

Towards lifelong learning – Future-proofing VET skills and competences

Portuguese reflections on the role of key competences in VET and lifelong learning

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The Portuguese Presidency of the Council of the EU

Motto: *Time to deliver: a fair, green and digital recovery*

Reinforcing Europe's resilience and confidence in the European social model, promoting a European Union that is innovative and looks to the future, based on common values of solidarity, convergence and cohesion.

The Portuguese Presidency of the Council of the EU

Five priorities, in line with the goals of the European Union's Strategic Agenda

- **Resilient Europe** - Recovering Europe's economy while enhancing solidarity and values
- **Social Europe** - Strengthening Europe's labour market and social dimension as a response to the crisis and for an inclusive growth
- **Green Europe** - Pursuing the *European Green Deal* towards a climate neutral and an environmentally sustainable economy
- **Digital Europe** - Developing data economy, connectivity, and values for equitable, human-centric and competitive digital societies
- **Global Europe** - Strengthening multilateralism and global partnerships



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Main key findings of the DGVT Meeting “Time to Deliver a Future-Oriented VET: Inclusive and Digital VET Towards Recovery”

- The *European Pillar of Social Rights Action Plan* underlines the importance of VET and Lifelong learning.
- The digitalisation and greening of the economy call for urgent measures to preserve jobs and ensure lifelong learning for all workers.
- The Multiannual Financial Framework and the Resilience Facility Plans reinforce reforms and investments in VET.
- The implementation of the *Osnabrück Declaration* and the *VET Recommendation* can boost connection between I-VET and C-VET, attractiveness of VET, guidance for all, and better conditions to face unknown future challenges.
- Cooperation is, more than ever, crucial for upskilling and reskilling.



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Main key findings of the DGVT Meeting “Time to Deliver a Future-Oriented VET: Inclusive and Digital VET Towards Recovery”

- Effective Active Support to Employment following the COVID-19 crisis; the Disability Strategy; Micro-credentials; Core Profiles; Graduate Tracking; New impetus for Apprenticeships; Selfie for work-based learning and Erasmus+ are relevant initiatives to support the development of new skills.
- CEDEFOP next-generation skills intelligence can leverage VET and skills in Europe.
- Human capital development through lifelong learning demands: skills relevance and anticipation; skills development and validation; performance and quality of education and training policies.



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Main key findings of the Conference on “Adult learning, developing paths for multigenerational learning”

- It is not possible to ignore the impact of population ageing on education, skills, work, reforms and social protection (20% of the population is over 65 and by 2070 it is projected to be 30%. The share of people above 80 is expected to more than double).
- LLL needs to adopt a holistic concept, in response to current challenges.
- A stronger link and a better coordination between education/VET and the world of work are needed.
- Flexible learning pathways and higher education are crucial to promote LLL.



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Main key findings of the Conference on “Adult learning, developing paths for multigenerational learning”

- Migration is also an opportunity to enhance social cohesion, but it is still necessary to continue and improve in several aspects, namely those related to the qualification of migrants.
- The most vulnerable groups must be placed at the heart of the LLL agenda.
- People are at the core of progress in human development and should be placed first (development is also measured by the possibility that people have of making choices).
- There are still inequalities, and education is fundamental for tackling them (inequalities start before birth and can increase throughout life unless they are contradicted by public policies).



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Main key findings of the Conference on “Adult learning, developing paths for multigenerational learning”

- Literacy, demography, and inclusion are linked as it is showed by the results of the first cycle of PIAAC.
- Europe needs a “a new generational social contract” based on tolerance and on intergenerational respect.
- ET systems do not give enough visibility to the qualifications associated with new professions that young people find attractive; to new learning technologies; and to more attractive communication for young people.
- Higher education institutions should become “age-friendly”, promoting upskilling and reskilling strategies for multigenerational learning.

The Porto Social Summit

During this Summit, the *Porto Social Commitment* was signed between the Portuguese Presidency, the European Commission, the European Parliament and social partners, in a joint effort to consolidate the commitment already made with the European Pillar of Social Rights and create the synergies for an inclusive, sustainable, fair and job-creating recovery.

The Action Plan proposes several initiatives and sets three main targets to be achieved throughout Europe by 2030, as follows:



An employment rate of at least

78%

in the EU

This goal includes three sub-goals:

Cutting the difference between employment rates for men and women by half in comparison to the figures for 2019

Increasing the availability of childcare services (aged 0-5)

Reducing the rate of young people (aged 15-29) who are NEET ("not in employment, education or training")



At least

60%

of adults attending training courses every year

This goal includes two sub-goals:



of adults with at least basic digital skills

Lowering school dropout rates



Reducing the number of people at risk of social exclusion or poverty by at least

15

million people

including

5

million children



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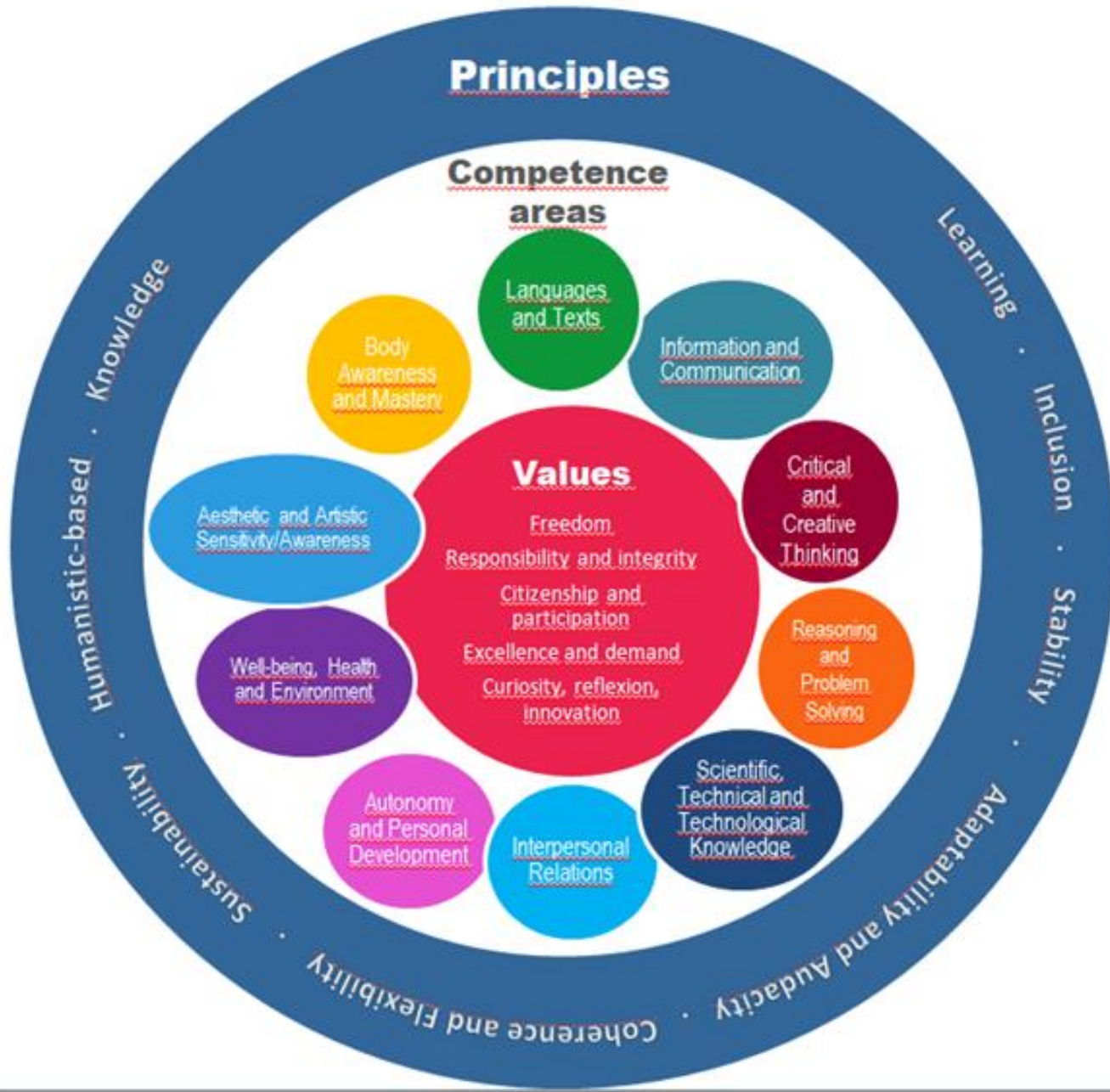


Some Portuguese initiatives related to Key competences in VET and lifelong learning, considering:

- the 8 key competences of the *EU Key Competences Framework for Lifelong Learning* (Literacy; Multilingual; Mathematical and competence in science, technology and engineering; Digital; Personal, social and learning to learn; Citizenship; Entrepreneurship; and Cultural awareness and expression).
- The digital and green transition.
- The emergence of a new industrial era - *Industry 4.0*.
- The need to promote democratic values, social inclusion, active ageing and a strong social Europe.

Some Portuguese initiatives related to Key competences in VET and lifelong learning

- **Students' Profile at the End of Compulsory Education (2017):**
 - sets out what young people are expected to achieve at the end of compulsory education.
 - matrix of principles, values and competence areas manageable by VET providers via their autonomy and flexibility regarding curriculum development and organisation and pedagogical methodologies respecting core curriculum competences.





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Some Portuguese initiatives related to Key competences in VET and lifelong learning

- **Two key competences standards for adult education and training:**

Basic Level standard:

- Language and Communication
- Mathematics for Life
- Citizenship and Employability
- Information and Communication Technologies (ICT)

* There is a standard adapted to people
with disabilities

Secondary Level standard:

- Culture, Language and Communication
- Society, Technology and Science
- Citizenship and Professionality

The key competences standard for basic education is being updated and it will include new competence areas: Culture, language and communication; Digital competence; Mathematics, science and technologies; Citizenship and employability; and Personal, social and learning competences.

Some Portuguese initiatives related to Key competences in VET and lifelong learning

- **New programmes for promoting digital competences and social inclusion**
 - The **Programme “Jovem + Digital”**, created in 2020, reinforces the development of skills in the digital area, with the strategic objective of enhancing the quality, efficiency and agility of training and professional qualification, with a view to the acquisition of skills in the digital area by young adults aged between 18 and 35. These pathways last up to 350 hours.

Some Portuguese initiatives related to Key competences in VET and Lifelong learning

- **New programmes for promoting digital competences and social inclusion**
 - **Portuguese for non-native speakers' courses** were reformulated in 2020 to respond to the learning needs of migrant citizens, aged 18 or over. These courses facilitate their social integration, helping them to find a job, to improve their communication skills and to understand their basic civil rights. Language courses are organised according to training standards included in the NQC, at levels A1 to B2 of the common European framework of reference for languages. The duration of the courses varies according to previously achieved language competences.



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Thank you!

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