




19th Annual EFVET Conference
Lisboa 13th-16th
October 2010



Wednesday 13th October to Saturday 16th October 2010

European Education and Training strategy 2020

Vocational Training in Europe - We can do it !
Even better !

Conclusions

by **Hans F. van Aalst**
Past President of EfVET





The participants

- 200 participants
- 16 EU countries
- And: Norway, Turkey and the European Commission



The conference format



- 5 plenary lectures*
- 7 workshops in 2 rounds*
- 22 roundtables*
- Mobility Market*
- Opportunities for informal interaction

* See www.efvet.org for details, texts and presentations



The Staff:

Luis Costa - ANESPO



ANESPO

- Carla Nicchio
- Júlia Violante
- Susana Batista

EfVET:

- Leif Haar



The students

Escola Comercio de Lisboa:

- Ricardo Santos
- Inês Pereira
- Catarina Nicolau
- Dmitry Ivanishchev
- Nádía Lavaredas
- Luís Gemelgo

Escola Profissional de Imagem:

- Ricardo Du Toit
- Hugo Coelho



Welcome to Lisbon



Academia de Música de Santa Cecília

- Frederico Paixão
- Inês Carvalho
- Marta Juvandes
- Marta Sousa
- Pedro Farias
- Rita Carvalho

A warm welcome to Lisbon from

Luis Costa
Executive Director ANESPO
(National association of Professional schools)



Opening of the conference

Jose Luis Presa, President ANESPO



- Advantages of working in the EfVET network for Portugal
- The mission of EfVET is very relevant: *“learning together for social and economic development through VET”*
- Thanks for the opportunities in this conference and the ones in the past and the future
- urges not to lose the ambition of the Lisbon strategy



Setting the theme: *Improving VET and making it better:* Pete Hodgson, President of EfVET

- Challenges coming for changes in society include:
 - Severe financial pressures
 - Need to address re-engagement of young people and disadvantaged groups
 - Need to raise skill levels and promote progression through lifelong learning
- This calls for:
 - Greater flexibility and responsiveness to needs of employers, employees and individuals
 - A shift in delivery methodologies toward a competence based frameworks including unitisation of qualifications
 - Greater efficiencies through promoting self directed learning – harnessing technologies
 - A cultural shift in institutions and a *can do* attitude!

Plenary sessions



- *The implications of European initiatives such as EQF and EQARF on National VET frameworks – Luis Capucha, President of ANQ, the national Agency for Qualifications, Portugal*
- *The interface of Business and VET institutions in meeting the needs of the global economy – Flemming Larsen, Director of the Configuration of Danish Industry, Copenhagen*
- *VET and the perspective for Portugal – Maria Helena André, Minister of Labour and Social Solidarity in Portugal*
- *The new generation of Lifelong Learning Programmes – Kursat Levent Egriboz, Managing director, ECTOC, the National Agency for Leonardo, Grundtvig and Transversal programmes, UK*
- *The Strategic framework for Education and Training 2020 and its implications for us all – João Delgado, European Commission, DG EAC, head of unit Vocational Education and Training, Leonardo da Vinci*

National qualification systems – meeting the needs of learners and employers – Luis Capucha

president of ANQ (The National Agency for Qualifications, Portugal)



- 31 years ago: introduction of VET in Portugal
- Rather experimental and not enough scale to solve low qualifications of too many citizens
- From 2001 rapid transform: the dual certification concept was introduced
- huge investment in schools and ICT in schools
- Results include a much higher participation in education. Participation in VET grew from 25% to 50% and increasingly adults follow courses
- Consolidation by quality frameworks

Future needs for VET in global business and industry (1)

Flemming Larsen, The Confederation of Danish Industry, Copenhagen Denmark.



□ Education and employment

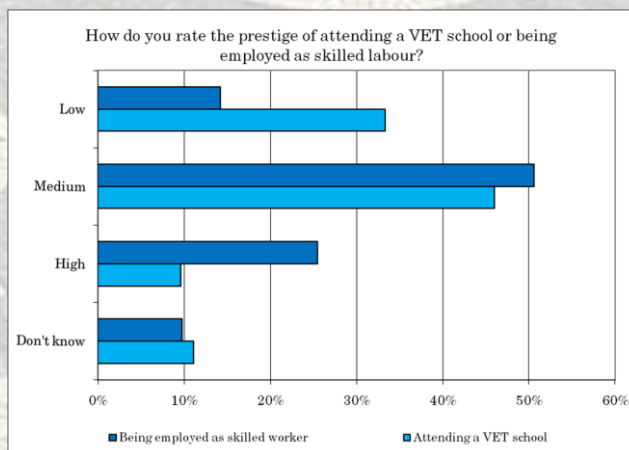
- Rapid and unpredictable technological and organisational changes in society
- From long duration of initial education to initial education as a platform for the first job
- From long employment spells in the same company to shorter spells
- New - and different - balance between education and life long learning
- From national to global focus
- ⇒ International interaction means more
- ⇒ Demand for higher qualification levels from the whole educational system and demand for adaptability

Future needs for VET in global business and industry (2)

Flemming Larsen, The Confederation of Danish Industry, Copenhagen Denmark.



- VET is facing different challenges:
 - Improve levels and standards
 - Improve attractiveness
 - Reduce drop out
 - Maintain relevance in a global market for competencis



Future needs for VET in global business and industry (3)

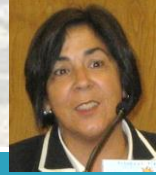
Flemming Larsen, The Confederation of Danish Industry, Copenhagen Denmark.



- Solutions for the future of VET
 - Be smarter:
 - Increase levels and standard
 - Maintain practical focus
 - Increase adaptability
 - Constant dialogue with customers about needs and execution of programmes
 - Increase attractiveness
 - Increase levels and standards – content is king
 - Develop pathways to further education
 - More precise expectations; which goals are to be met at primary and lower secondary schools and which goals are to be met at VET institutions

VET and the perspective for Portugal (1)

Maria Helena André, Minister of Labour and Social Solidarity in Portugal

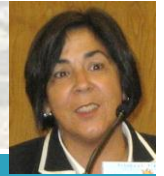


Knowledge is at the heart of hope

- We failed to realize the targets for 2010 of the Lisbon strategy, but the vision remains valid
- Why did we fail?
 1. Little political will – reluctance to accept the parity of esteem and recognition of VET as a crucial element for economic growth
 2. a sense of purpose and leadership was missing

VET and the perspective for Portugal (2)

Maria Helena André, Minister of Labour and Social Solidarity in Portugal

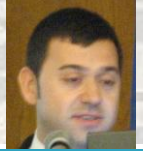


Knowledge is at the heart of hope

- But now (2010) the resistance has been overcome and progress is apparent, certainly in Portugal e.g. certification of earlier (informally) gained qualifications and the qualifications framework
- Vet will be under pressure for permanent reform for delivering newer and better services to students/learners and better outcomes.
- *Yes...We can do it* and *even better* with an attitude of risk-taking and entrepreneurship

The new generations of Lifelong Learning Programmes (1)

Kursat Levent Egriboz, Managing director, ECTOC, the National Agency for Leonardo, Grundtvig and Transversal programmes, UK



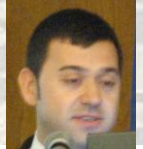
□ Policy priorities:

- ▣ Clear objectives, targets and indicators
- ▣ Target groups
- ▣ Linkages with other EU flagship initiatives



The new generations of Lifelong Learning Programmes (2)

Kursat Levent Egriboz, Managing director, ECTOC, the National Agency for Leonardo, Grundtvig and Transversal programmes, UK



□ Programme Management

- ▣ More decentralisation
- ▣ International dimension
- ▣ Clear distinction between centralised and decentralised projects
- ▣ Closer links with other EAC initiatives
- ▣ Reallocation of funds



The new generations of Lifelong Learning Programmes (3)

Kursat Levent Egriboz, Managing director, ECTOC, the National Agency for Leonardo, Grundtvig and Transversal programmes, UK



□ Programme structure:

- Evolution rather than revolution
- More emphasis on learning mobility
- More support and guidance for participants, more emphasis on adult learners
- Mobility charters and certificates
- Dissemination and mainstreaming
- Same actions and application process
- More lump sums



The Strategic framework for Education and Training 2020 and the role of VET providers – João Delgado, (1) European Commission, DG EAC,

head of unit Vocational Education and Training, Leonardo da Vinci



- **Ambitions for 2020 can only and better be reached by cooperation between practitioners – like EfVET -and the policymakers on national and European level**
- **Leonardo-projects are important input to the strategy**

The Strategic framework for Education and Training 2020 and the role of VET providers – João Delgado, (1) European Commission, DG EAC, head of unit Vocational Education and Training, Leonardo da Vinci



□ Europe 2020 Strategy:

- smart growth with developing an economy based on knowledge and innovation
- sustainable growth
- inclusive growth and a high-employment economy delivering social and territorial cohesion

The Strategic framework for Education and Training 2020 and the role of VET providers – João Delgado, (2) European Commission, DG EAC, head of unit Vocational Education and Training, Leonardo da Vinci



- Around 50% of jobs in 2020 will require medium level qualifications which are mostly covered by VET.
- the EU has defined as one of the main targets to reduce early school leaving to 10% by 2020. VET can play an important role in this endeavour
- 40% of young people should attain higher or equivalent education. This is to be achieved **not only through academic tertiary education**, but increasingly through development and promotion of VET at higher qualification levels

The Strategic framework for Education and Training 2020 and the role of VET providers – João Delgado, (3) European Commission, DG EAC, head of unit Vocational Education and Training, Leonardo da Vinci



- **Flagship initiatives**
 - ▣ **An Agenda for new skills and jobs**
 - ▣ **Youth on the Move**

The Strategic framework for Education and Training 2020 and the role of VET providers – João Delgado, (4) European Commission, DG EAC, head of unit Vocational Education and Training, Leonardo da Vinci



- **Contribution of VET to the 2020 objectives:**
 - ▣ **Initial VET as an attractive learning option with high relevance to labour market needs and pathways to higher education,**
 - ▣ **easily accessible continuing VET for people in different life situations facilitating skills development and career changes,**
 - ▣ **flexible systems based on the recognition of learning outcomes and supporting individual learning pathways,**
 - ▣ **adequate support for those at a disadvantage, and**
 - ▣ **cross-border mobility as an integral part of VET practices.**

The Strategic framework for Education and Training 2020 and the role of VET providers – João Delgado, (5) European Commission, DG EAC, head of unit Vocational Education and Training, Leonardo da Vinci



- **4 priorities for the Contribution of VET:**
 - **how can VET support lifelong learning and mobility?**
 - **Improving the quality and efficiency of learning and how can this enhance attractiveness and excellence in VET**
 - **How can we achieve the social inclusion, equity and active participation of individuals in society through and in VET? *(from testing to tasting)***
 - **Our learning systems should be hotbeds of creativity and innovation?**

The workshops



1. **Challenging times, positive action:** Managing in a time of funding pressures!!!
2. **Pedagogical innovation:** Sharing good practice in meeting the varied needs of learners
3. **What makes a good learning environment** – learning spaces to promote self learning
4. **Promoting social cohesion** – developing an awareness of self within the community
5. **Meet the EU Strategic objectives 2020** - How member states and their VET institutions are implementing VET/LLL reforms – the impact and good practice.
6. **Addressing the needs of learners in danger of 'dropping out'** - or disengagement in education and training
7. **Mission and Strategy of EfVET in a challenging future**

Workshop 1: **Challenging times, positive action:** Managing in a time of funding pressures!!! (1) Rob Schuur and Leif Haar

- VET institutes are facing severe financial cutbacks. The challenge is to face the cutback with creative actions.
- the following solutions were discussed:
 - Cut the number of (support) staff, management;
 - Outsource canteen facilities, ICT management;
 - Decrease the use of teachers and increase the students' workload,
 - Create more virtual teaching material geared for the right kind of target groups (e.g.adults)
 - Cut unviable courses; Don't compete with other VET institutes but share cost (e.g. for buildings, facilities, teachers); Work together with other publicly-funded bodies, such as Youth Care to combat drop-outs or early school leavers; As an educational institute look for commercial opportunities:

Workshop 1: **Challenging times, positive action:** Managing in a time of funding pressures!!! (2) Rob Schuur and Leif Haar

- the following solutions were discussed: (continued):
 - Open the school building and Open Learning Centers for 24 hours;
 - Promote educational activities for enterprises, such as short courses and specialist training;
 - Look at all target groups and provide tailor-made education
 - Sell your teaching expertise as consultants and advisors
 - Focus on what really works in education and don't spend money on what doesn't work;
 - Organize your education differently in close coordination and cooperation with the new generation of youngsters who are more focused on informal learning than formal learning.

□ Report: Frans van Schaik

Workshop 2: Pedagogical innovation Mihai Braslasu

- participants agreed that most teachers are behind their students with digital tools and technologies (digital natives *versus* immigrants). They not only don't use these technologies in their classes, but in their lives either.
- Teachers will not be replaced by computers, but those teachers, who don't use computers, will be replaced by those who use computers. – (Kent Andersen)
- this prompts an unpleasant conclusion about teachers' attitude to it: they are trying to catch up with students; it is like horse running after the carriage.
- Using technologies requires additional work from teachers, and some teachers are still afraid of digital tools and technologies.

□ Report: Rasa Zygmantaite

Workshop 3: What makes a good learning environment – learning spaces to promote self learning (1)

Marny Thompson and José Luis Fernandes Maure

One slide out of the presentation of
Jose Luis Fernandez &
Marny thompson

DESIGN OF LEARNING SPACES

- Healthy spaces – consider lighting, ergonomics
- Stimulating - multi-sensorial experiences
- Elements of surprise - relaxed, informal
- Transparency - feel as a part of something bigger
- Connection to nature- always changing elements
- Colour and texture also important

Workshop 3: What makes a good learning environment – learning spaces to promote self learning (2)

Marny Thompson and José Luis Fernandes Maure

- The workshop used the Bono's "Six thinking hats". Eg:
 - **White: data. Information eg:**
 - Different students, so different kind of learning styles and needs (different spaces)
 - More "investigation" is needed, otherwise we do not know the opinion of the students (lack of information)
 - **Green. Offer ideas. How to design a learning space? Eg:**
 - Do not build a building
 - Spaces for good relations, feel safe, individual needs
 - **Black: Pessimistic**
 - Do not like to be at school
 - No money for all of this
 - Etc

□ Reporter: Marian Villanueva

Workshop 4: Promoting social cohesion – developing an awareness of self within the community – Per Buron

- Reporter: Vibeke Norgaard

Workshop 5: Meet the EU Strategic objectives 2020 - How member states and their VET institutions are implementing VET/LLL reforms – the impact and good practice. Stelios Mavromoustakos

- Making LLL and mobility a reality
 - Improving the quality and efficiency of Education and Training
 - Promoting E-activity, social cohesion and active citizenship
 - Enabling creativity and innovation, including entrepreneurship
- See the website for details
- Report: Louise Rosthoj

Workshop 6: Addressing the needs of learners in danger of 'dropping out' - or disengagement in education and training – Ralph Hoffmann

- A good basic education is vital. But definition of good is needed
- There is a need for a more divers methodology and pedagogic to target "weak" students
- It would be beneficial to prevent rather than repair consequences of social heritage and poor socioeconomic conditions.
- And much more...
- **Suggested websites for inspiration:**
 - Recommendations for how to deal with dropouts: www.buf.kristianstad.se/c-lab
 - Parents involvement in schools: www.grape.cz.com

□ Report: Eva Dalhoff and Julie Ingemann Jensen

Workshop 7: Mission and Strategy of EfVET. Rudolph Bolsius, Stefano Tirato and Tibor Dori

- A draft document was discussed on the following items (see the website for the draft document):
- Ideology: What does EfVET believe in?
- Mission statement
- Vision: What do we perceive around us? Dreamt position as a result; Formula for success
- Brand promise: 'EfVET: your pathway to quality and innovation in life long learning'
- Unique power
- The next steps

Roundtables

Individual paths
cross border recognition
Tools for producing CLIL
trust, confidence and magic
school-business companies

Quality Home Help

Europemobility

The Mint Project

Transfer of Work based learning practices

European Guide to Mentoring

ENVOLWE-project (cooperation between VET and micro enterprises)

Training Internationalisation

Business Transfer – program

Cultural Awareness in VET

POOLS - M and Automobility

InBalance: a European numeracy

SKILLS Competition Health Care

Guidance in adult education

POOLS2: Languages /CALL

Akwaaba2VET (VET in Ghana)

Coachbot - modular e-course





**EfVET
Mobility
Marketplace
Lisbon 2010**

EfVET Marketplace Lisbon 2010

- 1 – Presentation of Mobility Coordinators
- 2 – Speed dating
 - One to one exchange, 2 minutes, 10 exchanges
- 3 – Presentation of Project Ideas and Partners
- 4 – Let's do Business !!!
 - Free time and space to establish cooperation agreements

Farewell Lisbon!



This presentation will appear on www.efvet.org and www.hansfvanaalst.info

Thank you for listening. Enjoy the day!

