

The slide features a background image of a modern building with a glass facade. The text is centered and includes the title, speaker information, and event details.

**VET in the Network Society  
The European Perspective**



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**SKILLING Australia** Skilling Australia Forum 2003  
Repositioning Vocational Education and Training  
Surfers Paradise Marriott Resort Gold Coast Queensland 10 - 12 September 2003

The slide features a background image of a modern building with a glass facade. The text is centered and includes the title and a mission statement.

**The European Forum of Technical and  
Vocational Education and Training**



**For economic and social  
development in the network society**

## The role of EfVET

- **Learning platform:**
  - ✓ Network for members to develop, exchange and disseminate best practices;
- **Voice of Practitioners**
  - ✓ Good examples of practice of Lifelong Learning for National Governments and EU
  - ✓ Expertise in EU working groups
- **Channel to International cooperation**
  - ✓ Founding member of World Federation of Associations of Colleges and Polytechnics  
<http://www.worldcolleges.org>

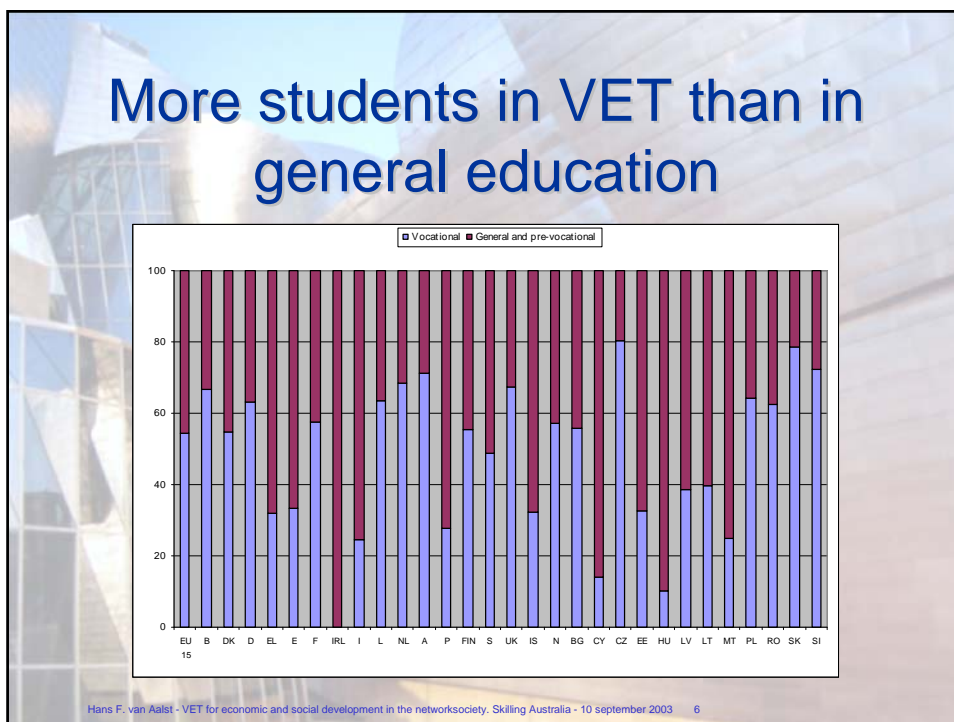


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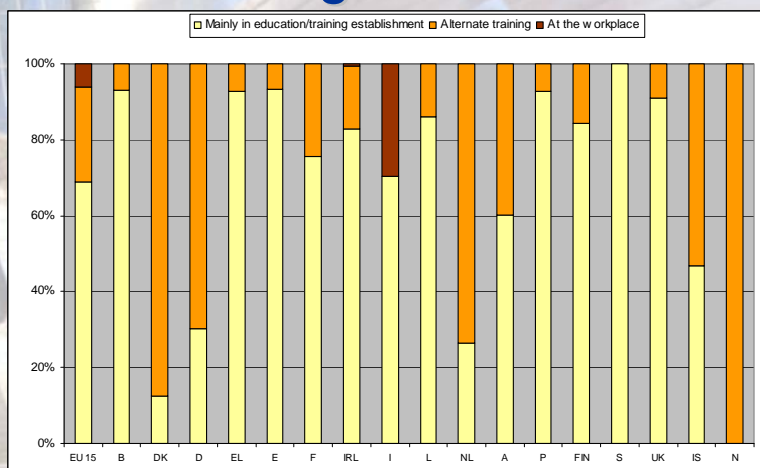
## Overview

1. VET in Europe
2. European Policy Framework
3. Public awareness of VET
4. The robust 19th century model of schooling and its diminishing returns
5. Perspectives for the near future

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## Most participants in education and training establishment



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## Recent achievements of VET institutions

- Larger scale of institutions;
- Professional management;
- Development of qualification structures;
- Minimum qualification and/or work for all young people;
- ICT as part of working and learning environment;
- Responsibility for learning.

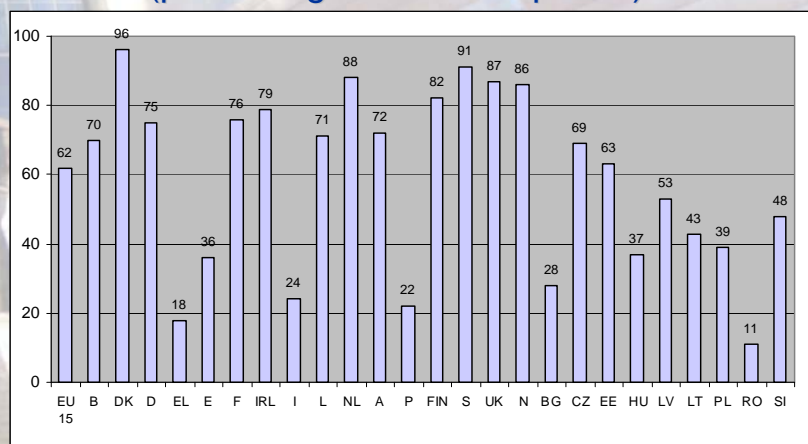
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## The wider concept of Human Capital

- 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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## Enterprises providing Continuous Vocational Training (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
<i>Total</i>	<i>62</i>

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## *European Policy Framework*

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## European Lifelong Learning policy: political mandate

- Treaty of Amsterdam 1997: *Lifelong learning enshrined in the preamble to the Treaty on European Union*
- European summits in Lisbon (2000), Stockholm (2001), Barcelona (2002) : *Lifelong learning as a key contributor to European competitiveness and social cohesion*



## The EU Policy Framework

- **Common objectives of education systems**
  - ✓ 2002 >>>>>> 2010
- **Lifelong learning policy**
  - ✓ Memorandum on Lifelong Learning (2000)
  - ✓ Communication « Making a European area of lifelong learning a reality » (2001)
  - ✓ Resolution of the Council (2002)
- **Joint Employment Strategy**
  - ✓ Based on analysis of gaps in labour markets\*



## The EU Policy Framework

- Sense of urgency, need for speeding up current developments
- “Open coordination”:
  - ✓ Cooperation with social partners
  - ✓ Exchange of information and best practices
  - ✓ Common priorities and reference points to measure progress; benchmarking



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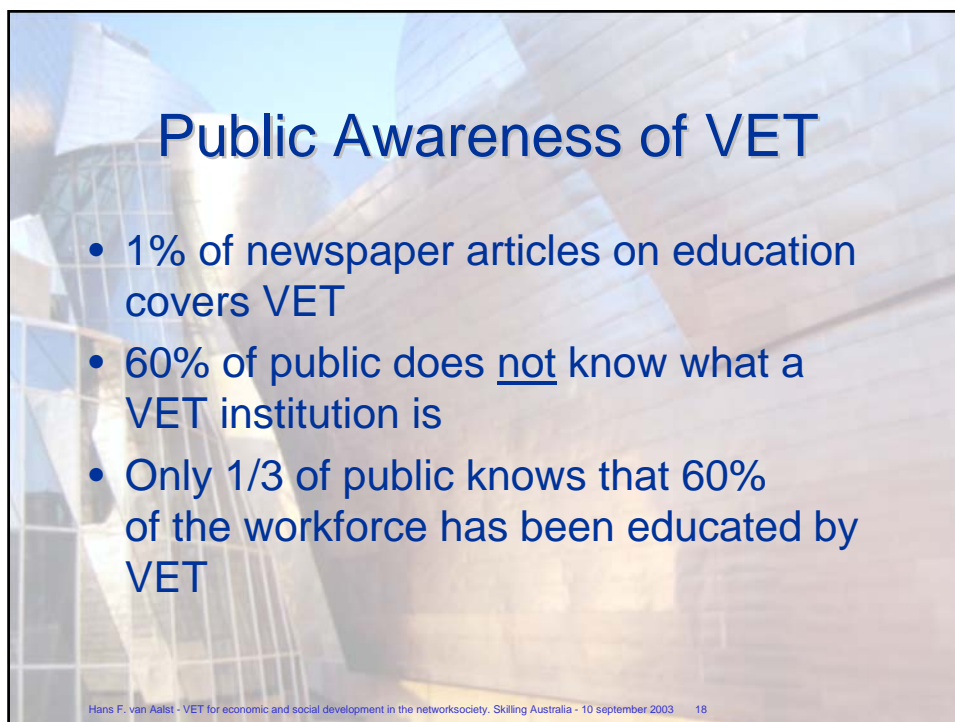
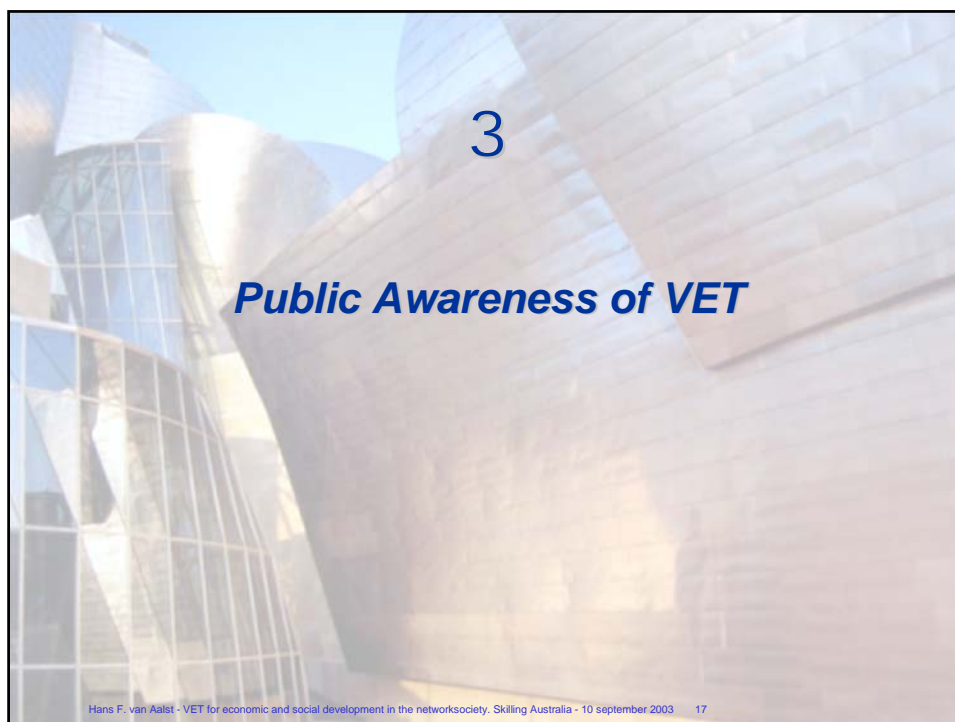
## Lifelong learning : key issues

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



Education and Culture

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## Appreciation of VET is high

- 86% of those who are aware of VET 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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## The paradox

- Major part of youngsters in VET
- Major part of population qualifies for work through VET and is highly satisfied
- EU policies move away from traditional educational frameworks to Lifelong Learning, for economic and social reasons
- Learning in VET reflects modern understanding of what learning is about
- And yet . . . The public goes for general education

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## Possible reasons

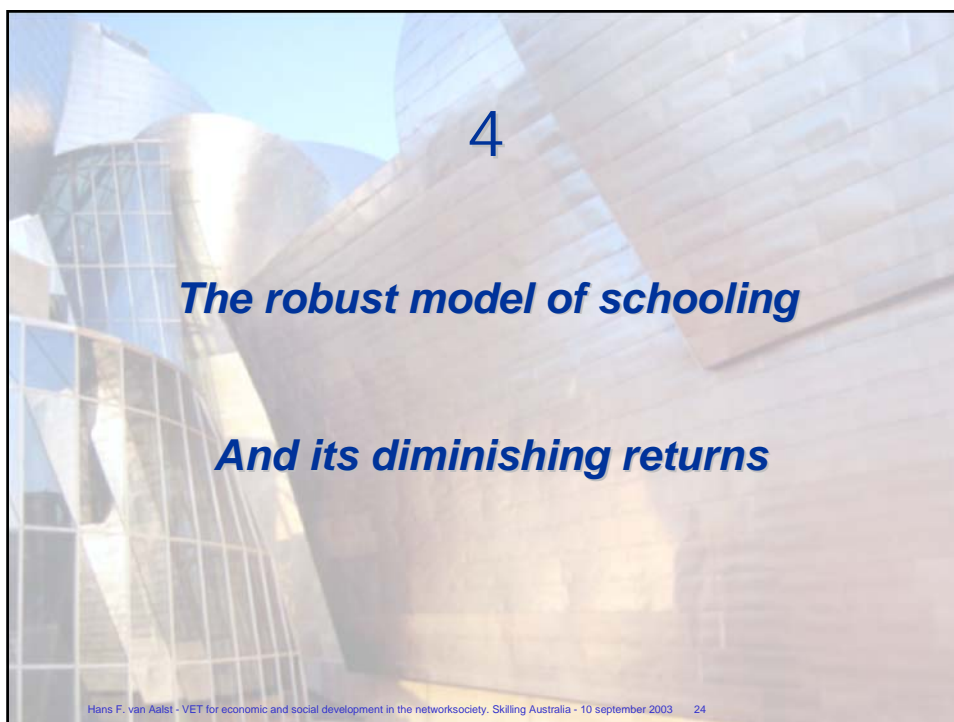
- General education is a robust and rather closed system, rooted in early 19<sup>th</sup> century values and highly successful in the past,
- People go for the past, not for the future,
- Politicians and statistics still adhere to increase of participation in education, more of the same\*
- Mismatch between macro arguments and personal experience,
- The “signals” of VET are unclear or negative.

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## Signalling VET PS

- Higher general education:
  - ✓ Quick learner, cheap to accommodate to jobs and new tasks
  - ✓ Clever, they can manage for themselves
  - ✓ winners
- VET: *(try yourself)*
  - ✓ Slow learners, difficult to accommodate to new tasks
  - ✓ Problem, they need help
  - ✓ losers

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## The robust model of schooling

- Firmly rooted in 19<sup>th</sup> century values:
  - ✓ Industrial mode of “production”
  - ✓ Enlightenment
  - ✓ Instrument of the nation state
  - ✓ Meritocracy

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## The school model of learning

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

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## The succes of the past

- The robust and highly effective system has been
- ✓ Labour market was a good example of young people to hierarchy and processes;
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- (mass production)



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## However .....

The system suffers increasingly from

- (1) diminishing returns and
- (2) ineffectiveness

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## Diminishing returns

- Upper limit of hidden talent – meritocracy creates losers now!
- Self-generating growth (internal rat-race) leads to lack of external relevance
- Learning in a school for too long limits effectiveness

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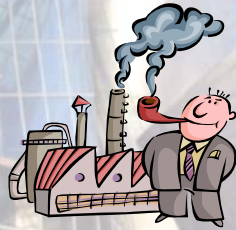
## Decreasing effectiveness

- A new knowledge paradigm
- Different social texture and identity
- Globalisation and weakened nation-states

***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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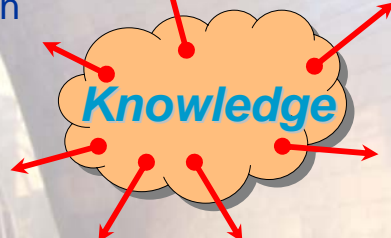
## How knowledge has changed

Accountability for impact

books  
⇕  
experience

Embedded in  
products

Flow rather  
than  
possession



Production rather  
than acquiring

In innovative  
groups

In innovative  
networks

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## Social needs and Globalisation

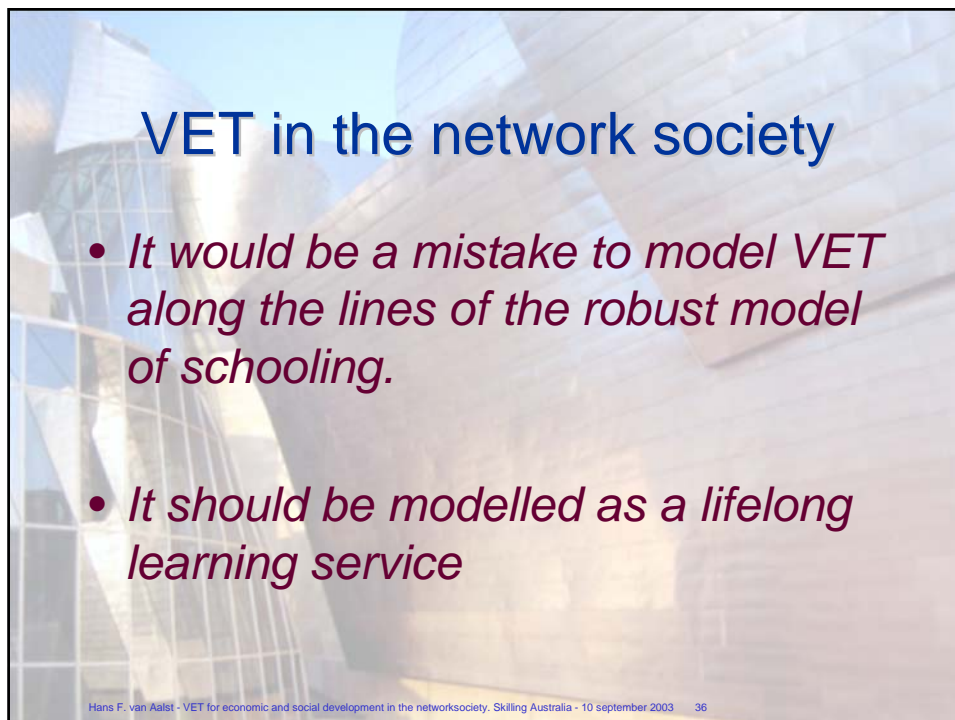
- Increasing need for able middle-level workers and citizens (less bureaucrats, less managers)
- The top 20% is very well covered
- The bottom 20% needs a reachable platform!

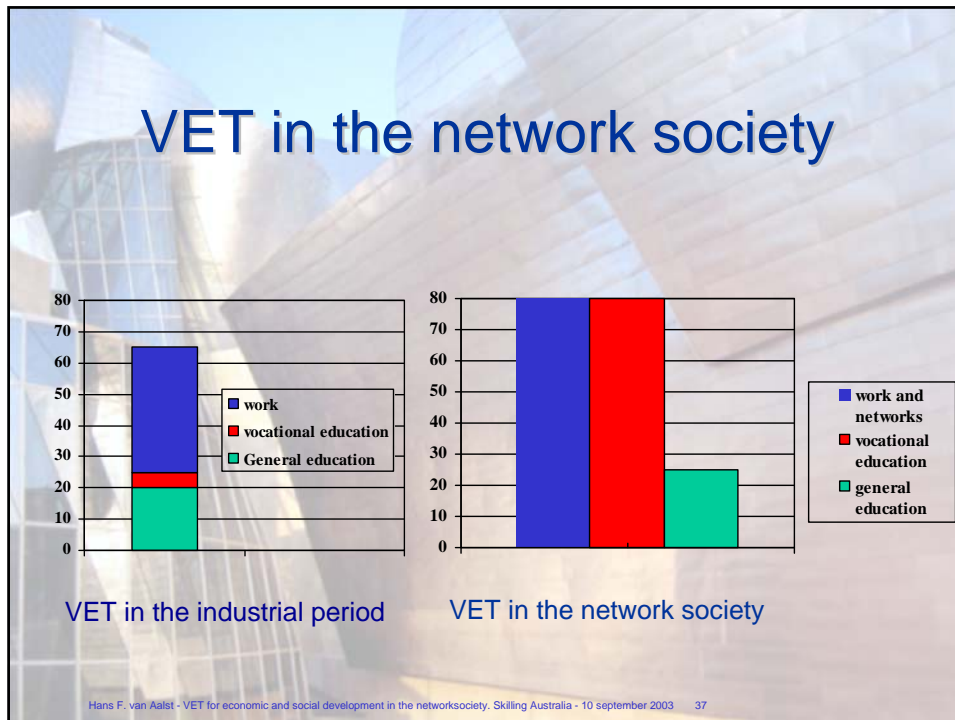
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## Learning in network society

- Learning is something you do while acting, making something or delivering a service,
- Learning includes working together in groups, locally as well as in world contexts;
- Learning involves pride, ownership, meaning;
- Learning involves the use of a variety of resources, such as products, processes, manuals, inspiring adults, peers and also books,
- Learning is pro-active and future oriented; guided in the light of career and life perspectives,
- Learning is assessed in real life, on the basis of a broad set of personal and general competencies (Human Capital), and codified in portfolios.

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## Transformation of institutions

**From:**  
 industrially organised  
 production of courses



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



## Front office for service

- Service for individuals to manage their personal development through lifelong learning:
  - ✓ guiding and coaching – matching PDP with resources (including training), people and learning communities.
  - ✓ Assessment of earlier experience
  - ✓ Assessment of learning, validation of Portfolio's
  - ✓ ICT services at home, in the workplace and in the local community
- Contractor to business and public institutions to ensure Human Capital

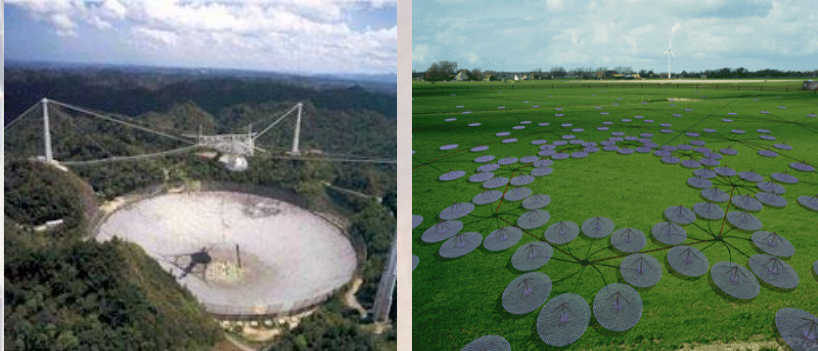
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## Back office

- In- and outsourcing (brokering) of high quality learning resources (including ICT resources)
  - ✓ Specialisation of production
  - ✓ Internationalisation and localisation
- Tri-angulation (students, consultants, sme's) for innovation - especially with networks of SME's

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## Network organisation



'Big style'                      'network'

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## Signalling **VET XF**

- **General education from 15 (Upper secondary):**
  - ✓ Closed school doors
  - ✓ Less is better
  - ✓ Often true, but irrelevant
- **VET XF:**
  - ✓ You know interesting people
  - ✓ You Work together and you are good and relevant
  - ✓ You feel valued and build your own future
  - ✓ You select your own job and change jobs from time to time
  - ✓ You can always learn for higher levels if you want

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