Continuing Vocational Education and Training (CVET) in the EU:

an overview of recent trends and challenges

Lidia Salvatore, Cedefop, Department for Learning and Employability

Lidia.Salvatore@cedefop.europa.eu
Structure of the presentation

- Why CVET matters - Benefits of CVET and upcoming challenges
- Trends in CVET - provision, participation, barriers and challenges
- Attractive CVET – focus on WBL
- Attractive CVET – Role of validation of non formal and informal learning
- Attractive CVET – Which skills? Cedefop’s skills analysis
- Conclusions
Why CVET matters?

Contributes to social and economic prosperity by ensuring that the EU labour force is ready for the challenges laying ahead:

- Increasing global competition;
- Fast changing labour market needs;
- Rapid technological change;
- Future demographic challenges.
Benefits of CVET

- **Individuals**
  - Earnings and employability; Improved health, wellbeing and career satisfaction

- **Employers/firms**
  - Productivity and return to investment, innovation, employment growth
  - Saving on recruitment costs and retention of workers

- **Economy**
  - Productivity & growth
  - Tax revenues and reduced costs to the public purse (health, social benefits etc.)

- **Society**
  - Social inclusion, political and civic engagement

Trends in CVET:

- More and more enterprises offer training: 66% (CVTS, 2010) 63% SMEs;
- Expenditure on training at 0.7% of total labour costs (CVTS, 2010)
- Working time spent on training increased from 9 to 10 hours per employed person (CVTS, 2010 vs. CVTS, 2005)
- Participation is unclear - no harmonised indicators: 11% (LFS, 2016), 41% (AES, 2011), 38% (courses, CVTS, 2010)
## Trends: barriers to provision – enterprises

<table>
<thead>
<tr>
<th>Obstacles</th>
<th>250 employees or more</th>
<th>From 50 to 249 employees</th>
<th>From 10 to 49 employees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major continuous vocational training in the past</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other reasons</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of skill needs was difficult</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of continuous vocational training courses</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No time</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different skills development strategy</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills development focused on initial vocational</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>training rather than continuous vocational training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills development through recruitment of new staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available skills matched current needs</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CVTS, 2010
European Skills and Jobs Survey, Cedefop

- Talent unnourished: 44%
  - Employees whose skills are lower than needed to achieve full productivity in the job and have potential to grow in the job.

- Talent in dead end: 27%
  - Employees whose skills are higher than needed to do the job today and have limited potential to grow in the job.

- Skill stagnancy: 22%
  - Employees who have not developed their skills since starting their job.

- Poor jobs: 33%
  - Jobs where adult employees need no or only basic information and communications technology (ICT) skills.

- Skill underuse: 25%
  - Highly qualified employees who are overqualified for their job.

- Skill gaps: 21%
  - Employees whose skills were lower than needed at the start of their first job.

Source: Cedefop ESJ survey.

Trends: barriers to participation - individuals (AES, 2011)

- Lack of time due to family responsibilities, 21%;
- Conflicts of training with work schedule 18%;
- Costs (training too expensive to afford) 13%.

Validation of non formal and informal learning in enterprises
Attractive CVET : Potential of WBL

- Clear benefits for enterprises - induction, adaptation, task/production oriented

- Stimulate innovation in enterprises – impact on innovation is higher with WBL, when learning activities are embedded in daily performance of work tasks and are more firm specific.

  - Countries with intensive use of WBL and widespread learning conducive organisations, have highest levels of innovation performance (DE, DK, SE) Cedefop, 2012

- Potential for life long learning: particular effective for specific segments of the population (disadvantaged groups, older workers etc.)
WBL CVET: high level of diversity

- Location (on the job, off the job, a combination of both);
- Timing (working hours full-time or part-time, after working hours);
- Origin of trainers (in-house, formal educational institutions, non-formal educational institutions, commercial institutions, external individuals freelance);
- Duration of training (few hours to months);
- Number of participants per training (a few to several hundreds).
WBL CVET: high level of diversity (cont.)

- WBL CVET is growing: mostly in formal learning (adult apprenticeship in IT and UK) but increasingly in non formal learning;

- WBL CVET policies categorisation:
  - Conducive (IT, UK)
  - Just allowing (FR)
  - Unconcerned (BG)

- WBL CVET Governance models:
  - Unregulated employer-led (EN)
  - Policy and top down led governance (BG)
  - Semi- regulated and corporatist (FR)

  IT a mix of the three
No identity, visibility, understanding. Potential benefits of WBL CVET are not well promoted.

Which skills? Transversal vs. Technical. Importance of LMSI and skills anticipation

No clear guidelines but emerging criteria (regular, financed, WBL programmes, recognised and supported)

Major weaknesses: pedagogy, trainers, funding and lack of validation.

Major role for social partners, irrespective of governance model in defining it and outlining clear policy guidelines to implement it
Attractive CVET – role of validation

- Motivates and makes CVET attractive;
- Challenge: enterprises fear losing their returns on investment.

- Harmonisation of competence based assessments at sectoral level
- Use of paying back clauses for validation (limitation of informal learning)
Cedefop’s skills analysis

Skills supply and demand forecast
European skills and jobs (ESJ) survey
Assisting EU countries in skills matching

Big data analysis from online vacancies
European Company Survey

Skills Panorama

Contact: skills_analysis@cedefop.europa.eu
Attractive CVET – which skills? Role of Skills Governance

Effective skills governance principles:

- Clear policy aims;
- **Use and ownership of results by all stakeholders**;
- Dissemination to ensure wide-ranging impact;
- Sustainable financing.
CVET - multifaceted concept

- Core to life long learning, but singled out by its orientation to professional development and labour market needs;

- Multidimensional: guidance, validation, quality and anticipation of skills needs;

- Multi-stakeholder;

- Multilevel: in and outside work, combines theory and practice, links to individual and enterprise needs, sectoral, local, regional, national and European
Conclusions

- CVET is increasingly important – it can help face future challenges (demographic, technological, increasing global competition etc.);

- CVET policy needs to be flexible and adaptable to current and future challenges;

- CVET linked to several benefits for individuals, firms, economy and society - it can contribute to social and economic prosperity and promote social cohesion and social inclusion;

- Key role for social partners - new partnerships needed for multidimensional, multi-stakeholder and multilevel CVET.
Some future Cedefop research activities on CVET and skills anticipation:

- Update of Cedefop database on financing adult learning
  http://www.cedefop.europa.eu/FinancingAdultLearning/

- Skills Panorama (Governance of Skills Anticipation and Matching systems: country reviews)

- Opinion survey on CVET and AL

- The potential of WBL in designing upskilling pathways for adults
Thank You!
Find out more at: www.cedefop.europa.eu
Training incidence: enterprises providing any type of training (courses or other forms), CVTS 2010

Employee participation in CVET by size of enterprise and form of learning (% of all employees in all training and non-training enterprises), EU 2005 and 2010, CVTS
What type of CVET employers offer?

- 56% courses;
- 53% other forms of learning:
  - Planned training through guided on the job training
  - Planned training through job rotation, exchanges, secondments or study visits
  - Attendance at conferences, workshops, trade fairs and lectures,
  - Planned training through participation in learning or quality circles
  - Planned training by self directed learning.

CVTS, 2010
Examples of policy areas supported by skills anticipation, EU MSs

<table>
<thead>
<tr>
<th>Policy area</th>
<th>Member State examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET curricula and course design</td>
<td>Bulgaria, Denmark, Germany, Estonia, Greece, France, Italy, Cyprus, Austria, Poland, Slokaia, Finland</td>
</tr>
<tr>
<td>Funding and allocation of student places</td>
<td>Hungary, Portugal, Romania, Finland, Sweden</td>
</tr>
<tr>
<td>Labour market training policies</td>
<td>Belgium, Bulgaria, Germany, Ireland, Spain, Latvia</td>
</tr>
<tr>
<td>Career guidance</td>
<td>Germany, France, Croatia, Italy, Lithuania, Luxembourg, Netherlands, Austria, Finland, UK</td>
</tr>
<tr>
<td>Developing occupational profiles and standards</td>
<td>Belgium, Slovenia</td>
</tr>
<tr>
<td>Job-matching and services for job-seekers</td>
<td>Denmark</td>
</tr>
</tbody>
</table>