



Future of VET in the EU

VET policy update

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Content



- 1) Preparing the future of EU cooperation on VET (policy framework and tools)**
- 2) Providing the financial resources to support VET policy**
- 3) Policy initiatives (the Platforms of *Centres of Vocational Excellence*)**



Getting the job done!



EU 2020
/European
Semester

ET2020
framework

Copenhagen
Process

AL agenda

European
Pillar Social
Rights

Member States and social partners
ACVT, DGVT

Council Recommendations

Policy initiatives

*European Alliance for Apprenticeships
European Vocational Skills Week
Centres of Vocational Excellence*

**Working Groups, National coordinators
for AL, Peer Learning**

Other stakeholders

VET providers, VET researchers, European Apprentices Network

Evidence and Analysis

Cedefop, Eurostat, OECD, ETF, JRC

Funding

ESF

Erasmus+

EASI

InvestEU

VET modernisation

Preparing the post 2020 strategy



2016-2018

- Cedefop study on "The changing nature and role of VET in Europe – *future challenges and opportunities*"



2018

- Riga Monitoring "The 2017 progress report"



2017-2018

- Study on instruments supporting VET quality and flexibility
- Study on vocational mobility

2018-2020

- EU MFF and Funding instruments 2021-2027
- ET2020 WG on VET and AE
- ACVT opinion on a Strategic vision for VET
- Proposals for E&T post-2020





CEDEFOP analysis: The Changing nature and role of VET in Europe-project – the aims

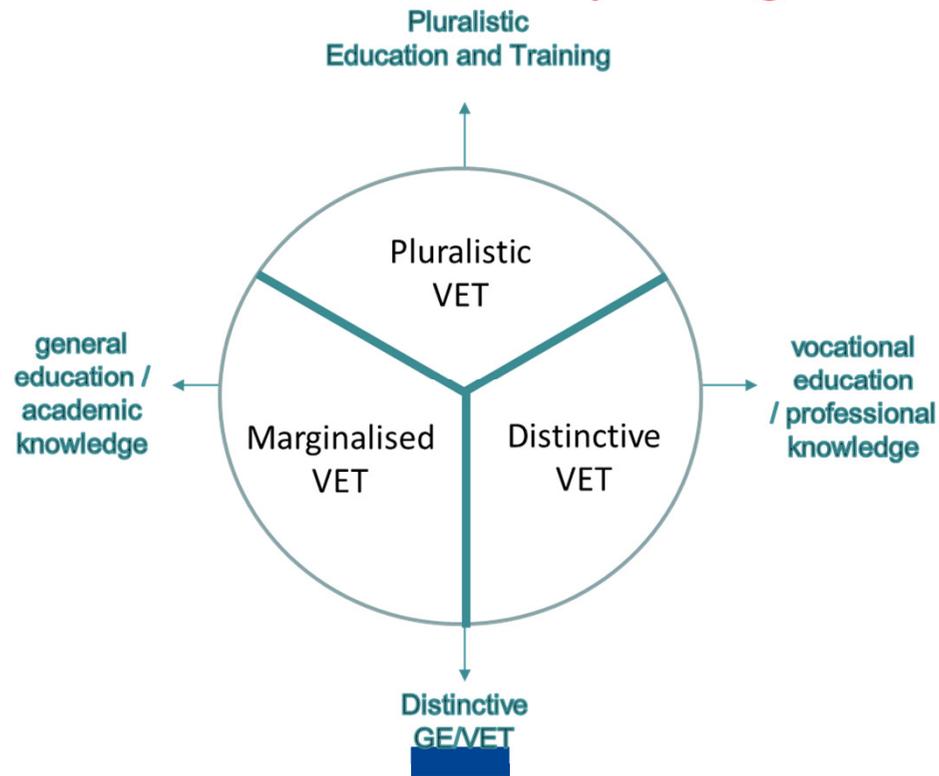
The purpose was to use the analysis of the past to look forward:

- Which are the key dimensions (and tensions) likely to influence VET in the decades to come?
- Which main future development paths (scenarios) can be identified?
- Which are the key policy choices faced by VET stakeholders in the decades to come?





VET Scenarios 2035 – Underpinning dimensions





Lifelong learning at the heart – Pluralist VET

- Conception: Broadens the conception of VET, emphasising vocationally oriented learning at all levels and in all institutions
- Position: Less focus on a separate and distinct VET sub-system; the border lines between vocationally and general subjects becoming blurred
- Orientation point; Focus will be on broader qualification profiles with a weaker link to jobs and occupations.
- Target group: Widening of target groups addressing the needs of learners at all ages and
- Governance: A widening of stakeholder groups involved in VET-governance; the tri-partite model will need to be extended
- Risks: Fragmentation and increase in inequalities





Occupational and professional competence at the heart – Distinctive VET

- **Conception:** Strengthens and revitalises the existing and dominant conception of VET as focussed on entry to occupations
- **Position:** VET is positioned as a separate sub-system with clearly defined providers and institutions. Its visibility and parity of esteem is strengthened
- **Orientation point;** VET is organised around the requirements and identities of clearly defined professions (Beruf-prinzip)
- **Target group:** Young people in initial education and training, including at higher levels, is the core target group
- **Governance:** The social partners' role is strengthened and further developed
- **Risks:** Rapid changes may undermine the distinctiveness of occupations and along with a hollowing out of middle level skills undermine a revitalisation





Job-oriented training at the heart – special purpose and/or marginalised VET

- Conception: The conception of VET is narrowed down and mainly focussed on short term re-skilling/up-skilling
- Position: A closer link to the labour market and job-related continuing training. Supports employability in the narrow sense, employability in the broader sense a role of general education.
- Orientation point; Focus on short and medium term skills needs identified by the labour market through skills-intelligence systems
- Target group: Adults increasingly form the centre of gravity of VET; general, initial education.
- Governance: Individual choices and company needs ,
- Risks: May underestimate the role of basic and transversal skills in meeting also the short and medium term needs of the labour market



Preparing the future of



Study on instruments supporting VET quality and flexibility

- Aim: to examine the influence of EQAVET and ECVET and their relationship with other EU tools
- Method: Interviews, targeted consultation, desk research, thematic case studies, stakeholder events, Delphi surveys
- Status: work still in progress





Education & Training 2020 Working Group on VET 2018-2020: Innovation and digitalisation supporting high quality VET and higher VET

- New pedagogical and andragogical approaches
- New learning environments
- Using modern learning technologies
- Pro-active and flexible VET systems supporting smart specialisation strategy and industrial clusters



EU budget *for the future*



Erasmus Key novelties of interest to VET and AE



- **Erasmus+** doubling the budget to **€30 billion** (*x3 mobilities*)
- **Increase the key targets:**
 - VET** - Triple the number of learners and staff with the opportunity to go abroad: *from 650.000 to around 2 million people;*
 - AE** - multiply by six the number of staff with the opportunity to go abroad: *from 50.000 to 300.000*

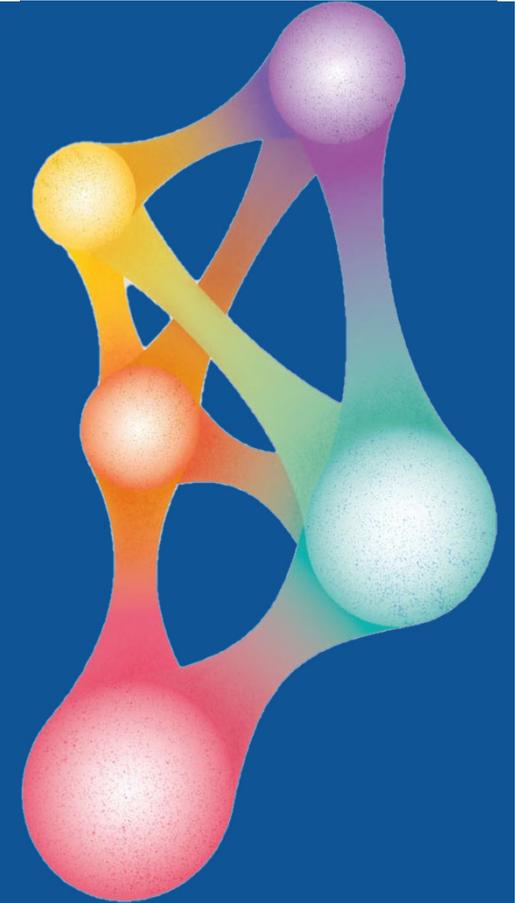
- Opening the **international dimension** to VET mobility of learners and staff
- Mobility for upskilling and reskilling (***continuing VET***)
- Support for the set-up of Platforms of "**Centres of vocational excellence**"
- **Small-scale partnerships to** strengthen the participation of small
- Enlarging the concept of **Staff in mobility** actions to include "multipliers" with leverage on guiding/implementing training, e.g. **HR staff in companies**





Platforms of Centres of Vocational Excellence

"Upward convergence" for VET excellence



Member states calling for VET Excellence... *since 2004*



2004 **Maastricht** Communiqué:

"...achieve high levels of quality and **innovation** in VET system..."



2006 **Helsinki** Communiqué:

"...developing and highlighting **excellence** in VET skills..."



2008 **Bordeaux** Communiqué:

"... promote **excellence** and... guarantee equal opportunities."



2010 **Bruges** Communiqué:

"...**vocational excellence** for smart and sustainable growth."

"VET providers to collaborate with enterprises, design centres, cultural sector, and HE forming "**knowledge partnerships**".



2015 **Riga** Conclusions:

"increase cooperation to promote **innovation** and **excellence**"



Typical activities of CoVE's

Pro-active partner in local development



Regional development, Smart Specialisation, Knowledge triangle



Providing both Initial and continuing VET at all EQF Levels

Partnerships for: Skills anticipation, Apprenticeships, T&T exchanges

Incubators supporting job-creation, and start-ups

Vocational Excellence

Quality assurance feedback loop, learner tracking

Technology diffusion

Cost-sharing and sustainable funding

Innovation HUB

Flexible pathways with Schools and Universities

Validation and Guidance

Project based learning

- COWORKING SPACE
- CAPACITY BUILDING
- EXPOSURE & PUBLICITY
- ACCESS TO FINANCE
- NETWORKING ACTIVITIES
- RECRUITMENT SUPPORT
- RAPID PROTOTYPING
- MENTORSHIP & COACHING

The CoVE initiative: Key elements



Foster Vocational Excellence at two levels

NATIONAL

Through **Centres of Vocational Excellence (CoVE)**

Operating in a given **local context**, embedding them closely in the local **innovation** and **skills ecosystems**, working with businesses, chambers, tertiary education, research institutions, public authorities, etc.

TRANSNATIONAL

Through **Platforms of CoVE's** to establish world-class reference points for VET by bringing together partners that share a common interest in:

- Specific **sectors/trades** - such as aeronautics, e-mobility, green technologies, healthcare, textiles, or
- **Societal challenges** - such as integration of migrants, upskilling people with low qualification levels

Platforms of Vocational Excellence *On what will they cooperate?*



Platforms connecting existing training providers, their networks, chambers

- Anticipating **future skill needs** (*including Digitalisation*)
- Developing **Joint VET curricula**
- Internationalisation strategies for **mobility** of:
learners, teachers, trainers, VET leaders
- Innovative **teaching** and **training** methods (*Digitalisation*)
- Sharing of **resources** and **equipment**
- Active in trans-national "**Knowledge triangle**"
- Trans-national **applied research** projects
- **Project based** learning



Centres of Vocational Excellence

The 2019 Pilot projects



Sector Skills Alliances - Lot 1

Development of sectoral approaches through transnational Centres of Vocational Excellence (CoVE)

- Support for 4 to 5 **Pilot projects** running for 2 years, based on innovative cooperation methods, as a **first step towards the establishment of CoVE**.
- Sectoral approaches for design and delivery of VET content combined with a **strategic approach to development of skills-ecosystems** at local level and in line with local growth and **innovation strategies**
- At least **4 programme countries**, at least **8 full partners**, with at least **3 companies** or industry representatives, and **3 VET providers**
- Indicative budget **€4,000,000**, deadline for applications **28/02/2019**





**Thank
you**