



Future of VET in Europe challenges and opportunities

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of Vocational Training

Structure of the presentation

- Why this project?
- What are its objectives?
- How does it relate to other Cedefop activities?
- A closer look at the first stage of the project
- Which methods and approaches are applied?
- What has been done so far?
- Introduction to breakout sessions



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A young man with blonde hair, wearing a dark blue knit beanie with a red pom-pom and a grey sweater, is focused on operating a DJ mixer. He is in a dimly lit room, likely a nightclub or event space, with colorful stage lights visible in the background. Other people are partially visible around him, including a man with a beard to his right and another person in a plaid shirt to his left.

Why do we need this project?

Shaping VET

Cedefop

- looks into the future of VET
- monitors VET policy developments across the EU
- actively supports the development and use of European tools, such as the European qualifications framework

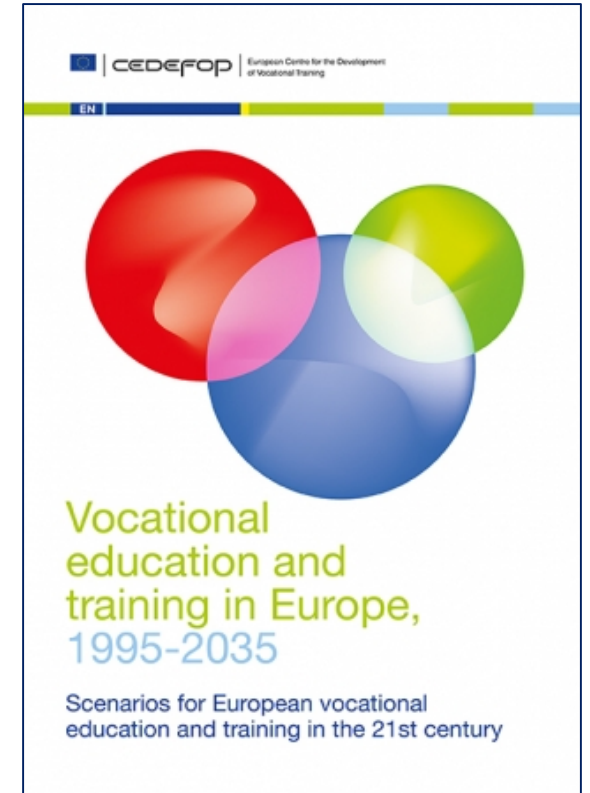


VET in Europe 1995-2035

A vision of VET spanning 40 years, looking into the past and the future

Different possible scenarios for the future of VET are developed, some more positive and others more challenging.

This report informs and alerts policy-makers, showing that VET is becoming more diverse, expanding into higher levels, but also comes under growing pressure as user groups and their needs change.



Vocational education and training in Europe, 1995-2035: scenarios for European vocational education and training in the 21st century.
Luxembourg: Publications Office. Cedefop reference series; No 114. <http://data.europa.eu/doi/10.2801/794471>

Research findings and research gaps

What we found out (2016-2019)

Changes in enrolments

Academic and vocational drift
at system level

Trend towards WBL and vocational drift
of Higher Education

Increasingly adult learners
in IVET

What we need to find out (2020-2022)

Changes in curricula

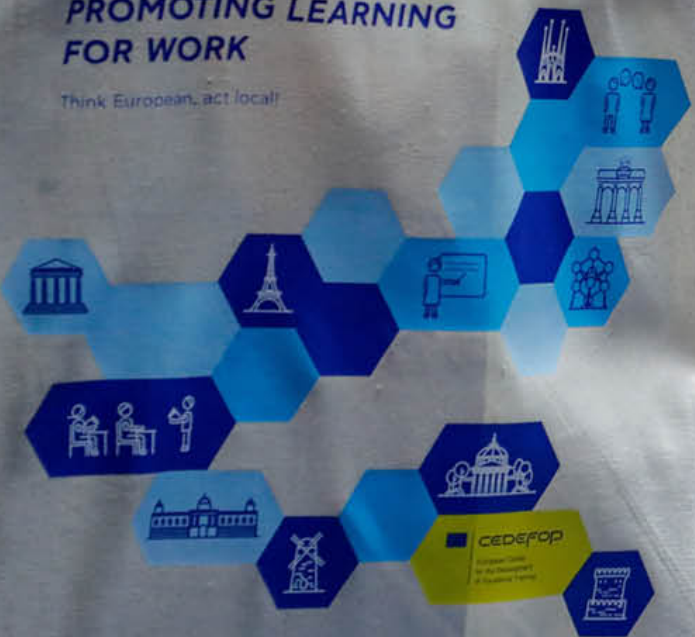
Specific institutional arrangements
combining VET and GE

Changes of assessment practices
regarding WBL

Pedagogical implications / practices for
opening up IVET to adults

PROMOTING LEARNING
FOR WORK

Think European, act local!

PROMOTING LEARNING
FOR WORK

What are our objectives?

How does the project relate to other Cedefop activities?

Future of VET in a nutshell...

The study seeks to deepen Cedefop's understanding of the factors influencing **challenges and opportunities** as well as **future developments in VET** in Europe, how these vary between countries, and how they have changed over time.

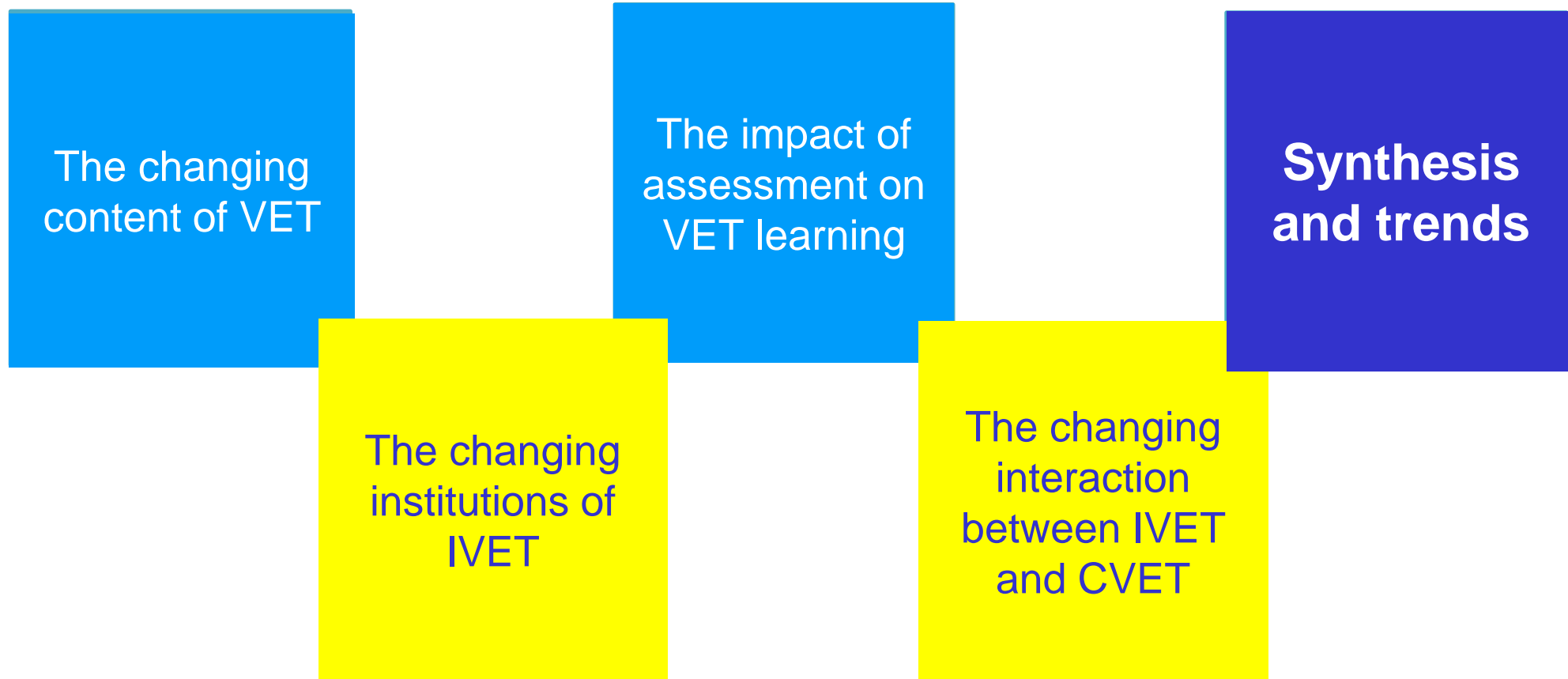


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Cedefop project: Future of VET in Europe (2020-22)

Five key objectives structured in five work assignments



Synergies and co-operation

A non-exhaustive list of linkages to other Cedefop activities and projects...

- ❖ Comparing VET qualifications
- ❖ Learning outcomes and assessment
- ❖ Feedback mechanism VET – labour market
- ❖ Key competences in VET
- ❖ Digitalisation, AI and the future of work
- ❖ Skills forecast
- ❖ The impact of globalisation on VET



The background image shows a classroom or laboratory setting. On the left, there are large anatomical models of the human skeleton and muscles. In the center, a young woman with blonde hair tied in a bun is looking towards the right. On the right, another young woman with dark hair is seen in profile, looking towards the first woman. A semi-transparent blue banner with a yellow border at the bottom contains the text "A closer look at Work Assignments 1 +2".

A closer look at Work Assignments 1 +2

Work assignment 1:

The changing content and profile of VET

Selected Research Questions

- ✓ To what extent can we observe changes in the number of IVET qualifications across Europe?
- ✓ How has the balance between occupation-specific skills, general subjects, and transversal skills evolved over time?
- ✓ What is the role of research-based knowledge in IVET?



Work assignment 2:

Delivering IVET - Institutional diversification and expansion

Selected Research questions:

- ✓ To what extent is the dividing line between vocational and general upper secondary education blurring?
- ✓ To what extent can we observe combined institutions and 'hybrid' programmes/qualifications?
- ✓ What room is left at regional, sectoral and local level for institutional diversification and innovation?

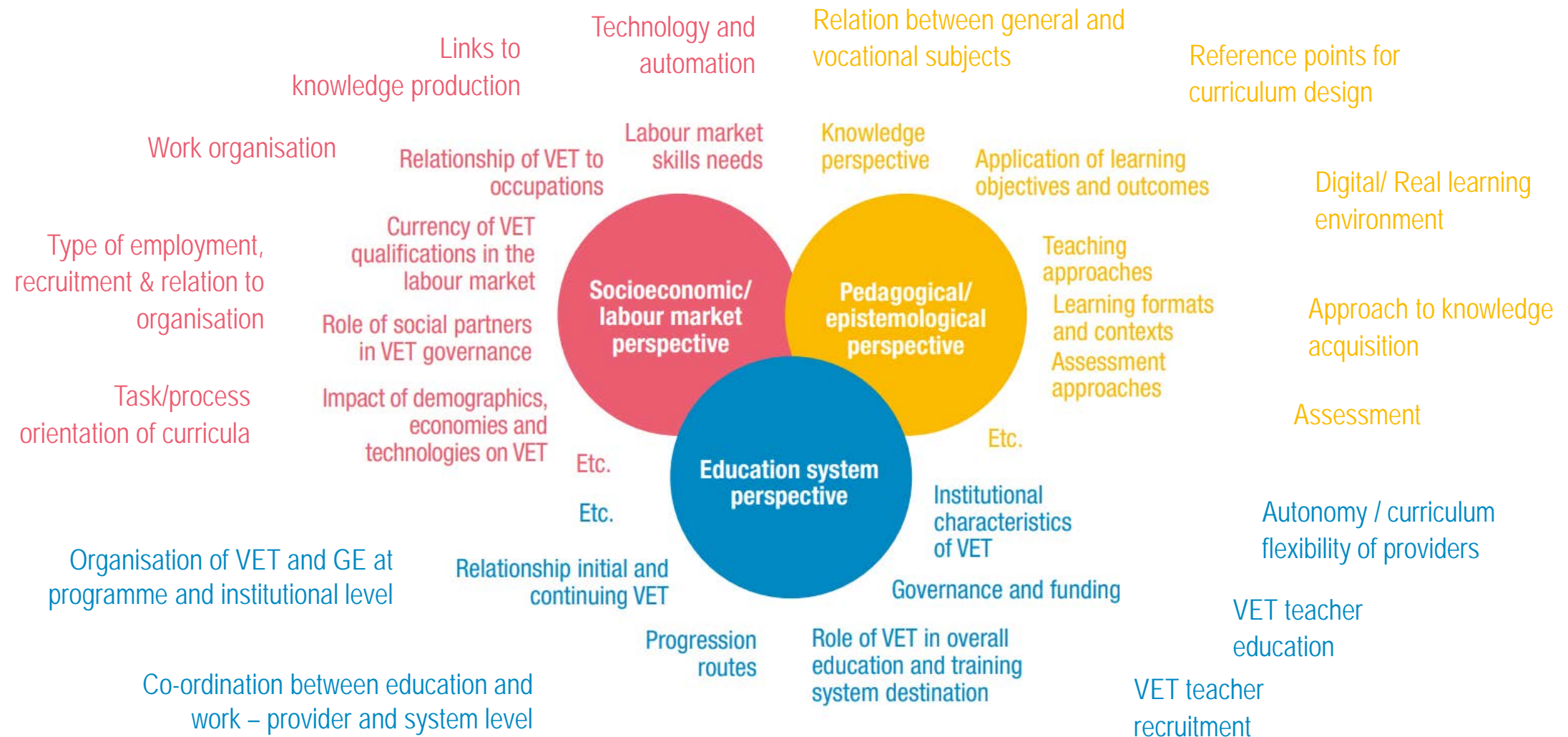


Images by Pexels from Pixabay

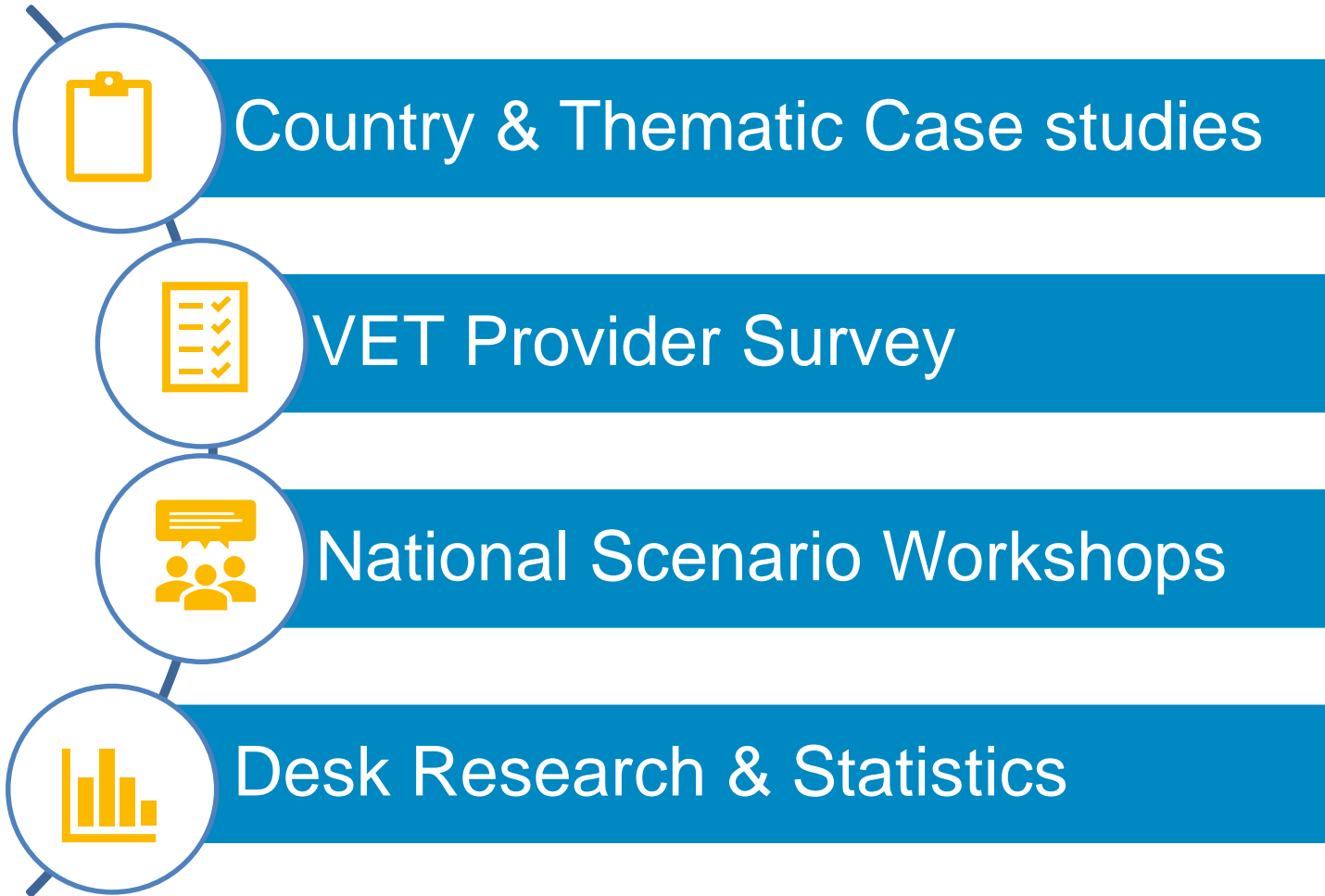
A man wearing a grey hoodie, a blue cap, and a NASA lanyard is standing in front of a large projection screen. The screen displays a 3D model of a red, angular object. The foreground is blurred, showing the backs of several audience members' heads. A blue semi-transparent box with white text is overlaid on the bottom right of the image.

**Which approaches and
methods are applied?**

Expanding the three-perspective model



Main Methods



A wide-angle, fisheye photograph taken from an elevated position, looking down at a coastal city. The city features several large, multi-story buildings with classical architectural elements like arches and columns. The buildings are situated along a curved promenade that meets the sea. The sea is a deep blue, and the sky is clear and bright. In the foreground, a curved concrete railing is visible, framing the view. A semi-transparent blue rectangular box with a faint geometric pattern is overlaid on the lower right portion of the image, containing the text "What have we achieved so far?".

What have we achieved so far?

A short insight our current work

Tasks completed

- ✓ Literature Review & Database
- ✓ 2 Pilot Case Studies: England & Germany
- ✓ Working Paper: Analytical Approach
- ✓ ReferNet Survey: 25 initial overviews

Next steps

6 more Country Case Studies, 22 Flash Case Studies, Provider Survey in 10 countries...



Image by Zaini Izzuddin

First personal observations from the data collected

1

Previous vocational subjects & programmes now viewed as general

2

Reducing the number of VET qualifications, while at the same time increasing diversity

3

Hybridisation between VET and General Education has taken many forms

The Project Team



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**80 Country researchers for
EU28 + Norway and Iceland**

Time to join our Breakout Sessions!

1. Content –
the VET skills of the future?
2. Governance –
preparing for the unknown?
3. Delivery – the VET institutions
and qualifications of the future?



Thank you

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