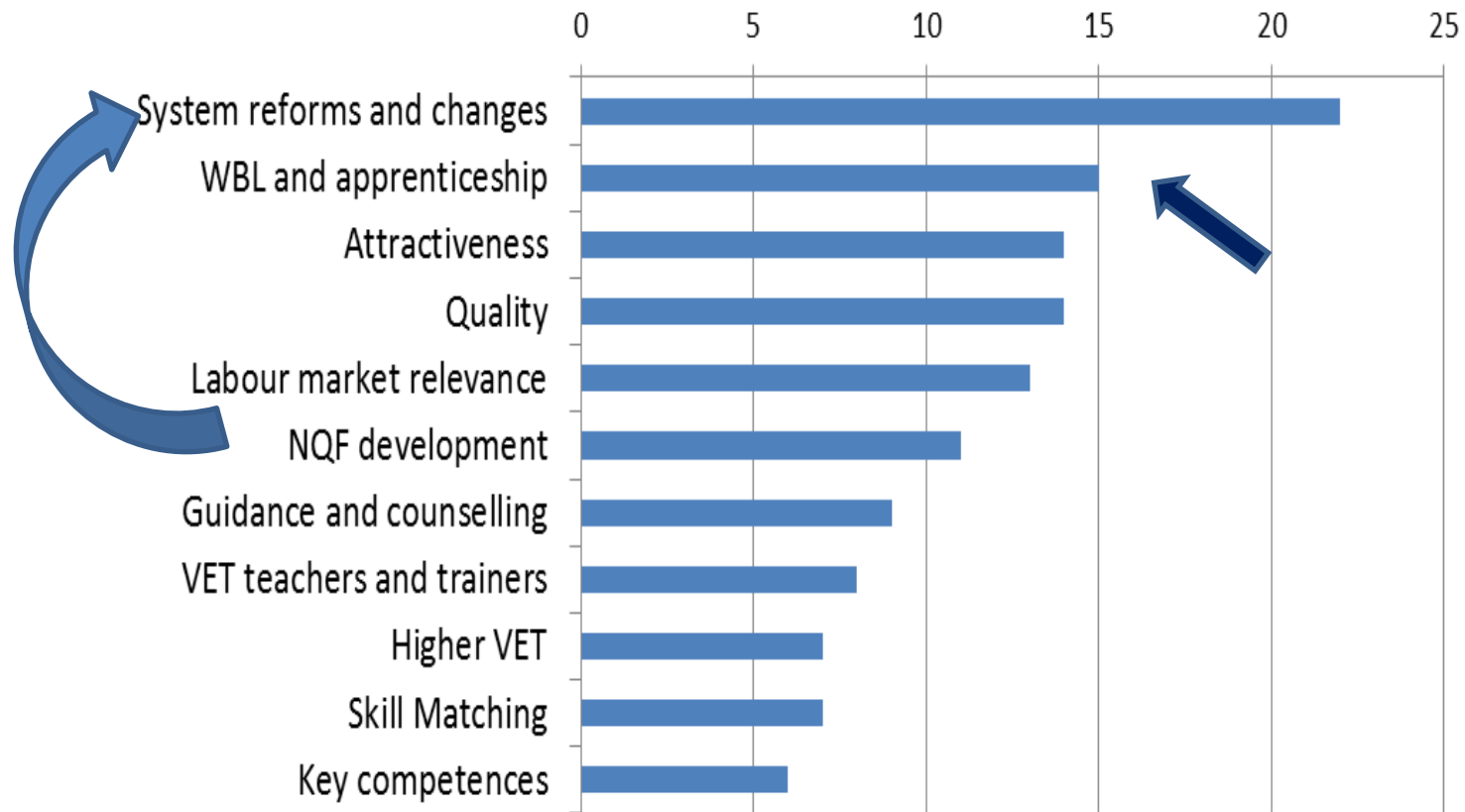


Europe's target for 2020 – Boosting skills at the high-end VET's contribution





VET strategies: focus since 2010



Note: Number of countries. Data refers to highlights, other initiatives also mentioned

Source: Cedefop, 2014

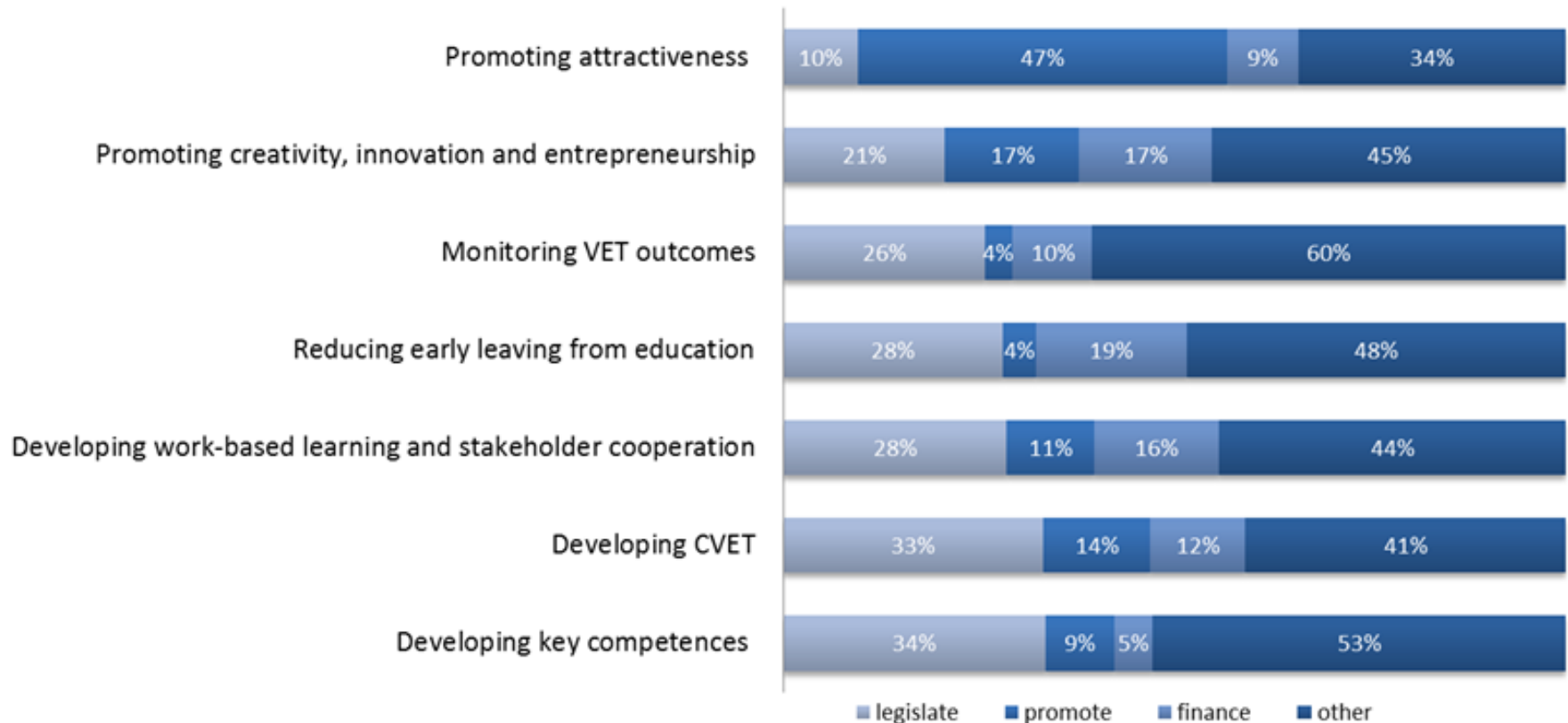


VET strategies: focus since 2010

- Systemic – legislation, new or adapted programmes/pathways/qualifications/standards, curricula reform, more work-based learning
- Quality and work-based learning and apprenticeship (15 countries)
- Work on EQF/NQF – a trigger for systemic reform and a tool that does much more than shedding light on VET qualifications



Moving to implementation – approaches



patterns by policy aim in countries that have taken action



European tools and principles





The European Qualifications Framework (EQF)

A bridge between qualifications systems

- A translation grid to understand and compare qualifications across Europe
 - Help understand the level of a qualification
 - Make relationship between qualifications clearer
- Covers qualifications at all levels and sub-systems of education and training



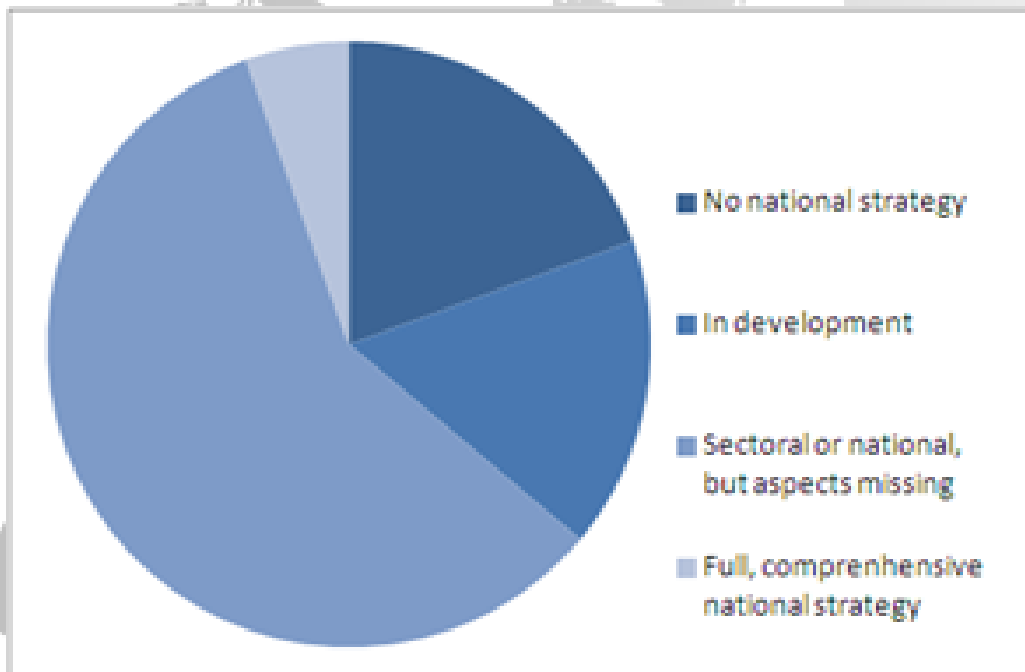
⇒ EU objective: Cross-border mobility and lifelong learning





Flexible paths through validation of non-formal and informal learning

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

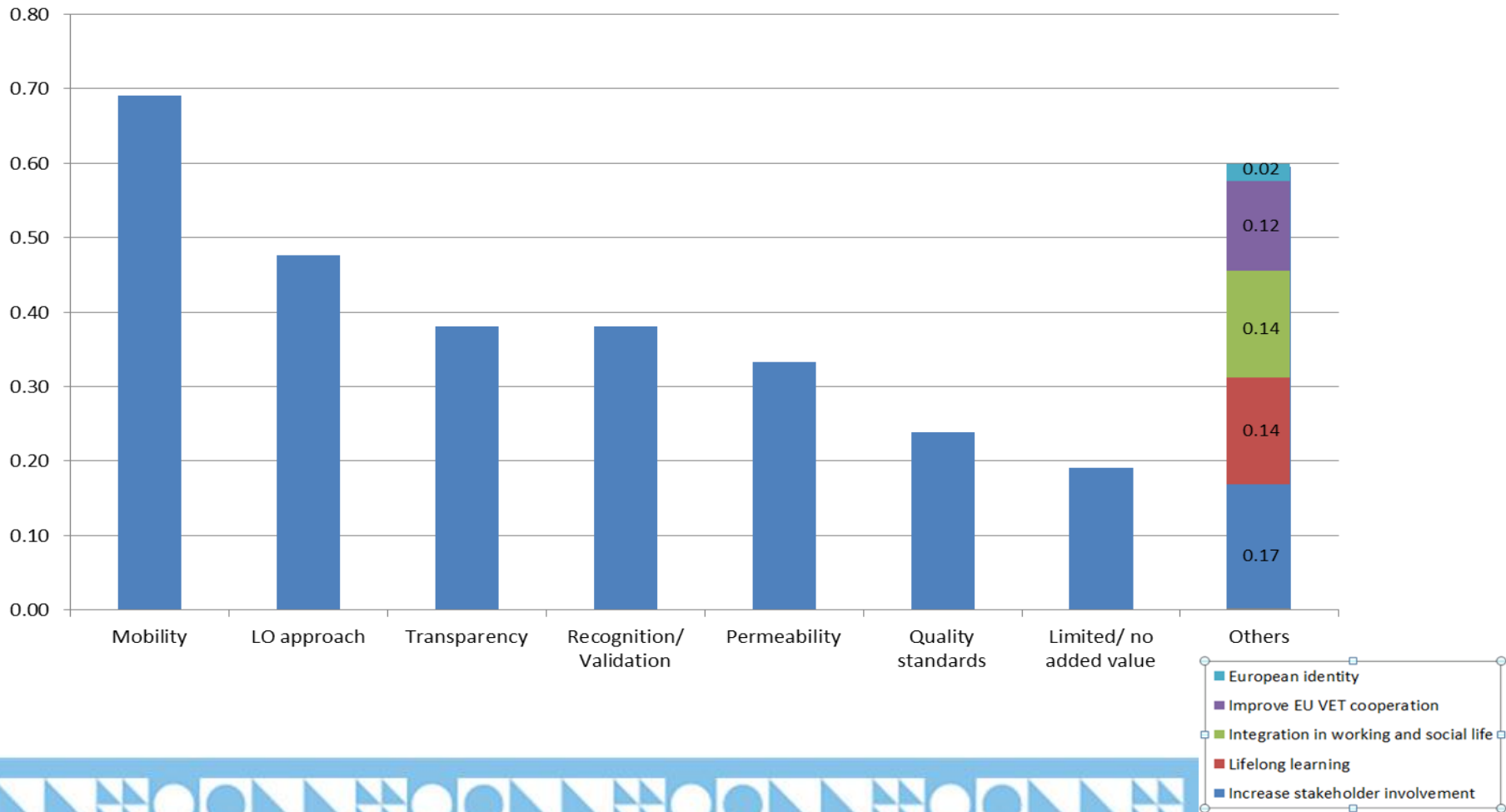


Source: 2014 European inventory on validation of non-formal and informal learning

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



ECVET to support mobility and permeability





Learning outcomes in VET

- VET qualifications and curriculum reforms geared towards learning outcomes in many countries
- Increasingly outcomes-based VET and assessment standards
- Progressively aligned with NQF level descriptors – work in progress
- Participation of social partners in standard-setting procedures institutionalised in most countries - sector councils





Focus: learning outcomes for flexible paths & transitions

GUIDANCE

how to progress in
learning and work

learners,
employees,
unemployed,
inactive
employers

REPRESENTATION

(documentation and promotion)
of skills and qualifications

TRANSPARENCY
of skills,
qualifications,
learning and work
opportunities

VALUING
of learning
by education and
work
(transfer,
recognition of
learning outcomes)



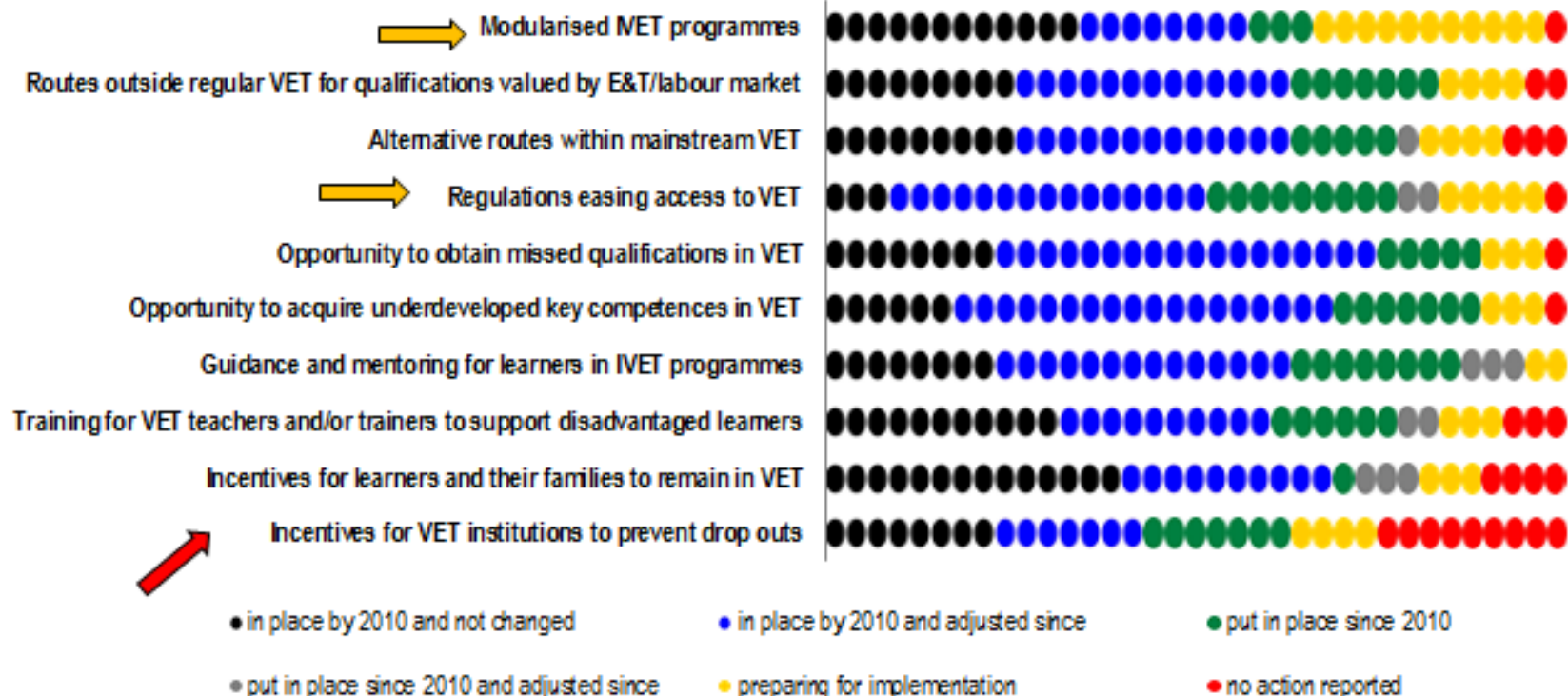


Work-based learning developing dynamically





Moving to implementation and new initiatives to prevent and remedy early leaving



Source: Cedefop, 2014





EU cooperation in VET Internalisation and mobility in VET



● in place by 2010 and not changed

● in place by 2010 and adjusted since

● put in place since 2010

● put in place since 2010 and adjusted since

● preparing for implementation

● no action reported





New priorities for cooperation in VET

MTD 2015-20

1. Work-based learning
2. Quality assurance
3. Access to VET and qualifications
4. Key competences
5. Teachers and trainers

Transversal areas

Partnerships

Funding

Excellence and innovation

Learning outcomes and tools



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— years

