

Towards integrated policies:

Enabling individual learning and supporting company training

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**INCLUSIVE
PARTICIPATION
IN CVET**

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Brussels seminar**

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10.00-12.30 CET
Virtual event



 **CEDEFOP**
European Centre for the Development
of Vocational Training


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- ❑ **VET support policies** - utilizing synergies from 3 long-standing project areas:
 - Lifelong guidance
 - Validation of non-formal and informal learning
 - Financing VET

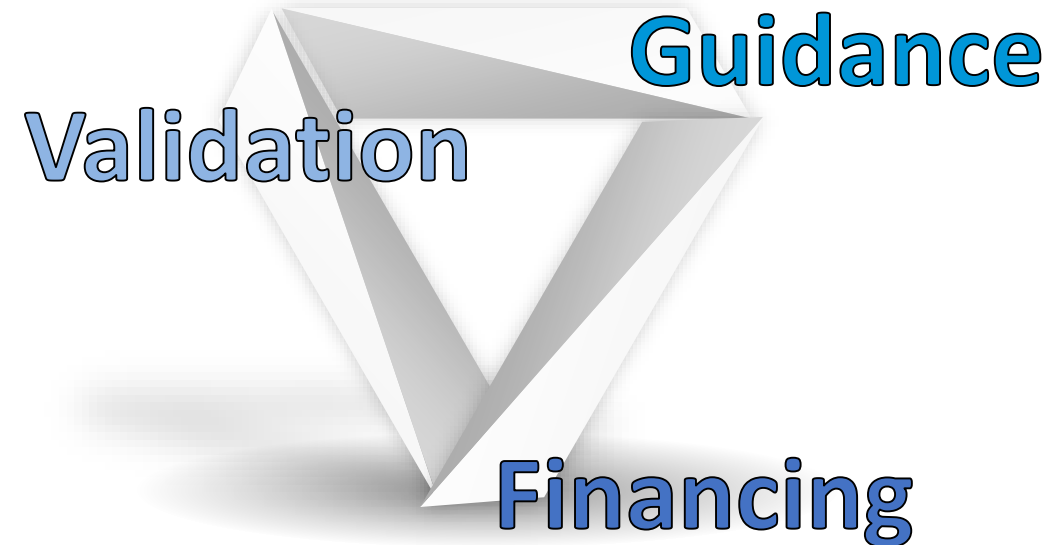
- ❑ **Future work**

VET support policies - financing, guidance, validation

Select other theme 

VET support policies encompass three transversal themes: lifelong guidance, validation of non-formal and informal learning, and financing VET/adult learning.

We also provide information on incentives directly supporting individuals in their learning and careers, and companies in providing learning opportunities.



Areas of activities



Monitoring national developments

Updating online databases and inventories, collecting evidence for studies

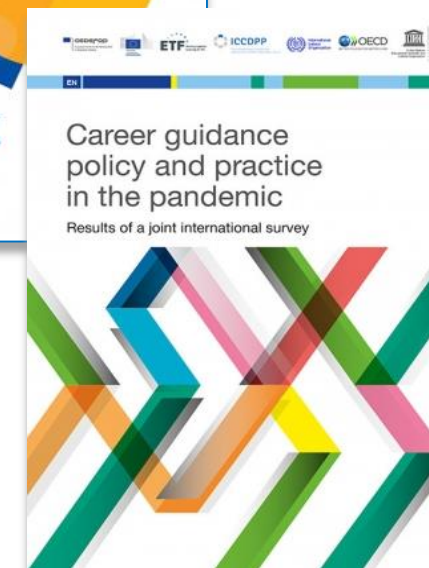
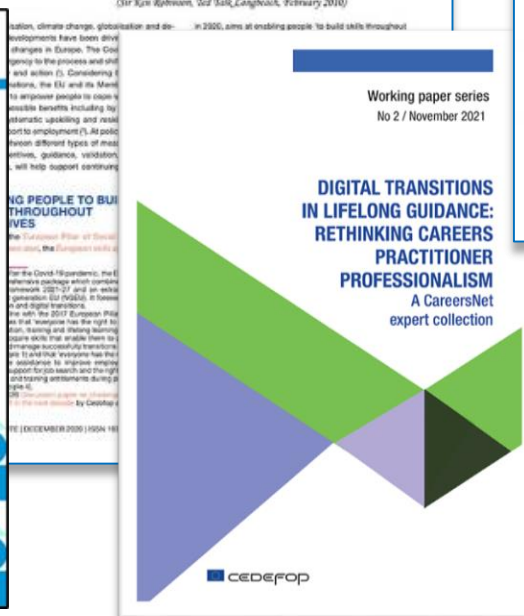
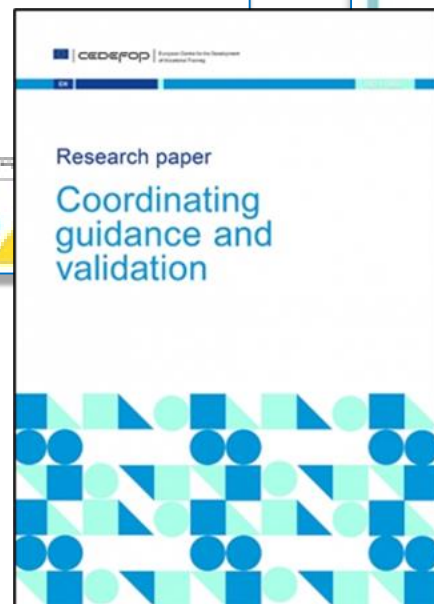
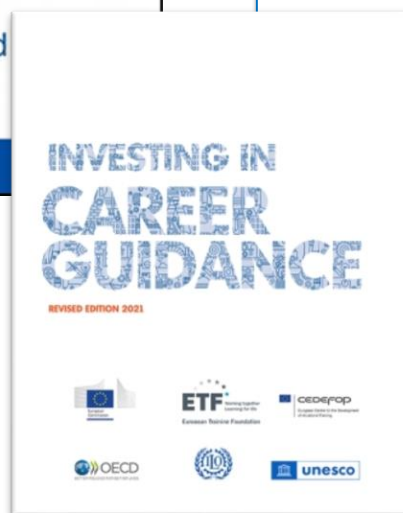
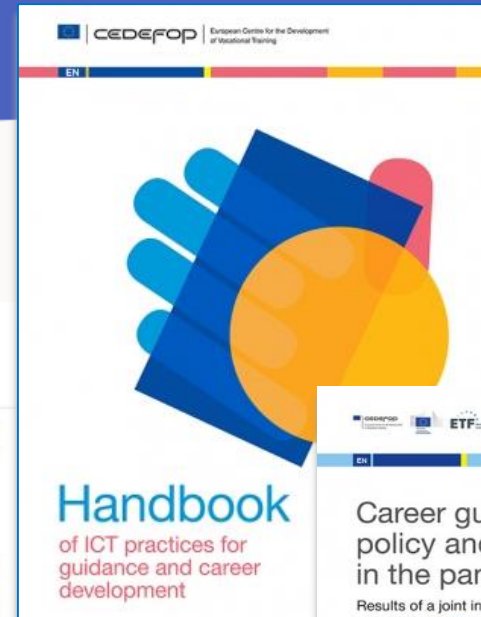
Identifying trends, challenges, opportunities within and across fields

Creating and updating guidelines, conceptual frameworks, standards

Conducting research and policy analysis – systemic focus

Facilitating mutual learning and exchanging knowledge among researchers and experts, policymakers, social partners and other stakeholders

Lifelong Guidance



Lifelong Guidance

A continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used. Guidance covers a range of individual and collective activities relating to information-giving, counselling, competence assessment, support, and the teaching of decision-making and career management skills.

Database

[Resources for guidance database](#)

Networks - CareersNet

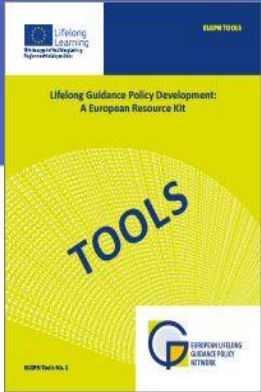
[Cedefop's expert network for lifelong guidance and career development](#)

Inventory

[Inventory of lifelong guidance systems and practices](#)































Inventory of lifelong guidance systems and practices



2020 COUNTRY-SPECIFIC REPORT INVENTORY OF LIFELONG GUIDANCE SYSTEMS AND PRACTICES

Inventory of lifelong guidance systems and practices - Slovenia (SI)

-  Belgium-FR
-  Bulgaria
-  Cyprus
-  Denmark
-  Denmark
-  Estonia
-  Finland
-  Finland
-  Finland
-  France
-  Germany
-  Greece
-  Hungary
-  Ireland
-  Italy
-  Luxembourg
-  Norway
-  Poland
-  Portugal
-  Romania
-  Serbia
-  Spain
-  Sweden
-  Turkey
-  United Kingdom - UK / England
-  United Kingdom - UK / Northern Ireland
-  United Kingdom - UK / Scotland
-  United Kingdom - UK / Wales

Coordination and collaboration among stakeholders

The *Guidelines for school counsellors* define the content and the timeline for guidance activities. The guidelines are agreed by the National Board of Experts for General Education (1999) and assign responsibility for career guidance to school counsellors. The [National Education Institute](#) has the responsibility for developing the guidelines for school counsellors for career guidance actions. The [National Institute for Vocational Education and Training](#) provides labour market information to support improvement of the education, vocational and technical programmes. The Ministry of Labour, Family, Social Affairs and Equal Opportunities is responsible for the organisation of guidance for unemployed. The Labour Market Regulation Act (Official Journal RS No. 80/10) regulates guidance activities such as providing labour market information; self-directed career guidance; basic career advice giving; career counselling; and obtaining career management skills.

Working paper series
No 2 / November 2021

**DIGITAL TRANSITIONS
IN LIFELONG GUIDANCE:
RETHINKING CAREERS
PRACTITIONER
PROFESSIONALISM**
A CareersNet
expert collection

 CEDEFOP

Guidance/career development system features from Inventory



- Practitioner training and qualifications
- Quality assurance
- Effectiveness, monitoring, assessment

Contents



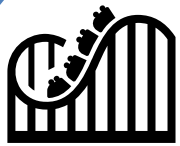
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Cedefop et al. (2021). Digital transitions in lifelong guidance: rethinking careers practitioner professionalism: a CareersNet expert collection. Luxembourg: Publications Office of the European Union. Cedefop working paper; No 2.

DIGITAL TRANSITIONS IN LIFELONG GUIDANCE: RETHINKING CAREERS PRACTITIONER PROFESSIONALIS – Policy pointers



Lifelong guidance system in digital transition – implications for training and competence development



Pace of change requires good quality services - impetus to reinforce standards

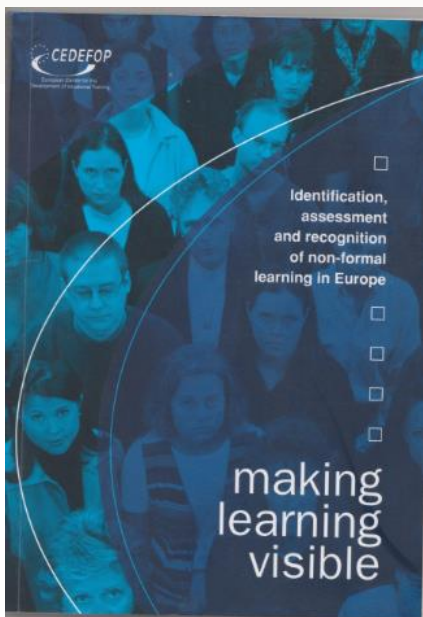


Which skills and competencies do practitioners need to better enable and support users – people with complex needs?

Cedefop et al. (2021). Digital transitions in lifelong guidance: rethinking careers practitioner professionalism: a CareersNet expert collection. Luxembourg: Publications Office of the European Union. Cedefop working paper; No 2.



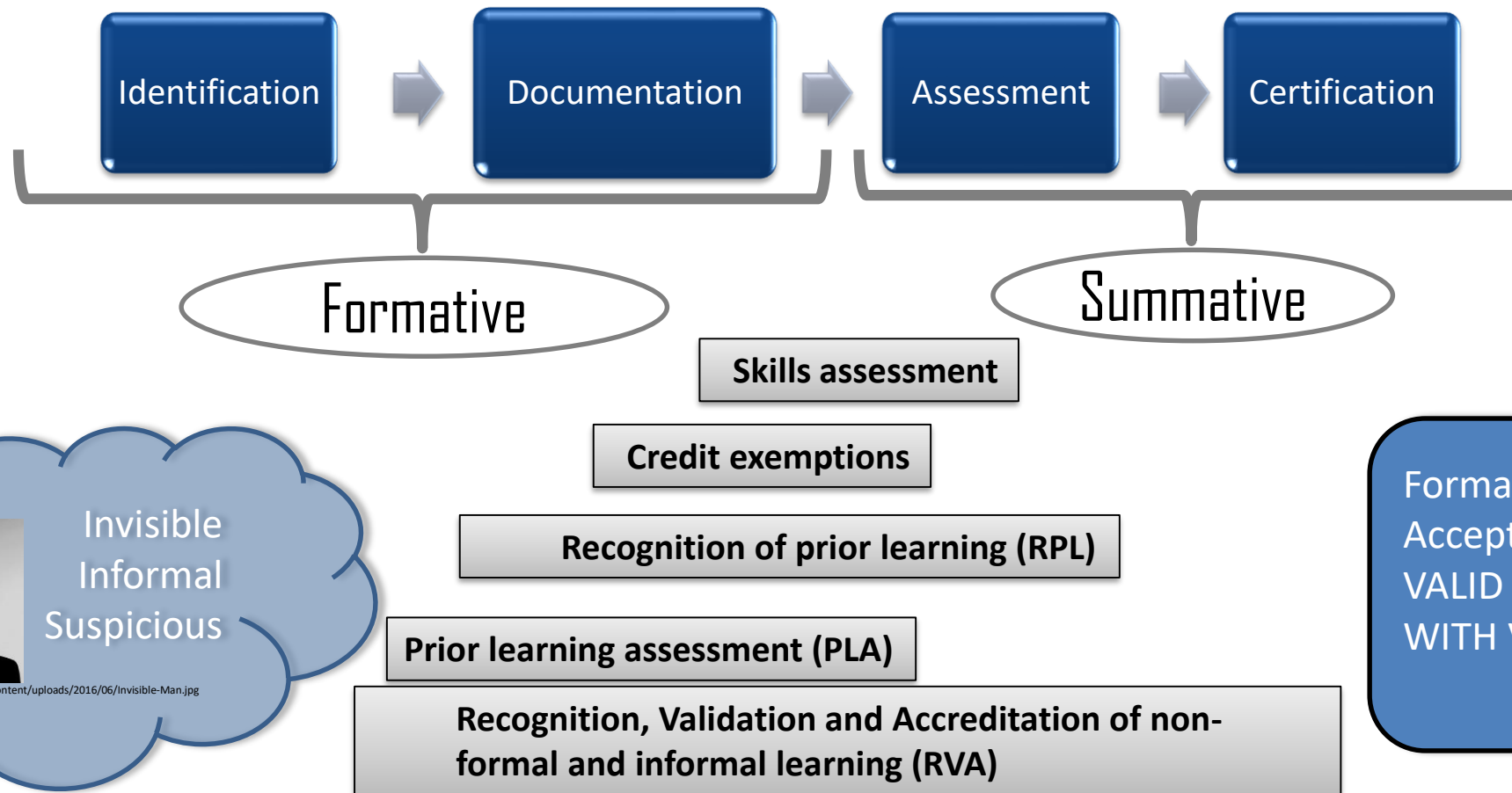
Validation of non-formal and informal learning



VALIDATION

of non-formal and informal learning

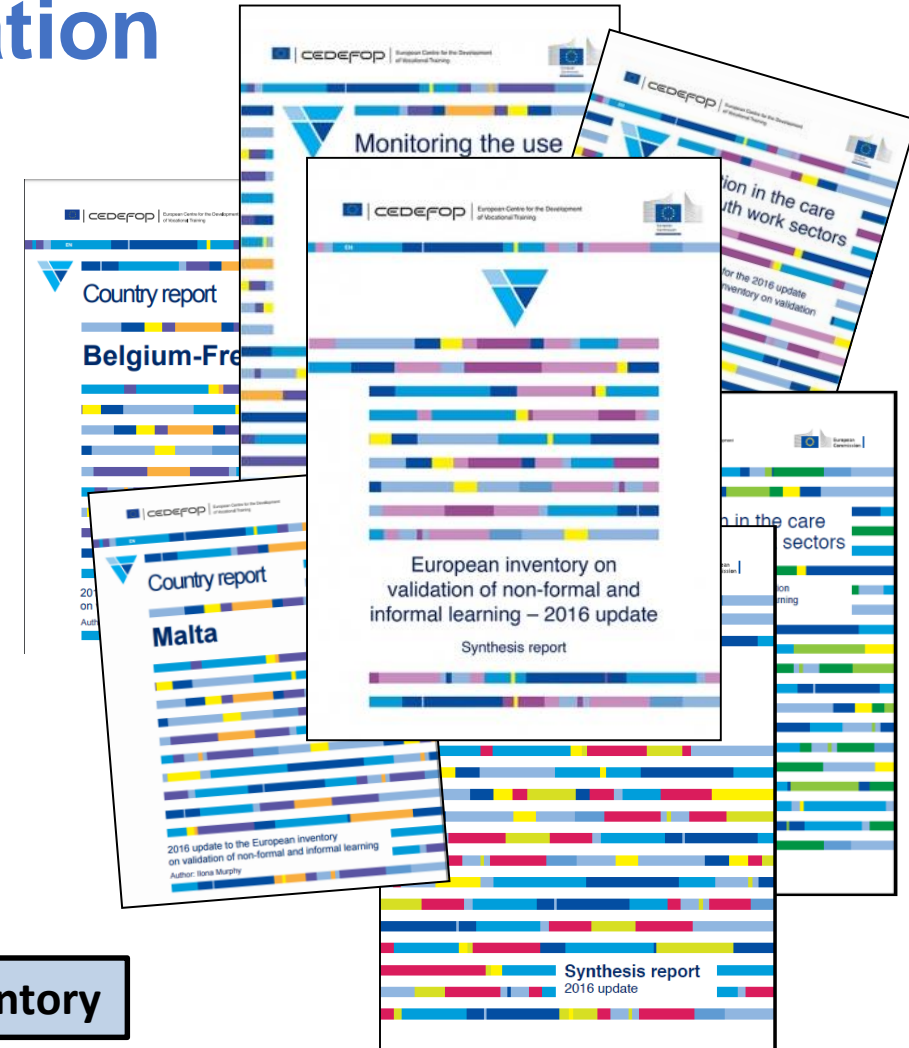
Validation means a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard





EU inventory - A rich source of information

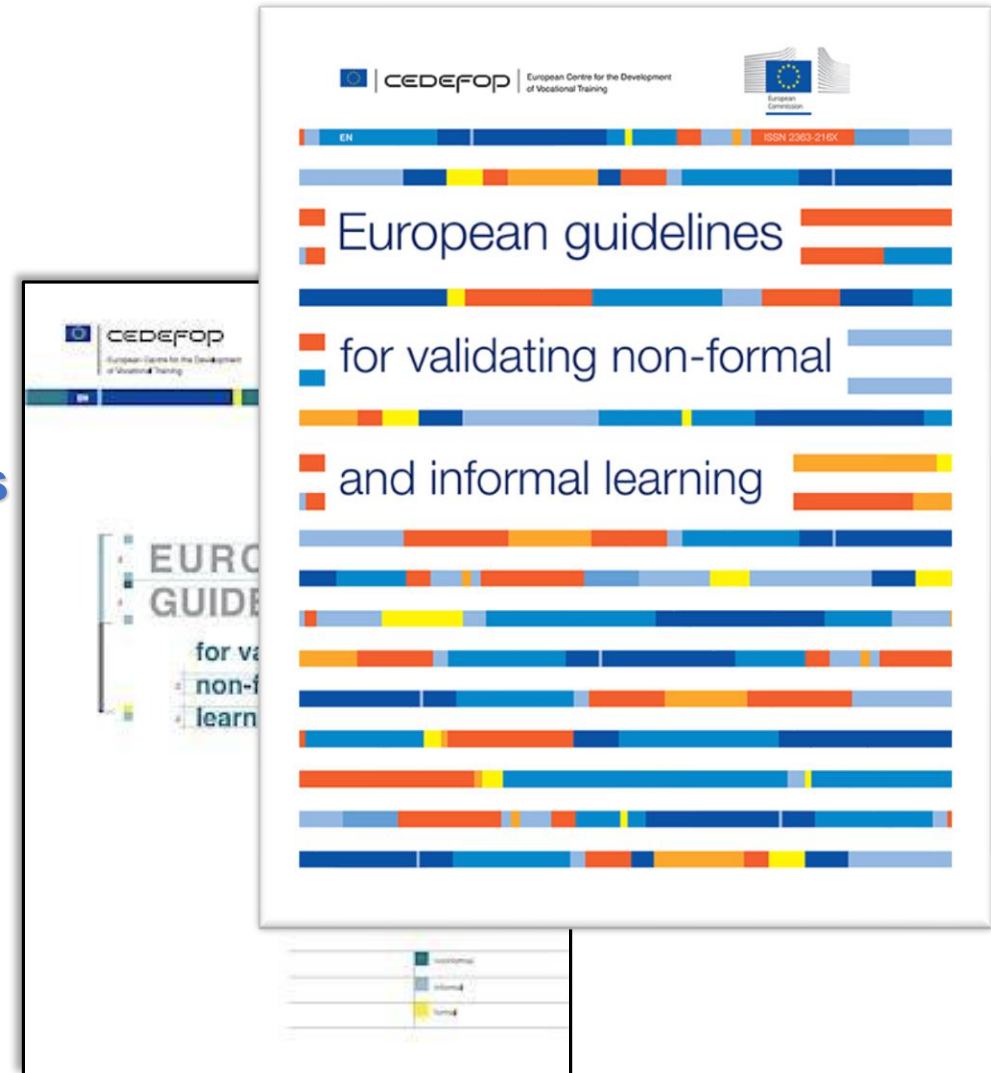
- 2004, 2005, 2008, 2010, 2014, 2016, 2018 editions
- 39 country reports (covering 36 countries)
- Providing detailed information by sector
 - ✓ Sub-sector of education
 - General Education
 - IVET
 - CVET
 - Higher education
 - Adult education
 - ✓ Labour market
 - ✓ Third sector
- Thematic studies
- International country cases
- A synthesis of main findings



www.cedefop.europa.eu/validation/inventory

The main principles

1. The centrality of the individual
2. Objectives of validation (4 phases)
3. Information, guidance and counseling
4. Stakeholder coordination
5. Links to national qualification frameworks
6. Standards and learning outcomes
7. Quality assurance
8. Professional practitioners
9. Validation in context
10. Validation tools



The fundamental values of validation

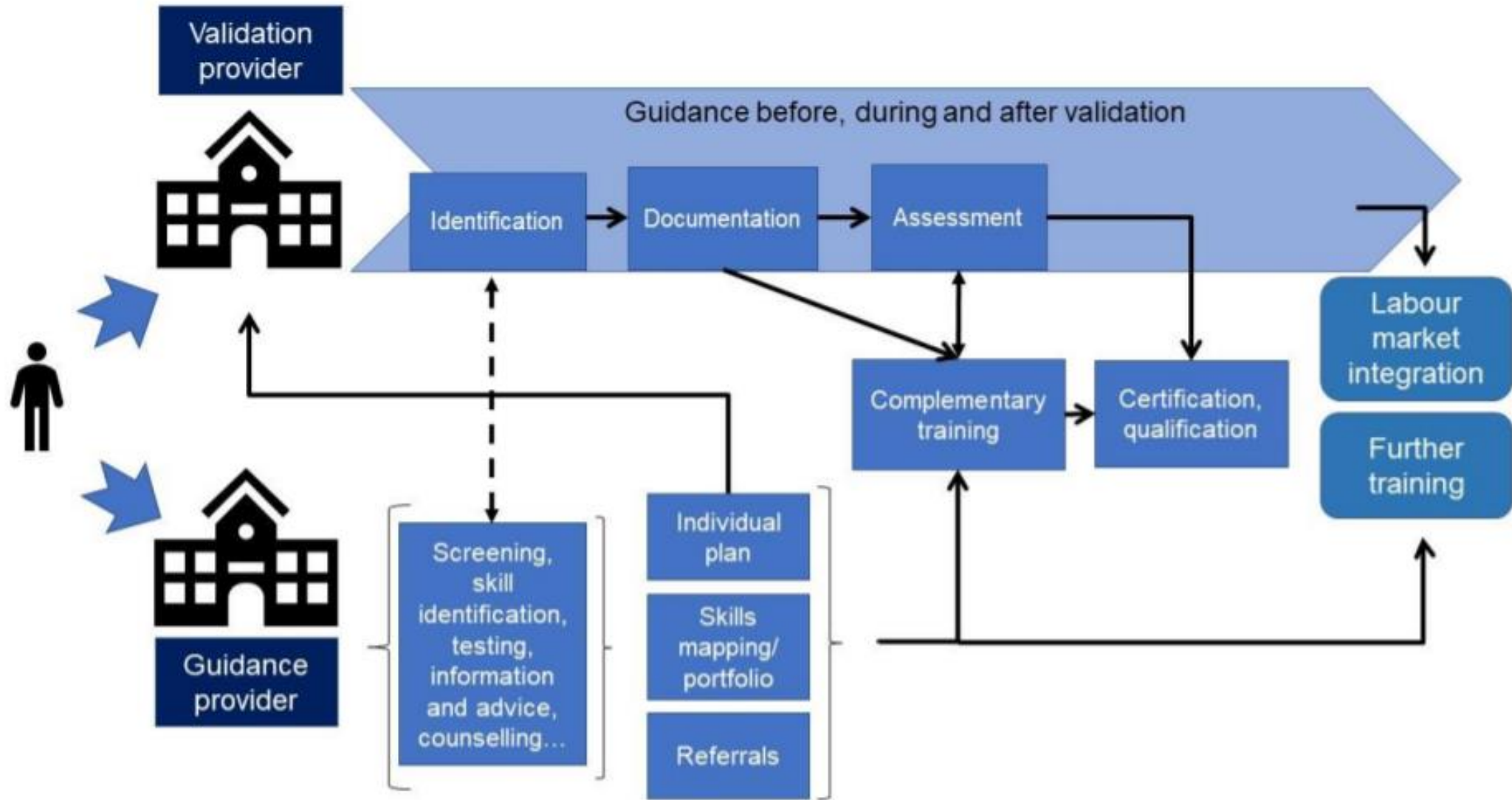
1

All learning, irrespective of where and when it takes place, is valuable for the individual and for society.

2

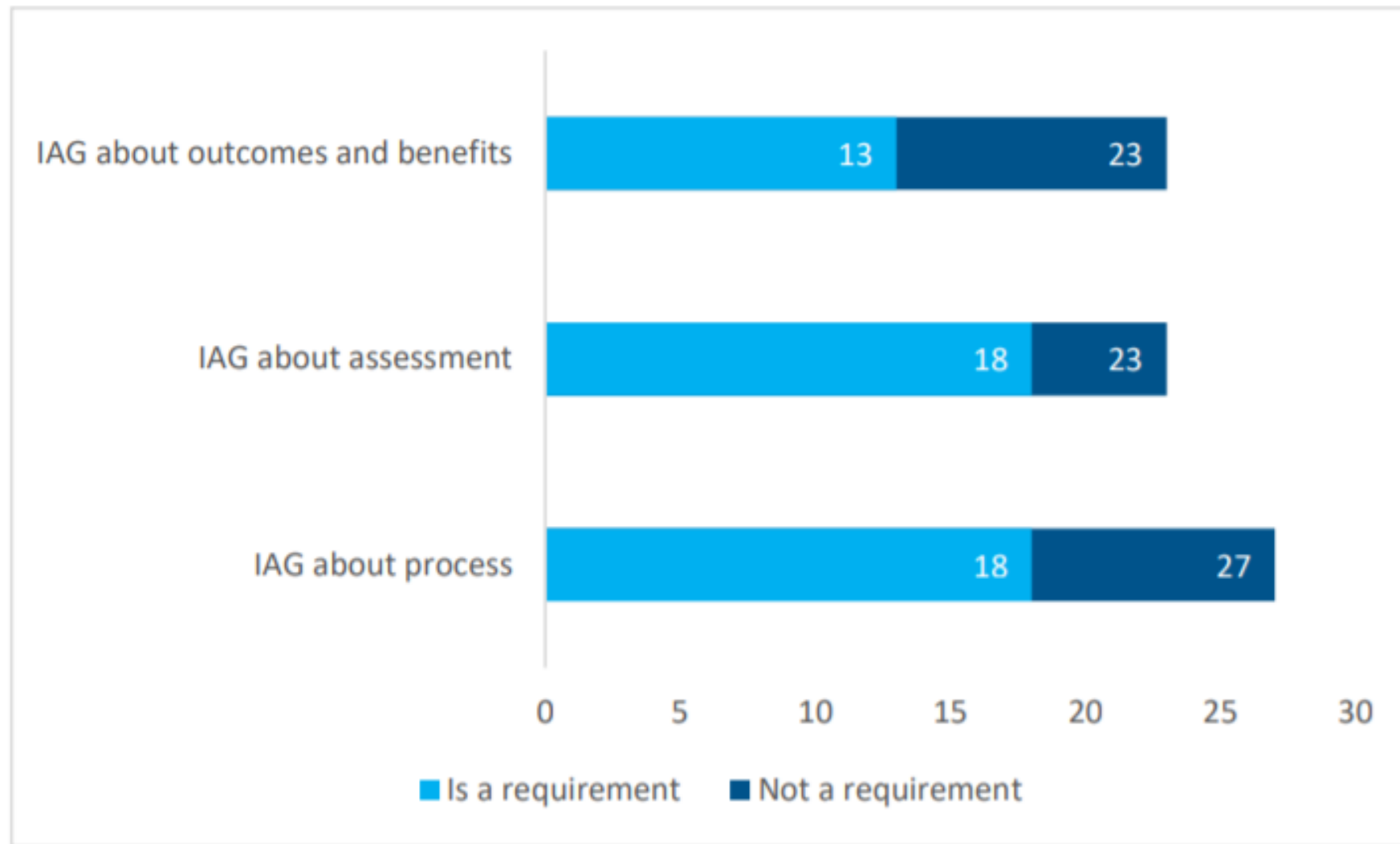
Formal education needs to be complemented by validation of non-formal and informal learning.

The importance of guidance



Source: Cedefop (2019). Coordinating guidance and validation. Luxembourg: Publications Office of the European Union. Cedefop research paper; No 75. p. 18
<http://data.europa.eu/doi/10.2801/801290>

Figure 3.2 Type of IAG provision (number of countries) across the education and training subsectors



Source: European Inventory 2018

Validation of non-formal and informal learning and career guidance

Cedefop : 2018 - 2019

A

Literature review

B

In depth Case Studies of practices
13 case studies – Maximize heterogeneity

AT, CZ, FI, FR, IE, IS, IT,
NL, PT, PL, SE, UK-
Scotland

1

Connectivity

Integration, coordination, cooperation

2

Organization - Governance

Who are the actors and how do they relate to each other?

3

Practitioners

What are the profiles of the people working in the field?

Results

Existence of a **framework** that enhances coordination between validation and guidance (incl. funding)

Clear distribution of **roles** and responsibilities

Flexible and affordable guidance provided through all the stages of a practice

Coherence of outputs created at the different stages

Competences of **practitioners** (further training; common professional standards)


Data collection on participants' transition into employment or further education (after validation)

Financing VET



PANORAMA

Individual learning accounts



PANORAMA

Sectoral training funds in Europe

BRIEFING NOTE

Loans for learning

A look at education and training loan schemes in 33 countries identifies some good practice principles for their design and implementation

PANORAMA

Sharing the costs of vocational education and training

An analysis of schemes in the newer EU Member States

RESEARCH PAPER

No 28

Training leave

Policies and practice in Europe

BRIEFING NOTE

Taxing the mind

European Union Member States should think about the best ways to use tax incentives to encourage investment in learning

Type	Benefits
Tax allowances	Sum deducted from the gross income to reduce the taxable income
Tax exemptions	Some particular income is exempted from the tax base
Tax credits	Sum deducted from the tax due
Tax relief	Some classes of taxpayers or activities benefit from lower rates
Tax deferrals	Postponement of tax payments

RESEARCH PAPER

Governance and financing of apprenticeships



RESEARCH PAPER

Financing apprenticeships in the EU



Cedefop's database on financing adult learning

(EU27+ UK, 2020 edition, on-going update)

FINANCING INSTRUMENTS

Targeted at enterprises

Training funds
Grants/vouchers
Tax incentives
Payback clauses

Targeted at individuals

Grants/vouchers/ILA
Tax incentives
Subsidised loans
Training leave

Introduction

Cedefop's database on financing adult learning provides information on the design and performance of cost-sharing schemes implemented in EU countries to increase participation and private investment in adult learning.

Countries covered: EU Member States.

Types of instruments: training funds, tax incentives, grants (including vouchers/individual learning accounts), loans, training leave, payback clauses (see [glossary](#) and instrument-specific sections).

Reference period: 2014 – mid 2015. The database may include schemes which are no longer in place but operated for some time in the reference period. You also can visit the [previous \(archived\) version](#) of the database having a reference period of 2010-2013.

<https://www.cedefop.europa.eu/en/publications-and-resources/tools/financing-adult-learning-db>

Study on policies to increase training provision in MSMEs (on-going)

Objective: map, classify and analyse policy instruments to increase training provision by micro, small and medium-sized enterprises (MSMEs)

Country coverage: EU-27 + UK

Policy fields: LLL and skills, ALMP and employment, business development, innovation, regional development, industrial relations

Focus of the analysis: interplay of different policy instruments for MSMEs

Methods: Literature review, national experts surveys/interviews, 190 case vignettes, 15 case studies

Policies for MSMEs - classification

Strategic aim

Targeted support: to identify and meet MSMEs training needs as shaped by their current way of doing business, organising work and level of skill use. Addressing specific barriers to training

Mediated support: to develop MSMEs business activity and promote innovation to increase MSMEs skill use → to help more effective use of CVET and increase MSMEs training performance in the long run

Cooperation in educational outreach: to win MSMEs support in reaching under-represented groups in training

Lever used to induce change

Financial support: training funds, grants, tax incentives, payback clauses

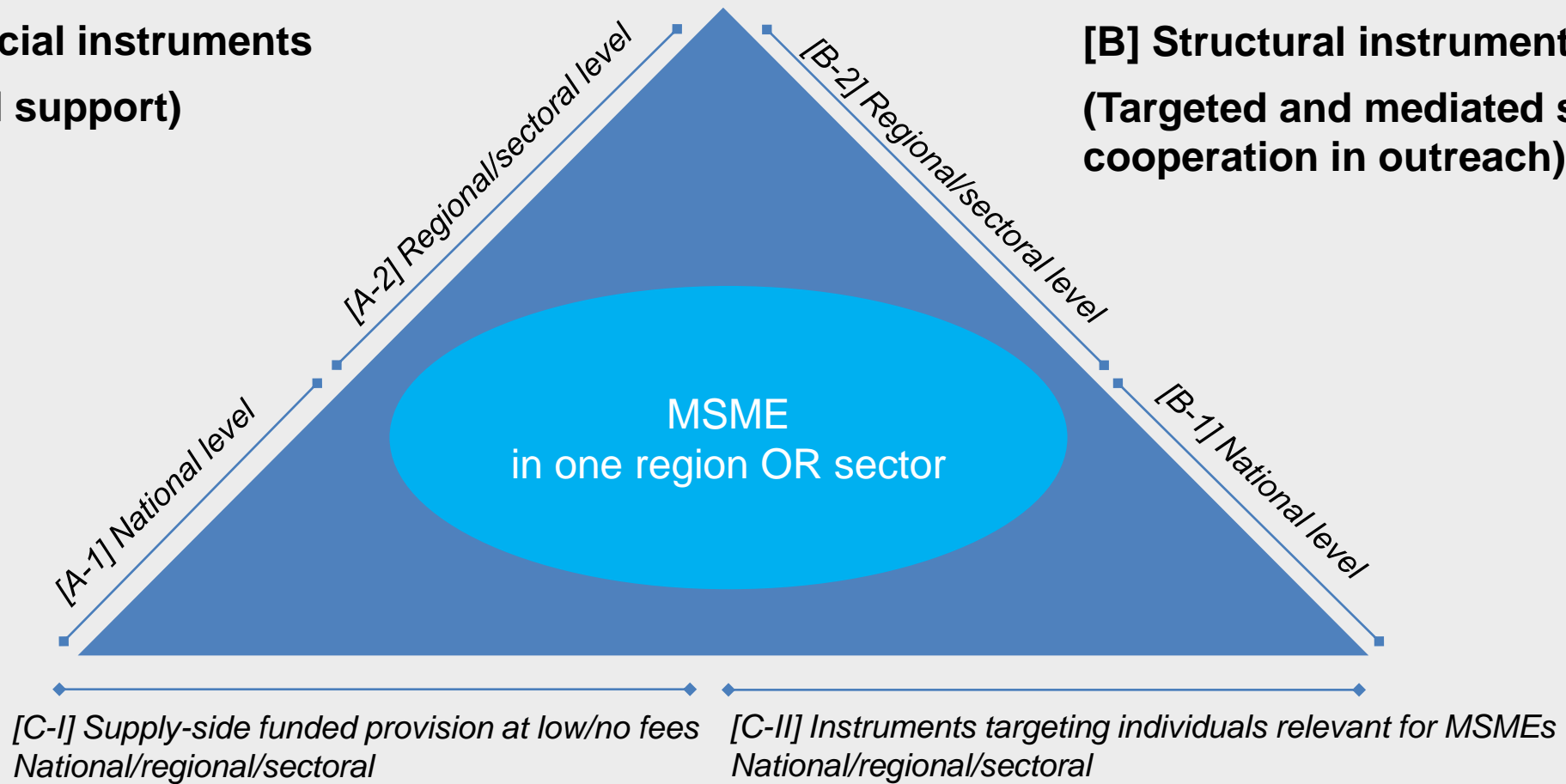
Structural support:

- Providing organisational counselling/ consulting services
- Expanding CVET provision tailored to the needs of MSMEs
- Supporting knowledge creation ('pilots')
- Increasing awareness-raising
- Enhancing cooperation and networks between MSMEs and other actors
- Supporting interest aggregation between employers/MSMEs

Policies for MSMEs – ‘support arrangements’

**[A] Financial instruments
(Targeted support)**

**[B] Structural instruments
(Targeted and mediated support,
cooperation in outreach)***



*including financial support for mediated support and outreach

Source: Cedefop, *Policies for increasing training provision in micro, small and medium-sized enterprises* (Forthcoming, working title).

Policies for MSMEs – messages

Targeted
support

Ensure comprehensive mix of instruments to address all barriers to training in MSMEs

Develop novel forms of training provision tailored to the needs of MSMEs

Make good use of intermediary organisations providing services to MSMEs for promoting new instruments related to CVET

Mediated
support

Mainstream policies expanding the skill use as a vital component of the approaches fostering training in enterprises

Provide policy packages combining support for innovation and training

Policies for MSMEs – messages

Cooperation in outreach

Promote and fund educational outreach projects involving MSMEs

Offer incentive to CVET providers to include MSMEs in educational outreach projects

Overall

Strengthen the cooperation between organisations providing support for MSMEs rooted in different policy fields

Aim at holistic approach, combining financial and structural instruments and using all three strategic approaches: targeted and mediated support and cooperation in educational outreach

Future work: Study on Individual learning accounts (ILAs) and the potential for integrated policies and systems for CVET/AL

- Analytical framework for designing and implementing ILAs
- In-depth analysis of the potential for implementing/expanding ILAs (or equivalent arrangements) in 5 countries
- Country specific policy lessons and recommendations
- Common principles/guidelines



- Concept of integration/coordination
- Analytical framework for designing and implementing integrated/coordinated financing, guidance and validation policies
- In-depth analysis on how to move towards an integrated/more coordinated support policies and systems in 2 countries
- Country specific policy lessons and recommendations

Thank you

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VET support policies

Financing VET

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<https://www.cedefop.europa.eu/en/projects/financing-vet>

Lifelong Guidance

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Validation of non-formal and informal learning

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<https://www.cedefop.europa.eu/validation>



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