



Level 5 in Europe *seen from a European Perspective*

***Making the European Level 5 Area A Reality
Como, Italy, 14-15 March 2019***

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Unit E3 - Vocational training, Apprenticeships and Adult learning

Content



- 1) Preparing the future of EU cooperation on VET (policy framework and tools)**
- 2) Policy initiatives (the Platforms of *Centres of Vocational Excellence*)**



Getting the job done!



EU 2020
/European
Semester

ET2020
framework

Copenhagen
Process

AL agenda

European
Pillar Social
Rights

Member States and social partners
ACVT, DGVT

Council Recommendations

Policy initiatives
New Skills Agenda (EQF, Europass)
European Education Area (mutual recognition)

**Working Groups, National coordinators
for AL, Peer Learning**

Other stakeholders
VET providers, VET researchers, European Apprentices Network

Evidence and Analysis
Cedefop, Eurostat, OECD, ETF, JRC

Funding

ESF

Erasmus+

EASI

InvestEU

VET modernisation

Preparing the post 2020 strategy



European
Commission

2016-2018

- Cedefop study on "The changing nature and role of VET in Europe – *future challenges and opportunities*"



2018

- Riga Monitoring "The 2017 progress report"



2017-2018

- Study on instruments supporting VET quality and flexibility
- Study on vocational mobility



2018-2020

- EU MFF and Funding instruments 2021-2027
- ET2020 WG on VET and AE
- ACVT opinion on a Strategic vision for VET
- Proposals for E&T post-2020



Changing role and nature of VET



„the past two decades have witnessed remarkable diversification of VET in terms of providers, levels and target groups, increased horizontal and vertical permeability, renewed emphasis on work-based elements, coalescence of initial and continuing VET, and hybridisation of systems and programmes.”

Trends:

- Strengthening VET as work-based training;
- Expanding into other parts of the education and training system, in particular higher education;
- Diversifying as (part of) lifelong learning



Study on instruments supporting VET quality and flexibility – EQAVET & ECVET

<https://ec.europa.eu/social/BlobServlet?docId=20749&langId=sk>

- Aim: to examine the influence of EQAVET and ECVET and their relationship with other EU tools
- Method: Interviews, targeted consultation, desk research, thematic case studies, stakeholder events, Deplhi surveys



Influence on national policies - EQAVET



EQAVET spurred countries to review and refine their QA systems. Around half have QA policies developed specifically to reflect EQAVET. In some (EE, PT, RO) it is referred to in QA legislation. Eleven designed new QA systems based on the EQAVET

EQAVET useful to countries regardless of the maturity of their QA systems.

Perception of greater influence on QA in school-based IVET. Considerable variation in use of various provision of the Recommendation across countries (e.g. quality of self-assessments, use of indicators and nature of external audits) EQAVET did not contribute to improving transparency of QA and reinforcing mutual trust

Influence on national policies - ECVET



Main impact in improving mobility experience for people on Erasmus+; providing more effective documentation/ systems to recognise learning outcomes achieved while in placement.

Some influence stimulating country implementation of learning outcomes; strong influence on national VET strategies and plans in five countries (EE, LV, LT, MT, RO)

Less effect on introducing unit-based or modular learning, and partly due to perception that it requires the separate assessment and certification of units.

Little influence in encouraging countries to adopt credit systems
ECVET did not result in the establishment in a EU Credit system for VET

Options for EQAVET



- Option 1: Enhanced status quo
- Option 2: Embedding the instrument into other existing EU instrument and programmes (EQF)
- Option 3: Instruments become part of a broader policy strategy framework for VET
- Option 4: Strengthening the Recommendation by implementing peer reviews of Member States' quality assurance arrangements in VET at system level
- Option 5: Aligning HE and VET instruments, with an ambition of converging systems across HE and VET
- Options 6: Introduction of a voluntary certification system for national QA systems



Options for ECVET



- Option 1: Enhanced status quo
- Option 2: Embedding the functions of ECVET into other existing EU instrument and programmes (EQF, Europass)
- Option 3: VET instruments become part of a broader European policy framework for VET
- Option 4: VET and HE instruments are more aligned to each other, with an ambition of more convergence between HE and VET
- Option 5: European framework for transfer of learning achievements and flexible progression pathways



EQAVET and ESG



Similarities:

- An expectation of internal and external assessment of providers
- The use of indicators for monitoring performance (but: HE contains elements on research and autonomy whereas VET need to be broader in order to encompass IVET, CVET and WBL)
- Assessment results are expected to be publicly available

Good practice can be identified in MS for single responsible body (IE) / single approach (MT) for QA in both VET and HE

Option nr 5 for EU level alignment: potentially greater convergence of VET and HE but likely to meet (political) resistance



ECVET and ECTS



- ECVET is based on learning outcomes, ECTS is still largely based on input criteria like course length and number of learning hours.
- limited willingness of HEIs in some countries to start a discourse on this
- some institutions are implementing ECTS and others are implementing ECVET (or other credit systems for VET).

Option nr 5 for VET and HE instruments to be more aligned to each other on EU level: more support for permeability and recognition but fear of loss of specificities and likely to meet political resistance



ACVT Opinion

The VET imperatives...



The dual objectives of VET for fostering **social inclusion** and **excellence**



The role of VET in supporting acquisition of **job specific** and **transversal skills**



Balancing investment and funding between **initial** and **continuing VET**



Excellent, inclusive and lifelong VET

Defines:

- Building blocks of future fit VET
- Key objectives to achieve the vision related to:
 - i. content of VET,*
 - ii. provision of VET, and*
 - iii. governance of VET systems.*
- The main features of the future European cooperation in VET and possible actions to be carried out at European level



ACVT Opinion *EU level actions*



Prepare a Commission ***proposal to streamline and consolidate the EU VET policy framework, governance and existing EU instruments*** (possibly in a form of an overarching Council Recommendation on VET):

1. An overarching vision for European VET policy
2. A reflection with experts from the ACVT on streamlining existing VET instruments
3. Simplify the VET governance at EU level
4. Support of Cedefop and ETF
5. A clear and light monitoring framework
6. EU level support (VET week, CoVE, support services and mutual learning, EAfA, internationalization and mobility)
7. Social dialogue





Education & Training 2020 Working Group on VET 2018-2020: Innovation and digitalisation supporting high quality VET and higher VET

- New pedagogical and andragogical approaches
- New learning environments
- Using modern learning technologies
- Pro-active and flexible VET systems supporting smart specialisation strategy and industrial clusters

PLA on Higher VET in Slovenia, April 2020

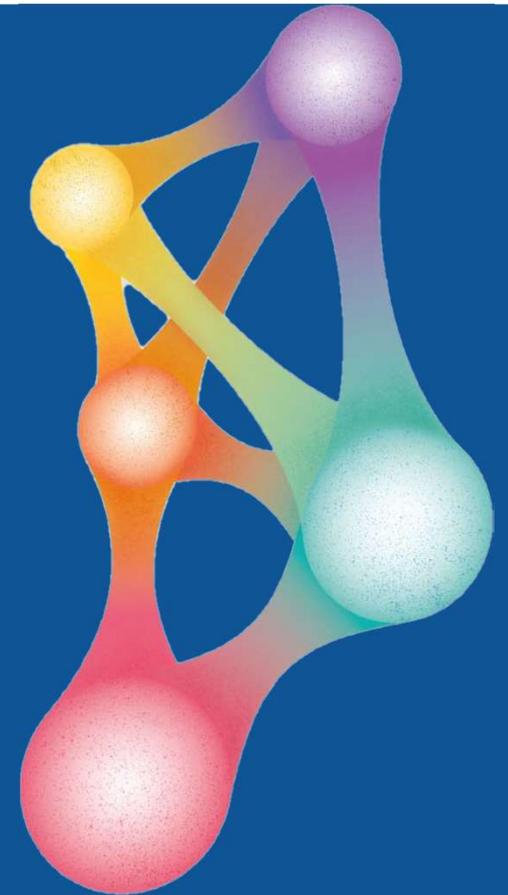
Final closing conference of VET WG including on Higher VET,
Kosice, SK, May 2020.





Platforms of Centres of Vocational Excellence

"Upward convergence" for VET excellence



"Centres of Vocational Excellence"

The concept in a nutshell



The Goal

VET Excellence, innovation and attractiveness

- Empowering people with skills for fulfilling careers that meet the needs of an innovative and competitive economy
- VET open to the world, and co-creating local innovation eco-systems

How to get there

Transnational collaborative Platforms of CoVE

Sharing a common interest in:

- **Sectoral** approach (e.g. aeronautics, e-mobility, green technologies, social care)
- **Thematic** societal challenges (e.g. Upskilling, SDG, Migration, Digitalisation, AI)

EU funding

Erasmus 2021-2027 driving the initiative,

Also supported through ESF+, ERDF, InvestEU, Horizon Europe...

The partners

VET providers, Tertiary education, Research institutions, science parks, Companies, Chambers, Social partners, Development agencies, Sector Skills Councils, Public employment services, etc.

Examples of CoVE activities

Pro-active partner in local development



Regional development,
Smart Specialisation,
Knowledge triangle



Governance
(social partners, national and local governments, VET providers, development agencies...)

Providing both Initial and continuing VET at all EQF Levels



Innovative curricula, & Teaching & training methodologies (PBL, Interdisciplinary...)



Cost-sharing, sustainable funding, and effective use of EU funding

Vocational Excellence

Higher VET, and Flexible pathways with Schools and Universities



Technology diffusion and Innovation Hubs

Quality assurance feedback loop, learner tracking



Incubators supporting entrepreneurial initiatives



Partnerships for: Skills anticipation, Apprenticeships, T&T exchanges...

Validation and Guidance



Platforms of Vocational Excellence *The way forward!*



2018 – Preparing the ground

- Erasmus+ **KA3** call for Joint VET qualifications
- **ET2020 WG** 2018-2020 focused on innovation and digitalisation in VET
- **Mapping** of existing approaches to **Vocational Excellence**

2019 – The first (limited) pilot projects

- Erasmus+ **KA2 Sector Skills Alliances** call for pilot projects on CoVE
- Erasmus+ **KA3** call for **Networks and partnerships of VET providers**

2020 – Refining the concept and piloting the initiative

- Erasmus+ KA3 call for **Platforms of Vocational Excellence** (*full pilot*)

2021-2027 - The full implementation of the initiative

- **Erasmus**, and ERDF, ESF, InvestEU, Horizon Europe ➡ *supporting CoVE*



**Thank
you**