Lifelong Learning and Employability

First Coimbra Group High-Level Workshop

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Assessment and future development of strategies for Lifelong Learning and Employability in Europe
European Processes


Lisbon European Council (2000)

Copenhagen Declaration (2002)
The top 8 high priority shortage occupations in the EU

- ICT professionals
- Medical doctors
- STEM professionals
- Nursery and midwifery
- Teachers
- Cooks
- Welders
- Truck drivers

Forecasts: occupations & qualifications

- Professionals and technicians & associate professionals
- ‘Traditional workers and craftsmen’
  - Elementary occupations
- Highly qualified in ‘traditional workers and craftsmen’ jobs

Replacement needs create jobs in all sectors / occupations / qualifications
Future jobs will combine technical and behavioural skills
Technology/digitisation replaces jobs also in services, routine tasks replaced at all qualification levels

Employers want ‘soft skills’ but only 25% of enterprises in the EU offer apprenticeships

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

*aged 24 to 65
Source: Cedefop European skills and jobs survey, 2014; Eurostat, 2014

Source: Cedefop’s OSP methodology
The common EU tools

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Common challenges

- Digitalisation
- Automation
- New skills, New Jobs
- Work based learning
- Validation of informal, non-formal learning
- Inclusion
- Excellence

→ Employability
Common pathways
Common language

- Qualifications Frameworks
- Quality Assurance
- Credit System
- Certification
- Learning Outcomes
- Mobility
- Permeability
Key to bridging the world of education (VET/University) with the world of employment is the shift to Learning Outcomes.
Analysing qualifications

A **qualification** is the **formal** outcome of an **assessment** and **validation process**, obtained when a **competent** body determines that an individual has achieved **learning outcomes** to **given standards**. (EQF Recommendation 2008)

The **definition is important as it helps to identify the key building blocks** of a qualification

- Learning outcomes
- Assessment
- Standards
- Recognition by an authorised body
Understanding Lifelong Learning & Employability

- Socio-economic/labour market perspective
- Pedagogical/epistemological perspective
- Education system perspective
Main message

The **shift to learning outcomes** is gaining speed in VET and HE

- Comparative overview and analysis in 33 countries
- 10 case studies in faculties educating future teachers in 9 countries
- In total 272 persons interviewed
Learning outcomes catalysts for systemic reforms

✓ Significant progress but **uneven** across countries and subsystems – different starting points – different speed

✓ **NQFs** the main **driver of progress** – increased awareness of stakeholders

✓ LLL strategies – qualifications reforms – LO approaches – validation of non-formal learning

✓ **Key role of European processes**, instruments and programmes
Learning outcomes approaches in VET, HE, GE

✓ **VET**: LOs or competence-based approaches *well embedded*
✓ **HE**: important progress made during the last decade (while lagging behind VET in 2007-09) BUT progress uneven across institutions and disciplines
✓ **GE**: has yet to embrace learning outcomes
✓ **AE** policies on lifelong learning and validation play a role
Users and uses of learning outcomes
Implementation of LOs: some important factors

✓ Collaboration and cooperation between stakeholders – vital in all phases – **TRUST** to develop

✓ Allocation of **appropriate time** for stakeholder learning seems to be key:

‘paradigm shift takes time, ‘changes are time-` consuming’
Concerns..

at policy level
✓ Are Learning outcomes a policy hype – a fashion soon to disappear?
✓ Can LOs reduce local and institutional autonomy, imposing unhealthy top-down management?
✓ Are LO defined by too narrow a group of stakeholders?
✓ Do we impose unnecessary bureaucracy?

at practitioner level
✓ Do we risk to reduce the scope and richness of learning?
✓ Do we undermine the vision of open and active learning?
✓ Do we decrease rather than increase transparency?
Defining and writing learning outcomes for vocational education and training – A European Handbook

Purpose and scope

Not a question of re-inventing the wheel

......However, there is a need

➢ to bring together experiences
➢ to encourage exchanges across different parts of the ET system
➢ to encourage cross-country exchanges
➢ to make it clear where resources exist
➢ to identify existing networks and cooperation platforms
The added value of a ‘handbook on learning outcomes’

- It draws on **existing documentation** in the form of examples and guidance material.
  - A database of LO examples from VET and HE
  - A collection of guidance material
  - An overview over research literature
  - An overview over existing networks and communities of practise

- It relies on it being used as a **support to mutual learning** and communities of practise
Employment

Education
Thank you for your attention!

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