

Trends in VET in Europe and CEDEFOP

eBCM-VET Final Conference

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NATIONAL BOARD OF EDUCATION

Matti Kyrö
Finnish National Board of Education
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Matti.kyro@oph.fi
www.oph.fi

For learning and competence

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- ◆ established in 1975
 - ◆ helps to promote and develop vocational education and training in the European Union
 - ◆ reference centre for vocational education and training
 - ◆ one of the first specialised and decentralised agencies set up to provide scientific and technical know-how in specific fields

- ◆ Cedefop's tasks are to:
 - compile selected documentation and analyses of data;
 - contribute to developing and coordinating research;
 - exploit and disseminate information;
 - encourage joint approaches to vocational education and training problems;
 - provide a forum for debate and exchanges of ideas

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- ◆ Director – Ms. Aviana Bulgarelli
 - ◆ Directorate
 - ◆ Internal Auditor
 - ◆ Public Relations and Communication
 - ◆ Area A - Developing Research
 - ◆ Area B - Reporting on VET Developments
 - ◆ Area C - Exchange and Supporting Partners
 - ◆ Area D - Documentation and Dissemination
 - ◆ Area E - Administration
 - ◆ Brussels Office

Guidelines for development of education and training in Europe

- ◆ Lisbon Council in 2000
- ◆ Copenhagen process in 2002
- ◆ Communiqué at Maastricht in 2004
- ◆ Communiqué at Helsinki in 2006

Guidelines for development of education and training in Europe

- ◆ making VET more responsive to demographic change
- ◆ new demands at the workplace as well as the needs of people at risk of social exclusion
- ◆ encouraging more learners and employers to participate in VET
- ◆ improving the overall quality of VET systems.

Developing lifelong learning in Europe

- ◆ modernising VET is integral to Member States' strategies
 - ◆ European employment strategy to create more and better jobs
 - ◆ the joint approach for active social inclusion and the partnership for growth and jobs
- investing more in human capital, and better education and training to improve the skills of the European workforce.

Cedefop as an actor in development processes

- ◆ vocational education and training research and cooperation
 - research reporting
 - early identification of skill needs
 - Cedefop research arena (Cedra) and European research overview (ERO)
 - statistics and indicators in VET and lifelong learning
 - European journal of vocational training

Cedefop as an actor in development processes

- ◆ policy analysis and reporting
 - European VET policy report
 - national VET systems database (eKnowVet)
 - apprenticeship and other learning models
 - continuing vocational training
 - VET financing
- ◆ the role of social partners in VET

Copenhagen process 2002

- ◆ Four priorities for enhanced European cooperation in VET across Europe were identified
 - strengthening the European dimension;
 - improving transparency, information and guidance systems;
 - recognising competences and qualifications;
 - promoting quality assurance.



More concrete actions

- ◆ areas surrounding quality assurance and the transparency and recognition of qualifications
- ◆ single framework for transparency of competences and qualifications - Europass.
- ◆ a system of credit transfer for vocational education and training (ECVET)
- ◆ common criteria and principles for quality in VET
- ◆ common principles for the validation of non-formal and informal learning
- ◆ offering lifelong guidance with a European dimension.



Helsinki Communiqué

◆ Reviewed priorities

- policy focused on improving the attractiveness and quality of VET
- development and implementation of common tools for VET
- strengthening mutual learning
- taking all stakeholders on board



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