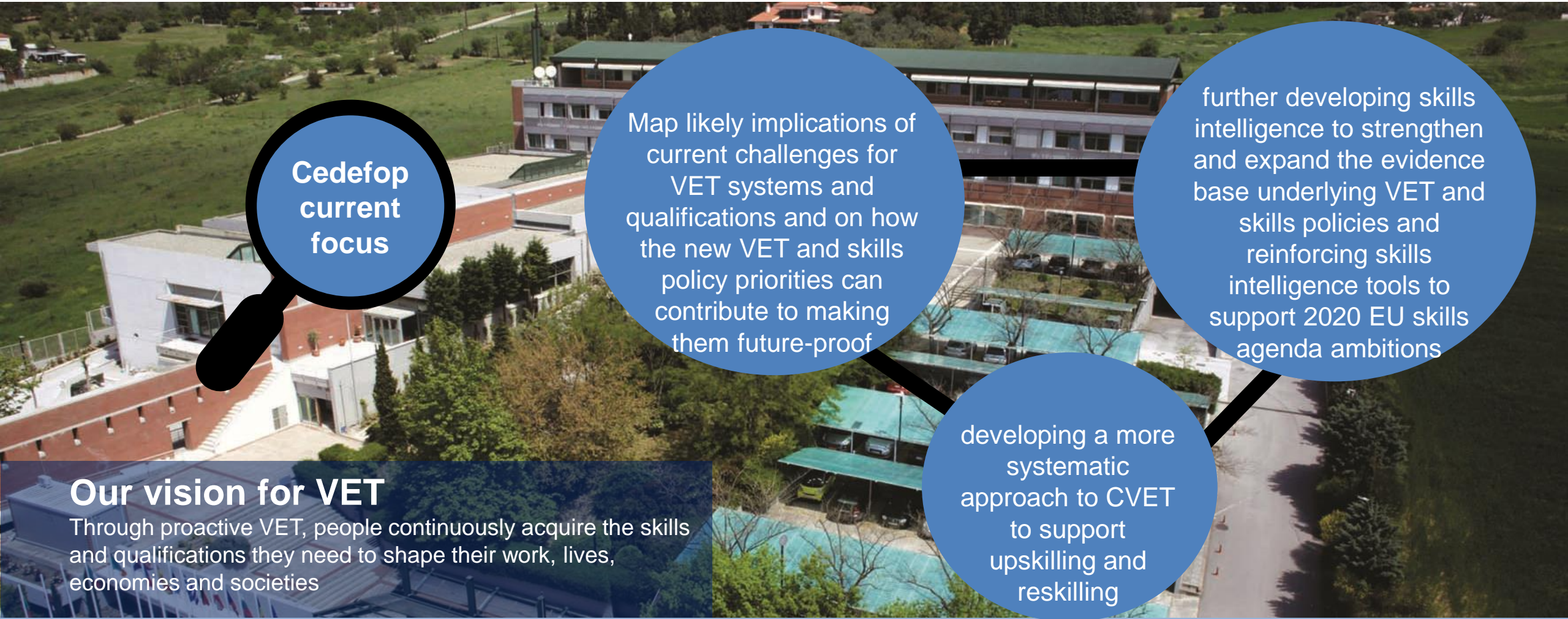




Navigating the Quality Landscape: Trends and Priorities in European VET policy

International conference: Quality assurance in VET for sustainable competitiveness, social fairness and resilience
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George Kostakis, Cedefop Department Coordinator



**Cedefop
current
focus**

Map likely implications of current challenges for VET systems and qualifications and on how the new VET and skills policy priorities can contribute to making them future-proof

further developing skills intelligence to strengthen and expand the evidence base underlying VET and skills policies and reinforcing skills intelligence tools to support 2020 EU skills agenda ambitions

developing a more systematic approach to CVET to support upskilling and reskilling

Our vision for VET

Through proactive VET, people continuously acquire the skills and qualifications they need to shape their work, lives, economies and societies

**Cedefop strategic
areas of operation**

Shaping VET
and qualifications

Valuing VET
and skills

Informing VET
and skills policies

Cedefop's monitoring & analysis of EU VET priorities



Council Recommendation on VET invites the European Commission to

'ensure qualitative and quantitative monitoring in line with the common objectives' and 'report to the Council on the implementation of the Recommendation every five years, building on data available at national and European level and annual monitoring by Cedefop'



Osnabrück Declaration reaffirms the role of Cedefop and ETF

to monitor the 'implementation of the agreed actions' and 'report annually to the ACVT and DGVT'

EU priorities in VET 2021-25

VET Recommendation

Osnabruck Declaration

Agile in adapting to labour market challenges

Flexibility and progression

A driver for innovation and growth

An attractive choice based on modern and digitalised provision

Promoting equality of opportunities

Underpinned by a culture of quality assurance

Resilient and excellent

Establishing a new lifelong learning culture

Sustainability and a green link

European Education and Training Area and international

Sections of the National implementation plans

- a) Brief information on national context and baseline
- b) Challenges and general objectives of the plan
- c) Detailed description of flagship measures
 - Title
 - Background
 - Objectives
 - EU policy priorities addressed
 - VET subsystem
 - Scope
 - Target groups
 - Responsible bodies
 - Source of funding
- d) Governance of the implementation of the plan
- e) Expected effects of the plan



Overview of the NIPs

- ✓ Analysis by Cedefop and ETF
- ✓ Scope of analysis: Only priorities selected by the countries
- 27 NIPs submitted by the EU-27+ countries (including NO and IS)
- All EU-27+ NIPs based on national strategic documents for VET systems reforms and related areas, European Semester reform programmes, Recovery & Resilience Plans (18 MS);
- Some of the national strategies look beyond 2030 (e.g. EE, FIN) and a more holistic approach;
- All EU-27+ NIPs build on ongoing measures, some are integral part of future plans

LAVORARE INSIEME PER UN'IFP ATTRAENTE, INCLUSIVA, INNOVATIVA, AGILE E FLESSIBILE

Il Cedefop monitora e analizza le politiche e le pratiche dei paesi europei in materia di IFP e apprendimento permanente a sostegno di obiettivi comuni

A partire dagli anni Cinquanta, i paesi europei si sono impegnati per realizzare un mercato unico comune, con azioni quali l'eliminazione degli ostacoli alla libera circolazione dei cittadini. La cooperazione in materia di istruzione e formazione professionale (IFP), sancita per la prima volta nel trattato di Roma del 1957 e riaffermata nel 1992 dal trattato di Maastricht, è sempre stata parte integrante di tale impegno. Detta cooperazione ha guadagnato slancio nel 2002 con il [processo di Copenaghen](#), che è diventato un catalizzatore per modernizzare i sistemi di IFP in tutta Europa. In tale contesto, nel 2004 il Cedefop è stato incaricato di monitorare e analizzare l'attuazione delle priorità comuni da parte dei paesi europei ⁽¹⁾ e di riferire in merito.

Il ciclo politico più recente è iniziato nel 2020 con la [prima raccomandazione del Consiglio relativa all'IFP per la competitività sostenibile, l'equità sociale e la resilienza](#) e con la [dichiarazione di Osnabrück](#). Mentre la prima ha delineato sei settori di riforma, la seconda ha fissato quattro grandi priorità ⁽²⁾. In combinazione con altri documenti e politiche strategici, come il [piano d'azione del pilastro europeo dei diritti sociali](#), l'[agenda per le competenze dell'UE](#) e il [patto per le competenze](#), hanno dato un nuovo impulso al processo di Copenaghen e fungeranno da quadro di riferimento per l'attuale ciclo politico. Ora i paesi, che stanno intraprendendo ambiziosi piani nazionali per attuare le loro priorità comuni in materia di IFP fino al 2030, possono guardare indietro con orgoglio a 20 anni di fruttuosa cooperazione.

Trasformare le ambizioni in realtà

I piani nazionali di attuazione degli Stati membri

⁽¹⁾ I paesi partecipanti comprendono tutti gli Stati membri dell'UE, l'Islanda e la Norvegia, denominati UE-27+.

⁽²⁾ Cfr. articolo della rivista *Skillset & Match* del Cedefop 01/2021.

dell'UE riflettono le priorità della raccomandazione sull'IFP e della dichiarazione di Osnabrück; Islanda e Norvegia hanno scelto di lavorare sulle priorità di Osnabrück. Tutti i piani nazionali di attuazione si basano su ampie consultazioni nazionali delle parti interessate e definiscono le attività dei paesi fino al 2025, includendo proposte fino al 2028 e ulteriori prospettive per il 2030. Tutti gli esempi di questa nota informativa si basano su detti piani.

Per mettere in pratica i piani nazionali di attuazione, i paesi si baseranno sulle riforme recenti o in corso, sui documenti strategici nazionali relativi all'IFP, alle competenze, ai giovani e alla ricerca, nonché sui programmi di riforma nel quadro del [semestre europeo](#). La maggior parte dei paesi si affida alle strutture di governance esistenti, ad esempio comitati nazionali, consigli consultivi o gruppi di lavoro, per perseguire e monitorare gli obiettivi e per riferire in merito ai progressi compiuti verso il loro conseguimento. Più di due terzi di essi coinvolgeranno le parti sociali nel processo.

Riquadro 1. In programma

Nel 2023 il Cedefop lancerà un nuovo sito web, *Timeline of VET policies in Europe*, che presenterà più di 1 000 strategie, piani d'azione, atti giuridici e misure pratiche nel settore dell'IFP e dell'apprendimento permanente che sono stati adottati nei paesi partecipanti. Lo strumento aiuterà i responsabili politici, gli analisti e i professionisti a monitorare in che modo le politiche e le pratiche nazionali vengono realizzate e sviluppate nel tempo, dalla progettazione all'attuazione, fino al loro completamento. Il suo scopo è ispirare e sostenere tutti coloro che sono interessati o coinvolti nella progettazione o nella riforma delle politiche e delle pratiche in materia di IFP e apprendimento permanente.

Quasi tutti i paesi si avvarranno di finanziamenti europei per finanziare le riforme dell'IFP, ricorrendo:

- al dispositivo per la ripresa e la resilienza per mo-

EU funding for EU27 + NIPs

- All NIPs (except NL) plan to finance reforms with EU funds
- References to ongoing projects and planned activities
- Level of details varies
- EU funding instruments mentioned:
 - RRF – 18 Member States – modernization of infrastructure (including CoVEs), LM relevance - curricular updates/reforms, digital (tools, skills) and green transition, but also upskilling/reskilling
 - ESF+ - 16 Member States – upskilling and reskilling (including focus on digital), LM relevance - curricular updates/reforms), dual VET, VET excellence, teachers and trainers (CPD)
 - Erasmus+ – 15 Member States – mobility, internationalization, CoVEs, support to EU networks
 - ERDF – 6 Member States – infrastructure of VET schools
 - Just Transition Fund – 1 Member State – expansion of VET capacity, entrepreneurship, research and innovation



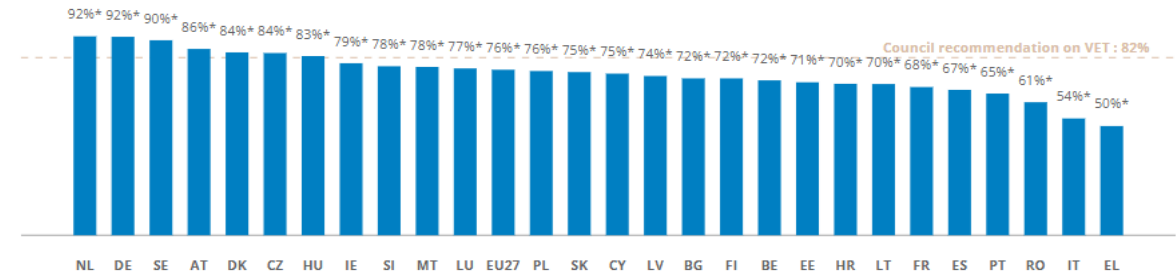
Indicators mostly referred to in the NIPs

- Employment rate for recent IVET graduates (20-34 year-olds): 15 EU-27+ countries;
- Recent graduates from VET (20-34 year olds) who benefitted from exposure to work-based learning: 15 EU-27+ countries;
- Adults (25-64 year olds) with a learning experience in the last 12 months (%): 14 EU-27+ countries;
- Learners in VET who benefitted from a learning mobility abroad with a learning experience in the last 12 months: 12 EU-27+ countries;
- Adults (16-74 year olds) with at least basic digital skills (%): 6 EU-27+ countries
- Early leavers from education and training (%): 7 EU-27+ countries



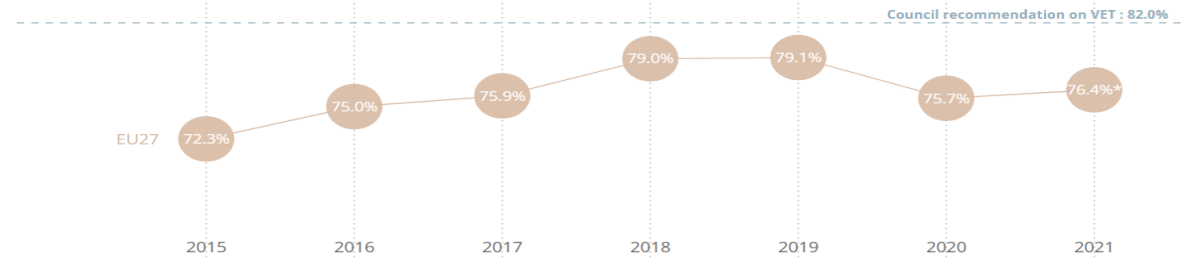
Progress indicator: Employment rate for recent IVET graduates (%), EU27 and countries, 2021

Data in the chart show country and EU average values for the selected progress indicator. Data are for the most recent year available. The relevant policy target is shown by the dashed horizontal line.

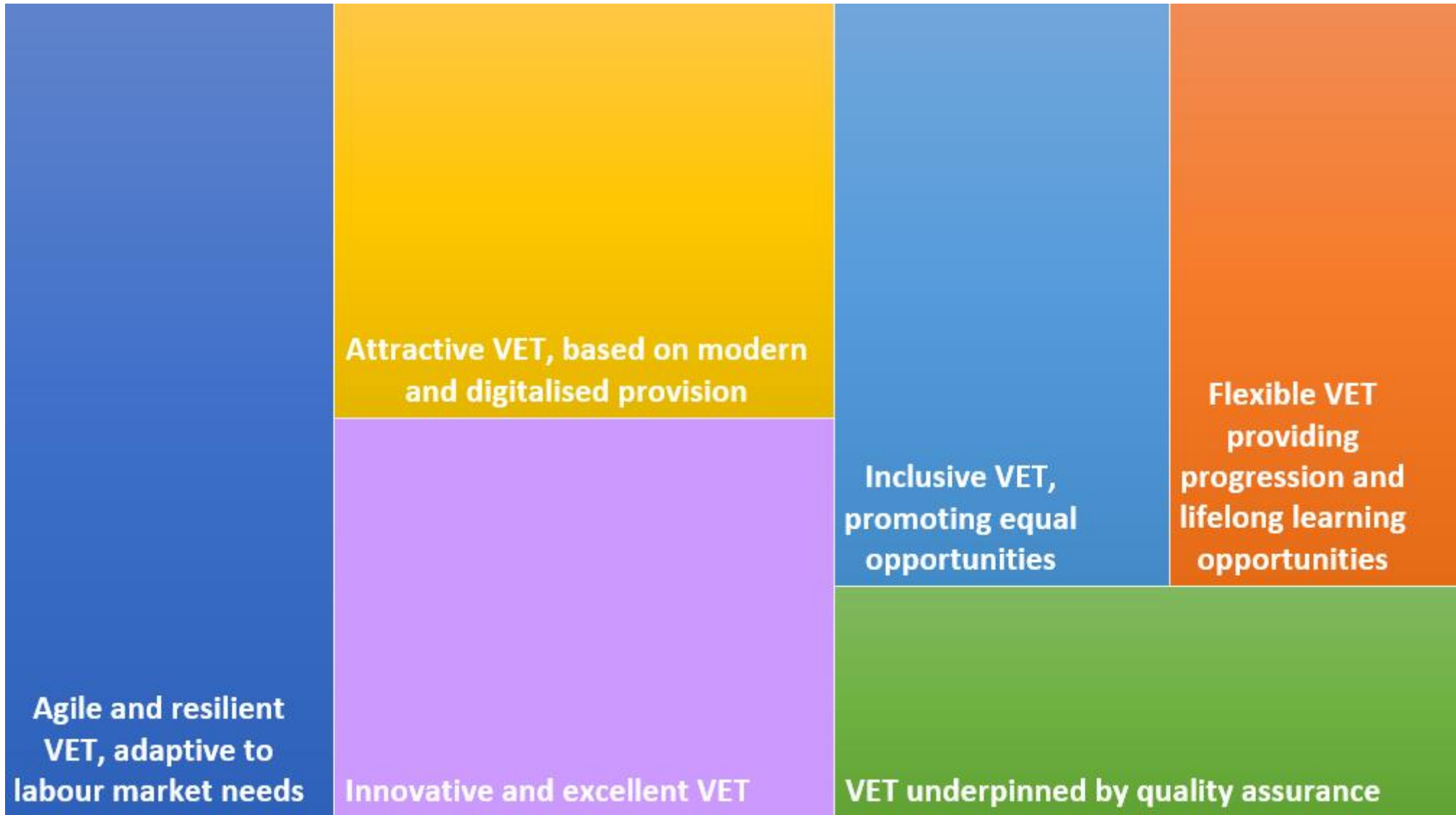


Progress indicator: Employment rate for recent IVET graduates (%), Time series in EU27.

Data show the time series for the selected progress indicator. The dashed horizontal line represents the respective EU policy target.



Measures in the NIPs



Agile and resilient VET, adaptive to labour market needs (VET Rec A, OD 1)

Modernising VET standards, curricula, programmes and training courses

- In **DK**, the Climate Act (2020) calls for ensuring sufficient numbers of skilled workers for the digital and green transition at all levels. Among measures foreseen are *Education for green conversion*, funds for upskilling and CVET in climate adaptation and green change, green entrepreneurship.

Develop skills intelligence systems, including graduate tracking

- In **HU**, a structure for the Career tracking system has been set up, integrating administrative data with VET student interviews, that will monitor VET graduate careers for 9 years.

Engaging VET stakeholders and strengthening partnerships in VET

- In **LV**, a stakeholder collaboration scheme will be piloted to develop a competitive labour force in STEM sectors through practice-oriented and WBL approaches. The approach envisages cooperation of VET, higher education and research with labour market actors.

Continue to reinforcing work-based learning (WBL), including apprenticeships

- **BEfr** will promote WBL in qualification or retraining courses for adults as well in higher education. In **MT**, an advisory committee will be set up to review the current arrangements for apprenticeship with a view to expand it to EQF Level 6 qualifications.

Flexible VET and inclusive, providing progression and lifelong learning opportunities (VET Rec B and E, OD 1 and 2)

Promoting CVET and adult learning to re-skill and/or acquire higher level of skills

- In **LU**, the Adult Education Centre (*Université Populaire*) brings together three public lifelong learning players and offers in a single place a whole range of training courses, increasing the visibility of different training pathways.

Diversifying modes of learning also taking into account lessons from pandemic

- In **ES**, the Ministry of Education will make modular VET offer available online through the Integrated Centre for Regulated Distance Learning.

Work on developing modular approaches and qualifications smaller/shorter than full

- **Italy** will start a pilot scheme to introduce digital VET credentials, such as open digital badges.
- In **FR**, measures aim to strengthen the individualisation of training and modularisation of vocational training, to facilitate progression towards qualification and validation of learning.

Embrace inclusiveness and ensuring equal opportunities in VET

- **LT** plans to improve access to vocational training for students from disadvantaged backgrounds by offering formal and informal VET training and teacher training for working with these groups of learners.

Innovative and excellent VET (VET Rec C, OD 1)

Establish and develop Centres of Vocational Excellence

- In **GR**, 25 Model vocational upper secondary schools and 10 experimental vocational training institutes will be established.
- **BG** will establish 24 centres of vocational excellence by 2025.
- **SK** will develop centres of excellence in VET, innovative hubs that will combine VET coordination and ensure close link with business.

Modernise VET schools to improve digital infrastructure and make them green

- In **ES**, new investment is foreseen to modernise VET and transform classrooms to spaces of applied technology from industry, providing portable devices to students from vulnerable groups;
- **FI** will support digital capacity of education providers, create new pedagogical approaches and teaching materials, and transform learning facilities.



Attractive VET, based on modern and digitalised provision (VET Rec D, OD 2,3 and 4)

Permeability between IVET and CVET
general and vocational pathways,
academic and professional higher
education

- **DK** aims to improve opportunities for VET graduates/professionals to get to higher education, recognising VET as a pathway both to employment and to further studies.

Expanding VET programmes to EQF
levels 5-8

- **NO** will improve higher vocational education by better financing, reviewing training offer to increase its relevance, flexibility and quality in cooperation with social partners.

Initial and CPD of VET staff, improve their
digital competences and prepare them for
green transition

- **RO** planned changes by relevant professional development of teachers and other VET professionals, e.g. on latest technologies in the sectors, on transversal competences, digital competences and teaching with digital technologies.

Support mobility of learners and staff and
internationalisation of VET

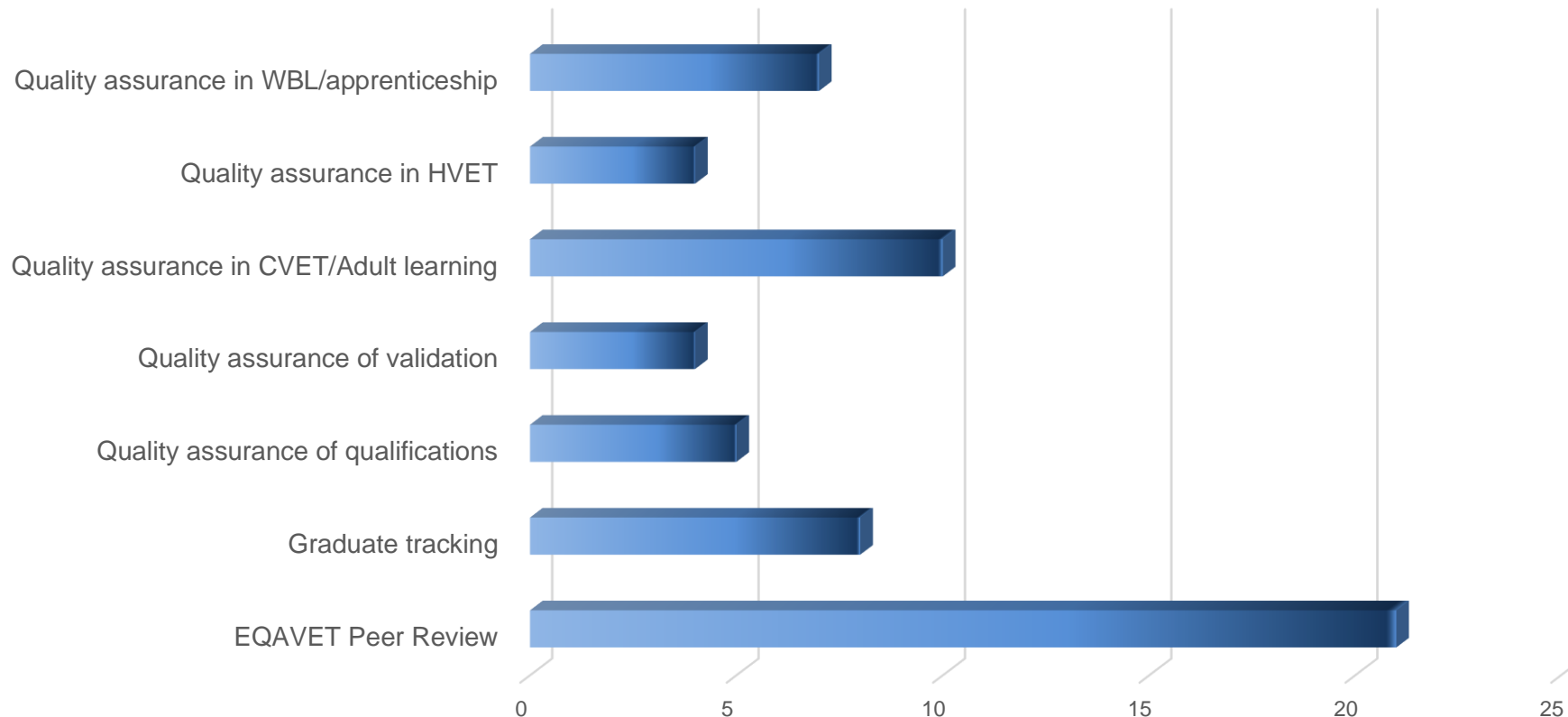
- In **DE**, Skills Experts programme support creating sustainable structures for training and ensure skilled workers for German companies abroad, implemented by selected chambers of foreign trade.

Implement measures on lifelong guidance

- **IS** will provide more insights into vocational and technical education to primary school students and informing parents and teachers about opportunities in vocational and technical occupations.

VET underpinned by quality assurance (VET Rec F)

Most popular QA topics in the NIPs



Quality assurance topics selected by the countries

Graduate tracking

- HR, SK, SI, LV, PL, BG, HU, RO

Quality assurance of qualifications

- HR, AT, PL, RO, EL

Quality assurance of validation

- HU, LT, BE-fl, CY

Quality assurance in CVET/Adult learning

- BE-fr, HR, PT, LU, FR, LV, SI, EE, SK, RO

Quality assurance in HVET

- AT, SK, NO, DE

Quality assurance in WBL/apprenticeship

- EE, AT, SK, RO, LU, MT, ES

EQAVET Peer reviews

- CZ, BE-fr, HR, AT, SK, PT, LV, SI, BG, HU, NL, RO, LT, BE-fl, LU, IT, EL, DE, MT, ES, FI



VET/skills
systems

Incentives
& support

Skills
intelligence

‘Permaskilling’

Upgrading
jobs

Megatrends

Thank you

george.kostakis@cedefop.europa.eu

www.cedefop.europa.eu

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