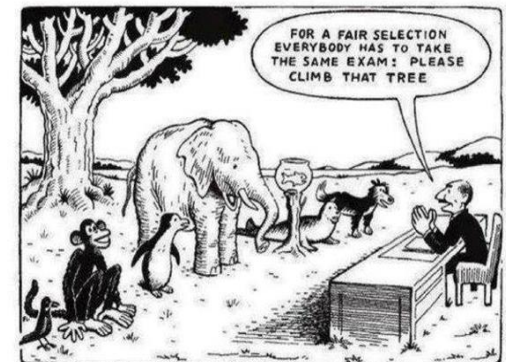


# Boosting VET attractiveness – a European impetus

**James Calleja**  
**Director**



**Berlin, 18 September 2014**



**Our Education System**

# Vocational education and training

## attractive to whom?

- ✦ learners?
- ✦ enterprises?
- ✦ society?

## attractive in relation to what?

- ✦ general (upper) secondary education?
- ✦ academic higher education?
- ✦ low level of education?
- ✦ not in education or employment ?

What type and level of VET?

- ◆ upper secondary?
- ◆ post-secondary?
- ◆ tertiary?
- ◆ school-based?
- ◆ apprenticeship?

# Learners: Perception, aspirations, incentives

## Contextual drivers:

- ✦ social background, influence/support of family, peers, teachers
- ✦ personal preferences
- ✦ status of occupations
- ✦ availability of programmes, reputation, quality

38% think VET leads to  
low status jobs

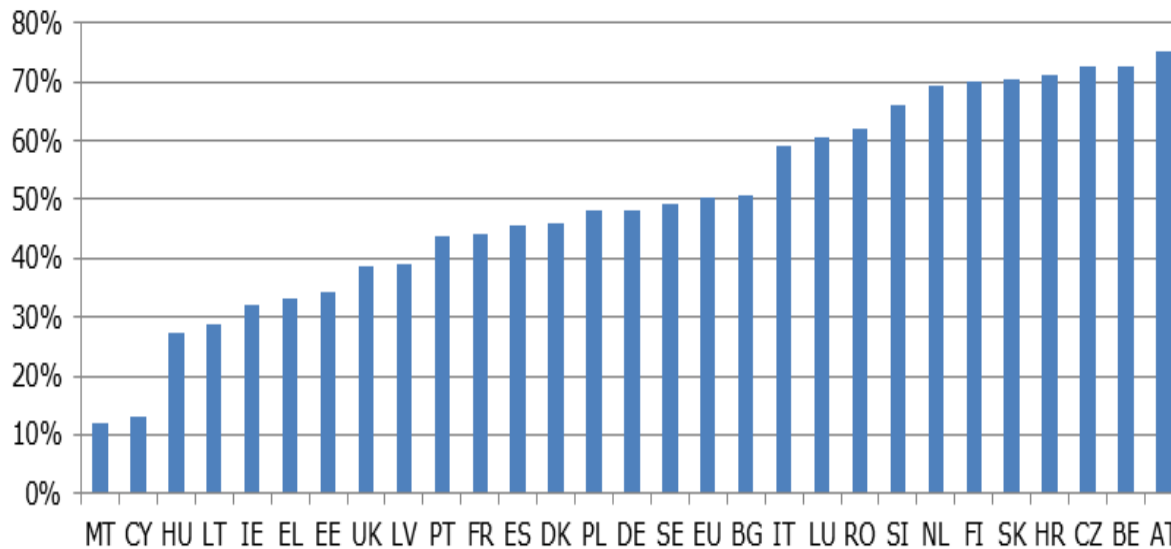
Source: Eurobarometer 369, 2011

## Perceptions of learning and economic outcomes/benefits:

- ✦ transition into jobs, employment prospects, expected income
- ✦ possible further educational paths, double qualifications
- ✦ opportunities for different learning styles, work-based learning
- ✦ costs and incentives



## Proportion of learners in VET at the upper secondary level (2013)



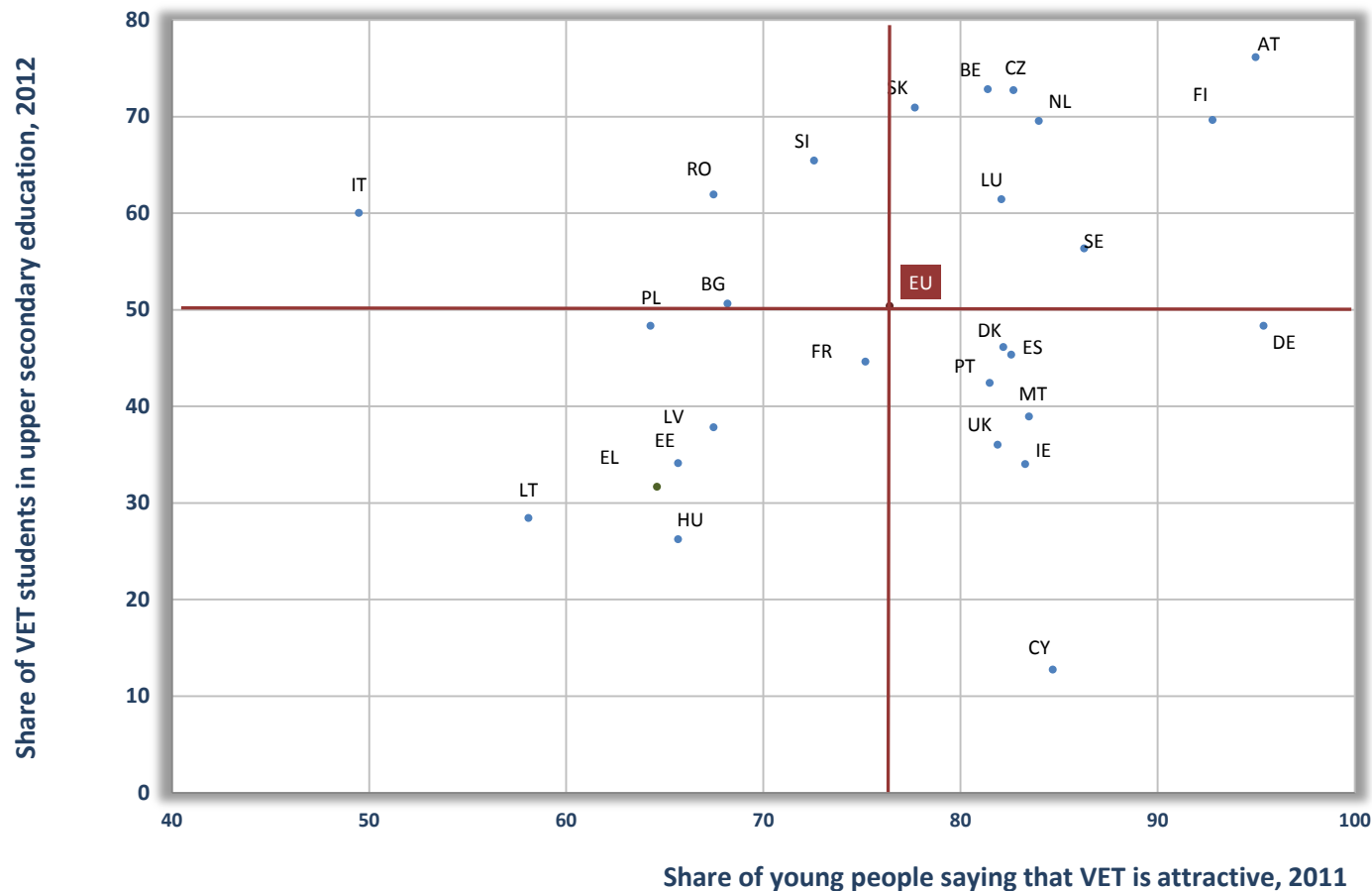
**How attractive  
is VET ?**

Source: Eurostat

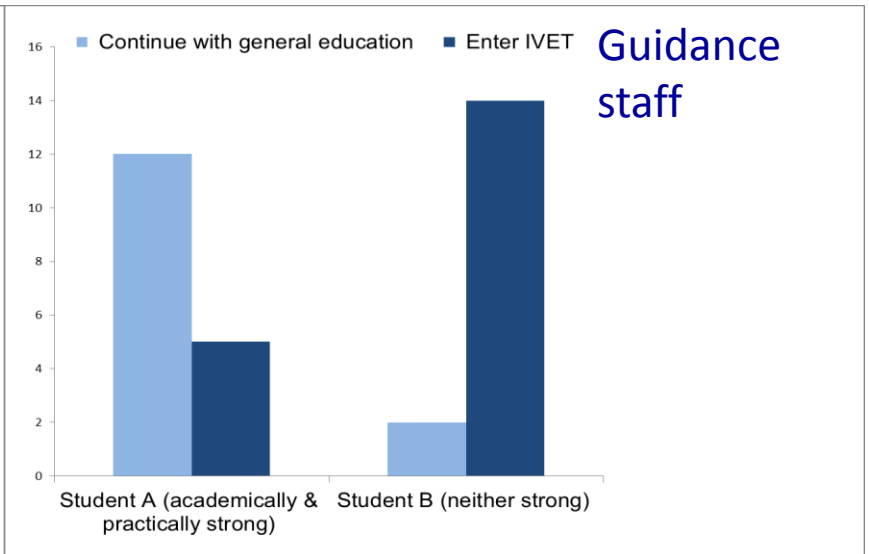
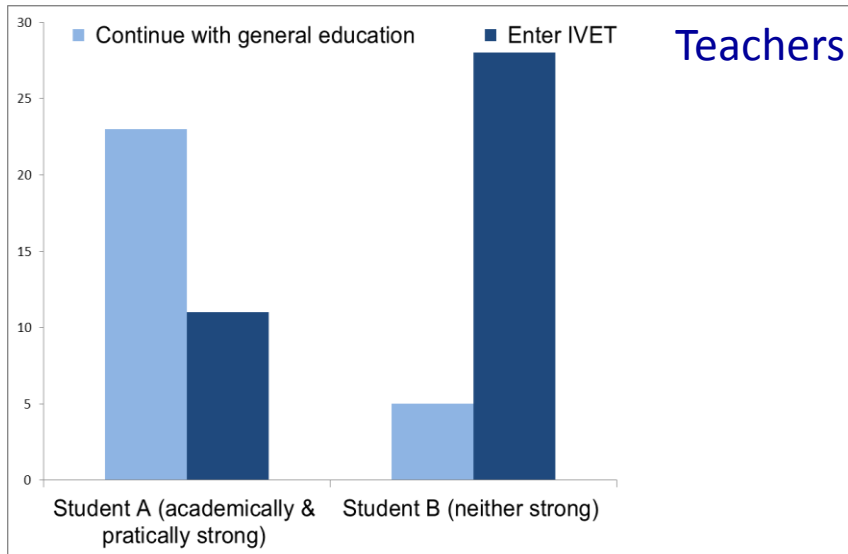


Source: Eurobarometer, 369, 2011

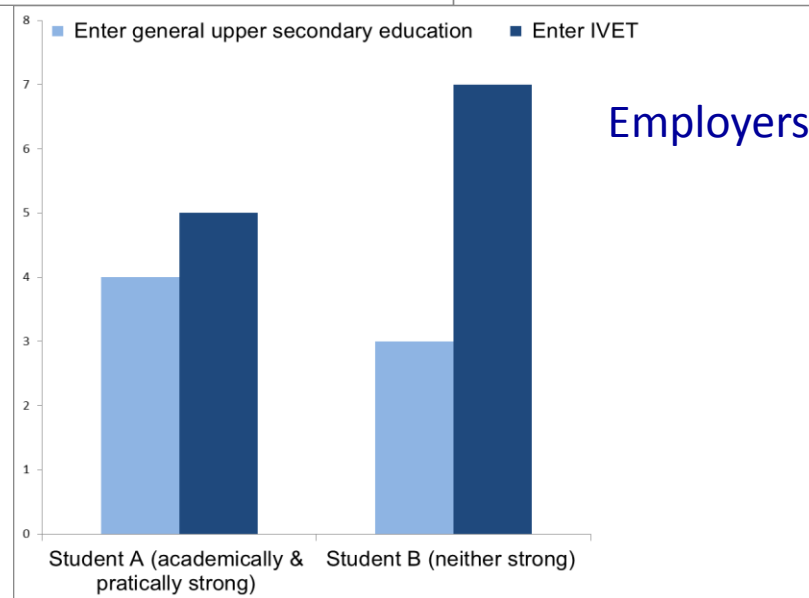
# Image and participation not always hand in hand



Source: Cedefop, based on Eurobarometer and Eurostat figures, 2014.



# Advice to learners by stakeholders



Source: Cedefop research paper on Attractiveness of initial vocational education and training in Europe: identifying what matters?

# Enterprises: Relevance, involvement, incentives

## Ability of VET to prepare for work:

- ✦ shape expectations, attitudes, aspirations
- ✦ relevant skills to meet future jobs' demand
- ✦ qualifications signal workers with relevant knowledge, skills, competence

⇒ supply of skilled workers, work-experience matters

Confirmed by  
Cedefop study and CVTS4

## Employers engaging in training:

- ✦ economic cycle
- ✦ locating potential employees, building their skills – employability
- ✦ cost – investment: productive apprentices, incentives

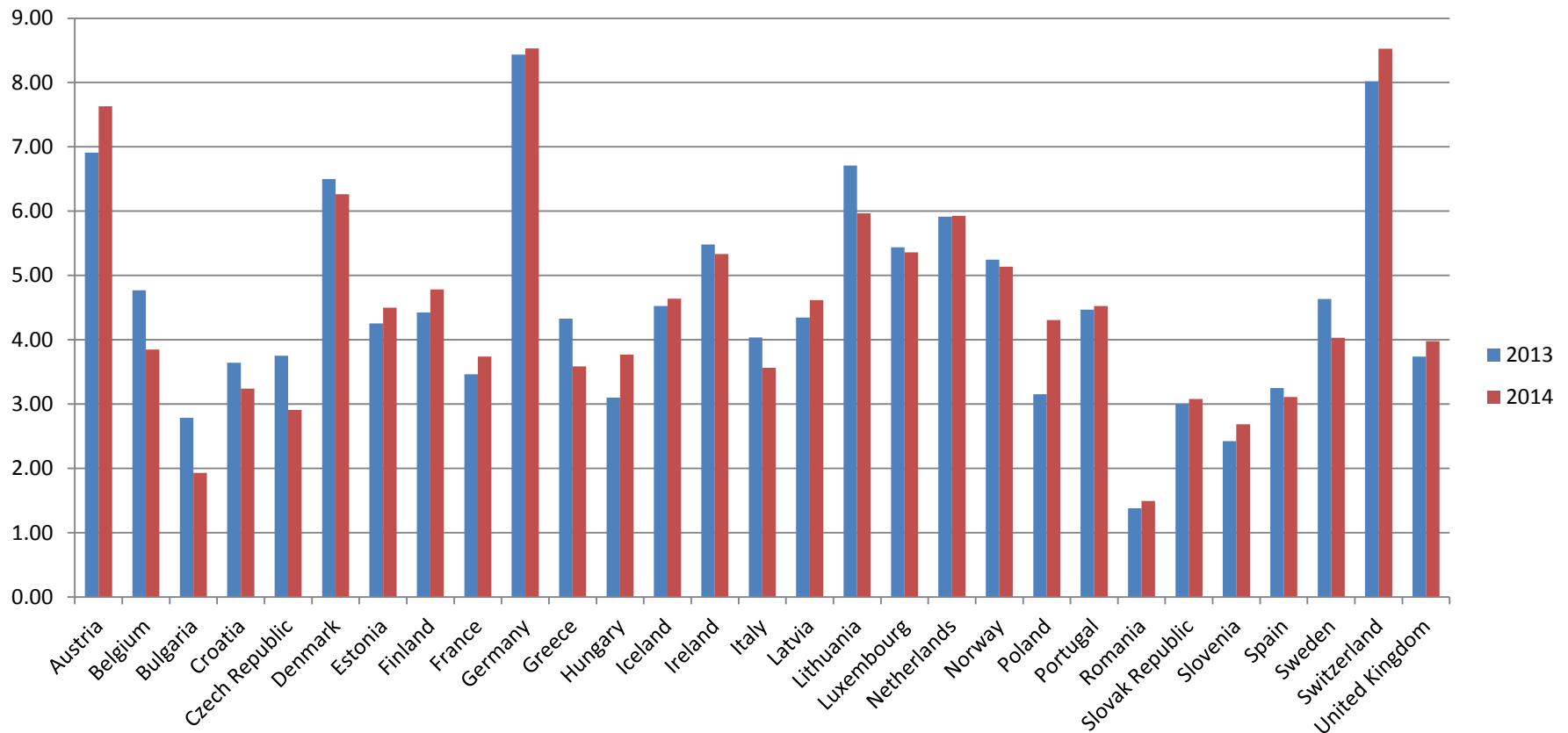
⇒ partnerships and work-based learning contribute to excellence





# Employers' perceptions on apprenticeships

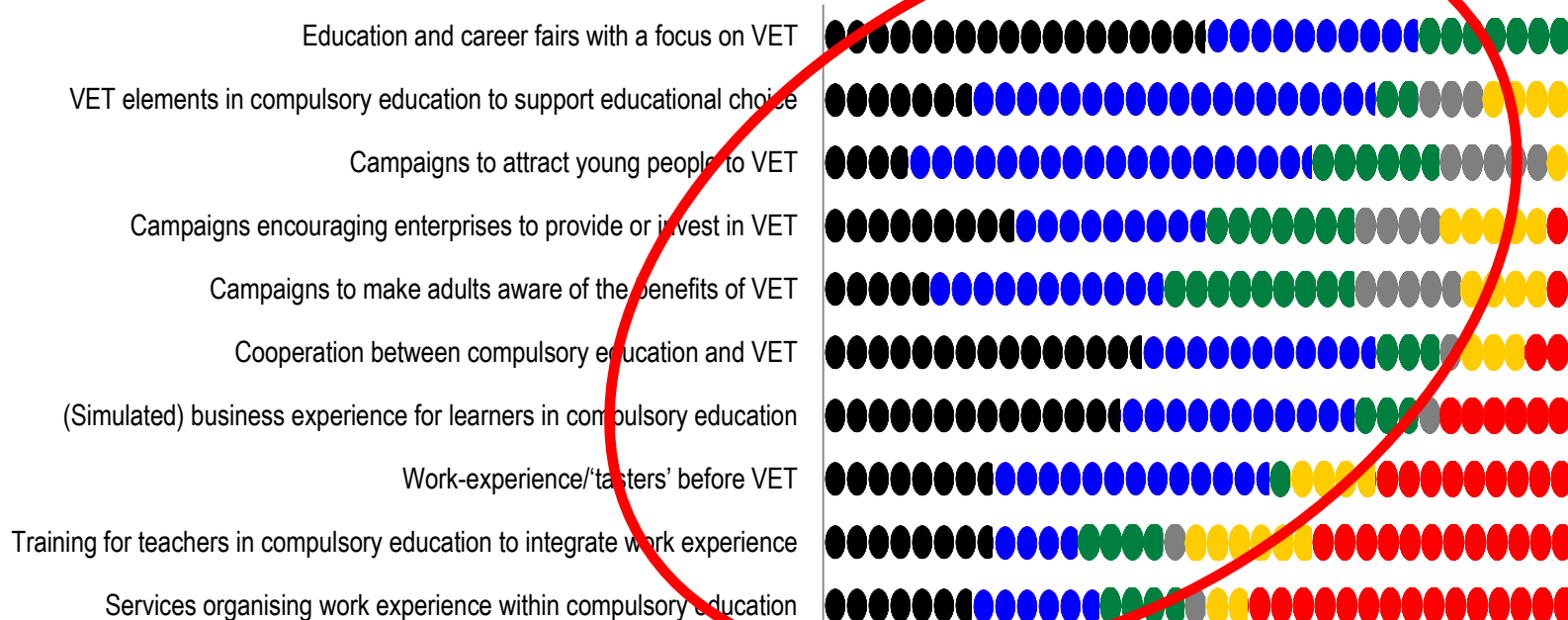
Employers' perception if apprenticeships sufficiently implemented, EU, 2013 & 2014



Source: Global competitiveness report



# Increasing VET attractiveness



- in place by 2010 and not changed
- in place by 2010 and adjusted since
- put in place since 2010
- put in place since 2010 and adjusted since
- preparing for implementation
- no action reported

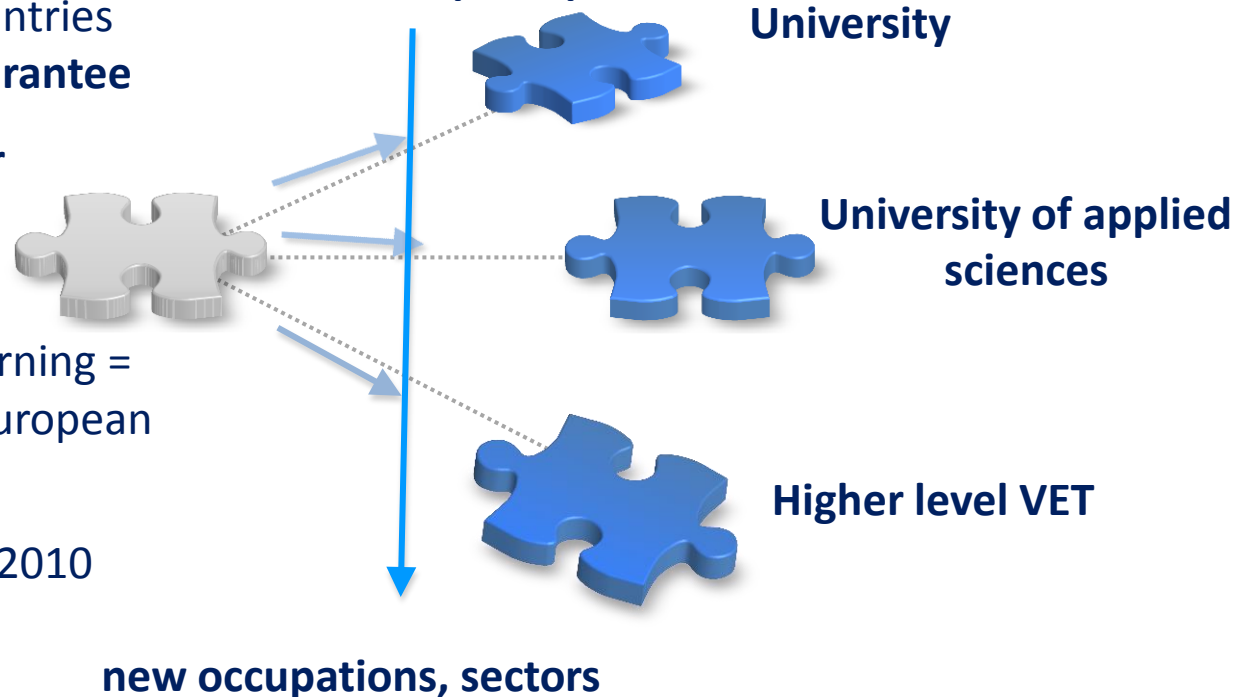
# The apprenticeship potential

## Apprenticeship



- recommended to countries
- part of the **youth guarantee**
- **European alliance for apprenticeships**
- more work-based learning = 'deliverable' within European cooperation on VET
- trend already before 2010

## WBL, dual principle



# EU: Focus on work-based learning/apprenticeships

- **more apprenticeships** by end 2012 and **more mobility** for apprentices (Europe 2020 'Youth on the move' initiative)
- **more work-based learning/apprenticeships**  
by end 2015 common quality assurance framework for VET providers also for **associated workplace learning** (joint priorities for VET since 2010)
- Council recommendation on quality framework for traineeships
- **country specific recommendations** on VET in general and **apprenticeships**
- **apprenticeships** and traineeships as a main pillar of **youth guarantees**
- EU-level working group on VET, **focus on apprenticeship-type schemes**
  - ⇒ 4 themes: governance/financing, support for companies (SMEs!), attractiveness and career guidance, quality assurance



# European alliance for apprenticeships

- What:** improve quality and supply of apprenticeship-type schemes in Europe  
change image of apprenticeships ⇒ shifting mind-sets
- Why:** finding jobs easier for young people with work-experience  
lower youth unemployment in countries with strong apprenticeships  
making education and training more relevant to the labour market
- Who:** DG Education & DG Employment steering,  
Cedefop supporting governments,  
**social partners, enterprises,**  
VET institutions,  
guidance and employment services,  
other stakeholders

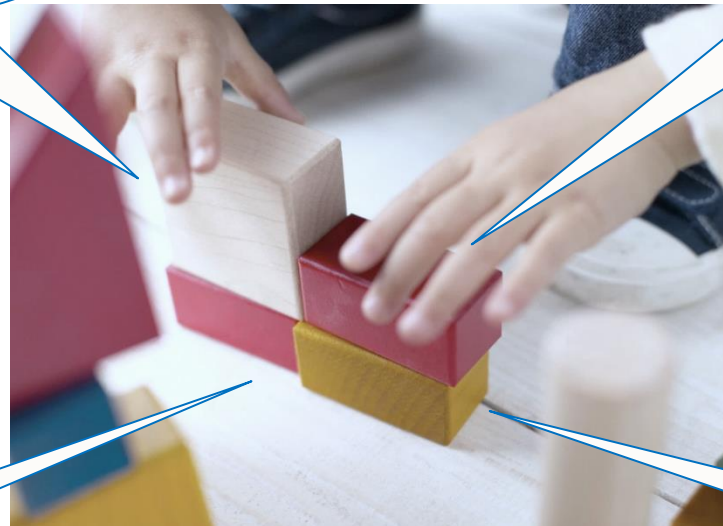


# Why VET is important for skills strategies

Bachelor's,  
Master's degree ...



VET at higher levels



Initial VET

Specialisation



## Dual role: excellence and inclusion



# Higher level VET (EQF level 5) an option to respond quickly to labour market demands

**Why:** demand for advanced technical and/or management skills, often to upskill people

**What:** labour market needs-oriented: distinct professional profile, relevance

**dual purpose: entry into labour market and higher education**

**some solely leading on to further studies (credit transfer possible in some)**

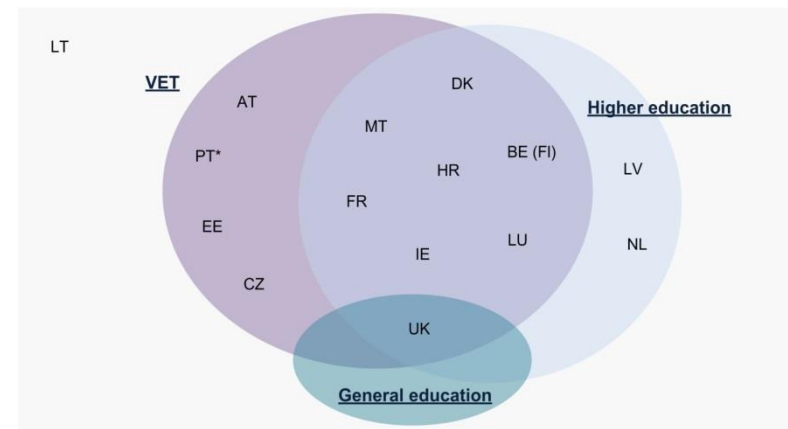
validation of work-experience and

non-formal learning used at this level

**Who:** learners with VET background

non-traditional learners

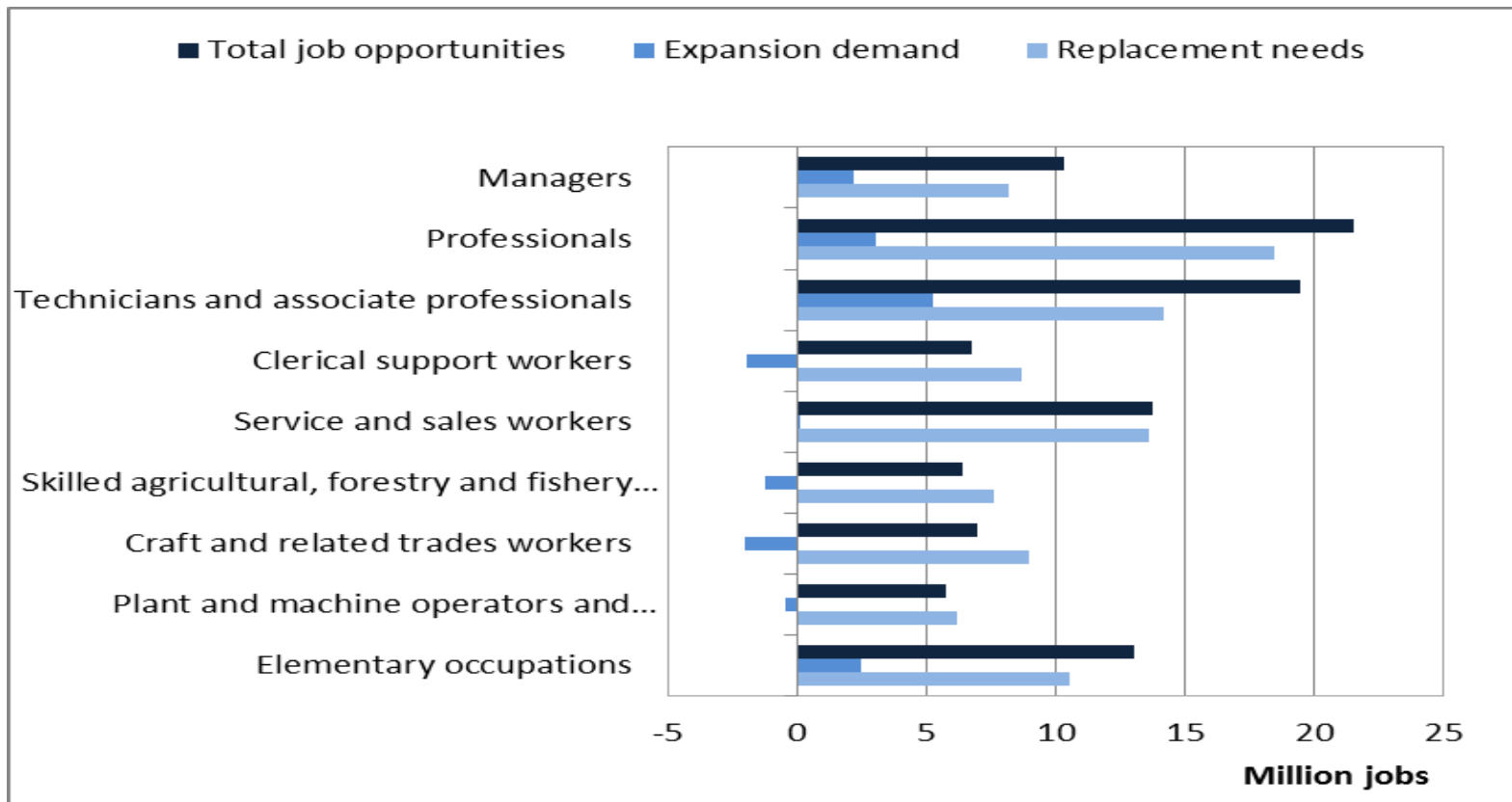
young people and adults



\*: PT – the qualification is governed by the VET system, but programmes are provided by higher and non-higher education institutions.

# High replacement needs for medium-level qualified

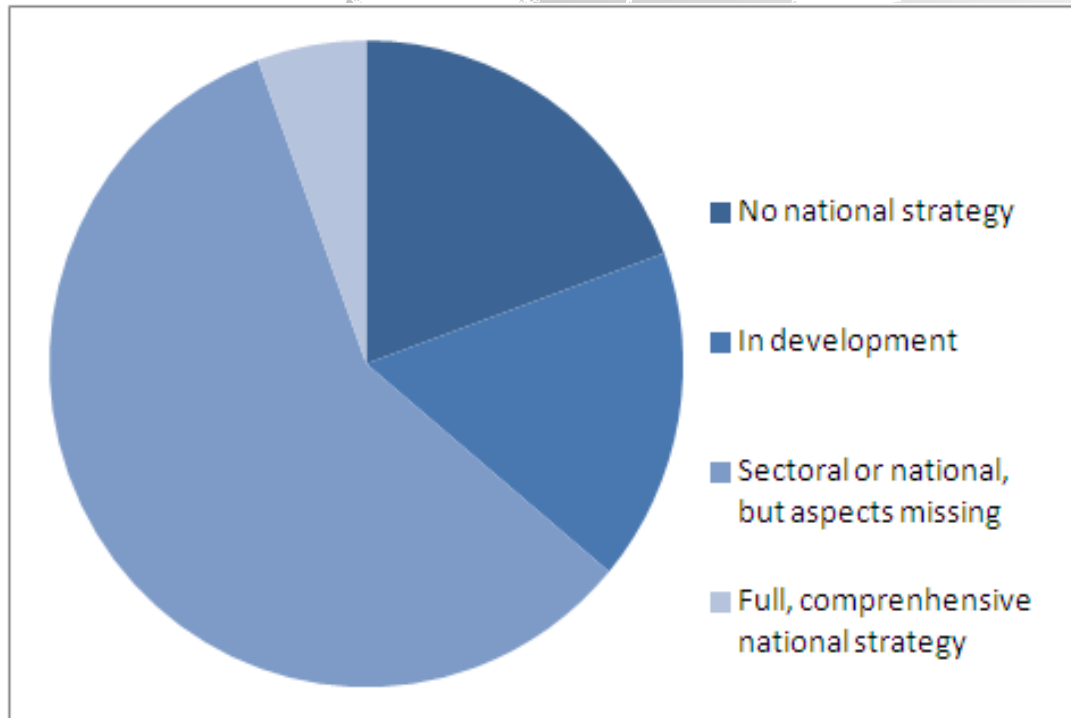
Job opportunities 2013-25, by occupation (%)



Source: Cedefop



## Validation for permeability

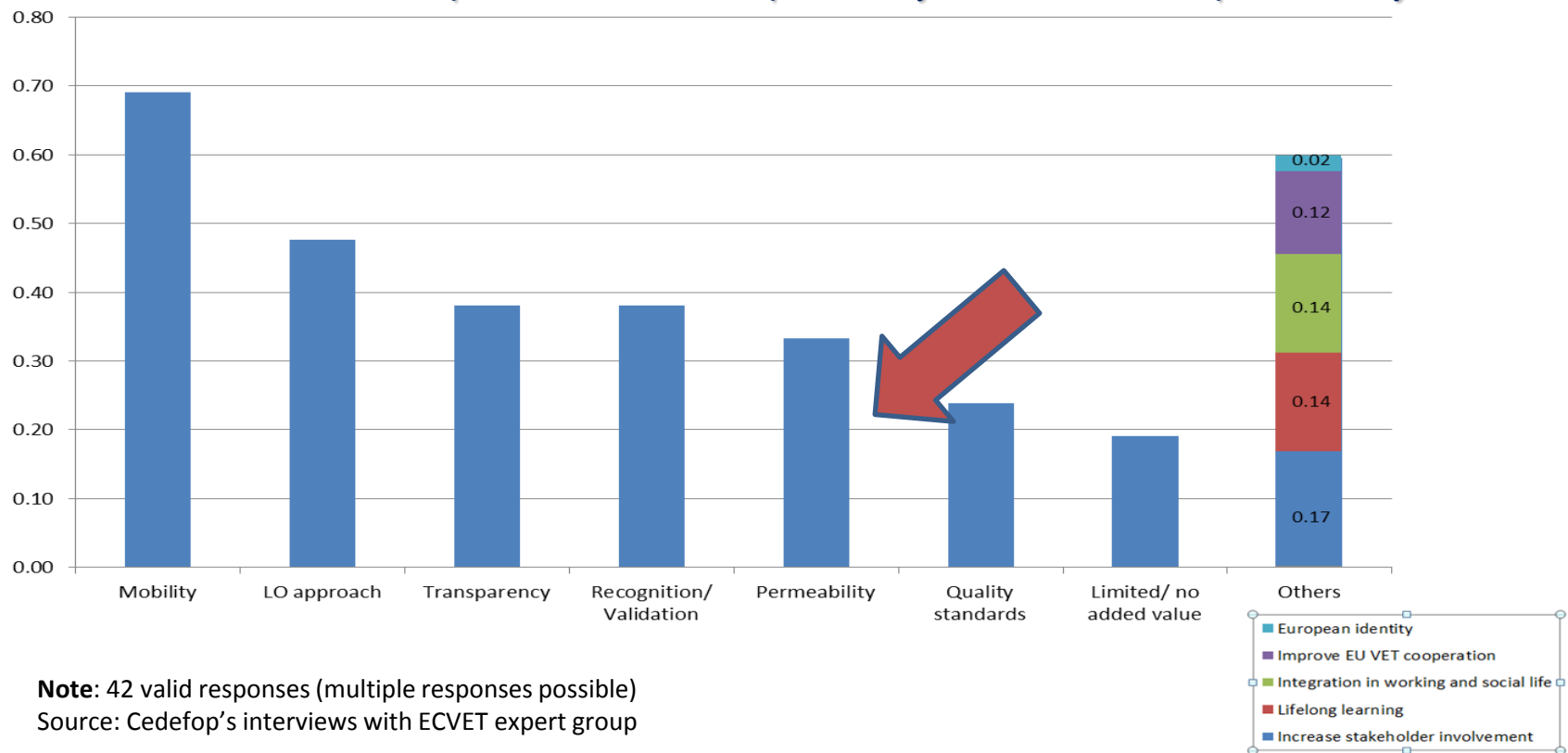


- Validation for access to **higher education**
- Validation for access to **other types of education and training programmes**
- Validation for **obtaining a qualification**

Source: 2014 European inventory on validation of non-formal and informal learning

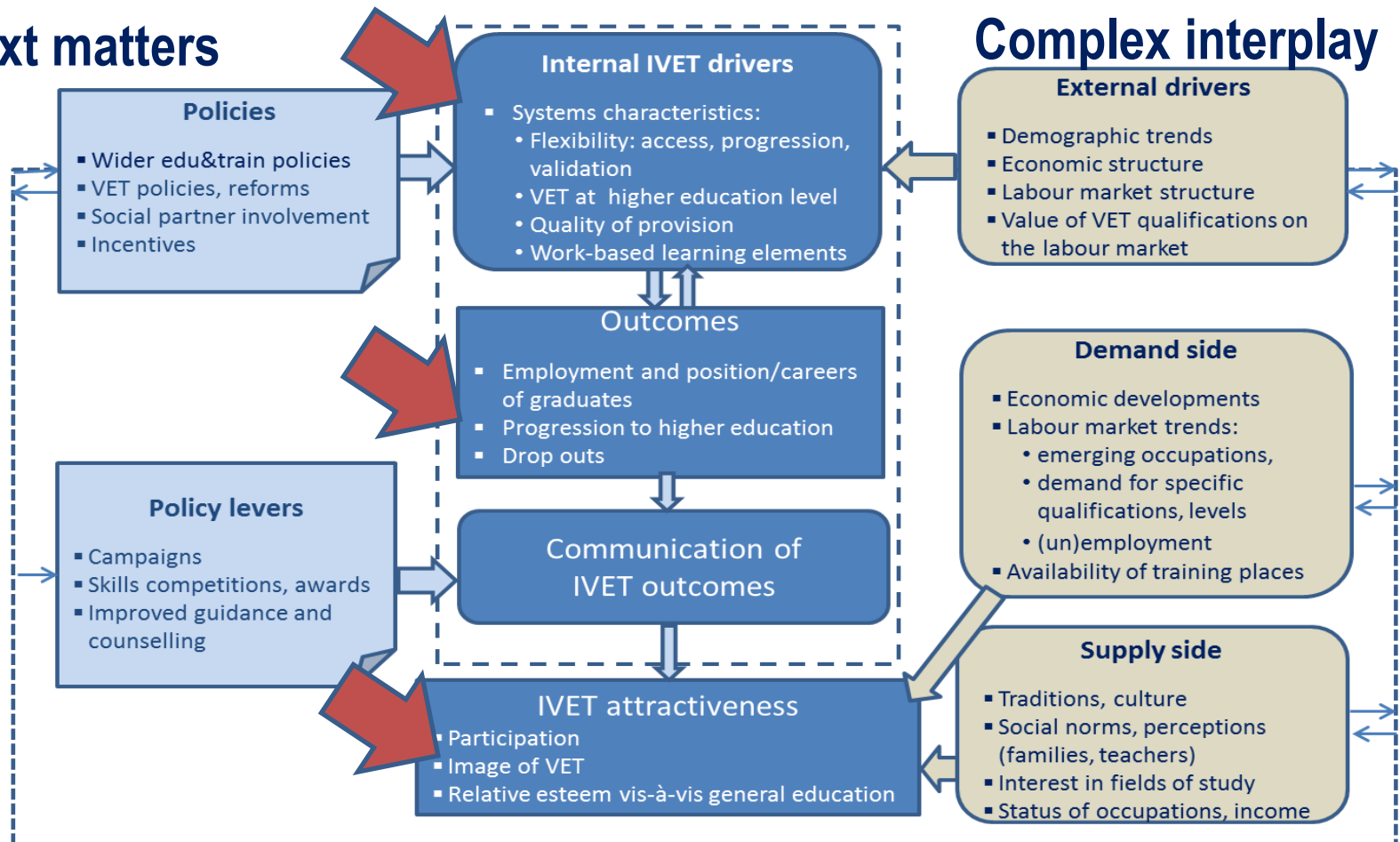
# ECVET to support permeability

More than 30% of respondents to Cedefop's survey link ECVET with permeability



# Policies to make VET attractive are only part of the story

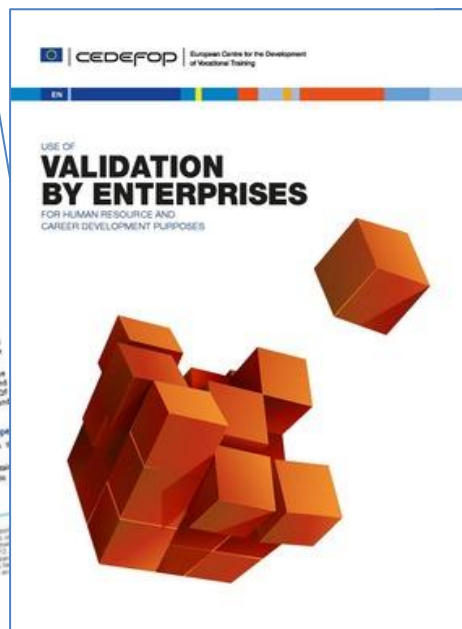
## Context matters



Source: Cedefop adapted from the forthcoming study on Attractiveness of initial vocational education and training in Europe: what really matters?



# Thank you for your attention



<http://www.cedefop.europa.eu>