



# Future of VET in Europe challenges and opportunities

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**CEDEFOP**

European Centre for the Development  
of Vocational Training

# Future of VET in a nutshell...

The study seeks to deepen Cedefop's understanding of the factors influencing **challenges and opportunities** as well as **future developments in VET** in Europe, how these vary between countries, and how they have changed over time.

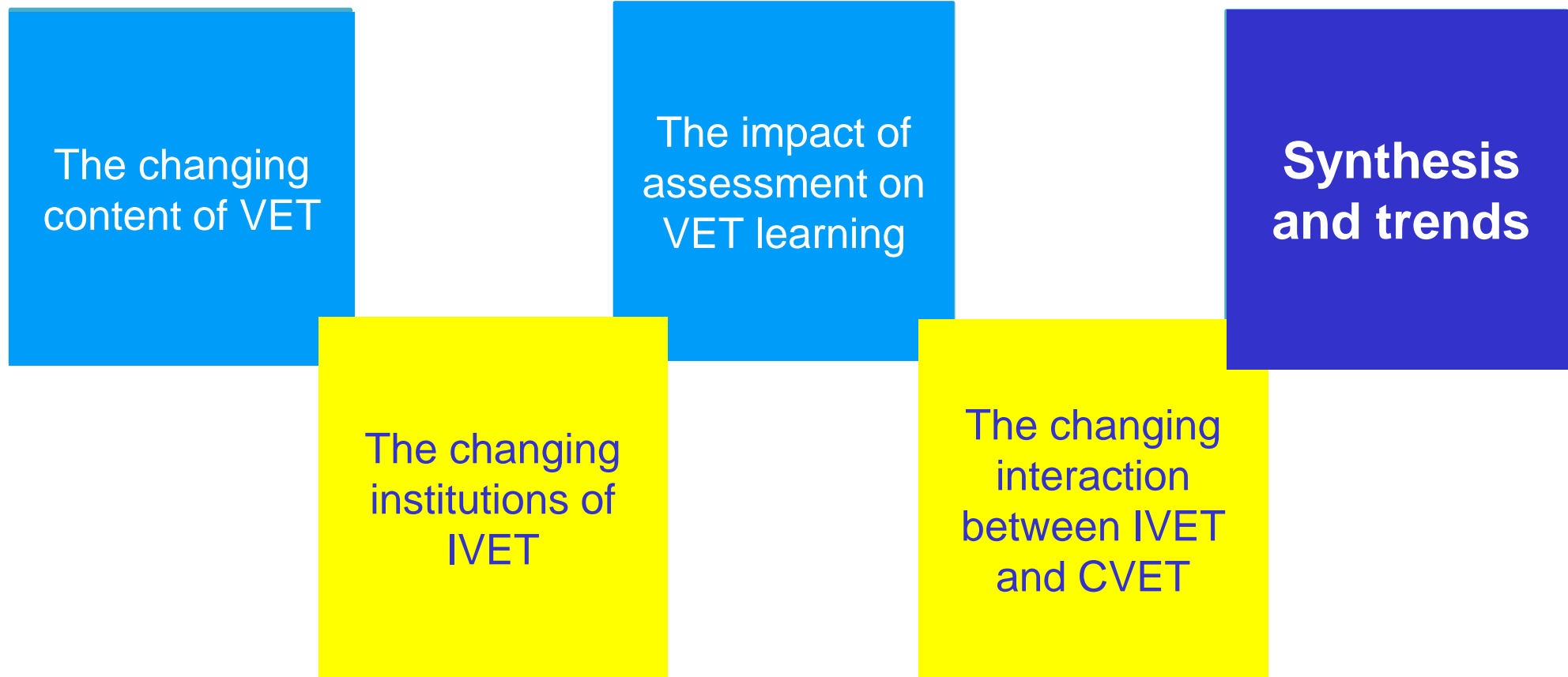


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# Cedefop project: Future of VET in Europe (2020-22)

Five key objectives structured in five work assignments



A photograph of a classroom setting. In the foreground, a woman with blonde hair in a bun, wearing a black t-shirt, is looking towards the right. To her right, another woman with dark hair in a bun, wearing a blue top, is looking towards the left. In the background, there are anatomical models of a human skeleton and muscles. A blue semi-transparent banner is overlaid at the bottom of the image, containing the text "A closer look at Work Assignments 1 +2".

## A closer look at Work Assignments 1 +2

# Work assignment 1: The changing content and profile of VET

## Selected Research Questions

- ✓ To what extent can we observe changes in the number of IVET qualifications; and what does this signify in terms of profiles?
- ✓ How has the balance between occupation-specific skills, general subjects, and transversal skills evolved over time?
- ✓ What is the role of research-based knowledge in IVET?



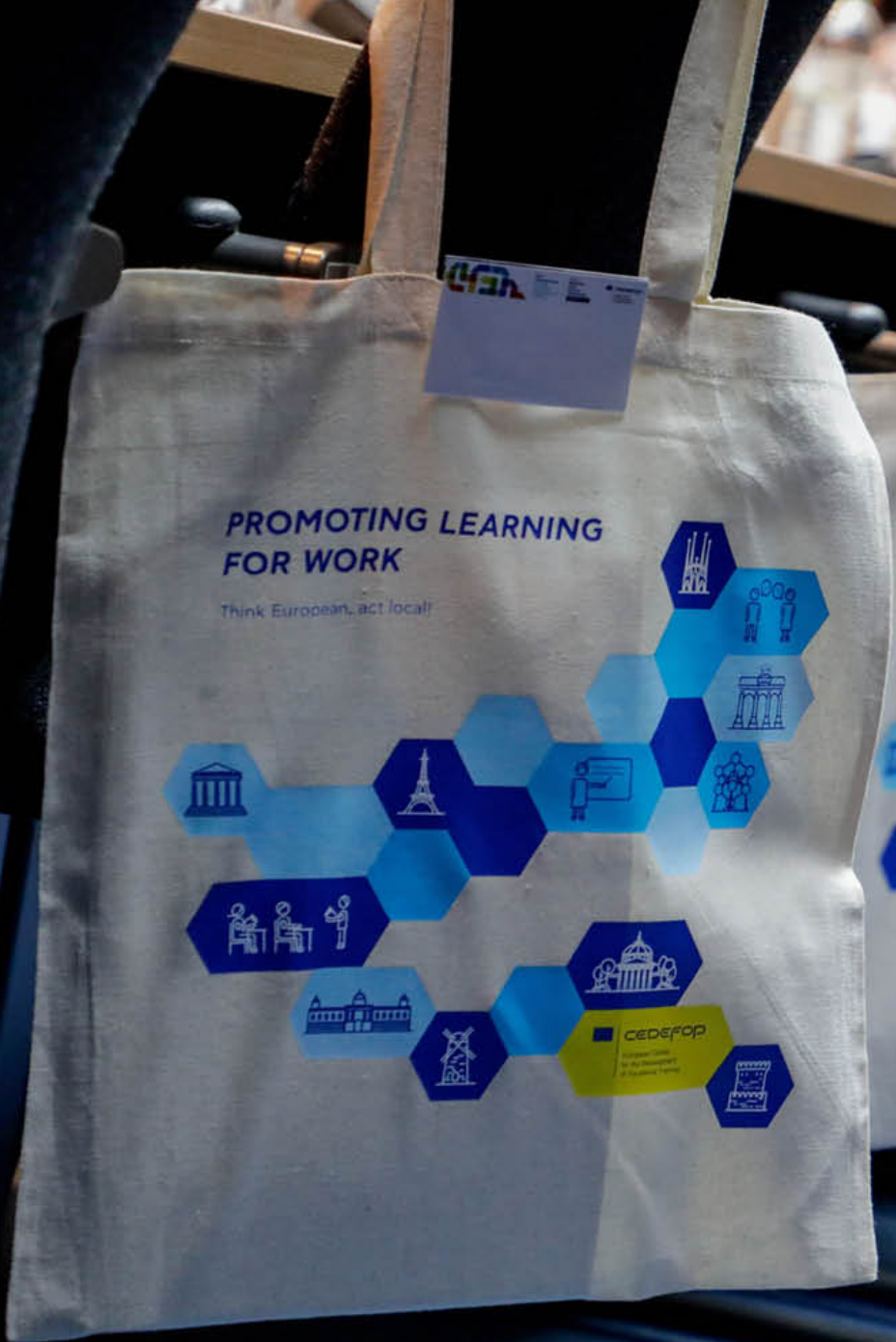
# Work assignment 2: Delivering IVET - Institutional diversification and expansion

## Selected Research questions:

- ✓ To what extent is the dividing line between vocational and general upper secondary education blurring?
- ✓ To what extent can we observe combined institutions and 'hybrid' programmes/qualifications?
- ✓ What room is left at regional, sectoral and local level for institutional diversification and innovation?



Images by Pexels from Pixabay



## ReferNet's deliverable 3b

# ReferNet deliverable 3b identification of data

The **aim** of this exercise was:

- ✓ to help establish a **first overview of relevant documents** and **further sources** at **country level** that can inform the discussion and research on these topics;
- ✓ to contribute to a first **demarkation of the key terms** used in the study framework

The ReferNet data provides a starting point for in-depth country research

# ReferNet deliverable 3b - Observation of change

Based on the existing documentation, can you observe changes

- (a) in the balance of occupation-specific skills, general subject knowledge, and transversal skills and competences,
- (b) in the balance between workplace learning, practical learning in workshops and classroom instruction,
- (c) in the number and scope of qualifications or programmes,
- (d) regarding institutional change and autonomy?

And finally (e), based on the above, which are your overall observations and recommendations?

# ReferNet deliverable 3b

## Timeline:

- ✓ Presentation of operational questions and guidelines:  
**April 2020**
- ✓ **Q/A session May 2020**
- ✓ Requested deliverable:  
**15 September 2020**
- ✓ **25 replies received**



Image by Pexels from Pixabay

A man wearing a grey hoodie and a blue cap is standing in a meeting room, presenting to an audience. He is positioned in front of a large projection screen that displays a software interface with a prominent orange polygon. The room is dimly lit, with the primary light source being the projection. In the foreground, the blurred backs of several audience members' heads are visible. To the right of the man, a whiteboard with some handwritten notes and a red level are partially visible.

**How are the ReferNet  
questionnaires used  
in the project?**

# The Future of VET project – Work assignments 1 and 2

## Completed and ongoing tasks

- ✓ Literature Review
- ✓ 2 Pilot Case Studies: England & Germany
- ✓ Working Paper: Analytical Approach
- ✓ **ReferNet Survey: 25 initial overviews**

## Next steps

- ✓ 6 more Country Case Studies,
- ✓ 22 Flash Case Studies,
- ✓ Survey of VET providers in 10 countries...



*Image by Zaini Izzuddin*

A wide-angle, high-angle photograph of a coastal city, likely Thessaloniki, Greece. The view is framed by a curved balcony railing in the foreground. The city features several large, ornate, light-colored buildings with red-tiled roofs and classical architectural details like arches and columns. A large, paved square with some greenery and palm trees is visible in the middle ground. The city extends to the sea, where a long promenade and more buildings are visible. The sky is clear and blue, and the water is a deep blue with some whitecaps. A semi-transparent blue banner with a white border is overlaid at the bottom of the image, containing the text "Content observations".

# Content observations

# First content observations from the data collected

1

Previous vocational subjects & programmes now viewed as general

2

Reducing the number of VET qualifications, while at the same time increasing diversity

3

Hybridisation between VET and General Education has taken many forms

## The quality of data..

- ❖ Overall the material is **extremely rich** and **helpful** for the project
- ❖ Most colleagues have put **more effort** into the task than we had anticipated.
- ❖ The input provides us with → **more data** than originally planned → **at an earlier stage**
- ❖ The **quality of the majority responses is very good** - in some cases **extraordinary**



## The quality of data..

- ❖ The **depth of answers** vary: Some refer exclusively to official sources (laws, policy papers), others go beyond providing an interpretation of tendencies.
- ❖ Some report **changes over time**, others are limited to the **status quo**.
- ❖ In several cases, the ReferNet experts recommendations for further research are **identical** to the country experts of the project.

## Opening up to new questions...

Some ReferNet members reported a reduction in the number of IVET qualifications. This raises new questions:

- Will it result in a broadening of profiles?
- Will it result in less occupationally specific profiles?
- What is the impact of modularisation on the content of qualifications; broadening or narrowing down?
- What is the role of local and regional autonomy on the content of qualifications?

# Thank you

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