



European Federation
of Building
and Woodworkers



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Foster VET Mobility

**Increased mobility
in vocational education and training
in the European furniture
and woodworking sectors**



CEI-Bois

European Federation
of Building
and Woodworkers



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This report was drafted by the EFBWW, CEI-Bois, UEA, EFIC and HMC

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Foreword

Since the beginning of the Social Dialogue, Vocational Training has been one of the topics on which the interests of employees and employers coincide.

It is not by chance that Vocational Training was one of the very first subjects to which EFBWW, UEA, and more recently also EFIC allocated attention and work.

The present scenario has enhanced the importance of Vocational Training: the European furniture sector has entered into a period of maturation, after having wrestled with significant changes and job losses in the last decade. To face up to the worldwide competition and to become more rationalized and export oriented, it is essential to rely on more knowledgeable workers, especially skilled workers and middle management positions.

In a reply to the call from the European Commission for “A new impetus for European co-operation in Vocational Education and Training” [COM(2010)296], the Social Partners have agreed to launch two joint projects: **WAVE** - Enhance the Value of Work in the Furniture Industry to Attract Young People - and **VET** (Vocational Education Training). Foster VET Mobility, the project which is the subject of this report, has two ambitious aims:

- A. to support the upgrading of current teaching systems in the EU member states while respecting the diversities based upon traditions and habits
- B. to facilitate the information flow and exchange of experiences between training schools and other stakeholders, to improve the quality of the teaching, learning and levels of competence of all apprentices. In this respect we believe that our project exactly meets what was formulated in the EU Flagship initiative “Innovation Union”, COM/(2010)546 final, dated 6th October 2010.

This report also deals with the promotion of the apprenticeship-type training, within the frame of the Commission Communication “Youth on the Move” COM(2010)477 final, dated 15th September 2010, page 5 and 6.

From a practical point of view, the VET project aims were achieved by moving from three approaches, worked out in parallel each one with the others:

1. compare the vocational training systems presented during the Conference held in Rotterdam, 10th and 11th November 2010, and establish similarities and differences in the courses and in professional profiles – which will allow a better assessment and understanding on how a harmonisation of VET systems can be built up gradually.
2. Collect examples of training courses, used in schools and during training - including apprenticeships - which aim to provide students with the competences necessary for the main professional profiles requested by the manufacturers and, if necessary send these examples to all the vocational training schools, after having informed the Public Authorities of the EU member states
3. Define a strategy, with the involvement of the Manufacturers’ Association and the Unions of each member state, to push the schools or the Public European School System to upgrade its system, if necessary, in view of a harmonised vocational training system, as a prerequisite to make real mobility of skilled workers and middle managers possible throughout Europe.

This report presents the results of our project, mainly focussing on the presentations given on the functioning of the vocational training systems in nine European countries. A scientific view on the future of the sector is added, giving an insight in desired perspectives. We also included conclusions and viewpoints on the EU-policies on vocational training, drafted by the Project partners. Additionally, we document the conceptual framework we have used for the preparation of the different country reports, hoping that stakeholders from other sectors will possibly use it for their own purposes.

All partners involved consider the experiences gathered by this project as extremely useful and are determined to continue the cooperation with all stakeholders involved in this action and on the European Level in the framework of the Social Dialogue for the Furniture and the Woodworking sectors.

Brussels, May 2011

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Introduction

The political framework

Over the last years the European Union has started paying more and more attention to the area of Vocational Education and Training (VET). With the European Qualification Framework (EQF) and the European Credit system for Vocational Education and Training (ECVET), two tools have been developed which will also influence the further development of VET-systems at national level. Furthermore, the EU 2020 strategy pays much attention to mobility, a qualified workforce and new skills for new jobs. Especially the flagship-initiative “Youth on the move” [COM(2010)477] is promoting mobility of young people and is proposing a series of concrete actions.

Moreover, in the context of greater formal and practical mobility, the employment policies of the EU and also the political willingness to provide more support for practical mobility, national vocational education and training systems are acting less and less isolated. Stakeholders such as authorities, social partner organisations, companies or training providers, but also young people looking for apprenticeships and employment opportunities, have a similar interest in accessibility to mobility actions, in greater transparency or in the comparability of the national training systems. Especially the youth and also companies have a specific need for support tools, easily accessible information and structures that really enhance mobility.

Against this background, and based on the joint position that VET is an excellent area for the European Social Dialogue, in 2008 the social partner organisations from the furniture sector created a specific working party exclusively dealing with vocational education and training. Likewise did the Social Dialogue for the Woodworking sector in 2010.

The sectors

The furniture and woodworking sectors encompass a wide range of professions and are marked by innovation processes on different qualities. This is also noticeable in the EU-Study on future skills in the furniture and other sectors (“Trends, Developments and State-of-Play in the Furniture and Others Sectors in the EU”; Final Report; 5 January 2009). Innovations concern, among others, new machinery, the use of new and new combinations of existing materials or the work organisation. All these innovations have a direct impact on the skills required in different professions.

A highly qualified workforce, able to adopt and integrate new skills and competences into their traditional work processes, making intelligent use of the possibility of new combinations, is vital for a competitive woodworking sector, competing on an increasingly international market. In this respect, the role of training institutes is vital since all these changes also require modifications as regards courses, training material, etc. Additionally, the mutual understanding and also a better cooperation between training systems from different countries is of growing importance for the European labour market (on sector level). A better understanding of the framework and conditions of VET in the sectors concerned could mark the beginning of joint activities in the whole area of mobility action.

The project

Based on the discussions in the Social Dialogue, the European Social Partner organisations from the Furniture and the Woodworking sectors decided to apply for a joint project, called “Foster VET Mobility”. The overall aim of the project is to improve the mobility of young workers in the European furniture sector. Today, national VET systems provide structures for vocational education and further training, respectively career paths, which widely differ from each other in all their aspects. Also traditions in practices of the different professions differ widely from one country to another. The understanding of these differ-

ences and the anticipation of expected changes is a precondition for the improvement of an enhanced mobility. The project will contribute to a better understanding of these issues.

More precisely, the project targeted to:

- Better understand the existing differences in national vocational training systems;
- Start networking between providers of vocational training in the sectors concerned;
- Facilitate the collaboration between training institutes and the Social Partner organisations on national levels as well as on the European level;
- Provide results for ongoing activities of the European Social Dialogue;
- Document the project activities to give stakeholders in other countries equally the opportunity to benefit from the experiences;
- Publicise the project results as a basis to ongoing and enhanced networking in mobility activities;
- Improve the capacity of the European Social Dialogue to coordinate activities in the area of vocational training/mobility.

In this document short portraits of the VET-Systems from nine countries are presented. You will always find a short written introduction, giving some basic information on the respective national system and some slides, taken from the respective presentations, given at the seminar which took place in Rotterdam on 10/11 November 2010.

All these presentations provide similar information on the national systems, but they also have specific focuses. Some are more concentrated on the legal framework of vocational training, others are focussing on the curricular and current changes and there are also contributions that are more focussing on the institutionalised role of the Social Partners.

In addition to the presentations on the VET systems, you will find the presentation of the European Commission (Mr J. Delgado) and an excerpt from the contribution of Eric Groenhout who gave an interesting insight in the structure of the sector in terms of design, the combination of existing and new materials and also on perspectives regarding required competences and work-organisation. Finally, we have documented the conclusions of the project partners which provides some action points for future joint activities.

This report is available in the following seven languages:

Bulgarian, German, English, French, Italian, Dutch, Romanian

The report will also be available on the websites of the participating project partners:

CEI-Bois: <http://www.cei-bois.org>

EFBWW: <http://www.efbww.org>

EFIC: <http://www.efic.eu>

HMC: <http://www.hmcollege.nl>

UEA : <http://www.ueanet.com/>

In addition to this report, you will also find the following documents on these websites:

- All presentations given at the seminar in Rotterdam, 10th and 11th November 2010;
- A separate document of the partners' conclusions taken from the experiences collected during the project;
- The conceptual framework that was guiding the speakers to prepare the national reports - only available in English;
- The agenda of the Rotterdam seminar.

The role of VET in Europe 2020



The role of VET in Europe 2020

Joao DELGADO
Head of unit
Professional training– Leonardo da Vinci programme
DG Education and Culture

Rotterdam, 11th November 2010

Current EU common challenges



- Ageing population
- By 2020, 35% of all jobs will require high-level qualifications (today: 29%) = “knowledge economy”
- Too many early school leavers (15% of 18-24 year olds have less than upper secondary education)
- Youth unemployment is high: 21%
- Low-carbon economy
- Technological changes



UE strategy and flagship to face challenges

Europe 2020

EU is setting the strategy for the next decade - focusing on « smart, sustainable and inclusive growth »



Flagship initiatives linking with education and training:

- An Agenda for new skills and jobs
- Youth on the Move



Contribution of VET
to support Europe 2020 strategy and flagship initiatives requires :
A new impetus for VET for 2020



3

A new impetus for VET for 2020



VET should be:

- Attractive
- Accessible
- Flexible
- Inclusive
- Supporting mobility



4

Key role of VET in lifelong learning and mobility



Flexible access to training & qualifications

- Flexible and maximised CVET delivery
- Pathways between VET and HE; Tertiary VET
- Supported by integrated guidance services and
- Validation of non-formal and informal learning

Strategic approach to mobility

- Use of EQF, ECVET and Europass by 2020
- Mobility strategies at the regional, local and at the level of VET providers - facilitated through mobility support structures
- Strengthen language learning in VET curricula



5

Increasing attractiveness of VET through quality and efficiency



Implementing quality assurance (EQAVET)

Competence framework for teachers & trainers

Use of work-based learning for excellence of vocational skills

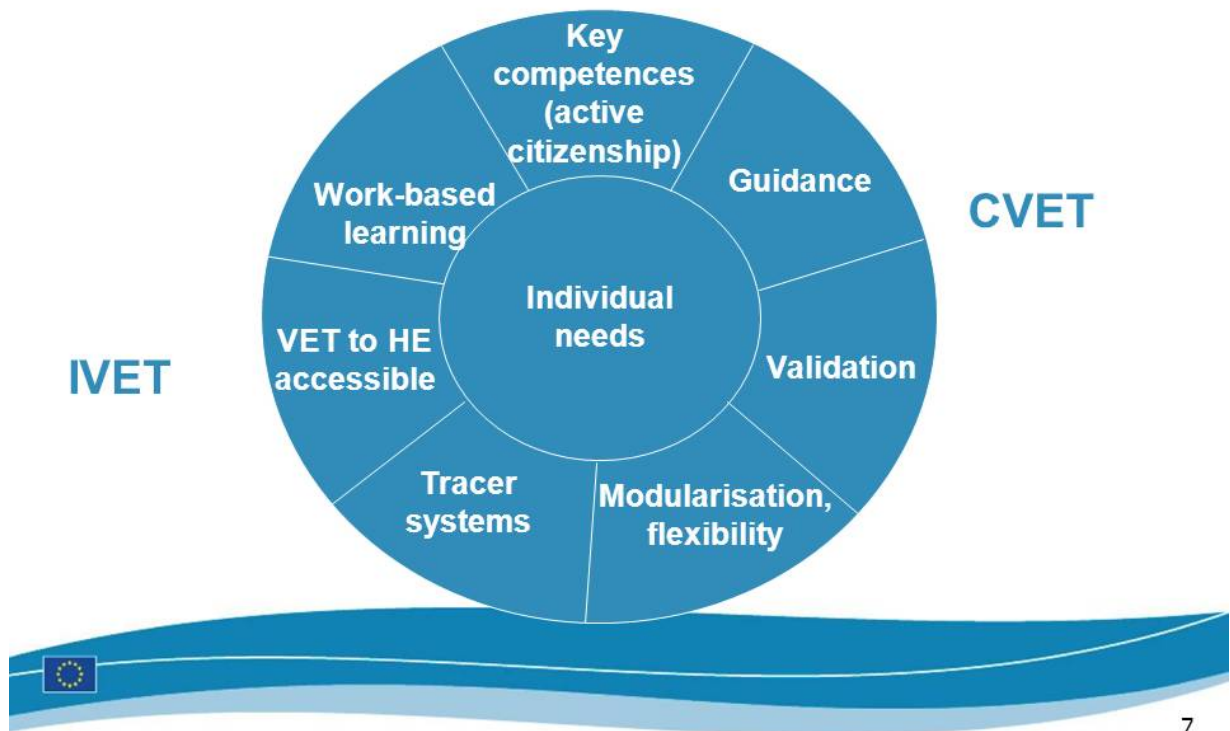
Key competences for adaptability and flexibility

« Responsiveness » capacity of VET providers



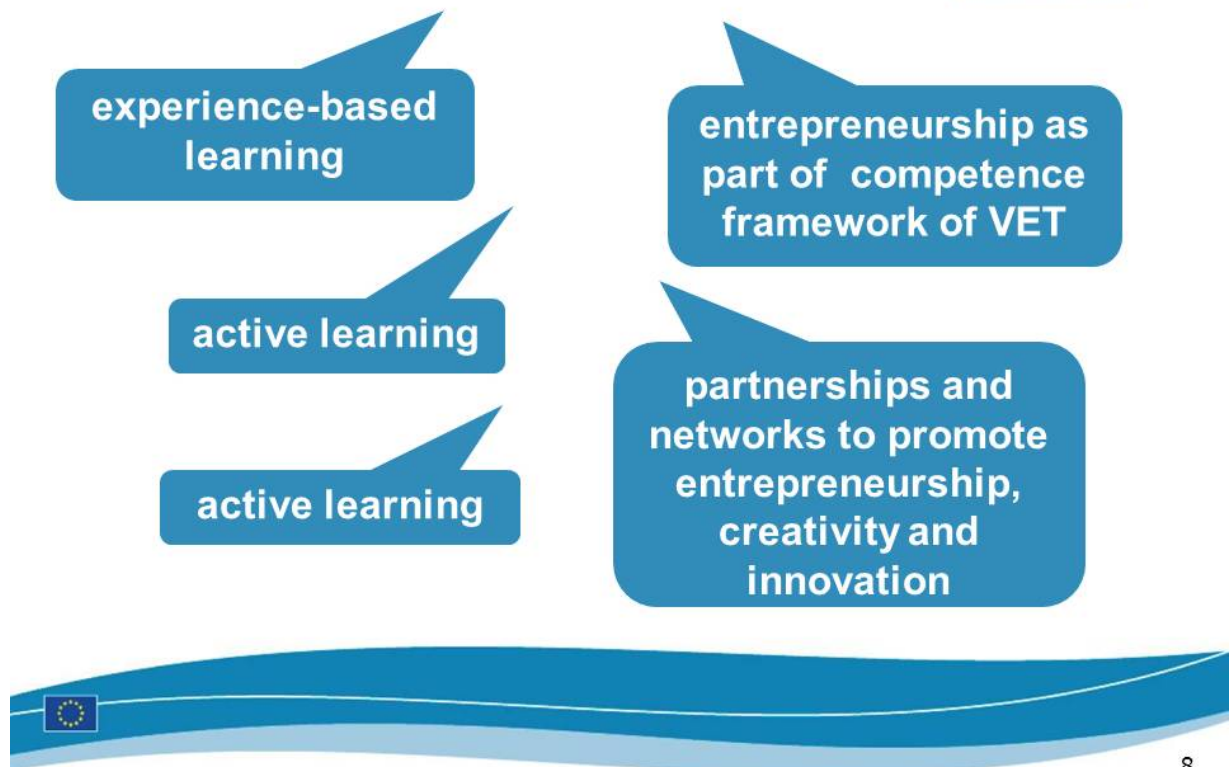
6

Equity and active citizenship – inclusive VET for inclusive societies



7

Creativity and innovation / entrepreneurship



8

A new agenda for VET

Bruges Review



**Process of DELIVERY
of results up to 2020**

Coherent with EU2020 and E&T 2020 OMC

Regular monitoring of progress

Supported by EU programmes (LLP, SFs)

Structured cooperation with third countries



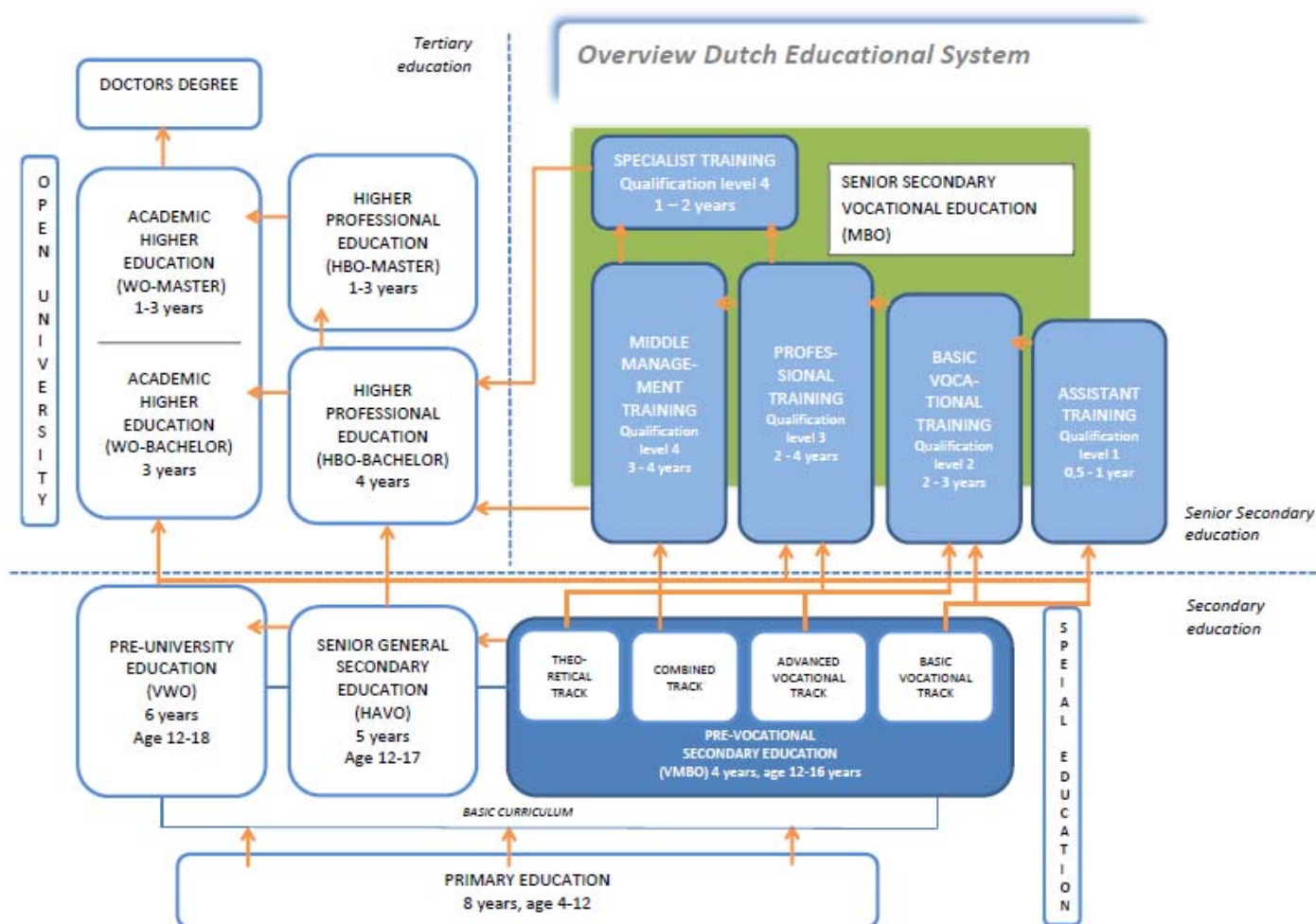
The Dutch system - Senior Secondary VET

Education is obligatory from the age of 5 until the age of 18. After eight years of education, at the age of 12, the pupil finishes its primary education. Based on the score of a general test and the advice of the primary school teacher, the pupil either starts at the level of general secondary education, lasting 5 to 6 years or he begins with preparatory VET, lasting 4 years. Preparatory VET leads to senior secondary vocational education (mbo).

Senior secondary vocational education and training

The senior secondary vocational programme has four levels of education:

- Level 1: assistant training
- Level 2: basic vocational training
- Level 3: professional training
- Level 4: middle-management or specialist training



Learning pathways

Each level may be accessed via two learning pathways: training-on-the-job and the school-based option. Both pathways lead to the same diploma. The main difference between these routes is the amount of time a student spends on practical training at the work placement company and the amount of time spent in school.

- The school-based pathway: the percentage of work placement is between 20% and 60 %. The student will receive a small remuneration while he is following his work placement. The student has a work placement contract.

- The training-on-the-job pathway: a student works 4 days a week at a work placement company and follows 1 day of theoretical education per week. The student receives an official labour contract and salary.

Organisation of senior secondary VET

The Netherlands has a decentralised educational system, implying that VET schools and Centers of Expertise operate relatively autonomously. The Ministry of Education only sets the ground rules. Centers of Expertise are responsible for the development of the qualifications structure that serves as a basis for senior secondary VET education curricula. The VET schools are responsible for the implementation of these qualifications within the schools.

There are three types of VET schools in the Netherlands (agricultural colleges, regular VET colleges and specialised colleges, the HMC host of the conference in Rotterdam is the only specialized school for the woodworking sector) offering education to over 500,000 regular VET students. 17 Centers of Expertise are responsible.

Vocational education (2)



■ Four levels of qualifications (>500.000 students):

1. assistant under supervision
2. basic skilled worker
3. allround skilled worker
4. specialist skilled worker or middle manager

■ Two learning pathways:



Colo.nl



Vocational Education

Vocational education was for many years reliant on private initiative. The Occupational Education Act, the first piece of legislation governing vocational education, was not introduced until 1919, in response to the growth in the number of vocational schools.

Full time senior secondary vocational education began in the 1950s with senior technical schools (MTS). Other subject areas were soon added, such as business and commerce (MEAO), agriculture (MAO) and personal and social services and health care (MDGO).

The former apprenticeship system (learning on the job) had strong links with the world of trade and industry. Knowledge centres had an important role providing the schools with advice through their consultants, whilst they were also in charge for the recognition of 'learning companies', the curricula, the examinations and often even the learning material.

In 1996 the Adult and Vocational Education Act (WEB) brought the two systems together (literally under one roof in the Regional Education and Training Centres, called ROCs). A tendency that is even strengthened through the recent implementation of more competence based learning in the Netherlands.

The system is open to everyone who has had sufficient secondary general education and has reached the age of 16. Up to 16 full time education is compulsory. Up to 18 part-time education is compulsory. Above 16 there is no restriction in age. The system is also open to adults. For people with learning disabilities the age limit can be lowered but dispensation of compulsory full time education has to be granted by the authorities. 89% of the pupils are between 16 and 22.

Facts and figures



- **520.000 students**
 - 165.000 company-based, 355.000 school-based
- **67 educational institutions**
 - 42 regional colleges, 13 agricultural colleges, 12 specialised colleges
 - 2 special institutions, 3 higher education institutions
 - + privately funded institutions
- **17 centres of expertise**
 - 900 training consultants
- **200.000 accredited learning companies**
 - 3.000 international firms (80% Europe), 270.000 in-company trainers

Participation of men and women is about 50/50. Women are overpopulated in programs like hairdressing and nursing and men are in technical programs. Much effort has been given to change this traditional pattern but the results are poor. Special target groups for the apprenticeship programs are disabled and unemployed persons and immigrants.

About half of the labour force in Europe is qualified on the level of secondary vocational education. A strong VET system, including close cooperation between schools and training firms, is fundamental for a strong economy and life long learning labour force. Each graduate should be appropriately equipped for a profession and a future career matching his or her personal skills and competencies. VET must focus on professional knowledge, skills and competencies with sufficient 'learning by doing' possibilities and work placement experience.

The Netherlands traditionally has a unique system for VET. It has one national competency-based qualifications structure, developed via full consultation with employers and educational institutes, combined with structural labour market research and a regional approach to match work (placement) demands with supply of. These are the responsibilities of the Centres of Expertise on VET and the labour market, working together in their association Colo. Together with educational institutes the Centres of Expertise ensure sufficient influx of new and qualified talent into the various sectors or branches.

II. Modernising VET qualifications



- Globalisation of the labour market
 - production is transferred, global trade and services
- A flexible workforce is needed
 - Knowledge, skills and general competences
- Competency-based qualifications
 - Labour market as a starting point
- Modern education/curriculum
 - expertise of teachers, appealing for students



The basis for a qualification file is an occupational profile: a description of the professional practice for a fully qualified professional, composed by a branch or industry. When an occupation has been changed or a new occupation has been created, the Centres of Expertise respond immediately by adapting or creating a occupational profile, and the qualification file.

This opens great opportunities to combat the economic crisis. When people become unemployed, it is possible to switch to a new profession without having to start education all over again. Assessment of prior learning and matching personal competencies with skill needs in job have become common.

National qualifications structure (1)



- Website: www.kwalificatiesmbo.nl (video)
- Qualification dossiers
 - related professions, various levels, diverse working contexts
- Focus on vocational practice
 - Task analysis: task areas and work processes
 - Relevant competencies, knowledge and skills
 - Indicator for assessment: (correct) professional performance
- Universal Competency Framework (SHL)
 - 1 model, 25 competencies for all professions



Example: process-competency matrix

Colo

samenwerkende
kenniscentra voor
beroepsopleiding
en bedrijfsleven

Core task 1: Repairs defects in combustion engines	Competencies																			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Work processes	Deciding and initiating action	Leading	Coaching	Caring and understanding	Cooperating and consulting	Adhering to principles and values	Relating and networking	Persuading and influencing	Presenting and communicating information	Writing and reporting	Applying expertise	Applying technology	Analyzing	Investigating and exploring	Creating and innovating	Learning	Planning and organising	Meeting customer expectations	Delivering results	Following instructions and procedures
1.1 Prepares the task				X							X	X		X					X	
1.2 Diagnoses problem with combustion engine										X	X	X	X					X		X
1.3 Repairs the defect in the combustion engine	X									X	X	X						X	X	X
1.4 Supports and instructs apprentices and colleagues				X	X						X									
1.5 Checks his work and completes the task										X		X						X		
1.6 Gives technical explanation to client				X						X	X									

Source: qualification file Combustion engine technician

Cooperation between education and labour market: the key for the future'

Good vocational education and training have a crucial role to play in meeting the many socio-economic, demographic, environmental and technological challenges facing Europe today and in the years ahead. Cooperation between education and the labour market, sufficient work placements and new opportunities for people with a distance to the labour market is of great importance for Europe and will improve the occupational mobility in Europe and helps achieving the EU2020 goals.

The following ingredients are therefore important:

- a flexible national demand-driven and competency based qualifications structure, developed with up-to-date labour market as basis, via full consultation with employers and educational institutes, based on a structural labour market research and suited for guiding various people to the labour market;

National qualifications structure (2)

Colo

samenwerkende
kenniscentra voor
beroepsopleiding
en bedrijfsleven

- 2010-2011: 237 qualification dossiers, 627 diploma's
 - before: >700 dossiers, >1.200 diploma's
- Quality criteria
 - Recognisable for social partners
 - Transparent, standardisation (international mobility)
 - Sustainable, broad diploma demands (lifelong learning)
 - Flexible, matching regional demands
 - Feasible, support for schools and teachers

III. Developing qualifications - partners in the process

Colo

samenwerkende kenniscentra voor beroepsonderwijs en bedrijfsleven

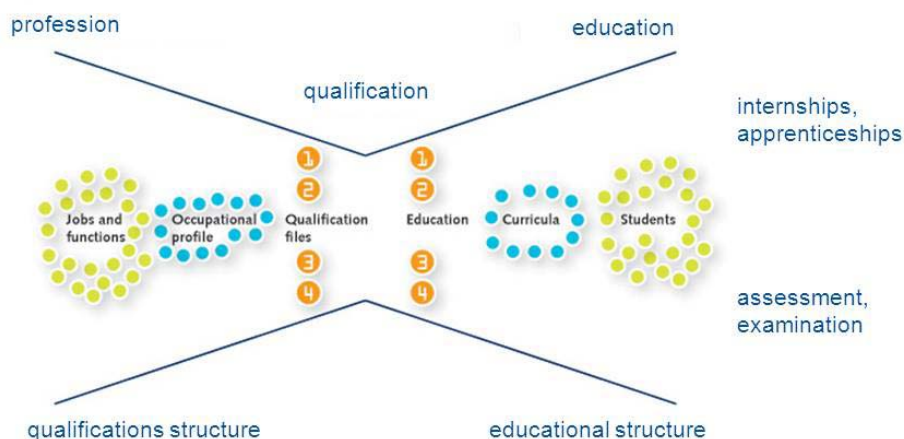


- the responsibility of monitoring the availability and quality of work placement companies;
- a robust regional approach; coordinators addressing regional labour market issues on a joint and effective basis.

Social partners involvement

Colo

samenwerkende kenniscentra voor beroepsonderwijs en bedrijfsleven



These (about 20) qualifications are based on occupational profiles in wood/timber/furniture industry. Every qualification is developed in close co-operation with social partners in the branch. Social funds are used. In some cases, also higher education representatives are involved.

Qualifications in timber, furniture and interior decoration



- Assistant wood industry (1)
- (All-round) Joiner Joinery industry / Furniture industry / Timber (2+3)
- (All-round) Assembly worker (facade elements) (2+3)
- All-round Timber frame builder (3)
- Cabinet-maker (2)
- All-round Ship fitter / Cabinet maker / Interior decorator (3)
- (All-round) Furniture upholsterer (2+3)
- (All-round) Logistician timber (2+3)
- (All-round) Parquet installer (2+3)
- Cooperative manager furniture upholstery / timber (4)
- Planner joinery / Planner furniture industry/ Timber (4)

The EU Strategy 2020 sets out the vision of Europe's social market economy for the 21st century. The European Commission wants to achieve a higher percentage of employees, less early school leavers and less people at risk of poverty. As being employed is the best remedy against poverty, offering high quality vocation education and training (VET) cuts both ways.

IV. EU-2020 Education policy



- Lifelong learning and mobility must be possible and accessible for everyone
- Improving quality and efficiency of education
- Equal opportunities, social inclusion, active citizenship
- Reinforcing creativity and innovation, including the stimulation of entrepreneurial students
- EQF, ECVET, EQAVET

To achieve the goals of the European Strategy 2020 a challenge for Europe is bringing the worlds of education, training and work closer together.

In order to achieve more and better jobs and growth, as Europe faces the challenges of becoming an advanced, knowledge-based economy, promoting mobility between countries and facilitating lifelong learning is of great importance.

European Qualifications Framework for lifelong learning



- The EQF stimulates transparency of educational systems throughout Europe
- The framework describes learning outcomes on 8 levels using three descriptors:
 - Knowledge
 - Skills
 - Competencies
- 2010: referencing national qualification levels
- 2012: EQF-level on diploma



The European Commission has initiated several flagship initiatives to contribute to the EU2020 goals. The most important related to education and employability are the 'European platform against poverty', to ensure jobs are widely shared and that people take an active part in society, 'Youth on the move' to enhance the performance of education systems and to facilitate the entry of young people to the labour market and 'New skills for new jobs' which promotes the anticipation on future skill needs, demanding collaboration between industry, sectors, social partners and education. With initiatives like Europass, EQAVET, EQF, ECVET and ESCO the EU is working towards life long learning and increased mobility.

NLQF: national qualifications framework



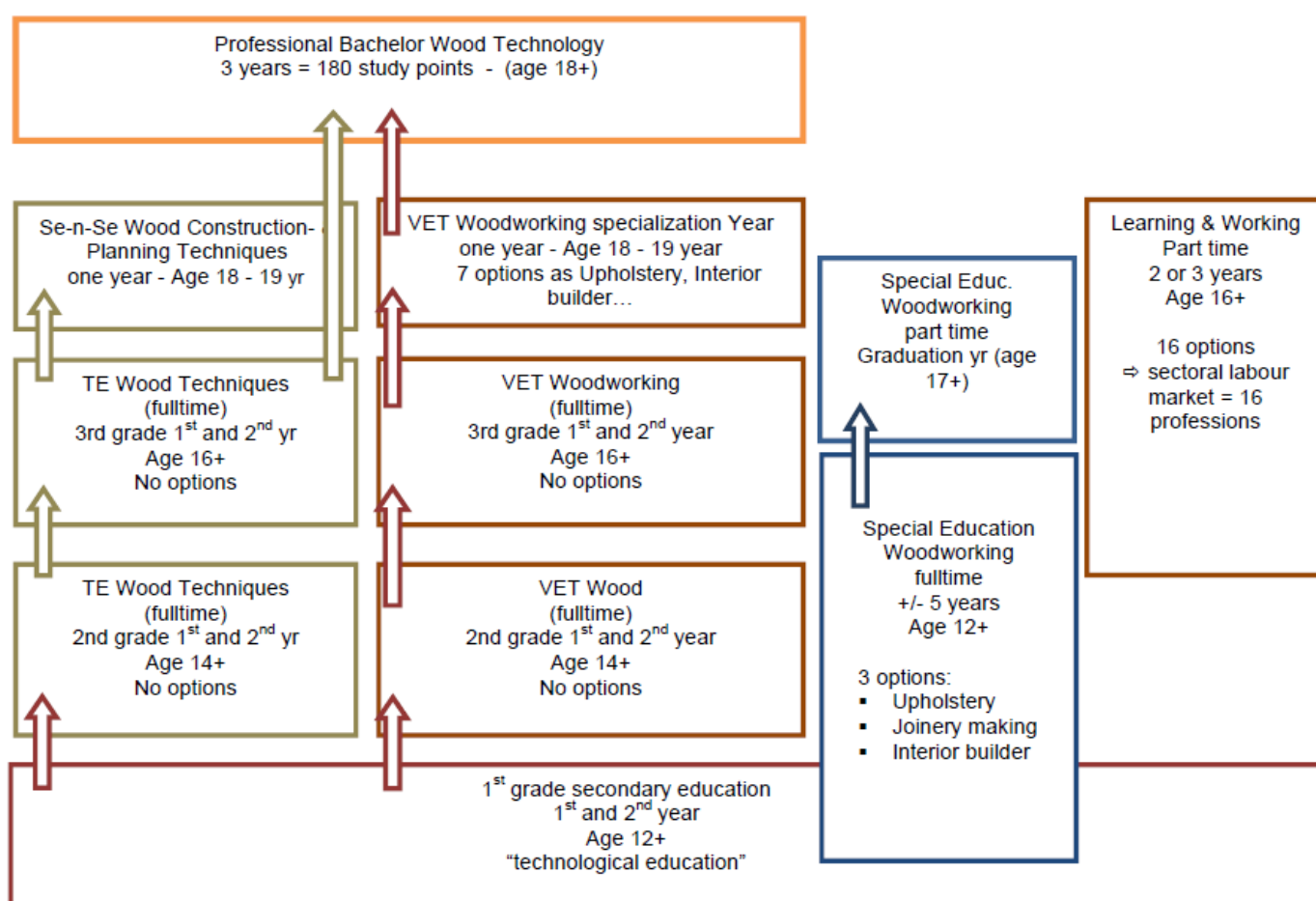
- Bridging framework: connects existing systems
- Formal, non-formal and informal learning
- Two-way effect:
 - Comparison of all national qualification levels
 - Adequate referencing to qualification levels abroad
- Encourages student mobility and labour mobility
- Descriptors (concept)
 - Knowledge
 - Skills: application of knowledge, problem solving, learning skills
 - Responsibility
 - Communication, literacy, numeracy, ict skills



The Belgian system - VET Woodworking

Education in Belgium is a matter of the respective language community, which follows the rules established by the community government. In this report, only the VET system in Flanders is being described. In the Flemish Community, the advisory committees are represented on a sectoral basis within the VLOR (= Flemish Education Council), e.g. the wood & furniture industry are within the commission for construction, wood and decoration. The sectoral commissions give recommendations on the pathways and learning routes, together with the desired learning outcomes and diplomas or certificates. This advice is formalized by law (Decreet) by the Flemish Minister of Education.

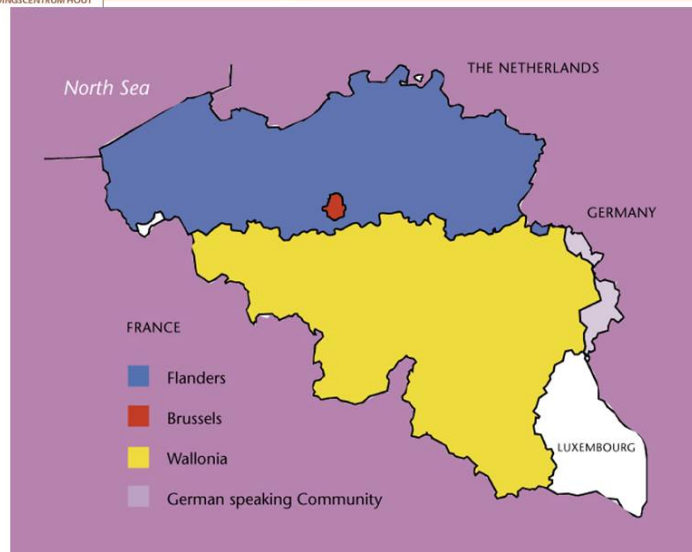
VET “woodworking” is mainly for the sector Upholstery & Woodworking (PC126), the sector Wood & Construction (PC124). For the initial woodworking (PC125.02 PC125.03 Sawmills and Timber Merchants) there is no real or specific training or vocational education.



Value of the diploma or certificate in the labor market.

Statistics show that a young person with a diploma or a certificate has much more chances to find a job quickly, than a young person who has failed to finish his training.

The figures indicate that in all three communities the higher the level of the diploma, the greater the chance of an immediate job. **Skilled workers are highly sought after in the industry.**



Secondary education systems start from 12 years old.

A first choice must be made (general, technical, vocational) at the age of 14 . After 2 x 2 years (degrees) at the age of 18-19 years, one can choose a 1 year specialization or continue with higher education.

- BSO = VET = full time at school, in the last year up to 6 weeks on-the-job training in a company. This full time VET-system “Woodworking” claims to train young people for all of the 16 (slightly different) professions in our industry.
⇒ VET Woodworking (2nd grade + 3rd grade + specialization year): +/- 6,000 pupils
- TSO = TE (technical education) Wood Techniques = full time at school, in graduation year up to 4 weeks on-the-job training in a company.
⇒ Technical education Wood Techniques (2nd grade + 3rd grade): +/- 2,200 pupils



Education in Flanders: general principles

Opleidingscentrum Hout vzw
www.och-cfb.be

- ☐ Compulsory education
- ☐ Principle: right to education
- ☐ Freedom of education: every natural or legal person has the right to organize education and establish institutions for this purpose & Autonomy
- ☐ Educational networks: GO!, OVSG, POV, VSKO
- ☐ Participation (advising committees)
- ☐ Financing education & controlling education costs for participants (children)
- ☐ Starts at 6 years → 1 September
Ends at 18 years → 30 June
- ☐ Full-time compulsory education until 15 or 16

- Learning & Working (part time VET)
⇒ Part time systems Wood (all systems together): +/- 200 pupils
- BuSO: full time in special schools + last year part time (2 days at school, 3 days at a workplace)
- CVO = education for adults (+ 18 yr) ð mostly 2 evenings a week

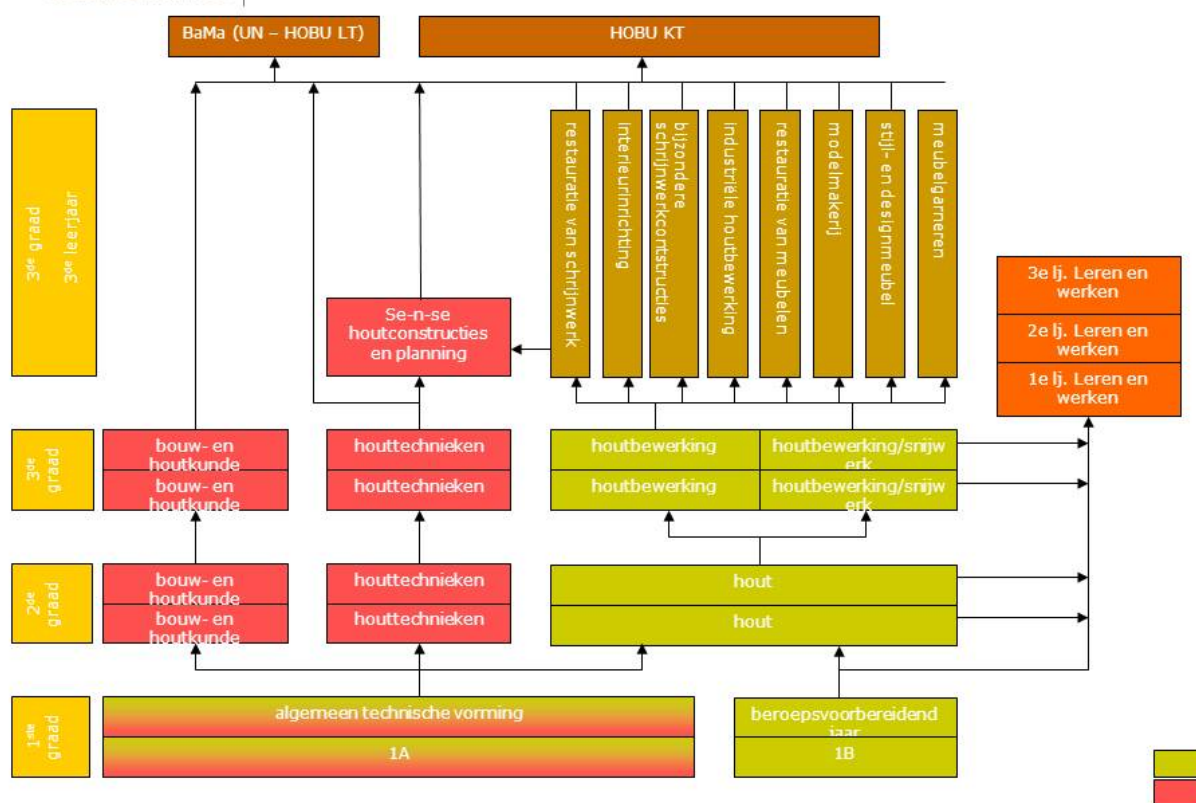
Approved continuing vocational training:

- Se-n-Se = Secondary after secondary (EQF level 4) can be full time or part time, is former T.E.7, can be accessed from T.E.6 or VET 7
⇒ Se-n-Se Wood Construction and Planning Techniques: +/- 55 pupils
- Professional Bachelor Wood Technology (1 school in Flanders, 1 in Wallonia), can be accessed from T.E.6 or 7 or VET 7
⇒ Prof. bach. Wood Technology (3 years together): +/- 200 students
- From construction and wood science (T.E. 6) there is also a possible entrance to BaMa Engineering (mostly construction)
- Other continuing professional education is provided through adult education or other systems such as sectoral systems, through informal learning at the workplace... but here the only possible sanction is with a "certificate", not a recognized diploma!



VET woodworking

Opleidingscentrum Hout vzw
www.och-cfb.be



In Belgium, part time education through learning and working is possible in three different ways:

As full-time education is compulsory until the age of 16 and part-time education is compulsory until the age of 18, most learning-work partnerships are for students between 16 and 18 years.

1. Through apprenticeship:

The student has 1 day at school for the general subjects and four days in a company to learn the job. The employment part is compulsory.

2. Through an industrial apprenticeship:

The student concludes a training contract which is agreed as follows: 2 days lesson at school and three days employed in a company, in a function that matches the chosen subject/learning profile.

The learning contract is between three parties: the student, the employer and the school. The monitoring is done by a consultant of the Wood Training Institute, the sectoral training organization, concerned and involved with the practical implementation of all sectoral training issues.

In 2009 the curricula were redesigned into a modular system. This is to enable the young people who do not finish the entire course to obtain a certificate of acquired (partial) competences. *The adult educational systems (CVO) are based upon a similar modular structure, so there can be a personalized pathway for the whole training course.*



Modularisation

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- ☐ Labour market wants transparent certification & clear sight on competences from solicitants (in dutch: de vlag moet de lading dekken)
- ☐ Shortage of operators, supervisors, team leaders ...
- ☐ How can we motivate students for a technical job orientation? Good oriented young people is very important!
- ☐ Maximize the talent and potential of our youngsters:
What are their strengths / talents? What are their interests?
What are their limitations? ...
- ☐ No one leaves school without any certification of (some) competencies (part-certificates, certificates, diploma's)

3. Through a part-time job combined with part-time Education:

Whether in the context of an employment contract or in the context of an "inflow program" for "difficult" students. In this case the student can work with an employer that is not in line or in any connection with the chosen subject/learning profile or profession.

The whole pedagogical approach is completely free, and is specific to the school or school networks. In VET and technical education, students mostly work in teams on projects. The links between education and work is established through internships, company visits, refresher courses for pupils and teachers. Inspection is done by the department of Education.

Qualifications (end terms) in VET Woodworking third grade 1st-2nd year (age: 16-18)

After completing this study you have the basic qualification of polyvalent woodworker. The professional training is oriented to interior joinery, exterior joinery, furniture and timber.

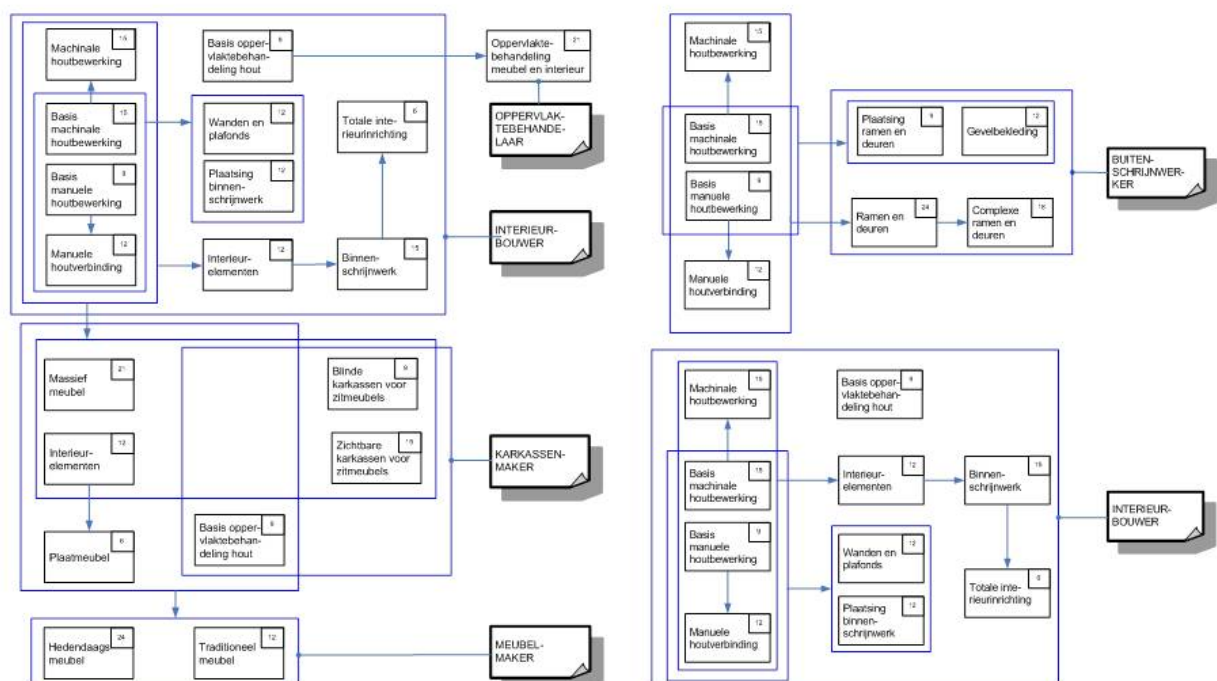
Besides the general education, a large multipurpose vocational training is offered, consistent with the logical curriculum. A further specific training is possible in the third year of this third degree (specialization year).

In this discipline of VET Woodworking the most important is the practical knowledge, techniques, skills and attitudes required in the job. You learn in a very practical way to know the characteristics and capabilities of the materials from which the (wood) structures are composed. Using various techniques, the work piece is finished and installed if possible. You learn some aspects of a production process according to execute specific methods. Drawing is an important communication tool. Drawing skills can take many different forms, such as technical design of structures or making drafts. The basic aspects of CAD, CAM and CNC are taught.



Modularisation

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The training is done through an integrated mix of theory and practice. We work through a project approach in a concentric formation concept. Each project consists of the actual realization of a composite wood construction with different training aspects such as:

- Aspects related to the preparation of the implementation, any additional construction plans and sketches, preparing the work order, the pricing ...
- Contents that are linked with the implementation, methods and safe working, responsibly choosing materials, function-oriented use of tools and machinery, efficient and expert use of techniques ...

Qualifications (end terms) in Technical Education Wood Techniques third grade 1st-2nd year (age 16-18)

This study is mainly focused on process thinking and quality, both conceptually, as implementing pre-addressed in the realization of timber structures. Besides the general education, after completing this study, students have acquired a varied range of knowledge, skills and attitudes. The following aspects are associated with this:

- the aspects 'organization': creating drafts, preparatory drawings and sketches, execution and concept oriented design (style and design), operational plans, working drawings with CAD / CAM, preparation of the CNC-realization, quality-oriented (also to safety and environment) organize the preparation and organization of production, calculation ...;
- the elements in relation to 'research': contents that deal with scientific and technical research, comparative studies of style and design, configuration options, consider the characteristics of the materials, study of the stability ...;
- the contents linked with the 'realization': they concern the practical implementation, understanding skills, methodology and work safely with the proper tools and equipment, choosing and using materials responsibly, efficiently and expertly applying techniques ...



Education – Labour market

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- Higher vocational education (HBO 5) - - 7th specialist years in TSO and KSO & 4th stages of BSO (Se-n-Se 4)
 - ❖ Organized not only in adult education centers but also in secondary schools and colleges of higher education
 - ❖ Development of higher vocational education in close co-operation with professional sectors
- Training courses of adult education - - Lifelong learning
 - ❖ Changing needs of the labour market
 - ❖ Flexibilisation of learning pathways:
 - distance learning
 - dual learning pathways
 - evening courses...
 - ❖ recognition of competencies acquired elsewhere (APEL)

VET in Bulgaria

The tradition of vocational training in Bulgaria dates back to 1883 when the first craft school was established. The aims of VET in Bulgaria are generally set under the requirements of the country's full integration in the European Labour market and to ensure the free movement of the labour force within the EU. The issues of initial and continuous training is regulated in a number of laws and acts, but also regulated by collective agreements.

1. Legislative Framework

The main basic laws which regulate the legal frame of vocational training in the country are: The Labour Code (1986); the Employment Promotion Act (2001); the Law of Crafts (2001) and the People's Community Centre Act (1996).

The Labour Code is the principal enactment, which regulates the different opportunities for vocational education and training of the employees: qualification contract, apprenticeship contract, advanced training and retraining contract, etc.

Three kinds of agreements are introduced :

- For acquiring Qualifications;
- For apprenticeships;
- For improvement of qualifications –further training.

1. Structure and organisation of VET

1.1. Legal Frame

1.1.1. labour Code:

- Stipulates the rights of employees for VET;
- Regulates three kinds of agreements:
 - a) for gaining qualification;
 - b) for enterpreneurships;
 - c) for CVT or re-qualification

Institutional Framework(3)

- ▶ Social partners are active in:
 - Development, implementation of policies and standards;
 - Governing board of NAVET and Expert committees;
 - Assessment procedures for gaining Vocational qualifications;
 - Social dialogue together with the VET institutions.

The Vocational Education and Training Act guarantees the realization of the Common European Goals in the VET system, quality, transparency, equal access and non-discrimination.

The High Education Act regulates CVT (Continuous Vocational Training) in universities and the Employment Promoting Act regulates promotion and increase of employment and regulates the stimulation

of Vocational consultation and Career Guidance for employees and unemployed, as well as active policy measures for adults in the labour market. *Finally, the Crafts Act regulates implementation of the crafts, and relevant vocational training and apprenticeship.*

2. Status Quo of the CVT in the 2 sectors

- 2.1 Policy of enterprises:
 - Organize trainings only in the production changes;
 - Prefer out-door courses;
 - Not all staff levels are included;
 - Usually there is not relation training/qualification - salary.

Policy development in the main VET areas

In general one could say that EU-policies have much influence on the national discussions. Specific national programs funded and administered by the Ministry of Education, Youth and Science are following specific (political) aims. Among others, the following two programmes are important for the future of the VET-system.

- Curriculum reform and innovative approaches to teaching and assessment:
Reform of the vocational training section of the curriculum and introduction of a module approach is pending. To date, training under module-based curricula only exists in certain vocational schools but it is an established practice in the vocational training centres.

2.3. CVT Management at company level

- Lack of such structures (especially in SMEs);
- Lack of Training plans;
- Trade Unions are not involved;
- In SMEs (they are about 90%) the staff CVT is underestimated

- Skills needs strategy:
The Action Plan for implementation of the National LLL Strategy includes as a priority action development of a skill needs study and forecast system. The system will make it possible to reduce qualified labour demand and supply imbalances and to improve labour force quality and mobility, hence the opportunities for employment and career fulfilment.

2. Institutional framework – management bodies and suppliers of CVT

Responsibilities for the vocational training system is to be found on different levels:

- Council of Ministers – makes the governmental policy in CVT;
- Ministry of Education, Youth and Science– coordinates and controls the policies,
- Ministry of Labour and Social Policy– develops, coordinates and implements the policies;
- Employment Agency – implements Active policy measures on the Labour market;

National Agency for VET – licensing body for Training organisations:

- Develops VET standards;
- Maintains qualifications framework;

Social partners are included in the:

- Development, implementation of policies and standards;
- Governing board of NAVET and Expert committees;
- Assessment procedures for gaining Vocational qualifications;
- Social dialogue together with the VET institutions.

4. What are we doing

- **Fostering Social Dialogue at sector and branch level;**
- **Cover all companies through :**
 - CVT Management Projects;
 - Cooperation between companies in the same branch;
 - Proposals for legal amendments;
 - Information campaigns

An important document regarding the cooperation between social partners is the Pact for Economic and Social Development in Bulgaria, signed by the Government, employee and employers organisations. The Pact covers measures (both for initial VET and continuous VET) in the following key areas.

- Improvement of economic competitiveness;
- Active labour market policies and development of human resources;
- Modernizing the education system and achievement of a high level of inclusion in formal education and implementing effective mechanisms for lifelong learning;
- Establishment of a system for objective evaluation of qualifications and official acknowledgement of knowledge, skills and professional competence acquired through informal or self-education learning practices, and of unified criteria to guarantee the quality of training.

3. Trade Union observations on the management of CVT in Bulgarian enterprises:

Like in other areas also in relation to vocational initial and continuous training, there are discrepancies between the proclaimed policies and targets on the one hand and the reality on the other. Regarding the current situation in Bulgaria the trade unions call for action regarding the following aspects.

- trainings for staff
- Prefer out-door courses;
- Not all staff levels are included;
- Usually there is no relation training/qualification – salary
- Employers' policy is not active enough;
- Regular assessment of employees' competences is rare;
- The small number of companies with Training plans
- Employers prefer to hire qualified workers

FSOGSDP activities:

The Federation of Trade Union Organizations in Forestry and Woodworking Industry (FTUOFWI) is a voluntary organization of the workers from the Bulgarian forestry, wood and furniture industry. The Federation aims to ensure equal possibilities and favourable organizational preconditions for workers and, in this connection, VET is a core policy area.

FSOGSDP is currently focusing on the following aspects.

- Fostering Social Dialogue at sector and branch level;
- CVT European and National Projects;
- Cooperation between companies in the same branch;
- Proposals for legal amendments;
- Information campaigns
- Fostering Collective bargaining at branch and Sector levels with concrete measures concerning CVT of employees .

What are we doing (2)

- Use of Collective bargaining as an instrument:

From 01.10.2010 a new Branch Collective Agreement is in force with measures

Establishment of CVT structures;

- ☐ Trade Unions are included in the management;
- ☐ up to 5 working days per year for qualification;
- ☐ connection of the new gained competencies and the remuneration.

Agreement is deposited in the Ministry of labour and Social affairs for covering the two sectors.

Vocational Education in France

Vocational education was revamped in the 1990s with the creation of the baccalauréat technologique (technological baccalaureate) and the baccalauréat professionnel (vocational baccalaureate), the development of higher-level technical courses (Bac + 2) and the introduction of tertiary vocational diplomas (Bac + 3).



1

The Government decided to relaunch the apprenticeship system, to obtain a significant increase in the number of young people receiving a certified vocational qualification through apprenticeships. The Social Cohesion Plan adopted in 2005 set a target of 500,000 young people in apprenticeship by 2009. Different Ministries are responsible for education policy as pursued through vocational training in schools and through apprenticeships.

In 2004 the National Council for Lifelong Vocational Training was set up. Its tasks are to:

- promote cooperation at national level among the various agencies involved;
- advise on legislation and regulations concerning lifelong vocational training and apprenticeships;
- assess regional policies for apprenticeship and continuing vocational training;
- compile an annual report for the Parliament on the utilisation of financial resources earmarked for lifelong vocational training and apprenticeships.

Focus sur l'AFPIA Est-Nord

✓ Nos ateliers:

Atelier Tapisserie :



They are consulted by those ministries that have set up vocational consultative committees and can propose the creation of new diplomas or certificates or amendments to existing ones.

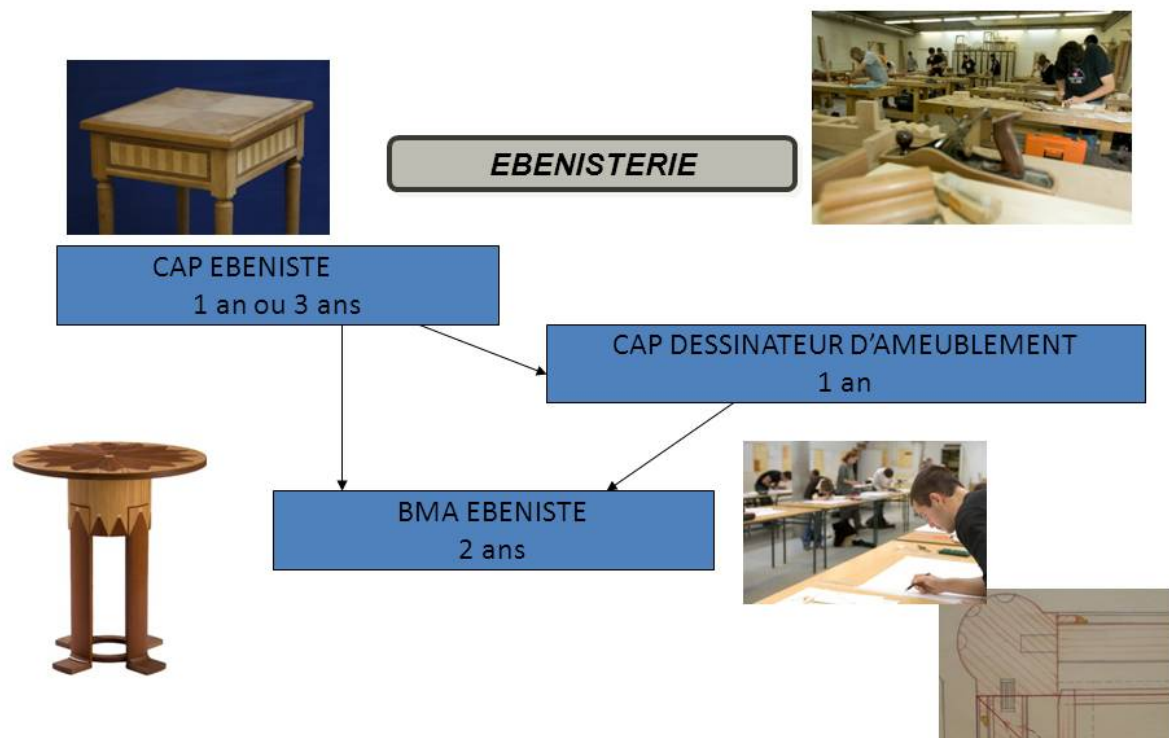
There is a specific procedure for the adoption of rules on continuing vocational training: first, the social partners negotiate a national multi-industry agreement (ANI) and then Parliament incorporates all or parts of the agreement into legislation. The most recent ANI on continuing vocational training was concluded on 5 December 2003, focusing on lifelong training.

The main innovations are the following:

- establishment of an individual entitlement to training;
- greater scope for people in employment to train outside working hours;
- introduction of the professionalisation contract, a single contract allowing employment to be combined with training, for both young people (aged 16-25) and adults;
- introduction of entitlement to professionalisation courses – giving people in jobs the time they need to acquire new skills;
- a significant increase in the level of company contributions to the development of continuing vocational training.

Source: CEDEFOP – Vocational Education and training in France. Short description; 2008:

13 métiers – 15 diplômes



Two-track Vocational Training in Germany

Germany's two-track vocational training system is quite special internationally speaking. On completing school, approximately half of the young people in Germany move on to learning one of the 350 officially recognized vocations included in the Two-Track System.

This entry into professional life differs from vocational training based only on college education which is customary in many other countries. The practical part of the course takes place on 3 or 4 days of the week in a company; the other 1 or 2 days are dedicated to specialist theoretical instruction in a vocational school. The courses take 2 to 3.5 years. In-company training is supported by courses and additional qualification facilities outside the companies.

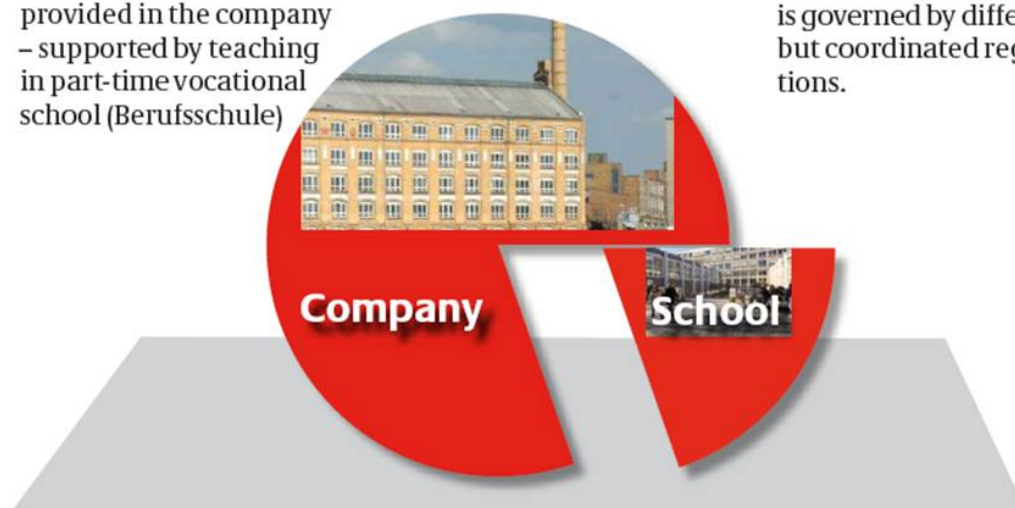


Vorstand
Ressort Bildungs- und
Qualifizierungspolitik

Dual Training

- Training is mainly provided in the company – supported by teaching in part-time vocational school (Berufsschule)

- Learning at both venues is governed by different but coordinated regulations.

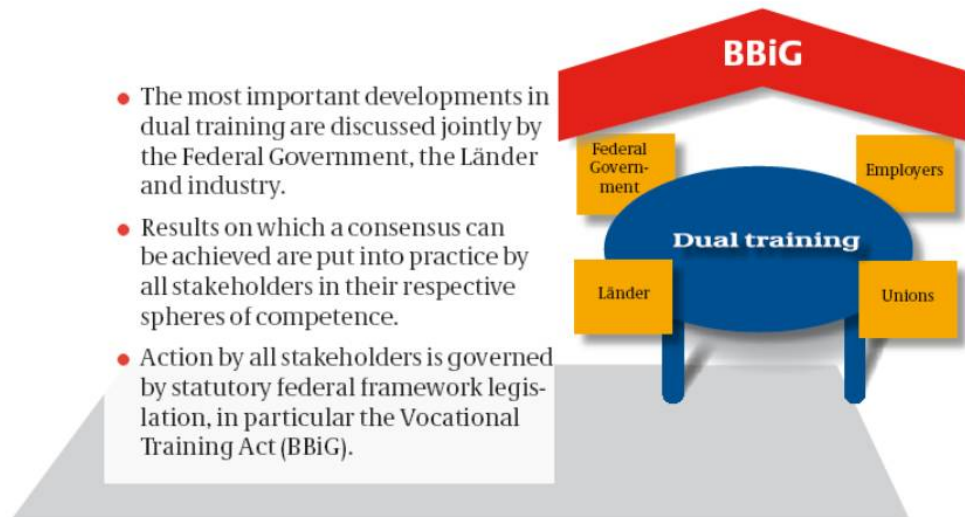


Training is generally financed by the companies, which pay the trainees/apprentices wages, while the government bears the costs of the vocational schools. Some 500,000 companies, the public sector and the free professions are busy training young people. Small and medium-sized businesses provide more than 80 per cent of all traineeships. Thanks to the Two-Track System, in Germany the number of young people without a profession or traineeship is comparatively low, and is only 4.2 per cent of those in the 15-19 age bracket.



Vorstand
Ressort Bildungs- und
Qualifizierungspolitik

Division of responsibilities in dual training



This combination of theory and practical work guarantees that the craftsmen and skilled workers have excellent qualifications. Vocational training is also a launchpad for a career that can, via advanced training, lead to participants becoming master craftsmen and craftswomen. A new qualification track: advanced training alongside the job which can even lead as far as a university Master's degree.

Co-determination



Vorstand
Ressort Bildungs- und
Qualifizierungspolitik

Works Constitution Act

- ➡ Works Councils and Representation of Youth and Apprentices
- ➡ Implementation of vocational education

Vocational Training Act / Crafts and Trades Code

- ➡ Examination Boards of the Chambers and Guilds
- ➡ Reconciliation Commissions of the Chambers and Guilds for conflicts pertaining to questions of initial vocational education (Labour Court Act)
- ➡ Vocational Education Committees of the Chambers of Industry and Commerce / Crafts and Trades
- ➡ Regional Committee for Vocational Education
- ➡ Committees for the creation of examination tasks

Another specificity of the German system is the direct participation of workers. Worker representatives do not have any legal influence on the question of whether or not an employer is providing apprenticeships or activities of further training. But Article 96 to 98 of the works constitution act stipulates that employer and worker representatives have to boost vocational education and further training. And if an employer is providing these measures, the works council is involved in all the aspects concerning the practical implementation. All aspects of the accomplishment of measures in the area of training are a matter of co-determination. However, whether or not worker representatives in this respect make full use of their rights differs widely in practice.



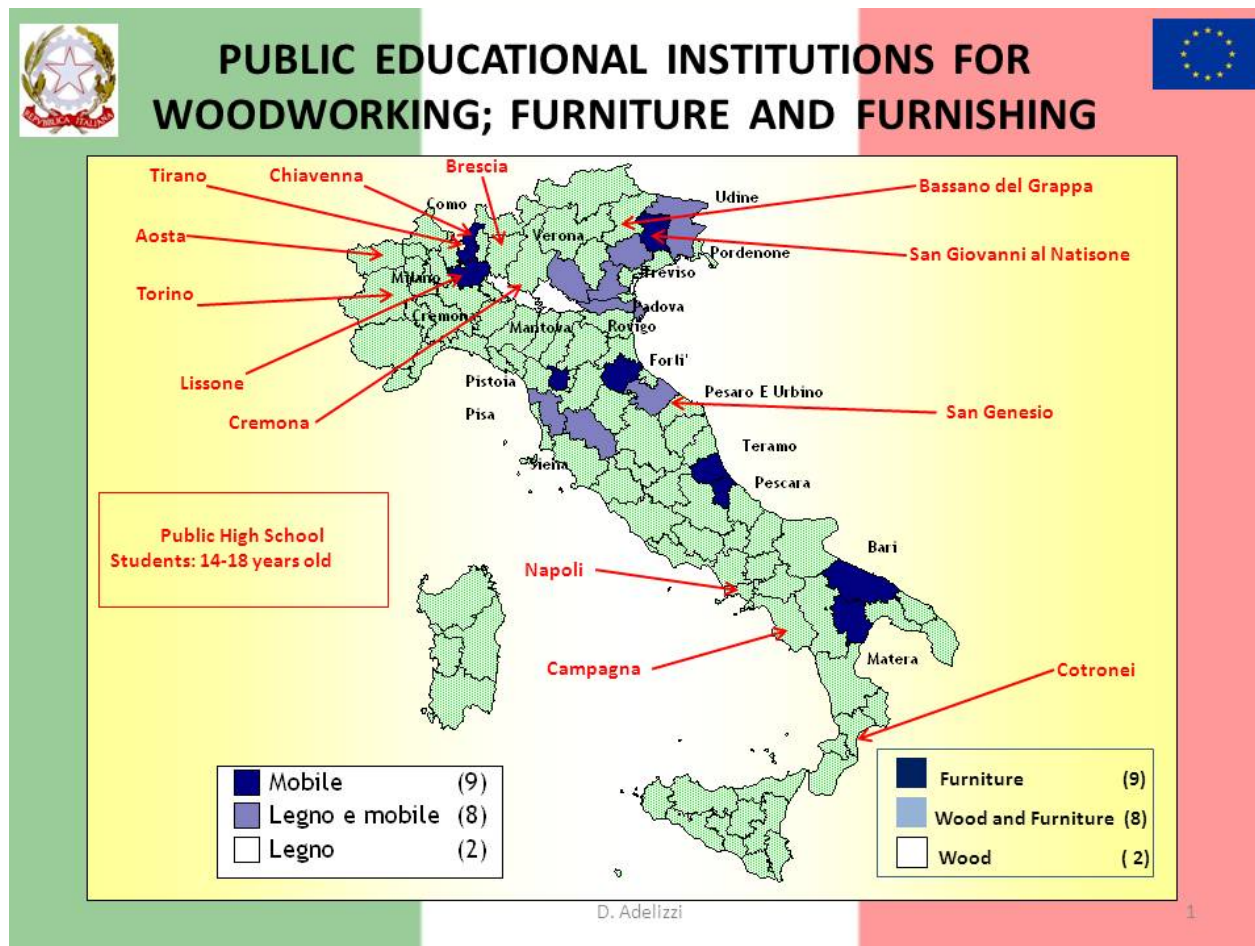
Vorstand
Ressort Bildungs- und
Qualifizierungspolitik

Co-determination - Steering Committee of the Federal Institute for Vocational Education

- Equal representation: 8 trade union representatives, 8 employers' representatives, 8 länder representatives, 5 federal representatives
- Focus:
 - final recommendation of professions to the respective ministry;
 - recommendation for the implementation of initial vocational education;
 - consultation of the government in questions of vocational education, can comment on the draft of the Vocational Education Report;
 - resolution of the annual research programme

The Italian regionalised System

In the past decade, the structure of the education and training system has undergone profound transformations in its nature and functions. In particular towards a policy of decentralisation, included in the Constitutional Law. The State is no longer the sole actor of the system, enhancing the value of the autonomy of Local Authorities (Municipalities, Provinces, Metropolitan Areas, Regions) and schools.



Furthermore, the more recent legislative reforms are aimed at promoting and guaranteeing lifelong learning, equal opportunities, the development of knowledge and the full development of the individual. The Italian education and training system ensures each individual the right to education and training for twelve years, or at least until the students obtain an educational qualification by the age of 18.

The first cycle of education consists of primary school, with a five-year duration. Primary school promotes the development of the personality while respecting individual diversity, and has the purpose of ensuring the acquisition and development of basic knowledge and abilities, and at least one foreign language. The 'Level 1' secondary school has a three-year duration and ensures a link with the second cycle.

The second cycle consists of the '*licei*' system and the 'vocational education and training' system. The students can choose between two channels: The 'upper secondary school' system has a duration of 5 years. Each '*licei*' stream has two 2-year periods and a fifth year dedicated to in-depth studies; they end with a State exam, allowing access to university, advanced artistic, musical and dance training and Higher Technical Education and Training (IFTS).

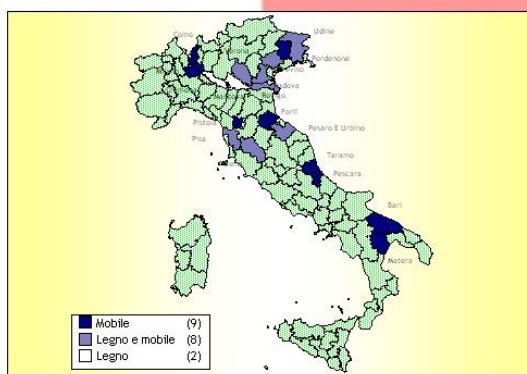


CURRICULA AND STUDY PROGRAMS

THE CURRICULA AND THE PROGRAMS OF STUDY, MAY VARY ACCORDING TO THE NEED OF THE DISTRICT

For Example:

- CARPENTER
- WOODFLOORMAKER (PARQUET)
- WOODFLOOR INSTALLER
- DOORS AND WINDOWS MAKER
- WINDOWS AND DOORS INSTALLATION
- CABINETMAKER
- FURNITURE MAKER
- TECHNICAL PROCESS
- ASSEMBLER
- FURNITURE INSTALLATION
- UPHOLSTERER
- PAINTER - VARNISHER - FINISHER
- INTERIOR DESIGNER
- INTERIOR DECORATOR
- ETC.



D. Adellizzi

2

The vocational education and training system, alternative to the 'licei' system, has a duration of at least 4 years. The certificates and qualifications obtained at the end of the four years allow students to take the State exam, and is also valid for access to universities.

Apprenticeship is a mixed contract. Besides the actual employment, the enterprise must provide the young people with the training necessary for them to become skilled workers.

VOCATIONAL TRAINING IN THE FACTORY (Stage)

FOR GRADUATE (TECHNICIAN) FROM PUBLIC EDUCATIONAL SYSTEM

- During 3° year: (8 h x 2 Weeks = 80 hours)
 - During 4° Year: (8 h x 2 Weeks = 80 hours)
 - During 5° Year: (8 h x 2 Weeks = 80 hours)
- Total 240 hours**

FOR QUALIFIED (OPERATOR) FROM THE PUBLIC VOCATIONAL EDUCATION REGIONAL

- During 3° Year: (8 h x 2 Weeks = 80 hours)
- Total 80 hours**

FOR QUALIFIED (OPERATOR) FROM THE REGIONAL VOCATIONAL EDUCATION

- During 2° Year: (8 h x 27 Days = 216 hours)
 - During 3° Year: (8 h x 40 Days = 320 hours)
- Total 536 hours**

FOR SPECIALIZED FROM THE REGIONAL VOCATIONAL EDUCATION

- During 2° Year: (8 h x 27 Days = 216 hours)
 - During 3° Year: (8 h x 40 Days = 320 hours)
 - During 4° Year: (8 h x 27 Days = 216 hours)
- Total 752 hours**

FOR POST-GRADUATE SYSTEM (HIGHER TECHNICAL EDUCATION TRAINING)

- In function of the project

D. Adellizzi

3

PROFILE OF STUDENT QUALIFIED FROM THE PUBLIC REGIONAL EDUCATION (OPERATOR)



- WORKS IN THE PRODUCTION DEPARTMENTS
- REALIZE EVERY PROCESSING STEPS
- USE THE TRADITIONAL TOOLS AND MACHINES
- USE THE INNOVATIVE TOOLS AND MACHINES
- COLLABORATE TO THE CHOICE OF MATERIALS
- SUPPORT AND COOPERATION TO BUILD COMPLEX OBJECTS
- KNOWS AND IS ABLE TO DRAWING
- CAN READ THE DESIGN AND CONSTRUCTION DRAWINGS
- CAN ASSEMBLE COMPLEX OBJECTS (FURNITURE)
- COLLABORATE WITH DESIGNERS
- KNOWS THE TECHNICAL STANDARDS



D. Adelizzi

4

Apprenticeship is thus the most valid instrument for young people who do not intend to pursue the traditional pathways of higher education, thus fostering the encounter between training and employment. The system recognises two contract systems involving training: the apprenticeship contract and the work/training contract.

PROFILE OF STUDENT GRADUATE FROM THE PUBLIC EDUCATION (TECHNICIAN)



- ABLE TO ORGANIZE THE PRODUCTION PROCESS
- KNOWS HOW TO DESIGN FURNITURE AND FURNISHINGS
- KNOWS HOW TO TURN THE GENERAL PROJECT, IN SPECIFIC PRODUCTION DRAWINGS
- ABLE AND CAN MANAGE THE COMPUTER SYSTEMS (CAD / CAM)
- HE KNOWS THE NATIONAL AND INTERNATIONAL TECHNICAL STANDARDS FOR MATERIALS AND MANUFACTURED GOODS (FURNITURE)
- COORDINATE QUALITY CONTROL FOR MATERIALS AND PRODUCTS
- MANAGES THE MAINTENANCE OF TOOLS AND MACHINERY
- IS QUALIFIED TO DECIDE THE CORRECT TECHNICAL AND AESTHETIC CHOICES
- MAKES PROPOSALS TO FURNISHING
- IS A MID-LEVEL PROFESSIONAL
- CAN CONTINUE ON TO UNIVERSITY STUDIES



D. Adelizzi

5

Apprenticeship contract for exercising the right-duty of education and training: all young people and adolescents who have reached the age of 15 can be engaged in all sectors of activity. It has a duration not exceeding three years and is aimed at obtaining a vocational qualification.

Occupationally-based apprenticeship contract: persons aged between 18 and 29 can be engaged in all sectors of activity. This contract is aimed at obtaining a vocational qualification through on-the-job training and the acquisition of basic, transversal and technical-vocational skills.



SOME INVOLVEMENTS OF SOCIAL PARTNERS:

NATIONAL AND EUROPEAN TRADE UNION CONFEDERATION;
NATIONAL AND INTERNATIONAL UNIONS OF INDUSTRIAL AND EMPLOYERS' CONFEDERATIONS;
CENTRE OF ENTERPRISES WITH PUBLIC PARTICIPATION.

- PARTNER OF THE CURRICULUM OF THE STUDY
- PARTNER FOR TO ORGANIZE THE VOCATIONAL TRAINING (Stage) IN THE FACTORY
- TUTOR OF THE STUDENTS DURING THE VOCATIONAL TRAINING (Stage)
- ORGANIZE COMPETITIONS FOR NEW IDEAS
- PARTICIPATE IN THE STUDY OF NEW PROFESSIONAL PROFILES
- PARTNER OF THE SPECIALISTIC SYMPOSIUMS, SEMINARS, MEETINGS
- TEACH IN SPECIFIC COURSES
- HELP ORGANIZE SPECIALISED COURSES
- COLLABORATION FOR EUROPEAN PROJECTS (Leonardo)



D. Adelizzi 6

Apprenticeship contract for acquiring a diploma leading to a secondary or university qualification: under this contract, persons aged between 18 and 29 can be engaged in all sectors of activity for achieving secondary, university, advanced training or advanced technical specialisation educational qualifications.

The educational System in Romania

The educational system in Romania is regulated by the national law of education and it includes among other things:

- General mandatory education which consists of 10 grades (primary + secondary education) until the age of 18;
- Higher education (high school) and training, which are financed by the state;

Lifelong learning (IVET) is guaranteed by law and it includes:

- Early education has as purpose the acquisition of knowledge, abilities and general know-how;
- The development of significant abilities from a personal, civic or occupational point of view (VET)

According to the national law of education, the educational system is structured as follows:

- Primary education: grades 1-4
- Secondary lower education: grades 5-9
- Secondary superior education or high school: grades 10-12/13, with a theoretical, vocational or technological pathway

Vocational training takes between 6 months and 2 years. It is a part of the high school technological and vocational education system, and is organized to acquire qualifications from the National Qualifications Registry, taking into account the demand on the labour market and the regional, county and local strategies of vocational training.

The graduates acquire a qualification certificate in accordance with EUROPASS.

The social partners have a significant role in the lifelong training system.

Based on the Tripartite Agreement (government – unions – employers' association) a law was issued regarding the continuous (lifelong) training of the adults. The law foresees that after the initial training, the acquired abilities should be further developed and new abilities should also be acquired.

All vocational training activities are led by the National Council of Continuous Adult Vocational Training (CNCFPA) which in 2013 will become the National Qualifications Authority. CNCFPA, as a tripartite institution, has an advisory role in promoting the politics and strategies for the vocational training of adults. Within CNCFPA there are sector committees of continuous vocational training.

The sector committees are social dialogue structures for vocational training and they have the following tasks:

- developing and updating of qualifications for the respective sector
- validating the qualifications and its associated standards
- identifying the experts from the branch enterprises who have tasks in the occupational analysis field, the identification of competences and qualifications
- registering qualifications in the National Qualifications Registry.

At branch level, in the wood industry, in terms of education the following is available:

- Vocational school groups – 35;
- Technical colleges – 2 in Suceava and Piatra Neamț;
- Training centre for the industry personnel in Bușteni;
- The Faculty of Wood Industry belonging to the University of Transylvania in Brașov;
- The wood industry continuous training and consulting centre – Brașov
- The woodworking scientific research centre belonging to the Faculty of Wood Industry in Brașov;
- The University of Architecture in Bucharest – furniture and interior design.

Within the framework of the European programme VET, Romania is a beneficiary of the Sector Operational Programmes for the Development of the Human Resources (POSDRU). The aims, within these programmes, are the promotion and development of the social dialogue, the improvement of the employees' qualifications and requalification.

At this moment in time, FSLIL benefits from three projects – POSDRU based on these subjects, in which 2,600 employees are involved, 760 of them are qualified as: universal carpenters, upholsterers and forestry operators, forestry machine operators.

The 760 students are organized in 26 groups, lecturers take on the theoretical duties while the foremen are responsible for the practical aspect and are authorized specialists in the enterprises from which the students are a part of.

The enterprises provide the room and the practical activities. These take place outside working hours.

The qualifications are level 2 based, they include 240 hours of theory per student and 480 hours of practice per student, the time period needed for qualification is 5-6 months.

The lecturers and foremen are authorized by the CNCFPA. The unfolding of the lectures is being monitored by the Territorial Work Inspectorates, FSLIL and the Educational Foundation.

The qualifications are acknowledged within the EU.

The usage of the labour force by the employer is done by the collective agreement at branch level in the wood industry.

The individual agreement is for an indefinite period.

A qualified worker has a 20% higher salary than the gross minimum wage.

At branch level the wages differ, based on the level of qualification and vocational training.

A foreman has a 30% higher salary than a worker, an engineer's wage goes up to 200%.

A carpenter has a gross medium wage of approximately € 320; the net income is € 235.

The net medium income of €235 a month does not reflect the reality compared to the evolution of the main indicators during the crisis in 2008-2010, which show an increase in work productivity by +16.74%, the furniture production in 2010 has increased by 11.87%, the exports increased also by 11.84% while the number of people in 2007-2010 dropped from 90,700 to 48,500.

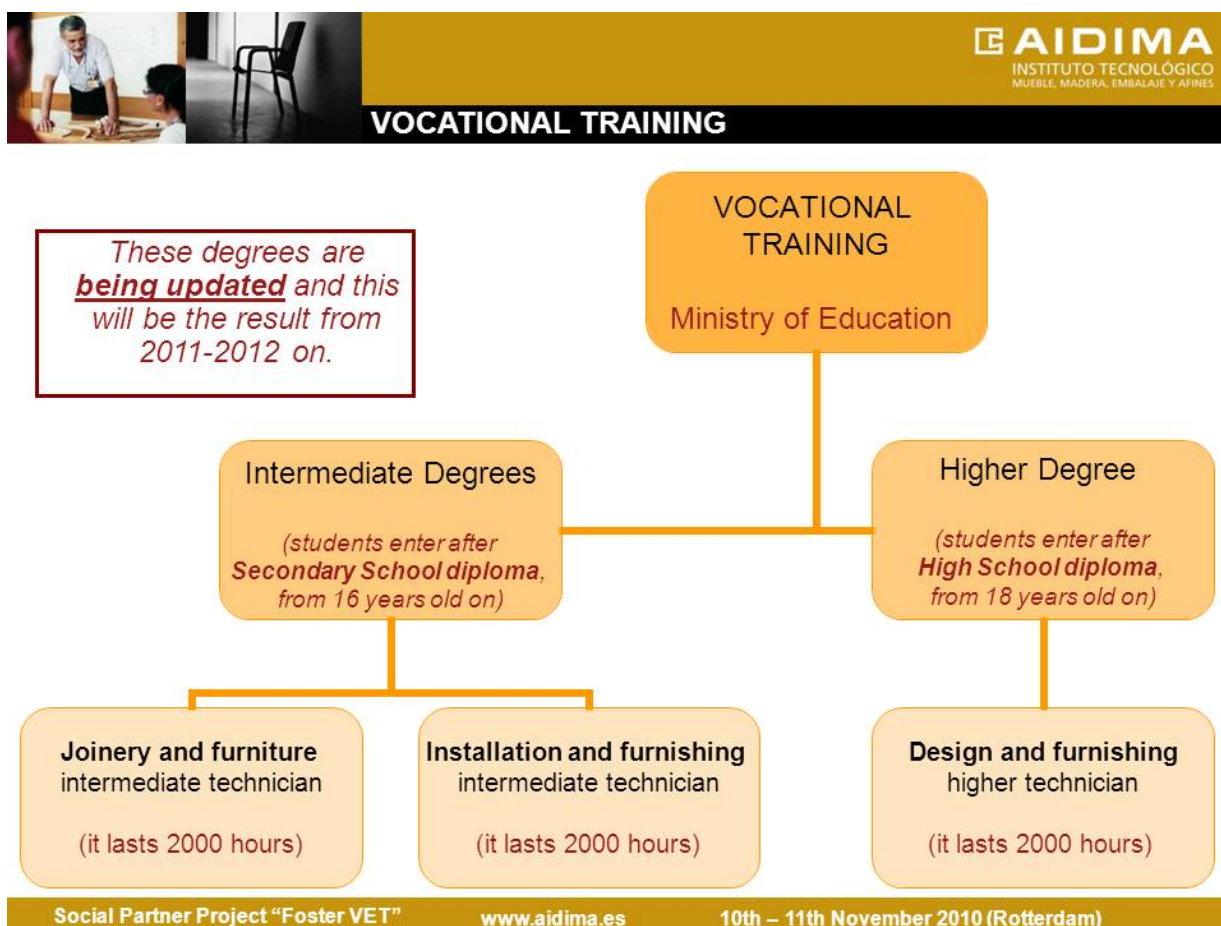
It is very clear that the revitalization of the economy was only possible thanks to the intensification of the physical efforts and the increase of the qualifications and vocational training.

The Spanish VET-system for the Wood/Furniture Sector

The Spanish VET system for the Wood-Furniture sector is composed of two **intermediate** degrees: Joinery & Furniture and Installation & Furnishing, and two **higher** degrees: Design & Furnishing and Forest & Natural Environment* (Published in April 2011). In order to have access to these courses, there are various entry conditions which have to be complied with.

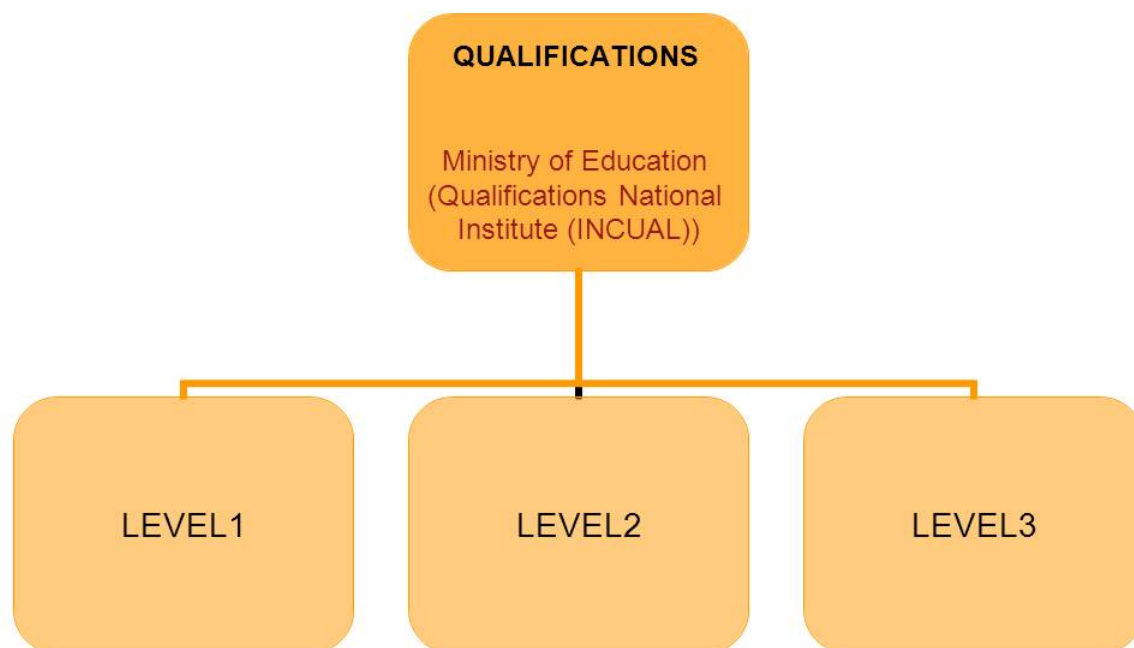
Pupils who have dropped out of secondary school and unskilled workers should take initial vocational qualification courses. After that, if they obtain the final recognition for these studies and they pass an entry test, they have access to the intermediate degrees. For semiskilled workers, it is also possible to enter by passing the general entrance test. When finishing this degree, students obtain a professional degree.

If they decide to pursue a higher degree, skilled workers and high school students need to take a general entry test. After finishing the higher degree, they also obtain a professional degree and have the possibility to enter university.





QUALIFICATIONS



Level 1: Competence in a reduced group of relatively simple working activities related to normalized processes, in which the theoretical knowledge and practical capacities involved are limited.

Level 2: Competence in a group of well-determined professional activities with the capacity to use particular instruments and techniques concerning, mainly, an execution activity, which can be autonomous within the limits of the above-mentioned techniques. It requires knowledge on the technical and scientific fundamentals of the activity concerned and capacity for the comprehension and the application of the process.

Level 3: Competence in a group of professional activities which require the command of different techniques and can be executed in an autonomous way. It involves responsibility on the coordination and supervision of technical and specialized work. It demands the understanding of the technical and scientific fundamentals of the activities concerned as well as the assessment of the factors in the process and the assessment of the economic repercussions.



**LIST OF QUALIFICATIONS AND THEIR
CORRESPONDING PROFESSIONAL CERTIFICATES**

LEVEL 1



LEVEL 2





LEVEL 3

Joinery and furniture projects (570 hours)

Installation and furnishing projects (390 hours)

Planning and management of wood
and cork industries production (570 hours)

Planning and management of joinery and
furniture industries production (510 hours)

Structural elements of the VET-system in England*

Compulsory education is from age five to 16. All children must receive appropriate full-time education, by regular attendance at school or otherwise, from the beginning of the school term which follows their fifth birthday, to the last Friday in June in the school year in which a child reaches the age of 16. For children not educated at school, the most common alternative provision is education at home. Post-compulsory education for students over 16 years of age is provided in secondary schools and further education institutions. Traditionally, young people stayed on at school or transferred to a sixth-form college to follow academic courses or transferred to a further education or tertiary college to study vocational courses.

Apprenticeships, formerly known as National Traineeships, offer similar opportunities leading to a qualification at NVQ level (National Vocational Qualifications) two. Apprenticeships are intended largely for school leavers aged 16, but they are also open to more mature trainees who are able to complete their training before the age of 25 (this upper age limit is to be abolished in Wales).

Background

- Proskills is the Sector Skills Council for the Furniture, Furnishings and Interiors Industry.
- There are circa 12,500 companies employing 120,000 employees. In addition there are 18,800 self employed businesses.
- In 2009 the economic climate impacted on the industry with a contraction in business and workforce. 2010 there is much more optimism.
- There are skills gaps and shortages in the industry namely:
 - 72% technical, practical or job specific
 - 37% problem solving
 - 31% general IT user
 - 24% oral and written
 - 23% team working
 - 19% management
- To meet these needs the following current structure is in place.....

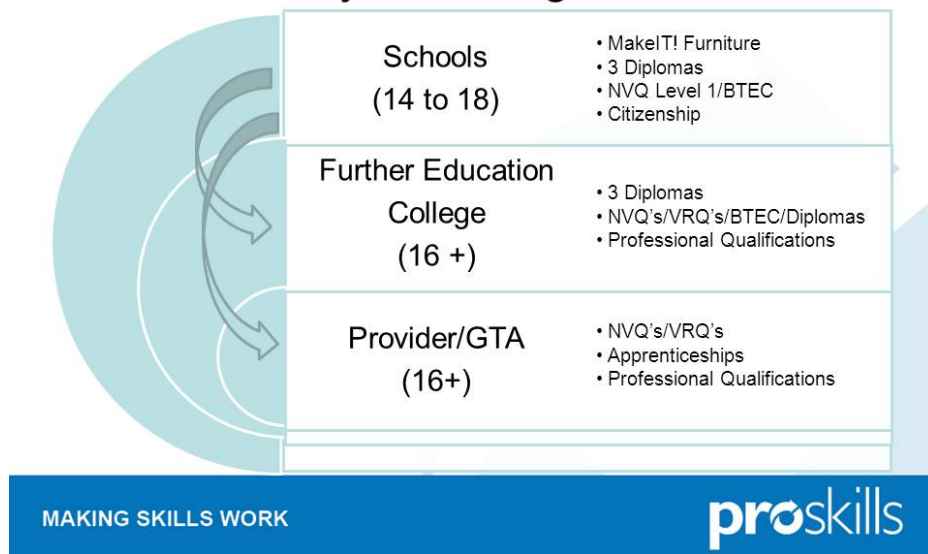
MAKING SKILLS WORK

proskills

The Learning and Skills Act 2000 governs all post-compulsory education and training, including the vocational training provided in the work place and in further education institutions. Under the Learning and Skills Act 2000, different regional Councils must secure proper facilities for full and part-time education (other than higher education) and training of people over compulsory school age; this responsibility includes securing the provision of courses to prepare students for a vocational qualification.

* Diversity of structures is one of the characteristics of the VET system in the UK, and differences between the regions are remarkable. The used source is referring to England, Wales and Northern Ireland, three regions with comparable structures.

Current VET Programme 14 to 18+ years of age.



The Sector Skills Development Agency (SSDA) assumed responsibility for sectoral workforce skills development in April 2002 (now the UK Commission for Employment and Skills) and is leading the establishment of a UK wide network of employer-led Sector Skills Councils (SSCs). The SSCs bring together employers, trade unions and professional bodies to work with government to develop the skills the economy requires. They have responsibility for developing Apprenticeships, national occupational standards and NVQs or other qualifications for the sector they represent.

Vocational education and training is provided largely by further education institutions and other approved training providers including autonomous professional institutes, training companies and individual employers. Centres of Vocational Excellence are units based within further education institutions, established to develop and deliver high-quality,

Issues with current system

- There is a cultural issue which needs a paradigm shift
- It is vocational training versus academic qualifications
- Head teachers need to identify the best route for the individual and not focus on league tables and funding.
- The careers advice/information and guidance given in school is inadequate.
- The new coalition government is advocating Academy status for schools where the funding moves from the LEA (Local Education Authorities) to YPLA (Young Persons Learning Authority)

specialist provision in a specific vocational subject or area. Such centres focus on developing skills and meeting the needs of employers. Most further education institutions are organised into departments. In larger colleges, several departments may be grouped into faculties or schools. Departments may have senior lecturers responsible for groups of courses and students are grouped according to their course of study.

Many large employers offer traineeships to 18-year-old school-leavers. Trainees usually follow an approved course of study for a National Vocational Qualification (NVQ) or a qualification approved by a professional institute.

Under the 'New Deal' for unemployed people, young people between the ages of 18 and 24, who have been unemployed for six months or more are offered a 'gateway' of guidance and assessment, followed by one of four options:

- employment in the public or private sector with day-release for education or training leading to a nationally recognised qualification;
- up to six months' work experience in projects with the Environment Task Force;
- up to six months' work experience in the voluntary sector;
- a full-time education or training programme lasting up to one year, designed to lead to an appropriate qualification.

Those employed under the scheme are paid normal rates by their employer but the Government subsidises employment and training costs.

Source: CEDEFOP – Structure of education, vocational training and adult education systems in Europe – United Kingdom 2003 England and Wales, Northern Ireland; CEDEFOP 2003

Future

- IEBE stakeholders have already input to the research and some of the comments are as follows:
 - 'A change in attitude to vocational education for 14 to 19 year olds has to be the starting point'
 - 'Vocational awards need to be radically simplified...'
 - 'Ensuring there is impartial IAG, giving all students the option to follow the pathways of their choice...'
- 'Arguably three areas may prove critical:
 - 'One will be the nature and shape of the vocational qualification system. It may need rationalising and it may need in the words of Michael Gove , "*an official quality benchmark*"
 - a new form of accountability needs to be found beyond the flawed system of equivalencies
 - Third, good vocational education like good academic education needs good teachers'

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Innovations and developments in the sector

In the following section, we are documenting some parts of the presentation from Eric Groenhout, given at the seminar on November 10, 2010 in Rotterdam, the Netherlands. His presentation gave an insight in the current structure of the sector and the state of needed skills. He also drew an exciting picture of the possible future of the sector. Since we are not able to present the whole text in this report, we mainly quote from the introduction, giving you a taste. The complete presentation will be made available in English on the EFBWW website : www.efbww.org

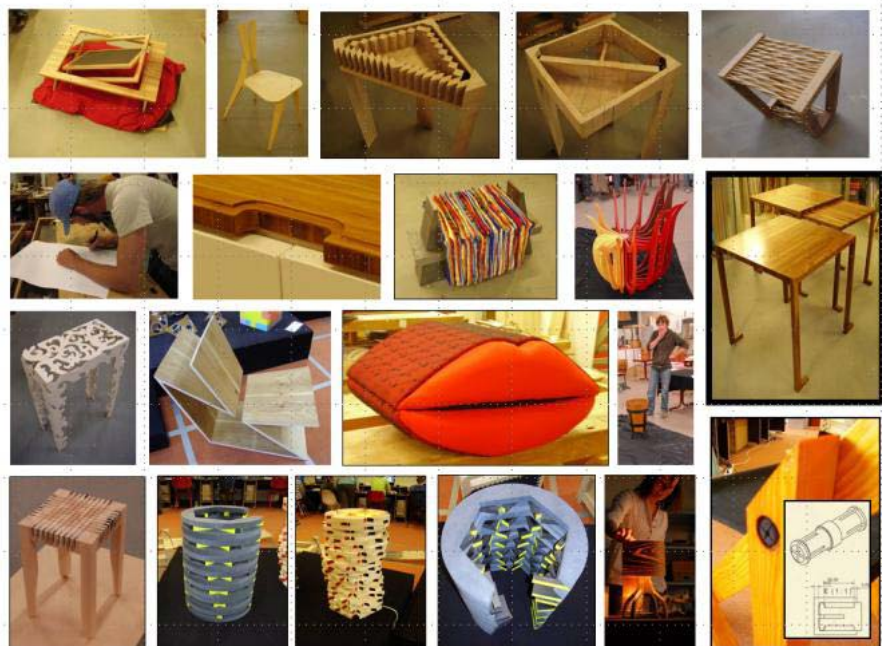
Erik Groenhout is a teacher at the Amsterdam campus of the Hout & Meubilerings College, and is also a lecturer at the Restoration and Conservation Master at the University of Amsterdam.

A view of the furniture trade in 2020

Before I can take off into the future I have to clarify and define some domains that are part of my future image. The furniture trade is incredibly diverse and broad, and operates on a local and global scale both in mass production and in customization. Our trade is not very clearly defined, and, by extension, neither is the education that serves as the bridge between the furniture business and any person, young or old, who is looking for an interesting career in designing, making, and selling furniture. Suppose we narrow the subject of the furniture trade to fine woodworking. If we do so, we will find on one side of the spectrum the solitary Artisan who makes custom and artistic (furniture) objects. On the other end of the spectrum we see global industries where groups of specialists work on large scale production, together as a team. Somewhere in the middle of the spectrum there are the solitary custom cabinet maker, the 20-man interior builder, or the 1-man industrial hockey stick maker who, with the help of a CNC router, makes large numbers of one product. In addition, we have the 4- man veneer team that creates custom marquetry with a laser cutter for big mega yacht wharfs, or the 6-man staircase maker who works with specialized CAD/CAM software and a 5 axis CNC router. 10 years ago it was only large factories that could afford high-tech machinery for the woodworking trade. In 2010, small businesses can also find affordable automated machines. This trend of high-tech small businesses will increase.

...

The furniture trade has changed considerably since World War II. Nowadays furniture is at least 50% made of materials other than wood such as: metals, plastics, textiles, glass, natural stone, concrete and many others. Material technology has advanced very quickly during the last 15 years, and the list of new materials seems to



My students ©

expand exponentially. The fine furniture trade has become a 'multi material working' trade; in essence it has become a mix of crafts. For this reason, we should make a clear distinction between the furniture maker who is actually a 'multi material worker' focused on the product: furniture, and the traditional furniture maker, who is a fine woodworker focused on the product: furniture. While the end product and the focus are the same, the skill set and materials are different.



Crafts and products often get mixed up. Furniture is a product, like a wooden frame building, a vase, a hat, a coat or a wooden shoe is a product. Woodworking, masonry, metalworking, plastic working are crafts used to create these products. A craft concentrates on a material because it is the material

that decides the possibilities for form, tools, construction, structure and type of finishing, etc. As long as a material remains unchanged, the craft does not change either. For example, wood gives us clear proof of this hypothesis. The proportions of constructional parts, the type and use of joints, and the basics of cutting technology have not changed since the Pharaohs reigned in Egypt.

...

My definition of a craftsman is a skilful and knowledgeable man or woman who masters the whole process of making a product from the idea of the product to the presentation of the final version, and is able to make all the choices and use all the skills that are available NOW, in 2010. This means that the woodcraftsman is able to cut a row of dovetails with a handsaw and a chisel, but is also able to make plans in a CAD program and program a CNC machine.

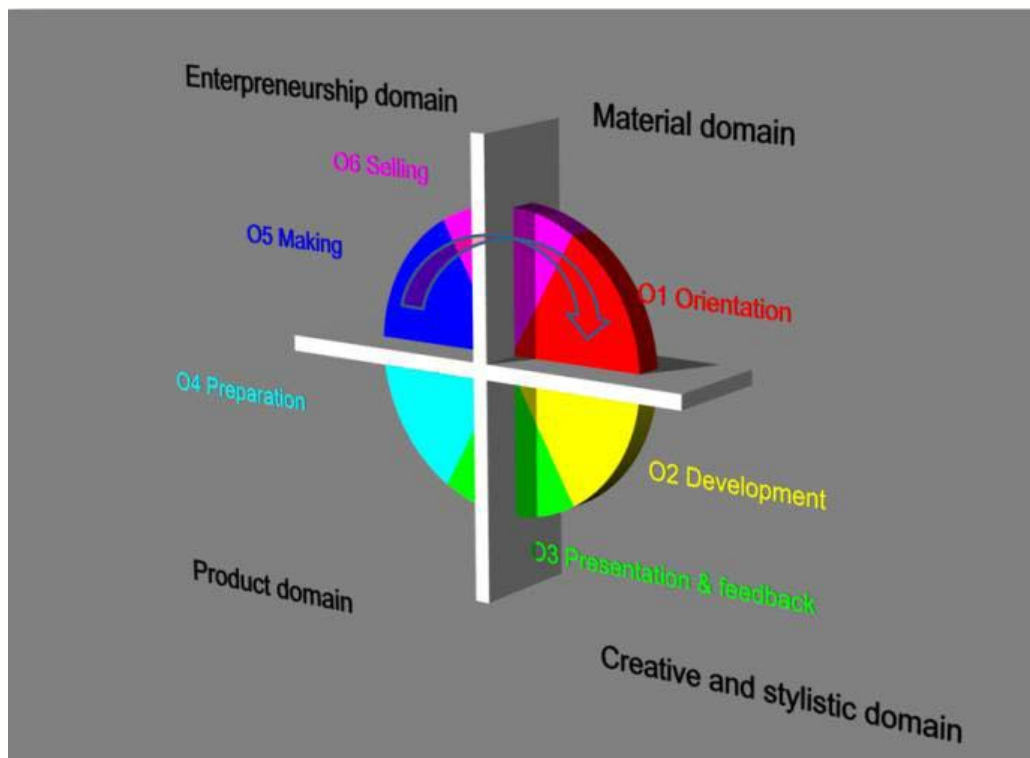
I do not want to say that the craftsman has to do everything himself, but that he should be able to, so that he can oversee the process. A craftsman in a factory supervises the complete production process and needs social and management skills on top of his craft skills. Even if the industrial craftsman never touches a chisel himself anymore, he will be able to manage the entire process well if he is a true craftsman. The modern craftsman sits on a robot, has a chisel in one hand and a laptop in the other.

A product is not a craft and is not dependent on a material. A product is just a function of use; a hat is worn on your head, a chair is to sit on, and a bed is for resting. The craftsman has to master a material as well as the specifications of product utility. Therefore, I make a clear distinction between material skills and product knowledge. Some of you might think

that product utility is in the domain of the designer, but how does the modern conceptual designer solve the material and construction related problems without the craftsman? Designers and craftsmen have to work together or, better yet, should be one and the same person to create high quality products.

...

All of this becomes even more complicated when we incorporate the stylistic aspects of furniture. A style is a set of distinctive and recognizable forms, structures, material choices, colours, etc. that make an object attractive during a certain historical time period or to a certain group of people.



Take, for example a chair, which is, in essence, only the two planks that support the human buttocks and the back. That means that all other parts in a chair are no more than construction to fight gravity and are a stylistic statement. If the supporting parts were *only* construction, there would be no reason whatsoever to keep making new models as long as the material doesn't change. In this sense, the non-essential parts of furniture became the most important mechanical and stylistic creative playgrounds for all furniture creators. My conclusion is that the domains of 'material', 'product utility', and the 'stylistic playground' are the essence of the furniture business. ...

If I put my reasoning together, there are four domains we have to focus on in our struggle to push the European furniture trade successfully forward into the future : material working technique, stylistic and innovative creativity, product utility, and Entrepreneurship.

...

One example of keeping things simple while focusing on the heart of the issue is the Valiwood project, which is an Internet based validation tool for wood industry competences. The Valiwood system seems to be open to a large diversity of competence profiles and levels of education, and is capable of describing the whole scope from industrial machine operators to highly skilled craftsmen. While I doubt if the ministries of education in the different European countries are willing or able to adopt this system, I think the '*Valiwood profile*' and '*the 12 recommendations on education and training*' are a good starting point.

Joint Declaration between CEI-Bois, EFBWW, EFIC, HMC and UEA on Mobility and Apprenticeships in the European Furniture and Woodworking Sectors

Between May 2010 and May 2011 the European Confederation of Woodworking Industries (CEI-Bois), the European Federation of Building and Woodworkers (EFBWW), the European Furniture Industry Confederation (EFIC), the Dutch Wood and Furniture College (HMC) and the European Furniture Manufacturers Federation (UEA) have been running a joint project, entitled “Foster VET Mobility”, aiming to enhance provisions for increased mobility action in vocational education and further training activities in the European furniture and woodworking sectors.

During the last years the Social Partner organisations have put more emphasis on the topic of vocational education and further training, mainly because of the fact that the issue is not only a focus point of EU-policy but also has numerous links to other policies and aspects of importance, i.e.:

- ✦ Employment policies;
- ✦ Labour market policies;
- ✦ The competitiveness of the sectors;
- ✦ Adaption of technical and other kinds of innovation;
- ✦ The sectors’ attractiveness for young people;
- ✦ Sustainability in terms of career paths for the workforce, their wellbeing at work and the sectors’ capacity to cope with changes in other societal and economic subsystems.

Taking into account the interdependences and interrelations between different policies and areas of activity, from the beginning onwards the parties involved in the project shared the view that activities on the European level, and aiming at the cooperation between different stakeholders, are vital for making any progress in the updating and improvement of existing structures in the sphere of VET.

With a view to achieving a more holistic view on current conditions, it was thought essential to bring together people from European and national/regional level, people from training institutes and companies, people from workers’ and employers’ side, people with a practical and theoretical background. Therefore, we considered improving the cooperation and networking between training centres and between training providers and social partner organisations both at national and European level as a precondition for the enhancement of mobility actions and as a main goal of this project.

Regarding the EU-policies, we found our general view confirmed when studying the EU Document on “Youth on the Move”. This document was published in September 2010 as one out of seven Flagship-Initiatives in the framework of the EU 2020 strategy. Of course, already in the past the EU fostered mobility actions, among others through financial support, supplied by the Life-Long-Learning programme. And existing experiences confirmed that transnational networking is a precondition for successful mobility action. Furthermore, all the tools developed at European level, i.e. the EQF, ECVET, ECAVET and others, respectively the implementation and application of these tools are demanding increased cross border cooperation.

Therefore, we aimed at creating a network that could support and intervene in European discussions and structures, namely the Social Dialogue activities in the Furniture and the Woodworking sectors. Finally, we can say that this approach has anticipated, respectively was an excellent preparation for, the beginning discussion on Sector Skills Councils on the European level.

The “Foster VET Mobility” Partners gratefully thank the European Commission for facilitating the excellent co-operation between the European Social Partner organisations, training centres and practitioners.

The participating organisations declare their commitment to distribute the results of the “Foster VET Mobility” project and to support the fruitful use of these results in all European countries. Furthermore, the participating organisations will evaluate the results on a practical basis and will continue the networking and the support of practical mobility actions as a kind of follow-up activities within the framework of the European social Dialogue within the Furniture and the Woodworking sector.

Considerations and conclusions

The first lesson we have learnt from the project is that the national systems of VET still are differing widely and that it is not easy to compare them. Even though we use a joint conceptual framework for the description of the systems from nine countries, it is not easy to understand the respective frameworks, conditions and practices. The involvement of different actors and stakeholders in the project allowed us to get a taste of the different connotations of the respective national systems. In this connection connotation means, among others, cultural aspects, the role of hierarchy in the work organisation, the concept of professions, learning methods or the relation between theoretical and practical instructions.

The system of vocational training is embedded in the educational system and this system is related and linked to the society as a whole and therefore, a simple comparison is more or less impossible. However, the differences are not a problem in itself, but they have to be considered when planning mobility actions or, even more, when trying to compare qualifications, reached after finishing an apprenticeship.

Another relevant distinction between the national systems is the appreciation of careers. In some countries it is more favourable to start one's career from scratch than in others. In this connection it is also of relevance, in how far career paths are open for craftsman, having started the professional career from scratch. The project partners agree that permeability of the educational systems is vital and that, in general, it needs to be upgraded.

Our comparison discovered another interesting aspect namely regarding how training systems are funded. State funded systems exist beside those funded by the employers. We will not present any preferences regarding the structure of funding, but we underline that secured funding is vital in all aspects of the functioning of VET systems. Additionally, we found that the strong involvement of Social Partner organisations is also vital for any improvement in the systems of vocational education.

Follow up Activities

Over the last decades EU policies, in the area of vocational education and training, have contributed to numerous initiatives for an improvement of comparability, mobility, exchange of good practices, cooperation and other aspects, on national as well as European, company and sector level.

To go further in this direction, direct cooperation and regular consultation of training institutes needs to be strengthened in the framework of the European Social Dialogue. The networking, as started with this project, will be continued when disseminating the project results to other countries and institutions involved in training activities for our sectors.

More research activities are needed for a better understanding of the respective training systems and to support the comparability of existing qualifications on sector level. In this respect, the project partners are intending to contribute to the creation of “zones of mutual trust” and also to consider going further in the direction of mutual recognition of qualifications.

Regarding the latter, the European Social Partner organisations intend, in close cooperation with the relevant vocational training institutes, to initiate a Leonardo da Vinci project. This project will focus on two professions, namely cabinet makers and upholsterers. The project is aiming at finding out in how far it would be possible to describe (European) core qualifications for these two professions. The “Foster VET Mobility” project was essential for the creation of a consortium that will contribute to this Leonardo project.

Based on the contacts, created during this project, the European Social Partner organisations will support more and regular exchanges between training institutes from different countries. The European Social Dialogue will act as an intermediary.

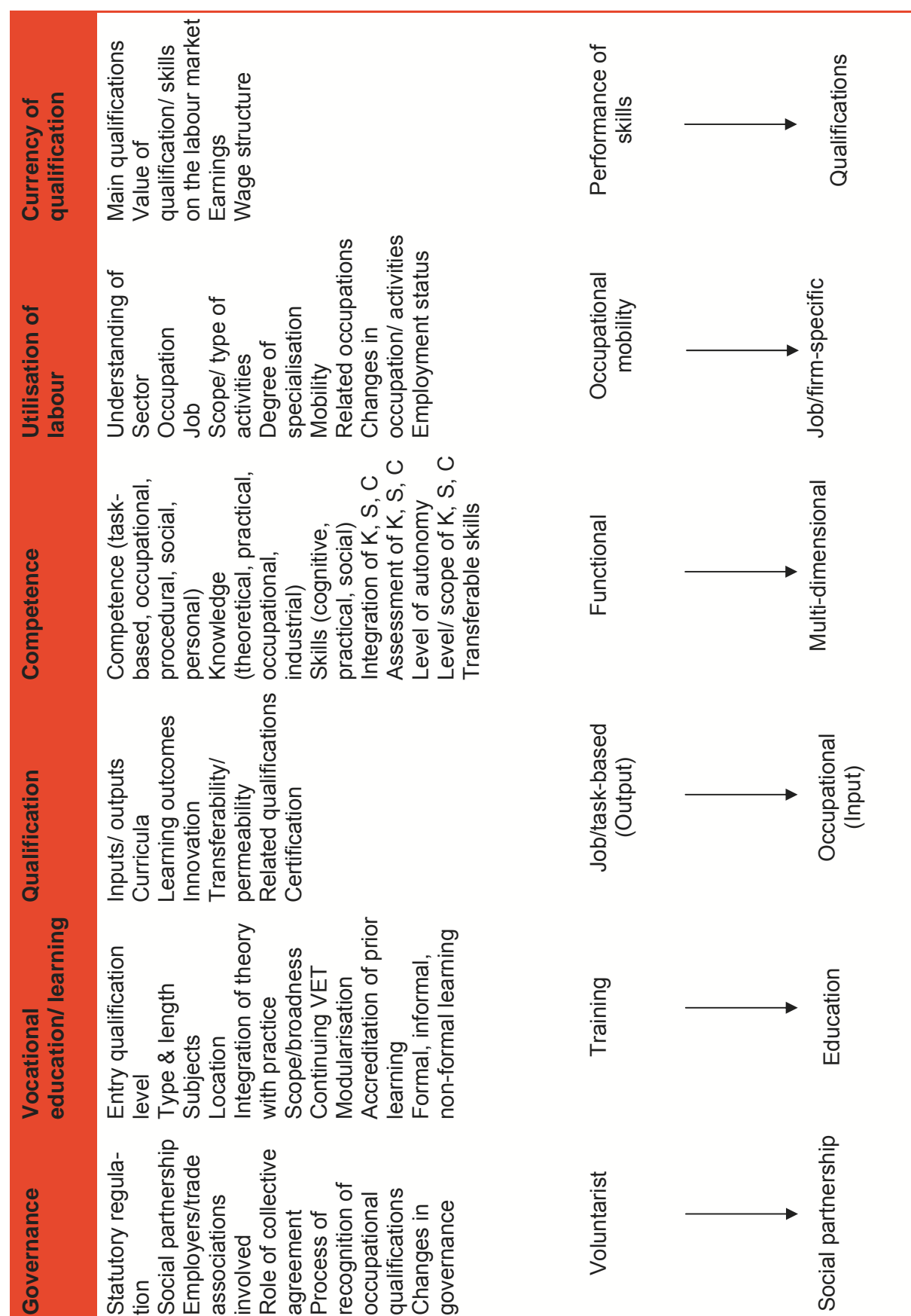
The network of stakeholders will also be used to initiate a permanent discourse on the improvement of existing curricula for the different professions. Beside the improvement of the curricula it is our goal to define the core competences, independently of the country where he or she has done its apprenticeship. This will be a direct contribution to pave the way for an easier application of the ECVET tool.

Finally, the European Social Partner organisations of the Furniture and the Woodworking sectors and the HMC as representative of the vocational training institutes are intending to carefully examine whether the installation of Sector Skills Councils are feasible for the Furniture and the Woodworking sectors.

Related activities will focus on the question in which direction the wood and furniture sectors of the single countries will develop in the future. Based on research initiated by the European Commission in 2009, we will examine the economic framework conditions and related questions such as the developments in design, technology and global competition. This will also be for the benefit of training providers and national structures of Social Dialogue.

Brussels, 10th May 2011

Proposed conceptual framework for assessing VET-Systems in the woodworking and furniture sectors



DEFINITION OF CONCEPTUAL DIMENSIONS

This section seeks to define the concepts of the framework.

Governance

The institutional framework that governs the development and regulation of VET, qualifications and skills. The two contrasting approaches that have been identified are the social partnership model and the voluntarist model. The former is characterised by a strong statutory framework setting minimum standards, and the co-operation between the social partners and educationalists in developing qualifications, ensuring the representation of employer and employee interests. By contrast, the voluntarist approach is characterised by a weak statutory framework and the absence of collective interest representation of employers or employees. In this model, the state intervenes, for example by imposing targets for qualifications, while seeking to encourage employers to provide training. The system is designed to be employer-led, notably through the development of qualifications that seek to reflect immediate employer skills needs rather than the long-term interests of employees.

Vocational education

The type of provision of vocational education through which qualifications are acquired. An 'education' and a 'training' model can be discerned. In the education model, VET prepares students for a broadly-defined occupation, providing a broad knowledge base and enabling students for working life within that occupation. VET is seen as a continuation of school education, preparing students for life as a citizen as well as for an occupation, containing elements of general and civic education. What can be termed the 'training' model reflects a concern with the output of labour as in the English NVQ system. VET is concerned with the preparation for a particular job or set of tasks, containing a weak notion of general education and minimal underpinning knowledge. Key to differentiating the different models is the breadth and depth of VET and the degree to which it relies on informal learning.

Qualification

In line with the Cedefop definition, an official record or achievement which recognises successful completion of education or training, or satisfactory performance in a test or examination. At one extreme, in the skills-based model, qualifications constitute the formal accreditation of existing skills based on the 'competent performance' of specified tasks, regardless of how this has been achieved. Qualifications may or may not be linked to a curriculum. VET programmes in this model are criticised for neglecting the developmental process of learning while focusing on the criteria for assessment. In the occupational model, qualifications are awarded on the basis of completion of a comprehensive and regulated VET programme. A key factor is again the breadth and depth of the qualification and the ways in which it relates to other related qualifications within the sector.

Competence

Competence relates to the individual worker's performance in the workplace. The distinction is between a multi-dimensional and a functional model of competence. In the multi-dimensional model, competence denotes the potential of the individual worker to integrate knowledge, know-how and social and personal abilities to deal with complex and unpredictable situations. Competence is developed through curriculum-based VET including a broad knowledge base, enabling the reflective worker, able to make autonomous decisions within a broad occupational field. By contrast, in the functional model, as epitomised by the NVQ system, competences relate to narrowly defined tasks, are cumulative and based on minimal underpinning knowledge. A key issue relates to the extent of transferability of skills/competences within the sector and with other sectors/occupations.

Utilisation of labour

This refers to the ways in which labour is being deployed in the labour market. In the occupational model, workers are commonly expected to have an understanding of the labour process and of the sector as a whole, of their position and role within it and in relation to other occupations. They fulfil a wide range of activities beyond the practical task of laying bricks, are knowledgeable of the process, from preparing and co-ordinating the work to delivering the finished work. Many woodworking/furniture occupations in the skills-based model is firmly embedded in the medieval model of trades, denoting the ability to perform a narrow range of activities related to the specific task.

Currency of qualification

The value of qualifications on the labour market. In the occupational model, a qualification is an important precondition for labour market entry. Qualifications are based upon broadly conceived occupations and developed in negotiation with the social partners. Holding a qualification signifies that a person has completed a regulated and recognised VET programme and is therefore competent within that occupational field. This provides the basis for occupational labour markets. Different qualification levels are linked to wage grades established by the social partners. By contrast, in the skills-based model, labour is typically employed for a particular job or tasks rather than a broad occupationally-based qualification with its associated potential. As a result, pay is commonly linked to performance and the job-in-hand rather than the qualification. In the same vein, work experience commonly counts for more than do qualifications. This is also reflected in the wage structure and collective agreements which rarely relate to qualifications.

LIST OF QUESTIONS

1. Governance

What is the institutional framework for VET regulation for the sector?

What are the processes for developing, recognising and regulating qualifications and skills?

What is the role of the following in these processes and in VET provision:

- the state?
- the social partners?
- educationalists?
- employers and trade associations?

What type/size/sector of activity are those employers involved?

What changes are taking place in governance?

2. Vocational Education and Learning

What is the entry requirement (expected school or VET qualification level)?

What is the type and required duration of VET to obtain the respective qualification/s (e.g. apprenticeship)?

What are the main locations of VET provision (e.g., college, classroom, workshop, workplace)?

What happens in each place and how is this monitored? By whom?

What pedagogical approaches does it involve (e.g. directive, self-directed, interactive)?

How does VET provision relate to workplace practice?

How does theory relate to practice?

What is the extent of modularisation?

Do courses allow for Accreditation of Prior Learning (APL)?

How important is informal learning?

What is the nature of continuing VET?

3. Qualification

What are the relevant qualifications (for example for cabinet makers or upholsterers)?

How are occupational standards defined, and what is their role?

What is the understanding of and relationship between inputs and outputs?

What is the role of formal, informal and non-formal learning processes?

What is the role of curricula?

How are learning outcomes defined and what is their role?

Are there practical skill tests? What form do these take?

What is the transferability of the qualification?

How do qualifications take account of/ provide scope for innovations?

Is the qualification changing?

4. Competence

How is competence understood and what role does it play in qualifications, VET and in workplace/ labour market practice? e.g. task-based, occupational, procedural, social and personal competence

How is knowledge understood, and what is the significance of knowledge to competence? e.g. theoretical, practical, occupational, industrial

How are skills understood, and what is the significance of skills to competence? e.g. cognitive, practical, social

What is the extent of integration of knowledge, skills and competence?

What transferable skills are identifiable?

What is the level and scope of responsibility/ autonomy achieved through competence?

5. Utilisation of labour

What is the understanding/ definition of

- the 'sector';
- the 'occupation';
- the 'trade';
- the 'job'?

What are the scopes and types of activities for example cabinet makers fulfil in the workplace?

What is the degree of specialisation?

What are the available routes for progression?

What related occupations are there? Do cabinet makers ever fulfil some of the work involved?

What employment status do cabinet makers have (e.g. indefinite contract, self-employed, agency, temporary)

What changes are observable in the occupation and the activities involved?

6. Currency of qualification

What is the value of qualifications/ skills on the labour market?

What value does the qualification have for entry to further/higher education?

Is there a link between qualifications/skills and pay? (e.g. through collective agreements?)

What is the average weekly earning of the cabinet maker? How does this compare with related skilled occupations in the sector?

Are there any labour rights associated with the qualification?

Are there changes in the currency of the qualification?

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hout - meubel - interieur

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