Future of jobs - Future of VET

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#EFVET17
Current VET

The changing provision of VET since early 90s

 عشرات

- VET has matured into a major constituent part of the E&T system during the period
- VET is currently ‘in fashion’ reflecting the attention to skills mismatch in the economy
Is VET under threat?

• VET enrolment among upper secondary students is decreasing in Europe since 1995

BUT

• The reliability of international data is under question
  • The evolution of VET influences statistics
Based on Cedefop evidence:
Enrolment in IVET at upper secondary level marks **stability** rather than decline

- Demographic changes → drop in the total number of young people attending upper secondary E&T

- VET has been able to retain its position relative to general education at this level
The blurring borderlines of VET influence data collection and analysis

VET and GE

IVET and CVET
Future of jobs
Future of VET

The challenge of demographic changes

• VET providers pushed into a market environment to survive

• Countries seeking new sources of skills supply
  ➢ Emphasis on accrediting skills acquired informally
  ➢ Making more efficient use of skills of migrants
Future of VET

The pressure of technological change

- Skills systems need to be flexible in responding to the emergence of new skills / new occupational standards
- A tension between focusing on narrow occupational skills or transversal skills
- Schools competing to keep skilled teachers
- Access to the latest technologies often limited
- The funding of VET is under considerable pressure
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Poses the dual role of VET for **excellence** and **inclusion** into the focus
Social inclusion
Who are at risk of social exclusion?

- Long term unemployed
- Early school leavers
- Low skilled adults
- Youth at risk
VET suffering from high drop out rates (?)
Multiple causes lead to drop out from VET

Supply of apprenticeships

Working conditions

Working hours

Attraction of the labour market

Size of the company

Requirements of the profession

Distance to job/apprenticeship

Low pay (apprenticeships)

Fit with the company

Bankruptcy (apprenticeship)

Understanding of the labour market

Availability of unqualified jobs

Selectiveness of companies

Image of the profession

Need for money
Should we blame VET?
What do Europeans think about vocational education and training (VET)?
Advised against taking VET

51% respondents in Hungary

48% respondents in Romania

47% respondents in Italy
New evidence on the positive role of VET

Prevention

Retaining young people in E&T

Remedy

Re-engaging them back to E&T
New **Evidence** on the positive role of VET

<table>
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<tr>
<th>PREVENTION</th>
<th>REMEDY</th>
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<tr>
<td>• The majority of those at risk of EL who shift to VET ➔ graduate</td>
<td>• 1/3 of people with drop-out experience achieve upper-secondary qualification</td>
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<tr>
<td>• High participation in VET ➔ low drop out rates</td>
<td>• Most of them achieve VET qualifications</td>
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<td>• High incidence of apprenticeships ➔ lower rates of early leaving</td>
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Retaining young people in E&T  Re-engaging them back to E&T
What tools are available?

- **A range of tools for tackling early leaving from education and training, drawn from successful VET practices, including instruments developed as part of projects funded by the European lifelong learning and Erasmus+ programmes.**

- **Good practices** – successful measures implemented in different EU countries to tackle early leaving.

- **Quick wins** – relatively simple activities that can contribute to tackling early leaving.

- **Self-reflection tool for policy-makers** to identify the strengths and weaknesses of policies put in place.

- **Evaluation plans** for policy-makers or VET providers to design an appropriate monitoring and evaluation approach.

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