



CEDEFOP

European Centre for the Development
of Vocational Training

Progress in work-based learning (WBL) in Europe

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3rd European Monitoring Conference NetWBL “Work-based Learning 2020”

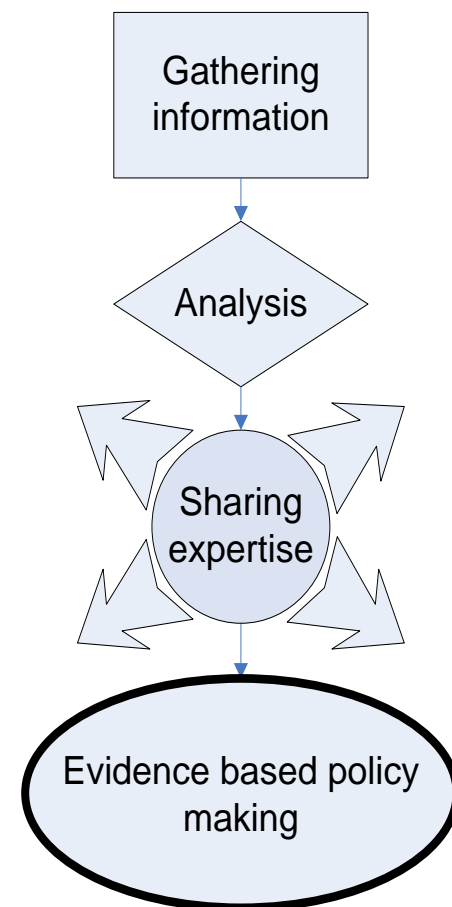
28 – 29 June 2016, Berlin

1. Progress in WBL



2. Overview Cedefop work

- Research on VET
- Report on VET policy developments in Europe
- Promote knowledge-sharing
- Support common European tools, EAfA etc.



1. Progress in WBL

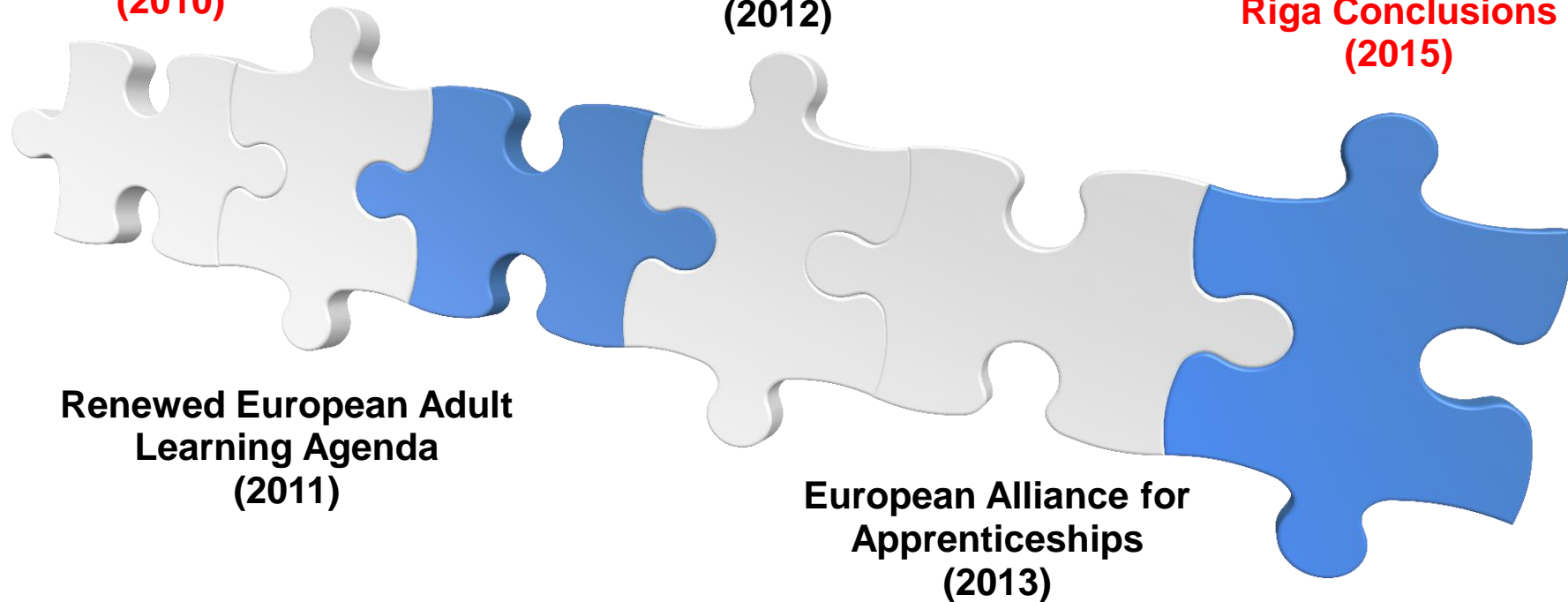


Policy background: WBL for learners of all ages

**Bruges Communiqué
(2010)**

**Rethinking Education
(2012)**

**Riga Conclusions
(2015)**



Policy background: WBL as key objective

Bruges communique, 22 short term deliverables (STDs) 2010-14

STD 5: “...make the necessary arrangements to maximise work-based learning, including apprenticeships...”

Riga conclusions, 5 medium term priorities (MTDs) 2015-20

MTD 1: “Promote work-based learning in all its forms, with special attention to apprenticeships ...”

Cedefop policy reporting

- EU Member States, Iceland, Norway, 4 candidate countries
- Focus on national policies
- Information sources: ReferNet, various studies, statistical data, ETF
- Pre-defined policy options,
i.e. possible ways of addressing each deliverable

Monitoring 2010-2014 – results on WBL

STD 5: Maximising WBL / apprenticeships



Monitoring 2010-2014 – results on WBL

- Range of initiatives to support WBL already in place before 2010, but many countries have adjusted policies and measures since then
- WBL: strategic priority in nearly half the countries; increasing attention in candidate countries
- Trend towards apprenticeship revival



Cedefop monitoring report on vocational education and training policies 2010-14

Outlook: Future priorities



MTDs 2015-2020	High	medium	low
1. WBL	22/23	1/23	0/23
2. Quality assurance	8/23	14/23	0/23
3. Access to VET and qualifications	14/23	6/23	1/23
4. Key competences	11/23	8/23	2/23
5. Teachers and trainers	13/23	6/23	1/23

*! Preliminary results !
 State of play: 01.06.2016;
 response by country DGVTs; 1/3 of countries still missing*



2. Overview Cedefop work

Overview: Cedefop work on WBL

1. **Reporting on VET policies and systems**
2. WBL and apprenticeship-type schemes (ReferNet articles)
3. Conferences, e.g.
Apprenticeships in SMEs (2015); Policy learning forum (2017)
4. Working groups:
 - Europe 2020 working group on VET
 - Europe 2020 working group on adult learning
 - Inter-agency group on WBL (Cedefop, ETF, ILO, OECD, UNESCO)

Overview: Cedefop work on WBL

5. **Research**, e.g.:

- Apprenticeships for adults (planned)
- Apprenticeships: A cross-national overview (ongoing)
- Governance and financing of apprenticeships (2016)
- European skills and jobs survey (ESJ) (2015)
- WBL in CVET (2015)
- WBL 'Return to work' programmes for adults (2013)

Research: WBL for adults

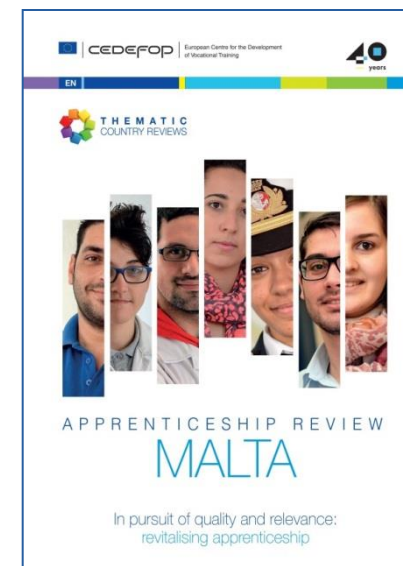
- Inequalities
- Lack of data
- Less institutionalised
- Lack of clear and coherent strategies and initiatives

 **Potentials of WBL for adults not fully used!**

Overview: Cedefop work on WBL

6. Thematic Country Reviews on apprenticeship-type schemes

- Lithuania and Malta (2014-15)
- Greece, Italy, Slovenia (2015-16)



Cedefop Thematic Country Reviews (TCRs)

Aims:

- Support national policy-makers in their development/reform of apprenticeship
- Develop, test and validate a tool to review national developments on apprenticeship at national level
- Expand knowledge on apprenticeship across Europe

Cedefop Thematic Country Reviews (TCRs)

3 pillars

Common
analytical
framework

Cedefop Thematic Country Reviews (TCRs)

Analytical framework

- Place in the ET system
- Governance structures
- Training content and learning outcomes
- Cooperation among learning venues
- Participation of and support to companies
- Requirements and support to teachers and in-company trainers
- Financing and cost-sharing mechanisms
- Quality assurance
- Apprentice's working and learning conditions
- Responsiveness to labour market

Cedefop Thematic Country Reviews (TCRs)

3 pillars

Inclusive,
participatory and
collaborative
approach and
policy learning

Common
analytical
framework

Evolving,
iterative
methodological
approach

Example: TCR review priority areas in Lithuania

Governance structures

- Roles and responsibilities

Participation of and support to companies

- Selection
- Support needed

Cooperation among learning venues

- Distribution of content
- Sectoral training centres
- Teachers and trainers

Quality assurance

Conclusions

- WBL has been developing dynamically
- WBL continues to be high priority on policy levels
- Potentials of WBL not fully used for all, e.g. adults
- Importance of informal learning and 'job quality'
- Apprenticeships might not work in all contexts / sectors, other forms of VET / WBL may be more effective and efficient

Thank you for your attention!

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