Work-based learning in CVET in Europe: policies and governance

Alexandra Dehmel (Cedefop)

Cedefop workshop
“Designing, implementing and supporting effective work-based learning in continuing vocational education and training”
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Agenda

1. CVET characteristics
2. Background: Cedefop study ‘Work-based learning approaches in CVET in Europe’
3. Policies
4. Governance
1. CVET characteristics

- CVET operates in specific (national, regional, sectoral, local) country contexts

- Economic structure in terms of sectors and size of enterprises
- Labour market structure (e.g., regulation of access to/progress in occupations)
- Lifelong learning culture

(Cedefop 2014)
1. CVET characteristics

- Diversity and fragmentation
- Lack of knowledge

2. Background:
Cedefop study WBL approaches in CVET in Europe
2. Background: Cedefop study WBL approaches in CVET in Europe

- **Medium-sized enterprises** (50-249 employees)

- **CVET for employed**
  …after initial education and training – or after entry into working life, to
  - improve or update KSC
  - acquire new skills for career move or retraining
  - continue professional development

- **Work-based-learning (WBL)**

  - work-based context:
    - In workplace / at work-station / while working
    - In settings simulating the workplace
    - Off workplace, with learning tasks directly applied in the workplace and reflected upon in the training (train, apply, reflect – repeat);
  - relevant for the learners’ current or planned work-tasks;
  - structured and intentional
2. Background:
Cedefop study WBL approaches in CVET in Europe

- Stakeholders?
- Roles and responsibilities?
- Typology?
3. Policies

Levels

- EU policies
- National/regional/local policies
- Sector/stakeholder policies (e.g. social partners, professional bodies)

Example: EU policies, WBL in CVET

- Inspiration / commitment:
  - Bruges Communique
  - Renewed European Agenda for Adult Learning

- Funding: European Social Fund (ESF)

  **Example: Bulgaria**

  ESF Operational Programme Human Resource Development,
  Axis 2: Increasing the productivity and flexibility of employed persons
  Employers can apply for financing of training that includes WBL
3. Policies

**Levels**

- EU policies
- National/regional/local policies
- Sector/stakeholder policies (e.g. social partners, professional bodies)

**Examples**

- Funding, promotion
- Funding, promotion, CVET legislation (e.g. training rights), regulation of providers, quality assurance
- Competence requirements, promotion, funding

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3. Policies

**Categorisation of country policies, 5 criteria:**

- ✔ 1. Legislation of formal CVET includes WBL
- ✔ 2. National/regional/sectoral CVET programmes requiring WBL
- ✔ 3. WBL-CVET funding through main national financing instruments
- ✔ 4. System of recognition of non-formal and informal WBL
- ✔ 5. Stakeholder focus on WBL-CVET

**Categories**
# 3. Policies

## Policies for WBL-CVET

<table>
<thead>
<tr>
<th>'Unconcerned'</th>
<th>'Just allowing'</th>
<th>'Conducive'</th>
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## Country with WBL-CVET conducive policies

- Formal CVET-system: E.g. adult apprenticeships
- Financing schemes for WBL-CVET available
- Recognition through Qualification and Credit Framework (QCF) / National Vocational Qualifications (NVQs)
- WBL-CVET support by stakeholders: e.g. Union Learning Representatives

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3. Policies

Country with just allowing WBL-CVET policies

- Financing of WBL-CVET through training funds (OPCA)
- Recognition through VAE-system (Validation of acquired experience)

3. Policies - conclusions

Integration of WBL in CVET

- Regulation: E.g. laws, curricula, collective agreements
- Supply-driven
- Demand-driven
- Method used by CVET provider
- User (e.g. company) demand
4. Governance

**Definition**

“...the process of developing and discussing different interests of stakeholders and finding compromises and accepted decisions: Governance is the sum of the many ways individuals and institutions, public and private, manage their common affairs. It is a continuing process through which conflicting or diverse interests may be accommodated or co-operative action may be taken. It includes formal institutions and regimes empowered to enforce compliance, as well as informal arrangements that people and institutions either have agreed to or perceive to be in their interest”

UN Commission on Global Governance, 1995

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4. Governance

CVET-related roles and responsibilities of stakeholders regarding

- Quantity
- Qualitative nature, e.g. type and range of skills, content
- Standards
- Financing

(Tentative) generic models of CVET governance

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4. Governance

<table>
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<tr>
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<th>Model 1 Unregulated employer-led</th>
<th>Model 2 Policy- and top-down led</th>
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<td>Determine training quantity, content and financing</td>
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Example: Bulgaria (WBL-CVET for employed)

**Employers:**
- Initiate WBL, based on needs
- Finance
  - Control over quantity, standards, content

**Training providers:**
Influence and responsibility for content to extent allowed by the employer

**Reforms** towards model 2
4. Governance

Combination Model 1 and 2: Employer-led with policy-led elements

- quantity: demand-led; demand and supply interaction
- employer-led Sector Skills Councils: impact on content
- regulated through state-funding and standards

Reforms towards model 1 likely

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<th>Model 3 Semi-regulated and corporatist</th>
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Example: England (WBL-CVET for employed, linked to formal qualification system)
4. Governance

Model 3: Semi-regulated and corporatist

**Enterprises**
- obligatory financial contributions
- apply for funding, based on training needs

**Social partners**
- manage OPCAs, set priorities for CVET quantity, content, standards
- propose CVET legislation to government

Example: France (WBL-CVET for employed)

OPCAs (joint collection, funding and training policy bodies)

4. Governance – conclusions

- CVET governance: varying governance structures within one country
  - Depending on target group: WBL-CVET for employed or unemployed
  - Depending on overall governance: Variations between regions
  - Depending on link to formal qualification system
4. Governance - conclusions

Varying governance structures within one country (I)

- WBL-CVET for employed or unemployed

**Example: France**

- **For employed: Model 3: Semi-regulated and corporatist**

- **For unemployed: Model 2: Policy- and top-down led**
  - Public authorities: responsibility for quantity, content, standards, financing; with major operational role for Public Employment Service

Varying governance structures within one country (II)

- Depending on overall governance: Variations between regions

**Example: Italy**

- Regions in charge of planning, managing, supplying, funding CVET
- Regional differences (see also ISFOL 2012)

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<th>Degree of local authority steering CVET demand/supply</th>
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<td>Low</td>
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<td>e.g. Piedmont</td>
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4. Governance - conclusions

Varying governance structures within one country (III)

- Depending on link to formal qualification system

  Example: England

  - Linked to recognized qualifications: Mix employer- and policy-led governance
  - Not linked to recognized qualifications: Clearly employer-led: determine quantity, content, financing

4. Governance – conclusions

- Varying governance structures within one country

- Most countries contain elements of all three government types

- To high extent employer-led
Thank you for your attention!

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References


Cedefop study WBL approaches in CVET in Europe

Work packages (WPs)

WP 1: Landscape of WBL in CVET
- National policies
- Governance
- Institutional forms
- Mechanisms
- Patterns

Desk research and interviews

WP 2: Challenges, needs and priorities – supply and demand
- Provision and demand
- Barriers and challenges
- Expectations
- Priorities

Surveys and interviews with employers and training providers

WP 3: Validation of results and policy recommendations

Cross-analysis Delphi survey

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