

**Osnabrück Declaration  
on vocational education  
and training  
as an enabler of recovery  
and just transitions to  
digital and  
green economies**

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## **OSNABRÜCK DECLARATION 2020**

### **on vocational education and training as an enabler of recovery and just transitions to digital and green economies**

**Declaration of the Ministers in charge of vocational education and training of the Member States, the EU Candidate Countries and the EEA countries, the European social partners and the European Commission, meeting on 30 November 2020 to agree on a new set of policy actions in VET for the period of 2021-2025 to complement and operationalise the vision and strategic objectives formulated in the Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience.**

**We, the Ministers in charge of vocational education and training (VET) reaffirm our commitment, as discussed in our joint meeting with the European social partners and the European Commission in Osnabrück on 16 and 17 September 2020, to contribute to the post-COVID recovery and to further develop the European Education and Training Area through future-oriented and innovative education and training systems in order to support the digital and green transition and improve employability and competitiveness and thus stimulate economic growth.**

**All objectives and actions will be implemented with due respect to the subsidiarity principle and in accordance with national VET circumstances.**

**We stress that a strong partnership with social partners is vital for achieving the objectives and deliverables set out in the Osnabrück Declaration.**

**We value the support shown by European-level VET providers' associations and learners' organisations by issuing their position papers in line with the Osnabrück Declaration.**

**Agreed by** the Ministers responsible for Vocational Education and Training of countries participating in the Copenhagen process:

- of the EU Member States (Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovenia, Slovakia, Spain, Sweden)
- of the EU Candidate Countries (Albania, the Republic of North Macedonia, Montenegro, Serbia, Turkey)
- of the EEA countries (Iceland, Liechtenstein, Norway)

**Agreed by** the European Social Partners (ETUC, BusinessEurope, SMEUnited, CEEP)

**Agreed by** the European Commission, and

**Supported by** the European level VET providers' associations (VET4EU2) and the learners representatives (OBESSU, European Apprentices Network), both issuing a position paper in support of the Osnabrück Declaration

## INTRODUCTION

The COVID-19 pandemic as well as digitalisation and climate change have a major impact on our economies, employment and societies. Vocational education and training (VET) is rightly asked to contribute to response strategies for unprecedented incidents, such as the post-COVID recovery but also to cope with challenges such as demographic change, digital innovation, sustainable or climate-neutral approaches, growing demand for STEM skills and the increasing need to constantly upskill and reskill<sup>1</sup> throughout a person's working life. VET is gaining a new momentum with the newly updated European Skills Agenda<sup>2</sup> and the Commission's proposal for a Council Recommendation on VET<sup>3</sup>, helping to give weight to the right of individuals to quality and inclusive education, training and lifelong learning as stated in the first principle of the European Pillar of Social Rights. The Copenhagen Declaration of 29-30 November 2002 launched the European strategy for enhanced cooperation in VET, commonly referred to as the 'Copenhagen Process'. Cooperation within the almost 20-year-long Copenhagen Process has become a catalyst for modernising VET in many EU Member States and candidate countries and has supported work towards Europe's strategic goals and targets. We will build on the achievements of our cooperation agreed in the Copenhagen Declaration (2002) and reaffirmed in the Communiqués of Maastricht (2004), Helsinki (2006), Bordeaux (2008), Bruges (2010) and the Riga conclusions (2015). The Copenhagen Process provides a tripartite platform to intensify, complement and operationalise the European VET policy, as adopted by the Council of the European Union. It also provides the platform for strengthening cooperation with social partners, chambers, VET providers and learners' organisations for the next five years. It will also contribute to the further development of the European Education and Training Area through future-oriented and innovative education and training systems, thus supporting a just transition towards the digital and green economy.

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<sup>1</sup> We use the term skills in its broad sense, i.e. also covering competences

<sup>2</sup> [https://ec.europa.eu/commission/presscorner/detail/en/ip\\_20\\_1196](https://ec.europa.eu/commission/presscorner/detail/en/ip_20_1196)

<sup>3</sup> *ibidem*

## **RATIONALE**

Excellent and inclusive European VET is more than a response to developments and challenges that individuals and organisations face; VET is an enabler of innovation and an essential foundation for green, digital and sustainable growth. It enhances countries' resilience to crisis, develops quality opportunities of lifelong learning for all citizens and turns the digital and green challenges into driving forces that are able to reconcile sustained recovery, environmental sustainability and fair distribution of the benefits of growth among all citizens and societies.

Excellent and inclusive European VET is equally necessary for the competitiveness of European enterprises and a well-functioning European labour market.

Apprenticeships and work-based learning embedded in a real-life work environment improve employability. VET equips our labour force with knowledge, skills and competences that are relevant for the ever-changing labour market and offers upskilling and re-skilling for inclusion and excellence. VET has a distinctive focus and identity, playing a key role at the interface of education and training, employment and economic policies. VET can only be developed effectively when policies are coherent and interconnected, underpinned by a balance between continuity and new directions.

Taking into consideration the proposal for a Council recommendation on VET for sustainable competitiveness, social fairness and resilience, as well as the updated European Skills Agenda, the Osnabrück Declaration focuses on four main areas for the years 2021 to 2025:

1. Resilience and excellence through quality, inclusive and flexible VET
2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation
3. Sustainability – a green link in VET
4. European Education and Training Area and international VET

We build this Declaration on underlying principles that include the due consideration for social dialogue and the need for a strong partnership with a wide range of stakeholders, including social partners, companies, employers' organisations, chambers, branch associations, VET providers, learners' representatives, national, regional and local public administrations, employment services and social economy organisations. Companies as learning venues are crucial to modern and excellent VET. We highlight the responsibility shared with companies to promote the provision of skills that are needed. The need for sufficient investment and the involvement of all stakeholders is also key to achieving the Declaration's objectives, especially in the context of the pandemic. Quality and inclusive VET should provide citizens with equal training opportunities, regardless of their personal and economic background and place of residence.

The underlying principles also include the need to maintain high-quality apprenticeships and work-based learning, to consolidate achievements as well as the need for the better integration of initial and continuous VET to ensure reskilling and upskilling, including pathways from IVET to CVET. Citizens, learners and their families are at the core of our concern; accessing and benefitting from quality, inclusive and responsible VET should be a right for all learners.

In a context of high uncertainty, investing in people's skills and competences is the best option to increase the confidence of European citizens; this goes hand in hand with improving the efficiency of labour markets.

### **Objective 1: Resilience and excellence through quality, inclusive, and flexible VET**

New technologies, new business models, digitalisation, artificial intelligence, demographic change, climate change and the economic crisis due caused by COVID-19 demand flexible responses from VET systems with appropriate governance. Flexible and resilient VET is able to adjust to disruptions and to turn threats into opportunities, thus enabling the innovation, productivity and resilience of our economies and societies at local, regional, national and European level. While VET enables citizens to cope with change, it should also enable them to shape change. Innovation in VET closely relates to issues of new skills, curricula, education methodologies and forecasting tools.

We are thus determined to exploit the potential of digital learning and artificial intelligence to support learners in developing their knowledge, skills and competences. Labour market and skills intelligence<sup>4</sup> as well as research should inform VET decision-makers and support VET providers and practitioners in developing and adapting their VET offers to changing labour market and social needs. Learners need more guidance and tailored support to design their learning and career paths. Moreover, the COVID-19 pandemic has taught us that digital learning can play a complementary and important role to support learning. Alongside top-down governance approaches, the role of various horizontal collaboration networks is growing under the new conditions, including the formation of communities of practice for mutual support and knowledge generation, especially with regard to emergency solutions.

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<sup>4</sup> Skills intelligence is understood as the outcome of an expert-driven process of selecting, combining and presenting evidence – based on skills forecasts, graduate tracking, skills surveys, big data analysis and other methods – to map and anticipate skill trends.

We are currently witnessing an increase in labour market needs for a different mix of skills and qualifications as well as structural changes in the VET landscape. Both developments call for modernised, inclusive VET. Since individuals will have to regularly reskill and upskill to adapt to rapidly evolving digitalisation<sup>5</sup>, VET excellence at all qualification levels including higher EQF levels will become ever more relevant to maintaining employability. Excellent VET prepares learners for the world of work of today and for the future, enabling job creation in the context of effective and quality labour markets. Excellent VET contributes to strengthening democratic citizenship and European values. Achieving these goals will require developing the capacities of VET institutions with active involvement from stakeholders. High-quality VET that includes entrepreneurial education empowers learners to open new businesses.

The role and scope of VET institutions are changing. Boundaries between higher education (HE) and VET are blurring; obstacles are still to be overcome, while policies are striving for greater permeability in education and training systems. Excellent VET is valued in societies and links with recognition and permeability to HE as well as with smooth access to the labour market.

We thus support an initiative for VET excellence in Europe and emphasise the relevance of VET programmes at EQF levels 5 to 8 on a par with HE in order to offer VET graduates a flexible, inclusive and valuable path to high-level jobs and career opportunities in response to current and future socio-economic needs. We consider well-targeted quality investments in VET and enhanced cooperation with and among social partners and relevant stakeholders including learners crucial.

#### Short term deliverables for 2021-2025

##### *Support at EU level*

Promote exchange of best practices and peer learning activities on innovative policy reforms and VET excellence, also addressing sustainability and digitalisation challenges and the linkage of IVET and CVET qualification offers as attractive career pathways  
Develop and strengthen centres of vocational excellence as innovative incubators and skills ecosystems encompassing learning, training and research activities, VET, HE and research in selected sectors or socio-economic challenges, including support for entrepreneurship and digital and innovative VET resources for all

##### *Actions at national level:*

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<sup>5</sup> Taking into account the European Social Partners' Framework Agreement on Digitalisation (2020)



Explore the possibility of setting up a network of voluntary experts and executives, retired or on sabbatical, to support their peers in the fields of VET and apprenticeships as part of the EAfA

Support the development of digital infrastructure for learning and teaching purposes in VET including artificial intelligence and AR/VR technologies and develop suitable institutional teaching and training arrangements underpinned by adequate infrastructure, especially in remote and rural areas thus ensuring social inclusion

Reinforce work based learning and apprenticeships by implementing the European Framework for Quality and Effective Apprenticeships<sup>6</sup> and making use of the on demand support services, and policy learning initiatives. Strengthen the use of quality and inclusive apprenticeships as a tool to support school/training to work transitions of vulnerable groups and to improve citizens' qualification levels.

Support Vocational Excellence (CoVEs) and improve permeability between vocational and academic pathways, including work based learning and enhanced cooperation between VET, HE and research centres, thus establishing quality and effective VET and apprenticeship programmes at EQF level 5 and above

Develop national and regional skills intelligence systems including skills anticipation and graduate tracking; enable social partners, decision makers, stakeholders and providers to adapt and update VET programmes, curricula and guidelines in a timely and effective manner

## **Objective 2: Establishing a new lifelong learning culture – relevance of CVET and digitalisation**

As job and qualification profiles change and new professions emerge in the wake of the digital and green transitions, individuals need support to upskill and update their skills in a permanent manner. European and national qualification frameworks have developed to become a cornerstone of qualification systems supporting transparency and quality of qualifications. It is necessary to promote VET as an attractive and high-quality pathway for jobs and life. In particular, attractiveness can be achieved through adaptability, flexibility, high quality, inclusiveness and permeability of training pathways.

Lifelong learning means that individuals are enabled to master a wide range of skills and competences and navigate their way through the education and training

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<sup>6</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0502%2801%29>

system, using state-of-the art technologies and learning tools across the boundaries of education and training institutions. CVET should thus adopt a systemic approach in order to adapt to the technological shift over the entire course of working life. Further developing a new culture of lifelong learning and providing quality, accessible and inclusive, relevant and sustainable lifelong learning systems is the responsibility of all stakeholders – national and regional authorities, social partners and VET providers and learners.

IVET and CVET offers should be better interlinked, compatible and based on skills intelligence at European, national and/or regional levels. A new lifelong learning culture implies that individuals benefit from career guidance throughout life, can engage in quality and inclusive VET programmes and acquire key competences to actively manage their education, training and employment phases with the support and increased responsibility of all stakeholders. It relies on practice-oriented VET policies and frameworks that are driven by social and occupational demand. A new lifelong learning culture also implies that work-based learning and on-the-job learning stand out in CVET strategies. Learners of all ages and companies should be aware of their needs and develop learning-conducive work environments to fulfil their full potentials. It is important to ensure effective career guidance and access to quality education and training for all and especially for vulnerable learners including through, for example training entitlements, accounts, bi-partite funds and other incentives.

Dedicated teachers, guidance counsellors, trainers and mentors who benefit from high-quality and inclusive initial and continuous professional development and who act as multipliers and mediators are key to a culture of lifelong learning. In many ways, teaching and training staff will be actively involved in change management in the wake of this development. Digital teaching and training require VET staff to develop new methodical and didactical approaches to apply in the connected world. To this end, the attractiveness of teachers' and trainers' professions<sup>7</sup> needs to be increased, for instance and if applicable, by supporting access of business professionals to the teachers' and trainers' professions within VET institutions, in line with national legislation and conditions of access to the teaching profession.

#### Short term deliverables for 2021-2025

##### *Support at EU level*

Develop an inventory of strategies and actions relevant for re- and upskilling in the context of green and digital transitions and building on EU wide surveys such as the Continuing Vocational Training Survey, the

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<sup>7</sup> In line with the Council Conclusions on European teachers and trainers for the future (2020/C 193/04)

European Company Survey and other relevant evidence from the Commission and Cedefop

Further improve strategic skills anticipation at EU level, particularly through Cedefop's work on skills intelligence in consultation with the European Commission, national governments and social partners

Launch and support the Pact for Skills, mobilising partnerships, incentives and commitments for actions, in line with the upskilling and reskilling of the workforce and in agreement with Member States and companies

Explore financial and non financial incentives for IVET and CVET addressing adult learners, promotion programmes with public funding for CVET and other financial incentives, linked to collective bargaining agreements where appropriate, to encourage individual learning, taking into account the synergies between different policy areas e.g. employment, social inclusion and education policies as well as national and regional specificities

Improve European statistics together with national statistical offices, including work on statistics on public and private investment in adult learning

Facilitate mobility for learning and work in Europe, provide access to transparent and reliable information on skills, learning opportunities and labour market trends, facilitate the Europe wide interconnection of digital platforms for learning and career management and enable education and training institutions to issue digital diplomas and certificates (Europass Digital Credentials), thus facilitating transparency and recognition of qualifications across Europe, through the new Europass platform

*Actions at national level:*

Develop national skills strategies for quality and inclusive lifelong learning with all relevant national, regional, sectoral stakeholders and social partners. Besides education and training provision, the national skills strategies may include guidance, incentives for improved skills provision by employers, increased participation by employees, validation of prior learning and targeted public approaches for reaching out to inactive and unemployed individuals, NEETs or individuals at risk of unemployment

Develop targeted information measures on the benefits of CVET and ensure user friendly access to information on IVET and CVET offers at national and regional levels addressing gender and other stereotypes for an equal, fair and diverse society

Work with respective stakeholders to develop digital learning solutions supporting access to CVET opportunities and the awarding of CVET credentials and certificates, thereby opening the possibility to obtain full qualifications without neglecting on the job CVET and the positive effects of learning conducive work environments

Support linking national VET platforms or databases to the Europass in accordance with the Europass decision and the EQF Recommendation where appropriate

Support VET teachers, trainers, guidance counsellors, adult educators and mentors by equipping them with the adequate skills and tools for and through digital technologies; in particular through systematic approaches to, and opportunities for, initial and continuous professional development in both school and work based settings, as well as distance education and training, enabling them to progress in their careers

### **Objective 3: Sustainability – a green link in VET**

Acting in a responsible manner towards the environment affects European societies and economies. Sustainability is a transversal concern that intersects with labour demand, education, skills, occupations and the geographical distribution of jobs and workers. Companies, private sector organisations and societal initiatives are major drivers towards sustainability in economy and society. IVET and CVET should strive to embed skills for sustainability in their regulations and practices. Moreover, the link between digitalisation and sustainability is central to this objective. Developments in technology are driving the growth of sectors including education and training; the development of open source and digital learning environments can make education for sustainable development more accessible both in and outside of education and training settings, whether in schools, companies or at home.

Short term deliverables for 2021 2025

#### *Support at EU level*

Promote initiatives to support cooperation and knowledge sharing between VET institutions and providers on learning methods, curricula, guidelines, work based learning, and quality assurance of education and training offer on green skills, by using European programmes like Erasmus+

Promote the exchange of practices of VET teachers and trainers, specifically with regard to trends and skill needs relevant to the green economy in order to peer learn/review and to share best practices  
Call for new commitments and partnerships for quality and effective apprenticeships linked to green technologies and occupations, under the renewed European Alliance for Apprenticeships, focusing on the economic sectors that will be on the frontline of the transition to a climate neutral Europe

Explore opportunities to make EU VET policy cooperation climate neutral, for instance through the wider use of videoconferences, webinars and virtual conferences with all VET stakeholders and social partners

*Actions at national level:*

Create incentives for greening VET programmes, including education and training in green technologies and innovation, in energy efficiency, circular economy, environmental awareness, sustainable use of learning and training material, digitalisation to reduce climate effects

Define labour market relevant skills for the green transition that are to be incorporated in curricula and VET provision, including basic skills across all sectors and occupations and sector specific skills in cooperation with the social partners

Define and support opportunities to enable teaching and training staff, managing teams in VET providers and trainers and mentors in companies to act as multipliers and mediators, in view of increasing digitalisation and sustainability within the provision and management of training programmes

#### **Objective 4: European Education and Training Area and international dimension of VET**

The globalisation of markets and demographic trends call for modernisation and adaptation of VET systems and institutions at national, regional and sector level within the Member States. Global development also offers great opportunities for Europe as a place of education and training. In addition, this objective refers to the ambitious intention of the Copenhagen Declaration to make Europe a world-wide reference for learners. In this context, the European and national qualification frameworks as well as Europass have paved the way.

Mobility in VET has increased significantly over the last two decades with more than 1.5 million VET learners and staff having benefited from Erasmus+ mobility. In the context of the COVID-19 pandemic, virtual and hybrid mobility in particular have gained new momentum. Cooperation projects leading to joint VET programmes and qualifications are gaining momentum. Migration is challenge for everyone. Transparency and comparability of qualifications and competences help competent bodies, education and training providers, employers and individuals to make informed choices and decisions. We should make full use of EU initiatives and programmes (EQF, Europass, Erasmus+ for example) in this context.

Those initiatives and programmes support the transparency of qualifications and the provision of opportunities for all learners to engage in flexible and inclusive pathways as well as encouraging individuals to switch horizontally from a learning site in one country to one in a different country while achieving their full qualification or completing any IVET or CVET learning pathways. Against the

backdrop of demographic change, this will also help the cross-border mobility of skilled workers and professionals, thus improving the matching of supply and demand in the labour market.

All in all, we should promote European VET systems as a common European education and training area, which is recognised as a worldwide reference for vocational learners. This also includes the development of Europass-based principles and standards as attractive and secure alternatives to commercial data processing platforms and products from other world regions. Supported by ETF and Cedefop, an EU VET policy could reach out to education and training in the neighbourhood countries and other world regions.

#### Short term deliverables for 2021-2025

##### *Support at EU level*

Reinforce mobility, including long term mobility in VET, based on common quality criteria and on the promotion of recognition of VET learning outcomes

Explore the possibility for structured transnational exchange between VET stakeholders, VET teachers and trainers and social partner representatives; assess the potential of European tools such as EPALE, eTwinning and Europass

Further develop Europass in close cooperation with Member States and the European social partners by considering the specificities of national and regional VET systems; ensure that VET learners can access multilingual information on learning mobility, European VET programmes and qualification requirements for job offers anytime anywhere, including with mobile devices, thus supporting the European Education and Training Area

Support the preparation and participation of national teams to the EUROSKILLS Competition to raise the attractiveness and image of VET, promote VET excellence in Europe and to achieve champion status in the global WorldSkills competitions

Cooperate with international organisations, in particular the OECD, ILO, UNESCO, Council of Europe, World Bank and other regional VET networks in the world with a focus on a common world VET agenda (common world VET conferences, promoting best practice exchange of regional VET innovations and instruments of common interest)

##### *Actions at national level:*

Support and facilitate the mobility of VET and adult learners, including apprentices, for example by developing support structures and providing information on opportunities in host countries

Increase the rate of mobility of VET learners as well as teachers and trainers, while strengthening measures to ensure the quality and recognition of learning outcomes, as well as adequate support structures.

Foster longer periods of mobility for VET learners abroad and ensure that apprentice work placements are in line with the European Framework for Quality and Effective Apprenticeships, taking into account national regulations and collective agreements, including health and safety provisions

Develop VET internationalisation strategies, mobilising partnerships and including commitments for concrete and targeted actions, with all relevant stakeholders in accordance with national or regional regulations

Promote intercultural knowledge, skills and competences as part of qualification and curricula requirements in VET qualifications in line with the Key Competence Framework

Cooperate with other EU countries in preparing national teams for international competitions such as WorldSkills and EuroSkills

In support of the successful implementation of the agreed actions, we ask Cedefop and the ETF to monitor the Osnabrück Declaration and report annually to the ACVT and DGVT accordingly.



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