



The future integrated monitoring approach for the VET Recommendation and the Osnabrück Declaration

25 May 2021 and 27 May 2021

Background note

Integrated approach to monitoring the implementation of the European priorities

Cedefop monitors and analyses progress towards achieving targets in vocational education and training (VET). The new EU VET policy framework, namely, the [Council recommendation on VET](#) for sustainable competitiveness, social fairness and resilience (adopted on 24 November 2020) and the [Osnabrück Declaration on VET](#) as an enabler of recovery and just transitions to digital and green economies (endorsed 30 November 2020) define the VET policy priorities for the next reporting period. The European Commission proposed an integrated approach to monitoring of the implementation of both policy documents: Cedefop will carry out the annual monitoring of the implementation of the Recommendation for both qualitative aspects (reforms) and quantitative objectives (the three indicators) together with the monitoring of the Osnabrück Declaration. The approach was agreed by the Advisory Committee for Vocational Training (ACVT) last December and the details of the approach and guidance to the participating countries are now developed and will be discussed at the next ACVT meeting on 8-9 June.

National implementation plans

The VET Recommendation invites Member States in accordance with national and Union legislation, available resources, national priorities and circumstances, including the socio-economic situation and the characteristics of national VET systems, to work towards implementing their VET policy to:

- (a) equip young people and adults with the knowledge, skills and competences to thrive in the evolving labour market and society, to manage the recovery and the just transitions to the green and digital economy, in times of demographic change and throughout all economic cycles;
- (b) foster inclusiveness and equal opportunities and contribute to achieving resilience, social fairness and prosperity for all and
- (c) promote European vocational education and training systems in an international context so that they are recognised as a worldwide reference for vocational learners.
- (d) achieve by 2025 three quantitative objectives ⁽¹⁾.

The participating countries will define measures they will take at national level to implement the above and will describe them in the national implementation plans (NIPs). The NIPs will describe national contexts, challenges, general objectives and specific measures as well as governance arrangements for the implementation, including stakeholder involvement, and expected effects.

⁽¹⁾ The quantitative objectives set by the VET Recommendation to be achieved by 2025 are the share of employed graduates from VET should be at least 82%; 60% of recent graduates from VET benefit from exposure to work-based learning during their vocational education and training; 8% of learners in VET benefit from a learning mobility abroad.

These plans will be developed in cooperation with the social partners and other relevant stakeholders and build on relevant existing national arrangements and financial frameworks and will be submitted to the European Commission by the Directors General for Vocational Training (DGVTS) by 31 May 2022.

Once submitted, Cedefop will analyse the NIPs, establish a baseline and define the scope of further analysis by identifying a set of priorities most addressed by the countries and, possibly, clusters of countries dealing with those. The results of this analysis will be presented to the ACVT, DGVTS and ReferNet network in Q4 2022. Monitoring will be then conducted on these sets of priorities.

Data collection

The annual reporting by the ReferNet partners on progress of policy developments will continue to be Cedefop's principal source of qualitative country-based information on the implementation of the NIPs. When reporting on the implementation of the NIPs, the participating countries will take into consideration their reporting for the European Semester, their recovery and resilience plans and the social pillar action plans and possible use the information to complement, not duplicate, them.

Cedefop will complement this information with its own monitoring, research and analyses on the progress of the European tools and instruments (e.g. EQF and NQFs, validation and recognition of prior learning, quality assurance, lifelong guidance) and available studies on such themes as apprenticeships, VET teachers and trainers and upskilling pathways.

Regarding the quantitative objectives, Cedefop will use Eurostat data to monitor annually, as from 2022, the share of employed VET graduates and the share of recent VET graduates that benefit from exposure to work-based learning, and the Erasmus+ VET mobility data collected by the Commission for the share of VET learners that benefit from a learning mobility abroad.

Validation process

Currently, the information collected by Cedefop's ReferNet is validated by the ReferNet national representatives. In the proposed integrated approach to monitoring the implementation of the two policy documents and against the NIPs, it is proposed that DGVTS and national representatives of the ReferNet establish a cooperation mechanism for preparing the reporting and validating the collected information; this proposal is under discussion with the ACVT and DGVTS.

'Building blocks'

As already presented at the ReferNet plenary in December 2021, Cedefop is developing a thematic framework to collect information and to analyse the progress towards policy priorities. It consists of the 'building blocks', which reflect the new VET policy priorities set in the Recommendation on VET and the Osnabrück Declaration and attempt to capture the operation of national VET systems. They represent key elements that all VET systems have to different extents and in different combinations. The 'building blocks' will ease the ReferNet partners reporting on national policy developments and mapping those against the European policy agenda.

Last December, the participants reflected on the relevance of the building blocks to national VET policies and on the subcategories that operationalise the building blocks. Cedefop reviewed the framework and consulted with its experts to establish links with the relevant Cedefop projects and build on their work.

Currently (work in progress), there are 14 'building blocks':

1. Promoting VET and lifelong learning
2. Increasing participation in lifelong learning
3. Modernising VET infrastructure
4. Modernising the VET offer (standards, curricula, programmes)
5. Equal opportunities and broadening rights to and within education and training
6. Reinforcing work-based learning, including apprenticeships
7. Flexibility and excellence of VET
8. Key competences in VET
9. Skills intelligence
10. Governance of VET
11. Teachers, trainers and mentors and school leaders
12. Lifelong guidance
13. Transparency and recognition of VET qualifications
14. European and international dimension of VET

Point for discussion

The aim of this session is to reflect and identify links of the 'building blocks' with the priority areas set in the VET Recommendation and the Osnabrück Declaration.

In each breakout room, the participants will **discuss a selected set of 'building blocks'** ⁽²⁾ **and discuss which priorities from the VET Recommendation and the Osnabrück Declaration they link to and how.**

To prepare for this discussion, the participants are invited to review the Annex that presents the 14 'building blocks' with their subcategories in Column (2), the VET Recommendation priorities and principles - in Column (1) and the Osnabrück priorities and actions at national level - in Column (3).

⁽²⁾ The distribution into breakout rooms and the building blocks to be discussed will be communicated by Monday, 25 May 2021.