

PREFACE

2011 has been a year of continuity, of deepening, and of transition for our network.

Continuity first of all thanks to the recognition, in the framework of the Jean Monnet programme, as a European organization active in the field of education and training. EUNEC has taken this opportunity to develop, for the second time, a three year work programme.

Continuity of the engagement of the membres, who represent a wide range of the partners of education and of civil society of their country, and include at the same time experts in educational policy. Deepening of their active implication in the network, as we can see on the website and read in the reports mentioned briefly in this year book.

Continuity of the follow-up of European education actuality, with a review of the main policy lines in education and training and a participation in the debate at European level within the presidencies of the EU, formulating answers to consultations of the European Commission and participating in studies, conferences and other events organized by diverse European institutions.

This follow up is deepened in the debates during the executive committee meetings, and during the exchanges of experiences, research and good practices amongst the members.

The themes on the agenda of 2011 are at the same time close to the European subjects and to the interests of the members :

- Participation of stakeholders, and of education councils in particular, in the construction of policies : dissemination of the study published in 2010, workshop for implementation of the results, facilitated by the research team.
- Bildung from a lifelong learning perspective : the question of general education and citizenship education of youngsters and adults and of the harmonized development of competences starting from early childhood is debated with international experts. The theme is taken up in the work of several EUNEC member councils.
- 'New skills for new jobs. New challenges for VET in the 21st century'. EUNEC looks at the link between education and business, two worlds often separated from each other. The objective is to draw the attention of education policy makers to this issue that is fundamental for the future.

Transition also.

A new website marks a new phase in the development of EUNEC together with a more important dissemination of results. The website has been designed during 2011, and will be launched in the first part of 2012.

The crisis hits hard in education, as EUNEC highlighted during the seminar in Cyprus in May 2010 on 'Education and training in a period of economic crisis'. Some of our member councils are

facing cuts in their budget, and are having difficulties in even paying their membership fees. Others want to get involved in our network, but don't obtain the permission from their authorities. Some Member States don't have a formal Council, but are interested in our work. The network will have to respond to these challenges, maybe consider new forms of participation in the network. A review of the statutes is being reflected.

Finally, in November 2011, Adrie Van der Rest, secretary director of the Dutch Education Council, and EUNEC member from the first start, has taken up the presidency of the network. It will be his task to continue the development of the network, to reinforce its cohesion and its impact in European education policies.

Mia Douterlungne, general secretary

Simone Barthel, president 2006-2011

Adrie Van der Rest, president

President of EUNEC for almost 6 years, I would like to thank all the members and all the partners of the network, including the European policy makers, for their trust and for the huge work that we have been able to realize together. I would like to thank in particular Mia Douterlungne, Carine De Smet, Roos Herpelinck and Jean-Pierre Malarme for the good team work and I also thank all those who had the courage to take up, within their councils, the organization of seminars and conferences. I'm sure that EUNEC has a bright future with this team and its new president.

Simone Barthel



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CONTEXT

Education and training are seen as key actors in the development of a knowledge society. Therefore, both the EU and the member states put forward daring targets to energize the sectors of education and training making them more performing.

A SHORT HISTORY OF EUNEC

In order to give these innovation policies a broad societal support, governments mobilize the educational and social-economic stakeholders such as representatives of school boards, teacher trade unions, parent and student organisations and social partners to participate actively in the conception and the implementation of policies and activities in education and training.

Therefore most of the member states have set up national or regional formal institutions of consideration and consultation, bringing together all these stakeholders or part of them, in some cases together with experts, to formulate their recommendations.

Education councils have diverse statutes, but they all function as an advisory body towards governments on future education policies.

In 1999, some councils decided to work together on European educational subjects, and, to encourage a closer and more intense cooperation, the education councils created in 2000 EUNEC, a **European network of national and regional education councils**, with the support and the help of the European Commission, and in particular of Mr Domenico Lenarduzzi.

In 2010, EUNEC celebrated its tenth anniversary, during a

conference on stakeholder participation held in Brussels, and organized by the Flemish Education Council and “Le Conseil de l’Education et de la Formation” of the French Community in Belgium, two founding members of the network.

In 2008, EUNEC was recognized and granted as **European organisation acting at European level in the field of education and training under the Jean Monnet programme** (DG EAC N° 28/07). Within this programme, EUNEC obtained a Framework Partnership agreement for 2008-2010.

In 2011, for the second time, EUNEC was granted under the same programme for 2011-2013. This grant will allow the network to continue its efforts to enhance cooperation on education and training in Europe and to aim for more sustainable results.

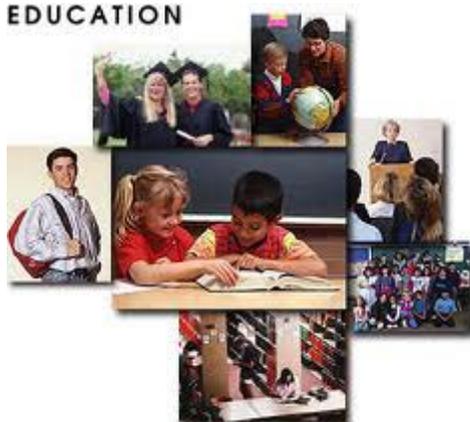


MISSION

EUNEC is convinced that all those involved in education (the European Commission, the governments of the Member States, the education councils, the stakeholders and all European citizens) can benefit from this European network where major evolutions and reforms in educational systems can be discussed thoroughly and prepared for a successful implementation.

EUNEC aims to discuss the findings and recommendations of all European projects in education and training, to determine points of view and to formulate statements on these issues. EUNEC wants to disseminate these statements pro-actively towards the European Commission, relevant DGs and other actors at European level, and to promote action by EUNEC members and participants at national level. EUNEC has the objective that the councils should put the main international policy lines high on the national agenda.

EDUCATION



EUNEC wants to work in two directions:

They want to disseminate and discuss – at the national and at the European level - all documents, texts, studies... that are launched by the European Commission within the framework of the Europe 2020 Strategy, the Bologna process, the Copenhagen process and Education and Training 2020.

With sound and coherent statements, the members of EUNEC want to influence the discussions and the decisions on the major European issues in education and training both on the European and on the national level.

Ten years later, EUNEC is a valuable partner for the European institutions, as **José Manuel Barroso**, president of the European Commission, states in his congratulations for the tenth anniversary:

*“Just as Education Councils are **key advisers** to their national governments, their European network has become **a significant stakeholder** in our Europe-wide cooperation in education and training.*

This pivotal role cannot be underestimated. European bodies carry important messages both ways. They are a vital channel for informing educationalists in their home countries about European policies and about the results and progress that come about from the cooperation between Member States. They also keep the European Commission up to date on the needs of the education and training sector throughout Europe, and help us to direct our work to the maximum benefit of our citizens, of our member countries, and thus of Europe as a whole.”

In the **Conclusions of the Council of the EU** and the Representatives of the Governments of the Member States, meeting within the Council, **on enhancing partnerships between education and training institutions and social partners, in particular employers, in the context of lifelong learning (May 2009)** we read the following text:

*“The Council emphasises that education and training institutions should seek greater openness and responsiveness to the wider world and actively communicate with other partners in society at large. **Existing national models for the consultation of all relevant stakeholders and social partners are very valuable** to the ongoing development of education in its role to prepare our citizens for the challenges of life in the 21st century. The Council invites the Member States to **actively encourage the development of platforms for mutual dialogue between education and training institutions and employers and other relevant stakeholders at national and regional level** (...). The Council also invites Member States to tackle any unjustified barriers that may exist to the development of such partnerships. Member States are invited to **promote close cooperation with employers and other stakeholders at the systemic level** (with regard to the recognition of learning outcomes, the improvement of labour market forecasts, the implementation of European tools..)”*

We are convinced that the activities of EUNEC in 2011 contributed to the implementation of this policy line.

TARGET GROUPS

Through the members, education councils, EUNEC reaches stakeholders, experts and policy makers in the field of education and initial training in Europe.

EUNEC members are education councils. An education council must meet the following criteria (Statutes, Chapter II, art. 6):

- be composed of several partners of the educational community and/or experts;
- serve as a forum for consultation;
- operate at the level at which education policy is shaped;
- fulfil inter alia an advisory role in relation to the government and the ministers of education and/or the parliament and/or other official bodies;
- it must be a council whose competence extends to the educational system as a whole (including or not the tertiary education) or at least a council linked to one or more levels of education.

Organizations that fulfil the same type of tasks or have the same type of competency are within the limits of the national education councils and may be admitted as members.

The composition of the education councils guarantees the involvement of all the principal stakeholders in education in a region/country. This way, EUNEC wants to reach all stakeholders (policy makers, social partners, parents, students, teachers, providers...) in education throughout the European Union.

EUNEC MEMBERS IN 2011

Members are national councils, or regional councils, such as in Belgium where education and initial training are exclusively regional matters. Both Belgian councils were founding members of EUNEC.

All the members receive the information and the reports, take part in the networking and are involved in the meetings such as the seminars and conferences. EUNEC has different categories of members according to their involvement or not in the daily work and/or management of the network.

Members of the Executive Committee and of the General Assembly

Those members take part in all the activities and in the decision making process of the network.

FLEMISH COMMUNITY (BELGIUM): Vlaamse Onderwijsraad (VLOR)

FRENCH COMMUNITY (BELGIUM): Conseil de l'Education et de la Formation (CEF)

THE NETHERLANDS: Onderwijsraad

PORTUGAL: Conselho Nacional de Educação (CNE)

SPAIN: Consejo Escolar del Estado (CEE)

LITHUANIA: Lietuvos švietimo taryba (LST), the Lithuanian Education Council

CYPRUS : Symvoulío Paideias, the Cyprus Education Council

FRANCE: Haut Conseil de l'Education (HCE)

Members of the General Assembly

Those members take part in all the activities of the network. They approve the statements but don't take part in the decision process on the programme and on the management of the network.

ESTONIA: Estonian Education Forum (EEF)

CZECH REPUBLIC: National Training Fund (NTF)

WALES: General Council for Teaching

HUNGARY : National Council for Public Education

GREECE: Ethniko Symvoulío Pedas (ESYP) - National Council of Education

Network members

NORTHERN-IRELAND: Southern Education and Library Board

INFORMATION AND DISCUSSION ABOUT THE EDUCATION POLICY IN THE EUROPEAN UNION

The objective is to

- enhance the cooperation on these issues between the EUNEC members
- disseminate European proposals and tools on national/regional level; EUNEC disseminates European documents and initiatives to the members of its councils and tries to clarify them by summaries, comments or translations.

A REVIEW OF THE MAIN POLICY LINES IN EDUCATION AND TRAINING:

the 'State of Affairs'

In 2011, the EUNEC secretariat prepared three overviews of the main policy lines in education and training, the so called 'state of affairs'. These documents present an overview of the documents that education councils need to integrate the European common policy lines and frameworks in their recommendations towards national Ministers of education and governments.

These synthesis documents describe in a very concise and accessible way the new policy documents. They summarize the main lines of the documents and offer links to the full texts. They take into account all documents linked to education and training and transversal domains (youth, culture, welfare, concurrence..) by all relevant decision making organisations (Parliament, Council, Presidency, Commission). The main policy lines are also

paying attention to other international organisations working in the field of education and training, such as OECD (a.o. CERI studies), UNESCO, UNICEF and the Council of Europe.

In 2011, the following themes were given major attention:

- The institutional context

Recent development in the economic governance of the EU have a major impact on education and training policies. The consequences of the linking of the benchmarks on participation in tertiary education and early school leaving to the economic and monetary situation, is a more regular reporting proved with national action plans and feedback from the European Commission, in the framework of the so-called European Semester.

- Education and Training 2020:

- Council conclusions on the role of education and training in implementing the Europe 2020 Strategy
- Progress report on common European objectives in education and training 2010-2011: indicators and benchmarks
- Combating Early School Leaving
- Early Childhood Education and Care: providing all children with the best start for the world of tomorrow
- New benchmarks for mobility and employability (the latest still under discussion)
- Council conclusions on language competences to enhance mobility
- The Bologna process: an agenda for the modernization of EU Higher Education systems
- The Copenhagen process. A new impetus for European cooperation in VET to support the Europe 2020 strategy. The Bruges communiqué.
- The agenda for new skills and jobs

- The implementation of the European Qualifications Framework
- Adult learning: closing conference on the action plan 2008-2010 'It's always a good time to learn' and the renewed agenda on adult learning
- A EU Framework for integration of national Roma integration strategies
- Lifelong Learning Programmes: the new 'Erasmus for All' programme from 2014 on
- Culture – Youth – Employment – Internal market: conclusions and communication that are linked to the field of education and training. Special attention for youth mobility and for the modernization of the Professional Qualifications Directive.
- The European Year of volunteering
- Education for all: towards the millennium development goals (UNESCO)
- The new ISCED qualification (UNESCO)
- The PISA results (OECD)
- Learning for all. The new education strategy 2020 endorsed by the World Bank

All these documents have been presented and discussed at executive committee meetings. These discussions are important, as an instrument for in-service training of the presidents and secretary generals of national and regional education councils. They pull the attention to new developments, to possible links between EU frameworks and national policies, to new approaches for ongoing and future advisory work. They offer a basis for common work and collaboration on new recommendations.

These documents are also important for determining emerging

themes and fixing the themes EUNEC will work on in the following year.

The 'main policy lines' are translated if necessary and disseminated by all members among the staff and members of their own councils.

Education councils offer platforms to local stakeholders such as school boards, school heads, teacher unions, student organisations. Through the channel of the council a lot of stakeholders get an insight in the European education policy. The states of affairs play an important role in raising the awareness and the understanding of advisers of ministers and local education stakeholders of the common European reference frameworks. By taking them into account in preparing national recommendations, the education councils contribute highly to the national implementation strategies of these frameworks.

These states of affairs are also available for a broader audience: they are published on the website (www.eunec.eu) and in the newsletter reaching more than 200 correspondents, individual citizens as well as organisations.



*EUNEC visiting a vocational school at Salvaterra de Magos
(Portugal)*

EUNEC PARTICIPATES IN THE DEBATE ON THE EUROPEAN LEVEL

EUNEC insists on the importance of (more) stakeholder involvement in European policies. For that reason, EUNEC uses every possible occasion to express its viewpoints on relevant matters in education and training on the European level.

Participation in Presidencies of the European Union



EUNEC president Simone Barthel participated at the conference on 'Early Childhood Education and Care' organised by the Hungarian Presidency of the EU in February 2011 and with the participation of Rosza Hoffnam, minister in charge of education in the Hungarian government, and European Commissioner for Education, Culture, Multilingualism and Youth, Androulla Vassiliou.



EUNEC organized its own working seminar in Budapest with the support of the Hungarian Presidency, in May 2011, on the topic of 'Bildung in a lifelong learning perspective'.

Mr Piotr Bartosiak, head of unit for European initiatives in the vocational and continuing educational department of the Ministry of National Education in Poland, participated at the EUNEC conference on 'New skills for new jobs' in Lisbon in October 2011. He presented the modernization of the VET system in Poland, and gave the participants an insight in the draft Council Resolution on a renewed agenda for adult learning, adopted a few weeks later by the Council of the EU.



Piotr Bartosiak, Polish Presidency of the EU

Answers to public consultations by the European Commission



In March 2011 EUNEC formulated a reaction on the consultation of the European Commission, DG Internal Market, on the modernization of the **Professional Qualifications Directive (2005/36/EC)**.

EUNEC did not answer to the questions of the consultation that are more directly linked to the employment market. However, EUNEC wanted to express some general remarks because it is concerned about the link between qualifications and employment and deeply involved in a reflection on the theme of transparency of qualifications and mobility.

This reaction has been prepared by an expert from the CEF, discussed at the secretariat, and fine-tuned after an electronic consultation round with all the members. The reaction has been published at the consultation page of the European Commission. The results of the consultation fed into the Green paper on the modernisation of the Professional Qualifications Directive which the Commission published on 22 June 2011.

EUNEC was invited to react on the consultation on possible **future action to support the promotion and the validations of non-formal and informal learning**. As the questions specifically addressed to countries/regions, we invited our members to formulate their own reactions. The consultation was published at the EUNEC website.

The same strategy has been applied for the consultation on

priorities for the modernization of Higher Education, and for the **survey on the most effective ways to increase awareness of and participation in adult learning**. Some of our members don't focus on higher education, or on adult education, so discussing and formulating a common answer is not possible. EUNEC published the consultations at the website, members were invited by mail to react to the consultation and to spread the invitation amongst their members.

Cooperation in European studies

Study on identifying the most important professions and sectors

GHK Consulting was appointed by the European Commission to undertake this study in order to support the free movement of workers between EU countries.



Although the network was not able to provide GHK with all necessary information, we informed GHK about who are the responsible persons to contact in order to prepare interviews. EUNEC is kept informed about the results of this study.

Preparation of the 2012 Staff Working Paper of the European Commission on measures to combat educational disadvantage

EUNEC participated at the consultation symposium on 'Measures to combat educational disadvantage', held in Brussels on 8-9 December 2011, which is designed to collect expert advice and empirical evidence that will directly feed into the preparation of a new European Commission's initiative on education and inequalities. As a follow-up of the symposium, and as input to prepare the 2012 Staff Working Paper, the Commission invited EUNEC to send post-symposium advice. The network sent the statements on equity, agreed on after a conference in Lisbon in 2007, and updated after discussions in more recent debates: the conference on Guidance in Budapest 2009, the seminar on education and training in a period of economic crisis in Limassol in 2010, and the seminar on 'Bildung' in Budapest in 2011.



Contributions of EUNEC representatives at EU conferences and the stakeholders' forum

European events organised by the institutions

The president and an expert of EUNEC participated at the fourth **stakeholders' forum of the European Commission**.



As part of its consultation efforts in the field of education and training, the European Commission has hosted an annual event since 2008. The Forums gather a broad group of European-level stakeholders and social partners to discuss transversal issues in education

and training. Each event produces a general report with a set of key messages.

This edition of the Forum, organized by the European Commission in cooperation with EUCIS-LLL and the European Youth Forum, allowed European stakeholders (70 participants) to give their views on progress made during the first cycle of the strategic framework ET 2020 (2009-2011) and to make concrete proposals on the priority areas of the second cycle (21012-2014).

A representative of EUNEC participated at the following other stakeholder events:

- Conference on early childhood education and care (Hungarian Presidency of the EU, Budapest, 21 – 22 February 2011)

- The role of social partners in implementing European tools and principles. Organized by CEDEFOP, at the European Parliament, 24-25 November 2011.
- Round table on the social dimension of education and training, co-organized by SOLIDAR, at the European Parliament, 16 March 2011.
- Comenius Regio Conference. Creating European networks of Regions, Bordeaux, 11-12 May 2011, organized by the European Commission.
- Working together for youth employment. From education to the workplace, a global challenge. At the European Parliament, Brussels, 30 June 2011.
- Lifelong Learning Infodays, European Commission, Brussels, 28 October 2011.

Other international or European events

Whenever EUNEC is invited to an international event (conference, debate, workshop, seminar, survey), the secretariat forwards the invitation to the members by e-mail.

In accordance to the members' expertise and interest, a EUNEC member or the secretary represents the network at these events. Positions taken during these conferences are based on the common understanding laid down in the statements. At conferences and workshops, EUNEC representatives are the voice of the network.

The EUNEC representative spreads the information throughout the network. The executive committee insists on the multiplying effect of participation in conferences on behalf of EUNEC. Every representative is expected to make a report and send it to the secretariat. The secretariat makes a compilation of these reports in a document 'attended events' that is presented and commented on executive committee meetings and published on the website www.eunec.eu.

This is an overview of such attended events :

- Mette Mork Andersen, attaché education and youth at the Danish Permanent Representation at the EU, presented the priorities of the Danish Presidency in the field of education in Brussels on 15 December 2011.



- Conference on Quality Assurance of Lifelong Learning: can lifelong learning providers connect through quality assurance?, Brussels, 19 April 2011, organized by the European Youth Forum.
- The European Launch of education at a glance (OECD), hosted by the European Commission at Madou, Brussels, 13 September 2011.
- Presentation seminar on the European institute on lifelong learning (EILL) by EUCIS-LLL at the European Parliament, Brussels, 9 November 2011.
- The wider benefits of adult education, organized by EAEA, on 24 May 2011.
- Learning outcomes and assessment, webinar organized by EUCEN, 18 May 2011.

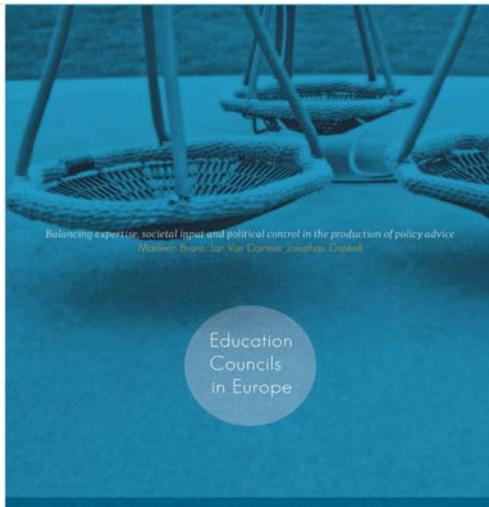
IMPORTANT THEMES ON THE AGENDA IN 2011

THEME 1

STAKEHOLDERS' PARTICIPATION IN POLICY MAKING

During the past three years, EUNEC has been working on a more complete overview of the existing education councils and advisory bodies through Europe, in order to reinforce the network and to strengthen stakeholders participation both at national/regional level and on the European level.

This working process is a multi annual project of EUNEC made possible by the grant. The working process consists of a study, the dissemination of that study and a follow up of its results.



EUNEC commissioned a study on education councils and advisory bodies in the EU. This study was executed by the IVO (Instituut voor de Overheid or Public Management Institute, Catholic University of Louvain). 2010 was a very important year for this study: finalisation, conclusions and publication. 2011 was an

important year for the dissemination and the follow up of the impact of the research results.

The results of this study are used for the enlargement of the network, for informing countries without organised stakeholders participation on the features and effects of education councils and for information towards the European Commission on how education councils can offer platforms for closer collaboration between stakeholders in education and training and the broader world.

In December 2011, EUNEC organized a workshop facilitated by the research team from the Public Management Institute (Professor Marleen Brans, Drs. Jan Van Damme) on '**Education councils in Europe. Increasing the impact of policy advice.**' The following education councils participated at the workshop:

- the Dutch Education Council,
- the CEF (Conseil de l'Education et de la Formation Belgium),
- the Vlor (Flemish Education Council Belgium),
- the CNE (National Education Council Portugal) and
- the Education Council from Cyprus.

The workshop was based on the research recommendations. A first part of the workshop was designed to try to identify which recommendations require most action. These is the top three:

- Adopt dissemination strategies
- Legally settle the councils' access points
- Engender different understandings of advisory success

Next, in small working groups, (2 or 3 persons, representing different councils), participants were asked to select the

recommendation that requires most action in their council. They were asked to rephrase the recommendation, making the goal SMART (specific, measurable, achievable, realistic and timed), and then make an action plan with appropriate timing. This led to a set of very precise actions.

Two important issues came back during the workshop:

- The notion of boundary work. It seems that boundary skills are extremely important for the staff and the members of a council
- The challenge of involving the Parliament, of crossing that bridge.

As a conclusion, it appeared that EUNEC has great learning potential. Councils combine their expertise and learn from each other.

A report of this workshop is made available to all members and published at the website. During the first executive committee in 2012, members will discuss how to go on with this work.

THEME 2

BILDUNG FROM A LIFELONG LEARNING PERSPECTIVE

EUNEC organized an **expert seminar** on 'Bildung from a lifelong learning perspective'. The seminar took place in Budapest, Hungary, in May 2011, with the support of the Hungarian Presidency of the EU. 18 participants, coming from 13 different European countries and representing their national/regional education council, participated at the seminar.



The event was hosted and co-organized by our colleagues from the Education Council in Hungary.

Participants were welcomed by Tas Szebedy, vice-president of the Hungarian education council.

The first session was a brainstorming gathering different understandings of the concept of Bildung.

Dr. Hans Van Crombrugge, senior lecturer family pedagogy - Higher Institute of Family Sciences of the University-College Brussels focused on concepts of general/academic education and the notion of 'Bildung'.



Edward Melhuish, Professor of Human Development & Executive Director National Evaluation of Sure Start, Birkbeck, University of London, illustrated the Life-long consequences of early years learning.

Zoltan Loboda, Permanent Representation of Hungary to the EU, presented his report based on the outcomes of the Informal Meeting of Education Ministers of the European Union under the Hungarian Presidency of the EU on the theme of active citizenship.

Drs Adrie Van der Rest, secretary-director Nederlandse Onderwijsraad insisted on the role of teachers and school development : pedagogic relationships, based on the recommendation 'Onderwijs vormt' (Onderwijsraad, The Netherlands).

By the end of the day, education councils worked towards a common understanding of the concept of Bildung and a more complete definition. Different countries exchanged experiences on the importance of Bildung in the advisory work of their education councils.

On the second day of the seminar, Richard Deiss, European Commission, DG Education and Culture, Analysis and Studies presented the point of view of the European Commission on Bildung.

All participants adopted **statements** on the subject.

A **report** of the seminar including the statements, was sent to all participants, to all EUNEC members, to the European Commission and Parliament, OECD and other international organizations active in the field of education and training. It was published on the website.

THEME 3

NEW SKILLS FOR NEW JOBS. CHALLENGES FOR VOCATIONAL EDUCATION AND TRAINING IN THE 21ST CENTURY

EUNEC organized an **conference** on 'New skills for new jobs. Challenges for VET in the 21st century'. The conference took place in Lisbon, Portugal 24-26 October 2011. 80 participants, coming from 13 different European countries and representing their national/regional education council, participated at the conference. The event was hosted and co-organized by the colleagues from the Conselho Nacional de Educacao in Portugal.



In the opening session participants were welcomed by Isabel Leite, Secretary of State for Basic and Secondary Education in Portugal; by Ana Bettencourt, president of the CNE; and by Simone Barthel, EUNEC president.

António Câmara, Chief Executive Officer of YDreams, presented his view on new skills from the point of view of an innovative global company.

José Pessanha, European Commission, DG EAC, Unit A.1. Education and Training in Europe 2020, presented a synthetic overview of the different initiatives of the EU related to the modernization of VET. He clarified 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 gave a preview of forthcoming initiatives and implementation strategies amongst others links with modernizing higher education / LLL / short cycle higher education.



In parallel workshops, participants discussed the most urgent measures regarding VET, formulating recommendations on the modernization of VET with specific actions lines.

In the evening, participants had the opportunity to visit a vocational school at Salvaterra de Magos. They were warmly welcomed, with music and dance and a succulent dinner prepared and served by the students.



On the second day of the conference, Joaquim Azevedo, president of the Portuguese Catholic University in Oporto, focused on historic developments of VET in Portugal and on perspectives for the future.

Piotr Bartosiak, head of unit in the Vocational and Continuing Education Department at the Polish Ministry of National Education presented the draft Council Resolution on the new action plan for adult learning on behalf of the Polish Presidency.

In the afternoon, thematic workshops gave the floor to education councils, presenting a strong and provocative recommendation linked to the theme.



In the evening, EUNEC was invited at the Pavillion of Knowledge to visit the exhibitions and to take part in the interactive dinner.

A case study of an innovative Ciência Viva programme “Scientific Placements in Research Institutions” was summarily presented

through an interactive dialogue with former participants in this programme.

All participants adopted **statements** on the subject.

A **report** of the conference including the statements, was sent to all participants, to all EUNEC members, to the European Commission and Parliament, OECD and other international organizations active in the field of education and training. It was published on the website.

THEME 4

A TRANSVERSAL ATTENTION TO THE PROMOTION OF CITIZENSHIP WITH AN EMPHASIS ON VULNERABLE GROUPS AND SOCIAL COHESION

Given the composition of the education councils, with all stakeholders in education and training, this is one of the overall aims of the network. This concern is prominent in the “acquis commun” in the different statements of EUNEC.

EUNEC closely follows the debate on education for migrants and on early childhood education and care. Relevant documents are summarized by the secretariat, discussed at executive committee meetings and disseminated.

Representatives of EUNEC attended conferences putting emphasis on vulnerable groups and social cohesion. Reports of the

conferences are presented at executive committee meetings, and disseminated through the website and the newsletter.

- Comenius Regio Conference. Creating European networks of Regions, Bordeaux. Participation at the workshop on Inclusive, supportive and motivating learning environments for all and how to prevent early school leaving, chaired by Paul Downes, director of the Educational Disadvantage Centre (Dublin)
- Participation at the symposium organized by the European Commission on measures to combat educational disadvantage. As a post-symposium advice, EUNEC sent its statements on equity from 2007, integrating more recent recommendations related to equity from the statements on guidance (2009), on education and training in a period of economic crisis (2010) and on Bildung (2011).
- Round table on the social dimension of education and training, hosted by Maria Badia i Cutchet, Member of the European Parliament.
- Working together for Youth Employment. From Education to the workplace: a global challenge, conference in the European Parliament on 30 June 2011, with special focus on taking action to help disadvantaged youth.

MANAGEMENT OF THE NETWORK

Organisation of the network

The **General Assembly** is the highest body of the network and has all the responsibilities that have not explicitly been adjudged at the Executive Committee by the statutes. The responsibilities of the General Assembly include the right to:

- discuss and decide on matters concerning the operation, activities and working programme of the network;
- elect the President of the network;
- discuss and decide matters concerning the existence of the network;
- amend the statutes;
- approve or amend the internal rules of procedure upon the proposal of the Executive Committee;
- dissolve the organisation;
- exclude a member;
- discharge the members of the Executive Committee at the end of their mandate

In 2011, the General Assembly met on 25 October 2011. The minutes of this meeting are published on www.eunec.eu.

The **Executive Committee** is the board of the network. The Executive Committee must:

- implement the decisions of the General Assembly;
- announce the meetings of the General Assembly and the other network activities;

- approve new members
- appoint the auditor
- approve the accounts after receiving the auditor's report
- decide on the budget
- take decisions in accordance with the statutes of the network, in accordance with the interests of the network or with the policy of the General Assembly;
- report to the General Assembly on its activities and its financial management
- nominate the general secretary

The executive committee is at the same time also the place of real exchanges and networking about the national and European priorities in the field of education, the place to discuss news on European projects, the place where the state of affairs is presented.

Composition of the Executive Committee in 2011: Simone Barthel (president), Mia Douterlungne (general-secretary), Adrie van der Rest, , Carmen Maestro Martin/Antonio Frias del Val, Ana Maria Bettencourt/Manuel Miguéns, Roos Herpelinck, Jean-Pierre Malarne, Emilija Sakasolskis/Egle Pranckuniene, Olympia Stylianou, Christian Vulliez

In 2011, the Executive Committee met on 8 May in Budapest, on 23 October in Lisbon, and on 5 December in Brussels.

The **EUNEC secretariat** is composed by the President, the General Secretary, two experts and the secretary.

They coordinate the project and assume the daily management of the network; they keep the contact with the European institutions and the agency (Jean Monnet grant). They also represent the

network in a lot of European events organised in Brussels, for budgetary reasons.

In 2011, the presidency was taken up by the Conseil de l'Education et de la Formation (Belgium, French Community); the General Secretariat and the secretariat are assumed by the Vlaamse Onderwijsraad (Belgium, Flemish Community).

At the general assembly meeting in Lisbon, Mr Adrie Van der Rest, secretary director of the Dutch Education Council, has been elected unanimously as the new President of EUNEC for a period of two years.



Mia Douterlungne (general secretary), Simone Barthel (former president) and Adrie Van der Rest (new elected president)

Networking between members for shared activities

EUNEC members regularly work together in subgroups on specific themes in the field of education and training, according to their own national agenda or to the European agenda.

Executive committee meetings, seminars and conferences are excellent occasions to see which colleagues from other education councils could offer help or work together on specific themes.

In order to prepare a specific event or a specific document, sometimes the members of the executive committee decide to organise temporary working groups:

The secretariat (Flemish Education Council, Conseil de l'Education et de la Formation) and the Hungarian Education Council worked together to organize the seminar in Budapest.

The secretariat and the Portuguese education council worked together to organize the conference in Lisbon.

A working group (Flemish Education Council, Lithuanian Education Council, Spanish Education Council, Portuguese Education Council) is preparing a revision of the EUNEC statutes.

In 2011, EUNEC closely worked together with partner organisations

The results of the seminars and conferences are sent to the European Commission, to the national governments or the national representatives in the European Institutions (Parliament,

Education Council, ..).

EUNEC often works together with experts from partner organisations:

In 2011, EUNEC closely worked together with

- The European Commission, DG EAC. Mr Richard Deiss was speaker at our seminar in Budapest; Mr José Pessanha spoke at our conference in Lisbon.
- OECD. Malgorzata Kuczera was speaker at our conference in Lisbon, presenting the results of 'Learning for jobs'.
- CEDEFOP. EUNEC participated in their conference on 'The role of social partners in implementing European tools and principles'.
- ELGPN (European Lifelong Guidance Policy Network) was represented at the EUNEC conference in Lisbon by Anna Backiewicz from Poland.
- European Youth Forum. Magdalena Pawlowska represented the Forum at the EUNEC conference in Lisbon. And EUNEC was present at their conference on Quality Assurance of Lifelong Learning.
- As a follow-up of the cooperation with the EPA, European Parents Organisation (Brigitte Haider was speaker at the EUNEC conference in Vilnius in October 2008), we keep each other informed about our activities.
- EUCIS LLL. EUNEC is invited at the stakeholders forum and was present at the presentation of the EUCIS LLL Institute on Lifelong Learning
- OBESSU (the Organising Bureau of European School Student Unions): Kjell Nygard from OBESSU participated

at the EUNEC conference in Lisbon, in order to explore possible future cooperation between the networks.

- ETUCE (European Trade Union Committee for Education) was represented at the EUNEC conference on New skills and new jobs.

We send our newsletter with up to date information on our network to the other organisations that are granted under the Jean Monnet Programme, key activity 3; we had the opportunity to meet and to network with these organisations that share our objectives on the Coordinators meeting organised by EACEA, in 2009 and 2010. We receive information by e-mail about their activities.

The list of the organisations: *ESN (Erasmus Student Network); EUROCLIO; Europäischer Verband Beruflicher Bildunsträger; EADTU (European Association of Distance Teaching Universities); EAEA (European Association of the Education of Adults); European Council for Steiner Waldorf Education; EOSE (European Observatory of Sport and Employment); EPA (European Parents Organisation); European Platform for Rehabilitation; EUCEN (European University Continuing Education Network); FEDEC (Fédération Européenne des écoles de cirque professionnelles); YA-YE (Junior Achievement – Young Enterprise Europe); OBESSU (Organising Bureau of the European School Student Unions).*

EUNEC and third countries

EUNEC is trying to build contacts and to enhance its impact in countries out of the European Union.

An important step in the realization of this objective is the presentation by Manuel Miguéns, member of the EUNEC executive committee and secretary general of the CNE (Portugal) at the VIII Encuentro Nacional de Participación Social en la Educación **in Cancún, Quintana Roo, México**, 31 March – 1 April 2011. Mr Miguéns presented the network, and the results of the study on education councils in the EU, executed by the Public Management Institute.

The presentation has been published at the EUNEC website. A lot of attention was given to the event in the Mexican press.

EUNEC intends to keep in touch with the Mexican organization through electronic correspondance with the contact person.



During a study visit to China and Korea in the presence of the Flemish Minister of Education, EUNEC general secretary Mia Douterlungne took the opportunity to disseminate the results of the study.

Finally, the study has also been sent to Ecuador, where a EUNEC contact person working at the Flemish Association for Development Cooperation and Technical Assistance is disseminating the results.

EUNEC annual account 2011

earnings		91268,94
	Membership fees	23000,00
	Grant European Commission	67295,20
	Bank interests and reimbursement	973,74
expenditure		76882,77
	subcontract Wini	11948,75
	Staff travel and subsistence	5472,65
	Reimbursement grant 2010 European Commission	7985,28
	Seminar, conference, workshop	44071,98
	Auditor	1137,28
	General administration costs	6266,83
balance		14386,17

bank account balance 31/12/2010	20098,26
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bank account balance 31/12/2011	34484,43
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ANNEX 1: STATEMENTS ON BILDUNG FROM A LIFELONG LEARNING PERSPECTIVE

The theme of 'Bildung'. Why ?

Recently, stakeholders in education and training have been witnessing an enhanced emphasis on the functional approach of education. Education and training seem to have as main objective to prepare young people for life in society, and to contribute to the development of a knowledge society and economy. According to the recent Europe 2020 Strategy, education plays a key role in achieving smart, sustainable and inclusive growth.

As a consequence, in European policy documents, the emphasis is put on tools, on competences, on measurable outcomes.

However, there is an anthropological tension between the two following questions:

- Do education and training have to provide young people (and adults in lifelong learning) with the competences, skills and knowledge that are useful for society?
- Or do education and training have to contribute to the development of the whole human being (cf. the meaning of 'humaniora')?

The need for a debate on the pedagogical mission of education and training is even more urgent in this period of economic crisis, where the economic returns of education and training are stressed, and in the context of rapidly changing societies, where young people, more than ever, need to make choices.

The EUNEC seminar: objective and context

We started from the 18th century definition of the concept of '*Bildung*', based on a humanistic ideal concept of the human being. '*Bildung*', according to Humboldt aims at the harmonic development of the individual, of the human being as a whole. The question of '*Bildung*' is as old as human thinking. The concept is difficult to translate: there is no good equivalent for '*Bildung*' in many languages.

Several other concepts seem to be related to the general concept of '*Bildung*'. It sets forward the development of human qualities such as

- citizenship
- critical judgement
- creativity
- values
- general knowledge
- appreciation for arts and culture
- ability to deal with diversity and different cultural backgrounds
- tradition.

The main objective of the EUNEC seminar was to come to a common understanding of the concept of '*Bildung*', and to reflect on how this concept can be implemented in the contemporary education and training systems.

This common understanding was built up progressively in small working groups, discussing elements for reflection advanced by experts.

The present statements are an element to be kept in mind when EUNEC will reflect on New skills for new jobs in Autumn 2011.

How to put 'Bildung' into practice? How to link 'Bildung' to existing policy lines?

EUNEC wants to initiate a debate at political level to think about a contemporary interpretation of '*Bildung*'. Given the fact that outcomes related to '*Bildung*' are not easily measurable, the concept of '*Bildung*' is hardly present in European benchmarks and progress reports. There is a risk that this particular aspect of education of the human being is neglected, as other outcomes of education and training are more measurable, are more linked to employability and have a larger impact on the ranking of a country in international education statistics.

The emphasis on '*Bildung*' can be enhanced linking up to already existing European policy lines, through the open method of coordination, including peer learning. We refer to the European framework of key competences. Four of them can be translated into '*Bildung*'.

- Sense of initiative and entrepreneurship
- Learning to learn
- Social and civic competences
- Cultural awareness and expression

On the informal meeting of European education ministers of 28-29 March, under the Hungarian presidency, two objectives of the education and training 2020 strategic framework have been stressed:

- Promoting equity, social cohesion and active citizenship.
- Enhancing creativity and innovation including entrepreneurship.

These objectives are translated explicitly into transversal competences

- Intercultural competences

- Respect for democratic values
- Respect for the environment
- Respect for fundamental rights
- Competence to interact positively with peers from different backgrounds
- A sense of initiative
- Cultural awareness

The fact that Europe stresses the competences above, reinforces schools and all those involved in education and training that work on '*Bildung*' is crucial.

EUNEC also refers to the title of the Europe 2020 Strategy: growth will have to be sustainable. One of the aspects of '*Bildung*' is indeed that young people should become aware of the fact that unlimited consumption will no longer be possible: sustainability is an important feature of '*Bildung*'.

Enhancing emphasis on '*Bildung*' in a broad sense can give trust to young people, give them something to hold on to and keep them on track and prevent them from dropping out of school. This way, working on '*Bildung*' can contribute to achieving one of the Europe 2020 headline targets.

Towards a contemporary definition of 'Bildung'

EUNEC is convinced that attention for the personal development of youngsters and their capability to live in society is part of the mission of education and training; we would like to see policy makers confirm this.

EUNEC does not deny the importance of knowledge transfer. We are in fact convinced that the functional approach of education and training and the attention for the pedagogical mission of

education and training can go hand in hand, are synergetic. Work on enhancing competences and '*Bildung*' can reinforce each other.

Education and training are now on a crossroad: is it all just about learning in order to compete? Or is it also about learning how to live happily? Choosing one of both directions is not an option. A strategic decision is necessary here. Europe has to be aware of the fact that, in order to be competitive, a society needs happy citizens.

During this working seminar, EUNEC started from a Humboldtian definition of the concept of '*Bildung*', putting emphasis on the development of the individual. After two days of discussions with experts and members of education councils coming from 12 European countries, we came to a broader understanding of '*Bildung*', as an interaction between an individual and a collective vision on education. '*Bildung*' can be defined in a broad sense: it is about personal development and about social development, brought together in a coherent and balanced way. The contemporary '*Bildung*' has two aspects: the content aspect (we want to give young people a broad view on the world, a kind of compass) and the process aspects: pupils will discover for themselves what they consider to be of value (or not) in finding their direction.

This brings us back to the words of Comenius: 'Omnes, omnia, omnitudo'

- '*Bildung*' concerns all human beings (omnes). Everyone has a fundamental right on education: the choice of learning contents should allow everyone to enjoy education and to learn.
- '*Bildung*' is all-encompassing (omnia). All dimensions of the human being should be addressed by education, including the relation with the world and the others.

- *'Bildung'* concerns the whole world (omnitude). Through education everyone should become prepared to engage oneself to a better world.

'Bildung' is thus an all-encompassing concept, which starts at birth and never ends. It is not only an individual process, but a collective interactive process that brings together different generations and different cultures. Quality input in the early years cannot be underestimated. This concept, by its nature, will have to be constantly redefined in interaction with the changing challenges from society.

The crucial role of education and training

- In early years

Professor Edward Melhuish insists on the importance of quality input in early childhood. Research demonstrates that the life conditions and education and care during early childhood have a large impact on learning (language learning and literacy, a.o.), behaviour (communication and receptiveness, a.o.) and mental and physical health. Investment at this early stage guarantees the best returns, in terms of employability as well as in terms of the personal development of the child.

EUNEC insists on the importance of giving particular attention to early childhood education and care: the foundations of *'Bildung'* are laid here, as well as the foundations of all learning competences.

- *In lifelong education and training pathways*

Richard Deiss, representing the European Commission, DG Education and Training, insists on the results of statistical studies demonstrating the difficulty of achieving equal opportunities. It is clear that the best jobs are for those with a master degree; it is clear that the ones struck hardest by the crisis are those with low levels of education. It is crucial that all have access to key competences; this was confirmed by EUNEC in 2006 in the statements on key competences.

EUNEC reaffirms the necessity of developing those key competence, with an emphasis on the most vulnerable target group: this is a question of equity, of dignity, of *'Bildung'*.

The crucial role of teachers and schools

If we consider *'Bildung'* to be a regulative principle, a challenging motive for education and training, it is clear that teachers play a crucial role. They are now so much pressured by the emphasis on knowledge transfer and competence building, that there seems little time left for work on *'Bildung'*. The focus in teacher training is very much on schooling and subject matters. EUNEC is convinced that learning to write, to read and to count is simply not good enough. Good teachers, crucial in a well functioning education and training system, are masters in *'Bildung'*, through their personality they illustrate what *'Bildung'* means towards their pupils. For that reason, initial teacher training has to focus to skills that help teachers to give their pupils a broad view on the world: teachers have to have good knowledge of their subject, but also develop a good pedagogical attitude and be prepared to continue developing.

Education needs superb teachers. However, it is necessary that the attention that teachers pay to '*Bildung*' can be translated in terms of workload in order to make a constructive dialogue with teacher trade unions possible.

But teachers should not be left alone. Schools have to formulate a clear educational vision reflecting the values of the school. This way, the teacher can lean on the vision of the school. But the development of a vision is only a first step. Schools also have to create space for '*Bildung*' in the curriculum. Only this way, the educational vision of the school becomes a tool that allows to enhance attention for '*Bildung*'.



Budapest

ANNEX 2: STATEMENTS ON NEW SKILLS FOR NEW JOBS. CHALLENGES FOR VET IN THE 21ST CENTURY

EUNEC shares the analysis made in the reference frameworks of the Union and welcomes the actions proposed in the flagship initiative “New Skills for New jobs”. EUNEC wants to highlight developments over recent years that need to be better integrated into European initiatives.

These statements deal with the context for reform in VET, the policy measures to be taken into account and the critical conditions to realize the further development of VET-systems.

Challenges and context

VET in the midst of social turbulence

Today, VET faces very encompassing and deep rooted structural changes in the economic and political environment. These changes in context have not yet been taken into account in the discussions at EU-level on the renewal of VET.

We witness rapid and unpredictable:

- changes in the labour market, with uncertainty and unpredictability growing. This makes identifying the skills needs for the future very difficult. When working on qualifications, education and training needs to have a dual focus: developing actual and new skills for existing jobs as well as new skills for new jobs. In order to be responsive to the actual and future needs of industry, it is imperative that there is good cooperation between the world of

education and the world of work. Bridges will have to be built. We need good interfaces between the labour market and the education system.

- developments in qualification levels. Although there seems to be a drift towards more and higher qualifications, there will also be the need for medium and even lower level qualifications.
- changes in the budgetary environment for education and training. A lot of education systems have to deal with financial austerity and the ensuing cutbacks.

VET from an educational and pedagogical perspective

There is a long existing tension between the vocational and the more general or academic strand in education. Often, students and their parents make choices in favour of the academic strand, and this has to do with the poor image of VET in a lot of member states. Very often, only those pupils who fail in the academic strand, go to VET. The fact that many teachers consider teaching in VET to be a second choice makes the perception of VET even more negative.

EUNEC thinks that if VET is to be viewed as a valuable learning pathway in itself, there needs to be a focus on improving its attractiveness and social acceptance.

VET is a pathway set up for pupils who choose this route for the pleasure of learning by doing, driven by the ambition to become competent artisans or technicians. Raising the wellbeing of learners, strengthening self-confidence and offering a positive developmental trajectory are as important for the renewal of VET

as the preparation of appropriately skilled youngsters and adults for the labour market.

Educational benchmarks reflect societal regard for different types of education. In these educational benchmarks, appreciation for the VET pathway should be more apparent. An indicator for employability might help.

Policy measures

What are the skills and competences for tomorrow?

The European Commission documents express a strong belief in the accurate and early identification of labour market skills and competences. EUNEC does not question the value of identifying and articulating these skills.

But if we consider all different areas of competences needed, we see that they are all inter-related: “Key competences”, “soft skills”, “learning competences”, “life skills” and “career management skills” are prerequisites for the further development of each individual. They offer pupils a broad basis to deal with the unpredictability of the labour market, with further lifelong learning and with wider changes in society. The development of these skills and competences are necessary for new and actual jobs; they are applicable in different life situations and over a long period.

VET as a positive choice

Raising the sense of purpose is very important. What students learn in VET has to have a clear sense of purpose, for the students, for the parents, for the teachers, and for the labour market. Students have to be aware of the fact that what they learn is important and relevant. They should become self-confident learners, believing in their ability to perform and to be successful. If students have a clear understanding that what they can learn in VET will help them to succeed in the labour market, and in life, they might choose VET as a positive option.

Motivation and passion are essential for a successful VET learning path. VET should no longer be presented as a deficit model, but should provide a competence-building learning environment and a positive career option, offering good opportunities for personal development and integration into the labour market. Students need to find positive role models in their family, in the group of professionals they are in touch with and in their peer group. They need personalities of whom they say: that's what I want to become.

The perspective of the student in VET has to be taken more on board. School as an affirming social experience can enhance the wellbeing and motivation of the students; those who are not happy at school may not make positive choices.

In order to realize this shift towards VET as a positive choice, we can rely on examples of good practice in different Member States. Mainstreaming VET subjects in general education can be one way to enhance its prestige.

EUNEC wants to consider the construction of a more mixed educational pathway: integrating general, qualification oriented

education with a learning competences based pathway. In most countries students have to choose between VET or academic learning pathways; they should be encouraged and enabled to experience both realities.

EUNEC wants to develop more flexible strands in the bridging zone between education, work and socio-cultural development. Certainly for early school leavers these alternative strands offer new opportunities.

Strengthening VET from a lifelong and inclusive perspective

VET is part of Lifelong Learning, from cradle to grave.

The new VET should start in preprimary education and lead the pupil through coherent lifelong learning pathways. This necessitates the introduction of practical and technical competences in the curricula of primary education.

If VET students are to become motivated learners, it is important for them to pursue a set of achievable goals based on zones of proximal development (ZPD - Vygotsky). This approach would ensure that students take pride in their achievements, and step up to the next level, with even more motivation.

If we want VET learners to be confident, VET will have to offer pathways to ensure students are enabled to step up from one qualification level to the next.

Unquestionably, education systems should strengthen the synergy and permeability between professional and general education, compulsory education and VET, education and workplace based learning, education and other learning environments. Permeability has to be a leading principle; mutual trust between

sectors and social partners is necessary.

This progressive learning model would also help to avoid dead ends.

Guidance and counseling

We refer to the EUNEC statements on 'Guidance', Budapest, 2009.

Conditions

Teachers matter!

Teachers are a critical factor in the success of VET.

Good teachers in VET need a balanced set of purely technical competences and pedagogic competences. In school teams, there is need for mutual respect between teachers coming from a general education background and teachers coming from a technical background. Both are equally valid and complement each other.

Working conditions have to be optimal for the teachers; they need to have enough opportunities to acquire relevant workplace experience. They will achieve more if they are treated with trust, as responsible professionals.

Teachers should develop their competences throughout their professional career. They should keep in line with recent developments in industry and the labour market. This will require returning to industry to build up inside information.

VET as a community project

If education wants to offer a broad spectrum of both general and vocational subjects, schools will have to work together with the broader community. School is not the only place to learn; we should look for opportunities to take some of the learning out of the schools. The workplace is a powerful learning environment too.

The building of a responsive VET system (including LLL) demands a high rate of investment, both from the publicly financed education system and from other public financial streams, including the labour market. EUNEC states that investing in VET is as important for innovation in society as investment in higher education. The social partners also have to take responsibility both financially and in other ways, for example through internships.

Respect for VET goes hand in hand with esteem for both professional and technical workers. The media can play an important role in how these professionals are perceived and appreciated by the public.

Rational educational planning and building mixed educational arrangements

In order to offer VET as a lifelong educational *arrangement* for students and adult learners it is necessary to offer mixed schools where pupils have the opportunity to choose either a general strand, a VET strand or a mixed strand. This diversity should at least be offered regionally and in an accessible way.

Sharing of resources between initial VET and LLL offers a lot of opportunities. The same is true for academic and VET learning pathways.

Benchmarking

We are not pleading for more benchmarking from the European Commission in the context of New Skills for New Jobs. We are convinced that more peer learning opportunities will enhance the success of VET. Instead, we are asserting that existing benchmarks should reflect more appreciation for VET as a valuable strand in education.



Lisbon