



CEDEFOP

European Centre for the Development
of Vocational Training



Relevance of measuring generic work skills for analysis of VET policies in the EU

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International seminar on Measuring Generic Work Skills using the JRA approach
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Monitoring developments in VET within Copenhagen process

Cedefop's role to provide support to the Commission, in particular by the **monitoring and reporting on progress in VET policies** – recently confirmed in Bordeaux (2008)

First findings of the 2008 analysis presented in the informal ministerial meeting in Bordeaux (Flyer: In the finishing straight: from Copenhagen to Bordeaux)

Full 2008 Policy report available for High level **Agora conference** (Thessaloniki, 16-17 March 2009)

2010 report – ministerial meeting in Bruges in 2010

Priority area 3: Improving links between VET and the labour market

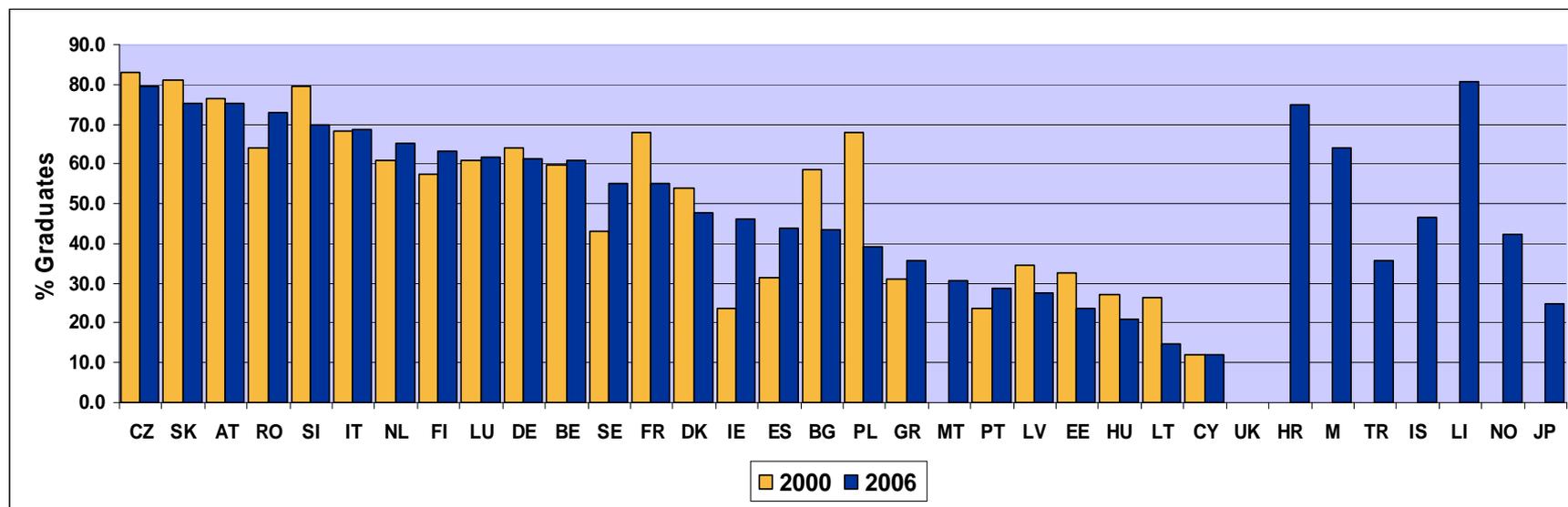
“To contribute to greater employment security and to increase business competitiveness, it is necessary to ensure an efficient match between VET policies and the labour market needs and to involve the social partners.”

Indicator on Adult skills as one of 16 core indicators used by the Commission for monitoring of progress in E&T towards the Lisbon targets (A coherent framework of indicators and benchmarks)



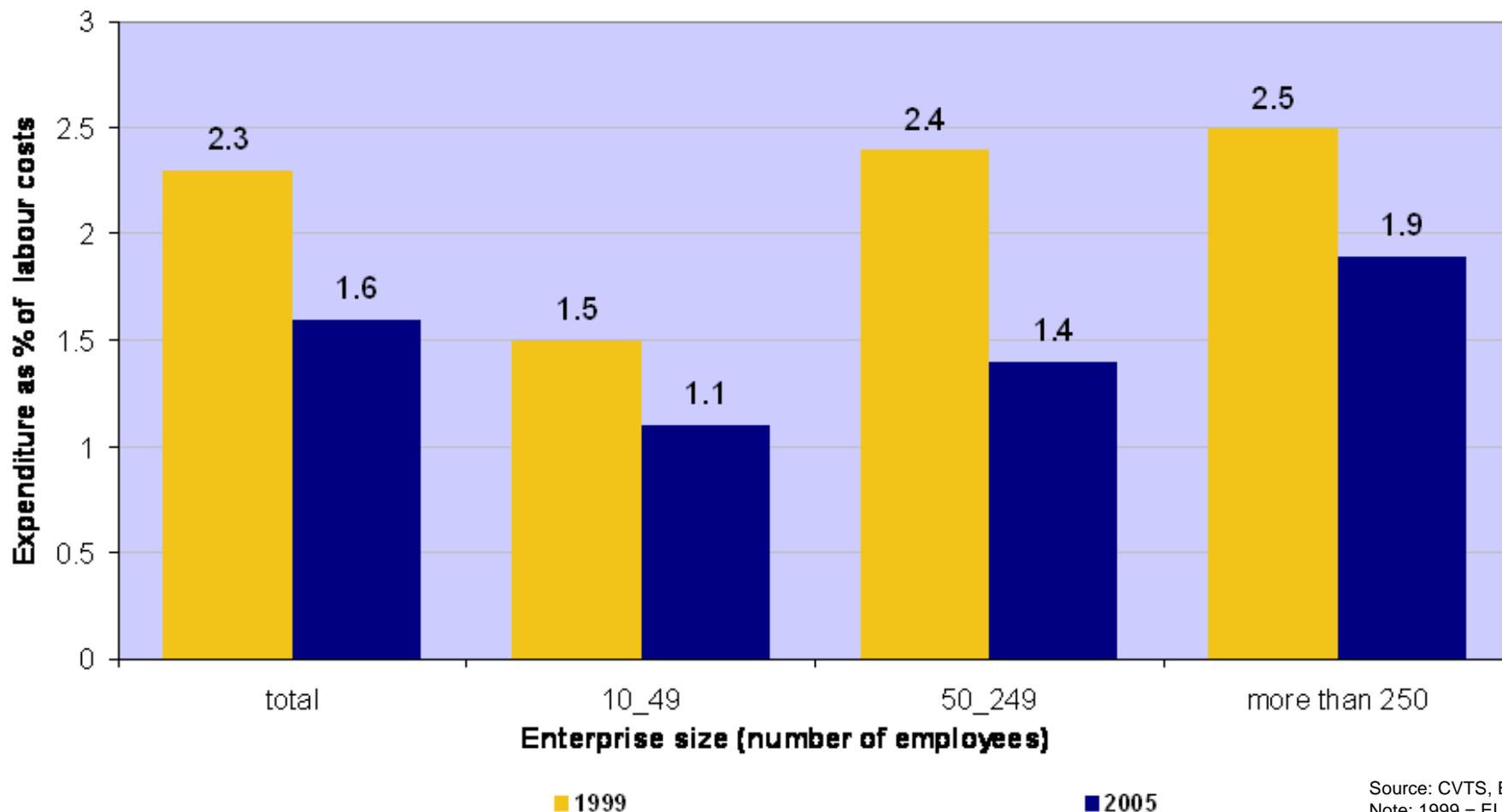
Q1: Vocational or general upper secondary education?

Graduates from upper secondary pre-vocational and vocational streams, as percentage of the total number of graduates in upper secondary education (ISCED 3), 2006



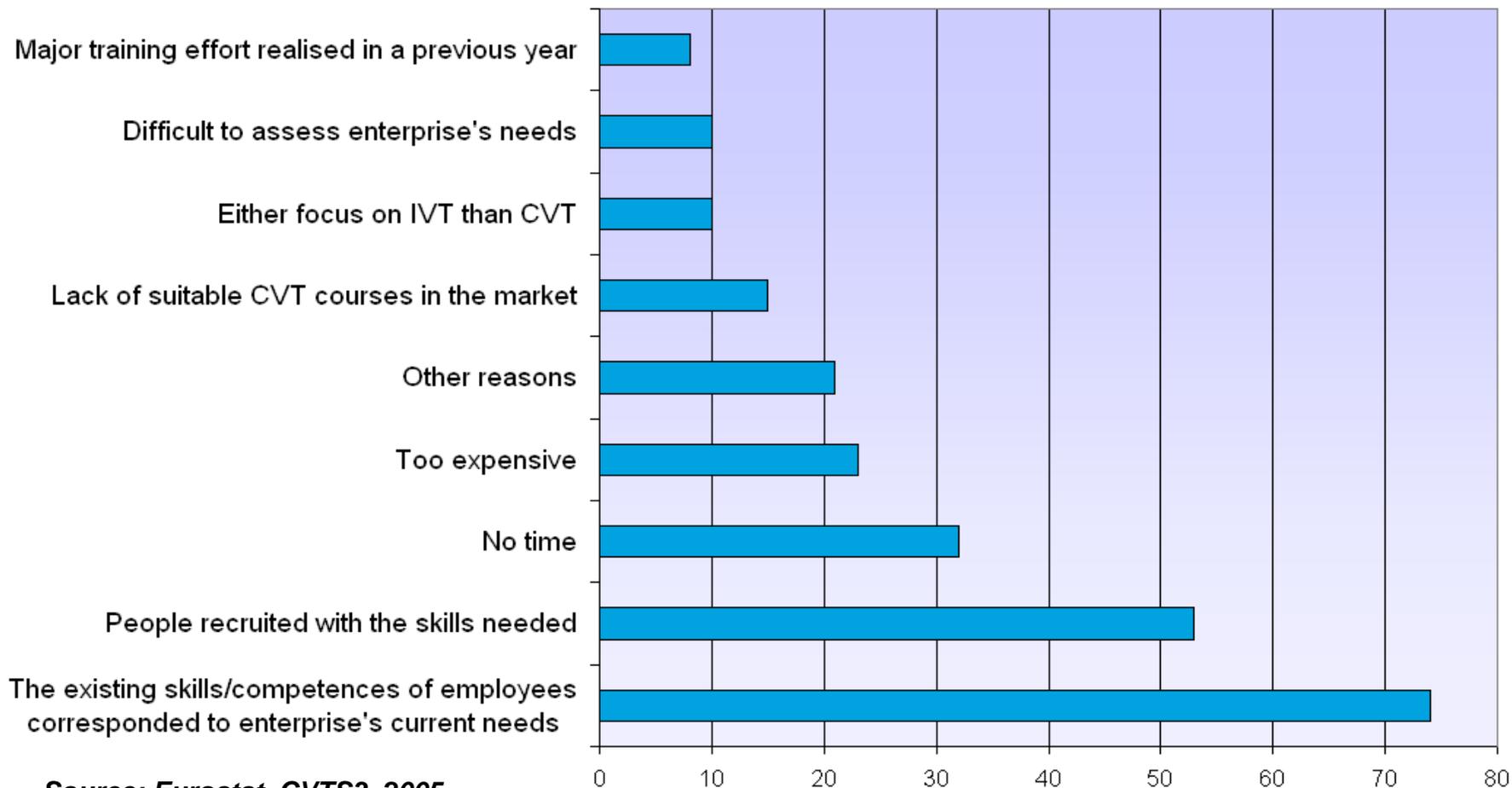
Source: UOE, Eurostat, Extraction date May 2008

Q2: Why enterprises, in particular medium sized, spend less on CVT ?



Source: CVTS, Eurostat.
Note: 1999 = EU-25

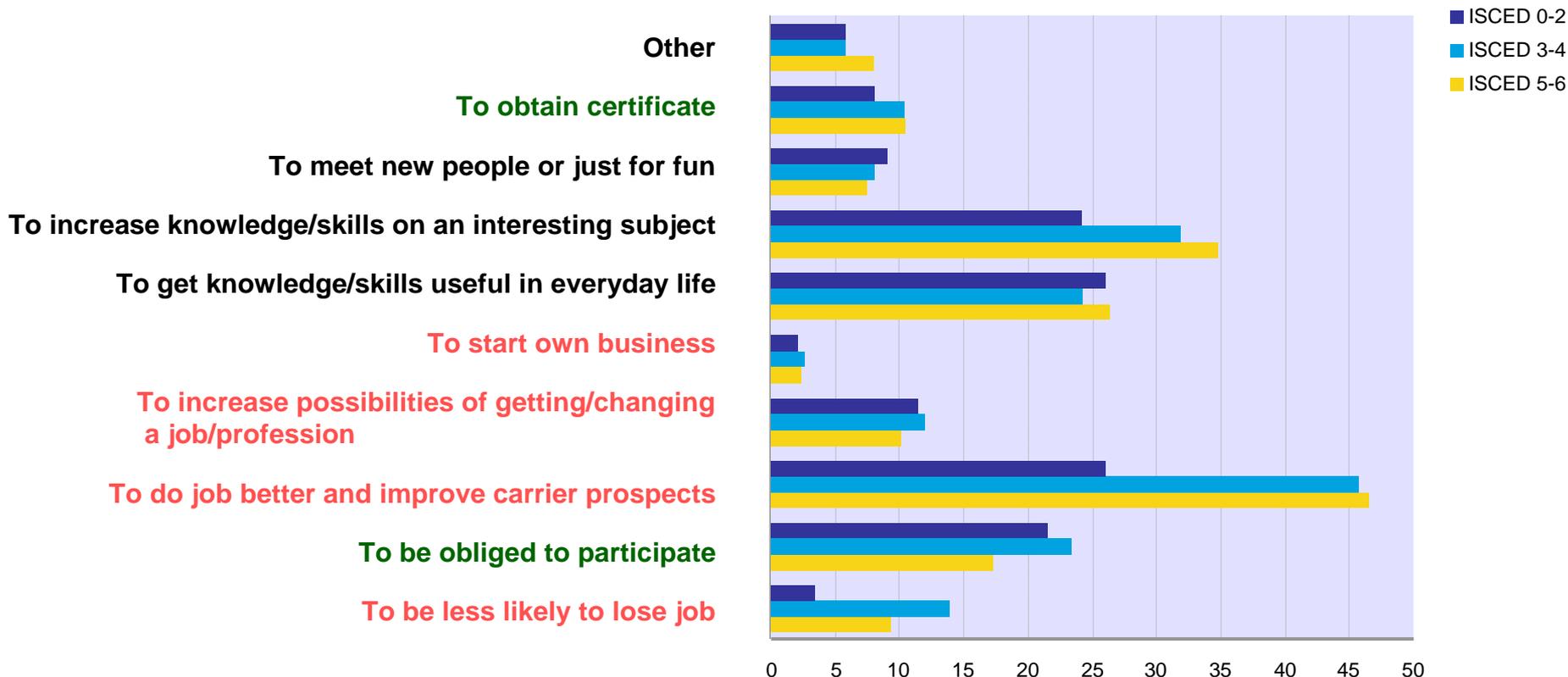
Q3: Why enterprises do not provide training to their employees?



Source: Eurostat, CVTS3, 2005



Q4: How much the participation in non-formal education and training matters? Why adults participate in non formal training?

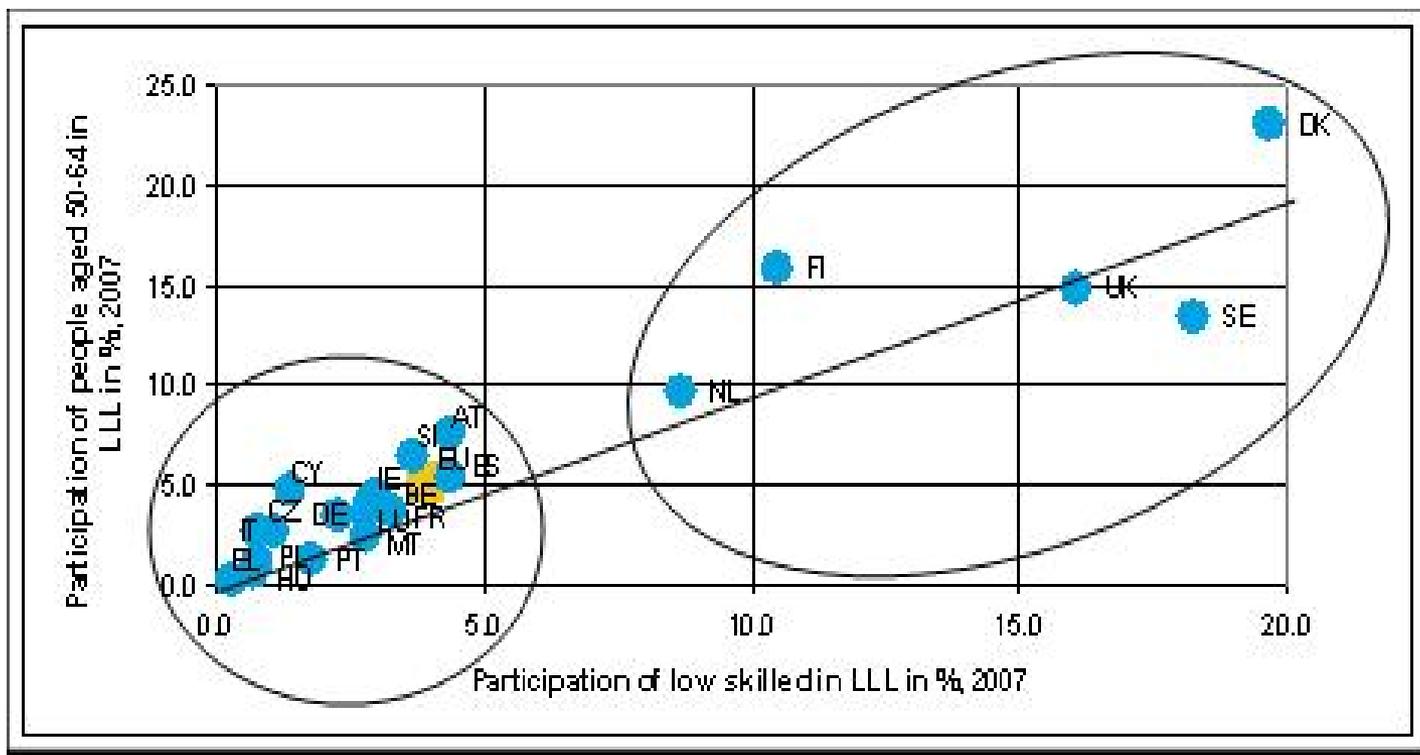


Source: Eurostat, Adult Education Survey 2006



Q5: Why some countries manage it better than other do?

Is the level of generic skills of low skilled and older workers in some countries higher?



Source: Eurostat, LFS 2007

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To conclude: how PIAAC/JRA can help

- Growing awareness for need of better evidence
- Initiative to develop indicators on VET outcomes
- 11 Member States , Norway, Island and Turkey favour extending and adding new benchmark for VET
- Benchmark on skills of adult population might be a hot candidate (similar to PISA?)
- Distinction of upper secondary education (ISCED3) by programme orientation (general or vocationally oriented) highly demanded for further secondary analysis

Thank you very much for your attention!

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