



Inclusive participation in CVET

Fostering adult participation in CVET and
shaping learning conducive workplaces

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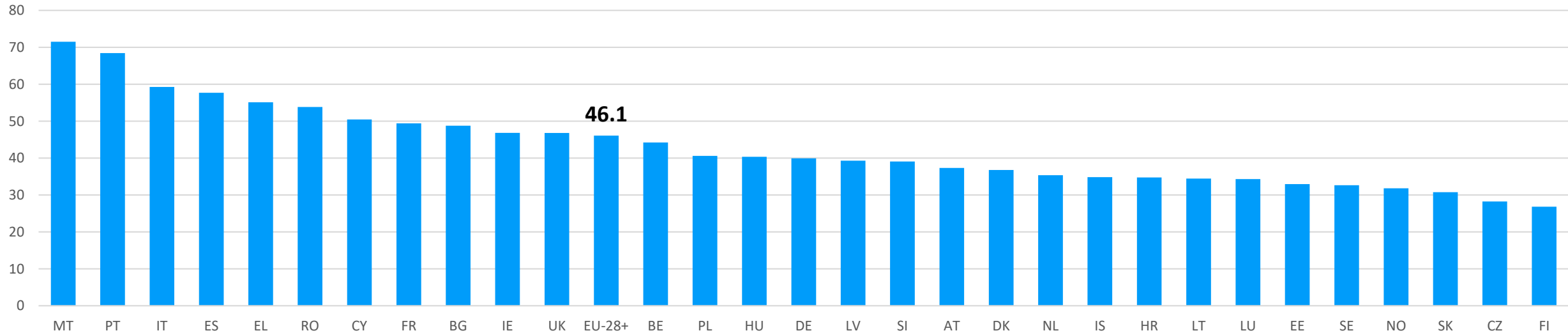
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Adult participation in learning is far too low

- ET2020 target (15% adults in lifelong learning) **not met**
- 128 million adults in the EU-27, IS, NO and UK **with potential for upskilling and reskilling**



(*) EU-28+ = EU-28 + IS, NO

Source: Cedefop calculation on LFS 2016, CSIS 2015, OECD PIAAC 2012, 2015.

The potential demand for adult learning and CVET is high

Cedefop opinion survey (OS ALCVET)

96%

Agree AL CVET is important

84%

Expect AL and CVET to become more important for career progression in the next 10 years

89%

Agree governments should prioritise investment in learning for adults

AL and CVET: a positive image



Personal development



Further educational attainment



Work-related benefits

- Career progression
- Better income
- New job
- Reducing unemployment

Personal development and improving job skills are the main reasons for participation in learning and training

Reasons for non-participation

- No need for it (36%)
- Difficult to fit in with other commitments (32%)
- Feel too old (28%)



Image and participation: a question of incentives

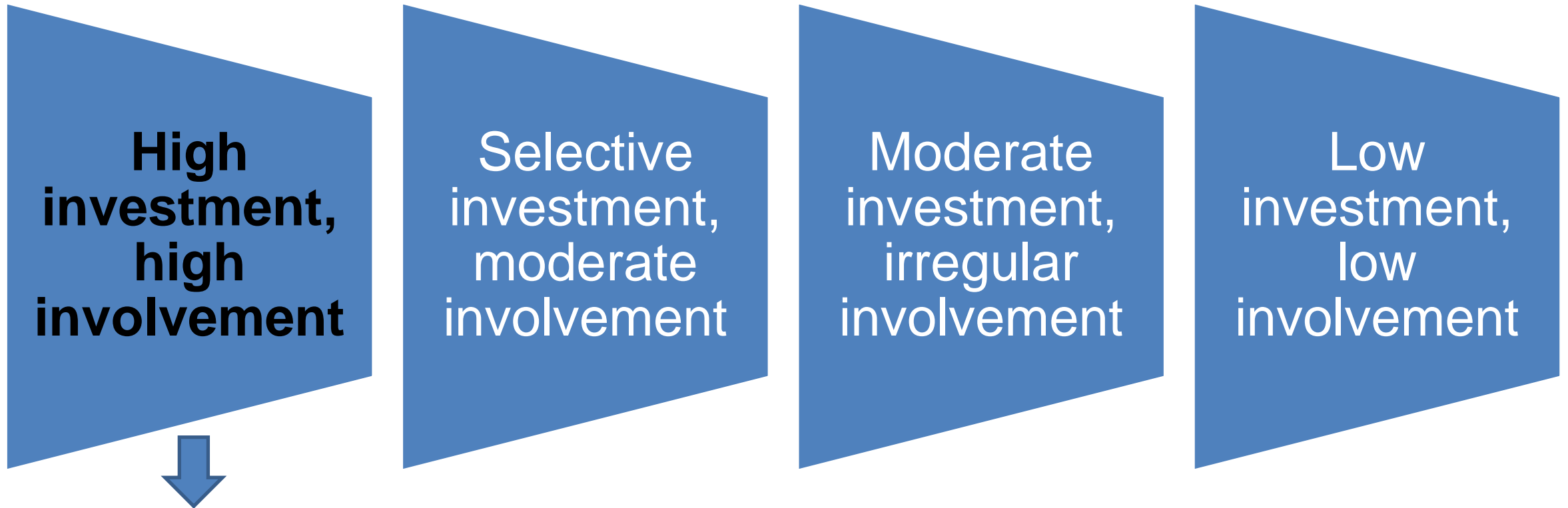
Incentive to participate depends on the **likelihood of the desired benefits being realised:**

- Personal development benefits are defined by the individuals and outcomes are in their control.
- Work-related benefits are generally in the hands of **employers**.

Attractiveness of adult learning and CVET is not only about people's willingness to participate, but also employers' willingness to invest.

Workplace practices for learning conducive workplaces

Cedefop-Eurofound European Company Survey (ECS)



The 'high investment, high involvement' group scores best in terms of **workplace well-being and establishment performance**, and most likely to generate a win-win outcome.

Unlocking the potential of workplaces as learning venues

European Company Survey (2019, 2020):

- **Skills development, challenging jobs and higher autonomy** are positively correlated with **higher workers' well-being** and **companies' performance** and **innovation** capacity
- In the wake of the pandemic companies are becoming **more aware** of the importance of **higher worker autonomy**

Raising awareness: importance of autonomy, skills and employee involvement (people-centred workplace practices)

Involvement of social partners, employer organisations as well as practitioners

A learner-centred approach to adult learning and training

- Participation in AL and CVET (Cedefop opinion survey) is not only a question of **incentives**, it is also contingent on **individual circumstances**:



A more **learner-centred approach to adult learning and training** that not only tailors learning to individual needs, but also includes combining existing measures that encourage adults to participate

A systematic approach to CVET to sustain inclusive participation in a lifelong learning perspective

- High **stakeholder engagement, social dialogue** and **partnership-based approaches**;
- **inclusive and holistic** approach supporting and enabling:
 - adults to **avail of CVET** opportunities
 - companies to **offer** them through **learning conducive workplaces**

Find out more!

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Perceptions on adult learning and continuing vocational education and training in Europe

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More perceptions: opinion survey on adult learning and continuing vocational education and training in Europe

Volume 2: Views of adults in Europe

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BRIEFING NOTE

ADULT LEARNING AND CONTINUING VOCATIONAL EDUCATION AND TRAINING VALUED BY EUROPEANS

Insights from a pan-European opinion survey conducted by Cedefop

TO manage its 'twin transitions' to an economy and society that is green and digital, Europe needs high-quality human capital: not a small elite, but a well-trained general workforce, whose skills at all levels are constantly updated, upgraded and used. Well-functioning and coordinated continuing vocational education and training (CVET) systems accessible to all Europeans are essential to developing such a workforce (1) and to empowering people to manage ever more complex and unpredictable working lives. If people can shape their futures, they can transform economies and societies.

Cedefop's first opinion survey (1) examined Europeans' views about initial VET compared to general education. This second survey explores what adults living in the European Union (EU), Iceland and Norway think about adult learning and CVET, given that image and perceptions influence action (Box 1).

PERCEPTIONS: IMPORTANCE

According to survey respondents, the potential need for continuing training is high today and will increase in the future: across all 30 countries surveyed, 96% of respondents agree on the importance of adult learning and CVET. Some 70% of adults believe that such learning will be even more important in 10 years' time, and at least two-thirds in every country surveyed agree that their government should prioritise investment in learning for adults (Figure 1).

Across all countries, 89% of respondents in work at the time of the survey say that their job requires them to keep their skills up to date. This rises to at least 90% in countries such as Czechia, Germany, Hungary, Poland and Sweden. Overall, more than a quarter of adults say that they lack other technical or general skills to carry out their job at the required level, hence need training.

FIGURE 1: GOVERNMENTS SHOULD PRIORITISE INVESTMENT IN ADULT LEARNING AND CVET

Country	Strongly agree	Agree	Disagree	Strongly disagree
AT	96%	0%	0%	0%
BE	96%	0%	0%	0%
BG	96%	0%	0%	0%
CY	96%	0%	0%	0%
CZ	96%	0%	0%	0%
DE	96%	0%	0%	0%
DK	96%	0%	0%	0%
EE	96%	0%	0%	0%
ES	96%	0%	0%	0%
FI	96%	0%	0%	0%
FR	96%	0%	0%	0%
GR	96%	0%	0%	0%
HR	96%	0%	0%	0%
IE	96%	0%	0%	0%
IT	96%	0%	0%	0%
LU	96%	0%	0%	0%
LT	96%	0%	0%	0%
LV	96%	0%	0%	0%
MT	96%	0%	0%	0%
NL	96%	0%	0%	0%
NO	96%	0%	0%	0%
PL	96%	0%	0%	0%
PT	96%	0%	0%	0%
RO	96%	0%	0%	0%
SE	96%	0%	0%	0%
SI	96%	0%	0%	0%
SK	96%	0%	0%	0%
UK	96%	0%	0%	0%

Source: Cedefop opinion survey on adult learning and CVET

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BRIEFING NOTE

SHIFTING OUR PERSPECTIVE ON LEARNING

Why we need to focus on the interplay between jobs, work and learning in the COVID-19 world

As the world looks for a transition to a post-pandemic reality, changes are underway in many European companies. How will these changes shape work and learning, the relationships between employers and workers, and companies' working and learning arrangements in the future?

COVID-19 and social distancing have crashed into the structural shifts brought about by the fourth industrial revolution (1). And while existing skill needs has been on employers' and policy-makers' agendas for long, investing in people in a more comprehensive way is becoming more urgent. As European economies are picking up speed, the hunt for talent is on the rise.

CHANGES ON THE RADAR

Workplace learning is an important part of the overall effort to equip Europeans with the skills they need in the coming years. To contribute to the continuing up-skilling and reskilling discussion, Cedefop and Eurofound joined forces to collect new evidence on work and on skills formation at the workplace, based on enterprise surveys covering all EU Member States.

In their fourth European company survey, conducted in 2019 and published in 2020, the two agencies examined how wider pro-employee workplace practices, including skill development, and worker motivation, autonomy and wellbeing, can foster companies' modernisation. They looked 'behind' the skills acquisition and its immediate impact on worker performance.

A follow-up survey, fielded in November 2020, looked at how businesses in Europe were coping with, and responding to, the health crisis. Taken together, the results of the two surveys offer a picture of current changes in skill needs, work organisation, and European employers' changing approaches to training and learning.

BOX 1: SOME EXAMPLES OF SKILLS AND OCCUPATIONS ON THE RISE

Cedefop's skills intelligence has been pointing to high demand for advanced science and technological skills, mainly for IT specialists, engineers and researchers (accounting for one in four job ads in 2020). This trend is set to increase up to 2030.

Cedefop forecasts employment in the European healthcare sector to rise by more than 10% by 2030, among its population aged 15 and over, due to the pandemic.

While hospitality and personal services were severely disrupted in 2020 – down to 15% compared to 2019 – they are expected to pick up again, in line with the gradual lifting of COVID-19 restrictions. This is also true for learning, which changed dramatically in 2020 as it had to go online. However, in the medium and long term, teachers and trainers are forecast to be in high demand.

Cedefop's online job advertisement analysis shows that, in 2020, employers not only looked for more advanced digital skills than in 2019, but also placed more emphasis on skills needed to keep businesses and sales online.

Source: Cedefop skills intelligence (Skills CVET) and Eurofound

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ADAPTING BUSINESS PRACTICES TO NEW REALITIES IN THE MIDDLE OF A CRISIS

First findings from the COVID-19 European company survey

Jasper van Loo, Franz Eiffe and Gijs van Houten

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REPORT

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Volume 2: Cedefop analytical framework for developing coordinated and coherent approaches to upskilling pathways for low-skilled adults

Empowering adults through upskilling and reskilling pathways

Volume 1: adult population with potential for upskilling and reskilling

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