From education to working life:
learning for employability

Eleonora Schmid, Cedefop

EUNEC meeting
Prague, 20 October 2014
Despite high youth unemployment 4 out of 10 EU firms have difficulty finding staff with the right skills.

~29% high-qualified workers in the EU in jobs for the medium- and low-qualified

Source: European Company Survey (2013)
A recurrent shortage of VET in Europe

- Most common reason for difficult to fill vacancies:
  candidates lack technical competences
- Most difficult jobs to fill:
  e.g. skilled trades workers, engineers, technicians, personal care workers
- High demand for professionals in:
  ICT, health, engineering and education sectors

Source: Manpower Talent surveys; EU Commission (2014)
Medium level qualifications mostly acquired through VET

Enrolment in (pre)VET (ISCED3) as % of total upper secondary education 2006, 2012

Source: Eurostat [accessed on 23/04/2014]. N.B. Data for SE and MT: break in time series, for EU28 provisional estimates by Cedefop

School-based VET tends to be more popular
Young VET graduates more likely to find a suitable job match

But continuing and re-training will be necessary over time

Source: Cedefop calculations based on Eurostat, EULFS 2009 Ad Hoc Module. Data: EU27 excluding DE, 2009
VET often seen as second rate but supports different talents and leads to different levels

- at upper secondary, post-secondary, tertiary level
- in learning for continuing development
- within active labour market measures
- for young people and adults

38% think VET leads to low status jobs

Source: Eurobarometer 369, 2011
Upper secondary VET for wide range of occupational fields

Upper secondary vocational graduates by field of study (%), EU, 2011

- STEM: 22%
- Engineering and engineering trades: 22%
- Science, mathematics and computing: 2%
- Social sciences, business and law: 25%
- Humanities and arts: 6%
- Teacher training and education science: 3%
- Agriculture and veterinary: 4%
- Health: 7%
- Architecture and building: 7%
- Manufacturing and processing: 5%
- Social and welfare services: 4%
- Services (Personal, Transport, Security Services, other): 18%

Source: Eurostat. Not included IE, EL, HR, IT, MT, AT, PT, UK
VET skills: a priority for the future

- basic/foundation skills
- transversal skills, ICT increasingly important
- specific technical knowledge
- adaptability, flexibility, career management skills
- work-experience; substantial shares of work-based learning in 'schools' (projects with business/industry, workshops, labs, simulations…)

Source: Eurostat (CVTS4)
VET at upper secondary level:

- occupational and generic skills
- school-based (incl. work-based learning) or learning at school and in a company
- provides qualifications at different levels
- gives access to specific (fields of) occupations, (entitlements)
- opportunities to progress in education and training
Finding a job: work-experience makes a difference

Educational orientation & labour market status of graduates aged 18-24 with upper- and post-secondary education, EU27+, 2009

Employment status by educational attainment and orientation, 25-24 year-olds, EU27+, 2009

Source: Cedefop calculations based on Eurostat, EULFS 2009 Ad Hoc Module.
Apprenticeships: What learners and firms gain

- Awareness of job reality, 'meaningful' learning
- Opportunities for different learning styles

Source: Eurostat, CVTS 4% of enterprises with apprentices, EU average 2010, 25 countries, excl. DK, EL, IE
Different apprenticeship-types across Europe…

...common features for success

- ‘right mix’ of generic and occupation-specific competences
- close partnership between employers and educational institutions
- ensuring the quality of learning (at school/training centre and workplace)
- strong cooperation between public authorities and social partners
- guidance before and throughout the programme, mentoring/monitoring
- safeguarding young people from exploitation
- collective funding approaches to mitigate the ‘poaching’ problem
Dynamic developments in work-based learning requires closer school-enterprise cooperation

- Apprenticeship or similar programmes
- Work-based learning elements in school based IVET programmes
- Incentives for enterprises to provide training or employment
- Campaigns encouraging enterprises to provide or invest in VET
- Strategy to foster VET-enterprise cooperation to ensure quality and relevance
- Guidelines for VET teacher development including enterprise traineeships
- Training VET teachers/trainers to help learners acquire entrepreneurship skills
- Services that assist VET institutions in finding partners in the business world
- Services that assist in finding training places for VET teachers in enterprises
- Guidelines encouraging staff exchange between enterprises and VET providers

- In place by 2010 and not changed
- In place by 2010 and adjusted since
- Put in place since 2010
- Preparing for implementation
- No action reported

Source: Cedefop based on ReferNet
Cooperation and feedback to maintain IVET relevance

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

University

University of applied sciences

Higher level VET

new occupations, sectors

But only 24% enterprises (> 10) train apprentices

James Calleja, Cedefop
VET qualifications at EQF level 5: progressing to higher education or in a career

**Why:** demand for advanced technical and/or management skills, often to upskill people

**What:** labour market needs-oriented: distinct professional profile, relevance
dual purpose: entry into labour market and higher education
some solely leading on to further studies (credit transfer possible in some)
validation of work-experience and non-formal learning used at this level

**Who:** learners with VET background
non-traditional learners
young people and adults
Flexible paths through validation of non-formal and informal learning

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

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

Source: 2014 European inventory on validation of non-formal and informal learning
Focus on learning outcomes for flexible paths and transitions

- **EQF**
- **NQF**
- **INDIVIDUALS**
- **SYSTEMS**
- **EDUCATION AND TRAINING**
- **VALIDATION OF NON-FORMAL AND INFORMAL LEARNING**
- **ESCO**
- **ECVET, ECTS**
- **EQAVET**
- **QUALIFICATIONS**
- **LABOUR MARKET**

**OCCUPATIONS**
More information
www.cedefop.europa.eu
Key features of apprenticeships

- Learning alternates: workplace & educational institution/training centre

- Part of formal (initial) education and training
  - officially recognised certificate ⇒ part of the country’s NQF
  - qualifies to work in a specific occupation or group of occupations

- Training based on a contract/formal agreement:
  - employer – learner; regulated by labour laws/training acts
    ⇒ other forms, e.g. employer – education & training institution
  - employee status, remuneration
    ⇒ other forms

- Learning outcomes/standards/training profiles by relevant authorities and social partners
Employers’ perceptions on apprenticeships

Employers’ perception if apprenticeships sufficiently implemented, EU, 2013 & 2014

Source: Global competitiveness report

[Bar chart showing perceptions of employers from various EU countries in 2013 and 2014]
EU: Focus on work-based learning/apprenticeships

- more apprenticeships by end 2012 and more mobility for apprentices
  (Europe 2020 ‘Youth on the move’ initiative)
- more work-based learning/apprenticeships
  by end 2015 common quality assurance framework for VET providers also for associated workplace learning (joint priorities for VET since 2010)
- Council recommendation on quality framework for traineeships
- country specific recommendations on VET in general and apprenticeships
- apprenticeships and traineeships as a main pillar of youth guarantees
- EU-level working group on VET, focus on apprenticeship-type schemes
  4 themes: governance/financing, support for companies (SMEs!), attractiveness and career guidance, quality assurance
**European alliance for apprenticeships**

**What:**
- improve quality and supply of apprenticeship-type schemes in Europe
- change image of apprenticeships ⟷ shifting mind-sets

**Why:**
- finding jobs easier for young people with work-experience
- lower youth unemployment in countries with strong apprenticeships
- making education and training more relevant to the labour market

**Who:**
- DG Education & DG Employment steering,
- Cedefop supporting governments,
- social partners, enterprises,
- VET institutions,
- guidance and employment services,
- other stakeholders
European alliance for apprenticeships

Since 2013

European alliance for apprenticeships

National alliances
Improving apprenticeships, knowledge transfer
Peer learning
Bilateral cooperation

Cost-benefit analyses
Spotlights on the benefits
Career guidance
Awards, ambassadors

Youth Employment Initiative
Smart use of EU programmes and support
ESF
EIB
Erasmus+

How:

Employers can make pledges

Germany forerunner
Joint declaration: EU social partners, Commission, LT Presidency
Participation in apprenticeships and employment

Data problems:
• Reliability
• Validity
• Consistency

What is apprenticeship?

Qualitative analyses necessary

ELFS 2013
Standardised data (EU=0)
Teachers

Advice to learners

Employers

Guidance staff

Source: Cedefop adapted from the forthcoming study on Attractiveness of initial vocational education and training in Europe: what really matters?
Tapping NEETs’ potential: the glass is half-full

identify  document  assess  recognise
Valuing all forms of learning

**Recommendation** on validating non-formal and informal learning

→ Establish **validation arrangements by 2018**

Company skills assessment and public validation systems not yet compatible

- **Identification**
- **Documentation**
- **Assessment**
- **Recognition**

National qualifications framework
Europe’s target for 2020 – Boosting skills at the high-end
VET’s contribution

% 30-34 year-olds with tertiary education by type, 2013

Source: Cedefop's calculations based on Eurostat, 2014; ISCED 97
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
Context matters

Policies
- Wider edu&train policies
- VET policies, reforms
- Social partner involvement
- Incentives

Policy levers
- Campaigns
- Skills competitions, awards
- Improved guidance and counselling

Internal IVET drivers
- Systems characteristics:
  - Flexibility: access, progression, validation
  - VET at higher education level
  - Quality of provision
  - Work-based learning elements

Outcomes
- Employment and position/careers of graduates
- Progression to higher education
- Drop outs

Communication of IVET outcomes

IVET attractiveness
- Participation
- Image of VET
- Relative esteem vis-à-vis general education

complex interplay

External drivers
- Demographic trends
- Economic structure
- Labour market structure
- Value of VET qualifications on the labour market

Demand side
- Economic developments
- Labour market trends:
  - emerging occupations,
  - demand for specific qualifications, levels
- (un)employment
- Availability of training places

Supply side
- Traditions, culture
- Social norms, perceptions (families, teachers)
- Interest in fields of study
- Status of occupations, income

Source: adapted from Cedefop. Attractiveness of initial vocational education and training in Europe: what really matters
Literacy skills of adults with VET differ widely across Europe

Mean literacy proficiency in European countries for adults aged 25-64 whose highest level of education is upper secondary or post-secondary non-tertiary education (2012)
Literacy skills of adults with VET differ widely across Europe

25-64 year-olds with vocational or general upper secondary or post-secondary non-tertiary education at proficiency level 3 in literacy (% 2012)