



12th
**Annual
International
Conference**

EFVET Conference 2003 on
European Vocational Qualifications
in a new Europe
New perspectives and challenges
for colleges

Cardiff, Wales - United Kingdom
22nd - 25th October 2003

EFVET

**Welcome to
Cardiff, Wales.**

**Croeso i Gaerdydd
ac e Gymru**

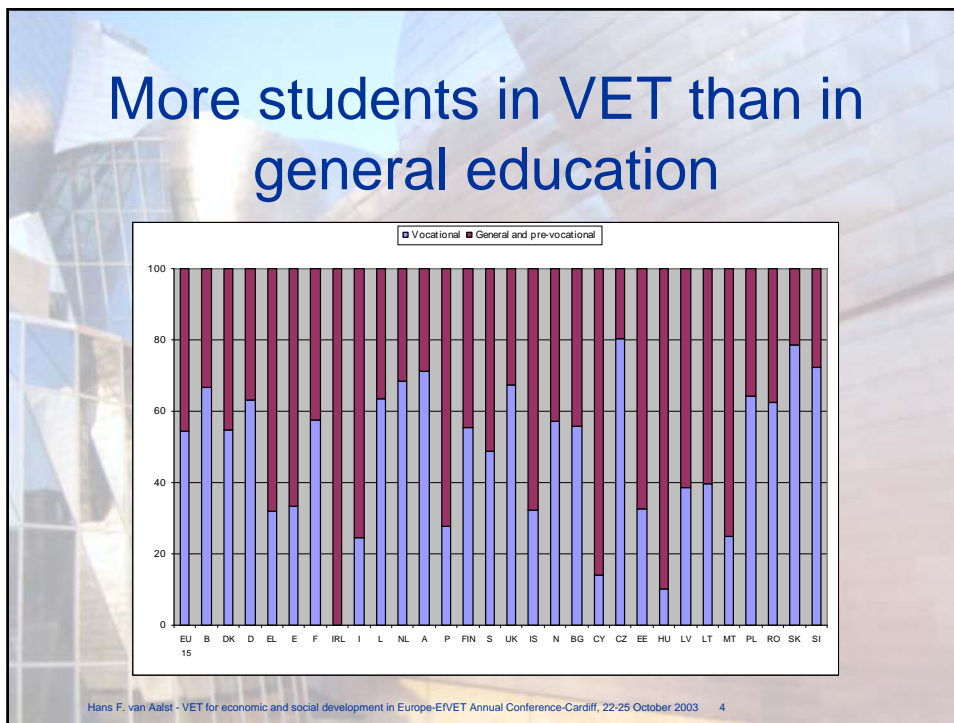
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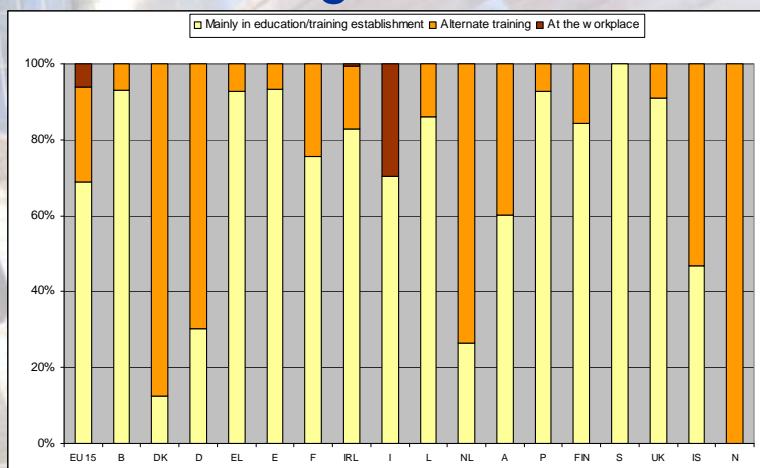
***VET for economic development and
social inclusion in Europe***

Hans F. van Aalst
President of EfVET

EFVET



Most participants in education and training establishment



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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;

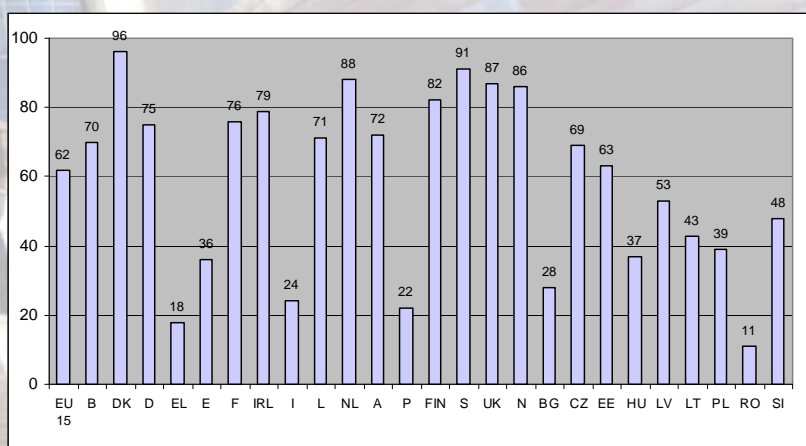
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Recent achievements of VET institutions (2)

- 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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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
<i>Total</i>	<i>62</i>

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Public Awareness of VET

- 1% of newspaper articles on education covers VET
- 60% of public does not know what a VET institution is
- Only 1/3 of public knows that 60% of the workforce has been educated by VET

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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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The paradox

- Major part of youngsters in VET
- Major part of population qualifies for work through VET and is highly satisfied
- 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 19th century values and highly successful in the past.
- Increasingly competitive job market->people project the past to the future->degree status up
- Politicians and statistics still adhere to increase of participation in education: more of the same*
- The “signals” of VET are unclear or negative.

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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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The succes of the past

A photograph showing the interior of a grand, ornate cathedral with high vaulted ceilings, arches, and classical columns. The lighting is dramatic, highlighting the architectural details.

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The succes of the past

A small, square inset image showing the same cathedral interior as seen in the previous slide.

- The robust model of schooling has been highly effective:
 - Labour markets were stable and educational level was a good indicator for allocation of young people to jobs in the growing bureaucracy and hierarchical industrial production processes;
 - The system developed hidden talent
 - The system allowed increase of participation (mass production)

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Signalling VET PS

- Secondary and Higher General education:
 - ✓ Quick learner, cheap to accommodate to jobs and new tasks
 - ✓ Clever, they can manage for themselves
 - ✓ First choice
- VET: *(try yourself)*
 - ✓ Slow learners, difficult to accommodate to new tasks
 - ✓ Problem, they need help
 - ✓ Learning in VET is second or third choice
 - ✓ VET – what's that?

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VET Perceptions (Australia)

Negative perceptions:

- Economy class, cheap
- Dirt under the fingernails
- Doesn't lead to the best careers
- University is harder but better
- Too easy - no-one fails
- Too hard to navigate
- Society's problems come to VET
- Lousy brand
- Under-promises

Positive perceptions:

- Good value for money
- Practical, applied, useful
- Direct paths to jobs and career change
- VET is a great stepping stone
- Really flexible
- Qualifications at many levels
- Accessible and equitable
- Great product
- Over-delivers

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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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These changes in society
pose more demand
on people



***Consequently: people express
higher demands for work, life and
education***

***However, the issue is that
demands are different***

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.

Message:

- The underlying values and practices of VET 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.

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The robust model of schooling is out-of-date

- Diminishing returns
- Ineffective in the emerging network society

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The EU Policy Framework

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

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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*

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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



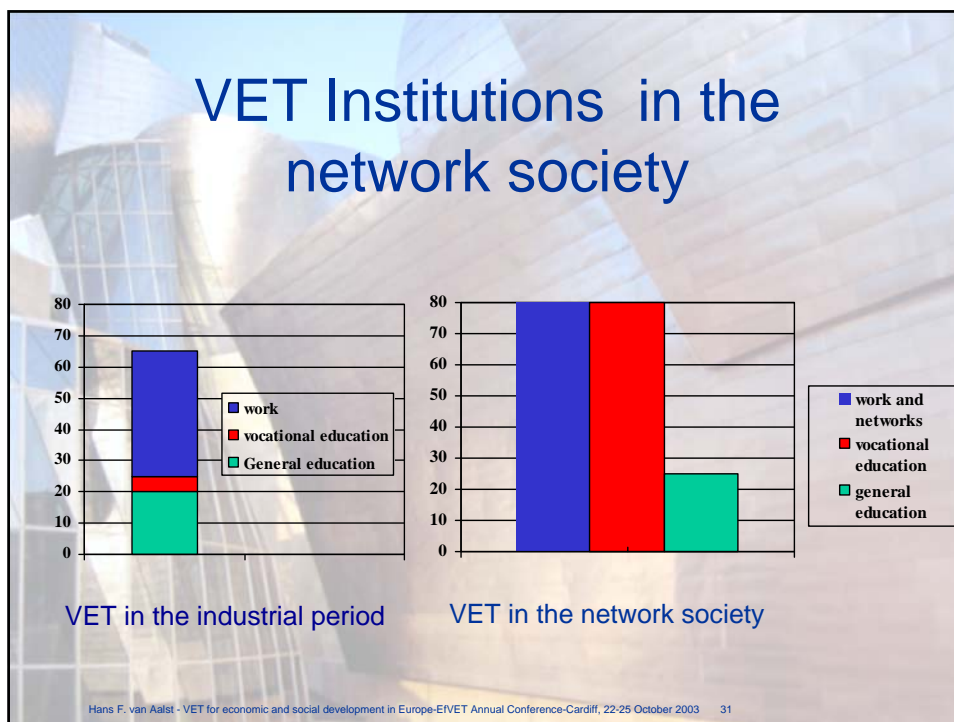
Education and Culture

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VET in the network society

- *It would be a mistake to model VET along the lines of the robust model of schooling.*
- *It should be modelled:*
 - *as a lifelong learning service*
 - *Competences for middle range jobs (but entrance to higher education possible)*
 - *Shift towards services*

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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





Services for individuals

- 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

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Services for business, SME's and public services

- Contractor to business and public institutions to ensure Human Capital
- Tri-angulation (students, consultants, sme's) for innovation - especially with networks of SME's

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Back office

- In- and outsourcing (brokering) of high quality learning resources (including ICT and Multi Media resources)
 - Specialisation of production
 - Internationalisation and localisation

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Network organisation



'Big style'



'network'

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Social inclusion in the network society

- **Need for investment in middle range**
- Rather than in the top, because:
 - Investment in the top has been done in the past; now the top can take care for themselves
 - The need for work is in the middle range
 - It creates a stepping stone for the underprivileged

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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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Signalling VET XP

- **VET XP:**
 - ✓ You work together and meet interesting people
 - ✓ You feel valued and relevant
 - ✓ You have choice and build your own future
 - ✓ You can always learn for higher levels if you want
 - ✓ ----
- **General education from 15 (Upper secondary):**
 - ✓ Closed school doors
 - ✓ Less is better
 - ✓ Often true, but irrelevant

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Branding

- Pathways and links
- Clarity of information
- Visibility of investment in quality, assurance, consistency and recognition

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Five Core Shifts (Mary Dickie)

- VET gives you freedom - to manage your own investment in learning, your career path, the skills challenge - equipping you for the future
- VET reflects the real world - real world skills, changing work, career trends and economic developments
- VET leads to valuable, desirable and valued qualifications - diverse range, different levels
- VET is a first class option, the right choice at the right time
- VET leads to careers - not just jobs - helps you manage a range of career paths and seize opportunities

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A graphic with the text 'VET XP' in large, stylized, multi-colored letters (blue, yellow, orange, red) and 'My Future!' in green below it. The background is a blurred image of a modern building with a glass facade.

VET XP
My Future!

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The EFVET logo is centered on a white square background. It consists of the letters 'EFVET' in a stylized blue font with a white swoosh under the 'F', surrounded by twelve yellow stars arranged in a circle.

The European Forum for Technical and Vocational Education and Training

For economic and social development in the network society

The EFVET logo is positioned in the top left corner of the slide. It consists of the letters 'EFVET' in a stylized blue font with a white swoosh under the 'F', surrounded by twelve yellow stars arranged in a circle.

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 facilities 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
- Sharing information with Members of European Parliament

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The channel to International cooperation

- Founding 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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