

# Future Scenarios of VET & Stakeholder Survey

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VET in The 21<sup>st</sup> Century:  
Future Trends and Priorities  
Cedefop-Workshop, Thessaloniki  
20-21 February 2018



CEDEFOP



DANISH  
TECHNOLOGICAL  
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# Introduction



**Berlin Wall anniversary: Landmark date in Germany as symbol of division has now been down as long as it was up**

*Berlin Wall*

February 5, 2018

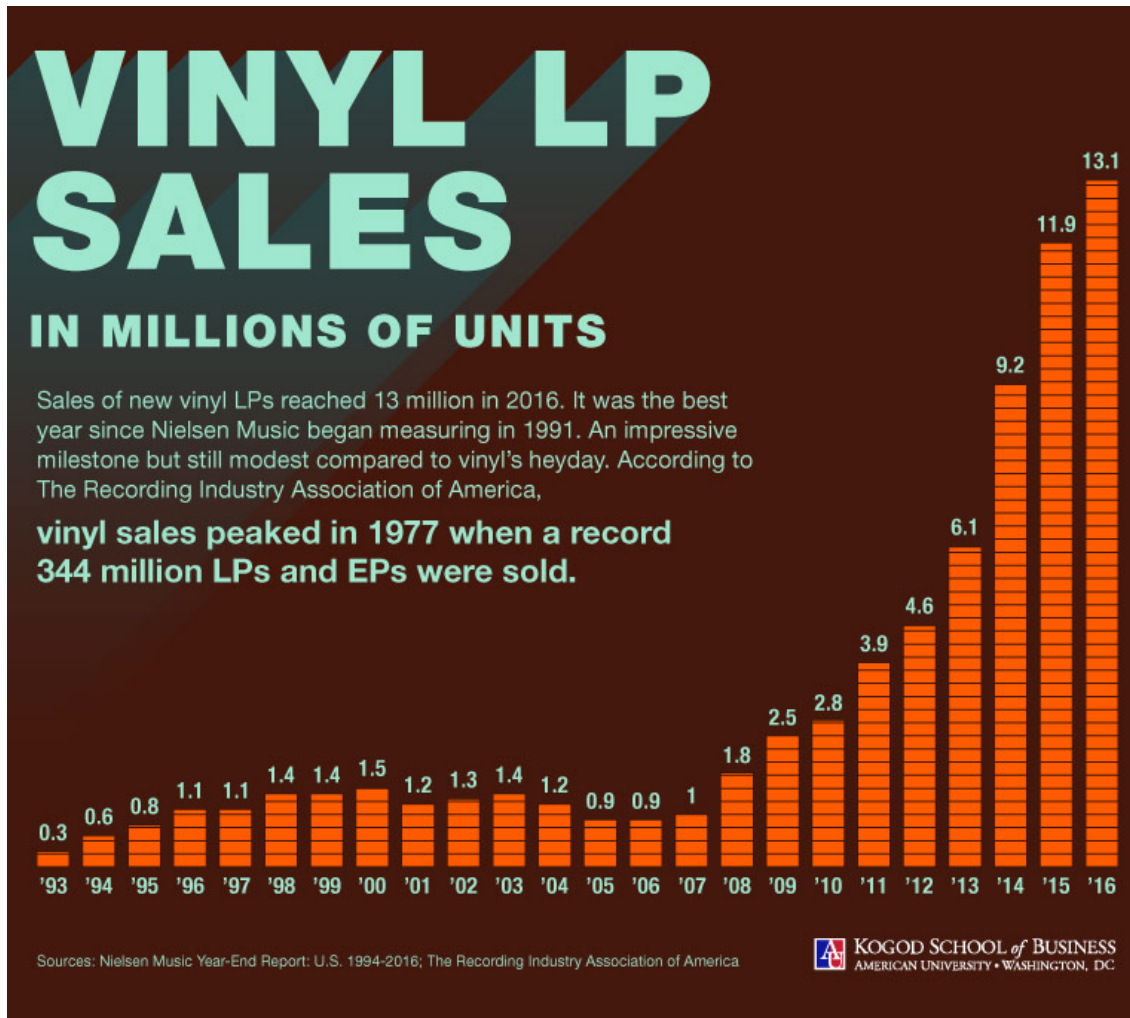
1961 – 1989 – 2018

*Changing Role and Nature of VET*

1995 – 2015 – 2035

1918 – 1968 – 2018?

# Introduction



1985 CD

2005 iTunes

2015 Streaming

Predictable Trends

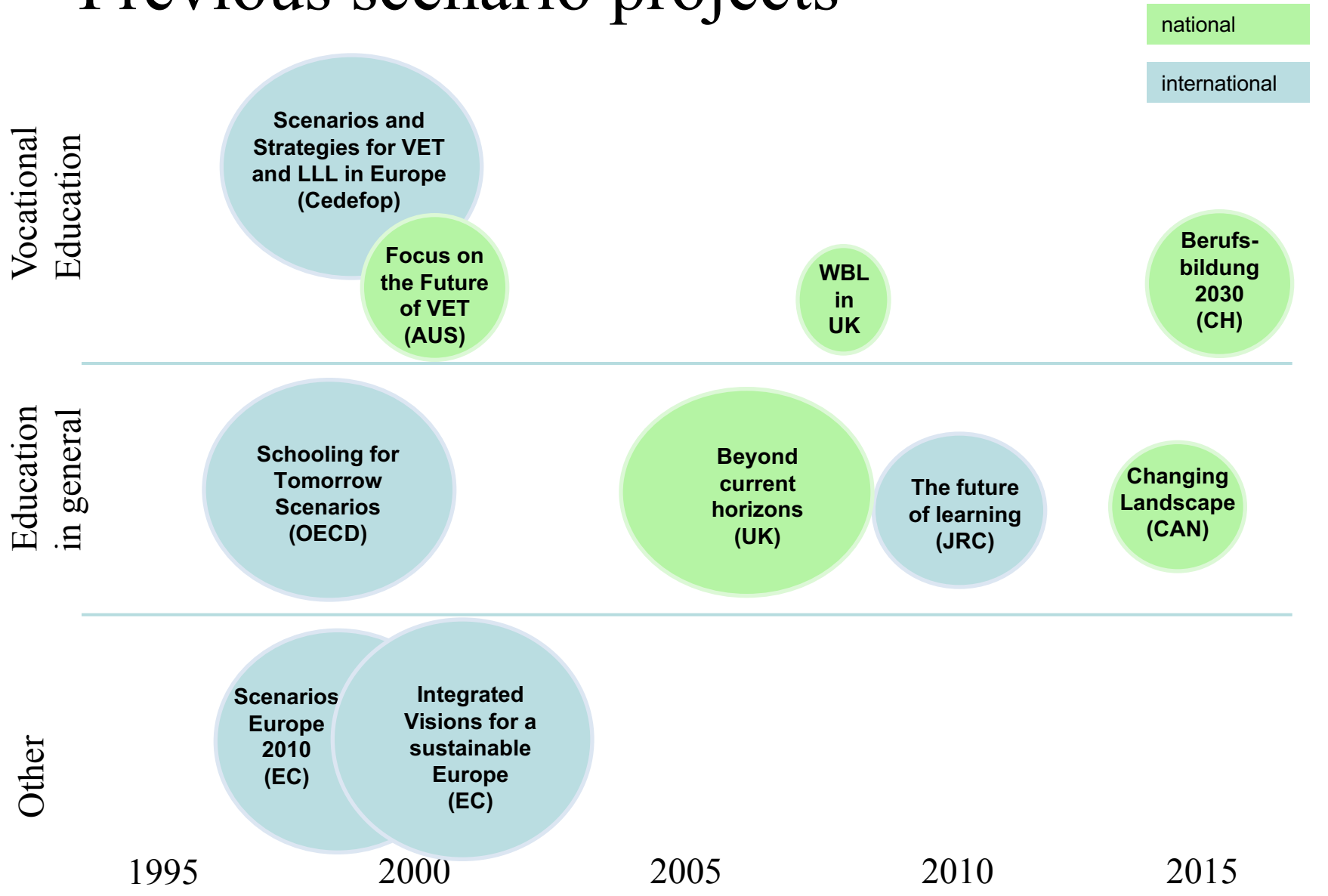
Comeback of Vinyl?

Possible, but unlikely

SCENARIOS

help to make flexible  
long-term planning

# Previous scenario projects



**Matrix 4: Overarching scenarios and strategies covering all three contexts (at comparative level)**

Socio-economic development // systemic divergence or convergence	Competition rather than cooperation	Socio-economic cohesion
Liberalisation, decentralisation and individualisation	<p>1. Competitiveness and splendid isolation: <i>Divided Europe</i></p> <p>Systemic divergences within and between countries remain and may be growing; education/training systems and providers are</p>	<p>2. Unity in diversity: <i>Pick and mix Europe</i></p> <p>The social and innovative role of education and training is recognised. However, no wider system development is taking place; systems and provisions develop only slowly</p>
Increasing convergence and mutual learning	<p>though the links to industry and private economy are largely missing. Efforts to ensure compatible rules and procedures at European level contribute little to increasing mobility and innovation. Systems and structures compete, and see European matters as peripheral.</p>	<p>accession states in education and training. More people (young and old) gain higher levels of education and training. Resources are available through public and private funds. Systems develop in a comparable way. Qualification structures and educational/ training provisions become increasingly similar and compatible.</p>

Cedefop (2002). *Scenarios and strategies for vocational education and lifelong learning in Europe*. Luxembourg: Office for Official Publications of the European Communities

SCENARIOS	 1 Carrying on	 2 Doing less together	 3 Some do more	 4 Radical redesign	 5 Doing much more together
POLICY PRIORITIES	Taking forward current reform agenda	Mainly financing of functions needed for the single market	As in Scenario 1; additional budgets are made available by some Member States for the areas where they decide to do more	Financing of priorities with very high EU value added	Doing much more across policy areas
VOLUME	Broadly stable	Significantly lower	Somewhat higher	Lower	Significantly higher
COMPETITIVENESS		Same as in scenario 1 but	Same as in		
ECONOMIC, SOCIAL AND TERRITORIAL COHESION	European Commission (2017). White Paper on the Future of Europe. Reflections and scenarios for the EU27 by 2025.				
AGRICULTURE					
SECURITY, DEFENCE, MIGRATION					
EXTERNAL ACTION					
ECONOMIC AND MONETARY UNION FISCAL CAPACITY			Higher share partly covered by willing Member States	Significantly higher share	Significantly higher share
			Macro-economic stabilisation function for euro-zone Member States		Macro-economic stabilisation function and a European Monetary Fund
REVENUE	Current system without rebates; other sources of revenue or fees finance the EU budget	Current system without rebates	Same as scenario 1; plus new policies financed only by participating Member States	Scenario 1 further simplified; new own resources	In depth reform beyond scenario 4; new own resources finance significant share of the EU budget

# Our scenario approach

- Definition of scope and first assumptions: WA1
- Trend analysis: WA2 – WA5
- Involving stakeholders: Stakeholder Survey, WS, Conferences
- Scenario building: Scenario Workshop(s)

## What is different to other scenario projects?

- Emphasis on changes within VET
- More resources spend on analysis of drivers and trends

# Online stakeholder survey

## Objectives

- Involving as many stakeholders as possible in the project
- Validating our findings regards past developments (+20 countries)
- Collecting views on likely, plausible and preferable futures of VET

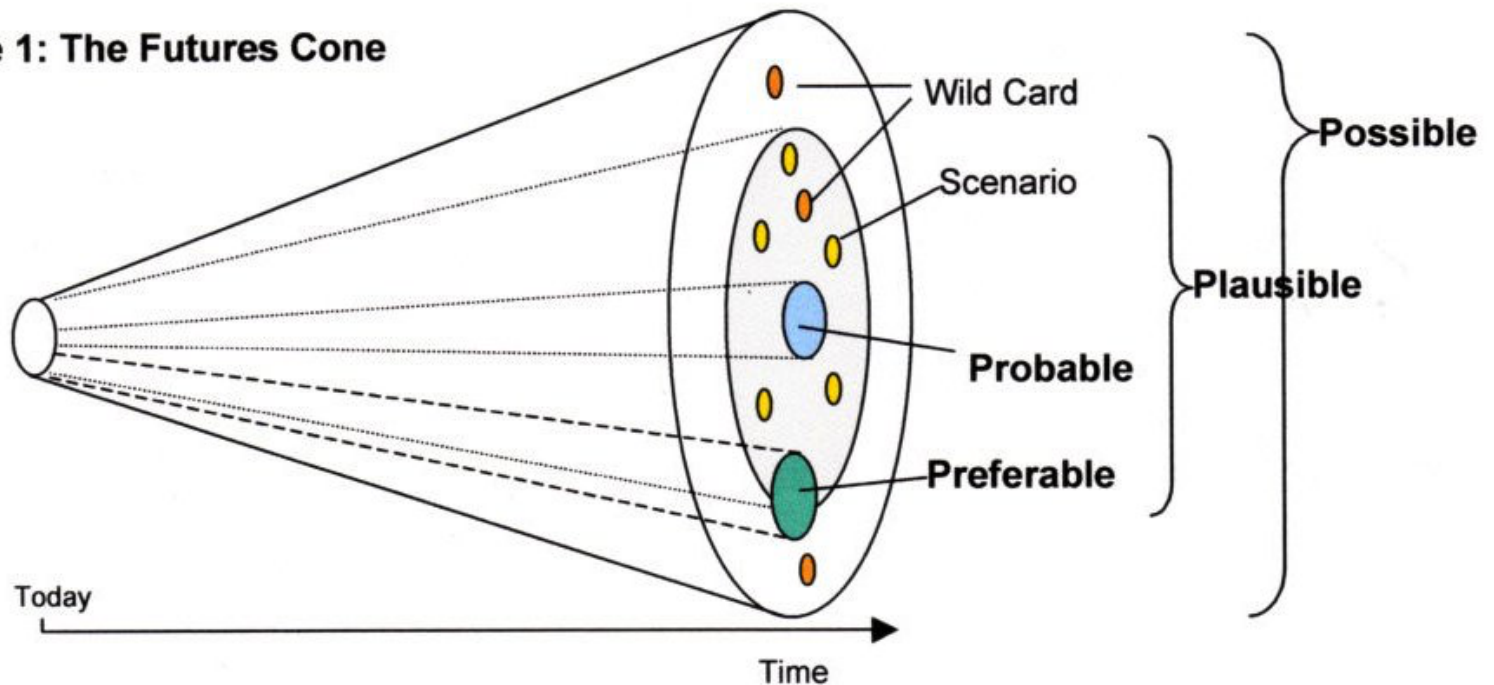
## Methodology

- Stakeholder survey with closed and open question
- Non-probability sampling, explanatory survey
- Distributed by Cedefop, EPALE, VET Week participants and various national newsletters
- Addressing a broad range of stakeholders interested in the future of VET



# Types of Futures

**Figure 1: The Futures Cone**



This image was adapted by Voros (2003) from the work of Hancock, T. & Bezold, C. (1994). Possible futures, preferable futures, Healthcare Forum Journal, Vol. 37, No. 2, 23-29.

# Online stakeholder survey

## What is different to many other surveys?

- We do not just ask for, but also provide information (you'll learn something!)
- You can contribute to the discussion by 'posting' your opinion
- You will see some interim results, once you contribute

## Timetable

- 1<sup>st</sup> Pre-test during this workshop
- 2<sup>nd</sup> Pre-test with country experts in March
- Launch of the survey: Mid of April
- Results: AT-Presidency Conference in July, VET Week in November

# Pre-testing the survey questionnaire

- You should find an email with a link to the survey in your inbox.

[https://ec.europa.eu/eusurvey/runner/VET2035\\_Pretest](https://ec.europa.eu/eusurvey/runner/VET2035_Pretest)

- Please fill in the questionnaire (using your laptop or mobile)
- It will take you 15 to 20min.
- Please comment on the overall questionnaire and specific question by using the open answers options.
- Discuss with your colleagues next to you.

Tomorrow we will discuss your feedback!

# Draft of additional question

What should vocational education and training be like in the year 2035?

Please rate your desired future for VET on each of the following dimensions.

VET as distinct/different educational sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VET as an indistinct part of lifelong learning
VET available as a standard educational pathway for all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VET targeting specific needs only and thus only addressing specific groups
Higher VET in parallel to Higher Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Higher VET as part of Higher Education
VET mainly driven by the market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VET mainly driven by the state
Pluralistic VET (different forms and levels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unified VET (focussing on specific forms and levels )
More local decisions regarding VET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	More central decisions regarding VET
More financial means for VET at EU level, less at national level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	More financial means for VET at national, less at EU level
Increased unification of national VET systems in the EU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increased diversity of national VET systems in the EU
More private investment in VET, less public investment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Less private investment in VET, more public investment
More competition between VET providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Less competition between VET providers

# References

Cedefop (2002). *Scenarios and strategies for vocational education and lifelong learning in Europe*. Summary of findings and conclusions of the joint Cedefop/ETF project (1998 - 2002). Cedefop Panorama series, 40. Luxembourg: Office for Official Publications of the European Communities.

European Commission (2017). White Paper on the Future of Europe. Reflections and scenarios for the EU27 by 2025.

Voros, J. (2003). A generic foresight process framework. *foresight*, 5(3), 10-21.

[https://en.wikipedia.org/wiki/Vinyl\\_revival](https://en.wikipedia.org/wiki/Vinyl_revival)

Pictures:

<https://onlinebusiness.american.edu/blog/how-vinyl-got-its-groove-back/>

[http://www.epochtimes.de/assets/uploads/2011/11/Mauerfall\\_1989\\_Berlin\\_Getty\\_112122114.jpg](http://www.epochtimes.de/assets/uploads/2011/11/Mauerfall_1989_Berlin_Getty_112122114.jpg)

# Suggestions for improving the survey

1. To be filled based on pre-test and feedback collected
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...

# Open Question for discussion

1. To be filled based on pre-test and feedback collected
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...