



CEDEFOP

European Centre for the Development
of Vocational Training



European Parliament Workshop on Skills development and employability in Europe: The New Skills Agenda

*Modernisation of VET:
How can we make VET and apprenticeships more attractive ?*

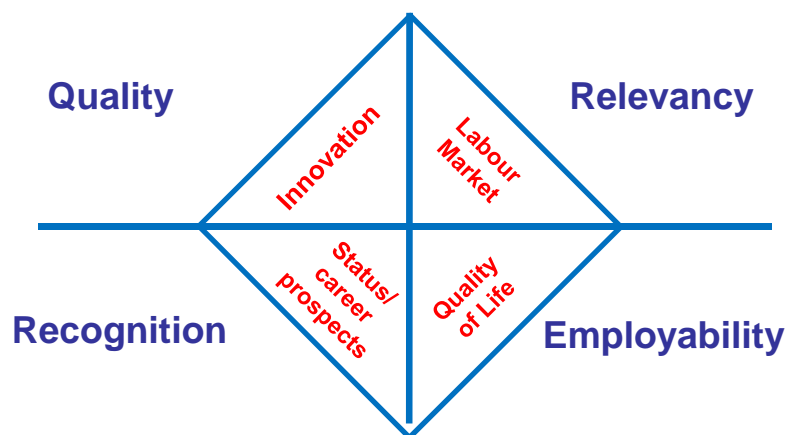
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8th September 2016



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Attractiveness of VET: influencing factors



National contexts affect the extent of influence of each factor and help explain why enrolment in upper-secondary VET ranges from 77% of all upper-secondary students in Austria to 24% in Hungary.

Source: Cedefop 2013; Eurostat, 2014



Measures to raise attractiveness of VET

Easier access to higher education through the VET route
(e.g. Belgium, Germany, Cyprus, Poland and Italy)

Campaigns to attract young people to VET,
(most Member States)

Skill competitions
(e.g. Estonia, Spain, Hungary, Portugal and Finland)

Improvements to guidance and counselling services
(e.g. Bulgaria, France, the Netherlands and the UK).

Including VET elements into lower-secondary education
(e.g. Belgium, Bulgaria, Denmark)

Source: Cedefop, 2013



Benefits of work-based learning

People whose studies involved work-based learning are more likely to find a job and to find a more skill-intensive job

Talking numbers

In 2014 in the EU, the average employment rate of upper-secondary level VET graduates aged 20 to 34 was 76.9%, compared to 70.6% for general education graduates

Attractiveness increases when VET qualifications have currency on the labour market.

Source: Cedefop European skills and jobs survey, 2014; Eurostat



Scope for increasing attractiveness of VET through work-based learning

Talking numbers

Only around **1 in 7 upper-secondary students** is in a vocational course that combines school and work-based learning

Around **40% of adult employees*** have completed education or training involving some work-based **learning**.

Only **25% of 24 to 34 year-old graduates** in humanities, languages and arts, economics, business and law completed education or training involving some work-based learning



*aged 24 to 65

Source: Cedefop European skills and jobs survey, 2014; Eurostat, 2014



Scope for increasing the attractiveness of VET through work-based learning

Talking numbers

62% of adult employees* in professional, scientific or technical services completed studies *only* in an educational institution

Future jobs will combine technical and behavioural skills

Employers want 'soft skills' but **only 25% of enterprises** in the EU offer apprenticeships.



*aged 24 to 65

Source: Cedefop European skills and jobs survey, 2014; Eurostat, 2014



Supporting social partner and employer engagement

Financial incentives
for learners and employers

European alliance for apprenticeships
creating partnerships and new forms of cooperation between

ETUC's *Quality Framework for Apprenticeships and work-based learning*

20 quality standards and criteria to meet them

The *Skills Agenda for Europe*: skills guarantee
70 million Europeans lack adequate reading and writing skills;
and even more have poor numeracy and digital skills



Attractiveness of VET: work-based learning as a competitive strategy

Talking numbers

53% of adult employees* had to learn new things
continuously as their job tasks change

For 83% of adult employees* their jobs have become
more difficult

26% of adult employees* lack the skills they need for
their job



*aged 24 to 65

Source: Cedefop European skills and jobs survey, 2014



Attractiveness of VET: Employers as educators

Talking numbers

41% of adult employees* need only basic literacy skills to do their job and 33% need only basic or no ICT skills at all

25% of adult employees* underuse their skills, despite their qualifications matching their job

27% of adult employees* are in 'dead-end jobs' with only limited potential to develop

29% of highly-qualified workers are overqualified for their jobs



*aged 24 to 65

Source: Cedefop European skills and jobs survey, 2014; Eurostat, 2014



Thank you

For more information see:
www.cedefop.europa.eu

