VET in action
Evidence from implementing EU priorities in national VET plans

Cedefop virtual get-together

17 April 2024
14.00-15.30 CET

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European cooperation in vocational education and training (VET)

- Copenhagen Process (2002)
  - Council Recommendation on VET for sustainable competitiveness, social fairness and resilience (2020)
  - Osnabrück declaration on VET as an enabler of recovery and just transitions to digital and green economies (2020)
  - National implementation plans (2022)

2020-25….2030 Implementation (putting plans in action) and integrated monitoring
The VET recommendation

Six reform areas

VET is **agile in adapting** to labour market changes

VET is **flexible** and provides **progression**

VET is a driver for **innovation** and growth, preparing for the **digital and green** transitions

VET is **attractive** based on modern and digitalised provision of training and skills

VET promotes **equality of opportunities** (inclusive)

VET is underpinned by a culture of **quality assurance**

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Three quantitative objectives

The share of employed VET graduates at least 82%

60% of VET graduates take part work-based learning

8% of VET learners benefit from a learning mobility abroad
### Interactive poll results

**Question:** In your opinion, which of the following are relevant to your country?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>VET adaptable to the labour market</td>
<td>71%</td>
</tr>
<tr>
<td>Flexible VET</td>
<td>39%</td>
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<tr>
<td>Excellent and innovative VET</td>
<td>39%</td>
</tr>
<tr>
<td>Attractive VET</td>
<td>43%</td>
</tr>
<tr>
<td>Inclusive VET</td>
<td>28%</td>
</tr>
<tr>
<td>Quality assured VET</td>
<td>41%</td>
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</tbody>
</table>
EU-27, Norway and Iceland planned and reported measures

Most addressed priorities:
- Agile and resilient VET, adaptive to labour market needs
- Attractive VET, based on modern and digitalised provision
- Innovative and excellent VET
- Inclusive VET, promoting equal opportunities

Less addressed priorities:
- Flexible VET providing progression and lifelong learning opportunities
- VET underpinned by quality assurance

Measures reported by ReferNet 2021-22
Measures in the National Implementation Plans
Where we are now

**Countries**
- 25 EU (out of 27), Norway, Iceland
- 5 candidate countries (AL, ME, MK, RS, TR)
- Norway, Iceland and candidate countries committed to Osnabrück Declaration

**Policy developments**
- about 400 (EU-27+) and about 40 (CCs) at the moment

**Collecting evidence**
- networks of expertise

**In brief:**
- Strong **national nature**, based on strategies and frameworks set before
- Notable **EU influence** (priorities and funding)
- Focus on **implementation**, overall **modest progress**
What countries do to achieve the priorities

Strengthen  Review  Adapt
Ensure  Support
Increase  Develop  Update  Identify  Engage  Commit
Expand  Prepare  Introduce
Improve  Create
Establish
Agile VET

- Occupational and VET standards
- VET curricula and programmes
- Key competences, green and digital skills
- Work-based learning, apprenticeships

Flexible VET

- Individualised pathways
- Diversifying
- Microcredentials
- Learning outcomes
- Validation and recognition of learning

Quality assurance

- Comprehensive systems
- QA of Continuing VET and adult learning
- QA of work-based learning
- QA of qualifications
Attractive VET
- VET at higher levels
- Competent teachers, trainers and school leaders
- European and international VET
- Lifelong guidance

Excellent VET
- Centres of vocational excellence
- Digital VET
- Greening VET

Inclusive VET
- Strategic approaches
- Targeting vulnerable groups
- Outreach, guidance and support
- Educating educators

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Governance
- strengthen involvement of trade unions
- implement skills intelligence systems

Green transition
- better understand green skills
- embrace more in VET programmes and curricula
- prepare teachers and trainers
- look for opportunities to address gender imbalances with the green transition

Quality assurance
- strengthen QA in work-based learning and in continuing VET

Lifelong learning culture
- reach out to those in need of reskilling and upskilling, increase the number of beneficiaries
- open NQFs to qualifications acquired through validation
- strengthen permeability of VET with other sectors

Inclusion and equal opportunities
- ensure access to digital learning to learners at risk of ‘digital’ exclusion
- educate teachers, trainers, school leaders
- balance inclusiveness and excellence
European Training Foundation monitoring

- Five countries: Albania, Montenegro, North Macedonia, Serbia, Türkiye
- First cycle of monitoring covering 2021-2022 policy developments
  - Summary of findings in the Country briefs: Albania, Montenegro, North Macedonia, Serbia, Türkiye
  - Policy development fiches providing detailed evidence underpinning the country briefs
    Monitoring VET Recommendation and Osnabrück Declaration: 2023 policy development fiches | Open Space (europa.eu) (log in needed)

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