

# POLISH PRESIDENCY PRIORITIES IN THE AREAS OF VOCATIONAL EDUCATION AND ADULT LEARNING

Warsaw, 19 September 2011

# PRIORITY AREAS OF THE POLISH PRESIDENCY

## ➤ **European integration as a source of growth**

- Multiannual financial framework after 2013
- Deepening the Internal Market
- Europe's intellectual capital

## ➤ **Secure Europe**

- Strengthening European economic governance
- External energy policy
- Food safety
- Common Agricultural Policy

## ➤ **Europe benefitting from openness**

- Eastern Partnership
- Southern neighbourhood
- Enlargement
- EU-Russia cooperation
- Trade policy

# EU CONTEXT - EDUCATION

- Strategy Europe 2020: headline targets & flagship initiatives, European Semester
- ET 2020 strategic framework: priorities for the second cycle of European cooperation
- Next generation of EU education programmes
- Renewed Neighbourhood Policy

# EDUCATION

## PRES PL PRIORITY AREAS

- Education for mobility
- Modernisation of higher education

# EDUCATION FOR MOBILITY

## ➤ Goal:

- to advance work on **the contribution of ET systems to developing *language* competences** of youth and adults to enhance educational and vocational mobility
- contribution to the discussion on the next generation of EU education programmes

## ➤ Emphasis:

- quality of education
- quality and scope of learning mobility
- access to EU mobility programmes for learners from Eastern Partnership countries
- cooperation between vocational education and training, higher education, employers and other stakeholders
- evidence based policy

# EDUCATION FOR MOBILITY

- Language competences fostering mobility
- Mobility and the Eastern Partnership

Mobility of

pupils, students, teachers, trainers,  
academic staff, young researchers

# DOCUMENTS

- language competences to enhance mobility
- benchmarks on learning mobility
- adult learning
- modernisation of universities

# DG VET (+Adults)

## Krakow, 24-27 September 2011

- Enabling flexible access to continuing education, training and qualifications by enhancing cooperation between VET, higher education and social partners
- Fostering international mobility by learning languages in VET and Adult Learning
- Learning while working



# Cooperation between VET & HE

- 1. Conducting consultation and evaluation of curriculum
- 2. enabling talented VET students to:
  - attend laboratory classes at the university
  - participate in science camps, preparatory courses;
- 3. additional extracurricular activities out of school;
- 4. preparatory courses and a “year zero”;
- 5. lectures and/or faculty seminars conducted by visiting professors, researchers or students in vocational schools;
- 6. university patronage;
- 7. professional development for VET teachers and VET teacher trainers;
- 8. courses in methodology and teaching for engineers enabling them to teach in VET schools;
- 9. post-diploma studies;
- 11. courses in vocationally-oriented foreign language;
- 12. VET guidance and counselling at every level of education system;
- 13. preparing VET staff for using ICT and distance learning;
- 14. enabling the participation of representatives of higher education in exam committees;

# Learning languages in VET and Adult Learning

- Employability
- Mobility (plans for establishing mobility benchmark)

## **Obstacles:**

- Lack of vocationally-oriented teaching resources
- Lack of information on existing materials

# Adults learning languages

- Stereotypes
- Mixed-age groups (and different interests)
- Different motivation (learning for professional reasons, for travelling, etc)
- Individual approach
- Distance learning, ICT

# ICT for Language Learning

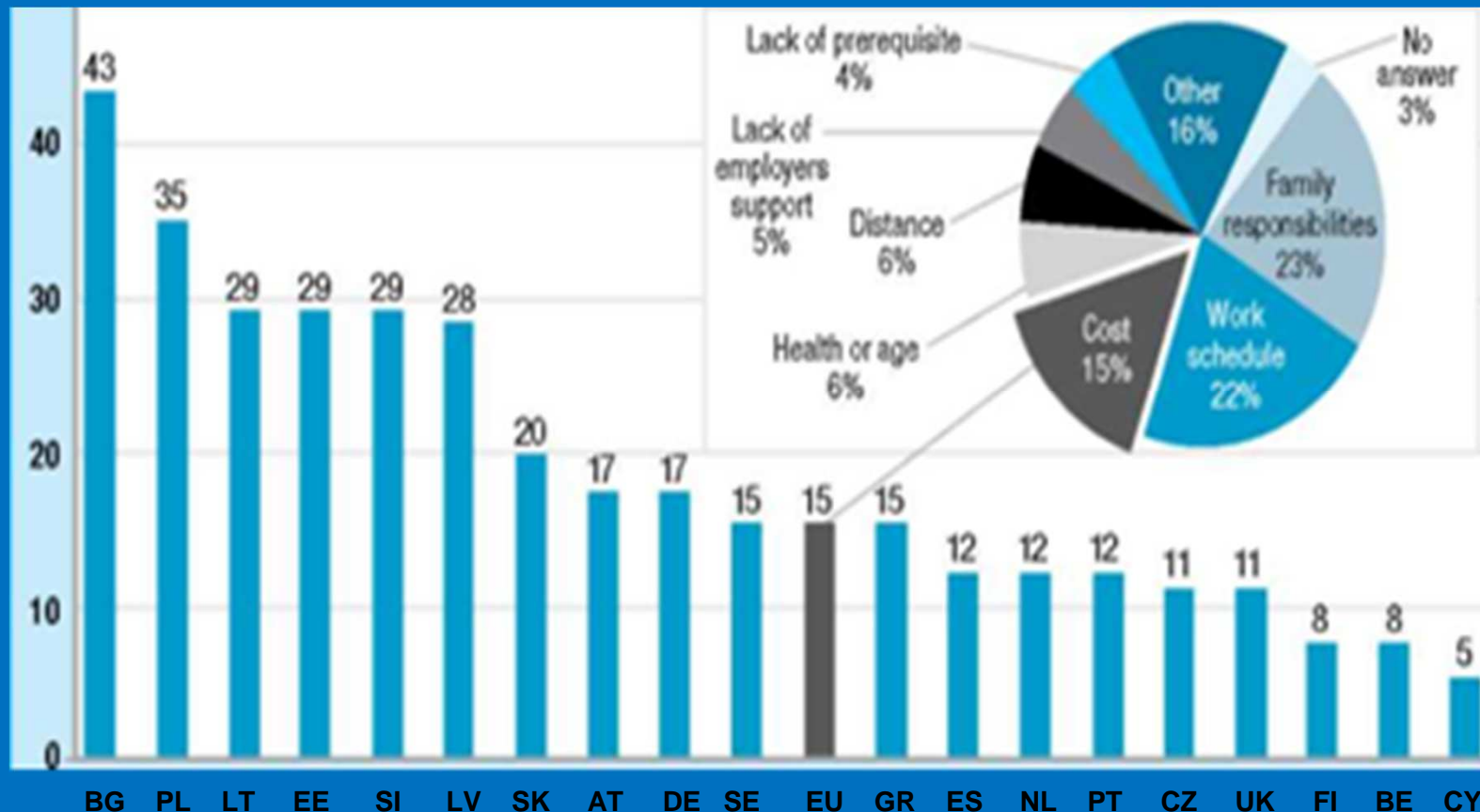
According to OECD, PISA 2009 study the EU average in using ICT in language classes per week is:

- 12.7% 0-30 min
- 6.5% 31-60 min
- 2.6 % 60 min and more
- 78.2% NEVER

# Learning while working

- Workplace learning contributions to the economic recovery
- Flexicurity agendas and lifelong learning: rebuilding the social contract between citizens and the state
- Skill development and workplace learning: transversal policy priorities

# Main obstacles for not participating in education and training, 2007



**Thank you for your attention**

***Dziękuję***

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