



Integrated approach to monitoring EU priorities in vocational education and training (VET) in Member States, Norway and Iceland

Cedefop's work

ETF Peer Learning event, 27 May 2024

Irina Jemeljanova, Expert in VET policies and systems, Cedefop

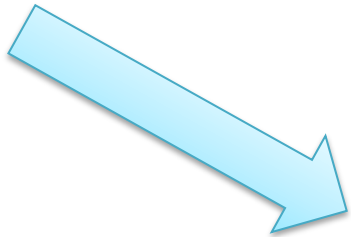


CEDEFOP

European Centre for the Development
of Vocational Training

European cooperation in vocational education and training (VET)

- Copenhagen Process (2002)



- Council [Recommendation on VET](#) for sustainable competitiveness, social fairness and resilience (2020)
- [Osnabrück declaration](#) on VET as an enabler of recovery and just transitions to digital and green economies (2020)
- [National implementation plans](#) (2022)

2020-25....2030
Implementation
(putting plans **in action**) and integrated monitoring



Copyright: School Centre Velenje

The VET recommendation

Six reform areas

VET is **agile in adapting** to labour market changes

VET is **flexible** and provides **progression**

VET is a driver for **innovation** and growth, preparing for the **digital and green** transitions

VET is **attractive** based on modern and digitalised provision of training and skills

VET promotes **equality of opportunities (inclusive)**

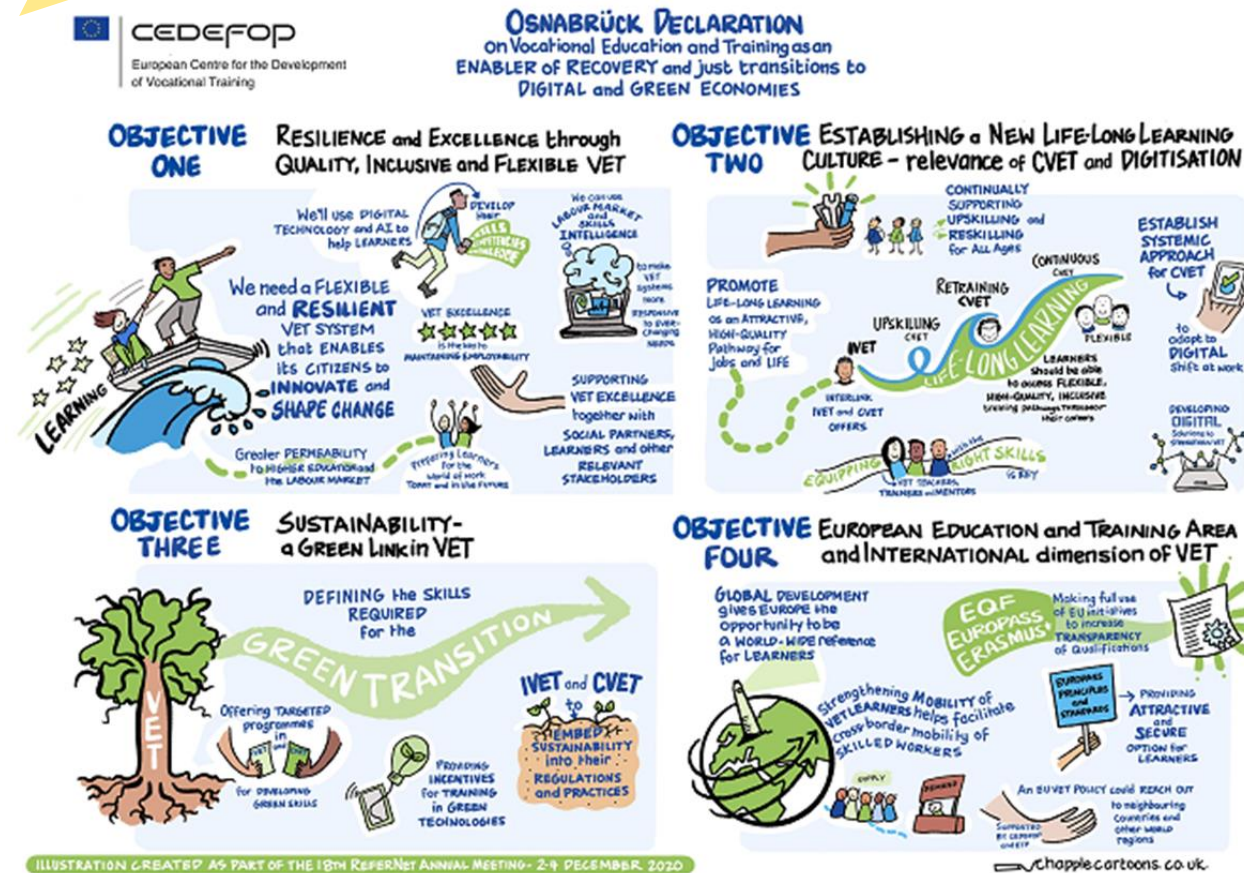
VET is underpinned by a culture of **quality assurance**

Three quantitative objectives

The share of employed VET graduates at least 82%

60% of VET graduates take part work-based learning

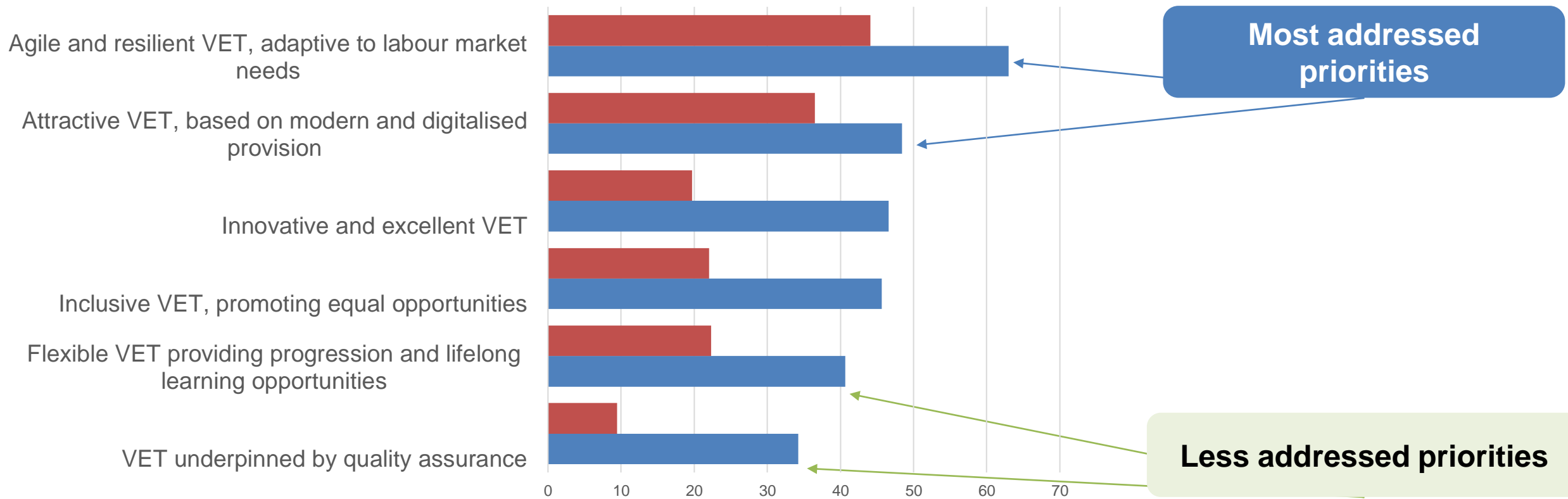
8% of VET learners benefit from a learning mobility abroad



EU-27, Norway and Iceland planned and reported measures

■ Measures reported by ReferNet 2021-22

■ Measures in the National Implementation Plans



Where we are now

Countries

- 25 EU (out of 27), Norway, Iceland
- Norway, Iceland and candidate countries committed to Osnabrück Declaration

Policy developments

- about 400 (EU-27+)

Collecting evidence

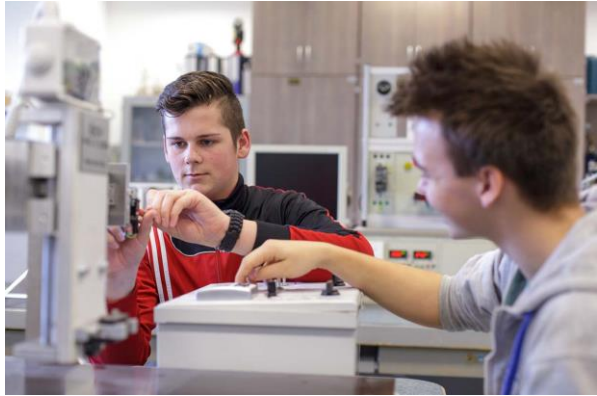
- [ReferNet, Cedefop's network of VET expertise](#)

In brief:

- Strong **national nature**, based on strategies and frameworks set before
- Notable **EU influence** (priorities and funding)
- Focus on **implementation**, overall **modest progress**

What countries do to achieve the priorities

Strengthen **Review** Adapt
Ensure **Support**
Increase **Develop** Update **Identify** Engage **Commit**
Expand **Prepare** **Introduce**
Improve **Create**
Establish



Agile VET

Occupational and VET standards

VET curricula and programmes

Key competences, green and digital skills

Work-based learning, apprenticeships

Flexible VET

Individualised pathways

Diversifying

Microcredentials

Learning outcomes

Validation and recognition of learning

Quality assurance

Comprehensive systems

QA of Continuing VET and adult learning

QA of work-based learning

QA of qualifications



Copyright: School Centre Velenje

Attractive VET

VET at higher levels

Competent teachers,
trainers and school
leaders

European and
international VET

Lifelong guidance

Excellent VET

Centres of vocational
excellence

Digital VET

Greening VET



Copyright: School Centre Velenje

Inclusive VET

Strategic approaches

Targeting vulnerable
groups

Outreach, guidance
and support

Educating educators

Challenges and areas to work on

Implement comprehensive CVET (lifelong learning) systems

Support competent teachers and trainers

Sustain WBL and apprenticeships

Embrace green transition in VET

Ensure inclusion and equal opportunities

Strengthen quality assurance

What we do with the data (1)

Timeline of VET policies in Europe: monitoring implementation of EU priorities in EU-27+

Rich collection of strategies, action plans, legal acts, regulations and practical measures by EU priority, country, target group.

Monitor how they develop from design to implementation



Lifelong learning and counselling strategy for 2021-30

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

SLOVAKIA



DOWNLOAD PDF VERSION

TIMELINE 2021 2022

APPROVED/AGREED
IMPLEMENTATION



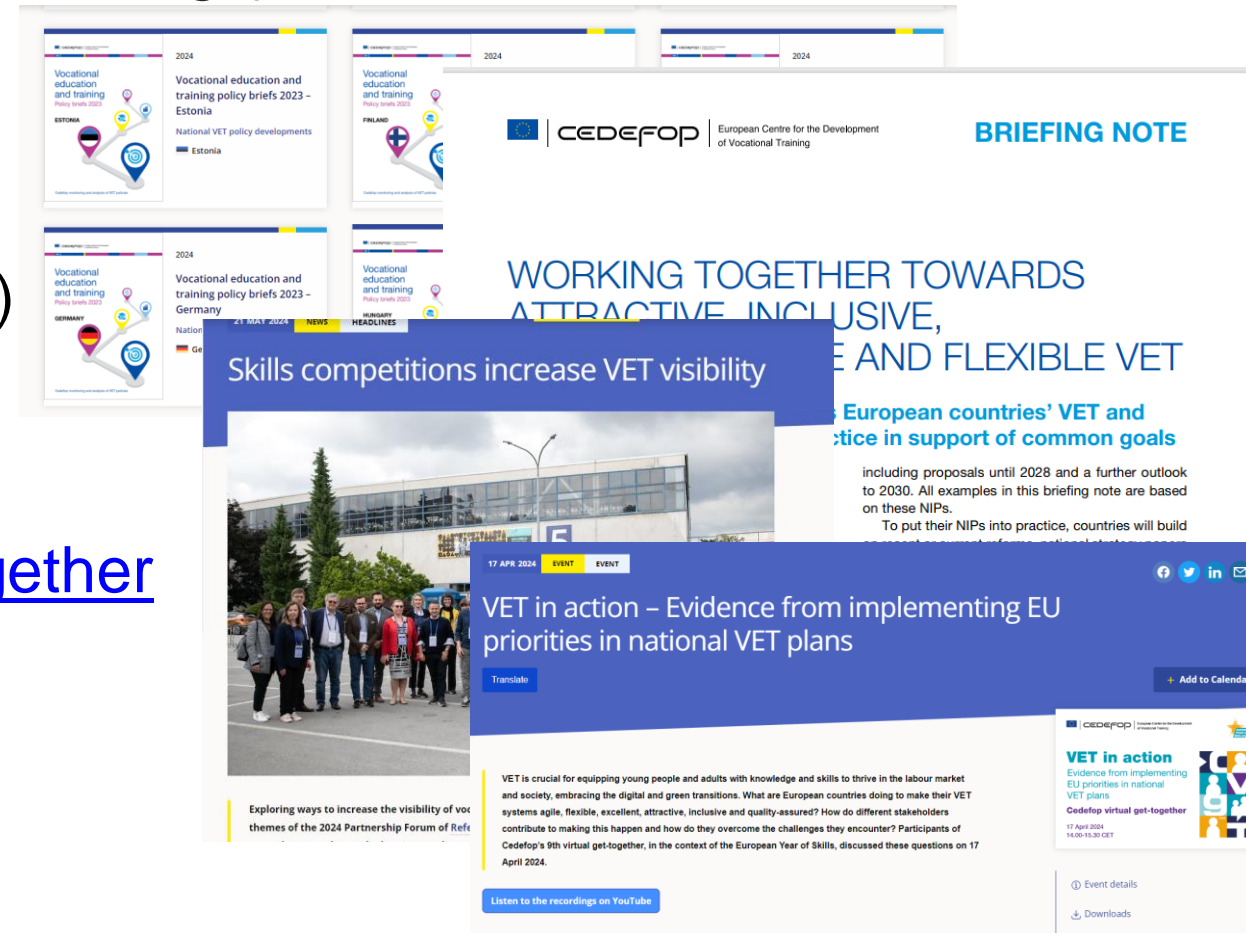
Browse by European priorities in VET

VET RECOMMENDATION		OSNABRÜCK DECLARATION	
VET agile in adapting to labour market challenges	165	Resilience and excellence through quality, inclusive and flexible VET	125
Flexibility and progression opportunities at the core of VET	83	Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation	148
VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand	73	Sustainability - a green link in VET	52
VET as an attractive choice based on modern and digitalised provision of training and skills	132	European Education and Training Area and international VET	38
VET promoting equality of opportunities	84		
VET underpinned by a culture of quality assurance	33		

- Background
- Objectives
- Description
- Bodies responsible
- Target groups
- Thematic categories
- European priorities in VET
- Subsystem
- Further reading
- Related policy developments

What we do with the data (2)

- Inform relevant decision maker and stakeholder bodies (Advisory Committee for VET and Directors General for VET meetings)
- Publish:
 - [country policy briefs](#),
 - [briefing notes](#) (2nd coming soon)
 - and thematic perspectives (coming soon)
- Discuss with the [ReferNet partners](#)
- Share through event, e.g. [virtual get together](#)



Thank you

www.cedefop.europa.eu

Follow us on social media



CEDEFOP

European Centre for the Development
of Vocational Training