



CEDEFOP

European Centre for the Development
of Vocational Training



European Policy Sharing Seminar

on

A European Perspective on Work-Based Learning and Apprenticeship in VET on the move

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Work-based learning

Apprenticeships

Internships, traineeships

Workshops, labs etc

Simulations

Training & Junior firms

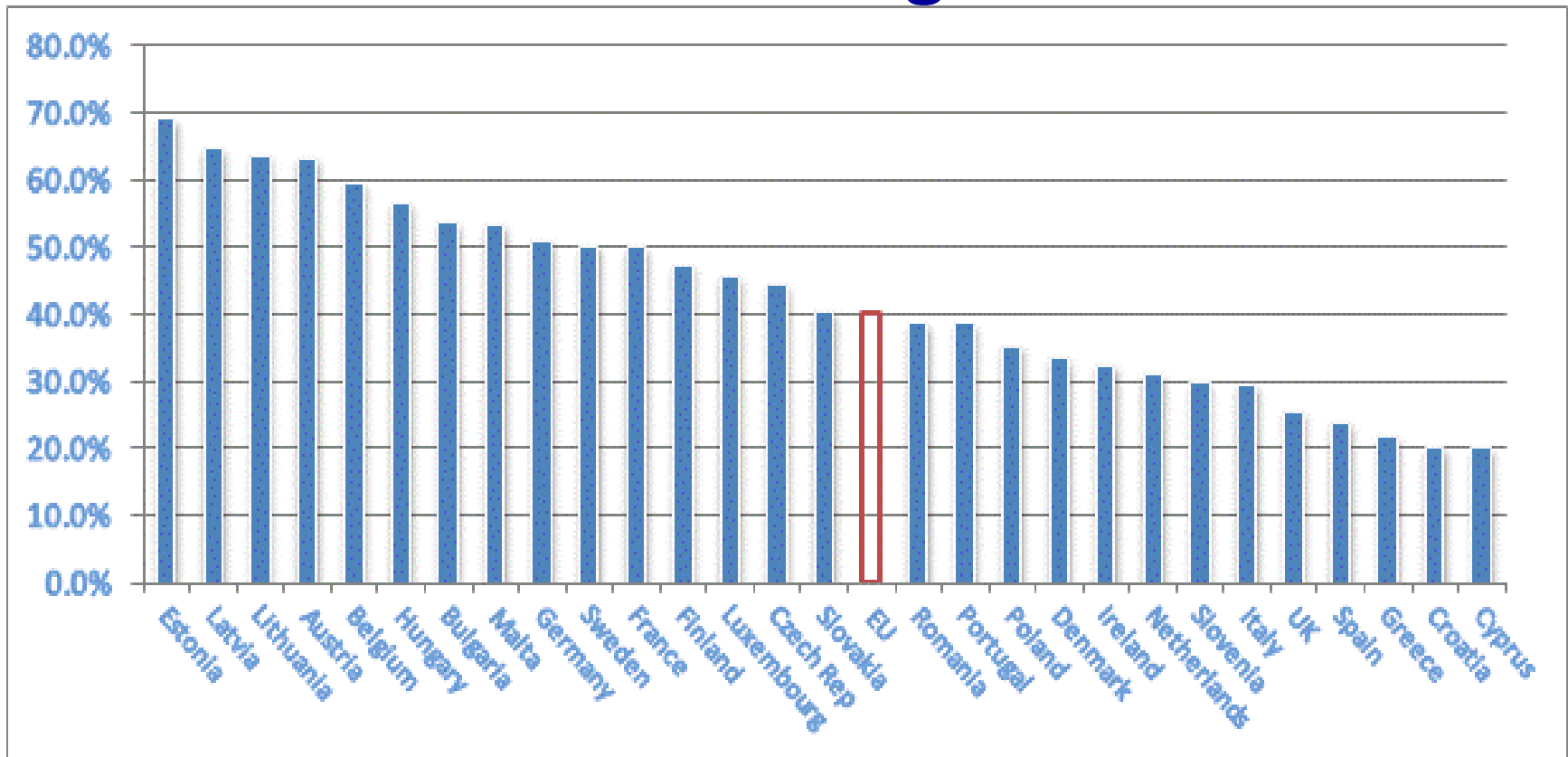
Projects with/for companies

Riga conclusions - MTDs

- Promote **work-based learning**
- Further develop **quality assurance** mechanisms in VET
- Enhance **access** to **VET** and **qualifications**
- Further strengthen **key competences**
- Professional development of **VET teachers, trainers and mentors**



4 out of 10 EU firms have difficulty finding staff with the right skills



Source: European Company Survey (2013)

A recurrent shortage of VET in Europe

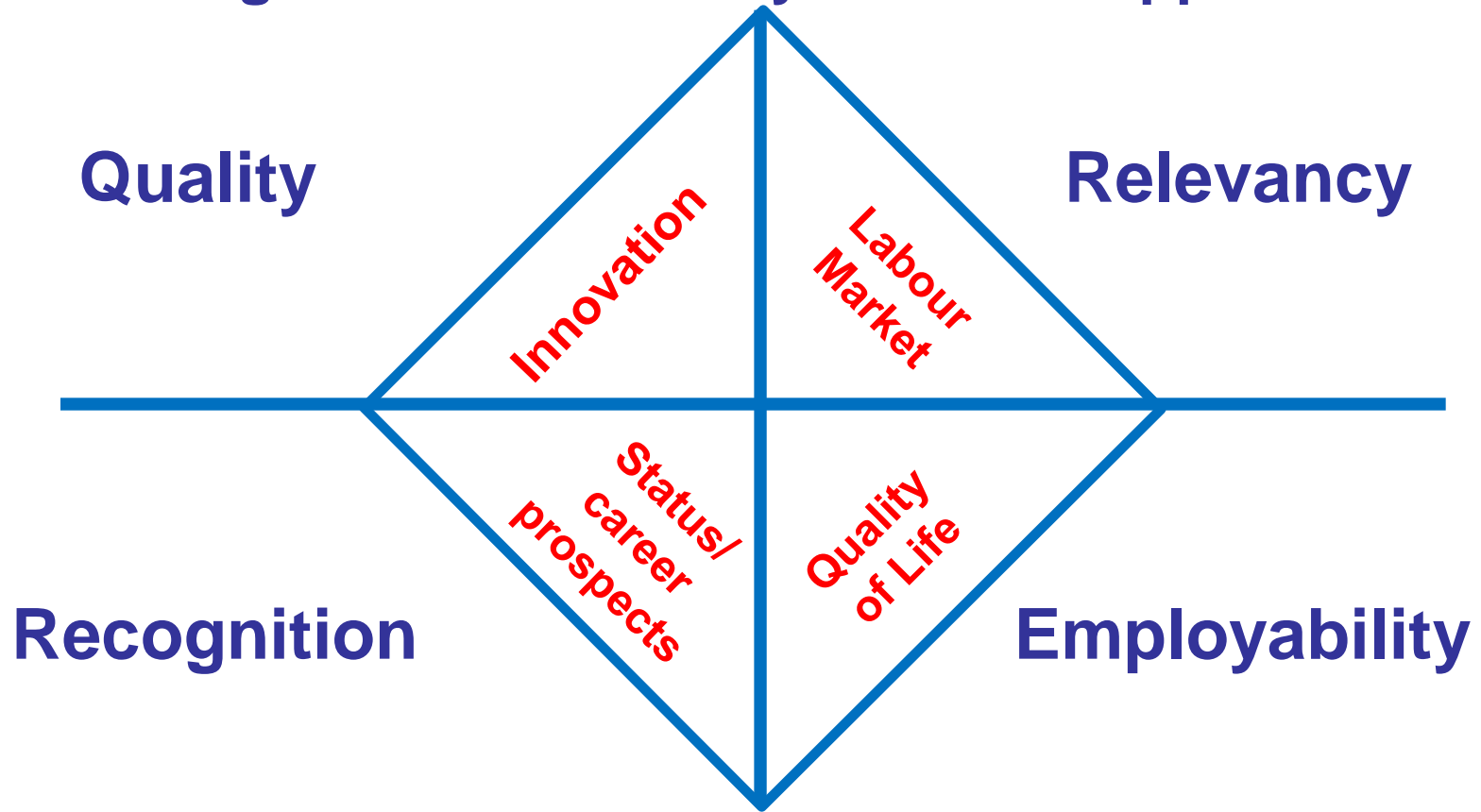
- Most common reason for difficult to fill vacancies:
lack of technical competencies of candidates
- Most difficult jobs to fill:
e.g. **skilled trades workers, engineers, technicians, personal care workers**
- High demand for professionals in (mainly trained in VET programmes):
ICT, health, engineering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



Source: Manpower Talent surveys; EU Commission (2014)



Influencing factors on Quality WBL and Apprenticeships

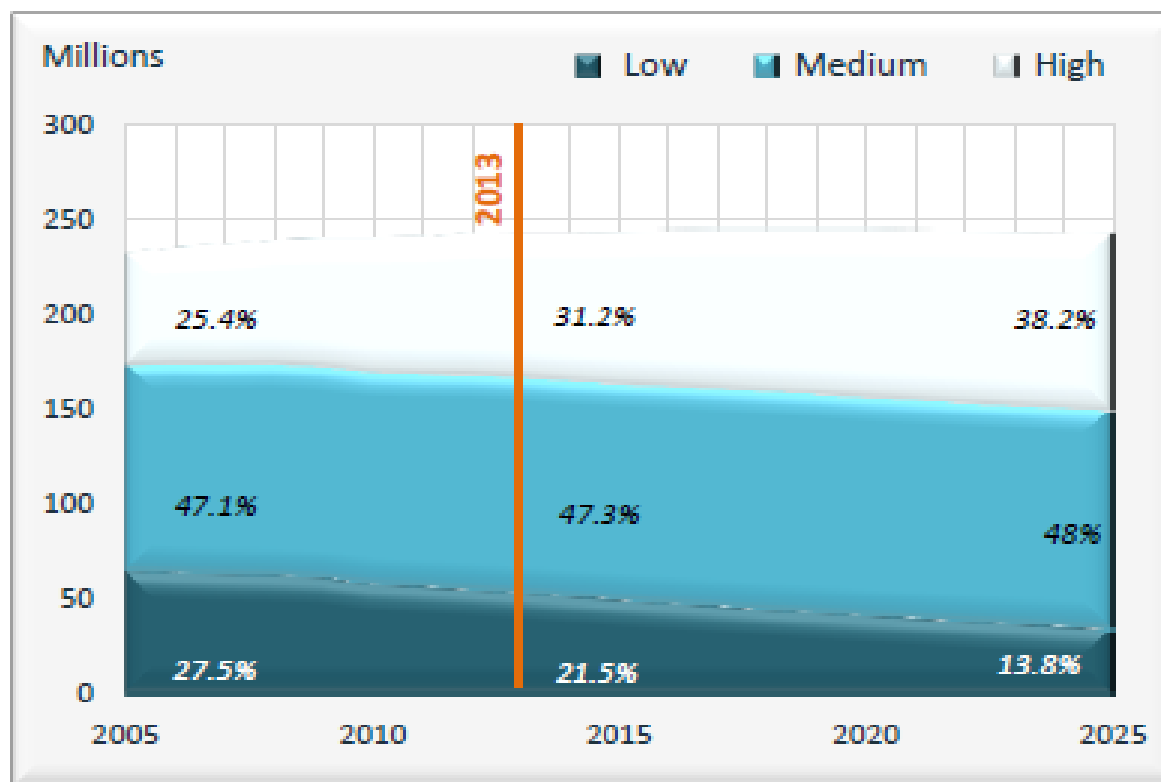


National contexts affect the extent of influence of each factor and help explain why enrolment in upper-secondary VET ranges from 77% of all upper-secondary students in Austria to 24% in Hungary.

Source: Cedefop 2013; Eurostat, 2014

Labour force trends by qualification

2005-2025, EU (millions)



Source: Cedefop skills forecasts, 2015.

Although older and a little smaller, the EU's labour force is becoming more highly qualified

Why more WBL is needed

Talking numbers

Only around **1 in 7 upper-secondary students** is in a vocational course that combines school and work-based learning

Around **40% of adult employees*** have completed education or training involving some work-based **learning**.

Only **25% of 24 to 34 year-old graduates** in humanities, languages and arts, economics, business and law completed education or training involving some work-based learning

*aged 24 to 65

Source: Cedefop European skills and jobs survey, 2014; Eurostat, 2014



Attractiveness of VET: Employers as educators

Talking numbers

41% of adult employees* need only basic literacy skills to do their job and **33%** need only basic or no ICT skills at all

25% of adult employees* underuse their skills, despite their qualifications matching their job

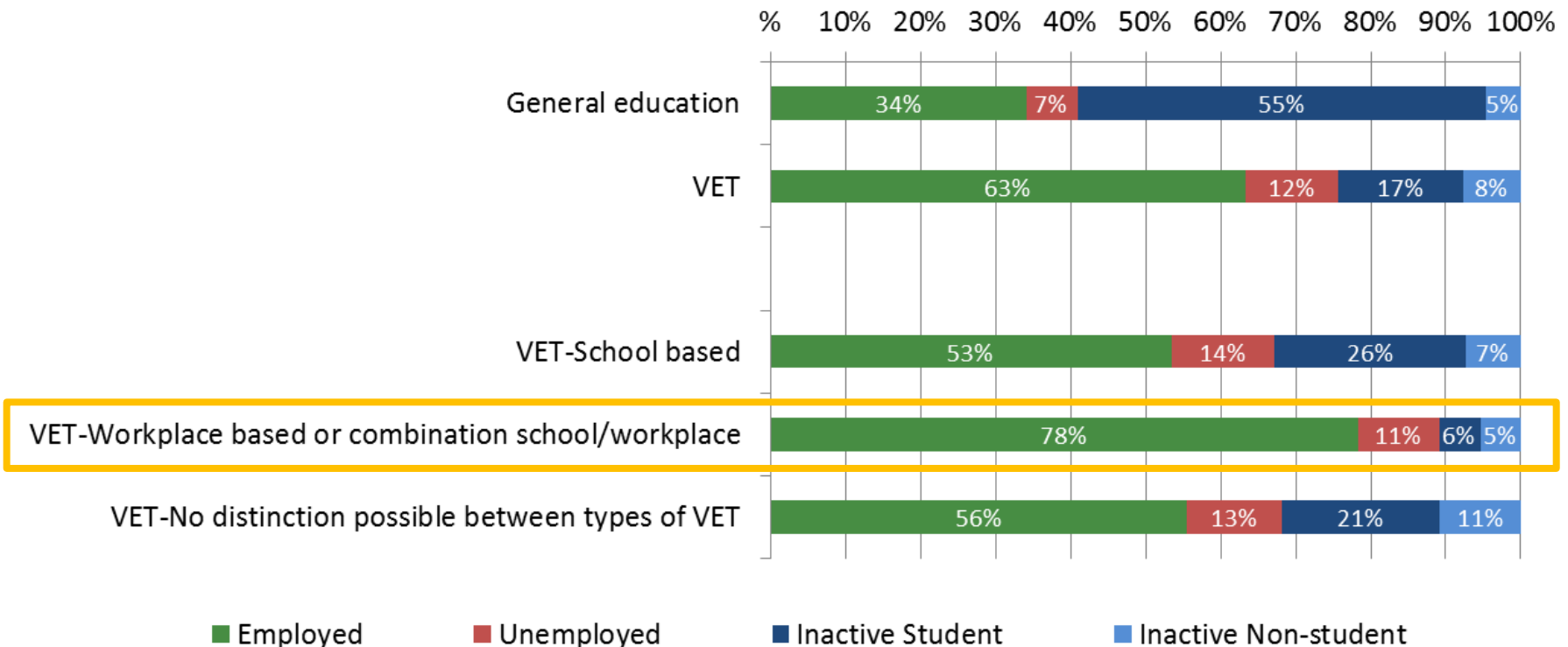
27% of adult employees* are in 'dead-end jobs' with only limited potential to develop

29% of highly-qualified workers are overqualified for their jobs

*aged 24 to 65

Source: Cedefop European skills and jobs survey, 2014; Eurostat, 2014

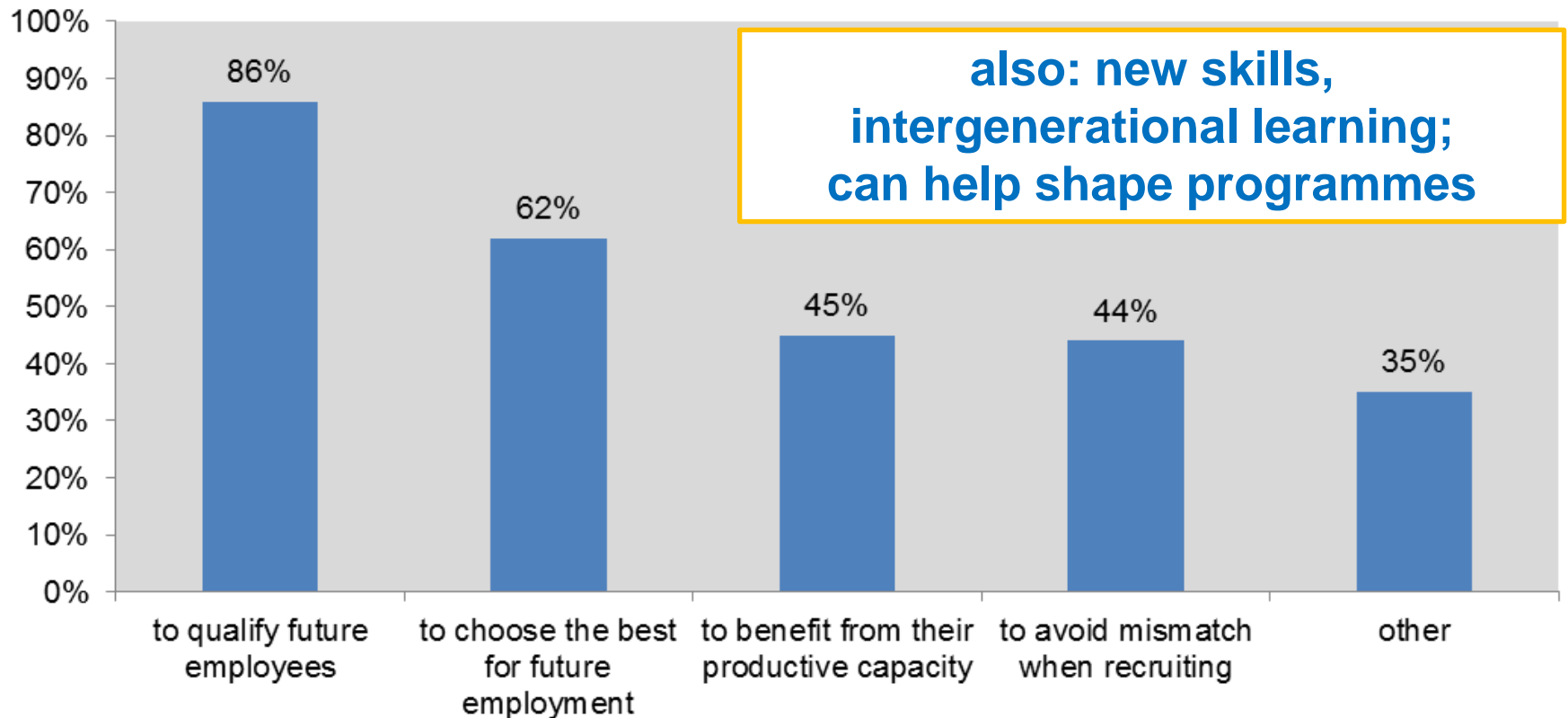
Getting a job - WBL makes a difference; empowering learners, benefiting employers



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.



What do firms gain? Why do they train?



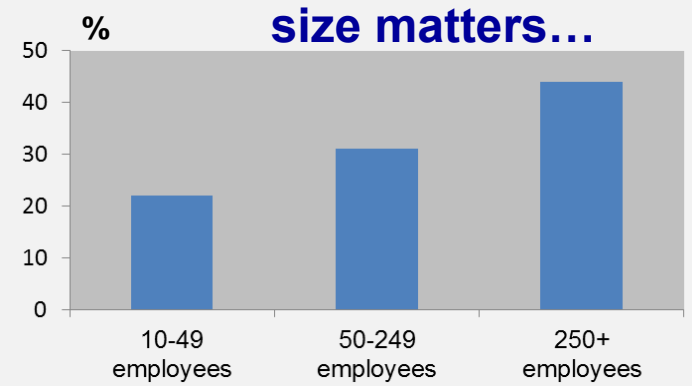
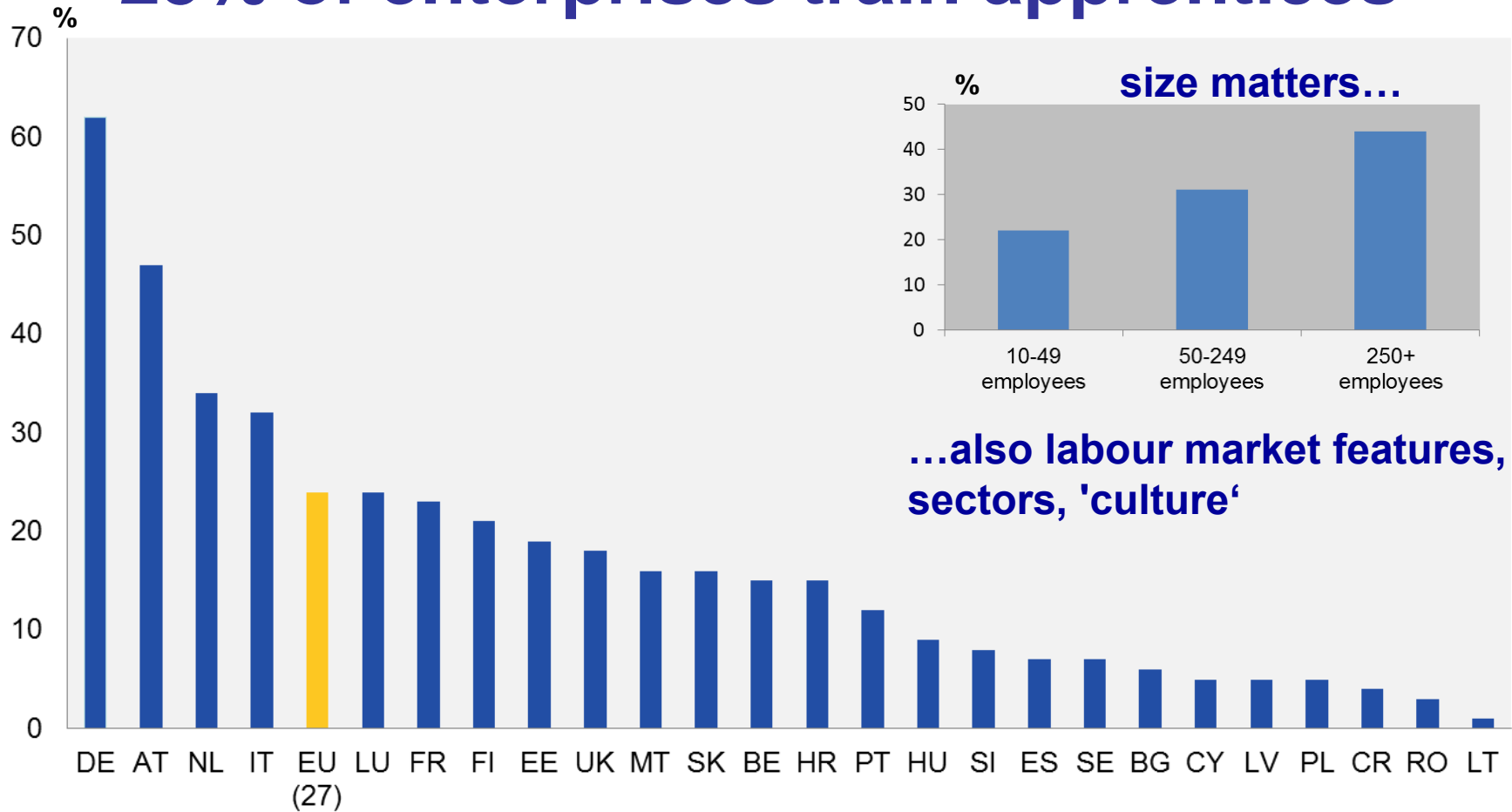
Source: Eurostat, CVTS 4

% of enterprises with apprentices, EU average 2010

based on data from 25 countries, excluding Greece, Ireland and Denmark, but including Croatia



25% of enterprises train apprentices



...also labour market features, sectors, 'culture'

Source: Eurostat, 2013. For DK, IE, GR, NO no data available at the time of extraction [30.4.2013]



Learners' misconceptions (?) about apprenticeship

- mainly for 'lousy' jobs
- 'last resort'
- 'dead end road'
- often used as 'cheap labour'

Participation in VET ~ 50%

(15-30% in CY, LT, HU to > 70% in AT, BE, HR, CZ, SK)

school-based programmes tend to be more popular



Raising attractiveness of VET

Easier access to higher education through the VET route
(e.g. Belgium, Germany, Cyprus, Poland and Italy)

Campaigns to attract young people to VET,
(most Member States)

Skill competitions
(e.g. Estonia, Spain, Hungary, Portugal and Finland)

Improvements to guidance and counselling services
(e.g. Bulgaria, France, the Netherlands and the UK).

Including VET elements into lower-secondary education
(e.g. Belgium, Bulgaria, Denmark)

Source: Cedefop, 2013

Supporting social partner and employer engagement

Financial incentives
for learners and employers

European alliance for apprenticeships
creating partnerships and new forms of cooperation between

ETUC's *Quality Framework for Apprenticeships and work-based learning*

20 quality standards and criteria to meet them

The Skills Agenda for Europe: skills guarantee

70 million Europeans lack adequate reading and writing skills;
and even more have poor numeracy and digital skills



Thank you !

More information
www.cedefop.europa.eu

