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Presidencia española de la Unión Europea

Vocational Training Conference

«The value of competences in VET»

Workshop 4
Lifelong Guidance



GOBIERNO
DE ESPAÑA

MINISTERIO
DE EDUCACION

Chair:

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Setting the context: The learning Worker

Sources of knowledge and skills for the present/last job:

- Initial training: 71%
- Additional training in present job: 51%
- Learning through work through undertaking more challenging tasks: 61%
- Learning from others at work: 53%
- Self-initiated learning through work: 56%
- Learning through life experience: 48%

Supporting Learning Workers

- Validation and recognition of learning
- Access to these and to guidance
- Quality assurance in validation and recognition
- Learning outcomes, qualification frameworks, and ECVET

Supporting Learning Workers

- Making VET attractive
- VET and personal and economic development
- Lifelong guidance and information

Key messages (1):

- Well-functioning guidance systems improve education, training & labour market efficiency & effectiveness (lower drop-out, higher productivity, addressing skills shortages);
- Growing importance of guidance given accelerating pace of change, frequency of transitions (education, labour market);

Key messages (2):

- Importance of involving all key stakeholders, families and businesses & teachers as well as guidance practitioners (need for training and support);
- Guidance is essential in VET but has to be part of a LLG system (before, during & after VET & especially before end of compulsory schooling);

Aims and Challenges:

- A coordinated multisectoral approach
- Moving from a supply driven to a demand driven approach
- Career management skills need to be conceived as part of the core curriculum and as a transversal competence
- Development of an integrated model of guidance delivery: telephone, web, face to face, to make support more accessible to citizens

Priorities:

- To develop national guidance fora or other mechanisms to achieve efficient coordination.
- To develop guidance services with the involvement of citizens.
- To promote ,through guidance, VET as a first class education.
- To make guidance a key part of the process of validation of work experience and non-formal learning.

Conclusions:

- Making VET more attractive requires broader societal and teacher attitude change as well as guidance.
- Information is necessary but not enough; increased information and choices leads to increased demand for guidance.
- Guidance has a key role to ease transitions both within VET and between VET and other levels of education, and to and within the labour market.