



The Copenhagen process: Continuity, consolidation, change

Cedefop's policy analysis

Aviana Bulgarelli, Director





Since Copenhagen: continuity and change

- From diverse national priorities to a shared policy agenda which include common European tools and policy learning
- From comparing certificates to understanding what people know and can do
- From focus on tools for mobility in the EU to wide-ranging national systemic changes
- From tools and principles for VET to catalysts for lifelong learning
- Towards a vision of lifelong learning which values skills across all education and training levels and sectors



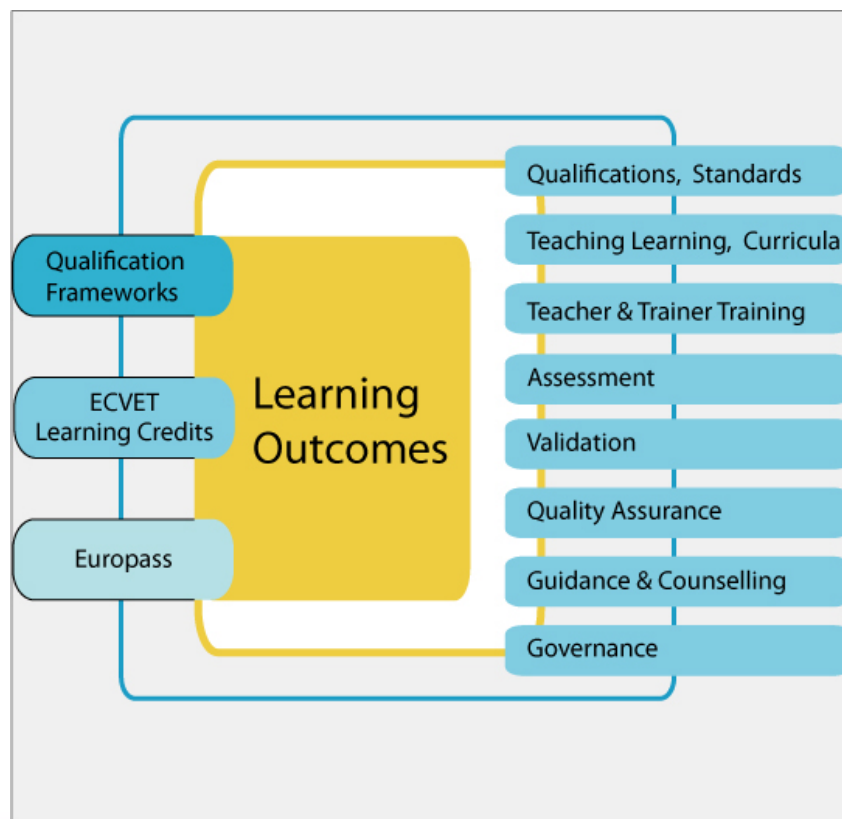
Copenhagen Process: conceptual shifts beyond coordination



Snowball effect since Helsinki: shift in concept



The learning outcomes paradigm





Snowball effect since Helsinki



Common tools, principles: fundamental progress

- European qualifications framework recommendation 2008
- implementing national qualifications frameworks
- developing pilots, forthcoming recommendation on credit system for VET (ECVET)
- implementing quality assurance:
standards, accreditation, monitoring, assessment, impact on VET management and provision
forthcoming recommendation on European quality assurance reference framework (EQARF)
- direct use of Europass by citizens





Work on national priorities since Helsinki: continuity and consolidation



Making VET more efficient and effective:

- Widening cooperation and partnership
 - diverse policies
ministries, regional/local authorities, social partners
- Decentralisation and shift to performance management:
 - balancing local and VET provider autonomy with national steering and control
 - performance-based management and funding
- Cost-sharing mechanisms:
 - training funds, tax incentives, vouchers, learning accounts, saving accounts, often combined





Since Helsinki: progress but ...



Lifelong learning for all: excellence and equity

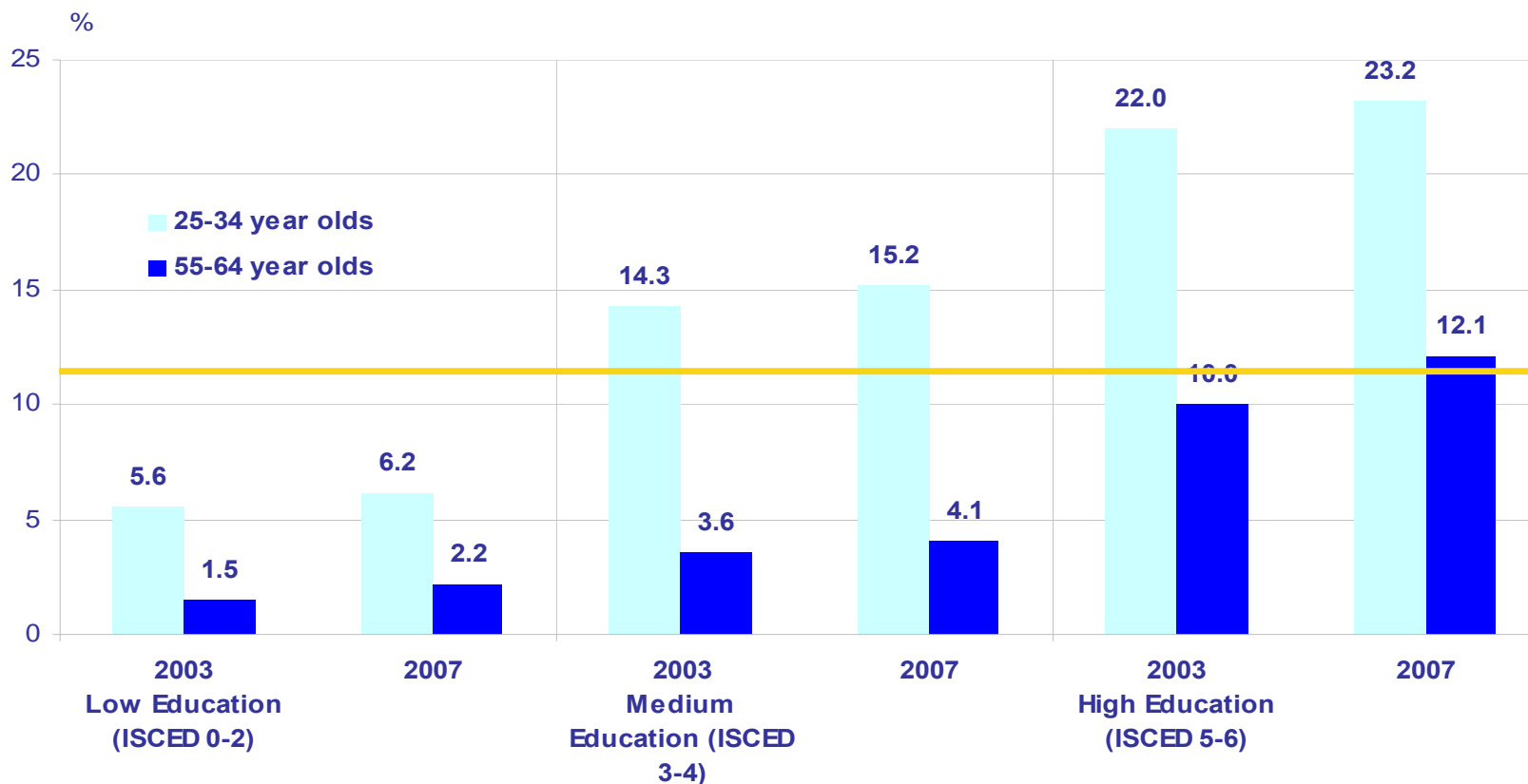
- Preventive and remedial support for vulnerable groups
 - from tailored to inclusive VET, re/introducing apprenticeship
- Social partner contribution and support
 - collective bargaining, agreements, provision
- Variety of more flexible paths:
 - linking IVET, CVT and higher education: fewer structural barriers
 - expanding post secondary and tertiary VET



Policy mixes which include European principles:
guidance and counseling, validation of non-formal learning



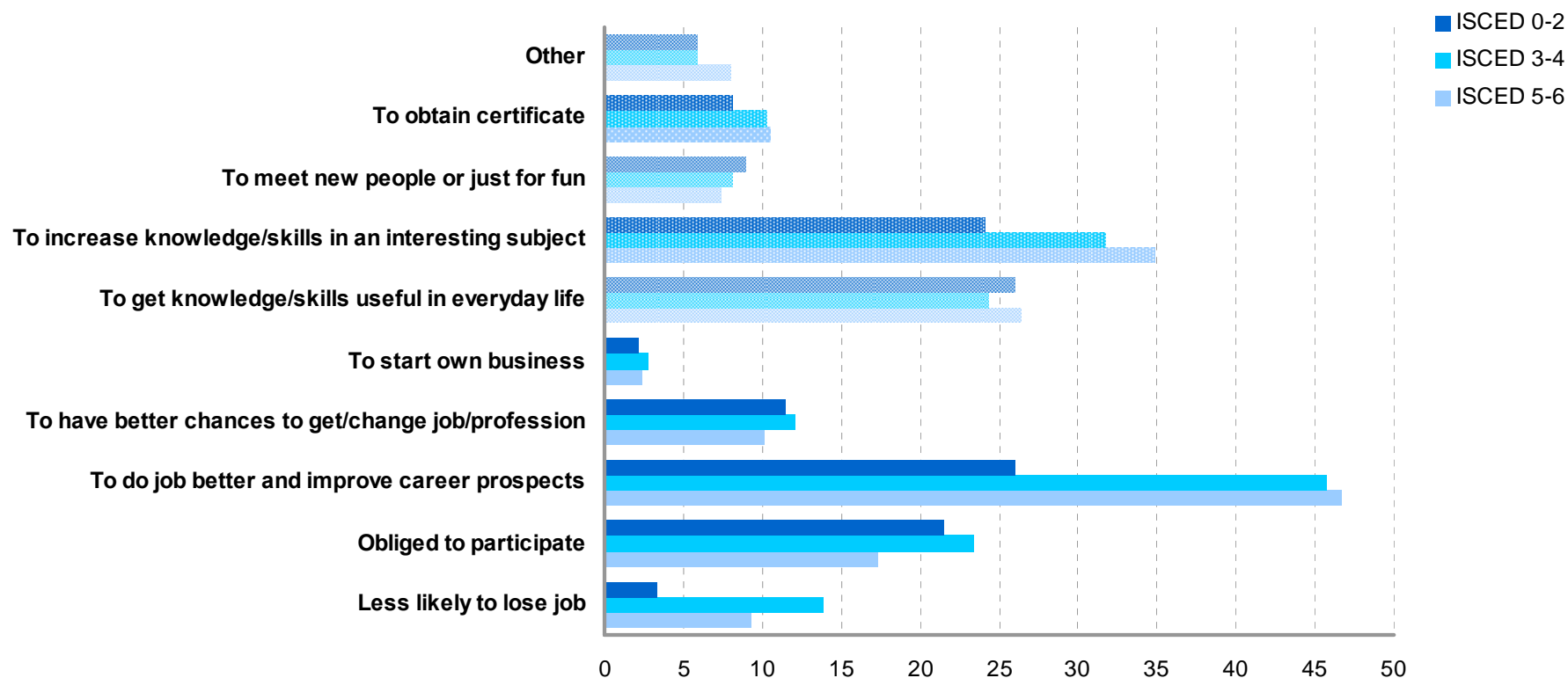
... LLL participation still low and inequitable



Source: Eurostat, LFS

Why people take up non-formal learning

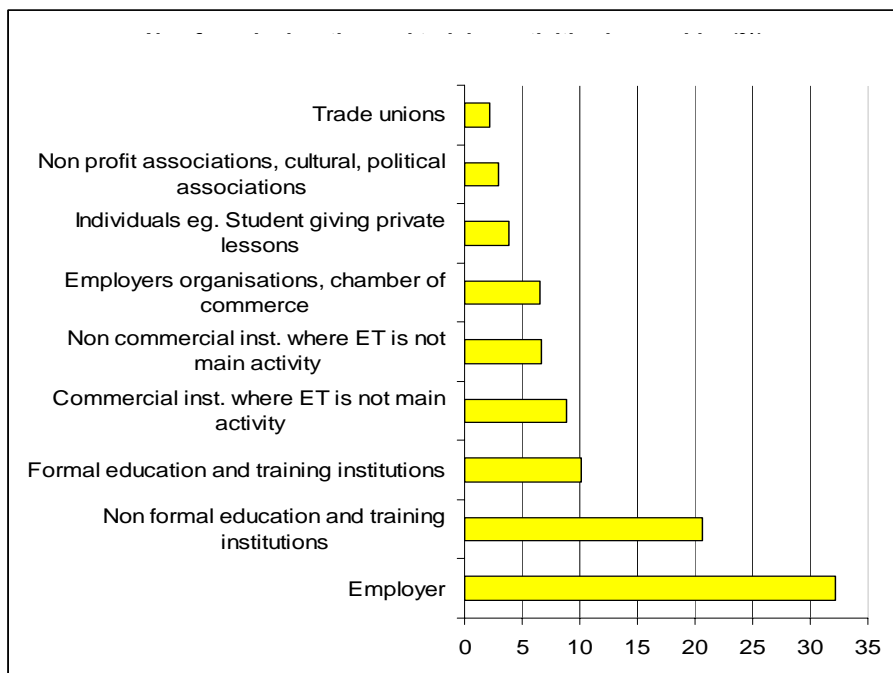
Reasons for participation in non-formal learning by educational attainment (%)



Source: Eurostat, adult education survey

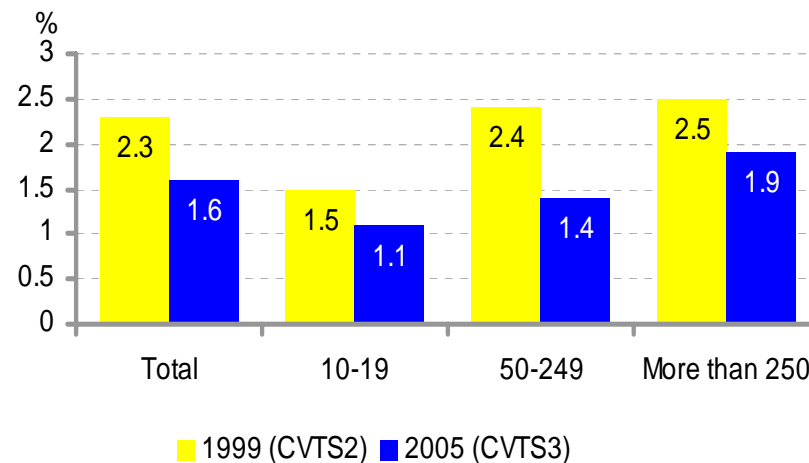
CVT: employers main providers

Non-formal learning activities by provider (%)



Source: Eurostat, Adult education survey

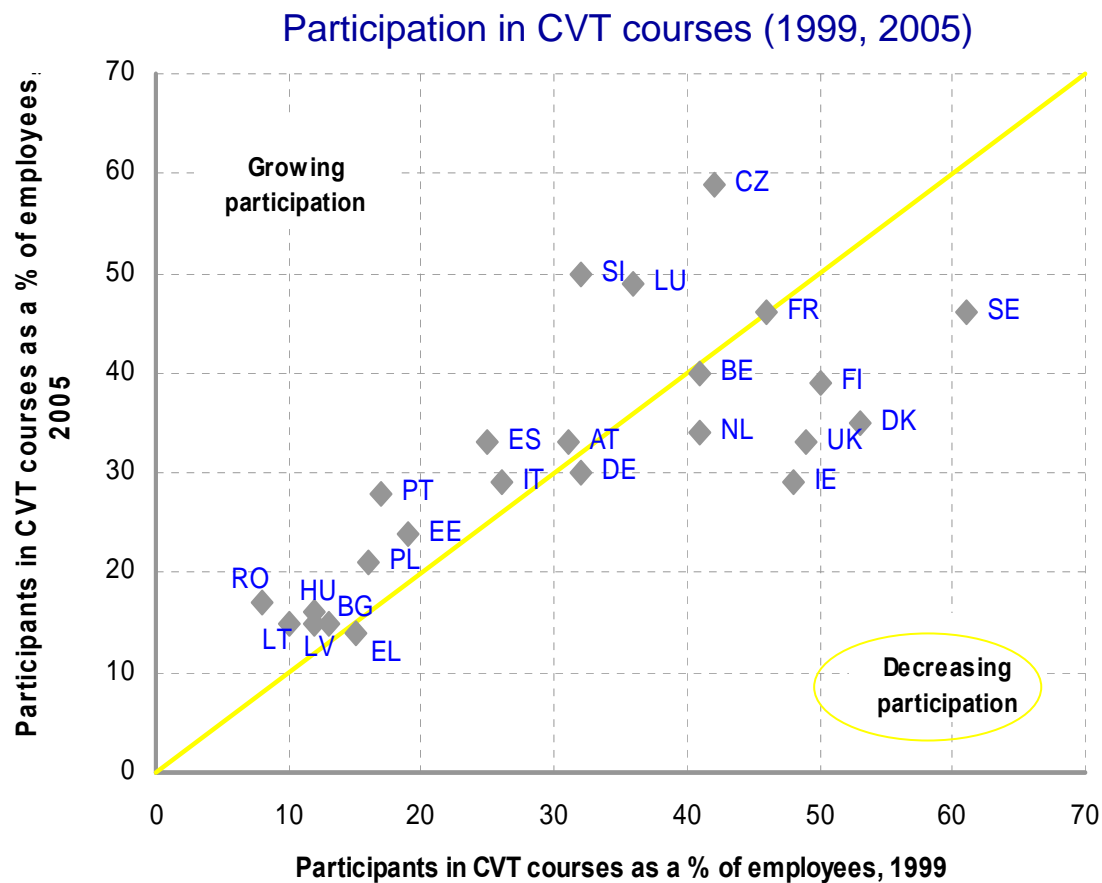
Enterprises' expenditure on CVT courses as % of labour costs by size class (1999, 2005)



Source: Eurostat, CVTS3

CVT: some countries catching up, high performers doing less well

33% of employees participate in CVT courses organised by enterprises



Source: Eurostat, Adult education survey

Progress since Helsinki – Priority after Bordeaux



Reinforcing links with the labour market

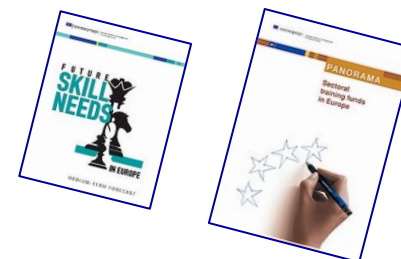
↪ Labour market actors (sectors, social partners) more involved

- co-designing VET policies, programmes, qualifications and standards
- assessing skills and competences
- financing VET, managing funds, providing VET

↪ Forecasting labour market and skill needs

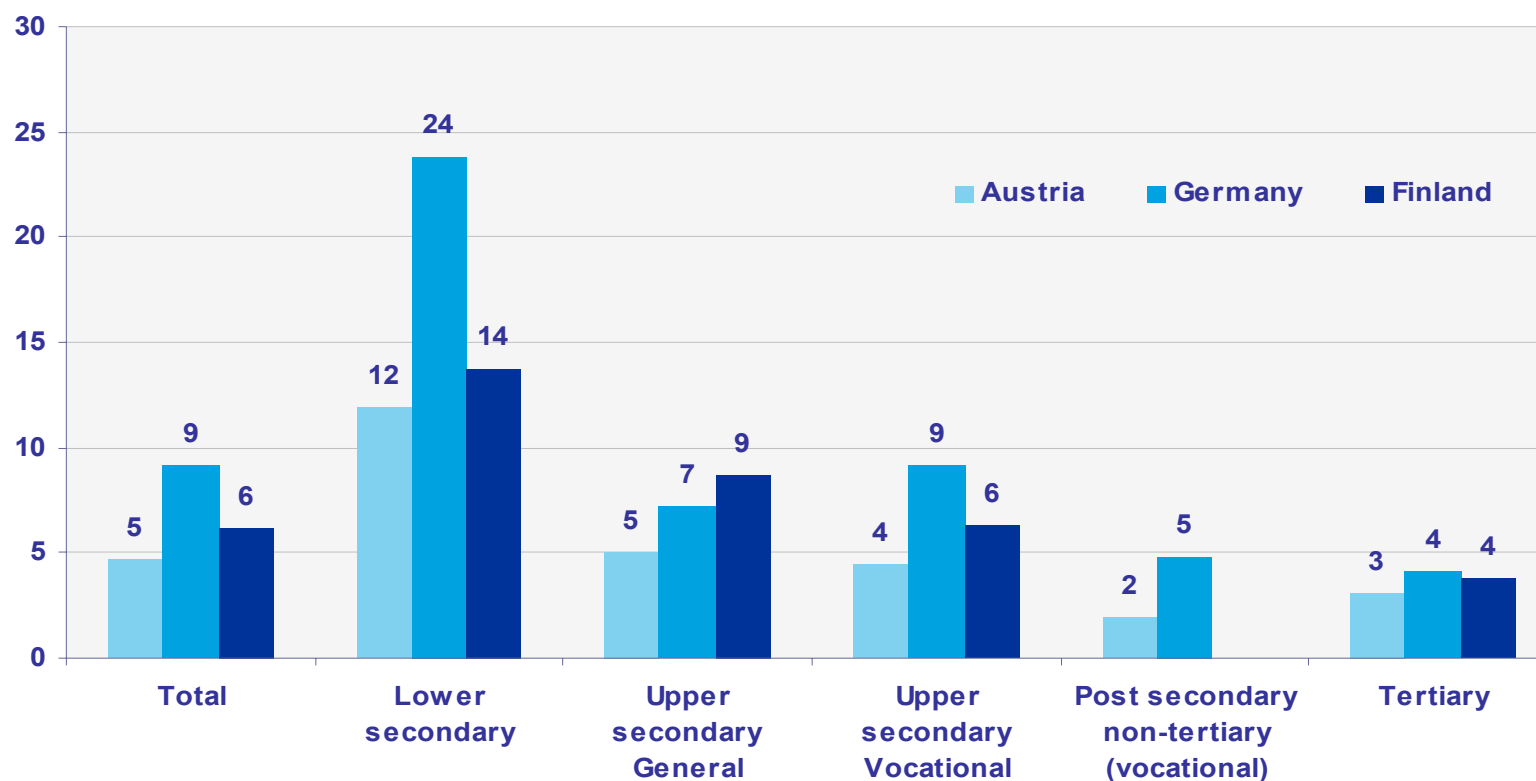
↪ Information, guidance and counselling, assessment and validation of competences to support transitions

↪ More emphasis on apprenticeship and workplace learning for students and teachers



Outcomes of initial VET: What impact on chances of employment ?

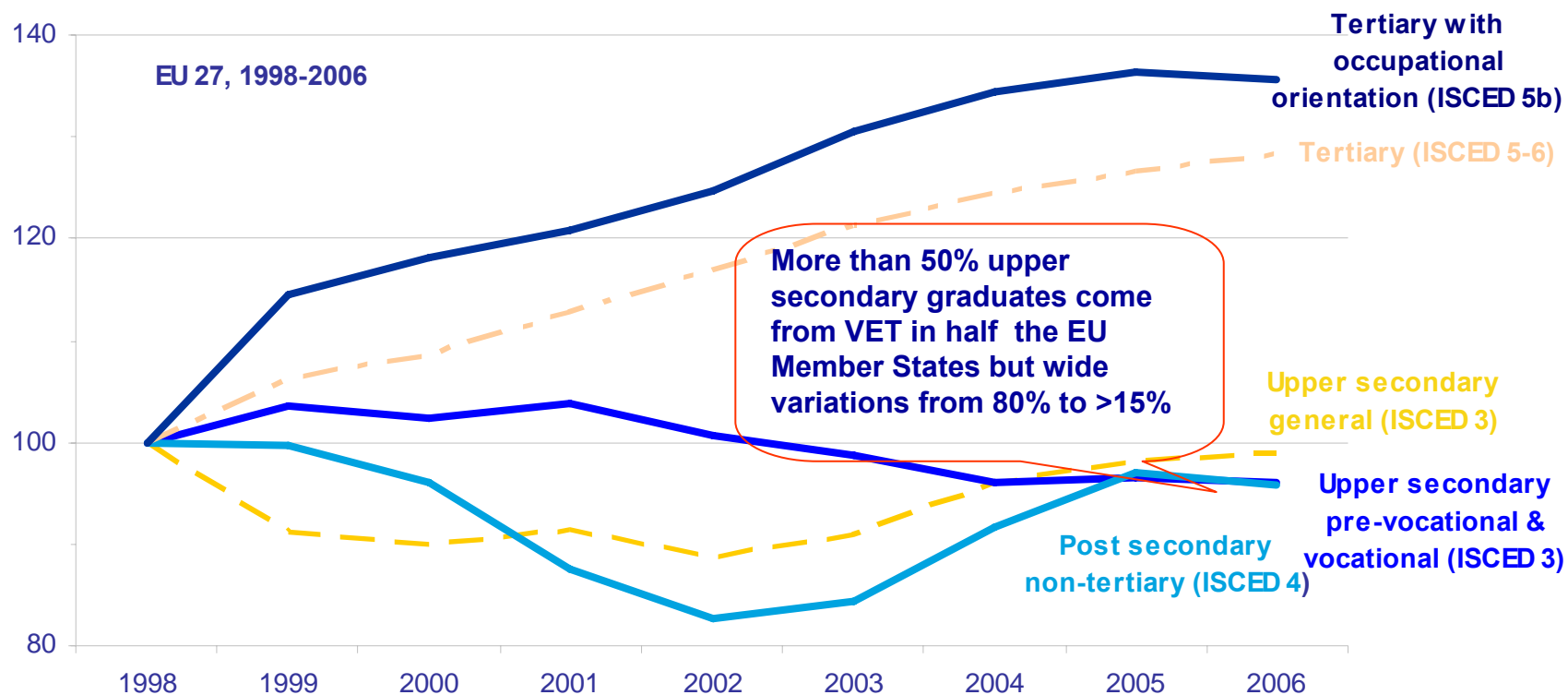
Unemployment rate of 25-34 year olds by level and orientation of education — 2007 (%)



Source: Cedefop calculations, LFS data – Germany, Austria, Finland.

AT upper secondary general, tertiary: treat with caution. FI post secondary non-tertiary: unreliable.

Attractiveness of VET: trends in participation



Source: Eurostat

Notes: Upper secondary education excludes France and the UK; Tertiary with occupational orientation excludes the UK



From Bordeaux to Bruges: change



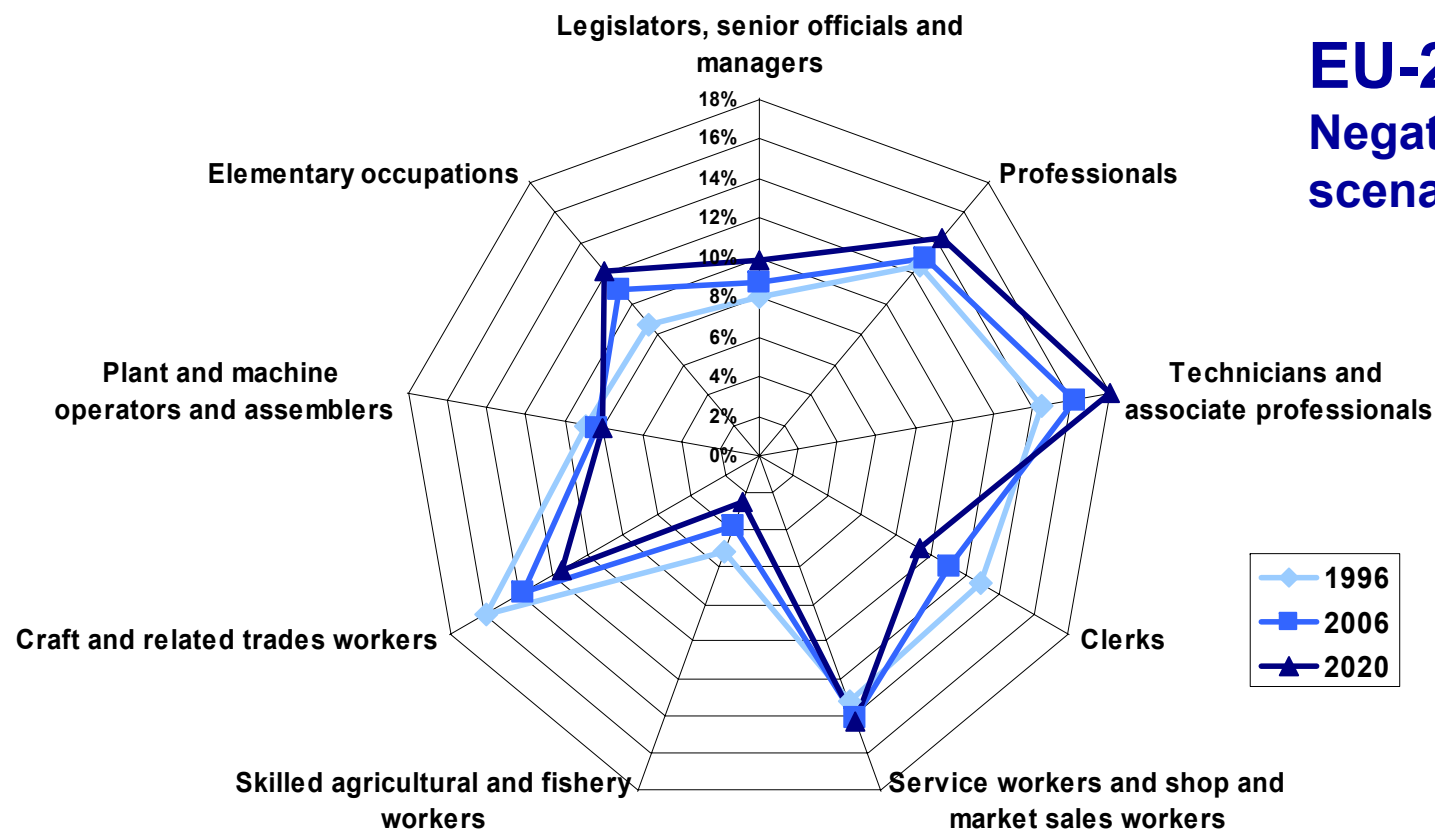
Addressing multiple challenges:

- ↳ Economic crisis: rising unemployment in the short-term, sectoral changes in the long-term
- ↳ Enhancing knowledge based and low carbon economy
- ↳ Technological and organisational changes
- ↳ Demographic change: older workers, migration
 - 78 million low-skilled in Europe
 - Unemployment up to 7.6% (Jan 2009), expected to go up to 10%
 - Mismatch: 4 mio vacancies : 18 mio unemployed (2008)

⇒ **Need to understand and anticipate skill needs:
short-term, long-term**

Sectors are hit but trends in occupational structure likely to continue

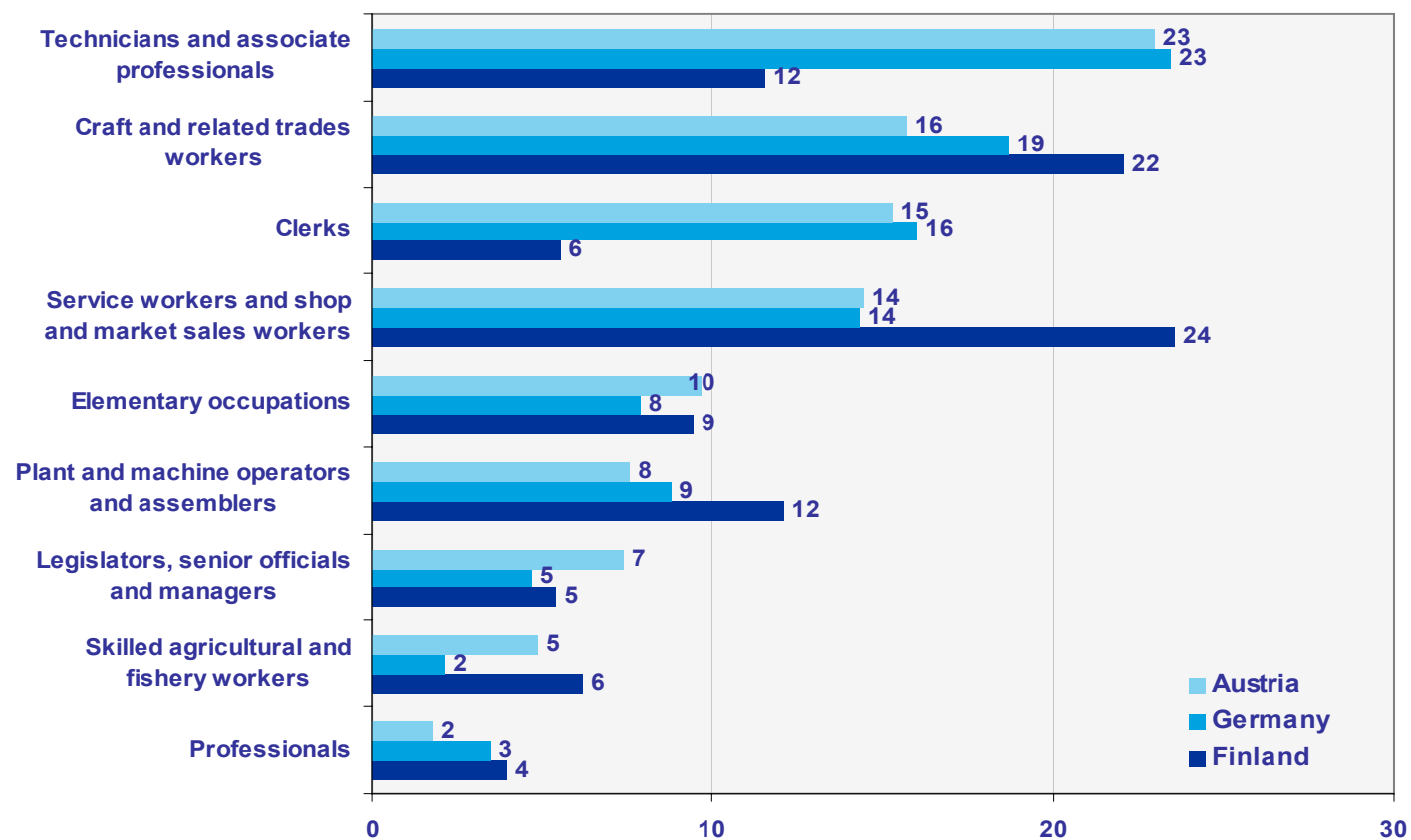
**EU-25+
Negative
scenario**



Source: Cedefop

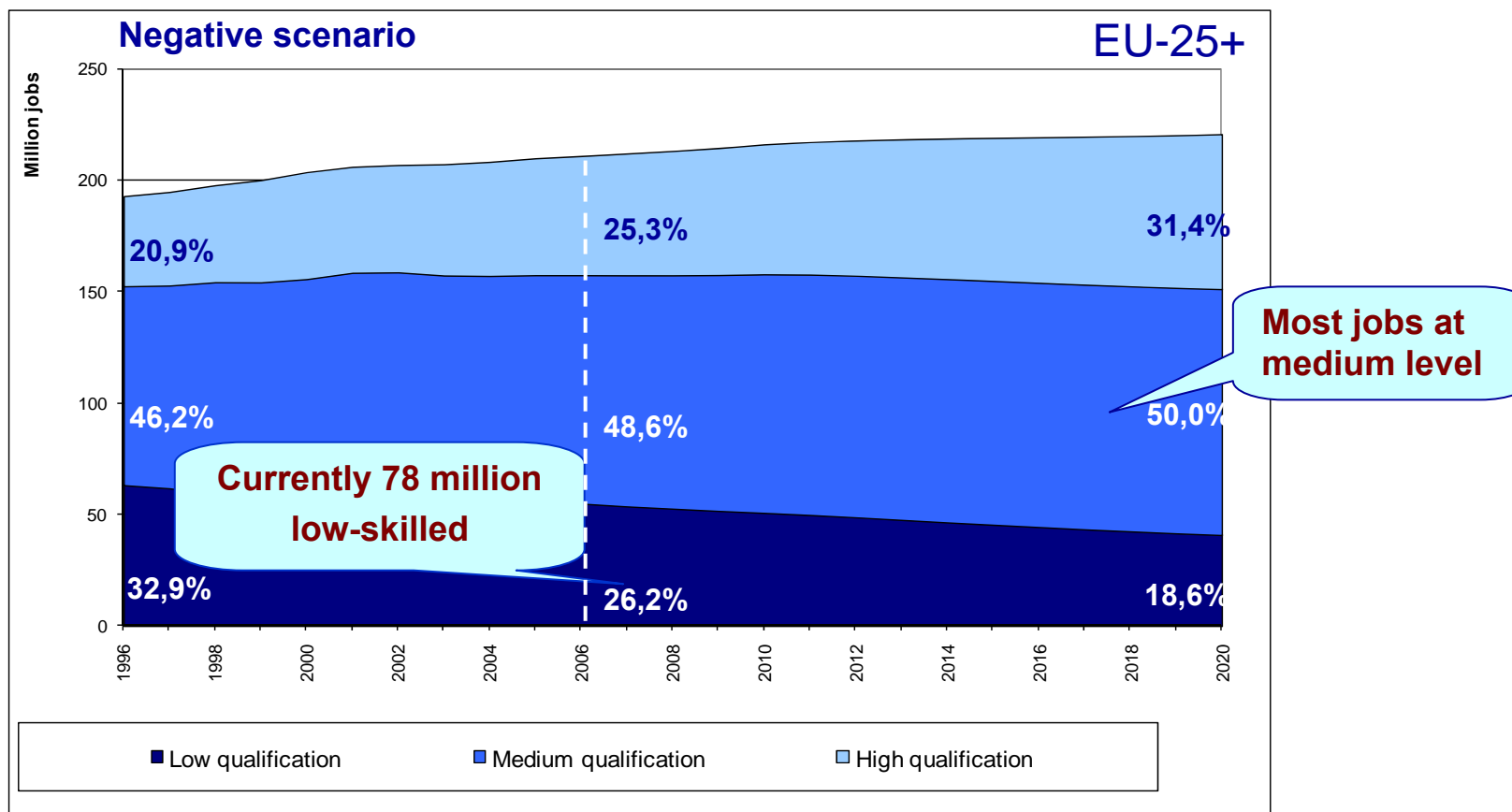
Outcomes of initial VET: What impact on one's occupation?

Occupation distribution for upper secondary and post secondary non-tertiary VET graduates — 2007 (%)



Source: Cedefop calculations, LFS data – Germany, Austria, Finland.

Need for higher and medium-level skills





From Bordeaux to Bruges: the crisis

Current challenges and future opportunities

- ↳ Measures to sustain demand, employment and incomes
 - flexibility within firms: training and working time arrangement, labour market transitions: guidance, training and job placement

- ↳ Opportunity to anticipate and raise skills needed by Europe's future economy
 - stimulus measures for sectors (automotive, construction)
 - promote eco-innovation, "green-collar" jobs and investment in strategic and innovative technologies
 - steps to anticipate changing skill needs included



From Bordeaux to Bruges: reinforcing efforts to manage the crisis and prepare for recovery

- ↳ Tap existing skills and competences
 - CVT, validation of skills and competences, guidance
- ↳ VET and higher education: joint effort to improve labour market relevance for innovation and new growth
 - Making people fit for future skill needs: progression, adult learning
 - Reinforcing dialogue with labour market actors
- ↳ Focus on skills and competences rather than on structures and sub-systems of education and training
- ⇒ **European tools and principles:
keys to strengthen the European single market**
- ⇒ **European cooperation in VET remains essential**



Overall review of the Copenhagen process:



Bruges, December 2010

Thank you very much for your attention !