EU VET policy and programme: opportunities for cooperation between VET stakeholders

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Students in upper secondary vocational as % of the total number of students in upper secondary education (ISCED 3) - 2006

Secondary VET an EU average of 50% of all students
The skills agenda:
- Right skills for young people
- Updating, up-grading and matching adults skills

VET prepares individuals for today's society and ensure Europe's future competitiveness and innovation

VET contributes to

Reduce the school drop out rates to less 10 %

Reach 40% of 30-34 years old having completed tertiary or equivalent education
Tradition in VET policy

Social partners involved in the political process

CEDEFOP provides evidence and expertise

Lisbon treaty Art. 165 & 166

Copenhagen process
Copenhagen process aims to improve the performance, quality and attractiveness of VET

**The political process**
Agreeing common goals and objectives; inspiring national reforms

**Developing common tools**
Common frameworks and tools; transparency and quality of competences and qualifications, facilitating mobility (Europass, EQF, ECVET, EQAVET….)

**Fostering mutual learning**
Supports cooperation, working together, learning from others, sharing ideas, experience and results; evidence based policy making

**Involving stakeholders**
Enables their contribution to common goals
A new agenda for VET

Bruges Review → Process of DELIVERY of results up to 2020

- Coherent with EU2020 and E&T 2020 OMC
- Regular monitoring of progress
- Supported by EU programmes (LLP, SFs)
- Structured cooperation with third countries
A new impetus for 2020

VET should be:
- Attractive
- Accessible
- Flexible
- Inclusive
- Supporting mobility
Lifelong Learning Programme (LLP)
…the EU flagship programme in education & vocational training

Art. 1:
“(…) contribute through lifelong learning to the development of the Community as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations.

(…) foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference.”
(COM(2006)236 final)
The LLP umbrella

- Comenius: Education
- Erasmus: Higher education & advanced training
- Leonardo da Vinci: VET
- Grundtvig: Adult education

≥ 13%
≥ 40%
≥ 25%
≥ 4%
Leonardo da Vinci (LdV)

contributes to:


1. Increase working and learning mobility

2. Support participants’ personal development (soft & language skills), employability in the National and European labour market

3. Motivate young people to complete upper secondary education

4. Modernise Education and Training systems

5. Make a European VET area a reality
Erasmus for all – 2014-2020

Existing programmes

- Lifelong Learning Programme
  - Grundtvig
- Erasmus
- Leonardo
- Comenius

- Youth in Action Programme

International higher education programmes: Erasmus Mundus, Tempus, Alfa, Edulink, Bilateral Programmes

A single integrated programme

Erasmus for All

1. Learning Mobility
2. Co-operation projects
3. Policy Support

Specific activities:
- Jean Monnet
- Sport
Budget – by type of action

- Key Action 1: Learning mobility of individuals (63%)
- Key Action 2: Cooperation for innovation and good practices (25%)
- Key Action 3: Support for policy reform (4%)
- Operational grants to National Agencies (3%)
- Administrative expenditure (2%)
- Jean Monnet Initiative (2%)
- Sport Action (1%)
3 Key actions

Key action 1:
Learning mobility of individuals

Key action 2:
Co-operation for innovation and good practices
Sector Skills Alliances

Key action 3:
Support for policy reform
Why a sectoral approach?

1) **Support articulation** between a **comprehensive approach** on skills, occupation, training system, and qualification structure and the **management** of skills

2) **Facilitate** the **transparency** of curricula and qualifications

3) **Contribute** to improve **communication** between social partners, competent authorities, and VET providers.
Erasmus for all:
The Sectoral Skills Alliances

1) Bring education closer to labour market in order to better match VET provision with skills needs -> improve economic sectors competitiveness:
   > implementing the “New skills for jobs” agenda…

2) Promote innovation, mutual trust and mobility tools
   > developing and recognising learning outcomes (ECVET, EQF…), quality assurance (EQAVET)…

3) Increase employability and adaptability of individuals

4) Outcomes dissemination
   > (Internet platforms, guidance services, human resource managers, VET schools)
Sectoral Skills Alliances – 2012 Specific Call

-Large-scale projects in 5 economic sectors:
  -Automotive
  -Health and social work
  -Tourism and catering
  -Energy saving including sustainable construction
  -Aeronautic industry

-With at least 5 partners covering 5 LLP participating countries
  ➢Bringing together: VET providers, enterprises / world of work, and VET policy makers or public authorities

➢At least one representative from each category of partner
Sectoral Skills Alliances – 2012 Specific Call-beneficiaries

**VET providers:**
- Public or private vocational training establishments, centres and bodies.
- Universities including research centres and bodies.
- Awarding bodies.

**Economic actors**
- European or national sector, trade or professional organisations.
- Social partners organisation.
- Cultural, creative and design bodies.
- Economic and development agencies.
- European or national economic, social or skills councils or observatories.
- Large enterprises, SMEs, craft industry.

**VET policy makers or public authorities**
- Guidance and service counselling.
- National, regional and local regional bodies and public authorities.
- Awarding bodies.
Next steps

- April 2012: SSA pilot projects call for proposals
- January-February 2013: Pilot projects’ kick off.
- 2014-2020: 202 Sectoral skills alliances – 174 Millions Euros
... Also need for consistent EU policies

DG EAC
Supporting VET policy development at EU level

EU sector skills councils
Social dialog

Strong coordination needed in particular on interfaces with other DGs (RTD, EMPL, ENTR...)
Thank you!

Questions, suggestions, remarks?