



The European Forum of Technical and Vocational Education and Training

A smaller version of the EfVET logo, consisting of the letters 'EFVET' in blue with a yellow swoosh under the 'F', surrounded by twelve yellow stars arranged in a circle.

Hans F. van Aalst
President

Life as Learning The role of EfVET

EfVET konference Denmark / Sweden
Odense Tekniske Skole
7. Marts 2002



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Recent improvements in VET

- Larger scale – better fit to diversity and demands of society
- Professional management
- Qualification structure – new occupational roles
- Minimum qualification for all
- ICT for management / for learning
- Responsibility for own learning



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Changes in society

- Knowledge
- Identity and social texture
- Globalisation

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Transformation



From: industrial model

Rules, order, hierarchies, task/time, planning en control, doing and thinking divided, standardisation, body of knowledge (library), mass production, competition, national institutes (e.g. schools)..

To: *network model*

Mission, innovation and change, participation, autonomous groups, complexity, variety, complexity, flow of knowledge, mass individualisation, global institutions and regionalisation, personal autonomy and communities of practice.....



Change in concepts and values, e.g.:

- Knowledge and learning not only objective, but also personal, contextual, social and emotional
- Universities, schools and VET institutions (supply driven) replaced by communities of learning and knowledge-services (demand driven)
- Identity and social status less connected to diploma's and formal education and more based on personal portfolio's
- Etc.

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This transformation goes along with increasing demand on people



And thus with higher demands on the quality of work, life and .. education.



European objectives for Lifelong Learning

- Valuing learning (including non-formal and informal settings)
- Information, guidance and counselling
- Investing time and money in learning
- Bringing together learners and learning opportunities
- Basic skills
- Innovative pedagogy



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What is learning? (1)

1. Integration in products and services:
Learning from
 - Making something useful, beautiful, nice
 - Delivering a service
 - Production of knowledge rather than acquiring knowledge



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What is learning? (2)

1. Integration in products and services
2. Learning in innovative groups and networks (Communities of Practice)
 - Connecting to a variety of interesting people (rather than just teachers)
 - From competition to collaboration
 - ICT at home, in the workplace, in the street



What is learning? (3)

1. Integration in products and services
2. Learning in innovative groups and networks (Communities of Practice)
3. Autonomy and commitment
 - From values from others to values of one's own
 - From following to taking initiative
 - Ownership



What is learning? (4)

1. Integration in products and services
2. Learning in innovative groups and networks
(Communities of Practice)
3. Autonomy and commitment
4. Self regulation and coaching
 - Micro choice
 - From ego to task, from prestige to achievement
 - Self-, peer-, authentic- and dynamic assessment



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Redesign of institutions

from:



industrially organised
institution

To:

Service to learning
for people, business and
communities



Service to *Life as Learning*

- Service oriented front-office
- Partnerships, consultancy
- Transformative leadership:
 - share meaning, craftsmanship, personal commitment
- High level supply of learning resources:
 - Experts, learning-communities and learning materials (including ICT resources)
 - In- and outsourcing
- Knowledge intensive and learning

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EfVET: The learning platform



- Network to assist VET managers and teachers to exchange, develop and disseminate best practices through:
 - Annual European conference
 - Website: <http://www.efvet.org>
 - Newsletter
 - Joint EU Projects
 - Central office in Brussels

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EfVET: The voice of practitioners



- Voice of practitioners to European Commission e.g. Life Long Learning, Applicant countries, etc
- Cooperation with CEDEFOP, to improve knowledge services to members and assist in knowledge generation.

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EfVET: the channel to International cooperation



- Partner of World Federation of Associations of Colleges and Polytechnics
Melbourne 24 – 27 March 2002
<http://www.wfworldcongress.com/about.htm>
- Cooperation with China through: Northern Jiaotong University – Beijing Electric Power College and Zhongtaiyihe Enterprises Consultancy

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EfVET: learning and improving

- Partnerships
- Working groups
- Learning communities
-



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Structure

- National board in each of the EU countries and affiliated countries
- Steering Committee: one member from each National Board of EU Countries

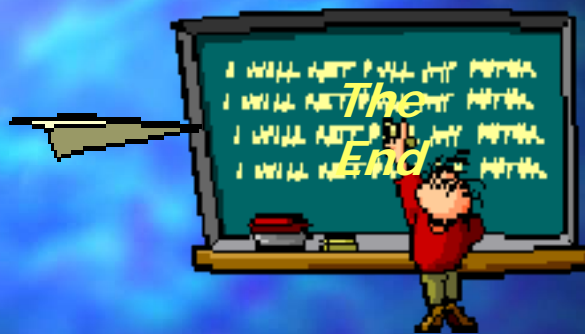


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You are welcome to join!



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- *Thank you for listening*
- *Information*
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Resources:

www.efvet.org

<http://europa.eu.int/comm/education/life/index.html>

HANS F. VAN AALST (2001): *The driving forces for schooling tomorrow: insights from studies in four countries*. In: OECD: *What schools for the future?* OECD, Paris.


AALST, HANS F. VAN (1998): *Learning and Schooling in the Knowledge Society*. In: OECD/CERI (1998): *Learning and Schooling in the Knowledge Society*. Report of the Scheveningen Seminar. CERI/SFT(98)8. OECD Publications, Paris.

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annexes

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The changing nature of Knowledge

- The rediscovery of experience and intuition
- Learning in innovative teams
- Learning in networks
- Learning through knowledge production (mode 2) 

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Identity and social texture

- Work
 - 90% of new jobs in services; 50% entrepreneurs
 - spreading in time, place and partners, change of jobs
- Motivation, autonomy en social commitment
 - Self regulation
 - Teams and networks
- Identity and local culture
 - resistance- and project identities
 - Complex differences and inequalities between social groups

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Globalisation

- Worldwide I & C
- Worldwide economies
- Worldwide framework of democracy and (regulated) free markets

- Effects:
 - Increase of international tensions
 - Insecurity of formal governance
 - Little attention for social and ecological issues create resistance groups

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Mode-2 knowledge production

- Innovation starts from several sources, no prime role of science
- Active participation of non-experts
- Organisation is non hierarchical, takes place in changing networks
- Not protected by public policy only

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What is learning?

- groups learn, not just individuals
- pro-active rather than reflective; driven by purpose, shared vision, meanings, beliefs and ideals
- fluctuation and creative chaos, ambiguity and redundancy rather than strict order
- metaphor and analogy more than definitions
- Exchange between codified and tacit knowledge
- personal and physical experience, not just the head
- trust and care rather than hierarchy
- self-organisation, autonomy and social commitments

