



CEDEFOP

European Centre for the Development
of Vocational Training

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?

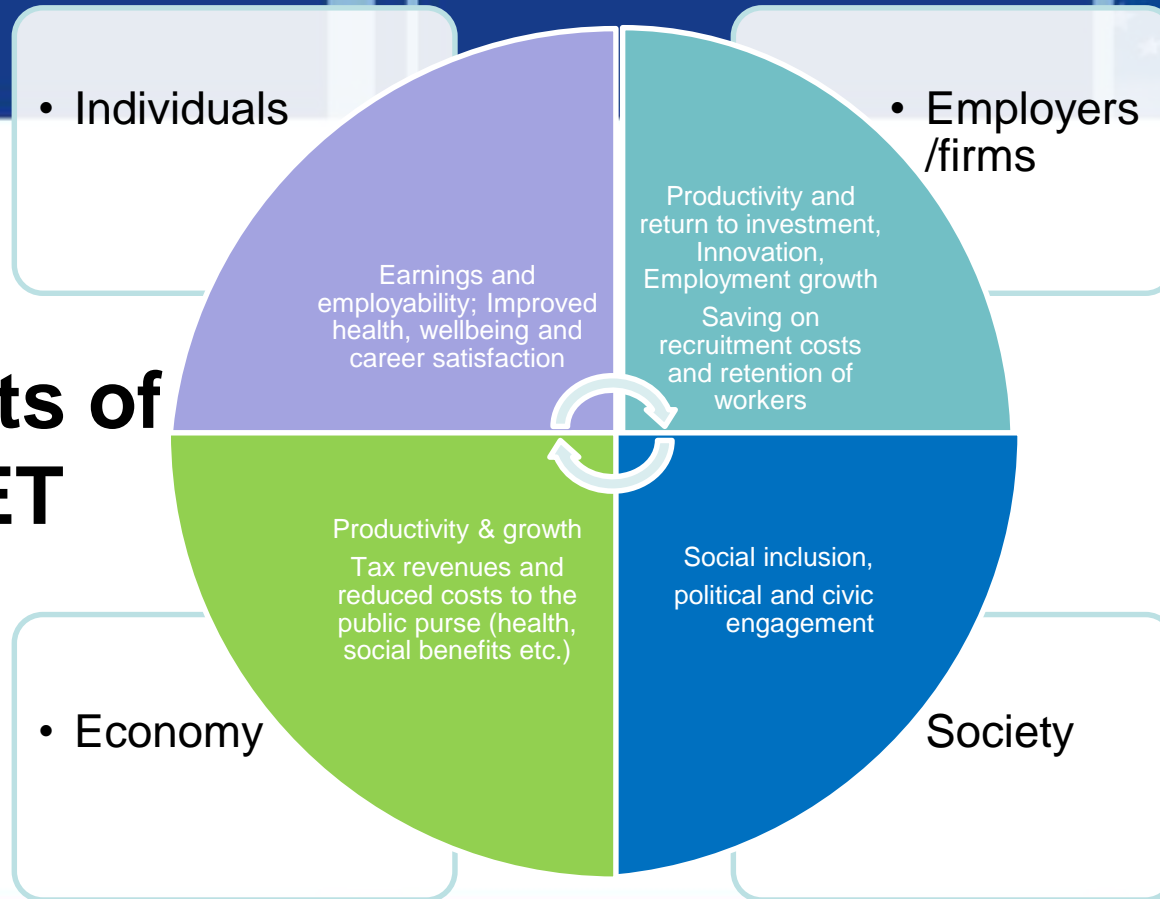
Contributes to social and economic prosperity by ensuring that the EU labour force is ready for the challenges laying ahead:

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





Benefits of CVET





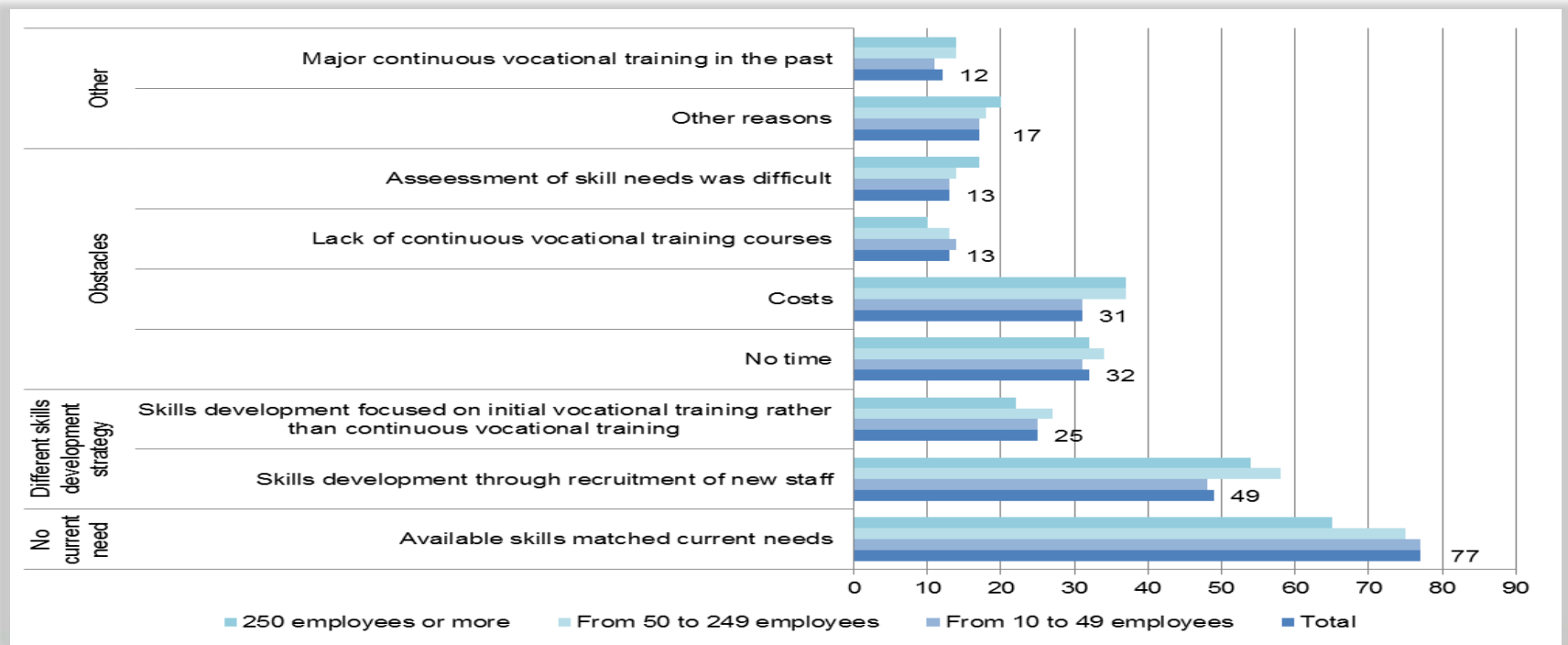
Trends in CVET:

- 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)



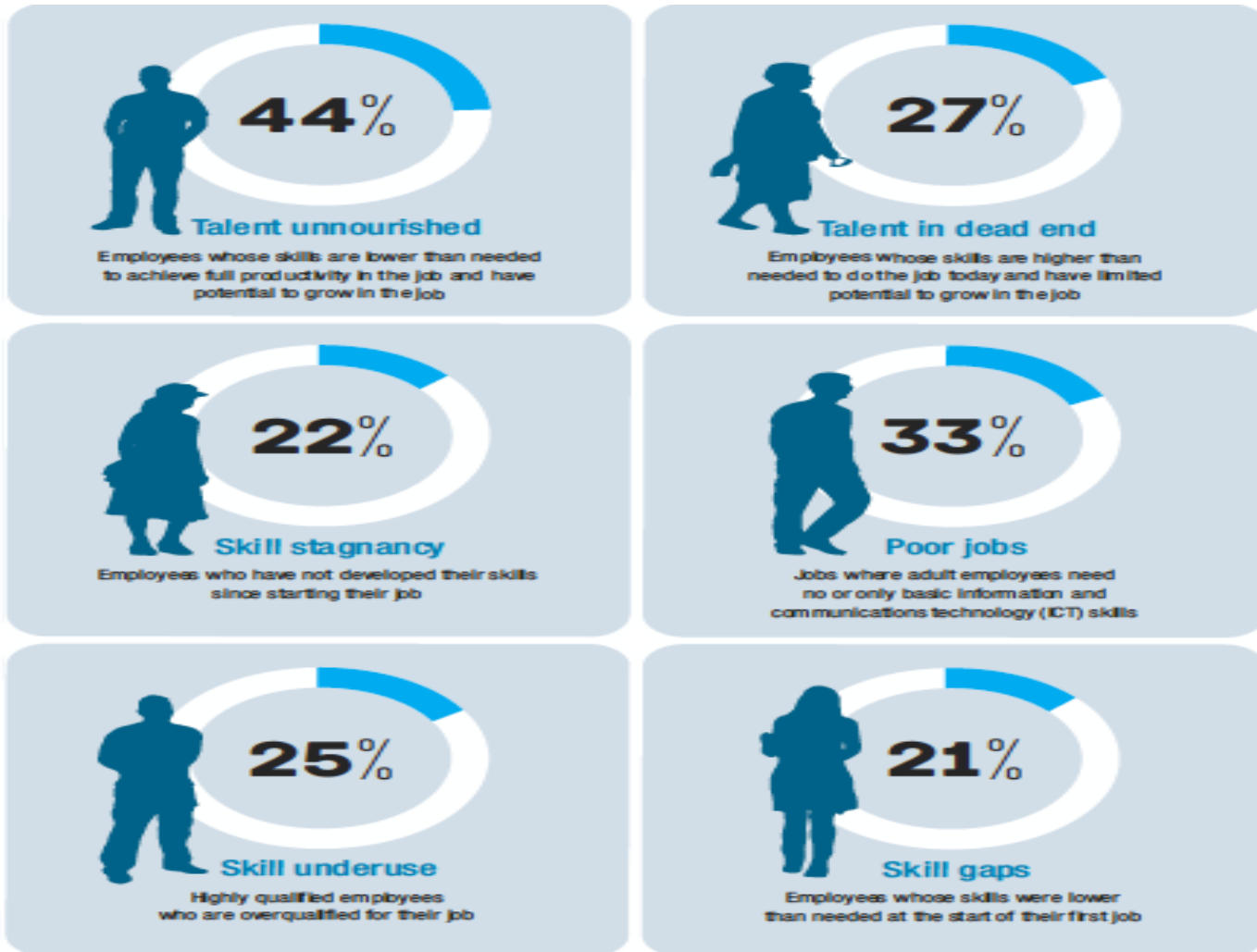


Trends: barriers to provision – enterprises





European Skills and Jobs Survey, Cedefop



Source: Cedefop ESJ survey.

<http://www.cedefop.europa.eu/en/events-and-projects/projects/european-skills-and-jobs-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



WBL CVET : challenges and social partners' role

- 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



SKILLS PANORAMA

Inspiring choices on skills and jobs in Europe



skillspanorama.cedefop.europa.eu



Brought to you by



Powered by





Attractive CVET – which skills? Role of Skills Governance

CEDEFOP OVERVIEWS OF SKILLS ANTICIPATION AND MATCHING
APPROACHES IN EU MEMBER STATES, 2017

Cedefop's overviews examine skills anticipation approaches in all 28 EU Member States.

They show differences and similarities in skills anticipation methods and tools, governance structures, dissemination and its use in policy-making. The overviews explore current approaches to skills anticipation, giving insights and possible policy lessons on how to get the best out of a potentially powerful policy tool.

Download them from the Skills Panorama analytical highlights at:

SKILLS PANORAMA

Inspiring choices on skills and jobs in Europe



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) <http://www.cedefop.europa.eu/en/events-and-projects/projects/assisting-eu-countries-skills-matching>
- Opinion survey on CVET and AL <http://www.cedefop.europa.eu/en/events-and-projects/projects/opinion-survey-vocational-education-and-training-europe>
- The potential of WBL in designing upskilling pathways for adults



SKILLS ANTICIPATION: LOOKING TO THE FUTURE

Skills anticipation can be a powerful policy tool for decision making

Things change; it would be helpful to know how the labour market will be transformed by technology, climate change and demography. Individuals would benefit greatly from knowing what type of education and training to follow; enterprises would know the skills they need; and policymakers could adapt education and training systems to new skill needs.

signal current and possible future skill mismatches and inform decisions on how to address them.

Cedefop's overview of skills anticipation highlights that all Member States (Box) are establishing new and/or expanding existing skills anticipation activities and strengthening their use in policy making.

Skills anticipation in policy making

Effective skills anticipation and matching based on high quality LMSI can link education, training and employment. It can encourage partnerships and cooperation to deliver VET skills and qualifications relevant to the workplace and respected by employers.

Consequently, Member States use skills anticipation at national and regional levels to support many employment and education and training related

Decision-makers at sector, national and regional levels are working together in EU Member States, 2021

Cedefop's overview examines skills anticipation approaches in all 28 EU Member States.

They show differences and similarities in skills anticipation methods and tools, governance structures, dissemination and its use in policy making. The overview captures current approaches to skills anticipation, giving insights and possible policy lessons about how to get the best out of a potentially powerful policy tool.

Download them from the Skills Panorama analytical highlights at

SKILLS PANORAMA
Empowering citizens on skills and jobs in Europe

Labour market and skills intelligence (LMSI) that provides information on current and future labour market trends and skill needs can help people, enterprises and policymakers make informed decisions. Application of LMSI's usefulness is growing. It is a European Union (EU) policy priority, included in the European Commission's New Skills Agenda and a global one as in the 2017 update of UNESCO's Shanghai Convention (1), but collecting, analysing and using LMSI in policy making must be based on processes, supported by government authorities, endorsed and enriched by stakeholder input and involvement.

For Cedefop, skills anticipation and matching is the process of producing and building on available LMSI to achieve a better balance between skill supply and demand, to promote economic development through targeted skills investments by individuals, countries, regions, sectors or enterprises. Skills anticipation is not manpower planning. It does not try to predict how many planners we will need in 2025. Skills anticipation examines how labour markets are developing and, consequently, how jobs, skills and learning needs are changing. It is not a crystal ball and makes no claim to being able to predict skills evolution with any certainty, but skills anticipation can

(1) Skills evolution depends on numerous and complex factors such as technological developments, demographic changes, environmental changes, etc. [1]

Thank You!

Find out more at: www.cedefop.europa.eu

Policy handbook
Access to and participation in
continuous vocational education
and training (CVET) in Europe



Skills, qualifications
and jobs in the EU:
the making
of a perfect match?

Work-based learning in
continuing vocational education
and training: policies and
practices in Europe



Job-related adult learning
and continuing vocational
training in Europe

A statistical picture

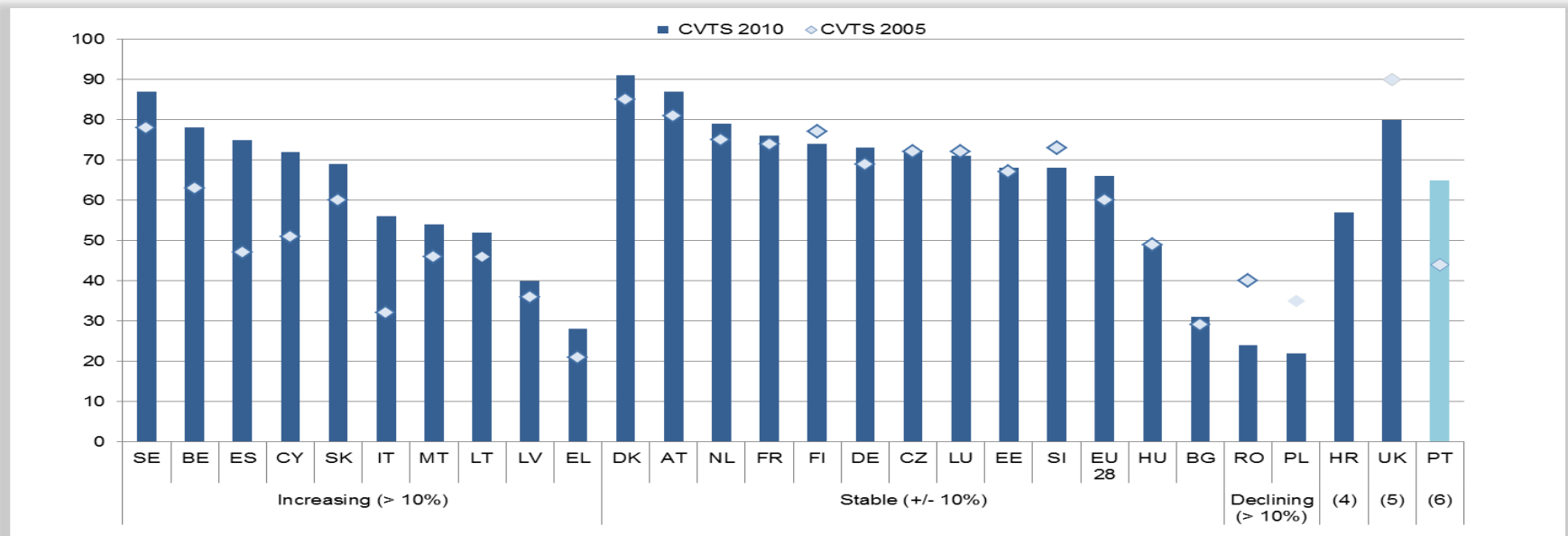


the way ahead





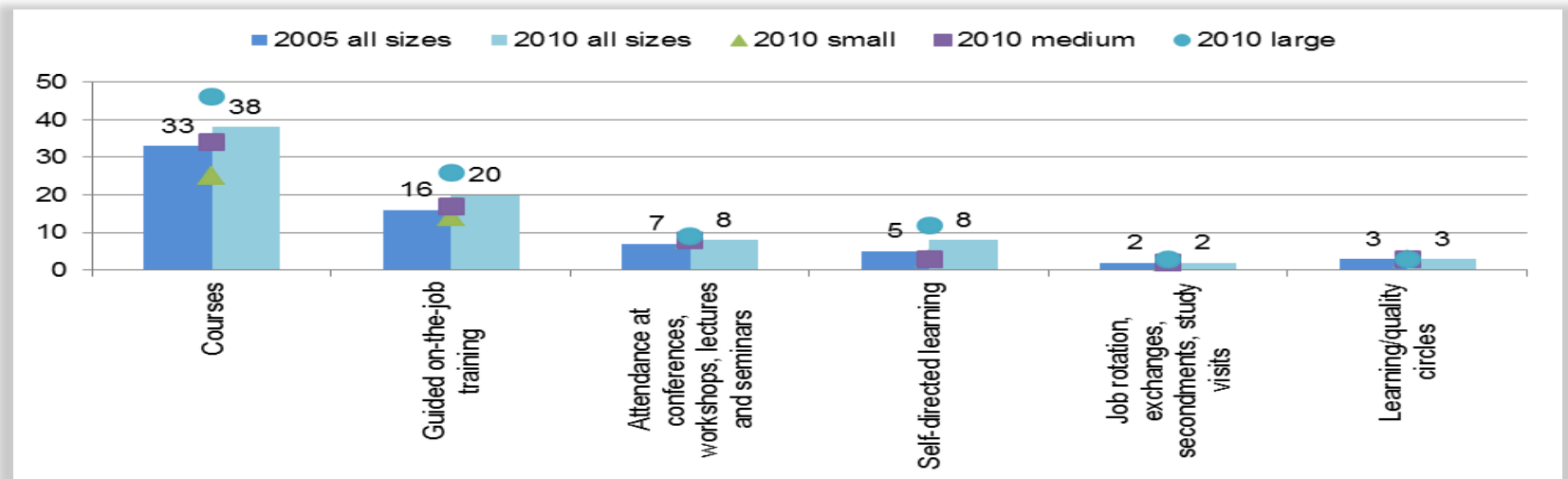
Training incidence: enterprises providing any type of training (courses or other forms), CVTS 2010



NB: CVTS4 (2010) compared to CVTS3 (2005). (4): no participation in CVTS3; (5): data for CVTS3 not comparable; (6): data for CVTS4 not fully comparable.



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.



Examples of policy areas supported by skills anticipation, EU MSs

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

Source: Cedefop