

# VET and inclusion of young and adult people

## VET accross the lifespan

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- Changing world of work
- Transitions, inclusion and citizenship
- Young people and basic VET
- Adulthood, VET and the social economy

1.

Changing work

# Precariousness

- UN end poverty
- Education and equality
  - Two principles: inclusion and quality
- Factors of vulnerability

***Can VET develop a key role within this framework?***

2.

Transitions, inclusion and  
citizenship

# Education to work transitions

- Transitions into work
- Transitions into adult life
- Being adult
- Participation

***How does VET contribute to these transitions?***

3.

Young people and basic  
VET

# Basic VET

- Personal resources and skills
- Misconceptions on disability
- Areas of development:
  - Personal
  - Social
  - Vocational
  - Emotional
- From access to VET into VET pathways

***How to deal with Basic VET to avoid it being the Cinderella of VET?***



4.

Adulthood, VET and the  
social economy

# Being adult

- Vulnerability around working life
- VET and careers
- VET and unemployment
- Adults at risk, citizenship at stake
- Social economy: people's rights before property rights

***How can VET find alliances with the social economy to stress its educational dimension?***

# **SUGGESTED DISCUSSION**

## **1. The “VET-problem” with no Jobs and insecure pathways**

- What direction/changes must VET system/schools take in order to face increasing insecure and precarious pathways?
- How can VET teachers, company trainers and careers staff address such changes?

## **2. Marginalized Young people and VET (basic VET)**

- What measures/methods should VET teachers and trainers in companies develop in order to facilitate learning of marginalized young people?
- Which dimensions could be take into account when recruiting VET students and apprentices among marginalized groups?

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