

Appreciation of VET is high

Those who are aware of VET:

- 86% thinks that VET is good education that leads to good jobs
- 90% appreciates the combination of learning and working
- 70% agrees that VET from 18 – 65 ensures employability
- 36 % thinks that VET is a good preparation for higher vocational education and universities; 47% of students agree;
- **Only 29% of parents with children in general secondary education think so.**

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Reasons for public ignorance:

Robust and dominant model of schooling, developed in the 19th century:

- Learning is something you do with your head,
- it is an individual process,
- Knowledge is basically expressed in language it is written in books and has to be acquired from books
- Knowledge objective truth – developed in academic freedom – away from practise,
- Schools are there for social discipline in the context of a nation state
- and for screening on the basis of personal merit (meritocracy), the supply is standardised, the results (on examinations) are along one dimension: educational level.
- Labour markets are stable and educational level is a good indicator and initial screening is an effective means for allocation of young people to jobs.

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Learning in VET is based on a different set of values

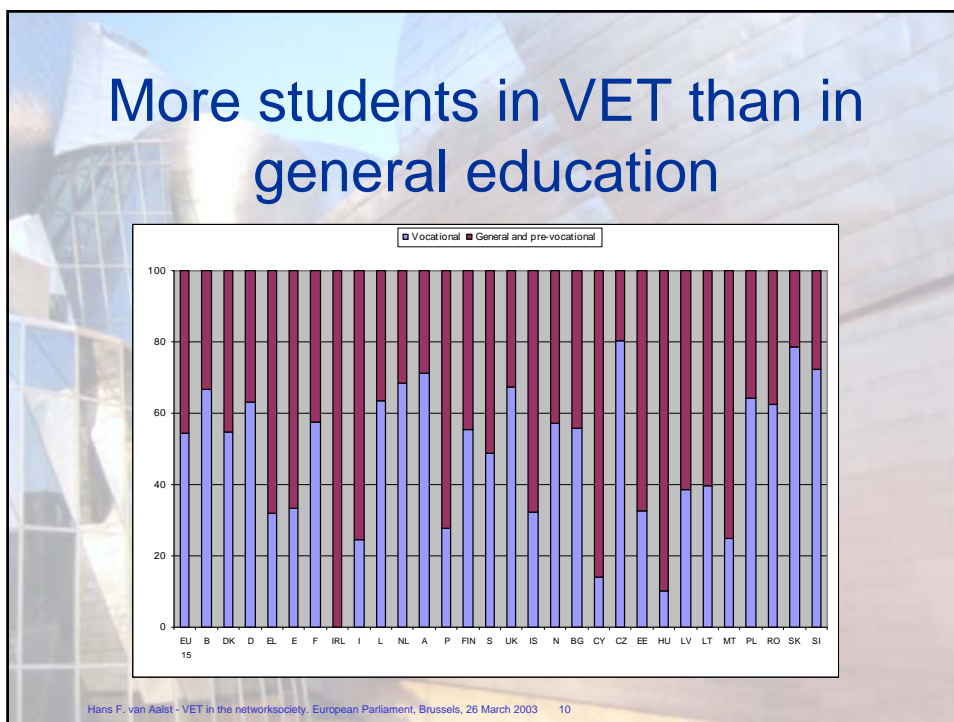
- Learning is something you do while acting and thinking at the same time,
- Learning includes working together in groups and learning needs to be guided in the light of career perspectives,
- Knowledge is embedded in a variety of resources, such as products, processes, manuals and peers and also in books,
- Schools are there to socialise in working contexts,
- Selection is on the basis of a broad set of personal and general abilities, depending on the domain of work (qualification structures);
- Labour markets are changing slowly, so qualification structures need to have some space for local adjustment and need constant revision.

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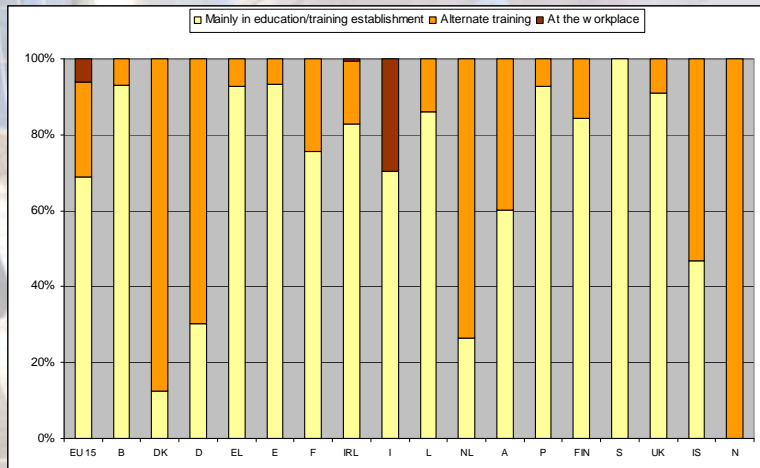
Message:

- VET may have been on the side-line under the dominant 19th century model of schooling,
- The underlying values and practices provide a valuable base for learning in the context of the emerging “knowledge-“ or “network-society” and thus for economic and social development of Europe.
- However, the relation to labour markets needs a transformation .

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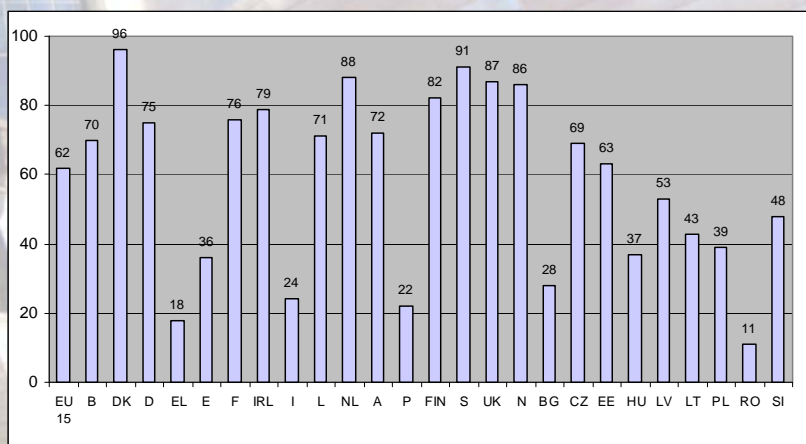


Most participants in education and training establishment



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Enterprises providing CVT (percentage of all enterprises)



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Big enterprises provide more CVT that smaller ones

	EU 15
10-49 employees	56
50-249 employees	81
250 employees and more	96
Total	62

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Recent achievements of VET institutions (1)

- Larger scale of institutions in order to make Vocational Education and Training (VET) more cost-effective and allow a better fit to the diversity of students and societal demands;
- Professional management, including quality management;
- Development of qualification structures in the light of better connection of VET and work in business, government and industry; This includes recently addressing new and transferable skills to meet the demands of new occupational roles for the future;

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Recent achievements of VET institutions (2)

- Efforts to ensure a minimum qualification and/or work for all young people, including re-engaging non-traditional learners;
- Efforts to implement ICT as part of working and learning environment.
- An increasing number of institutions are making efforts to ensure that people take responsibility for their own learning.

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PART III

Changes in Society

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Changes in society

- The knowledge paradigm
- Identity and social texture
- Globalisation

The rise of the network society


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The emerging network society

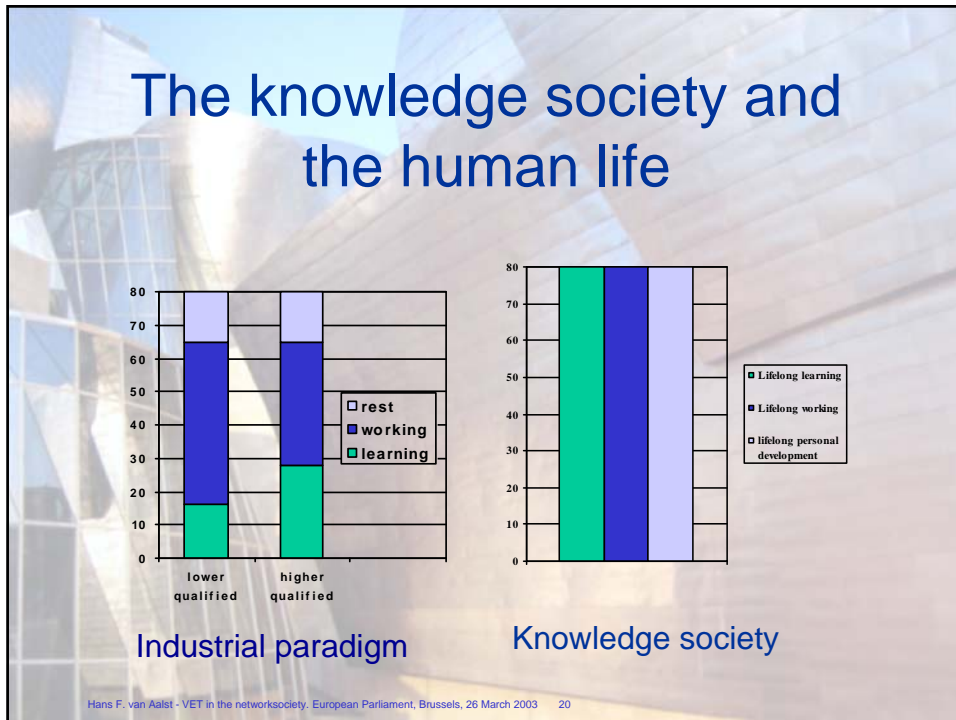
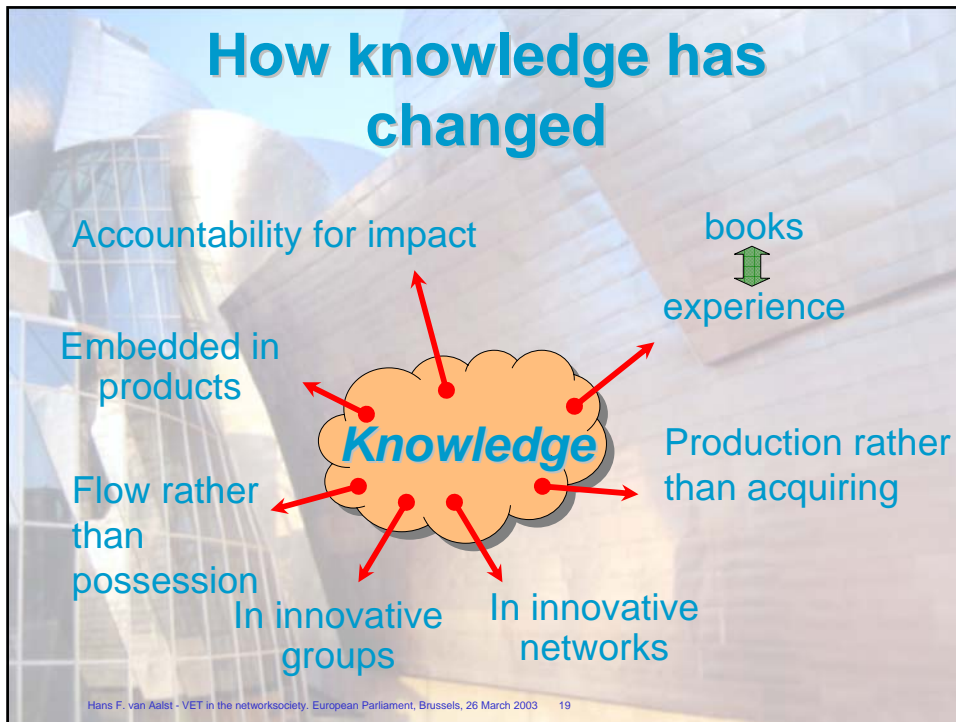


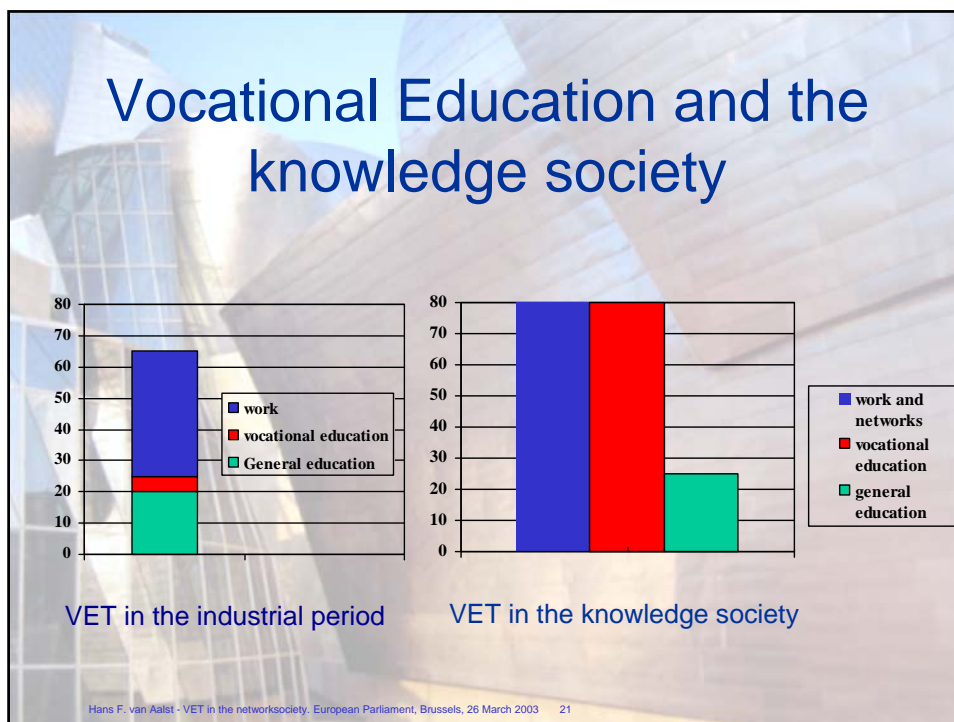
from:
Order, rules, hierarchy, separation between thinking and doing, task/time, planning/control, stock of knowledge, standardisation, growth, mass production

to:
Change, design, innovation, horizontal relations, integrative competences, employability, variety, complexity, flow of knowledge, mass-individualisation



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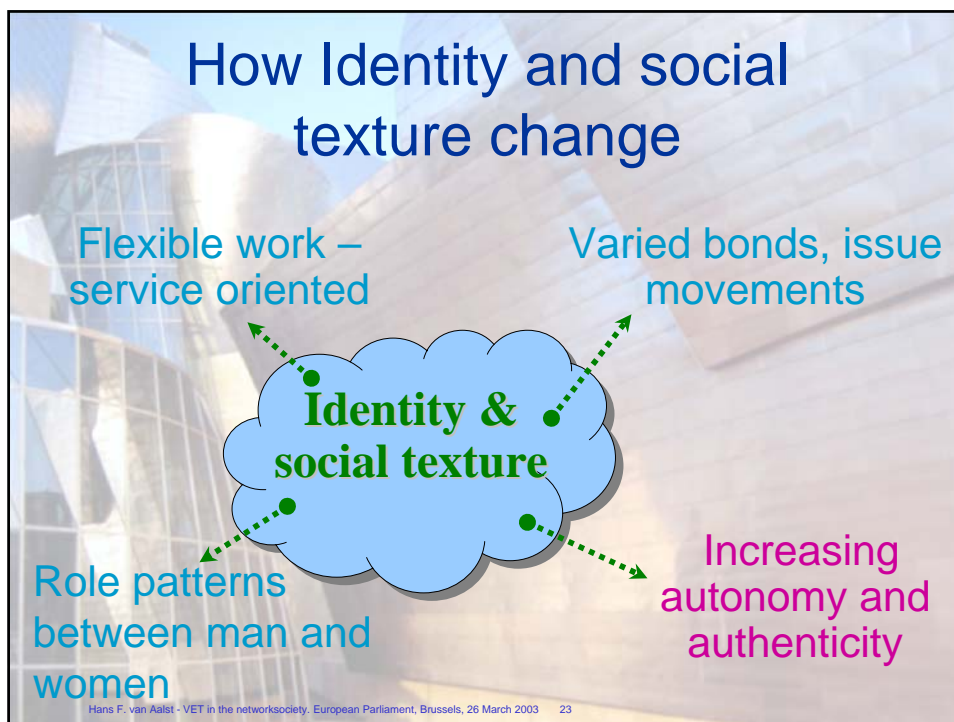




Identity and Social texture

- Was:
Family; village/city; a job in a productionorganisation, hierarchical position; religion-church; nation-state
- *Social development.* socialising in and access to those institutions

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Autonomy

- Autonomy en authenticity is something we want; it is a value of development
- The term “individualisation” is misleading because of its reactive connotations, such as social cohesion
- Development of personal autonomy in the network society is more difficult and more needed than in the industrial society

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The wider concept of Human Capital

- Basic capital – such as literacy, numeracy and workplace skills account for **less than half of the wage differences** in OECD countries.
- Part of the remainder may be explained by a ‘wider’ form of human capital, defined as the characteristics that allow a person to build, manage and deploy his or her skills.

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Human Capital

Basic human capital

- Productive capacities and characteristics (like carpentry skills, physical strength, creativity, communication ability). These can be thought of as “skills”, broadly defined.

Wider human capital

1. The ability to learn, to identify one’s learning needs and to manage one’s learning activity.
2. Career planning, job search skills, and the ability to blend working and personal objectives.
3. Personal characteristics (like trustworthiness and motivation)

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Key competencies for the knowledge society

FIGURE 2
Key competencies for a successful life and well-functioning society

Critical thinking and holistic /integrated approach

- Acting autonomously**
 - ability to defend and assert one's rights, interests, responsibilities, limits and needs
 - ability to form and conduct life plans and personal projects
 - ability to act within the big picture/the larger context
- Using tools interactively**
 - ability to use language, symbols, and text interactively
 - ability to use knowledge and information interactively
 - ability to use (new) technology interactively
- Functioning in socially heterogeneous groups**
 - ability to relate well to others
 - ability to cooperate
 - ability to manage and resolve conflict

Source: Definition and Selection of Competencies: Theoretical and Conceptual Foundations (DeSeCo), 2002.

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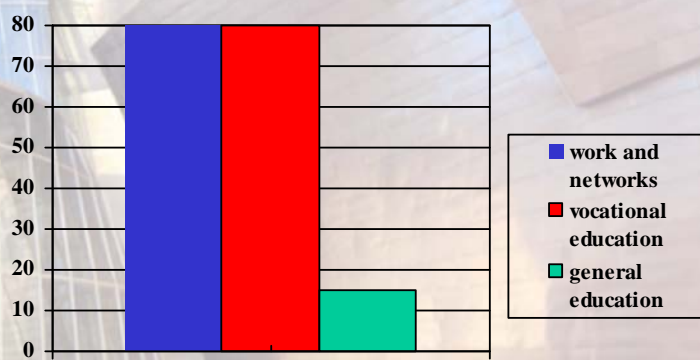


PART IV

Transformation of Education

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Lifelong Learning includes work, education and personal networks



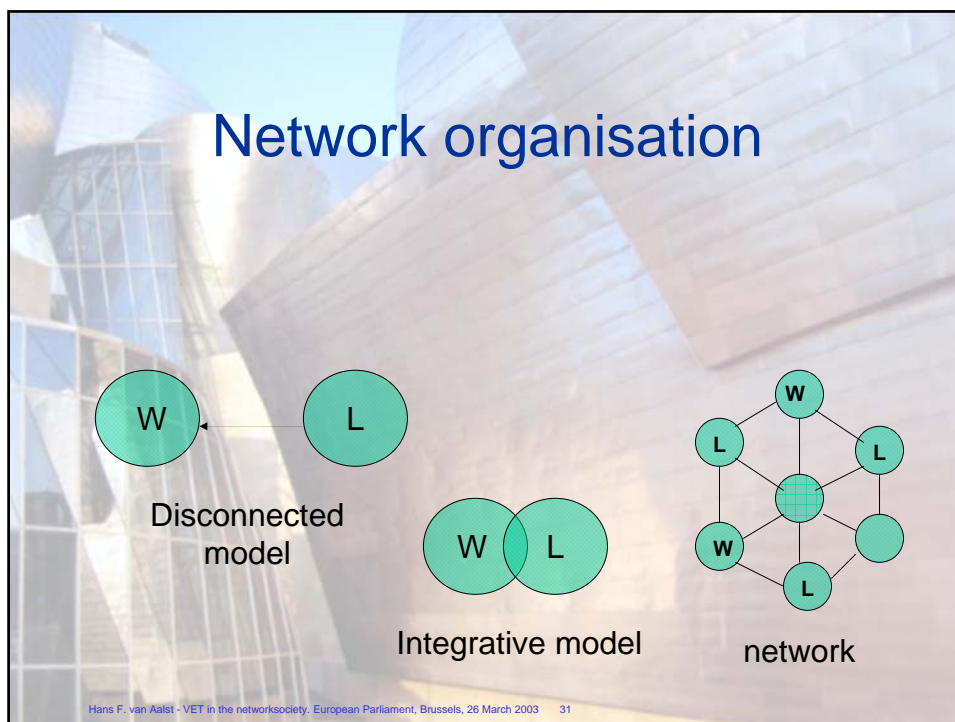
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Transformation of institutions

From:
industrially organised institution



To:
Service to learning
for people, business and communities
in a networked organisation



Front office – back office model

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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Front office – back office model

Back office

- In- and outsourcing of high quality learning resources (including ICT resources)
 - Specialisation
 - Internationalisation
- Service to ICT at home and in the workplace

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Part V: The role of EfVET





The learning platform

- Network for members to develop, exchange and disseminate best practices through:
 - Annual European conference
 - Website: <http://www.efvet.org>
 - Newsletter
 - Joint EU Projects
 - Central office in Brussels
 - Cooperation with CEDEFOP, to improve knowledge services to members and assist in knowledge generation.

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The voice of Practitioners

- Partner in developing good examples of practice of Lifelong Learning for National Governments and EU.
- Cooperation with EVTA, EAEA, European Youth Forum etc. for purposes of consultation and participation in EU activities

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The channel to International cooperation

- Member of World Federation of Associations of Colleges and Polytechnics
<http://www.worldcolleges.org>
- Cooperation with China through: Northern Jiaotong University – Beijing Electric Power College and Zhongtaiyihe Enterprises Consultancy
- Exchange of information with IVETA

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The European Forum for Technical and Vocational Education and Training



For economic and social
development in the network society
www.efvet.org

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