

# VET RECOMMENDATION AND OSNABRÜCK DECLARATION PEER LEARNING EVENT

27-28 May 2024

# ETF MONITORING AND 2023 FINDINGS

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# PROCESS

# EU priorities in VET 2021-25

## VET Recommendation

Agile in adapting to labour market

Flexibility and progression

Driver for innovation and growth preparing for digital and green transitions

Attractive choice based on modern and digitalised provision of training/skills

Promoting equality of opportunities

Underpinned by a culture of quality assurance

## Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Establishing a new lifelong learning culture – relevance of CVET and digitalisation

Sustainability and a green link

European Education and Training Area and international VET

Integrated monitoring framework

# Integrated monitoring framework: five EU priorities

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

**2. Flexible VET and inclusive**, providing progression and LLL opportunities (VET Rec B and E, OD 1 and 2)

**3. Innovative and excellent VET** (VET Rec C and OD 1)

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

**5. VET underpinned by quality assurance** (VET Rec F)

**28**  
thematic  
priorities  
**+ 3** quantitative  
indicators

# Example of integrated framework structure

EU priority	Innovative and excellent VET (VET Recommendation C and OD 1)	
Thematic priorities	Supporting Centres of vocational excellence	AT, Befl, BG, DE, EE, EL, ES, FR, HR, HU, LU, LV, MT, PL, PT, RO, SK, NO MK (TR)
	Modernising infrastructure for vocational training	Befl, BEfr, DE, DK, EE, ES, GR, HR, HU, IT, LT, LV, NL, RO, SK –, NO AL, ME, MK
	<ul style="list-style-type: none"> <li>improving digital infrastructure of VET provision</li> </ul>	AT, Befl, Befr, DE, ES, FI, GR, HR, HU, LU, MT, PL, PT, RO, SK – AL
	<ul style="list-style-type: none"> <li>making VET institutions sustainable and green</li> </ul>	DK, HU, MT, PT, SK -

# Overview of what was done

- a. 2023 Country briefs and PD fiches
- b. 2023 December ACVT
- c. Focus on digitalisation → 2024 March DGVT
- d. Revised analysis of NIP commitments
- e. Monitoring 2023 policy developments
- f. The event

# OUTCOMES

## 2021-2022

# 2021-2022

## Areas with more\* developments across countries

01

Reinforcing work-based learning, including apprenticeships.

03

Ensuring equal opportunities and inclusiveness in education and training

02

Engaging VET stakeholders and strengthening partnerships in VET

04

VET underpinned by quality assurance

# 2021-2022

## Areas for further improvements across countries\*

01

Making VET fit for the green and digital transition



- VET curricula and programmes
- infrastructure
- supporting teachers and trainers

02

Establishing and developing skills intelligence systems, including graduate tracking

04

Developing and updating learning resources and materials

03

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

05

Lifelong guidance

\* At least three countries did not report developments



European Training Foundation

# SECTION 2b

# 2023

# 2023 policy developments

- a. Timing: data collection March-April
- b. About 35 PDs
- c. Practical measures
- d. Implementation stage
- e. 'Invisible' developments: first steps in new direction, not for a PD fiche;  
also in areas for which there was not commitment in the NIP ('extra mile')
- f. Gaps in quantitative indicators.

# 2023

## Areas with more developments across countries \*

01

Modernizing VET standards, curricula, programmes and training courses

03

Supporting T&T for and through digitalisation

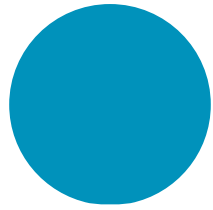
02

Reinforcing work-based learning, including apprenticeships.

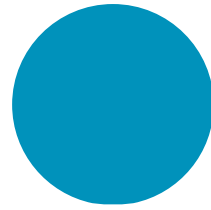
04

VET underpinned by quality assurance

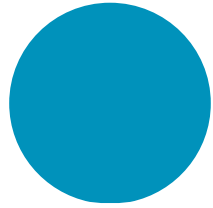
## 2021-2023: countries\* continue to work on...



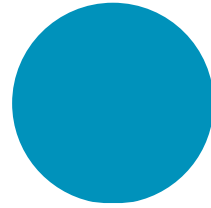
Modernising VET curricula, especially integrating digitalisation.



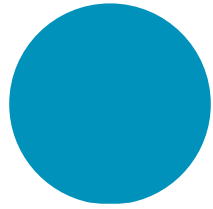
Expanding VET programmes to EQF levels 5-8



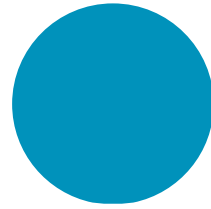
Engaging VET stakeholders, although in different ways



CovEs



WBL



Quality

# 2023

## Areas to consider for further development across countries

01

**Upskilling and reskilling of adults:** ‘low-skilled’, workers, validation

02

**Digitalisation – advanced technologies:** adoption, access, training, and for service provision

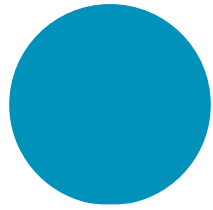
03

**Greening VET:** curricula and programmes, infrastructure, teachers and trainers

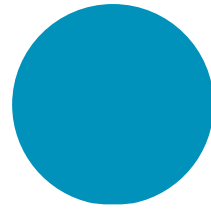
04

Inclusiveness / **gender**

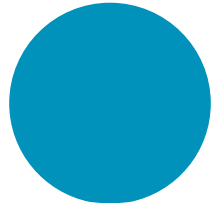
# Reflections about areas with less or no developments



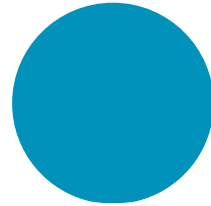
Developments are relevant to more than one thematic priority



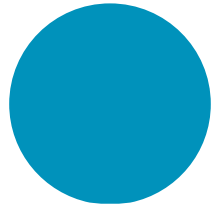
Activities were reported in the previous monitoring cycle



Thematic priority is part of the ongoing work/mandate



There are developments but not substantial



There was no commitment because the country had already advanced in that thematic priority

NB. EU priorities are interrelated and most measures address several of them. Some may need rethinking.

# EU27+ 2021-2023

# Challenges and areas to work on (EU27+ and CC)

## Implement comprehensive CVET systems

- Reach out to those in need of reskilling and upskilling, broaden the spectrum (including employees and vulnerable groups) and increase the number of beneficiaries
- Support services (guidance, validation etc.) to be combined to and aligned with training provision.
- Quality of training on open and distance learning platforms

## Competent teaching and training force

- Prepare them for the twin transition
- Address teacher and trainer shortages
- Improve teachers' pay and working conditions, aligned with their new roles (e.g., guidance, WBL)

## Quality assurance

- Strengthen QA in work-based learning
- Strengthen and consolidate QA approaches in CVET

## Sustainability of WBL and apprenticeships

- Continue expanding WBL and apprenticeships, also for adults and at higher levels
- Address imbalances of work-placements' offer and demand, especially for occupations relevant to the twin transition
- Invest in in-company trainers' professional development
- Make completed funded projects sustainable

## Green transition in VET

- Better understand skills for the green transition
- Continue adapting/creating VET programmes and curricula that embrace the green transition skill needs
- Prepare teachers and trainers

# Transversal issues

## Stakeholder involvement

- Strengthen involvement of **trade unions** in implementing measures especially in CVET
- Strengthen **student and teacher representation** in VET governance and development
- Expand capacity of **regional and local** stakeholders

## Sustain reform efforts in times of change

- National priorities change – NIPs are reviewed
- Raise awareness about NIPs priority, to facilitate data availability and information sharing for the NIPs implementation monitoring
- Strengthen and support the institutional capacity in CCs (staff and their professional development)
- Ensure stakeholders' cooperation also in times of political instability in CCs

## Adequate planning and availability of funding

- Balance over-reliance in EU funding
- Prevent effects of delays in availability of funding
- Work on policy evaluation to assess the impact of competed projects
- Strengthen take up of projects at national level

# NEXT STEPS

# Monitoring NIP implementation: Next steps

