

Vocational Education and Training: an European Perspective

Hans F. van Aalst
President of EfVET

HETEL Conference
Lea-Artibal Ikastetxea (LAI)
Markina – Basque Country
28 October 2002



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

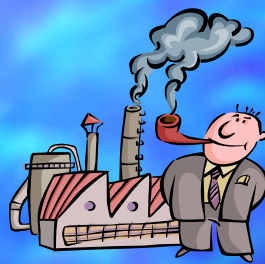


Changes in society

- 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

Innovation and change, autonomous groups, complexity, variety, 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
- 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.*

Higher demands, but also different demands

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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Current state of affairs

- Cedefop: Training and Learning for competence (2002)
- *EU: Staff working document on Lifelong Learning Practice and Indicators (2002)*

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Work for our future

- Scenario's
- Strategic conversation
- Selection of activities

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Learning

★ **Learning from making something, doing something for others;**

★ **Autonomy, meaning and commitment**



★ **Learning in innovative groups and networks**

★ **Selfregulation and coaching**



Transformation of institutions

from:



industrially organised
institution

To:

Service to learning

for people, business and
communities

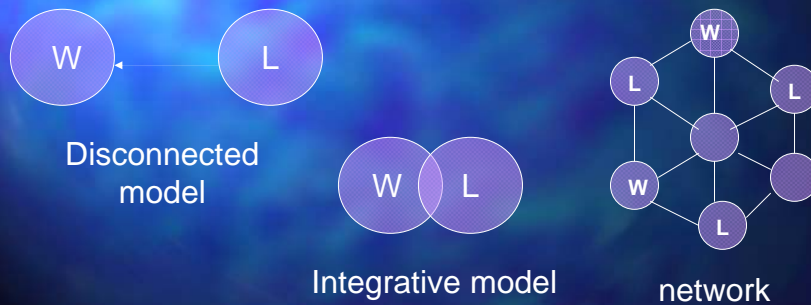


Phases of change

- Improvement of quality
 - reduce defects
 - incremental
- Restructuring
 - streamlining, cost avoidance
 - success rate often low
- Transformation
 - value creation, new products/services, new channels to new markets
 - Stop older production lines
 - high investment

Institutional set-up

- Network organisation
- Front office – back office model



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Front office

- Service for individuals
 - guiding and coaching – PDP – matching PDP with resources (including training), people and learning communities.
 - Assessment of earlier experience
 - Portfolio's
- HR contractor and partner to business and public institutions, including broker/provider of training

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Back-Office

- In- and outsourcing of high quality learning resources (including ICT resources)
 - Specialisation
 - Internationalisation
- Service to ICT at home and in the workplace
- Knowledge intensive and learning
- Orientation towards consumers
- strategic human resources management based on roles, competencies and professional development

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The educational expert

- Works for different employers, more in roles than in functions
- Organised in educational firm
- Accountable for specific qualities
- Professional knowledge system

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- *Thank you for listening*
- *For any questions:
hfaalst@ision.nl*

annexes

Resources

- COMMISSION OF THE EUROPEAN COMMUNITIES (2000): A *Memorandum on Lifelong Learning*. Commission staffworking paper SEC(2000) 1832. Brussels, 30.10.2000.
<http://europa.eu.int/comm/education/life/priorities>

Autonomy and commitment

- From values from others to values of one's own
- From following to taking initiative
- Ownership and meaning



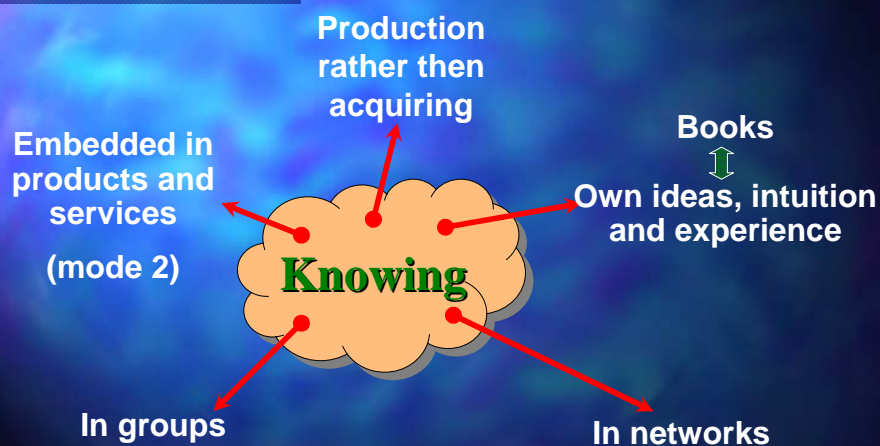
Self regulation and coaching

- Micro choice
- From ICT at school to ICT at home and in the workplace
- From prestige to achievement
- Self-, peer-, authentic- and dynamic assessment



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Knowledge



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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 state governance
 - Little attention for social and ecological issues create resistance groups

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Hans F. van Aalst
President
www.hansfvanaalst.info

