



# Key findings from the Riga cycle of European cooperation in VET

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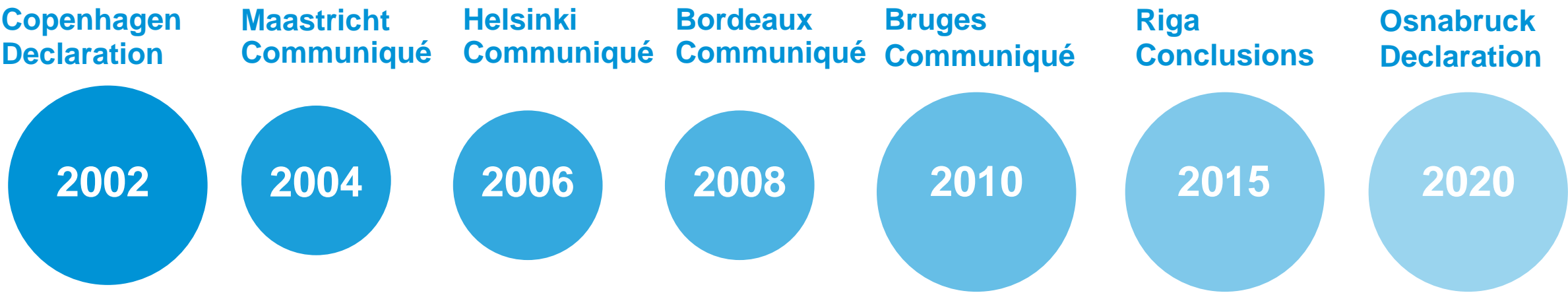


**CEDEFOP**

European Centre for the Development  
of Vocational Training



# Copenhagen process: one process-many stops



Copenhagen 2002	Maastricht 2004	Helsinki 2006	Bordeaux 2008	Bruges 2010	Riga 2015
4 priorities to be pursued and 4 principles to underpin cooperation	Mandate to develop EQF and ECVET	Consolidation of process – deadline by 2010 to implement instruments and principles	First assessment of the effect of economic crisis on VET	22 short term deliverables and 11 objectives	5 medium term deliverables and transversal areas

# Useful to recall: VET monitoring cycle

Stakeholder views  
(ACVT/DGVT)

VET developments  
(ReferNet/ETF sources)

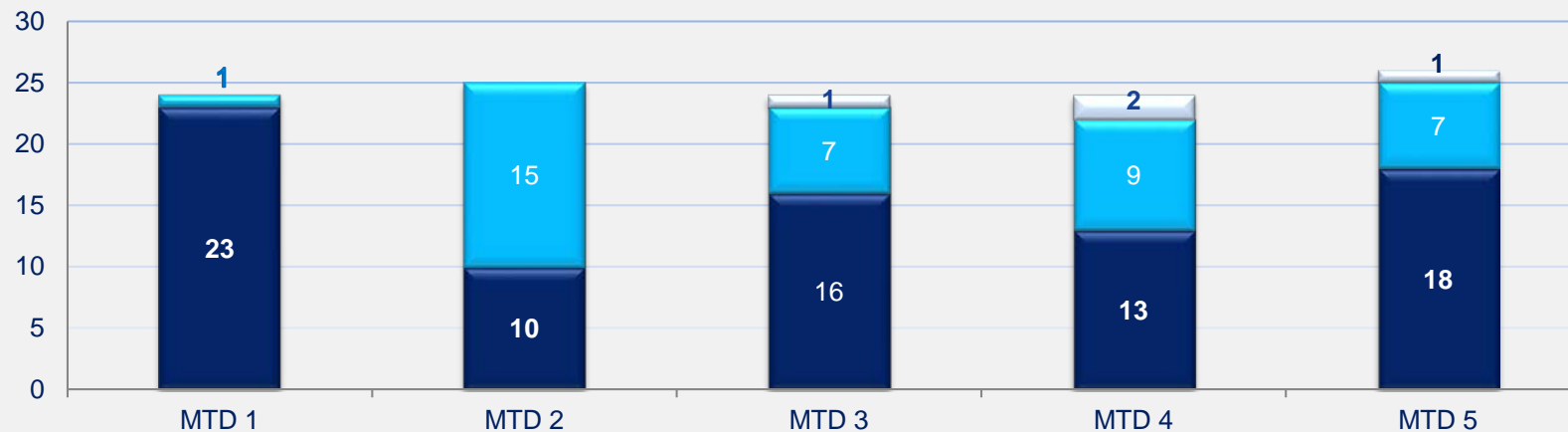
Policy priorities (DGVT)



Annual progress reports  
and policy briefs

Riga interim report 2015-17

Riga final report 2015-20



■ Low  
■ Medium  
■ High

NB: 26 responses

Source: Cedefop based on a survey among the Director Generals for VET in the Member States in early 2016

# MTD1: WBL and apprenticeships

## ACHIEVEMENTS

### Apprenticeships, dual and alternance schemes

- Set up/update legal FWKs
- New apprenticeship degrees and expanding at higher levels
- Incentives for companies and students

### WBL in school-based programmes

- Making training in the workplace systematic/compulsory
- Increasing duration of practical training
- Partnerships in programme design and teaching

### Support to SMEs

- Develop inter-company training and shared apprenticeships
- Practical assistance with administrative and apprenticeship support services

### Strengthen WBL in CVET

- Less fragmented and more systematic
- Offer WBL for adults especially those not in employment

## TAKE AWAYS

# MTD1: Delivering WBL in candidate countries

## ACHIEVEMENTS

- WBL a top priority MTD for all candidate countries
- All five countries have work-based learning programmes as part of their VET systems
- Programmes with a substantial (compulsory) WBL component, have been introduced relatively recently
- State-driven WBL programmes in most countries
- Turkey's WBL programmes are mostly employer-/sector-/association driven

## TAKE AWAYS

- ✓ Sustain and expand WBL, find robust mechanisms for financing and improve quality
- ✓ Need to further strengthen the involvement of social partners in policy formulation, programme design, implementation and monitoring
- ✓ Pilot actions need to be mainstreamed into main policies

# MTD2: Quality assurance and feedback loops

## ACHIEVEMENTS

### Quality assurance in VET

- Consolidated fragmented approaches and comprehensive practises across sectors of E&T
- Focused on QA of VET providers
- EQAVET community of practice has been an inspiration

### Information and feedback loops

- Comprehensive mechanisms to anticipate training needs
- Monitoring systems of graduate tracking
- Cedefop thematic country reviews on skills governance

### Link QA to other policy areas

- Qualification design and review
- Certification and examination process
- Expanding QA to WBL and apprenticeships

### Strengthen relevance of VET and qualifications

- Stakeholders' collaboration and funding including at regional and local level
- Capacity to interpret data in shorter cycles

## TAKE AWAYS

# MTD2: Strengthening QA in VET in candidate countries

## ACHIEVEMENTS

- Increasing use of EQAVET Recommendations as point reference to guide domestic reform in QA
- Many measures are still at pilot stage
- The QA approaches involved a broad range of stakeholders
- All national approaches share an emphasis on achieving learner employability. The ultimate indicator of good-quality VET provision is that the skills acquired are relevant to the labour market

## TAKE AWAYS

- ✓ The report shows that more stakeholders have played a consultative than a deliberative role
- ✓ Though candidate countries are increasingly combining internal and external evaluations to improve VET quality outcome indicators need to be used more often
- ✓ Pilot actions need to be mainstreamed into main policies

# MTD3: Access to VET and qualifications for all

## ACHIEVEMENTS

### Training, upskilling, reskilling

- Low skilled, unemployed, NEET, etc.
- Training guarantee programmes
- Apprenticeship internship programmes

### Increased permeability and flexibility

- New and flexible pathways, modular programmes and partial qualifications
- Impact of NQF – increased transparency and readability of VET qualifications

### Guidance and validation

- Extended to broader age and social groups
- Reinforced work on validation

- Strengthen comprehensive approaches including skills assessment, tailored training, validation and recognition of skills
- Increase understanding on the content and profile of qualifications across sectors, systems and internationally
- Better coordination between validation and career guidance practices in IVET and CVET

## TAKE AWAYS

# MTD 3: Implementing qualification systems in candidate countries

## ACHIEVEMENTS

- Noticeable progress in the design and implementation of qualification systems through introduction of NQFs
- The policies on qualifications are oriented towards life-long learning, quality and inclusion
- Stakeholders involvement is currently weak, with the exception of Turkey
- Implementation of validation systems in the countries has been linked to NQF development. With the exception of Turkey the validation systems have not yet reached an operational stage

## TAKE AWAYS

- ✓ Qualifications registers have to be filled with quality-assured qualifications
- ✓ Quality assurance standards and mechanisms still have to be consolidated and harmonised across different sub-systems of education and training
- ✓ More work related to the development and management of digital databases

# MTD4: Strengthen key competences (KC)

## ACHIEVEMENTS

### KC Emphasized in national strategies

- Policies address KC as package setting a vision and raising awareness
- Revised curricula and programmes
- Improved methods for mapping and assessment of KC
- Languages and digital competences received more attention
- Digital strategies address learners and teachers, provision of appropriate infrastructure and learning tools

- Continue strengthening digital competences and entrepreneurship as a key to creativity and innovation
- Reinforce personal, social, learning to learn, citizenship, cultural awareness and expression as they are less developed on VET students compared to GE students

## TAKE AWAYS

# MTD4: promoting key competences in VET curricula in candidate countries

## ACHIEVEMENTS

- All countries actively promote key competences in VET
- Countries use the EU recommendation and use curricula as the main tool for promoting key competences
- Countries use a cross curricular approach to accommodate EU recommendations on key competences

## TAKE AWAYS

- ✓ More time is needed
- ✓ There is a need for more systematic monitoring of the promotion and acquisition of key competences

# MTD5: VET teachers and trainers

ACHIEVEMENTS

## VET teachers initiatives

- Innovative provision of CPD using digital resources
- Work placements in companies
- Make profession more attractive

## In company trainers

- At the spotlight due to WBL and apprenticeship in the policy agenda

## Continue supporting VET teachers and trainers for

- individualised support, guidance and mediation
- new forms of learning
- technological advancements

TAKE AWAYS

## MTD5: Professional development of teachers and trainers in candidate countries

### ACHIEVEMENTS

- System of initial training for teachers in VET is changing in most candidate countries
- Continuous professional development of teachers is an area where all countries have reported significant policies and strategies
- Initial and continuing training of trainers and mentors in enterprises is becoming increasingly important in the region

### TAKE AWAYS

- ✓ Some countries place great focus on VET teacher distant and online training
- ✓ Sustainability of donor driven projects needs to be ensured
- ✓ Press service teacher development is still a challenge for some countries

# Lessons learned and hints for the future

- **Copenhagen/Bruges/Riga**  
Continue strengthening the EU VET area
- **Strengthen VET excellence and attractiveness**
- **Preserve continuity in post 2020**  
to strengthen countries' capacity on work already started
- **Digitalisation and greener VET**
- Closer integration between IVET & CVET strategies for lifelong learning to become a reality
- **VET as integrated part of E&T system**

# Thank you

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