



**CEDEFOP**

European Centre for the Development  
of Vocational Training



**Knowledge-sharing seminar for study visits  
organisers –  
Thessaloniki, 24-25 June 2010**

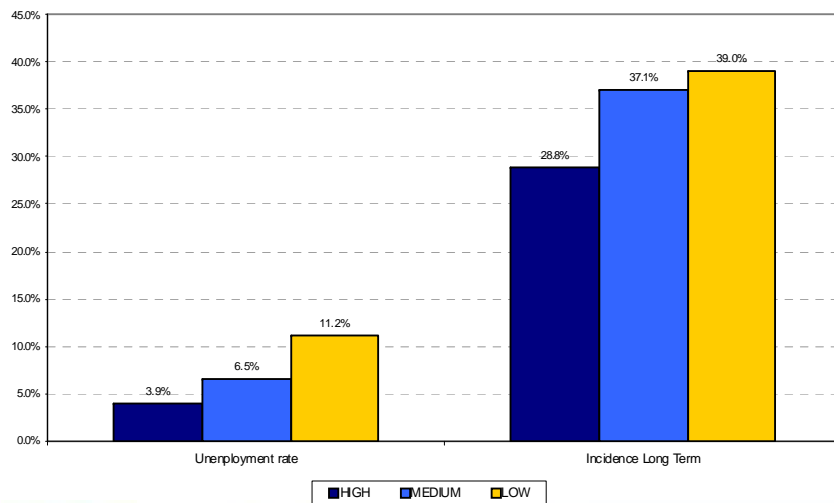
**Promoting active inclusion: EU policy  
developments and Cedefop's contribution**

**Mara Brugia**, Head of Area Enhanced cooperation in VET and LLL

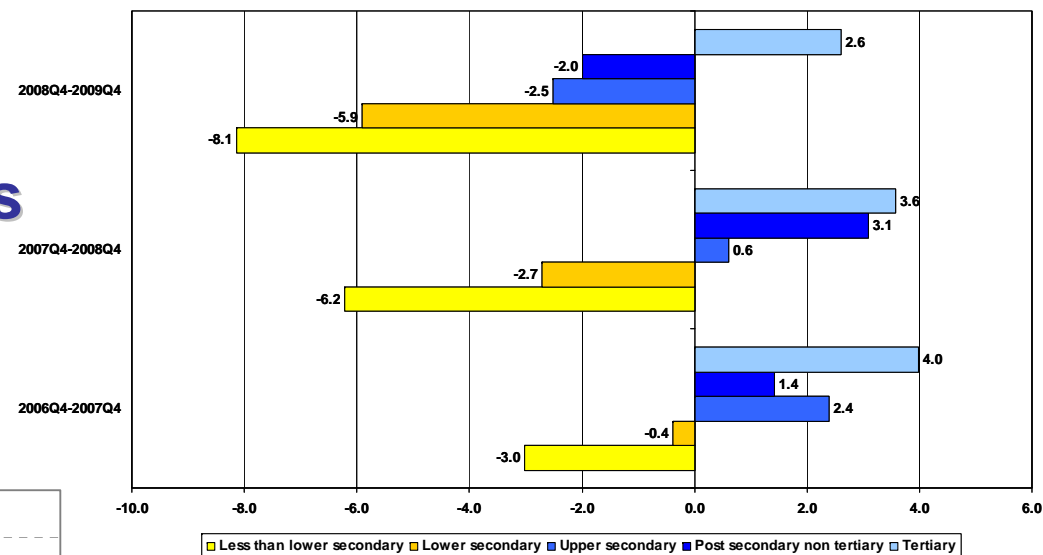
# Low-qualified people...

**Social exclusion of vulnerable groups often linked to low qualifications**

Unemployment rates by qualifications and incidence of long term to total unemployment (EU27 - 2008)



EU27- Changes in employment by highest level of education attained (% change)



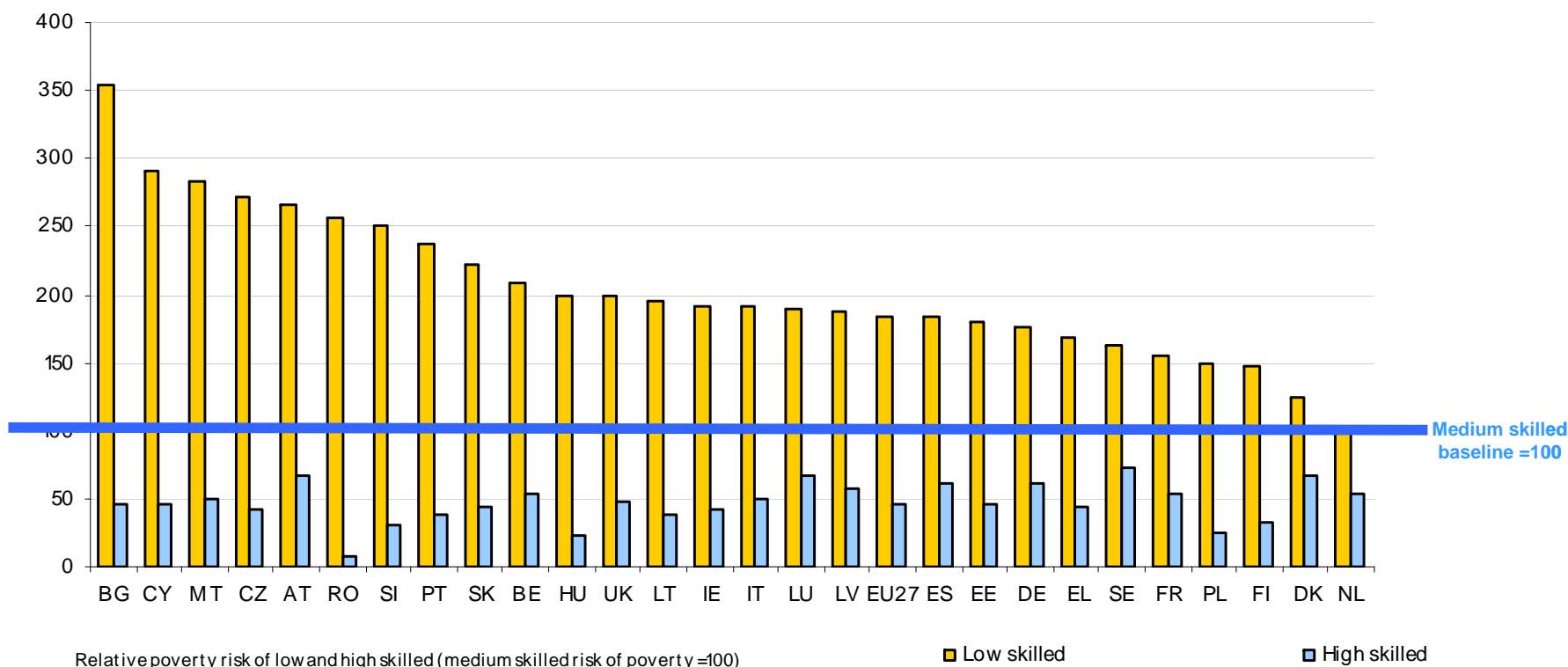
N.B.: short VET programmes incl. in lower secondary

**...have been hit hardest by the crisis + are generally more likely to be jobless**

Source: Cedefop's calculation on Eurostat data

# Low-qualified people...

## ...face higher risk of poverty



Source: Eurostat, Cedefop calculations



# Promoting active inclusion through education and training ⇒ high in EU policy agenda

- Council Conclusions on a strategic framework for European cooperation in education and training ("**ET 2020**") – 12 May 2009
- **Europe 2020** – “A European strategy for smart, sustainable and inclusive growth” – 3 March 2010 (COM(2010) 2020)
- Council Conclusions on the **social dimension of education and training** - 11 May 2010
- Commission’s Communication on ‘A new impetus for **European cooperation in Vocational Education and Training** to support the Europe 2020 strategy’ – 9 June 2010 – COM(2010) 296 final

# Qualification demands are rising

- Demand for highly qualified jobs expected to rise from 29% to 35% (+16 million)
- Demand of jobs for medium level qualified people expected to stabilise at around 50%
- Demand of jobs for those with low qualifications expected to drop from 20% to 15% (-12 million)



**Better opportunities for the better qualified in all occupations**

# Youth unemployment

**In a Europe where the proportion of young people is decreasing**

- 20.6% of young people under 25 registered as unemployed in April 2010 (EU 27)
  - amounts to 5.5 million
  - an increase of 1.5 million since March 2008
- Spain and the Baltic countries with 30-40% youth unemployment
- Germany, Austria and the Netherlands between 7 and 11%
- Average unemployment for 25-74 year olds 7.9%



# Social inclusion in current VET policies

## More emphasis on inclusion

- Focus on early school leavers, low skilled, older workers, migrants
- Focus on measures to prepare for transitions, manage change, make education and training more easily accessible
- Trend towards enhanced cross-sectoral and multi-professional network-based cooperation

**Shared vision for the future → socially inclusive lifelong learning systems and labour markets**

# Support measures for young people at risk of social exclusion: lifelong guidance

Review of guidance measures to support school completion and education-to-work transitions of young people who risk dropping out of mainstream education and training (EU 27, NO, IS, HR, FYROM, TR)

## 2 examples

- Support education to work transition
  - ⇒ school and work alternation in secondary schools (Italy)
- Support school completion: guidance to prevent early school leaving
  - ⇒ parental involvement (Ireland)



# Support measures for young people at risk of social exclusion: lifelong guidance

## Key messages:

- Coordinated approaches must be combined with outreach work to reach hardest-to-help groups
  - Initial and continuing teacher training part of overall policy approach to encourage school completion
  - Parental involvement plays a key role in supporting young people in education and training
  - Tailored approaches needed
- Guidance key ingredient in policies that aim to support transition and reduce costs (social and economic) of early school leaving



# Support measures to promote inclusion

Anticipate skill needs and supply → long-term skill strategies  
→ communicate benefits of better skills to citizens and employers

Focus and draw on what people know and can do

- Better use of skills and more opportunities to stretch skills at work
  - Documentation of skills → skills portfolio
  - Valuing skills acquired through work and life  
competence-based assessment for further learning and recognition
- Bringing the worlds of education & training and work together  
→ New partnerships (incl. employment/social services, civic organisations)



# Education and training and social inclusion

- Education and training play a prominent role in promoting labour market and social inclusions but cannot be the sole remedy.
- To make inclusion real, need for integrated education and training, employment, economic and social policies.
- Countries increasingly integrating guidance and validation into their policies to support vulnerable groups **BUT** ...more needs to be done.



# Education and training and social inclusion

**Wider and more flexible cooperation and partnerships  
even more crucial than before**

**Social partners have a key role to play**



**More holistic approach needed to ensure inclusion  
through education and training**





More information: Cedefop's reports on

**Skills supply and demand**

[http://www.cedefop.europa.eu/EN/Files/3052\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/3052_en.pdf)

**Guiding at-risk youth through learning to work**

[http://www.cedefop.europa.eu/EN/Files/5503\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5503_en.pdf)

**'Policy report' (VET policy since 2002)  
to be published in December 2010**

**Thank you for your attention**