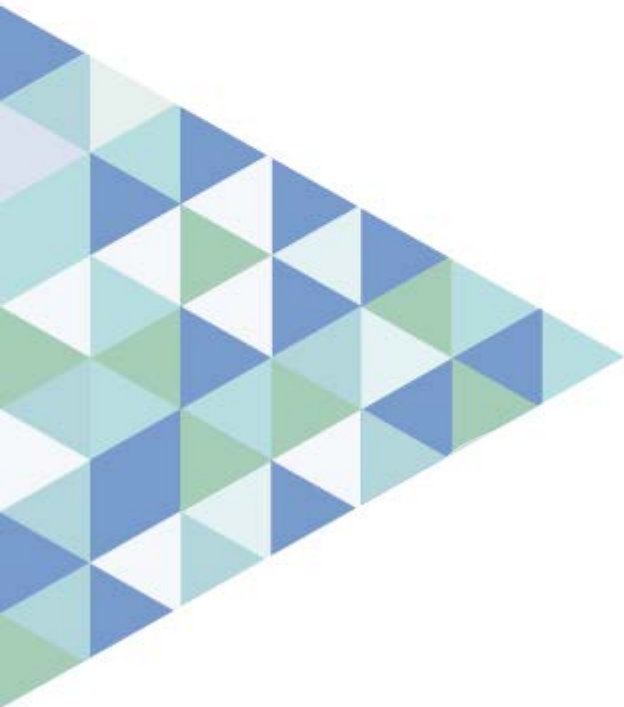




VET and Employment

European indicators, comparisons and transnational policy



**"Indikatoren zur beruflichen Bildung.
Stand, Diskussionen und
Entwicklungsperspektiven der
indikatorengestützten
Berufsbildungsberichterstattung "**

21. /22. April 2016, Bonn



VET and Employment. European indicators, comparisons and transnational policy.

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Policy context

- **Shared** competence in employment policy, but only in areas specified in the Treaty
- **Supporting** competence in E&T, including VET
- Thus primary working methods are analysis, mutual learning and **joint** agenda setting
- **Skills** as the link between VET and employment

Policy content

- ***Legislative instruments:***
 - Europe 2020 strategy & The European Semester;
 - Education and Training 2020 strategy;
 - Copenhagen process and Agenda for adult learning;
 - EU Skills agenda (forthcoming)
- ***Other activities:***
 - Cooperation and mutual learning;
 - Identification and promotion of good practices;
 - Monitoring;
- ***Main financing tools: ESF, Erasmus+ and EaSI***

Core indicator areas

- ***Policy aim** – to assess the extent of skills match and how it could be improved. Measured via:*
- *Skills supply (mostly education attainment)*
- *Skills demand (mostly employment by occupation)*
- *Skills (mis-)match (no consensus method)*
- *Skills development (education/training systems)*
 - *VET is only one of sub-sectors, further difference between initial and continuing VET*

Development, role and use of indicators

- ***Set by Council or national experts***
- ***Hierarchy of indicators:***
 - Headline targets
 - Benchmarks
 - Indicators
 - Other statistical measures
- ***Indicators - primary evidence:***
 - Monitoring – ET Monitor, ESDE report;
 - EU Semester Analysis – Country reports;
 - Country Specific Recommendations

Key challenge: indicator validity

- *Existing indicators often are:*
 - **Availability**, rather than **needs** based;
 - At **system**, rather than **policy/intervention** level;
 - **Input /output**, rather than **outcome** oriented;
 - Scarcity of **causal** research evidence to underpin them;
 - In need of explicit **intervention logic**/theory of change;
 - Thus often play signaling, rather than analytical role.
- *As a result, indicator based analysis:*
 - Can easily tell where the situation is better /worse;
 - Can't easily tell why and what needs to be changed;

Possible response: evidence integration

- *Evidence answering "what" and "how-much"*
 - Statistics (surveys, administrative data);
- *Evidence answering "why" and "how-to" questions – ideally experimental, but primarily qualitative analysis*
 - Academic research (in particular meta-reviews)
 - Policy analysis (including by Commission and OECD)
 - Policy maker's know-how
- *Into an integrated framework and linking system, policy and/or intervention levels*

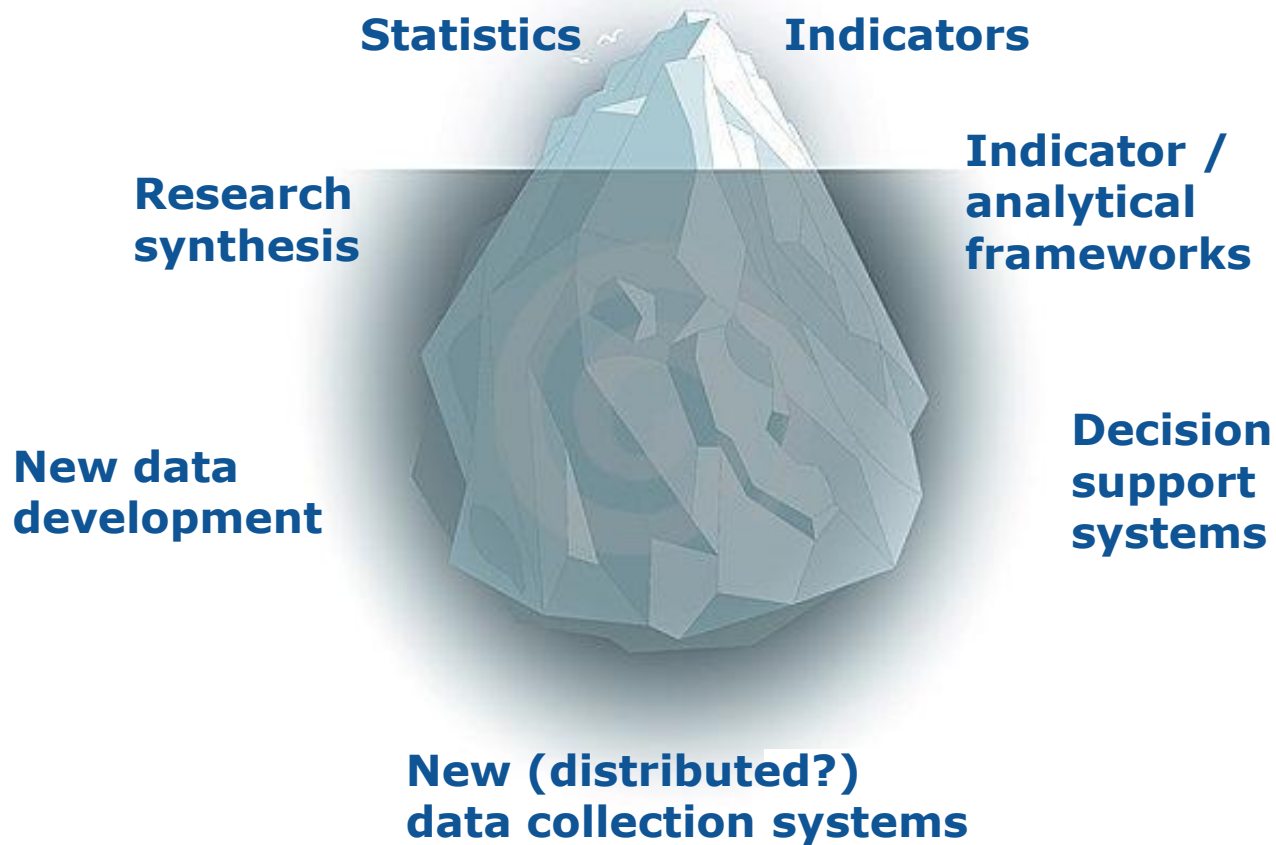
Other major challenges

- *Improving the understanding of the links between skills, training and labor market*
- *Clarifying the roles of initial v/s continuing education and training systems*
- *Closing the feedback loop between skills demand and the development of skills supply*
- *Developing indicator/monitoring frameworks based on intervention logic with stronger validity*
- *Building qualitative indicators*

Broader issues

- *Scarcity of evidence proving causal attribution of policy impact on systems*
- *State of play of social science synthesising existing evidence (scarcity/coverage of meta-reviews)*
- *Low statistical power of many transnational evaluations (few country-level observations)*
- *Comparing the effects of different interventions types*
- *Multiple causation of simultaneous interventions*

Conclusion: evidence ecosystem “iceberg”





Thank you!

For any detailed questions: mantas.sekmokas@ec.europa.eu

i-VET/VET students skills statistics

- *Administrative data (UOE)*
- *Employment of (young) graduates (LFS)*
- *PIAAC-based assessment of VET students' basic skills – but can it be used to assess VET systems?*
- *No "i-VET" indicator/benchmark*
- *From 2015 – new Eurostat data on employability and higher VET– **new possibilities***

c-VET/AL/Adult skills statistics

- *Adult employment, education attainment, participation in learning (LFS)*
- *Adult education and training (AES)*
- *Company-provided training (CVTS)*
- *Skills of adult population (PIAAC)*
- *Labour Market Policies (LMP database)*
- *European Social Fund investment (ESF data)*

