



CEDEFOP

European Centre for the Development
of Vocational Training



The changing roles of qualifications in governing the labour market

Thessaloniki, 27-28 September 2012

Working group 1 – Qualifications and the labour market



Question 1

- How important are qualifications in linking labour market and education, both as an **instrument of governance** and as **actual currency on the ground**?



Panteia
Research to Progress



Maastricht University *Leading in Learning!*

How qualifications govern occupations and professions

Bert-Jan Buiskool (Panteia)

Gregor Walz (Panteia)

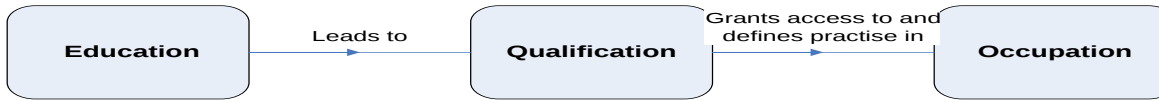
Sarah Schoenmaekers (Maastricht Univers.)



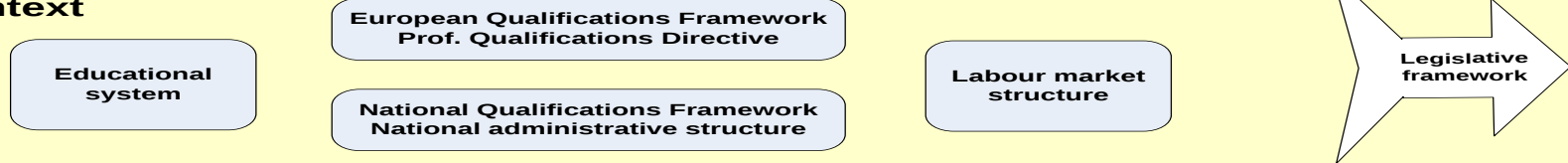
Education

Work

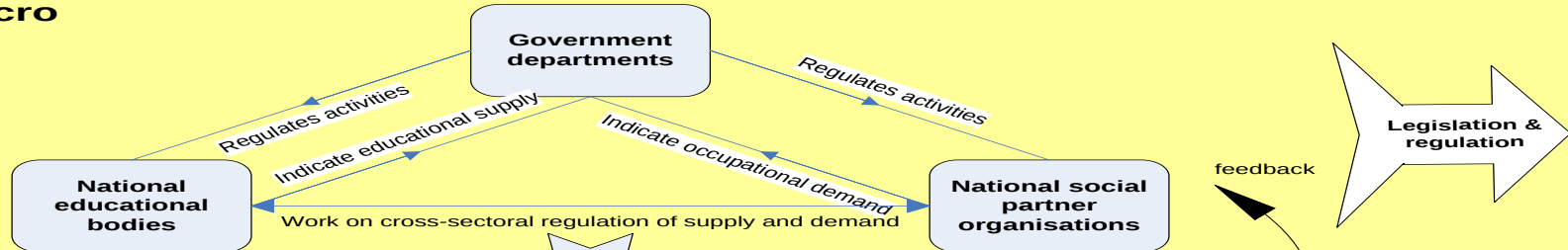
Model



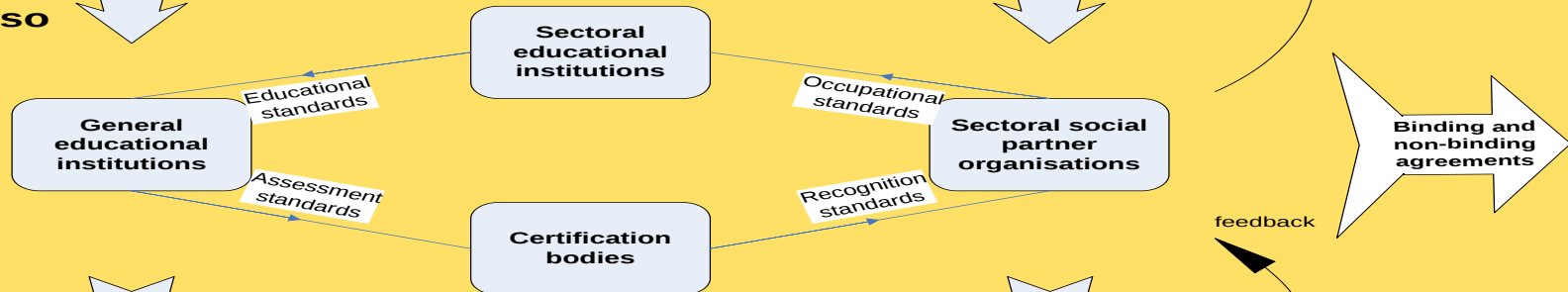
Context



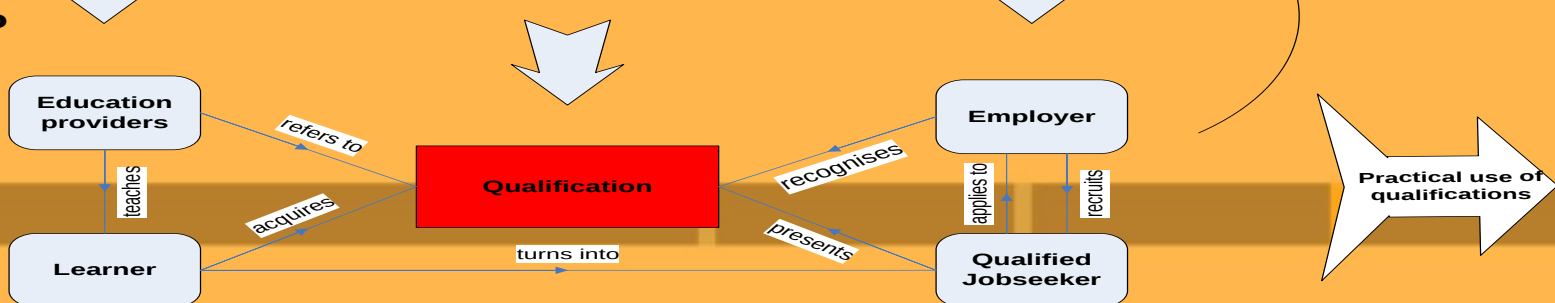
Macro



Meso



Micro



Outcome: Efficiently structured labour market

Challenge: Coordination of labour market supply and demand

Governance models

	Enterprise led (to a great extent)	Educational led (to a great extent)	Sectoral led (to a great extent)	Regional led (to a great extent)	Involvement social partners (to a great extent)	Mixed models (to a great extent)
Belgium				X	X	X
Czech Republic		X				
Denmark			X	X	X	X
Germany			X	X	X	X
France					X	
Italia				X		
Lithuania		X				
Netherlands			X	X	X	X
Slovenia			X	X		
Spain		X	X	X		
Sweden				X	X	X
United Kingdom	X		X			

Comprehension about Labour market

What are we talking about? Who is there?

- Enterprises?
- Employees?
- Sectoral Associations?
- Social partners?

A fragmented labour market / financial market



Discussion: systems of governance

- Sectoral factors (nature of the work, sectoral traditions, organisational structures) more important than national factors
- Four systems of governance:
 - Traditional sector-based licensing (Health sector)
 - International sector-based licensing (Transport and logistics)
 - Generic national governance (EWGW, Chemicals)
 - Independent sectoral governance (Welding, Fitness)



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Cooperation between education and training and the labour market in renewing VET

Irene Psifidou

Expert

The changing roles of qualifications in
governing the labour market

Thessaloniki, 27-28 September 2012

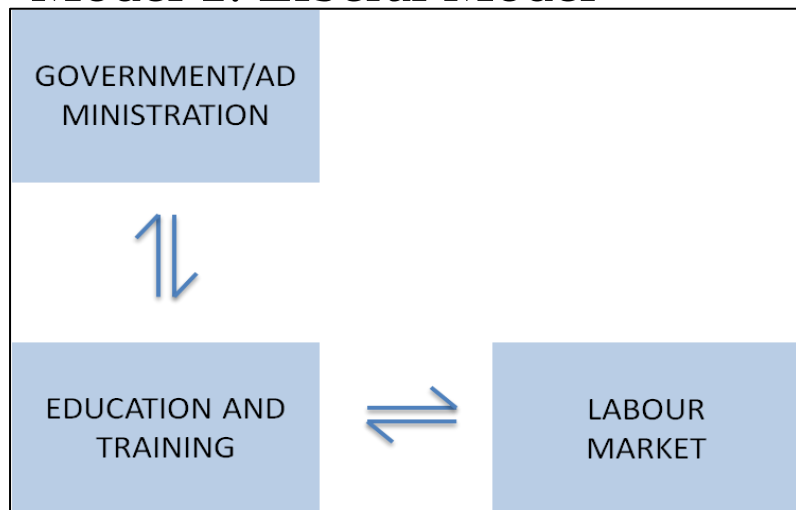




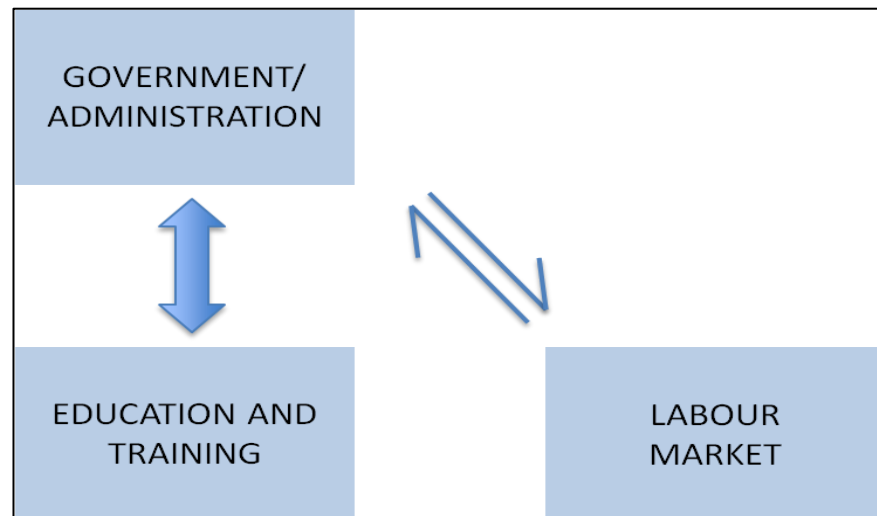
Objectives and definitions of the study

- ❑ To map and analyse how the vocational education and training systems and the labour market cooperate and communicate to renew the content and profile of VET provision and qualifications
- ❑ Comparatively analyse types of **formally institutionalised feedback mechanisms**
 - Formally institutionalised ‘feedback mechanisms’ are purposefully implemented institutional procedures for allowing VET (sub-) systems continuous renewal and adaptations to emerging socioeconomic needs. They could be understood as a *policy invention* in the coordination of education and work achieved by various other social exchange processes in place (working definition).

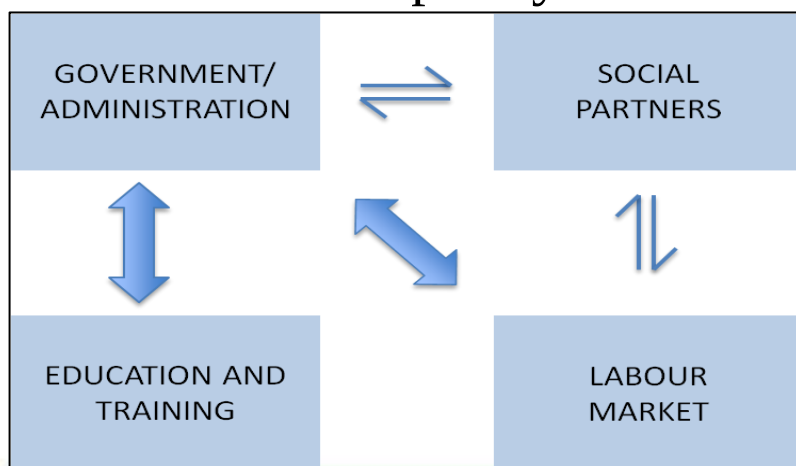
Model 1: Liberal Model



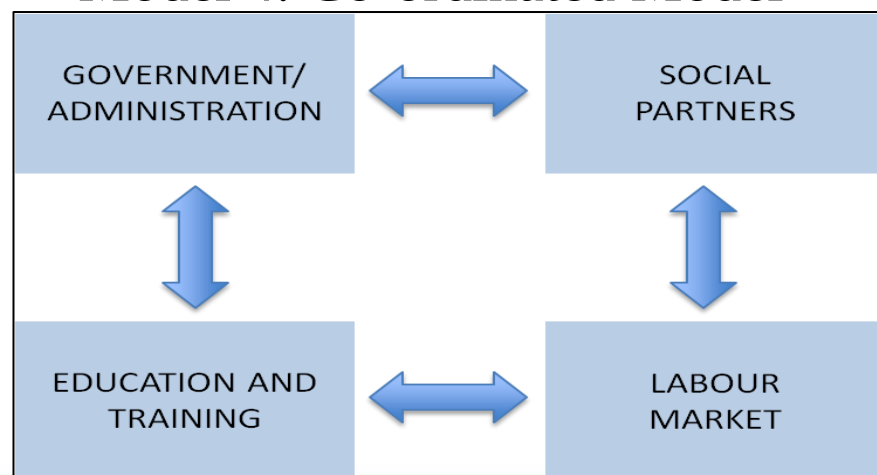
Model 2: Statist Model



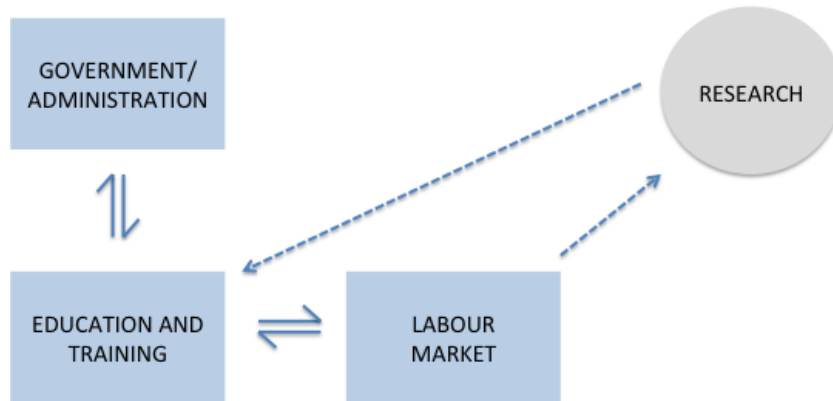
Model 3: Participatory Model



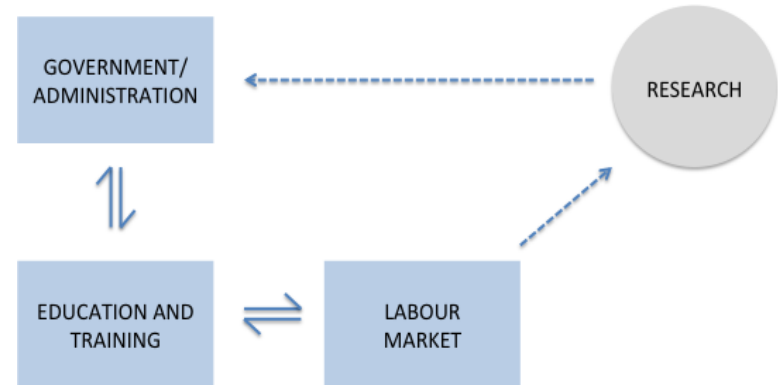
Model 4: Co-ordinated Model



Model 1b: liberal incl. research



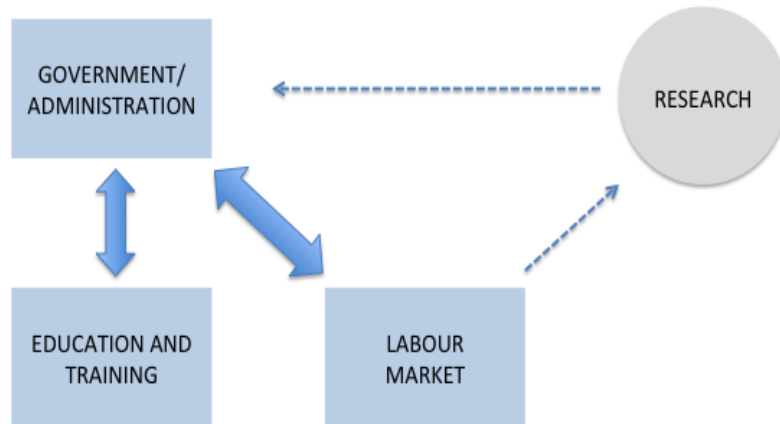
Model 1c: liberal including research



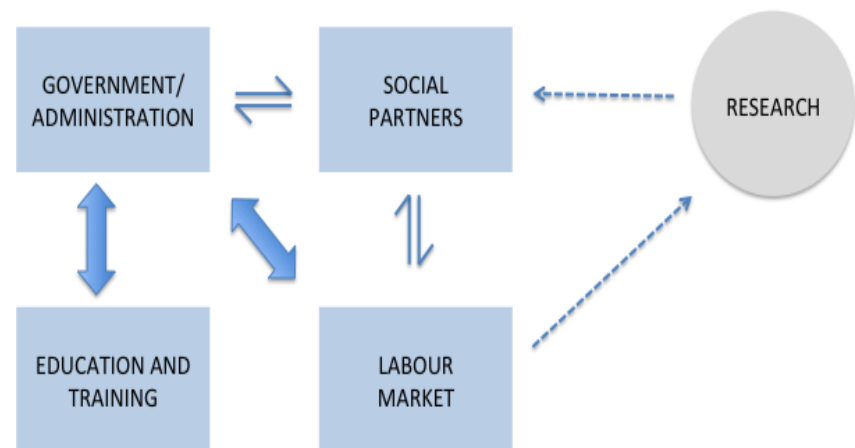
informing

informing

Model 2b: statist incl. research



Model 3b: participatory incl. research



informing

informing

A question: what about EQF?

Nobody raised this point!!!!



Question 2

- How will the constant **redefinition** of occupational and professional content and requirements **influence** the use of qualifications by countries and sectors for **regulation and governance**?

Cooperation in the German system for VET qualifications

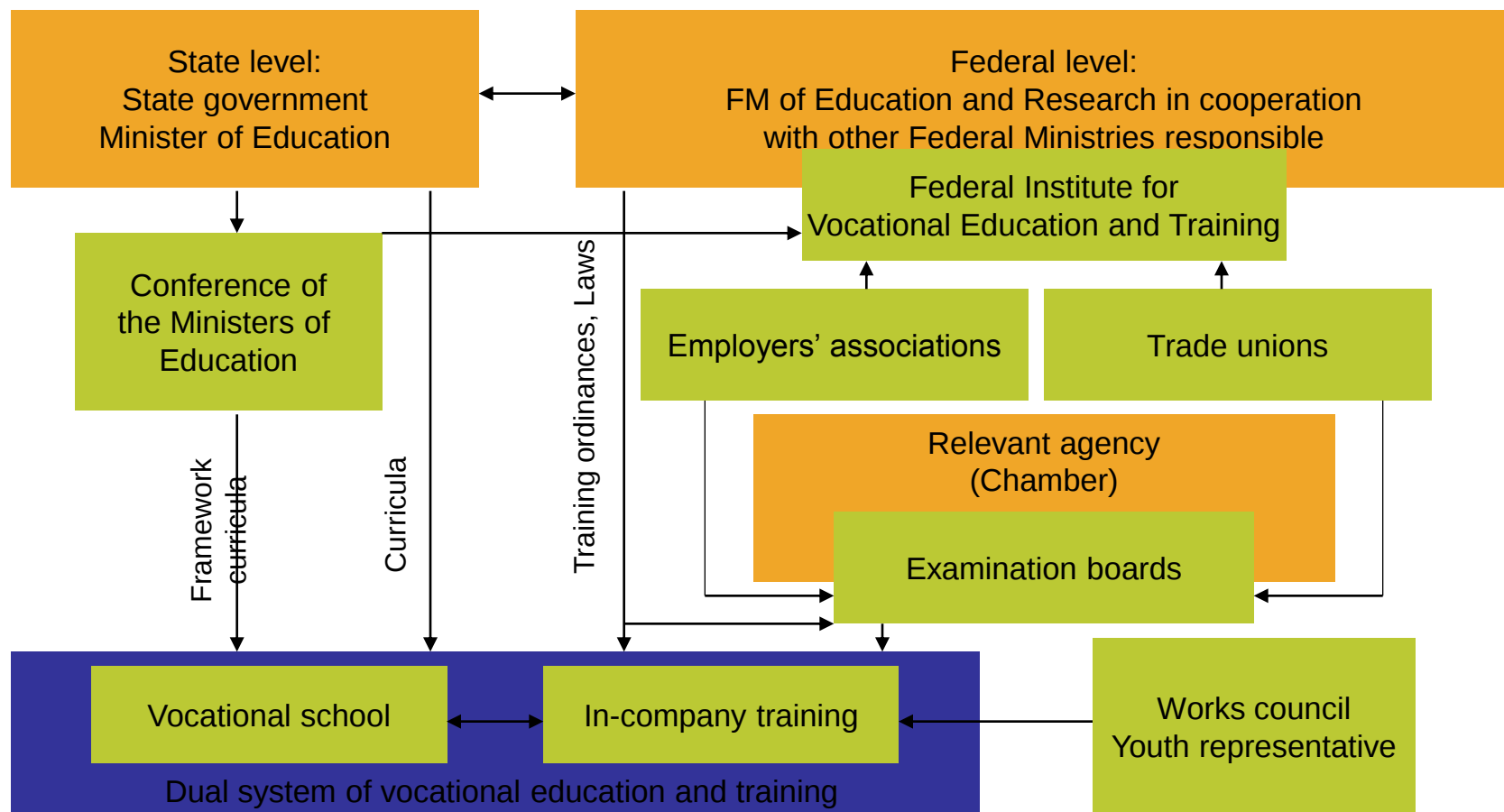
**Expert workshop
The changing roles of qualifications
in governing the labour market**

Cedefop, Thessaloniki, 27-28 September 2012

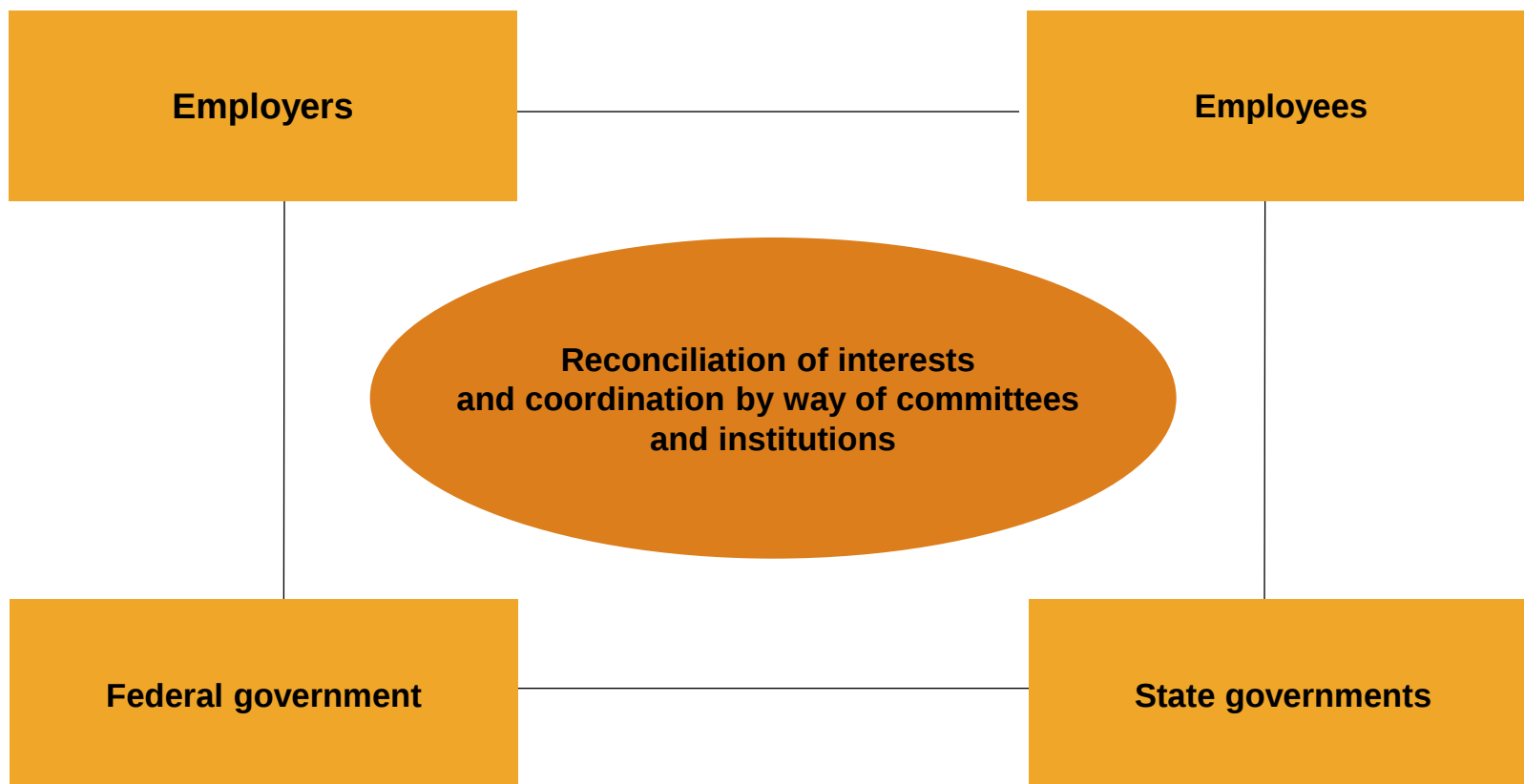
Isabelle Le Mouillour

**Federal institute for vocational education and training
Head of unit 'Internationalisation of VET / Monitoring of VET systems**

Institutional Framework of the Dual System of Vocational Education and Training



Decision-makers in the German VET system





Challenges

- **Lack of training places – ‘Transition system’**
- **Demographic decline – Skill shortages**
- **15% of age cohort with no vocational qualification:** Need to bring more school leavers (low achievers, migrants) into apprenticeship
- **Academic drift:** competition of the dual system with higher education institutions will increase; there is a need to keep/make apprenticeship attractive for high achievers
- **Lack of permeability between dual training and higher education** - Competences acquired during VET must be recognised for further education including for university access.
- **International competitiveness of skilled workforce** requires international qualifications like foreign language knowledge and intercultural skills

How to attract ,high performers‘?

20% of all apprentices have a university entrance certificate

- Offering apprenticeships in ,sophisticated‘ occupations: IT, banking, media, social and market research ...
- Additional qualifications/units
- Transition into higher education – conditional access to university of applied sciences
- Apprenticeship on tertiary level – Dual study courses
- Advanced vocational training – general access to university
- CVET grants

The special importance of personnel competence in welding fabrication

Eur Ing Tim Jessop

Associate Director, TWI, UK

Past President, European Welding Federation

Definitions

- *Education* – imparting a broad, general level of knowledge
- *Training* - imparting a narrow range of knowledge/skills
- *Qualification* – evidence of attainment of knowledge/skills, valid for life
- *Experience* – working in a job that uses education, training, qualification
- *Certification* – evidence of proven ability to perform defined tasks, limited validity period
- *Competence* – being capable of performing defined tasks

Qualifications and the labour market in sport and active leisure sector

Jean Louis Gouju

EOSE (European Observatory of Sport and Employment)

Chief executive of CAFEMAS (Analysis centre for
training, employment and occupations in sport and
community development)

Tableau descriptif des certifications pour l'encadrement de la voile : enseignement / entraînement (with number of ECVET & ECTS)

EQF - Scolarité	 FRA	 ESP	 ITA	 POR	 POL
8 – Bac + 8	Doctorat (univ)	Doctorado en Ciencias del Deporte (univ)	Dottorato di ricerca (univ)		Doctorat (univ)
7 – Bac + 5	Master « Voile » 120 BEES 3 Voile	Master en Ciencias del Deporte 120	Laurea Specialistica 120 Istruttore 4 90	Treinador grau IV (coordination) 114	Memoire (univ)
6 – Bac + 3	Licence « Voile » 180 BEES-2-Voile DES JEPS 60 Entraîneur FFVoile	Grado en Ciencias del Deporte 180 Tecnico Deportivo superior en vela 63	Laurea Scienza motorie 180 Istruttore 3 20	Treinador grau III (coaching high level) 69	Licence en eps et Entraîneur Voile ou bien Moniteur du Sport Voile (+ option Planche à Voile)
5 – Bac + 2	DE JEPS 60	Tecnico Deportivo en vela nivel2 30 Entrenador* (RFEV)	Istruttore 2 Derive – Tavole a Vela – Altura – kite surf 20	Treinador grau II (coaching competitors) 44	Entraîneur Voile IIth Degre
4 - Baccalauréat Bachillerato Maturità Diplôme ensino secundario	BEES-1-Voile BP JEPS 60 Assistant Moniteur Voile (CPNEF-FFVoile) 22 / 34 Moniteur FFVoile 22 / 34	Tecnico Deportivo en vela nivel 1 25 / 30 Monitor de perfeccionamiento (RFEV)	Istruttore 1 Derive – Tavole a Vela – Altura – kite surf 10	Treinador grau IV (Initiation) (Ins. of sports) 30	
3 - Fin de scolarité obligatoire FRA, ESP : 16 ans ITA, POR, POL : 18 ans		Monitor de iniciacion (RFEV)	Instructor (I)		Moniteur du Sport Voile (+ option Planche à Voile) Moniteur Voile Loisir (+ option Planche à Voile) Moniteur Jeune Voile Loisir
2					
1					

Fond rouge : diplôme délivré par le mouvement sportif (fédérations...)

Fond bleu : diplôme délivré par les ministères sportifs ou équivalents (ECVET)

Fond vert : diplôme délivré par l'éducation (enseignement public et privé)

Fond orange : diplôme délivré par l'université (ECTS)

Brevet no more delivered

Nb d'ECVET /EQF proposés par la FFVoile (non validés par la CNP)

Methodology in 7 steps



Key issue for qualifications:

Recognition



Question 3

- Which **models of governance of professions and occupations** can be identified in the different countries and sectors and how can these be described in terms of **principles and practical applications**?

Our Working group renewed questioning on:

- Are qualifications a governance tool?

Qualifications can reduce uncertainties in our actual context of permanent change and fragmented labour market

- Balance between sector and national activities – are sectoral factors more relevant than national factors?

- Who is defining qualifications? The importance of negotiation and cooperation between stakeholders

Examples of lead by government –Germany – and multilevel cooperation

Led by sector organisation - sport, welding



From this examples:

- 1 – Multiplicity and diversity of stakeholders
- 2- Organised mechanisms for cooperation
- 3 – Linking occupations (need of the labour market) with qualifications (standards to deliver certificates, licenses)

Issues:

- 1 – Flow of **information** - use of EQF for the dialogue?
- 2- Is time to **negotiate** - Governance as managing interdependence between the different stakeholders
- 3 – Is time for **trust** – quality insurance / less costs