

EDUCATION COMMITTEE MEETING “European Sectoral Social Dialogue in Education” - ESSDE working group

European Commission

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Brussels

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Searching for the right cake



Ingredients are not

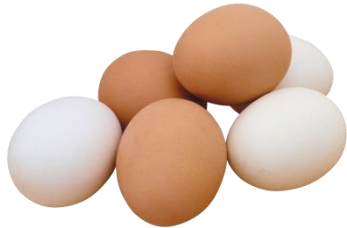
- Sugar



- Cherries



- Eggs



- Peaches



- Flour



- Chantilly



NEW SKILLS AGENDA FOR EUROPA

- **INGREDIENTS ARE:**
 - Financial incentives and favorable tax policies;
 - Educational systems which promote R&D, innovation, entrepreneurship and ensure a high level VET quality;
 - Employers that invest strategically in learning;
 - Workers that take great advantage of learning opportunities;
 - Education Trade Unions / Social partners: crucial role in the 10 actions

We need a cookie dough

SOCIAL DIALOGUE

- Built among social partners /
purpose of a fair result,
effective, efficient and
satisfying over time

Today’s school model is exhausted

It embraces 4 centuries:

XVII
XVIII
XIX
XX

Today, in Europe, many new schools are being built with rooms for the Education of the XVIII century.

XXI century context:

- Digital economy
- Artificial intelligence
 - First robots
- Migrants and refugees

Innovative experiences change the way of organizing Teaching and Learning:

- 1) Finland (public education);
- 2) Catalonia (Spain): Fundación Educación Jesuits (private education)

CEDEFOP - Annual Report 2015

VET

- Riga Conclusions
- The renewed ET 2020
- VET for excellence and inclusion

Better skills, better jobs and
better living conditions
7 challenges for Portugal

1.

**Improve the quality of compulsory education:
(20% of young people are left behind)**

- Flexible educational management;**
- Improve the way of teaching;**
- School autonomy and new models of education and training.**

2- What kind of training priority for jobs today?

- Subordination of Education to the Economy should not be the matrix;
- The market, work, and the market economy are insufficient;
- Human development of all personal capabilities: unique, unrepeatable, ready to be discovered and used;
- Terminal training: focused on a specific area;
- Two great misconceptions have been generated on the relationship between Education and Employment:
 - A) There are no more jobs because the training is not linked to market needs;
 - B) Unemployment grows because the training is inadequate, and because of poor quality courses that are worthless.

It never seemed to be a problem

- The market economy and its way of functioning;
 - Its rules;
 - Its interdependencies;
 - Its international imbalances;
 - The great human failures;

- Companies close, jobs are extinct;
- An economic model which seriously harm the interest of citizens;
 - Profit greed of some;
 - Rampant social consumption;
- Financial speculation not well controlled by the political power;
 - Low wages and exploitation of young workers;
 - Minimum social protection

ESSENTIAL:

A good relationship between Education, Training and Employment

3- What *ark of skills* to be designed?

- Where and how to place the center of the educational and training process?
- Building an ark of skills that will serve as a compass and “food” for the initial training and the transition from education and training to employment:

A - Solid basic training (good acquisition of elementary areas of literacy and numeracy);

B - Discovery of personal potential;

C - Human training in Values;

D - With a good range of transferable qualities (soft skills): good communication skills, cooperation, teamwork, independent initiative, critical capacity to face reality

...

4 - For when the deep involvement of business in education and training?

NO MORE RHETORIC

Social partners, employers and unions must put into practice a total commitment in initial vocational training, from secondary level to higher education.

Portuguese entrepreneurs must say what they want and how they want the vocational training and must communicate how they engage in design, planning, implementation and evaluation of training.

ADVANTAGES of this:

Many Portuguese entrepreneurs are unaware that there are 45% of young people in Portugal to carry out technical and vocational training at the secondary level;

Business executives know best about the best qualifications to serve a capable and competitive economy;

Bring the voice of the business world to the level of political decision ... **at the exact moment**, not only in compulsory auditions calendars.

THREE LAST CHALLENGES

5.

- **What to do with low-skilled adults?**

- Help and upgrading them, especially those in long-term unemployment.

6.

- **Find those who left the education and training system**

- Convene, support, qualify and re-enter the NEET's in society

7.

- **Monitoring and evaluation of policies, new commitments.**

- Evaluation and monitoring of vocational courses, apprenticeships and all other independently: public, private and cooperative education

NEW SKILLS AGENDA FOR EUROPE UNIONS / SOCIAL PARTNERS

A tremendous and new role:

Support the State and private sectors, in search of
new forms of learning and new jobs