



## *EUNEC Conference*

# New skills for new jobs.

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*New challenges for vocational education and training in the 21<sup>st</sup> century*

*Lisbon, 23-26 October 2011*

## **1 A renewed sense of urgency for vocational education and training**

### **1.1 Context**

Vocational education and training are at the center of the international and national education policy. During the past year we saw the development of the flagship initiative “New skills for new jobs” in the slipstream of the Education and Training 2020 Framework and the renewed Europe 2020 Strategy. The economic and financial crisis further put the spotlights on coherent qualification policies and the development of competencies of all citizens. Policy makers are convinced of the necessity to make vocational systems more responsive to labour market needs and boost economic growth.

The modernization agenda was also given a strong impetus by the education ministers in the Bruges declaration of 7 December 2010. They endorsed an impressive list of commitments both at European and at national level.

In 2010 the OECD published the results of its programme “Learning for jobs”. Despite of the diversity of learning arrangements (education system, workplace training, apprenticeships, alternating on-the-job learning with school-based training) national systems face common issues and challenges: the adaptability of contents to a very fast changing work reality, the balance between the needs of students, employers and education and training provisions, the skills required by VET teachers and trainers, the most effective models for engaging employers and unions, ...

We refer also to more concrete themes related to effective systems of qualification policies such as early school leavers, career guidance, lifelong management of competences and skills.

## 1.2 Central questions of the conference

An analysis of key documents of EU and OECD learns us that the following themes are crucial and in the heart of the agenda setting.

### 1.2.1 Responsive education and training systems

- There is a need for more evidence based and shared knowledge on developments on the work floor and the skills and competences required to successfully fulfill these jobs. Therefore it is necessary to develop in close cooperation with social partners forecasts of skills needs and developments in labour market. (Cf. EUNEC statements on the innovative role of education and training, seminar The Hague, 2009)
- Secondly this knowledge should be translated and enrich the relevance of curricula and learning environments. This approach is very closely linked to the shift of paradigm towards learning outcomes (Cf. EUNEC statements on learning outcomes, conference Madrid, 2008)

### 1.2.2 Tailored and flexible learning pathways

- The VET approach of organizations such as EU and OECD is based on a global approach of all VET : initial VET in compulsory education, alternation and part time working / learning systems, workplace based learning, higher education including short cycle higher education, adult learning.
- Modernization of VET balances between needs of labour market and student centered development needs (well- being, LLL, durable employability and transferability of skills, *Bildung*). (Cf. EUNEC statements on *Bildung* in a LLL perspective, seminar Budapest, 2011)
- Career guidance, informed by knowledge of labour market outcomes and tailored to the personal development of the individual (see EUNEC statements on guidance, conference Budapest, 2009)

### 1.2.3 Learning in different education and training settings : seeing vocational education and training as a continuum from initial VET, continuous VET, LLL)

- Challenges for the education system
- VET in higher education (including short cycle higher education)
- Workplace training, informal and non formal learning
- Impact of adult learning and LLL

### 1.2.4 Quality assurance in VET

- EQAVET, the European Quality Assurance Reference Framework for VET

### 1.2.5 Vulnerable groups

- Early school leavers
- Older employees on the labour market
- Migrant children

### 1.2.6 A better HRM-policy in vocational institutions (teachers and trainers).

- Recrutement and statute
- Embeddedness in the workplace
- Appropriate pedagogical preparation

### 1.2.7 Stakeholder involvement and networks with social partners

## 2 Programme

### Sunday 23 October 2011

**17.00 – 20.00** Executive committee meeting (for executive committee members only)

**20.00 - 22.00** Executive committee dinner (for executive committee members only)

### Monday 24 October 2011

Focus on main new challenges and policy responses
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**09.30 – 10.15 Opening session**

Isabel Leite, Secretary of State for Basic and Secondary Education in Portugal

Ana Bettencourt, president of the CNE

Simone Barthel, EUNEC president. Introduction to the subject.

**10.15 – 11.00 YDreams. New skills from the perspective of an innovative global company.**

Chaired by Mia Douterlungne, EUNEC general secretary

Conference by António Câmara, YDreams Chief Executive Officer

**11.00 – 11.30 Coffee break**

**11.30 – 12.30 A road map to modernization of VET by the EU.**

Chaired by Bàrtolo Paiva Campos, member of CNE

Conference by José Pessanha, European Commission, DG EAC, Unit A.1. Education and Training in Europe 2020.

The central question for the presentation is to give a synthetic overview of the different initiatives of the EU related to the modernization of VET. The speaker will clarify the relationships between the flagship initiative and ET 2020, Europe 2020 and the Bruges Declaration, the relationships between frameworks such as EQF, ECVET, EQAVET and give a preview of forthcoming initiatives and implementation strategies amongst others links with modernizing higher education / LLL / short cycle higher education.

**12.30 – 14.30 Lunch**

**14.30 – 14.45 Introduction to the parallel workshops by Roos Herpelinck.**

#### **14.45 – 16.15 Parallel workshops**

Questions :

- What do education councils consider to be the most urgent measures regarding VET?
- If your council was to give advice on the modernization of VET in your country, what should be the basic lines of that recommendation? Why? Specify the concrete action lines you have in mind.
- Try to reach an agreement within your working group on the challenges and the pitfalls.

#### **16.15 – 16.45 Plenary presentation of the recommendations of the working groups**

#### **16.45 - 17.30 Bus transfer to the hotel**

#### **17.30 – 18.30 Bus transfer to the vocational school in Salvaterra de Magos**

#### **18.30 – 20.00 School visit**

#### **20.00 – 22.00 Dinner in the school**

### **Tuesday 25 October 2011**

Focus on good policy practices in different countries
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#### **09.30 – 10.15 Welcome** by Simone Barthel, EUNEC president

##### **A road map to modernization of VET by OECD ‘Learning for Jobs’**

Chaired by Maria Emilia Brederode, member of CNE

Conference by Malgorzata Kuczera, policy analyst in the OECD Directorate for Education on “Learning for Jobs”, findings of the OECD Review of Vocational Education and Training.

#### **10.15 – 11.00 VET in Portugal. Historic developments and perspectives for the future.**

Chaired by Antonio Frías del Val, Spanish Education Council

Conference by Joaquim Azevedo, president of the Portuguese Catholic University in Oporto, Member of CNE

#### **11.00 – 11.30 Coffee break**

#### **11.30 – 12.30 Continuing VET: The Council Resolution on adult learning and the action plan 2012-2014**

Chaired by Simone Barthel, EUNEC president

Conference by Piotr Bartosiak, on behalf of the Polish Presidency. Mr Bartosiak is Head of unit in the Vocational and Continuing Education Department at the Polish Ministry of National Education.

**12.30 – 13.30 Lunch break**

**13.30 – 14.45 EUNEC general assembly meeting (for EUNEC members only)**

**14.45 – 15.00 Introduction to the thematic working groups**

**15.00 – 16.30 Thematic working groups giving the floor to education councils**

For each working group one education council defends a strong and provocative opinion. Others react.

Workshop 1. Flexible learning pathways in VET, a way to combat early school leaving.

This workshop is organized by the CEF (Conseil de l'Éducation et de la Formation, Belgium).

Maryse Descamps (CEF) presents the pilot project of the CPU ('Certification par unités') of the French Community in Belgium.

Workshop 2. Valuing people, raising qualifications in society

This workshop is organized by the CNE (Conselho Nacional de Educação, Portugal)

Presentation by Ana Maria Canelas, CNE, and Sandra Rodrigues, PhD student in adult education.

Workshop 3. Towards an active qualification policy for all.

This workshop is organized by the VLOR (Flemish Education Council).

Roos Herpelinck presents the Vlor work in progress on 'active qualification policy'.

**16.30 – 17.30 Bus transfer to the hotel**

**17.30 - 22.00 Excursion (bus) to the Pavilion of Knowledge and conference dinner**

## **Wednesday 26 October 2011**

**09.30 – 11.00 Thematic working groups giving the floor to education councils. Second round.**

**11.00 - 12.00 Statement discussion**

**12.00 – 13.00 Closing reception**