



CEDEFOP

European Centre for the Development
of Vocational Training



Lifelong Learning and Employability

First Coimbra Group High-Level Workshop

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Brussels, 24 January 2018



European Parliament



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

European Processes

Bologna Process (1999)



Lisbon European Council (2000)



Copenhagen Declaration (2002)



Forecasts: occupations & qualifications

-  professionals and technicians & associate professionals
-  'traditional workers and craftsmen' elementary occupations
-  highly qualified in 'traditional workers and craftsmen' jobs

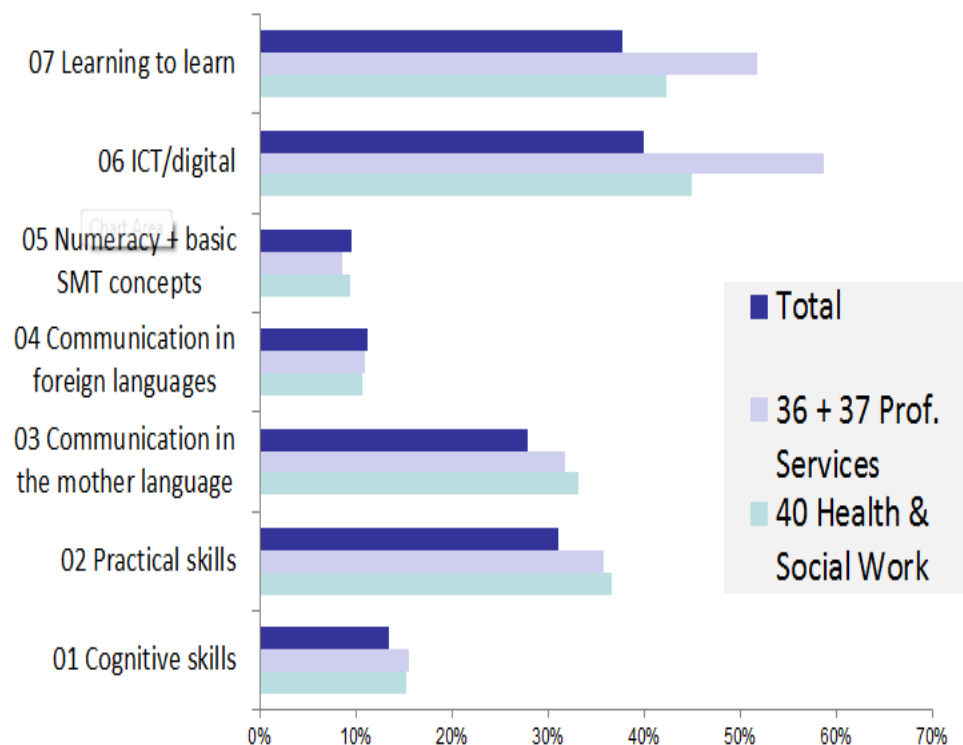
replacement needs create jobs in all sectors / occupations / qualifications

The top 8 high priority shortage occupations in the EU

- ICT professionals
- medical doctors
- STEM professionals
- nursery and midwifery
- teachers
- cooks
- welders
- truck drivers

Future jobs will combine technical and behavioural skills

Technology/digitisation replaces jobs also in services, routine tasks replaced at all qualification levels



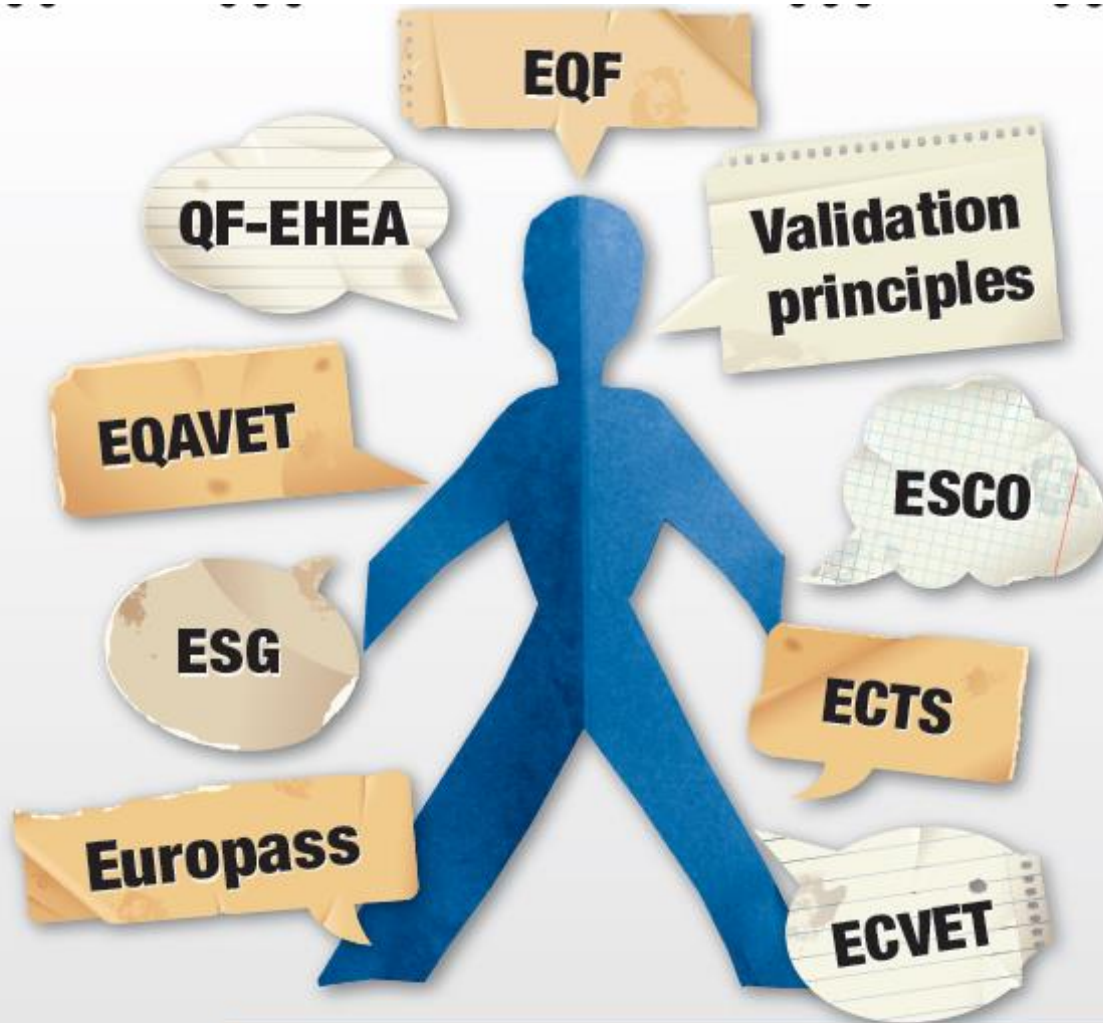
Source: Cedefop's OSP methodology

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



EQF	European qualifications framework
QF-EHEA	Qualifications framework for the European Higher Education Area
EQAVET	European quality assurance reference framework for VET
ESG	Standards and guidelines for quality assurance in the European Higher Education Area
Europass	CV, Language Passport, Certificate Supplement, Diploma Supplement, Mobility
ECVET	European credit system for VET
ECTS	European credit transfer and accumulation system for HE
Validation principles	Common European principles on validation on non-formal and informal learning
ESCO	European terminology on skills, competences, occupations and qualifications

The common EU tools



**BOLOGNA
COPENHAGEN**

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

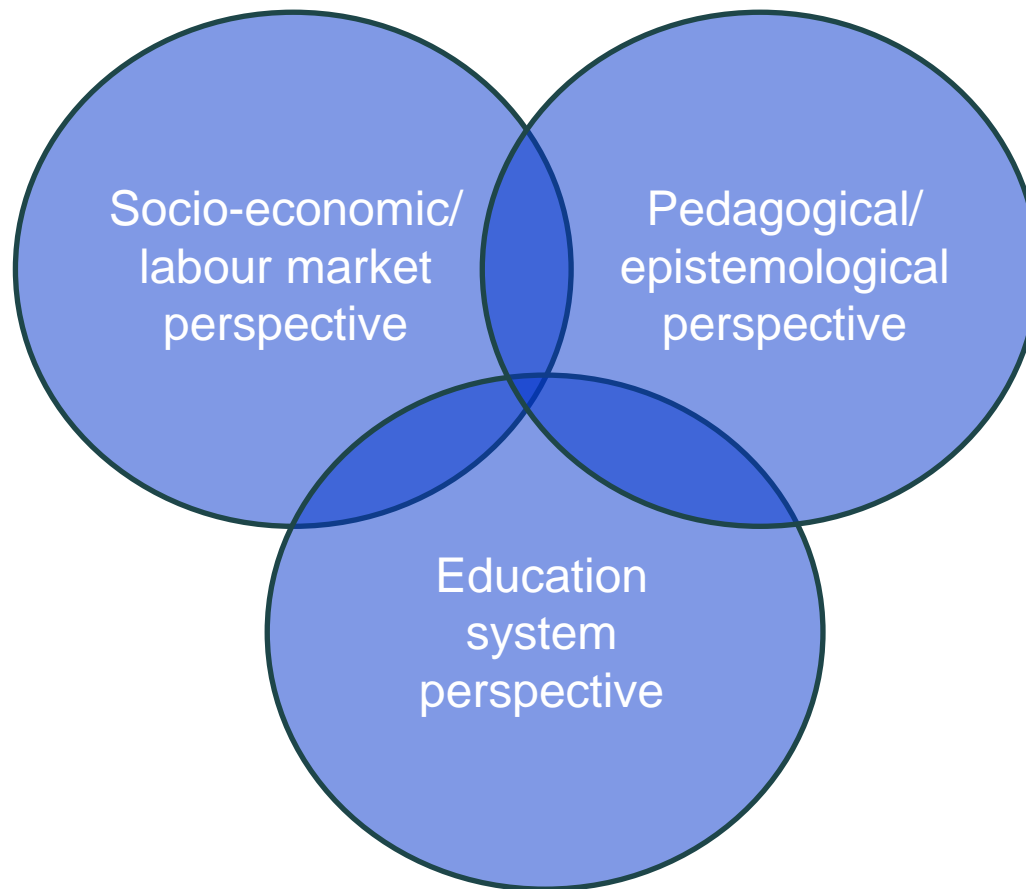
A **qualification** is the formal outcome of an assessment and validation process, obtained when a competent body determines that an individual has achieved learning outcomes to given standards.
(EQF Recommendation 2008)

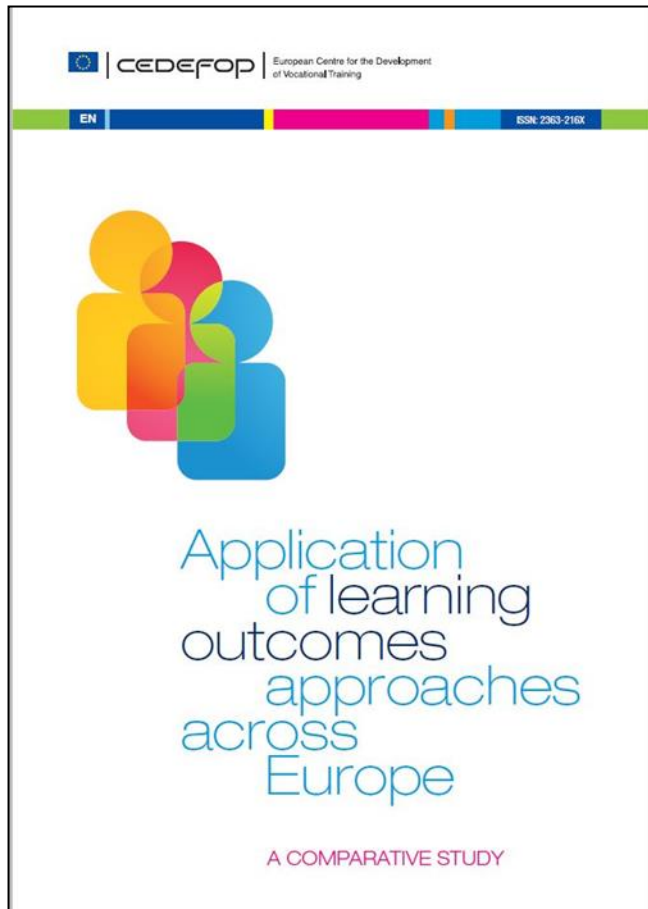
The **definition is important as it helps to identify the key building blocks** of a qualification

- Learning outcomes
- Assessment
- Standards
- Recognition by an authorised body



Understanding Lifelong Learning & Employability





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

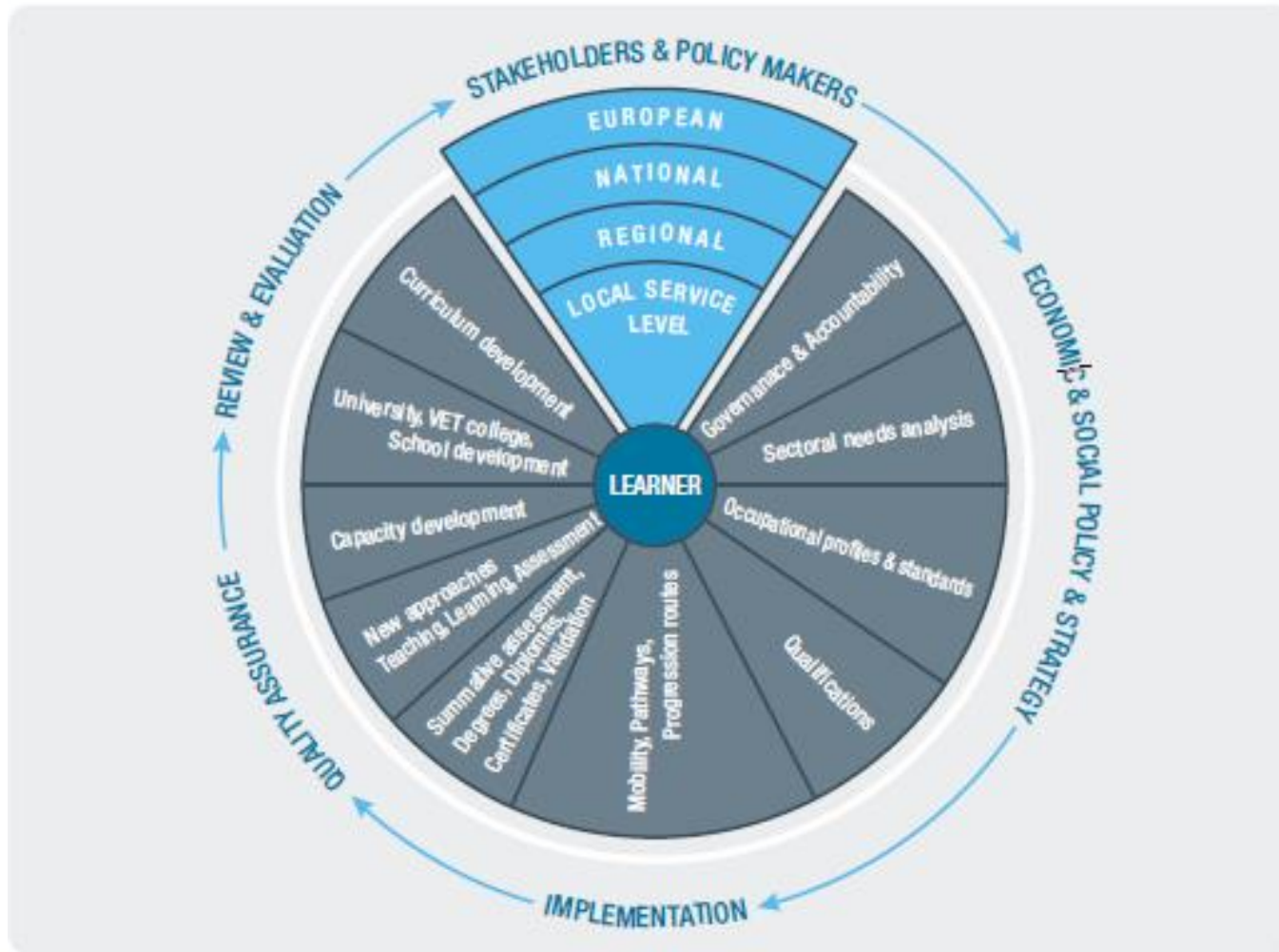
- ✓ Significant progress but **uneven** across countries and subsystems – different starting points – different speed
- ✓ **NQFs** the main **driver of progress** – increased awareness of stakeholders
- ✓ LLL strategies – qualifications reforms – LO approaches – validation of non-formal learning
- ✓ **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?

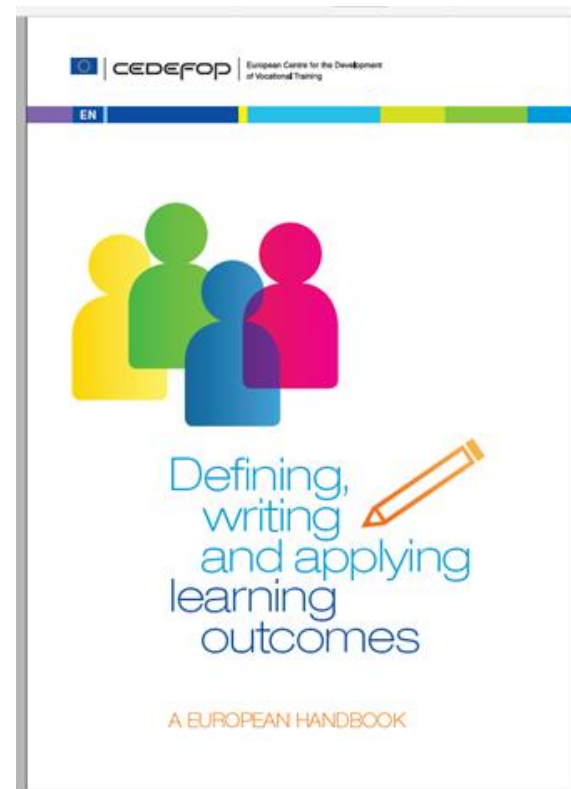


Defining and writing learning outcomes for vocational education and training – *A European Handbook*

Purpose and scope

Not a question of re-inventing the wheel
.....However, there is a need

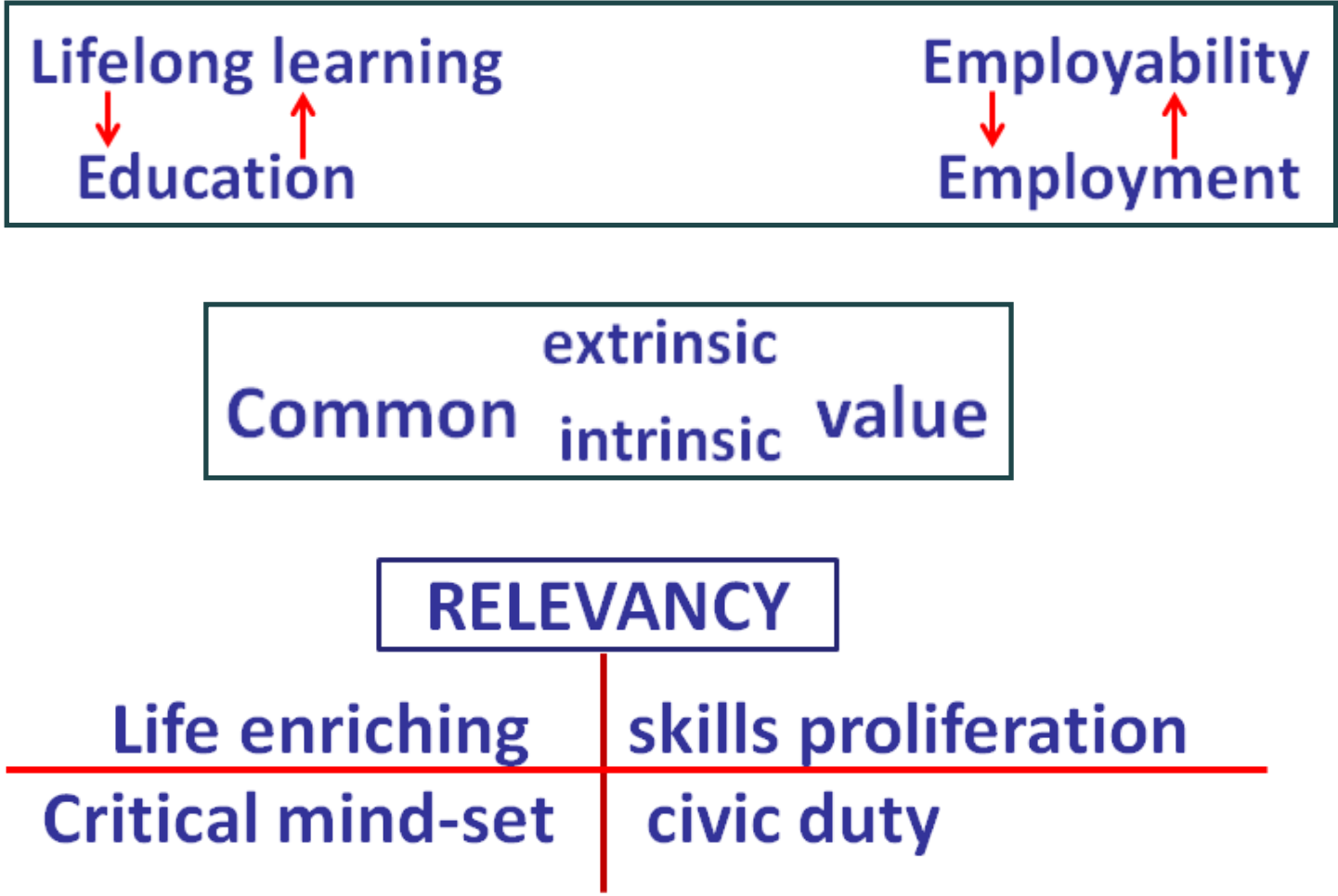
- to bring **together experiences**
- to encourage **exchanges** across different parts of the ET system
- to encourage **cross-country** exchanges
- to make it clear **where** resources exist
- to identify **existing networks** and cooperation platforms



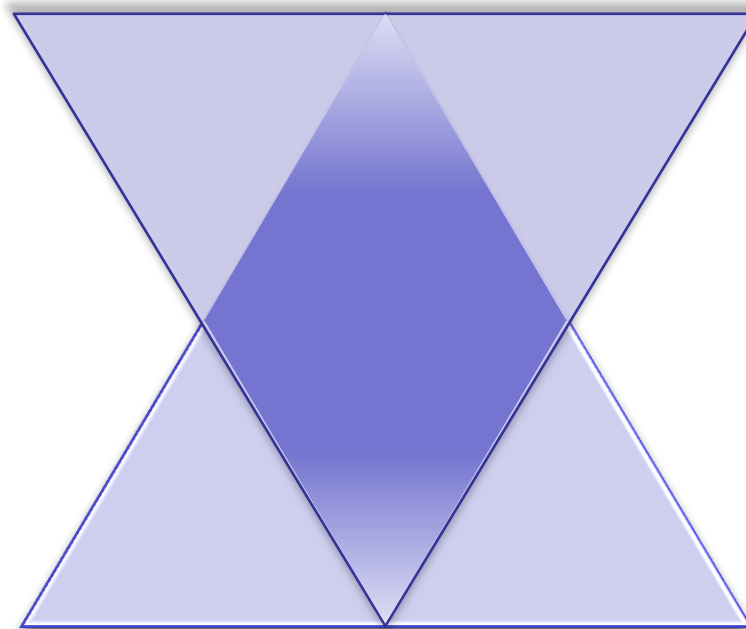


The added value of a 'handbook on learning outcomes'

- 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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skillset AND MATCH
CEDEFOP'S MAGAZINE
PROMOTING
LEARNING FOR WORK

CEDEFOP
MARCH 11 / SEPTEMBER 2017

HOW DOES VOCATIONAL TRAINING FOR THE LONG-TERM UNEMPLOYED
IMPROVE THEIR EMPLOYABILITY? INSIGHTS FROM THE EUROPEAN UNION
RETURNING TO THE LABOUR MARKET: A CHALLENGE FOR EDUCATION AND TRAINING
SPECIAL DOUBLE ISSUE

**Cedefop opinion survey
on vocational education
and training in Europe**

BRIEFING NOTE

PEOPLE, MACHINES, ROBOTS AND SKILLS

Technological unemployment is a recurring theme, but addresses in the digital age will depend on human, not artificial, intelligence.

While forecasts that nearly half of jobs in advanced economies may be automated out of existence, excitement at the prospect of what the World Economic Forum says is a Fourth Industrial Revolution is tempered by worries that people will lose their jobs to robots and machines, or be unable to find suitable work in the ever-changing age.

Change is certainly happening. Cedefop's European-wide survey (ENET) (1) found that across the 28 European Union (EU) Member States, 63% of adult respondents have seen the workplace they work in change in the past five years, making some predict it will continue to do so. 67% have seen changes in working methods or conditions. Some

industries are changing faster than others. 37% of adult respondents in ICT have seen changes in their area during the past five years compared to 25% of those in manufacturing and catering (Figure 1).

Before drawing conclusions about the future, it is important to understand the different ways technology is changing the world of work: job substitution, job creation and job transformation.

(1) Conducted in 2014, the ENET gathered information on how the 100 000 adult EU28 adult respondents (40 000 across the 10 countries for each of the 10 EU28 member states) have seen their workplace change in the past five years.

Figure 1. Adult respondents who responded that their workplace had changed in the past five years (EU28, 2014)

Industry	Percentage
Information and communication	37
Manufacturing and construction	25
Transport and storage	24
Accommodation and food service activities	23
Wholesale and retail trade	22
Health and social work	21
Education	20
Administrative and support activities	19
Finance and insurance	18
Real estate activities	17
Arts, culture and recreation	16
Other services	15
Energy and water supply	14
Other manufacturing	13
Other services	12

Source: Cedefop, based on data from the ENET survey.

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