



International Conference in Training and Inclusion



“VET POLICY ADDRESSING SOCIAL COHESION ”



LISBON , 6 JULY 2018

LIDA KITA, SPECIALIST IN VET AND SOCIAL INCLUSION - COUNTRY DESK SERBIA AND TURKEY

WHAT IS THE EUROPEAN TRAINING FOUNDATION (ETF)?

AGENCY OF THE EUROPEAN UNION

To make **vocational education** and training in the partner countries a driver for **lifelong learning** and **sustainable development**, with a special focus on competitiveness and social cohesion.

The ETF has both an **analytical and a developmental role** and works within the EU policy framework.



ETF

SOUTHERN AND EASTERN MEDITERRANEAN

Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, and Tunisia

EASTERN EUROPE

Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russia, and Ukraine

SOUTH EASTERN EUROPE AND TURKEY

Albania, Bosnia and Herzegovina, former Yugoslav Republic of Macedonia, Kosovo, Montenegro, Serbia, and Turkey

CENTRAL ASIA

Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan



HOW TO BRIDGE THE GAP BETWEEN THE EDUCATION SYSTEM AND THE FUTURE LABOUR MARKET- REDESIGNING THE SCHOOL

What should be the SCHOOL DNA?

Moving from Industrial Education to Personalized Education-Student Centred

TRANSVERSAL AREAS

DESIGN OF THE
FUTURE SCHOOL

EXCELLENCE AND INNOVATION

TEACHER
EDUCATION

MAKING SCHOOL RELEVANT-
EDUCATION AND THE HI-TECH
INDUSTRY

PARTNERSHIPS

LEARNING OUTCOMES AND TOOLS

FUNDING

4 |

MOVING SKILLS FORWARD TOGETHER



POLICY VISION ON VET

VET IS BEING PROMOTED AS AN IMPORTANT POLICY PRIORITY ABLE TO CONTRIBUTE TO ECONOMIC GROWTH AND SOCIAL DEVELOPMENT;

NATIONAL POLICIES AND STRATEGIES ARE BEING DRAFTED TO TARGET VET SECTOR DEVELOPMENT AND PARTICIPATION INCREASE;

KEY REFORM AREAS:

- Development of qualifications framework which providing clear pathways through education systems;
- Enhancing the adult learning to assist skills formation and upgrading;
- VET as a stepping stone in lifelong learning;
- Stronger links between education and work.



Main explanations/ risk factors

- Individual characteristics of the youth:
 - Gender
 - Education (drop outs and low educational attainment)
 - Family situation and background
 - Health problems and disabilities
- Social/cultural factors (being from a cultural/ ethnic/ religious minority...)
- Refugees/migration
- Contextual factors (country labour market structure...)



EDUCATION: A lot to do in secondary education level, esp. in vocational education

- The higher the education level, the lower the risk of becoming NEETs
- Highly educated people are nevertheless exposed as well

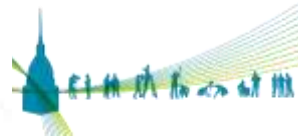
This is a double cause for secondary education (VET included) to be modernised
- Early school leavers are more likely to become NEET, particularly if they are vulnerable due to other reasons (e.g. gender)

This implies the need to work on prevention of early leaving and drop-out



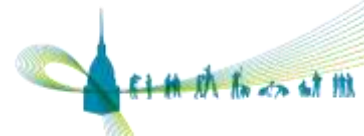
VET schools have a key role for NEETs

- Making their transition from school to the labour market smoother
- Preventing early leaving and dropping out
- Redirecting the situation of youth NEETs by providing further education and training



ROMA AND EGYPTIAN COMMUNITIES

- **EXTREMELY LOW EDUCATIONAL LEVELS**
- **HIGH SCHOOL DROP-OUT RATES**
- **LOW LEVEL SKILLS**
- **THE LEVEL OF EDUCATION AND PROFESSIONAL TRAINING
INFLUENCE THE POSSIBILITIES OF EMPLOYMENT-LOW
EMPLOYABILITY**
- **EMPLOYED MAINLY IN INFORMAL ECONOMY IN PRECARIOUS
EMPLOYMENT CONDITIONS**
- **NOT IN EDUCATION OR TRAINING(NEETS)**
- **SCHOOLS AND PES SERVICES HAVE LOW CAPACITIES OF
CAREER GUIDANCE AND JOB MATCHING SERVICES**





THE SKILLS DIMENSION

ENHANCING THE LABOUR-MARKET AND ECONOMIC INCLUSION OF MARGINALISED YOUTH GROUPS(E.G. ROMA) AND OTHER INDIVIDUALS IN THE SOCIETY

PROGRESS ACHIEVED, YET STILL ROMA GROUPS OF (YOUNG) PEOPLE SYSTEMATICALLY MISS OUT ON (QUALITY AND RELEVANT) VET

NB! VET IS PRONE TO STEREOTYPES (GENDER STEREOTYPES, CULTURAL BIASES, ETC.) → ADVERSE EFFECT ON INCLUSION AND COHESION

NB! VET OFTEN PERCEIVED AS AN EDUCATIONAL TRACK FOR LOW-ACHIEVERS AND FOR MARGINALISED GROUPS OF STUDENTS → DAMAGE ON VET ATTRACTIVENESS



THE SOCIALISATION DIMENSION

**SOCIALISATION OF NEW GENERATIONS AND
ASSISTING THEM TO BECOME ACTIVE CITIZENS**

**SCHOOLING AS A MAJOR AGENT OF SOCIALISATION
OR “A CRADLE OF FUTURE ADULT CITIZENS”**

**THIS FUNCTION IS USUALLY ASSOCIATED WITH
GENERAL EDUCATION, WHILE VET HAS
TRADITIONALLY BEEN ASCRIBED MORE LIMITED
ROLES (PROVIDING SKILLS FOR PARTICULAR JOBS
OR PREPARING FOR WORKING LIFE IN GENERAL)**

**NB! VET ACTS AS A PRIMARY MEANS FOR THE
PROCESS OF PROFESSIONAL SOCIALISATION, FOR
THE DEVELOPMENT OF PROFESSIONAL IDENTITY
AND OF A SENSE OF BELONGING TO A
PROFESSIONAL COMMUNITY**

THE CIVIC DIMENSION

EDUCATION, INCLUDING VET, PROMOTES
TRUST IN SOCIAL INSTITUTIONS,
INSTITUTIONAL INTEGRITY, AND SOLIDARITY

(V)ET PREPARES LEARNERS FOR A PRO-
SOCIAL WAY OF LIFE AND BEHAVIOUR

NB! THIS FUNCTION OF VET HAS RECEIVED
LITTLE PROMINENCE IN NATIONAL AND
INTERNATIONAL DISCUSSIONS ON THE
SUBJECT, NOR HAVE THERE BEEN MUCH
CONCRETE ACTIONS TO ADDRESS IT

THE EQUITY DIMENSION

ESTABLISHING INCLUSIVE AND
EQUITABLE E&T SYSTEMS THAT PROVIDE
ACCESS TO ALL, ALLOW FOR HIGH
COMPLETION RATES AND FOR HIGH
EDUCATIONAL ATTAINMENT

 **NB!** SOCIAL, ECONOMIC, TERRITORIAL
AND/OR PERSONAL INEQUALITIES
CONTINUE TO TRANSLATE INTO
EDUCATIONAL INEQUALITIES

 **NB!** OTHER – INTRINSIC – FACTORS WITH
IMPACT ON INEQUITIES IN SCHOOLS

THE WAY FORWARD...

(1) PROMOTE A BROADER UNDERSTANDING OF DISADVANTAGE AS PART OF DIVERSITY AND THE NEED TO DEVELOP SYSTEMIC RESPONSES TO IT WITHIN THE PARADIGM OF INCLUSIVE EDUCATION

VET SYSTEMS NEED TO BE PREPARED TO WELCOME AND ENCOURAGE THOSE WHO EXPERIENCE DISADVANTAGE TO ACCESS AND PARTICIPATE IN EDUCATION AND TRAINING AND ACHIEVE OUTCOMES IN THE SAME WAY AS PEOPLE WHO HAVE MORE FORTUNATE LIFE CIRCUMSTANCES.

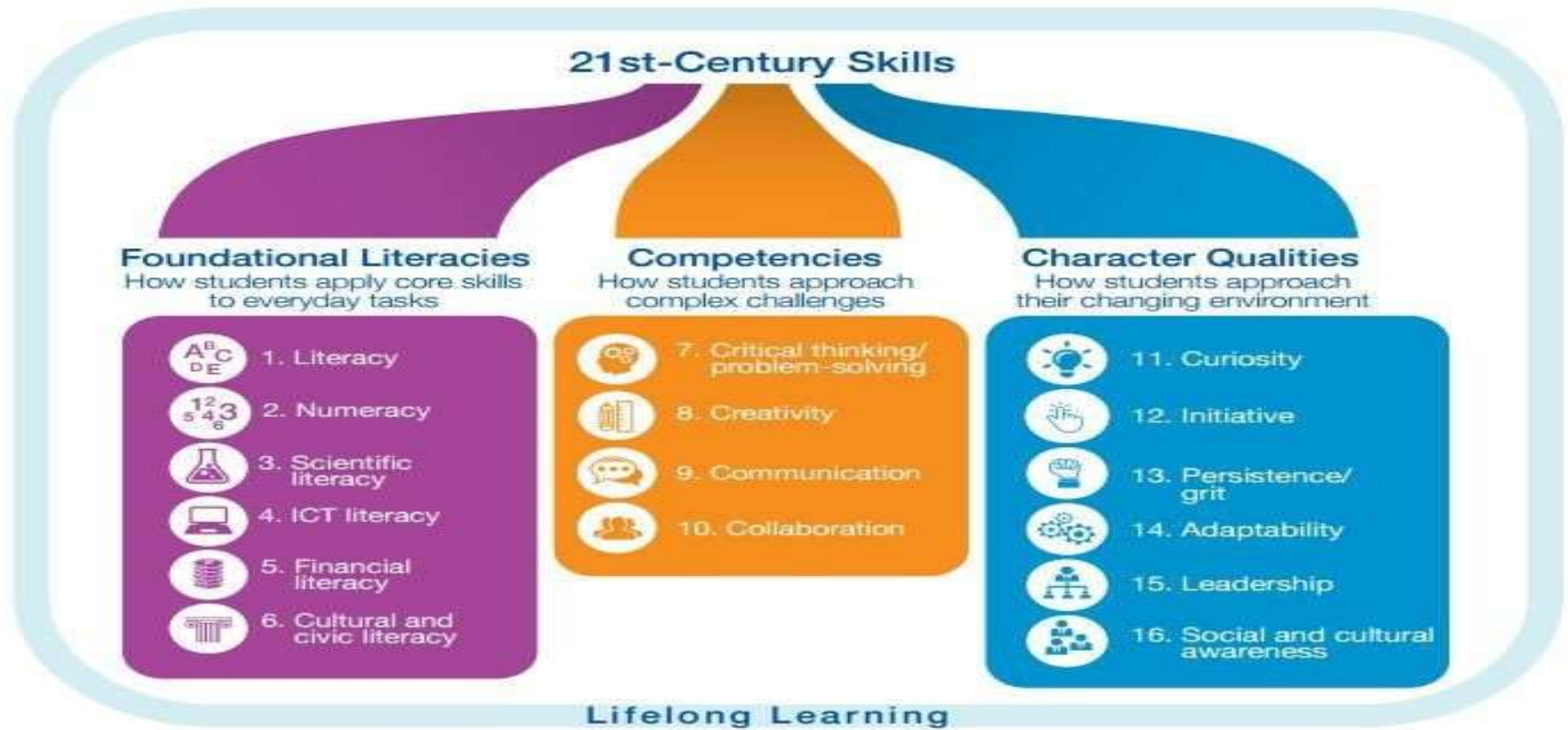
THE WAY FORWARD...

(2) DIFFERENT APPROACHES FOR WORK IN THE AREA OF SOCIAL INCLUSION WITHIN AND THROUGH VET:

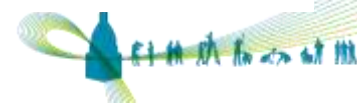
- **CORRECTIVE APPROACH (REMEDIAL, REACTIVE), WITH OUTCOMES EXPECTED IN A SHORT-TO MEDIUM-TERM TIME HORIZON – ADDRESSES EXISTING INEQUALITIES AND EXCLUSION IN EDUCATION AND TRAINING AND AIM TO MITIGATE THEM;**
- **PREVENTIVE APPROACH (OR PRO-ACTIVE), WITH OUTCOMES EXPECTED IN A LONG-TERM HORIZON – ADDRESSES THE ROOT CAUSES FOR SOCIAL EXCLUSION IN ORDER TO END THE REPRODUCTION AND MULTIPLICATION OF EXCLUSION IN FUTURE**



Exhibit 1: Students require 16 skills for the 21st century



Note: ICT stands for information and communications technology.



DIGITAL COMPETENCE FRAMEWORK FOR CITIZENS



Entrepreneurship Competence Framework



DIGITAL SKILLS FOR EUROPE

National Digital Skills Coalition



Pledges to provide training to individuals



EU KEY COMPETENCES - ENTREPRENEURSHIP

2016



European Union
 Education and Culture DG
 Lifelong Learning Programme

KEY COMPETENCES FOR LIFELONG LEARNING
European Reference Framework

2018 edition

Sense of initiative and entrepreneurship

Definition:

It is initiative and entrepreneurial skills of an individual's ability to find alternative actions. It includes creativity, innovation and risk-taking, as well as the ability and strength of conviction to overcome adversity. This supports decision-making in their everyday lives, not only in their own lives but also in the wider community. It is the ability to see and being able to seize opportunities, and is a motivation for using the skills and knowledge learned to establish or contributing to social economic activity. This should include a sense of ethical values and personal responsibility.

Essential knowledge, skills and values related to this competence:

Necessary knowledge includes the ability to identify available opportunities for personal, professional and leisure activities, including 'big picture' that provide the context in which to live and work, such as a broad understanding of the workings of the economy, and opportunities and challenges facing an area or organisation. Individuals should be aware of the ethical position of opportunities, and how they can be a force for good, change through fair trade or through enterprise.

Skills relate to positive project management (including, for example, the ability to plan, organise, manage, lead and manage, analyse, communicate, negotiate, measure and record), effective negotiation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential.

An entrepreneurial attitude is characterised by initiative, pro-activity, independence and leadership in personal and social life, as well as in work. It also includes motivation and determination to meet objectives, whether personal goals, or ones held in common with others, including at work.



2006



European Commission
 JRC SCIENCE FOR POLICY REPORT
EntreComp: The Entrepreneurship Competence Framework

Hershkita Baggotian, Finagiotto Karampali, Vasiliki Panis, Godelieve Van der Bronde

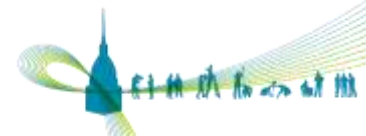


2016



MULTIFUNCTIONAL COMMUNITY CENTRE ... SHORT OR LONG TERM SOLUTION

**WHILE VOCATIONAL SCHOOLS ARE DISTANT
TO VULNERABLE GROUPS, VOCATIONAL
TRAINING CENTRES (VTC) HAVE A FOCUS ON
MARGINALISED GROUPS SUCH AS DISABLED,
ORPHANS, ROMA, EX-PRISONERS,
TRAFFICKED WOMEN, AND RETURNED
MIGRANTS WHO ARE MORE INTERESTED IN
SHORT-TERM COURSES**




Labour Market Policies

Category	Content	
LMP services	All services and activities of PES together with any other publicly funded services for jobseekers.	1. Labour market services
LMP measures	Interventions that provide temporary support for groups that are disadvantaged in the labour market and which aim at activating the unemployed, helping people move from involuntary inactivity into employment, or maintaining the jobs of persons threatened by unemployment	2. Training
		3. Job rotation and job sharing
		4. Employment incentives
		5. Supported employment and rehabilitation
		6. Direct job creation
		7. Start-up incentives
		LMP supports
9. Early retirement		

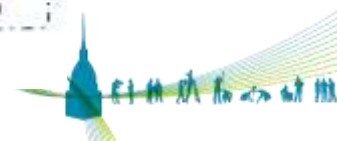
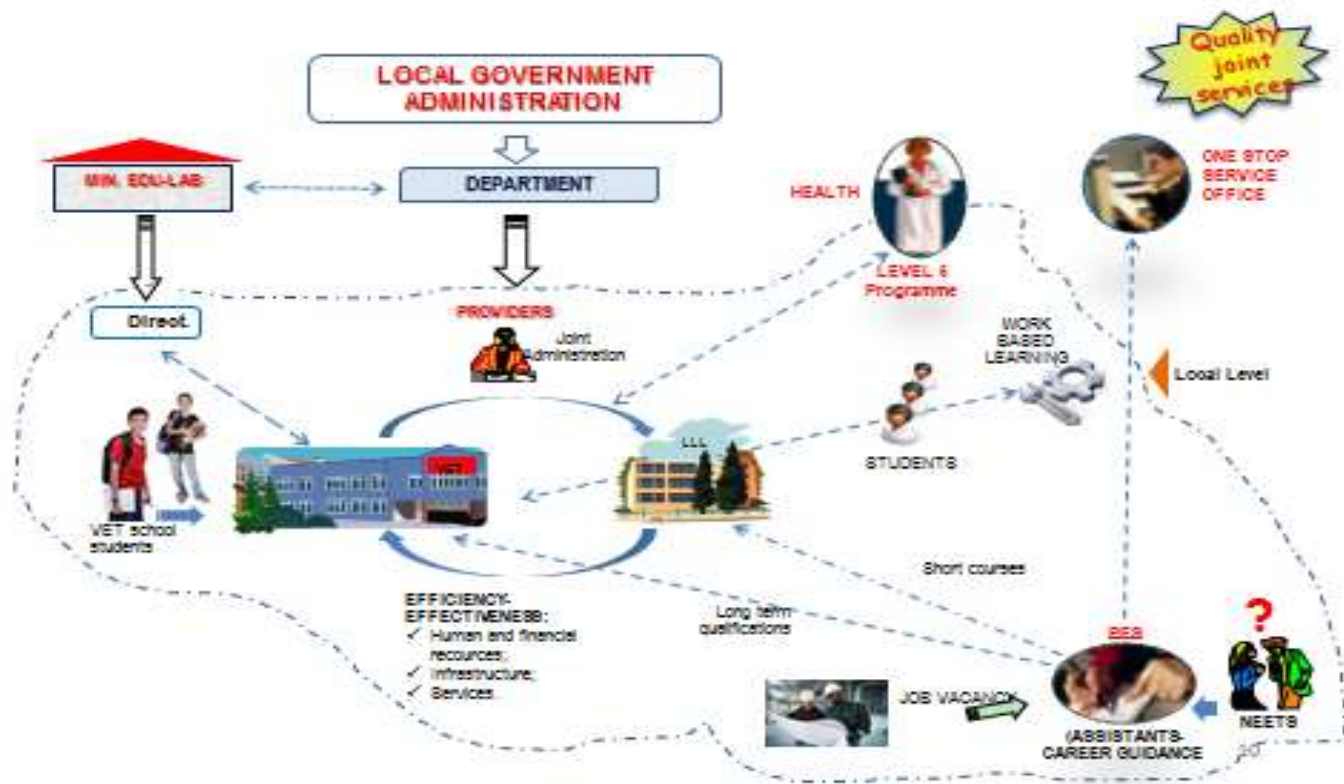


Reform Priorities- Modernisation of the Employment Office Services

- Comprehensive services: one stop service for active employment measures and passive support services (activation conditionality for passive support)
- Users' friendly services (accessibility; web-based)
- Providing customer specific services and targeted group approaches
- Establishment of partnerships at local and regional level

- 
- not enough to provide training or job-placement support
 - complex range of services and supports needed for sustainable activation and long term social inclusion of marginalised / *Roma and Egyptian* groups
 - careful targeting (take into consideration the local community needs in a comprehensive way)





**LOOK FORWARD TO LEARN FROM
YOU/YOUR WORK/ IMPLEMENTATION
EXPERIENCE**

THANK YOU!

Lida.Kita@etf.europa.eu

