



Building Networks, Enhancing Skills, Shaping Policy:

Empowering VET for a Sustainable Future

13 November, 2025

ABOUT US

EfVET (European Forum of Technical and Vocational Education and Training), founded in 1991, is a European wide professional association created by and for providers of Technical and Vocational Education and Training in all European countries.



Mission

EfVET aims at enhancing VET provision across members through active networking activities of all key stakeholders and to generate capacity to influence policy and advocacy for VET/HVET at National, European and International levels.



Vision

EfVET aspires to be the leading voice and champion for the enhancement of Vocational Education and Training (VET) across Europe and beyond, serving as the key point of contact for the European Union on all VET matters.



1500

VET Organizations in
Europe and beyond



2.000.000

Learners



150.000

VET practitioners

EfVET STRATEGIC MODEL

Network Management

- Events & Conferences
- Mobility opportunities & Study Visits
- Partnerships with EU institutions, international organisations, stakeholders, private sector, NGOs, and others

Capacity-building

- Dissemination or coordinator partner in joint projects with its members
- Invitation to upskilling opportunities to its members
- Technical support and advice to its members

Knowledge Sharing

- Dissemination of members projects' activities and results
- Best practices exchange within its members
- Communication of project opportunities, members updates and VET promotion

Research & Development

- Members representation & influence with the European Commission
- Working groups to advocate for its members and the VET system
- Policy papers publications

Why is very important VET for us?

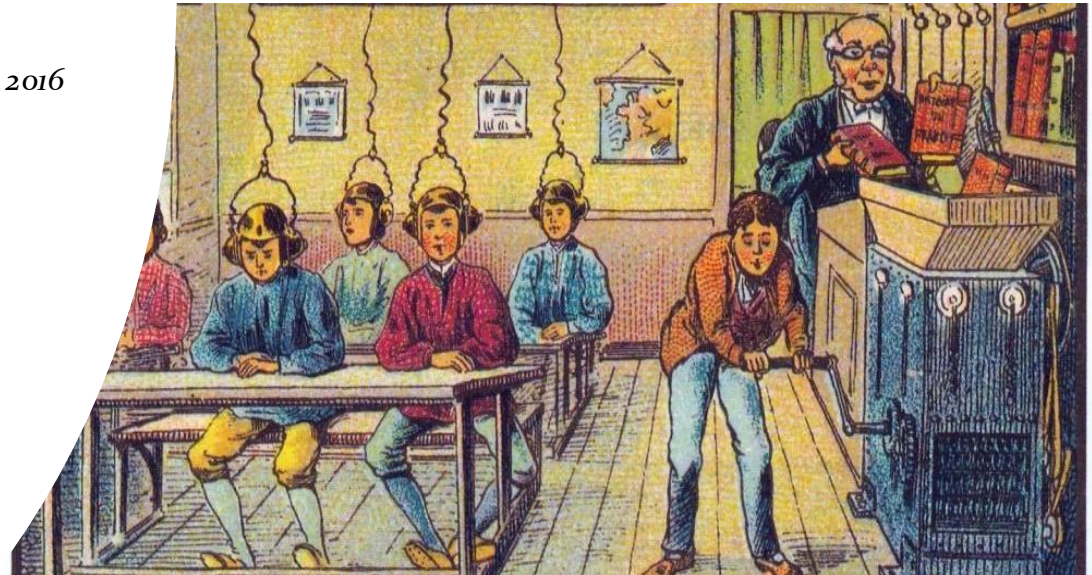
Vocational education ensures that the workforce is trained to meet the demands of various sectors. Vocational education provides individuals with the necessary skills to start their own businesses. This encourages self-employment and the creation of job opportunities.



What needs to change ?

«Today we are educating our young for jobs that do not yet exist, in order to solve problem we are not yet even aware of. Only few seem to be aware of the exponential reality (Bartlett, 2007) and **we seem to think we can tackle 21st century challenges with 20th century education**»

Hans Van der Loo, European Business Forum 2016





- **EfVET influences EU and international policies**, through a bottom-up approach supported by the **direct collaboration of its members**, their experiences, under the guidance of the **VP Policy**.
- **Working Groups (Policy; Erasmus)** will be a place for sharing proposals and debate
- Emerging issues where we need contributions:
 - Union of Skills: content and methodology
 - MFF: preserving and supporting VET
 - EU VET Strategy: expectations
 - Next Erasmus+ Programme: shared goals

ADVOCACY

Draghi 's report : A Renewed momentum for Lifelong learning and skills in Europe

Draghi's report - the need to boost Europe's competitiveness, to keep up the pace with the US and China. Nonetheless, education and skills development play an important role. In fact, "competitiveness today is less about relative labour costs and more about knowledge and skills embodied in the labour force". From this standpoint, it is no surprise that a large part of the report suggests actions to close the skills gap, which is made apparent in many productive sectors throughout the report. As a matter of fact, skills shortages are acting as a barrier to innovation and technology adoption and could potentially hinder the green transition and decarbonisation as well. The report rightfully links the undersupply of skills to underfunding in education and training systems, although it maintains a market-driven approach by suggesting that education and training systems adapt specifically according to skills intelligence

In Europe , we need to recognise what makes us competitive :

- Clear Skills
- Clear training pathways

On top of that, it is important to note that Draghi also proposes a stronger focus on adult and lifelong learning opportunities for all. We particularly welcome his call for an increase of the Erasmus+ programme size by 5 times at least. But we missing one elements: [No references to fostering entrepreneurship in education and training](#)

This is why EfVET members is participating and supporting the CoVEs/Blueprint and their community of Good practice, also cooperation with international agencies such ETF, CEDEFOP, ILO and UNESCO-UNEVOC. We were proud to to give our contribution for its development and researchers.

One year of the Draghi Report

One Year After
→ The Draghi Report



What has been achieved
and what has changed
High-Level Conference - 16 September 2025

Cross-border projects underway

Beyond reforms and funding, the Commission is actively enabling **multi-country initiatives** to boost competitiveness:



Launch of the
first 5 AI Gigafactories
in Europe



Rollout of a truck
charging infrastructure
across 9 Member States
to decarbonise freight
transport



Development of strategic
interconnectors to expand
clean, cheap electricity
and ensure stable supply

EU economy is responding

Download

- **Growth:** EU GDP +1.1% in 2025, euro area +0.9%; rising to 1.5% and 1.4% in 2026.
- **Jobs:** +732,000 new jobs, unemployment at 6.2% (near record low).
- **Productivity:** +0.4% in Q4 2024.
- **Euro strength:** International loans & bonds up 40% to nearly \$900bn – highest since 2007–09.

From report to results with the Competitiveness Compass

The Competitiveness Compass is the guiding framework for this Commission's competitiveness agenda, derived from the Draghi Report.

It builds on three strategic challenges:

- Closing the innovation gap
- Competitive decarbonisation
- Security and supply chain resilience

And addresses five horizontal enablers:

1. **Simplification** of rules and reduction of burdens
2. **Elimination of Single Market barriers**
3. **Mobilisation of unprecedented funding**
4. **Adaptation of skills** to new industrial needs
5. **Coordination of Member States' policies**

90% of Compass Flagships

are directly inspired by Draghi's most pressing recommendations.

A workforce that is skilled, and secure is not a drag on competitiveness – It is its very foundation. Europe needs competitiveness, but not at the expense of the rights and skills of its workers. A workforce that is respected, well-trained and Europe's greatest competitive advantage.

One year after the Draghi report, the message is clear: Competitiveness and quality jobs must advance together. Europe will only succeed globally if it builds strength by investing in its workers and labour market.

EU four stands of actions of building for life

The Union of Skills is composed of 4 stands action:

- Building skills
- Up and reskilling
- Circulating skills
- Retaining and development skills

Example from [OECD](#)

Study on AI & Advanced technologies (AT) is supporting neurodiversity in VET. A variety of AI and AT tools are used by teachers and students in different environments, but adoption remains at an early stage both in terms of reach and depth of use. Barriers to an effective use of these tools include tool overload and misinformation, the existence of fragmented systems, the lack of educator training as well as cost and procurement issues. The use of AI and AT involves risks such as data privacy, lack of transparency and over-reliance. Recommendations to address these main risks and barriers comprise applying existing frameworks (e.g. GDPR), developing inclusive design, funding inclusive pilots and supporting teacher training.

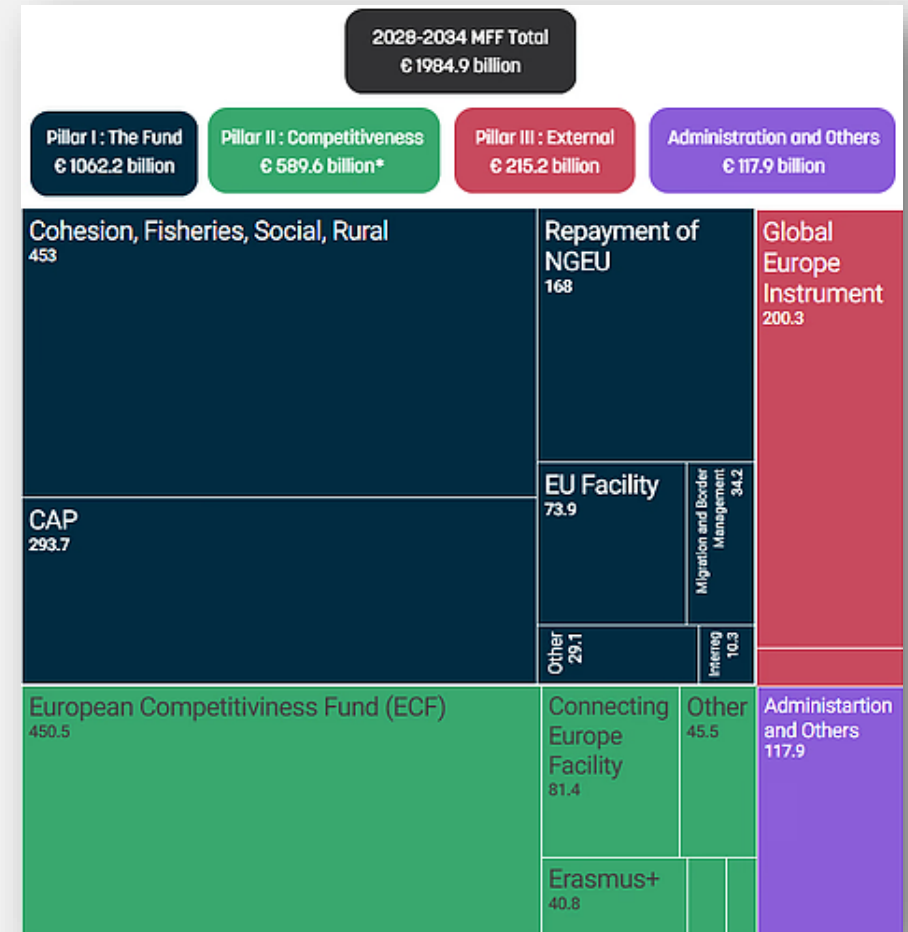
EfVET Policy | Contributions to the Multiannual Financial Framework (MFF) 2028-2034

MMF 2028-2034:

The European Commission presented its proposal for MFF, amounting in total, almost 2 trillion Euro, distributed as illustrated in this image

Feedback for the MFF collected during the meeting with the Policy WG:

- More funding to VET and for the implementation of AI in VET;
- More budget for Erasmus+ Programme, including KA1, following Mario Draghi's report on the need to promote EU values.



Multiannual Financial Framework 2028-2034: structure

Four headings:

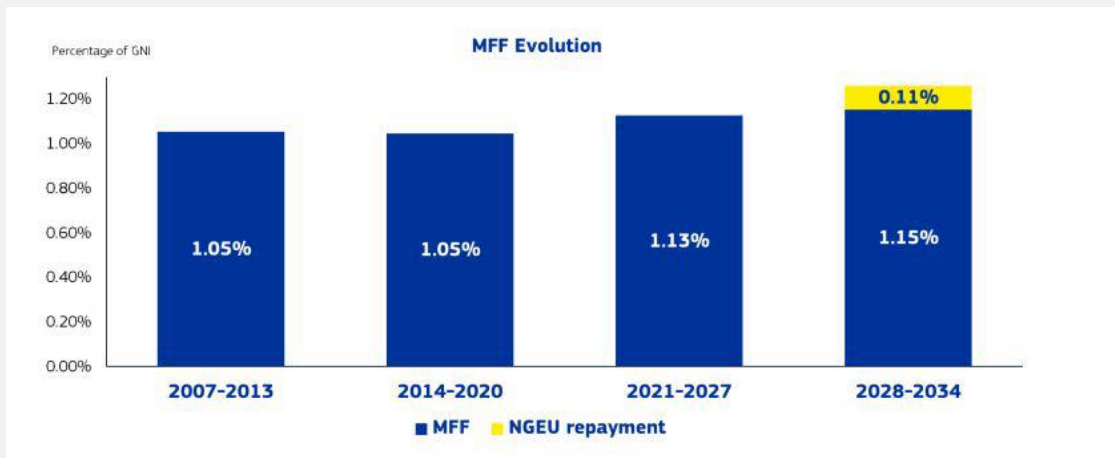
- ❖ **Heading 1 - Economic, social and territorial cohesion, agriculture, rural and maritime prosperity and security (946.404 bln) under shared management (by the EU and MS):** National and Regional Partnerships, including ESF, CAP, Interreg and Cohesion Fund, asylum, migration and integration, internal security, European integrated border management and European visa policy, 'EU school scheme'; Support to the Turkish Cypriot Community; Repayment of NextGenEU; Decentralised agencies
- ❖ **Heading 2 - Competitiveness, prosperity and security (522.205 bln) under direct-indirect management (by the EU):** European Competitiveness Fund, AgoraEU, Union Civil Protection Mechanism, Connecting Europe Facility, Erasmus+, Horizon Europe, (Justice programme, Single Market Programme, Euratom Research and Training, Instrument for Nuclear Safety cooperation and decommissioning, Nuclear decommissioning (LT)), Instrument for emergency support within the Union, decentralised agencies
- ❖ **Heading 3 - Global Europe (190 bln) under direct-indirect management:** Global Europe Instrument, (Overseas Countries and Territories (incl. Greenland)), Common Foreign and Security Policy
- ❖ **Heading 4 - Administration (104.447 bln)**

MMF Financial Framework package: basics & timeline

Multiannual Financial Framework: 7-year budget of the union (2028-2034), which defines the maximum amount of expenses (the ‘ceilings’), the sources of revenue (the ‘own resources’) and the EU programmes, in terms of structure and budget.

MFF package three parallel negotiations:

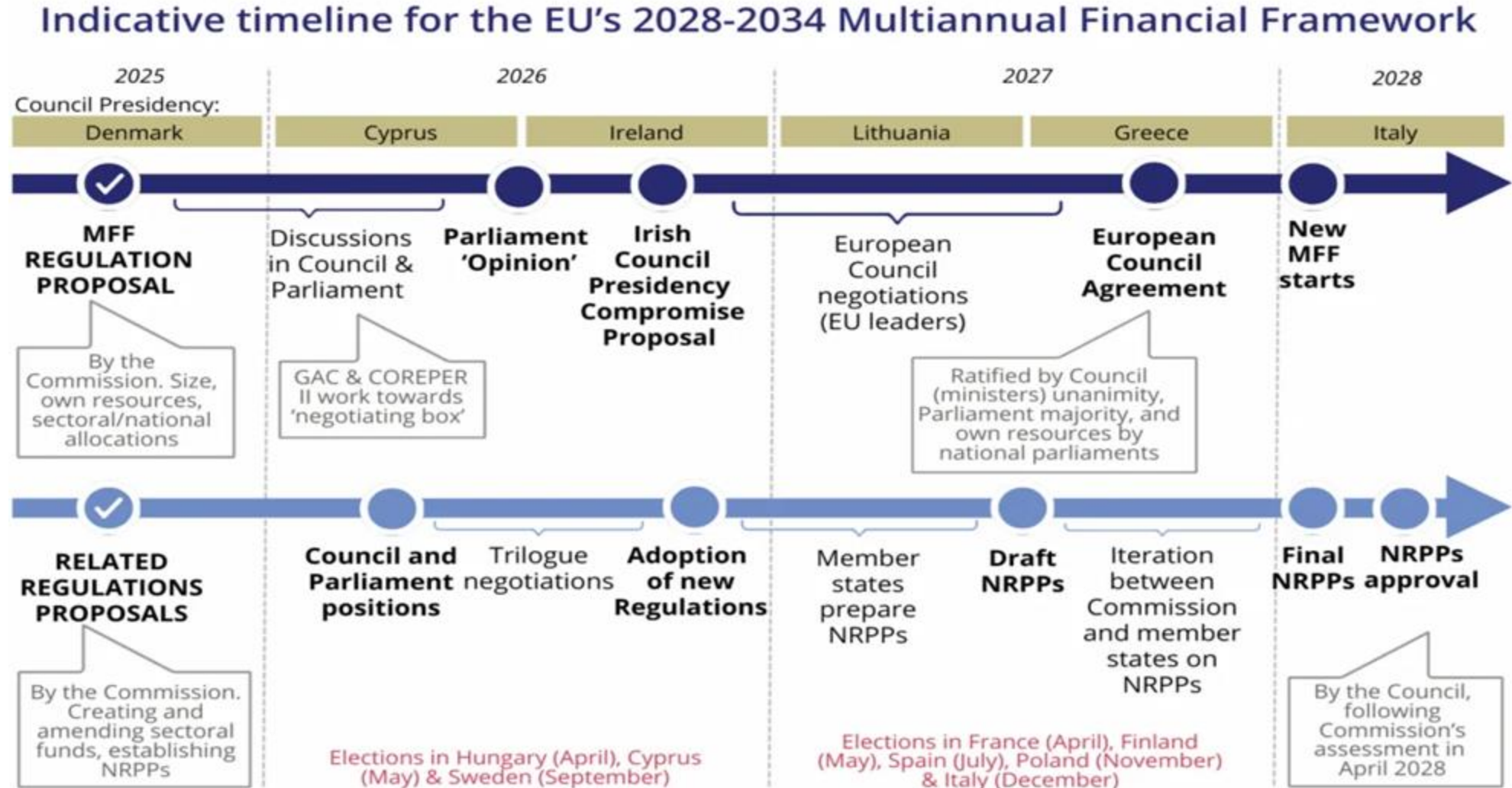
- ❖ MFF regulation: yearly ceiling of expenditures (unanimity in the Council, consent by the Parliament);
- ❖ Own resources: country contributions and **EU-wide taxes directly financing EU budget** (unanimity in Council, consent by the Parliament, ratification by all Member States);
- ❖ Sectoral programmes: **budget and structure** (regulations under the ordinary legislative procedure, i.e. Parliament = Council).



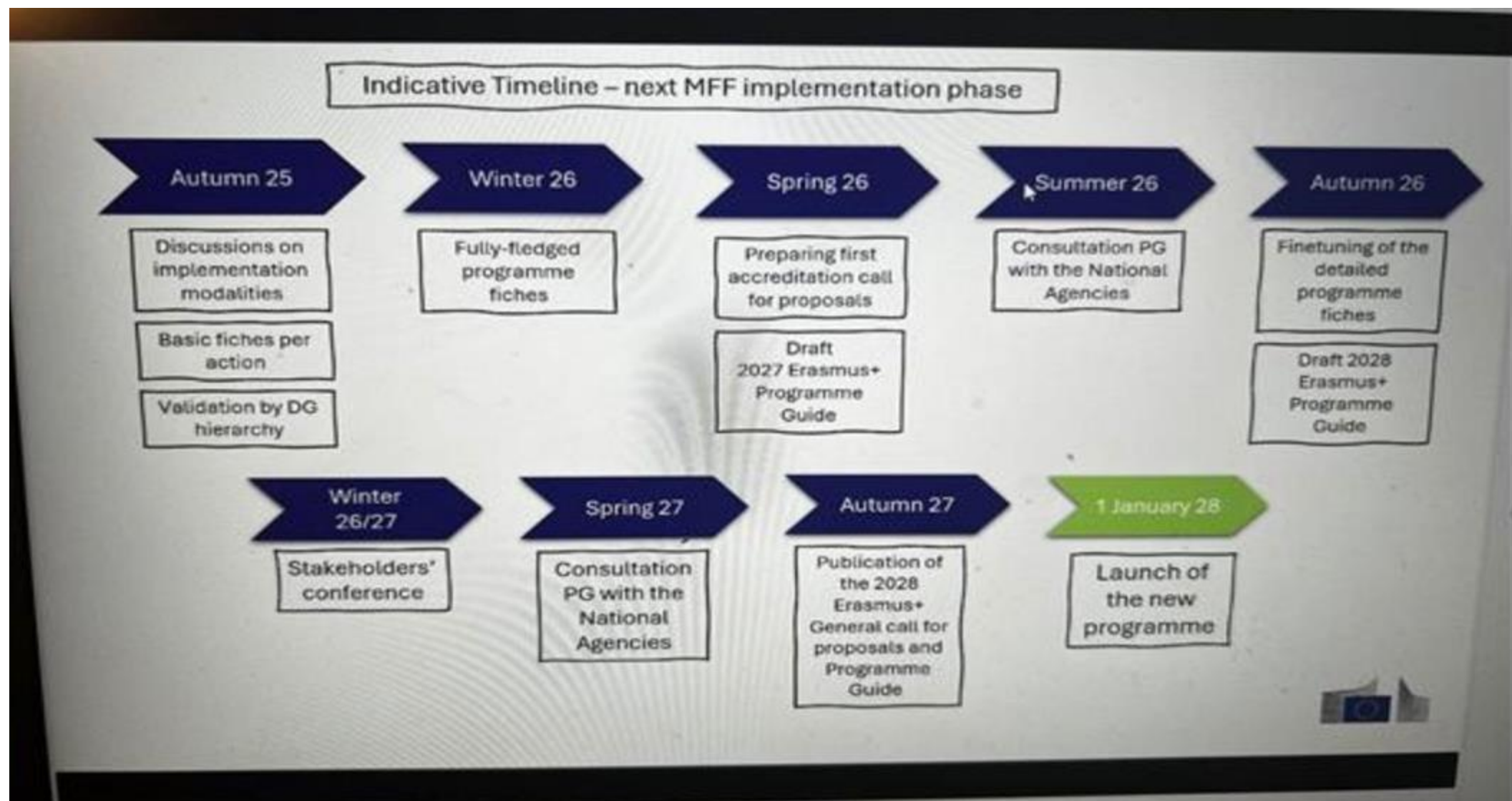
*The graphic represents the MFF 2021-2027 without NextGenEU.
MFF 2021-2027+NextGenEU: 1.8 trillion (in 2018 prices); MFF
2028-2034: 1.76 trillion (in 2025 prices)*

New Erasmus+ Programme

Timeline



Timeline



Erasmus+ 2028-2034

Commission proposal

Overall principles and objectives



Erasmus+ dual DNA
**Skills development
& competitiveness**

**EU values &
democratic
participation**



Ensure that **everyone
has at least one
Erasmus+
experience in their
life** - as a school
pupil, VET learner,
volunteer, student, in
youth activities or in
up-/reskilling



Strive to be as
inclusive as ever



Integrate
volunteering +
opportunities for
young people under
one framework by
**merging with the
European
Solidarity Corps.**

Structure

- Now structured around **two pillars offering a leaner menu of opportunities**
& no more chapters

Learning opportunities for all

Learning mobility and
volunteering

Talent and excellence
development

Capacity building support

Cooperation among
organisations
and institutions

Support to policy development

Pillar I - Learning opportunities for all

Learning mobility and volunteering

- Learning mobility of learners and staff in **education and training**
- Learning mobility of learners and staff in **youth**, DiscoverEU, activities supporting youth participation, European Solidarity Corps volunteering
- Learning mobility of **athletes** and people active in grassroots sport and sport **staff**
- +
- Support to **teaching and learning about the EU**, incl. European integration, values & citizenship
- Support measures e.g. language support, prep visits, training and virtual cooperation

New

Building on Jean Monnet

Talent and excellence development

- Erasmus+ scholarships in strategic educational fields
- Erasmus Mundus Scholarships
- Jean Monnet Actions in field of Higher Education
- Support to designated Jean Monnet institutions

New

Pillar II – Capacity building support

Cooperation among organisations and institutions

- Partnerships for cooperation incl. small scale
- Partnerships for excellence and innovation
 - European Universities Alliances
 - Centres of Vocational Excellence
 - European Teacher Academies **New**
 - European School Alliances **Moved**
 - European Youth Together **New**
 - Joint Study Programmes **New**
 - Sport Collaborative Alliances

Support to policy development

- Experimentation, preparation and implementation of the Union's policy agendas and tools
- Support to programme implementation, including online platforms, tools for virtual cooperation and tools to facilitate learning mobility
- Dissemination and communication

Inclusion

- Preserve and strengthen the inclusive approach across all activities through effective measures to promote inclusion, diversity, and fairness and support access to the Programme for all



Targeted financial support



Accessible learning formats



Prep activities & continuous support (before, during & after participation)



User-friendly, easy understandable and accessible information



Support for staff on inclusion & diversity



Awareness-raising

Budget and governance



40.82 billion €

No budget earmarking
per field or
management mode

Synergies: possible
funding from different
EU programmes under
single set of rules



Global Europe

Possibility for third
countries to join
through full or partial
association



Continue indirect
management

Corporate provisions on
communication &
information

Corporate provisions on
monitoring and
evaluation

The Working Group



Available at <https://efvet.org/publications/>

WBL from most common apprenticeship schemes to more and more emerging examples of problem-based and challenge-based learning, very often in collaboration with companies sharing concrete challenges with teams. Then application of Virtual reality and augmented reality to boost WBL in specific context where is not always safe or it is expensive... EfVET is monitoring and investing in this area, thanks to a WBL WG, which in the past few months has been producing guidelines, policy recommendations and webinar series...

Policy recommendation:

<https://efvet.org/policy/#:~:text=EfVET%20Working%20Group%20on%20WBL%20%E2%80%93%20Policy%20Recommendation>

WBL Policy recommendation

Available here ↓



A policy point of view are:

- Encourage Public-Private Partnerships: Support initiatives that facilitate partnerships between educational institutions and industry.
- Foster policies that encourage interdisciplinary learning by linking theoretical knowledge with practical skills in real-life settings
- Encourage flexibility in VET curricula to allow for personalized and individualized study pathways within WBL programs.
- Ensure equitable access to WBL programs for underrepresented groups, including women, youth from disadvantaged backgrounds, and individuals with disabilities.
- Develop standards for evaluating soft skills gained through WBL, such as communication, resilience, and problem-solving

Impact of Erasmus+ Programme on EfVET Members

Available here ↓



The Erasmus+ Programme continues to play a pivotal role in fostering educational mobility and cooperation across Europe and beyond. Its impact on VET institutions is significant, contributing to personal development, professional skills acquisition and fostering European identity. EfVET, through a two-folded analysis, tried to understand concretely what this impact consists of, as well as what are the main open interests towards this 30-year-old Programme.

VET4EU2 – VET Providers Association



As a platform of leading VET associations, we have proposed a statement to support the Herning Declaration; with this document, article by article, we intend to identify concrete actions to be implemented in the period 2026-2030 to facilitate its implementation, to exploit its impacts and to make **VET an engine of inclusion, innovation, and sustainability in Europe and beyond.**

We support a stronger image of VET so that vocational pathways are seen as equally prestigious, innovative, and future-oriented as others.

Finally, we welcome the vision of a Union of Skills. This ambition calls on us to connect policies, tools, and initiatives, and to ensure that VET is central to tackling skills shortages, support the twin transition, and ensure social inclusion.

We, the VET Providers Associations and our members, stand ready to work with you all—Ministers, the Commission, and social partners—to turn these words into action. Together, we can make VET the backbone of Europe's prosperity, cohesion, and mobility.



EfVET Biggest current developments in EU VET policy at this moment

Herning Declaration (2025) and future-oriented VET agenda:

The recent Herning Declaration (endorsed 12 September 2025) by Ministers responsible for VET sets renewed priorities for 2026-2030. According to the Commission's site: the Declaration is structured around 13 key objectives:

Enhancing the attractiveness, quality, and inclusiveness of VET, promoting parity of esteem with general and academic education.

Aligning VET with labour market demands, addressing skills shortages, and fostering social fairness and lifelong learning.

Supporting digital and green transitions through targeted skills development and inclusive apprenticeships.

Expanding mobility, cooperation, and international dimensions of VET across Europe.

Promoting innovation, excellence, and wellbeing in VET learning environments, including the responsible use of emerging technologies such as artificial intelligence



EfVET Biggest current developments in EU VET policy at this moment



Inclusive VET and parity of esteem: Ensuring that VET is attractive, inclusive (addressing drop-out, under-represented groups) and valued on par with general education is a recurring theme.



Micro-credentials and flexible learning pathways: EU policy emphasises the value of micro-credentials (short, stackable credentials) and flexible, lifelong learning pathways to respond to fast-changing labour market needs. The Commission site specifically mentions micro-credentials under VET policy

Green and digital transitions: VET policy is strongly aligned with the twin transitions: digitalisation and green economy. The Commission site mentions VET supporting these transitions.

European VET Strategy

The VET Strategy is a part of the European Education Area, which is to be released in 2026 as a component of the Union of Skills

- Implementation report- VET recommendation and Osnabrück Declaration
- Eurobarometer and Cedefop study on VET attractiveness
- A possible VET diploma
- Gender Equality
- Strengthening the VET teaching profession
- EQAVET Network – support the strategy by developing work programme focused on quality assurance across all VET sectors



Questions?

Do you have any recommendations /priorities for the new VET strategy

STRATEGIC DIRECTION 02:

Create the European Alliance for VET Practitioners (EAVP) and reform process



Objective: To advocate for a stronger voice of VET across Europe by addressing its current and future challenges, while fostering the acknowledgment, by the European Commission, of the role of VET for achieving the European Education Area, in line with the European Pillar of Social Rights, in the contexts of the green and digital transitions.



EfVET Policy | Celebrating the European Day of VET

These three organisations play a significant role representing VET providers and influencing policy at European level. Following the Memorandum of Understanding signed in 2023 by EVTA, EVBB, and EfVET, we will celebrate the **European Day of VET**, officially marked for **24 May** at the end of The EVENT, held in Brussels in May 2024.

This annual initiative aims to raise awareness and promote Vocational Education and Training as a first-choice pathway for learners across Europe, by highlighting the value of VET, sharing success stories, and strengthening cooperation among stakeholders.

This year, it was hosted by EVBB, in Brussels, on May 26th!

For colleges this means being part of these networks can help shape local/national policy implementation, access funding and partnerships, and share good practice across Europe



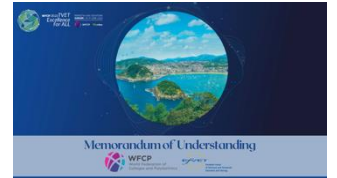
**European
Day of VET
2025**

International Agreements



World Federation of Colleges and Polytechnics

Founder and Member, launching new common activities of Capacity building for both communities (MoU 2022)



UNESCO-UNEVOC

Working on an official Agreement for a stronger cooperation in terms of international collaboration (BILT project) and Capacity building initiatives (leadership programs)



EfVET aims at strengthening the VET ecosystem and make all members thrive by cooperating with international partners, including UNEVOC, ETF, CEDEOP, WFCP among the others.

Member of Lifelong Learning Platform

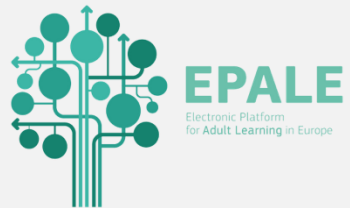
EfVET has been an active member of LLLP from the beginning 2015.

LLLP provides useful position papers, statements and events (e.g the LLL Week @EP) & represents the lifelong learning sector in a number of bodies

In 2015 with EP LLLP established of the Lifelong Learning Interest Group which is another LLL activity of EfVET and LLLP



PARTNERSHIPS



Gender Equality Task Forces - join initiative



In January 2023, the European Association for Regional and Local Authorities for Lifelong Learning (EARLALL), the European Forum for Vocational Education and Training (EfVET) and the European Association for the Education of Adults (EAEA) set out to jointly create a dynamic Task Force that **aims to support gender-balanced participation in lifelong learning and to ensure equal access and rights for everyone.**





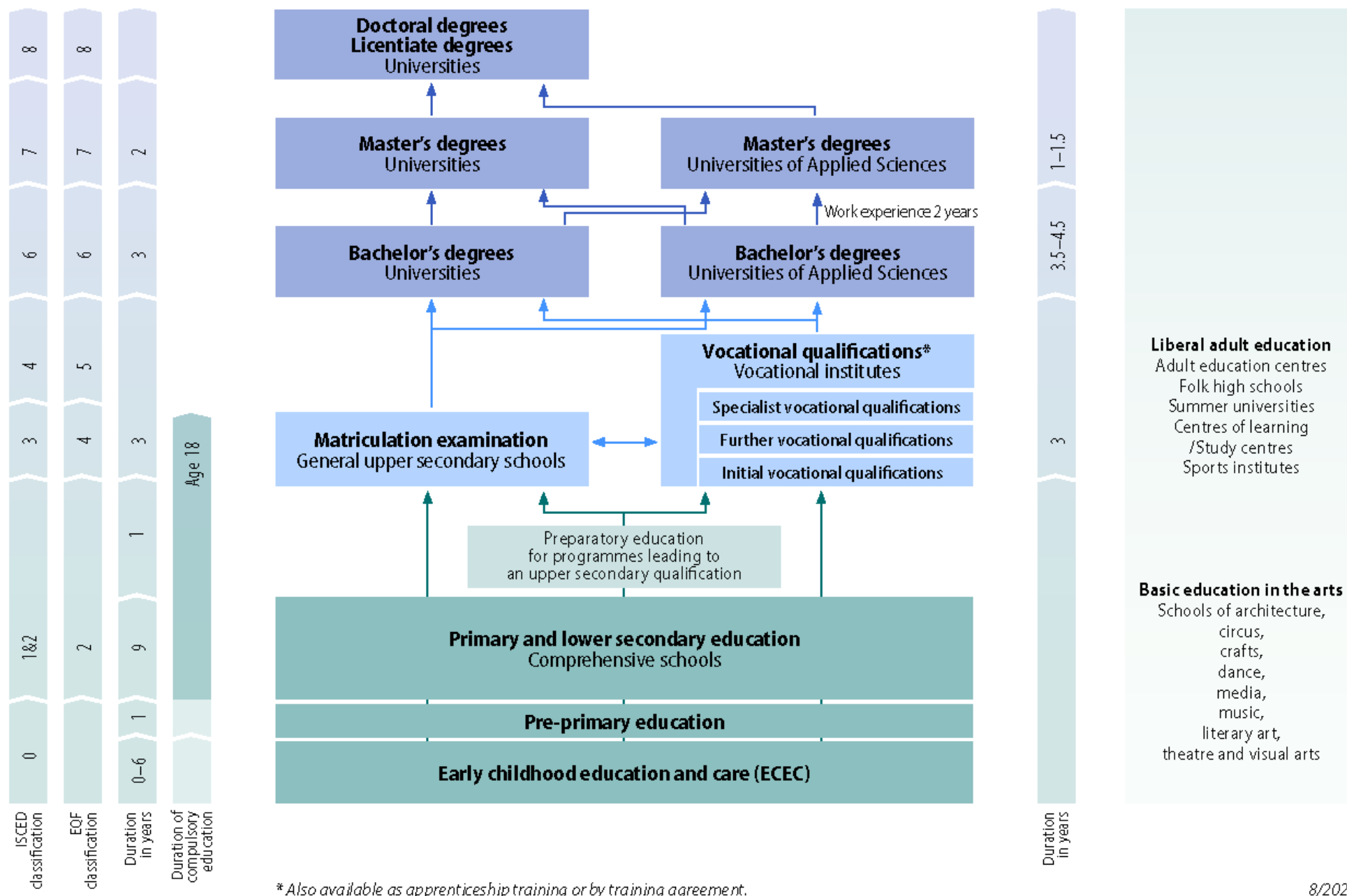
Skills for the Future

Work-based learning in Finland

Case South Savo Vocational College

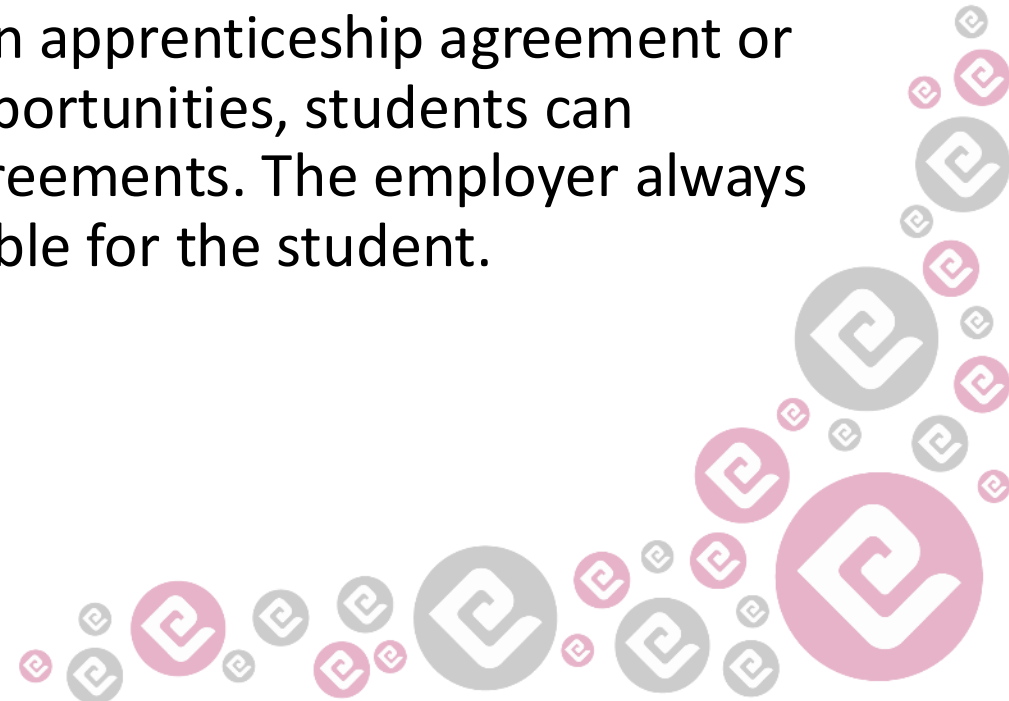
Finnish education system

Source: Finnish Ministry of Education and Culture



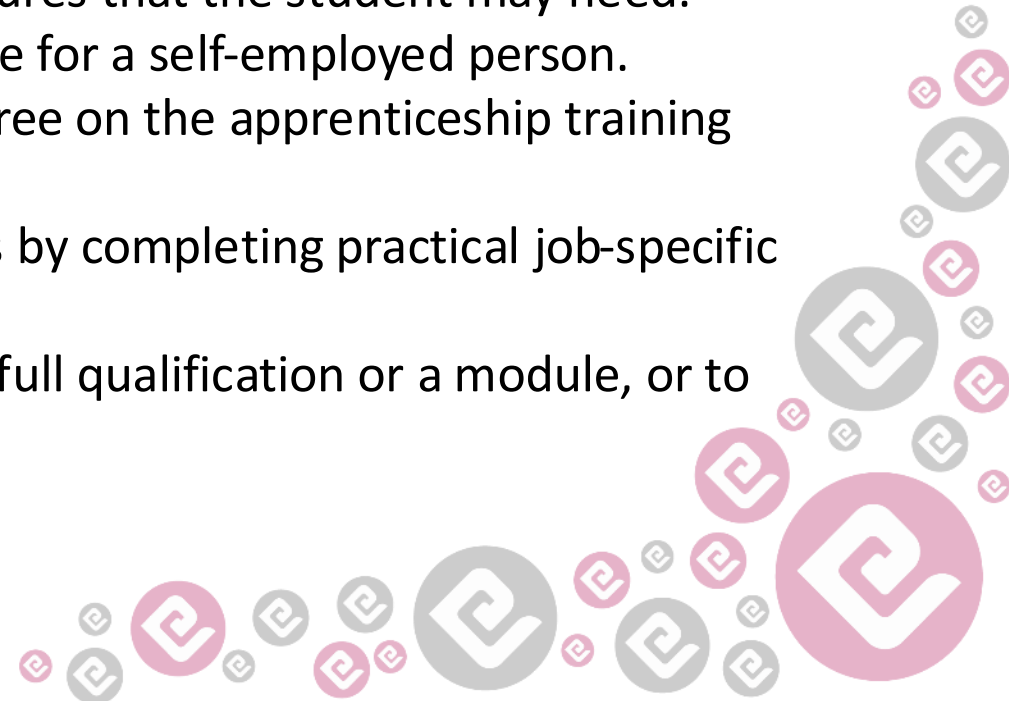
Work-based learning in Finland

- Work-based learning is integrated into vocational education and training in Finland
- In vocational education and training, work-based learning is planned as part of the student's personal competence development plan.
- For work-based learning, students have either an apprenticeship agreement or a training agreement. As they find new work opportunities, students can flexibly switch between work-based learning agreements. The employer always appoints a workplace instructor who is responsible for the student.



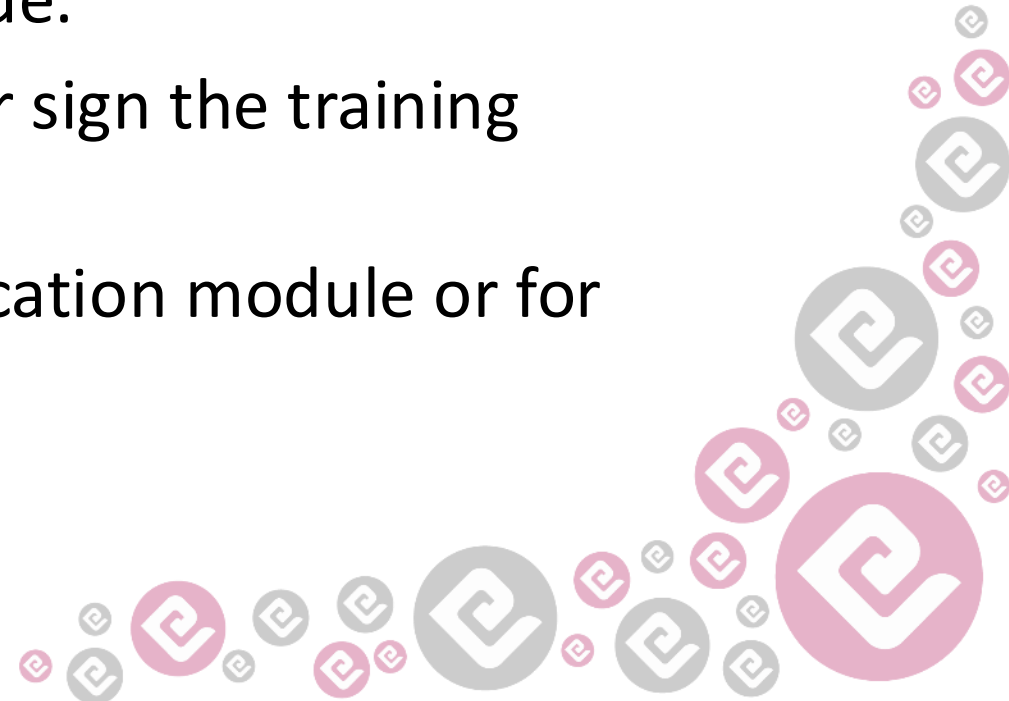
Apprenticeship training

- Students who are in apprenticeship training sign an employment contract and are paid for their work.
- The employer may be eligible for training compensation. The amount of the compensation is agreed between the employer and the education provider, taking into account the student's skills and experience and the guidance and support measures that the student may need.
- An entrepreneur's apprenticeship agreement can be made for a self-employed person.
- The education provider, the employer and the student agree on the apprenticeship training together.
- In apprenticeship training, students gain most of the skills by completing practical job-specific tasks at the workplace.
- The apprenticeship agreement can be made to cover the full qualification or a module, or to meet specific skills needs



Training agreement

- Students who have a training agreement are not employed. As students, they may be eligible for student financial aid.
- Employers who sign a training agreement are not paid compensation for the training they provide.
- The education provider and the employer sign the training agreement.
- The agreement can be made for a qualification module or for meeting specific skills needs



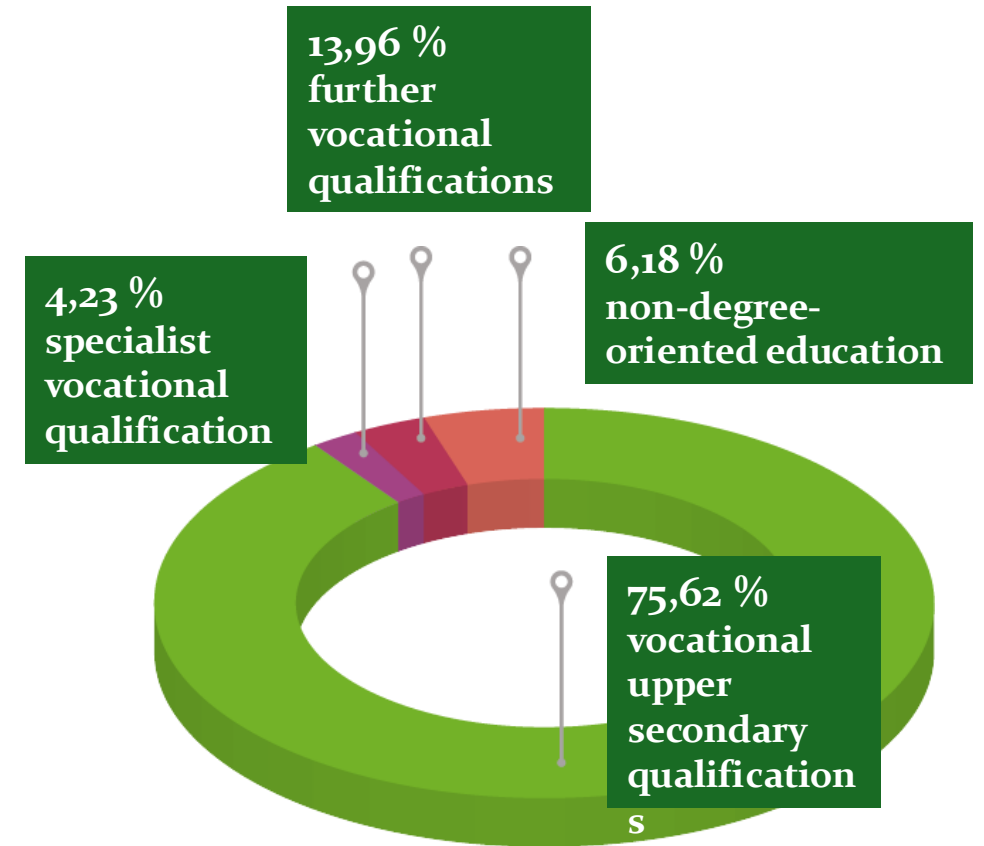
South Savo Vocational College

Educational premises in **Mikkeli** and **Pieksämäki** at South Savo region, Finland

- Adult education also outside of the regular education premises
- Vocational upper secondary qualifications 32
- Further vocational qualifications 29
- Specialist vocational qualifications 12

Authorisation to award a qualification and to provide VET since 1.1.2023.

- Personnel about 260 (full-time and part-time teachers 150)
- Administrator Etelä-Savon Koulutus Oy (Limited Liability Company with Public Utility)



Actual student years 2024



**Esedu is the strongest
vocational institution in
the South Savo area**

Experts that meet employment needs

Esedu offers diverse opportunities regarding

- vocational training
- additional/supplementary training
- proficiency/competence tests needed in working life

Esedu supports the success of South Savo region, local companies and communities through training and various development services.

Work-based learning at Esedu

(statistics on 11 November 2025)

- The share of workplace-based training in total student work years **33,44 %**
- Students' work-life periods **2403**
- Apprenticeships **466**

Apprenticeship training

- Esedu provides 160 vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications
- It is possible to complete individual qualification units instead of a full qualification.
- The employer can get financial compensation for training the apprentice
- The apprentice's salary is according to the collective agreement in the field
- In 2024 there started over 1100 apprentices in Esedu

A man in a black police uniform stands in a brightly lit store, likely a supermarket. He is wearing a tactical vest with a radio and a patch that reads "VARTIJA VÄRTARE EST Vartiointi". He has a serious expression and is looking directly at the camera. The background shows shelves stocked with various goods.

**Guided and employed
on-the-job-learning in
real working places
blended
with school-based
learning**

Working life co-operation at Esedu

For example

- Training and apprenticeships
- Student group visits to workplaces
- Joint development projects
- Work-based learning cells
- Recruitment fairs and events at Esedu

• Working Life Forums

- Sector-specific and multidisciplinary work-life forums
- Organised 1–2 times a year
- Closer cooperation and networking between educational institutions and working life
- **Topics for example:**
 - Changes in the business environment: anticipation, trends and structural changes
 - Labour needs, skills needs

CONTACT INFORMATION

Alone, we go faster. Together, we go further!
African proverb



Rue d'Arlon, B-1000, Brussels (Belgium)



vc@efvet.org



efvet-office@efvet.org
+32 (0)2 27 19 084



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