



Opportunities of globalisation for VET

Vocational education and training in Europe:
Taking stock and looking ahead
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Cedefop research

to what extent do VET systems review their national standards as a direct response to globalisation?

- ➔ globalisation in national VET strategies/policies, mechanisms through which VET systems respond to global developments

do European and international sectoral standards add value to national VET systems?

- ➔ whether European and international initiatives that develop VET standards are useful and help inform the revision of national VET systems

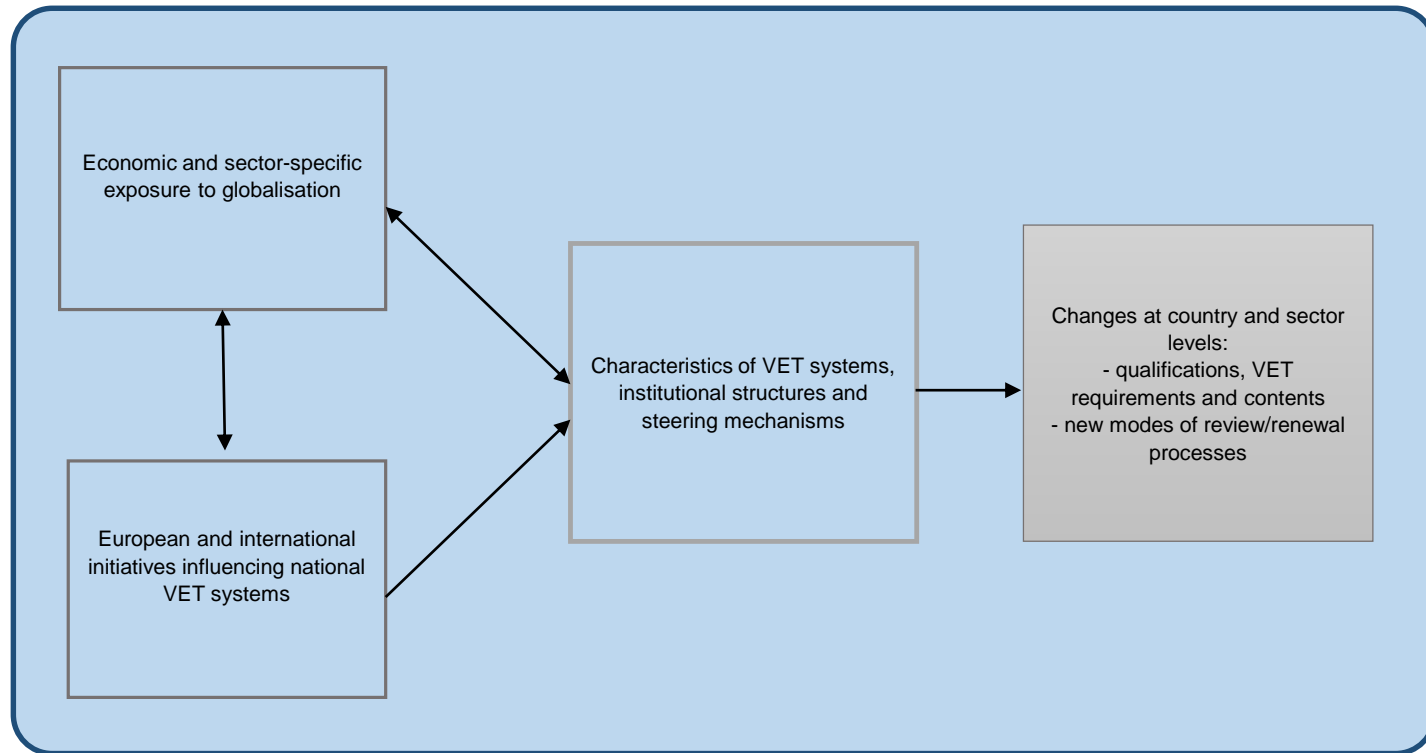
to what extent do European and international initiatives influence VET requirements and content?

- ➔ channels through which European and international initiatives inform VET revision in the countries and specific economic sectors



- 15 countries
- 5 economic sectors
 - ✓ Road Transport and Logistics
 - ✓ Hospitality
 - ✓ Automotive manufacturing
 - ✓ Information technology
 - ✓ Paramedics and emergency medical technicians
- 330 interviews

Analytical framework



Source: Cedefop (2018). Opportunities of globalisation for VET

European and international actors

Multinational companies

- ✓ setting skill and training standards
- ✓ setting up training academies
- ✓ awarding international qualifications



EU institutions that develop

- ✓ Training standards
- ✓ competence frameworks
- ✓ Qualifications frameworks

European & international organisations

- ✓ Develop standards as European and international benchmarks
- ✓ Organise skills competitions



European and international sectoral bodies

- ✓ Develop standards accepted in the sector
- ✓ accredit training providers
- ✓ set up International qualifications

Economic exposure to globalisation

Denmark

- Globalisation Council

Netherlands

- Internationalisation policy in HVET to

Country	Share of foreign workers in the workforce	Outward FDI as share of GDP	Inward FDI as share of GDP	Share of exports in GDP
Netherlands	4.1	182.0	97.5	83.4
Czech Republic	2.2	10.0	62.4	81.0
Estonia	13.6	27.6	83.6	78.6
Bulgaria	0.1			64.1
Switzerland	25.6	152.8	106.9	62.1
Denmark	8.3	56.0	30.4	55.7
Austria	4.1	55.8	43.7	52.9
Poland	0.3	4.7	38.5	49.5
Germany	10.0	39.8	23.4	46.9

Source: Cedefop based on Eurostat and OECD

- Nation (2015- the need for VET in global competition

- National strategic response to global challenges: the long term conception for development of education subsystems (2014)

FWKS as part of NQF to respond to changing skill needs in sectors

- Internationalisation in the 2014 lifelong learning strategy and implementing act

many

strategy on internationalisation of science &

national action plan on dual model

onia

Common characteristics of countries

	Country	Global Competitiveness ranking 2016	Share of FDI outward – FDI inward	Share of adults with highest numeracy scores	Participation in lifelong learning (2015)	IVET governance
Active players	Switzerland	1	46	n.a.	32.1	Coordinated
	Netherlands	4	65	17.0	18.9	Coordinated
	Germany	5	16	14.3	8.1	Coordinated
	United Kingdom	7	5	11.3	15.7	Liberal
	Finland	10	5	19.4	25.4	Participatory
	Denmark	12	26	16.6	31.3	Coordinated
	Austria	19	12	13.6	14.4	Coordinated
	France	21	23	8.3	18.6	Participatory
Aspiring countries	Estonia	30	-56	11.2	14.4	Statist
	Czech Republic	31	-52	11.4	8.5	Statist
	Spain	32	-4	4.1	9.9	Participatory
	Poland	36	-34	8.4	3.5	Statist
	Italy	44	7	4.5	7.3	Coordinated
	Bulgaria	50	n.a.	n.a.	2.0	Statist
	Greece	86	0	5.6	3.3	Statist

Source: Cedefop (2018). Opportunities of globalisation for VET

Globalisation pressure on VET systems

Ensure alignment with labour market needs

Responsive, Modular, WBL& apprenticeship, Open curricula,

Expressed particularly by system-level and sectoral-level stakeholders; automotive sector

Need for lifelong learning

Upskilling, reskilling, mobility across economic sectors

Expressed particularly by VET providers and sectoral-level stakeholders

Need for flexible learning pathways

New learning methods, permeability between E&T systems and career progression,

Expressed particularly by VET providers and sectoral-level stakeholders

Need for the recognition of VET qualifications

Recognition of skills and qualifications due worker's mobility in a global context,

Expressed particularly by stakeholders in the hospitality and logistics sectors

Tension between highly specialised and broader qualifications

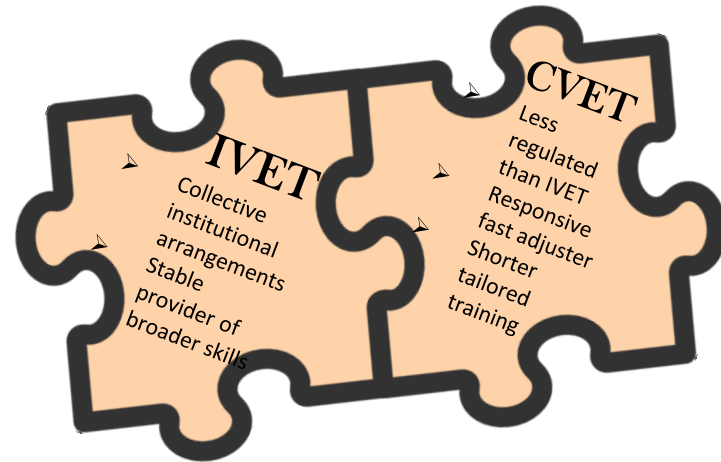
Highly specialised technical qualifications or broader ones including transversal skills?

Expressed particularly by system-level and sectoral-level stakeholders

Source: Cedefop (2018). Opportunities of globalisation for VET

Effective responses at national level

➤ Implementing coordinated VET strategies



➤ Increasing involvement of labour market representatives

- BG, CZ, EE, PL moving towards coordinated feedback mechanisms
- DIVA alliance with SQA and global ICT companies
- Federal advisory board of apprenticeship (AT)

➤ Empowering VET providers

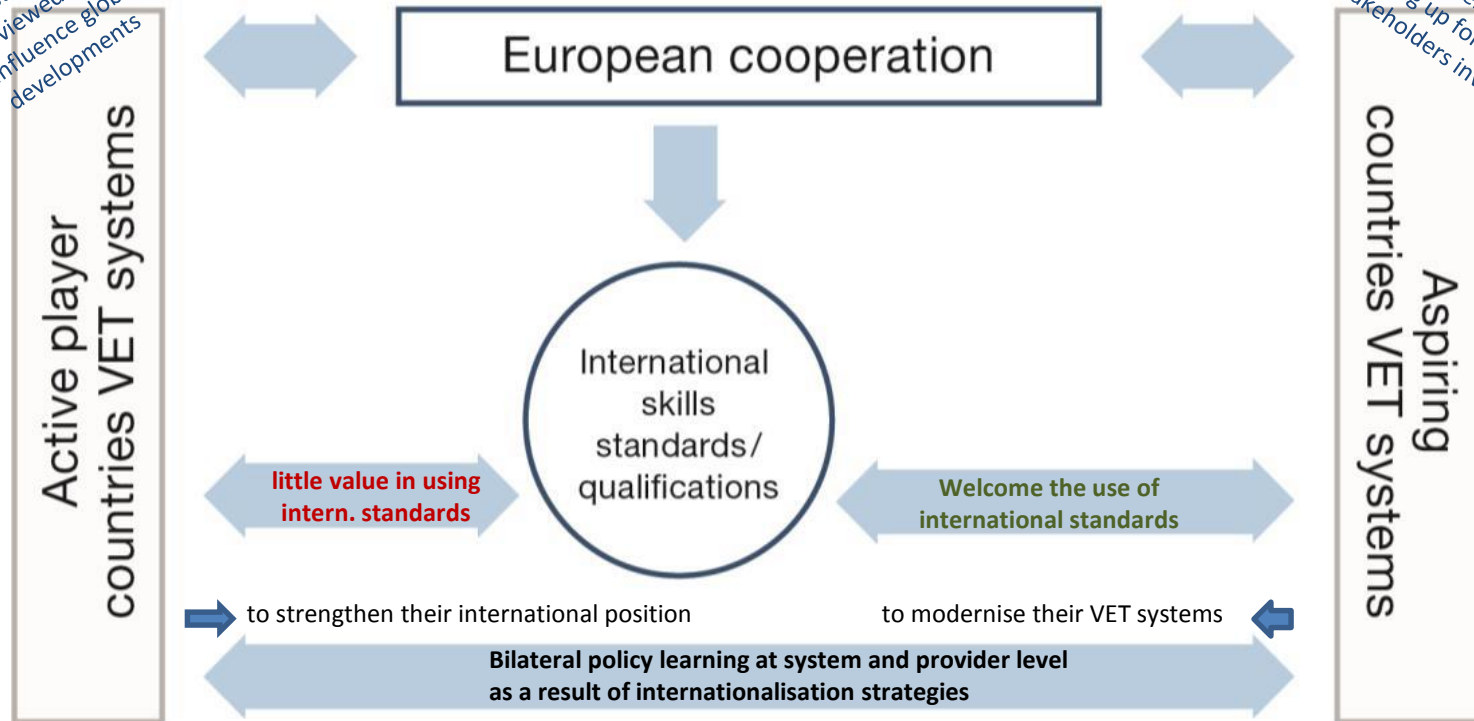
- establish local partnerships with companies
- Review programmes and delivery in line with international standards
- Support learners to acquire international qualifications



Influence of European and international initiatives

- ✓ High quality and relevant national standards
- ✓ More elaborated than international
- ✓ LM stakeholders involved
- ✓ Reviewed regularly
- ✓ Influence global developments

- ✓ See international standards as challenges
- ✓ Useful to address global
- ✓ Relevant to changing needs
- ✓ Benchmark for improvement
- ✓ Making up for limited stakeholders involvement



Source: Cedefop (2018). Opportunities of globalisation for VET



Strengthening European cooperation in VET

- Encourage cooperation between aspiring and active player countries
- European dialogue to develop common profiles and qualifications → build on national ones to facilitate mobility and recognition
- Sectoral standards at European level in areas where joint action is needed → security, migration, etc.
- Levelling of international qualifications through NQFs
→ Member States, EQF advisory group

Thank you for your attention

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