



AGENDA

2022 FORUM
ON VOCATIONAL EXCELLENCE

15 TO 16
NOVEMBER

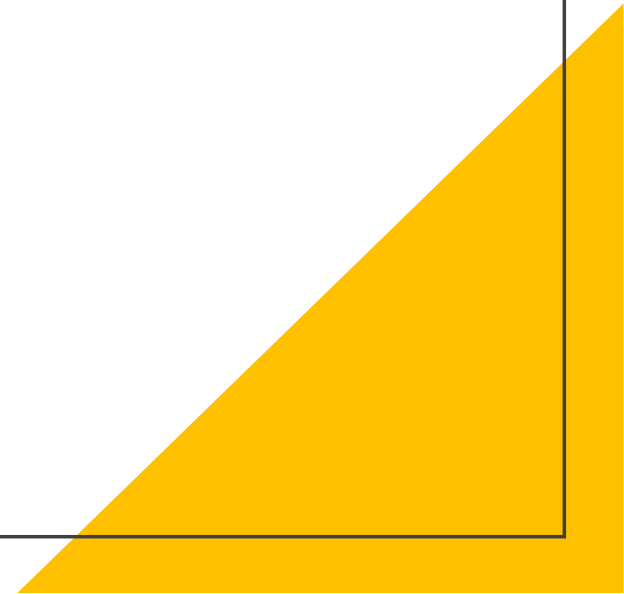
SAN SEBASTIAN, BASQUE COUNTRY, SPAIN

GLOBAL PARTNERSHIPS FOR VOCATIONAL SKILLS

Session: Lifelong Learning – CoVEs as work-based learning incubators

CoVEs for Lifelong Learning

- CoVEs as Work-based learning incubators

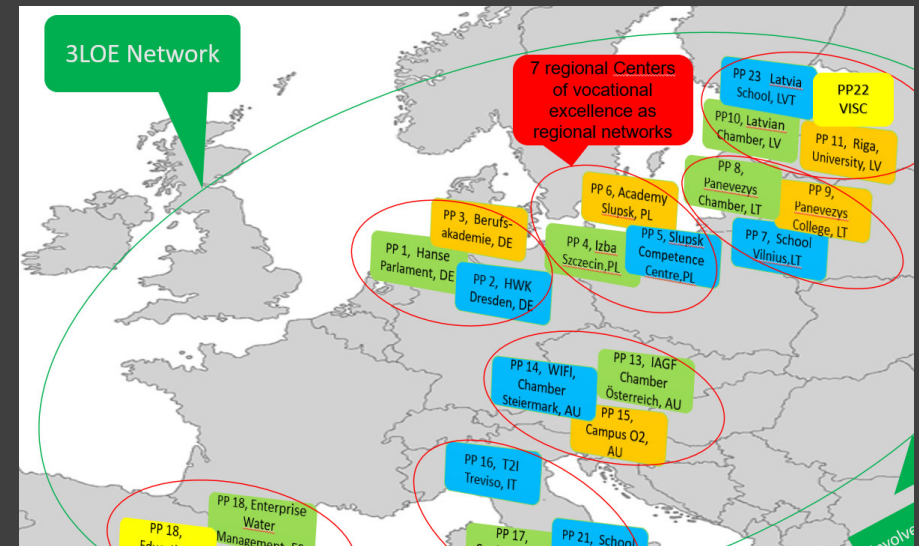


Background – Hanse-Parlament

- **non-profit** network, working actively in the interests of small and medium enterprises since 1994
- association of more than 60 chambers of commerce, industry and crafts and 21 universities and VET centres around the Baltic Sea, representing more than 625.000 SMEs
- Objectives of the Hanseatic Parliament are:
 - to develop a strong, innovative economic regions in Europe
 - to promote small and medium-sized businesses
 - **to initiate outstanding qualifications, study courses and VET**
 - deepen networking and co-operation

Background – 3 LOE Project

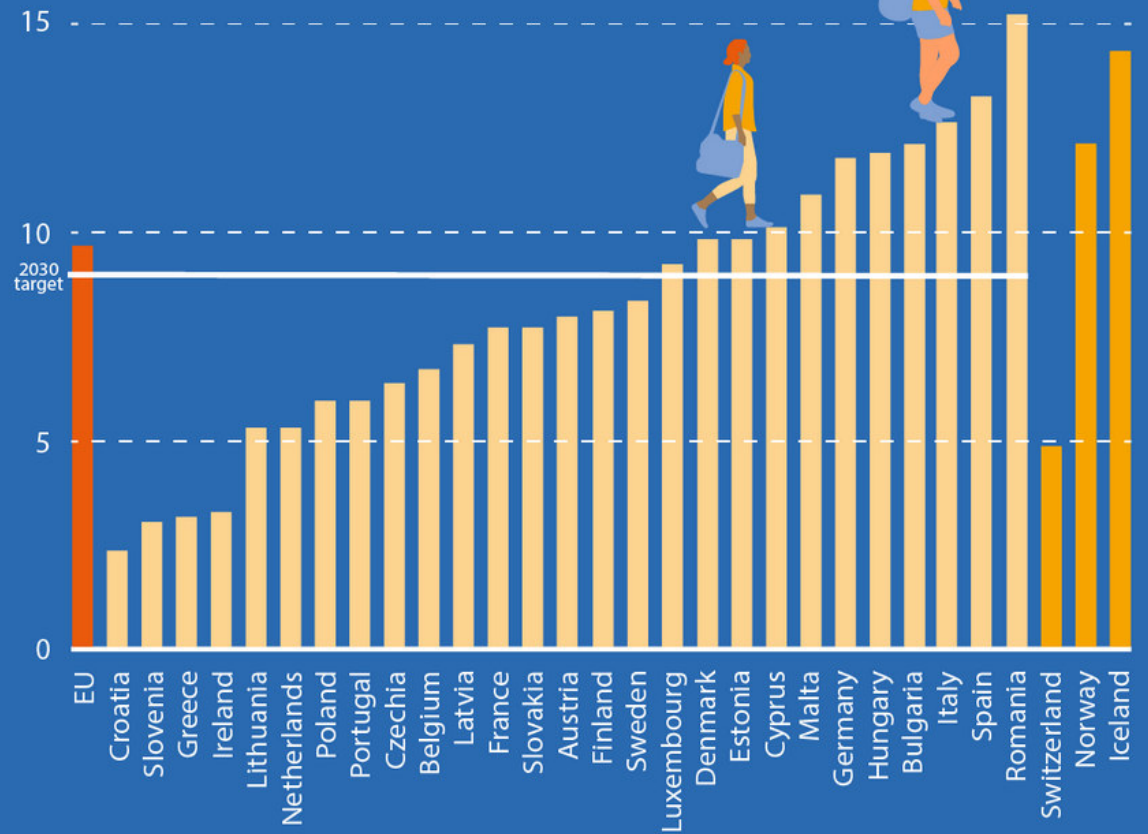
- Biggest challenge for European SMEs: lack of skilled workforce, in particular in the green economy
- Work-based learning and dual vocational training, involving SMEs
- Bringing different stakeholders together to respond to the labor market needs
- Development and implementation of 18 trainings, EQF level 4 - 6



In 2021, 9.7 % of 18-24 year olds in the EU had completed at most a lower secondary education and were not in further education or training (early leavers).

Early leavers from education and training, 2021

(% of population aged 18-24)



Are
underperforming
young people
really not
capable of
training?

Sind leistungsschwache Jugendliche tatsächlich nicht ausbildungsfähig?

Eine Längsschnittanalyse zur beruflichen Qualifizierung von Jugendlichen mit geringen kognitiven Kompetenzen im Nachbarland Schweiz

Sandra Buchholz, Christian Imdorf, Sandra Hupka-Brunner und Hans-Peter Blossfeld

Published in:

Buchholz, S.; Imdorf, C.; Hupka-Brunner, S.; Blossfeld, H.-P. (2012). Sind leistungsschwache Jugendliche tatsächlich nicht ausbildungsfähig? Eine Längsschnittanalyse zur beruflichen Qualifizierung von Jugendlichen mit geringen kognitiven Kompetenzen im Nachbarland Schweiz. *Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 64(4), 701-727.

DOI: 10.1007/s11577-012-0186-1

<http://link.springer.com/article/10.1007%2Fs11577-012-0186-1>

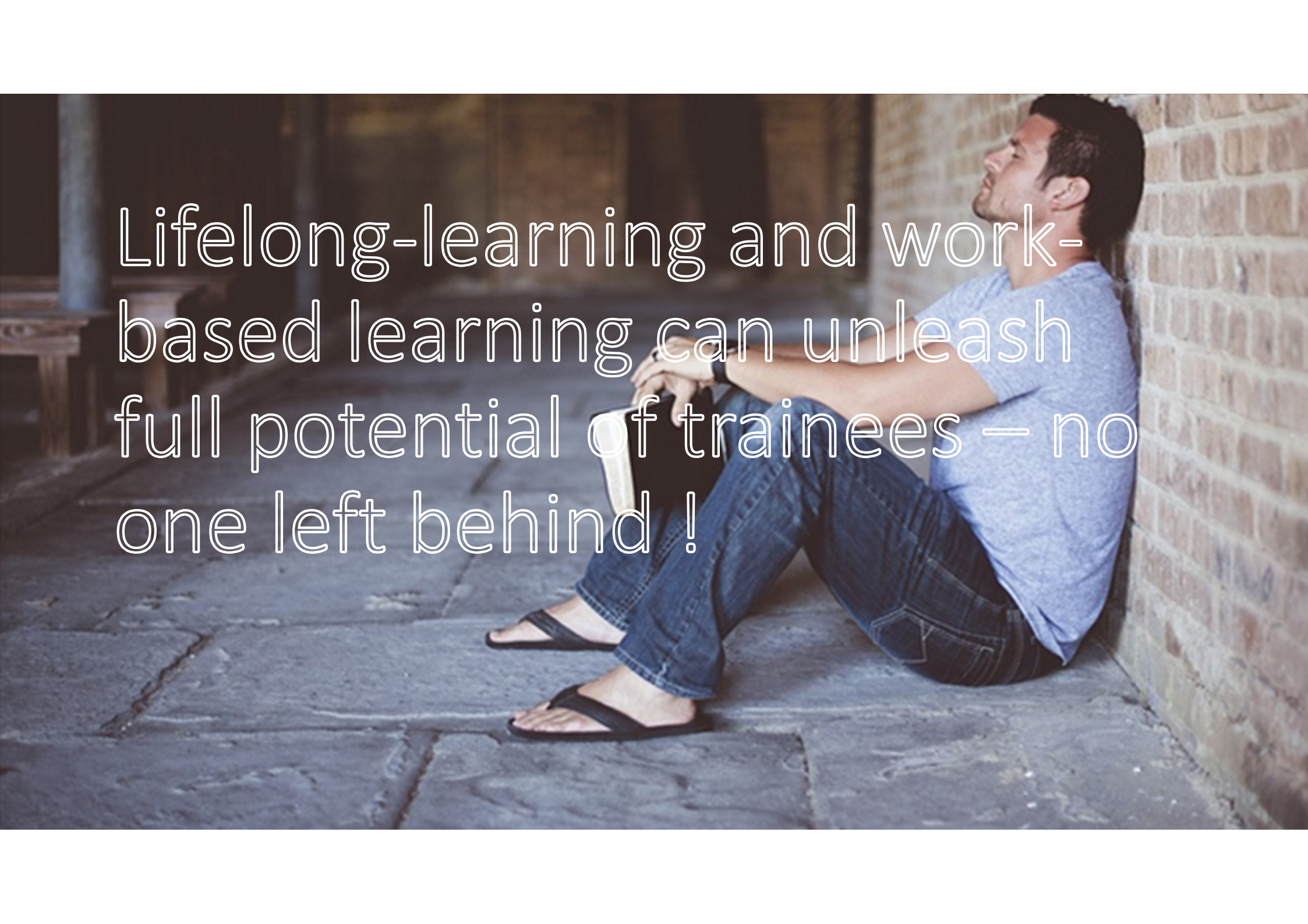
ABSTRACT

In den vergangenen Jahren wurde in Deutschland immer wieder die mangelnde Ausbildungsreife von Jugendlichen beklagt. Demnach soll es einen relativ hohen Prozentsatz von Jugendlichen geben, deren kognitive Kompetenzen so gering sind, dass sie nicht erfolgreich in die berufliche Ausbildung integriert werden können. Ziel des vorliegenden



New Skills Training

If 20% of young people are labeled as not capable of being trained, this is not a failure of these people, but a failure of the education system.

A man with dark hair and a beard, wearing a light blue t-shirt and dark blue jeans, is sitting on a stone floor against a brick wall. He is looking upwards and to the right with a thoughtful expression. His hands are clasped together, resting on his lap. The background is slightly blurred, showing a stone wall and a doorway.

Lifelong-learning and work-based learning can unleash full potential of trainees – no one left behind!

CoVEs for Lifelong Learning and WBL



Target groups

Young people in VET
People in continuing education
SME workers & managers
Teaching staff



Skills for work

Upskilling & reskilling
Anticipating work skills and rapidly adapting skills provision



Different forms of Lifelong Learning

Work-based learning
Modular approach (micro-credentials)
Distance learning (online courses)
Mobility



CoVEs as knowledge triangles and transnational lifelong learning ecosystems

Education institution
Industry
Academia



Recognition, validation and accreditation of skills



Quality assurance

European Education Area

Quality education and training for all

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[Improving quality](#) ▲

About improving quality

Quality investment

Inclusive education ▼

Multilingualism ▼

[Key competences](#) ▲

[About key competences](#)

Council Recommendation on Key Competences for Lifelong Learning

Key competences

The European Commission works with EU Member States to support and reinforce the development of key competences and basic skills for all, from an early age and throughout life. [Key competences](#) include knowledge, skills, and attitudes needed by all for personal fulfilment and development, employability, [social inclusion](#) and active citizenship.

The Council has adopted a [Recommendation on Key Competences for Lifelong Learning](#) based on a Commission proposal. The Recommendation identifies eight key competences needed for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion:

- Literacy
- Multilingualism
- Numerical, scientific and engineering skills
- Digital and technology-based competences
- **Interpersonal skills, and the ability to adopt new competences**
- Active citizenship
- **Entrepreneurship**
- Cultural awareness and expression



„We learn best when we
work“

Work-based learning approach

Work based learning provides best start for lifelong learning



1. What makes
lifelong learning
attractive ?



2. What are the essential skills and competencies needed for lifelong learning ?



3. How important is work-based learning in this process ?



4. How can COVEs support lifelong learning in the workplace ?

Employment, Social Affairs & Inclusion

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Skills and qualifications

European Skills Agenda

ALMA (Aim, Learn, Master, Achieve)

Skills for jobs

Understanding skills

EU Skills Profile Tool for Third Country Nationals

Centres of Vocational Excellence

The European Entrepreneurship Competence Framework (EntreComp)

European Skills/Competences, Qualifications and Occupations (ESCO)

Working together

Helping people to develop skills throughout their lives

Centres of Vocational Excellence



Centres of Vocational Excellence (CoVEs) are formed by networks of partners that develop local "skills ecosystems" to provide high quality vocational skills to young people and adults, and contribute to regional development, innovation, industrial clusters, smart specialisation strategies and social inclusion.

Questions



What makes lifelong learning attractive ?



What are the essential skills and competencies needed for lifelong learning ?



How important is work-based learning in this process ?



How can COVEs support lifelong learning in the workplace ?

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How many people are in your group (sitting at your table): _____

How many countries are represented: _____

Name moderator of this group (that will also shortly present results): _____

1. What makes lifelong learning attractive ?

2. What are the essential skills and competencies that should be part of lifelong learning ?

3. How important is work-based learning as part of lifelong learning ?

4. How can COVEs support lifelong learning in the workplace ?

Spanish Government | European Commission | COVEs

40 minutes group work



What makes lifelong learning attractive ?



What are the essential skills and competencies needed for lifelong learning ?



How important is work-based learning in this process ?



How can COVEs support lifelong learning in the workplace ?

Coves for lifelong learning

1. What makes lifelong learning attractive ?

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2. What are the essential skills and competencies needed for lifelong learning ?

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3. How important is work-based learning in this process ?

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<https://padlet.com/HanseParlament/Cove>