

## EfVET Newsletter

September 2007

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## Message from the President (September 2007)

### Welcome

No doubt many of you are coping with the stresses and strains of the new academic year and new learner in takes. I do hope however, you find time to read this newsletter.

The EfvET Steering Group have throughout the summer progressed with a number of key issues over the summer months. This includes a complete revamp and update of our website to make it far more interactive – with the capacity for members to communicate, enter discussions, provide feedback on EC consultation papers and generally extend the features of the website to facilitate communication and partner search. We hope to present this at Conference in October and trust you will use the new features to make the tool more effective for all. I look forward to the final result and would like to thank Aletia and Stefano for their efforts in this regard.

EfvET has recently been invited to join the Education and Training Co-ordinating Group of the European Commission (ETCG). This group is made up of 32 Countries (EU member states and accession countries) with representatives of national ministries of Education and a select group of European Networks including EfvET, EVTA and EUCIS Platform for LLL.

This group is the main co-ordinating forum responsible for monitoring progress toward Education and Training 2010. The last meeting was held on September 11<sup>th</sup> and I had the pleasure of representing EfvET and EUCIS. A key discussion point for the meeting revolved around the potential for a Lifelong Learning Forum in Europe and discussions with EfvET, EVTA and EUCIS will shortly be held. A full report of the ETCG session will be posted on the website shortly after formal approval from the EC.

On October 5<sup>th</sup> 2007, the DG EAC Head of Unit for LLL, Gordon Clark will be meeting EUCIS (of which EfvET is a founder member) to consider potential long term support to the Platform and its member organisations. I hope to be able to feedback any outcomes at our Conference.

Alongside the above – EfvET has been invited to participate in the Consultation entitled ' Schools for the 21<sup>st</sup> Century' – this seeks to identify necessary reforms to schools and colleges in order to meet the challenges set out in Education and Training 2010. This will not be unfamiliar territory for many of you – reflecting as it does on the need for flexibility and responsiveness in national learning frameworks. EfvET's response is being co-ordinated by your Vice President, Stelios Mavromoustakos and the documentation is on our website [www.efvet.org](http://www.efvet.org). Any contributions would be gratefully received from members.

Finally – a note about Conference taking place in Tours, France. We look forward to meeting you all at Conference and would invite you to promote the Conference to new members and your partners. The programme is coming together and we hope will be of interest to all. As part of the programme we have included a session on the Saturday where the Executive and Steering Group would like to hear your views on how EfVET can grow and meet your needs, as members, more effectively in to the future. I trust you will come prepared for a stimulating debate on EFVET, its role; direction and future services to members.

I look forward to meeting you all at conference – full details and registration, hotel booking and roundtable bookings can be found on our website: [www.efvet.org](http://www.efvet.org)

Warm regards  
**Peter Hodgson**  
**President**  
[president@efvet.org](mailto:president@efvet.org)

## Méssage de Président – septembre 2007

### **Soyez la Bienvenue!**

Vous vous concernez sans doute avec le stress et les demandes de la nouvelle année académique et l'arrivée de vos nouveaux apprenants. J'espère que vous trouverez le moment de lire notre bulletin.

Pendant l'été, le Comité de Pilotage de l'EfVET a fait du progrès avec un nombre de questions importantes. Nous avons commencé à moderniser notre site web pour le faire plus interactif – pour donner à nos membres la possibilité de mieux communiquer, de participer aux discussions, nous transmettre leurs remarques sur les consultations sur les propositions de l'UE et en général améliorer les caractéristiques du site web et faciliter la communication et les recherches pour les partenaires. Nous avons l'intention de présenter le nouveau site web à la conférence d'octobre et nous espérons que vous utiliserez tous les nouvelles caractéristiques pour rendre cet outil plus efficace. J'attends avec impatience ce nouveau site et je voudrais remercier Aletia et Stefano pour leurs efforts à produire cette amélioration.

On a récemment invité l'EfVET à être membre de <<Education and Training Co-ordinating Group>> de la Commission Européenne (ETCG). Ce groupe a représentants de 32 pays membres et d'autres pays européens – représentants de ministères d'éducation nationaux et un groupe de réseaux européens, y compris l'EfVET, l'EVTA et le plateforme EUCIS pour l'apprentissage tout au long de la vie. Ce groupe constitue le forum principal responsable pour la surveillance du progrès vers l'Education and Training 2010. La dernière réunion a lieu le 11 septembre et j'avais le plaisir de représenter l'EfVET et l'EUCIS. Une question clef à discuter était axée sur le potentiel d'un forum pour l'apprentissage tout au long de la vie en Europe et nous allons commencer bientôt des

négociations avec l'EVTA et l'EUCIS. Un rapport sur la réunion de l'ETCG apparaîtra bientôt sur le site web, dès que la Commission Européenne nous aura donné son approbation.

Le 5 octobre 2007, Gordon Clark, DG EAC Head of Unit for LLL rencontrera l'EUCIS pour discuter de l'appui à long terme au plateforme et ses organisations membres. J'espère rapporter les résultats de cette réunion à notre conférence.

En addition, on a invité l'EfVET à participer à la consultation qui s'intitule <<Schools for the 21<sup>st</sup> Century>>. Cette consultation essaie d'identifier les réformes nécessaires dans les écoles et les collèges pour répondre aux défis établis par <<Education and Training 2010>>. Pour vous pour la plupart cette territoire n'est pas inconnue, car elle reflète les besoins de flexibilité et dynamisme dans les cadres nationaux d'éducation et de formation. Notre vice-président, Stelios Mavromoustakos coordonne la réponse de l'EfVET et vous trouverez la documentation sur notre site web: [www.efvet.org](http://www.efvet.org). Nous accueillons les contributions de nos membres avec grande reconnaissance.

Finalement, je voudrais faire mention de notre conférence à Tours en France. Nous attendons avec impatience de vous rencontrer tous à la conférence et nous vous invitons à faire de la promotion de la conférence à nouveaux membres et à vos partenaires. Nous finalisons le programme et nous espérons que vous le trouverez intéressant. Comme partie du programme, nous avons organisé une réunion, où l'Exécutif et le comité de pilotage pourront entendre vos opinions sur le développement de l'EfVET et comment l'EfVET pourra répondre à vos besoins d'une façon plus efficace. J'espère que vous viendrez préparés à vous engager dans un débat stimulant sur les rôles effectifs de l'EfVET dans l'avenir.

Je vous rencontrerai tous à la conférence. Vous en trouverez tous les détails – registration, logement et <<tables rondes>> - sur notre site web: [www.efvet.org](http://www.efvet.org).

Mes amitiés

**Peter Hodgson**  
**Président**  
**president@efvet.org**

## EfVET 2007 Conference in France

The 16<sup>th</sup> EfVET Annual International Conference will be held in Tours from **24 - 27 October 2007**.

You can see the conference programme at [www.efvet.org](http://www.efvet.org)

Tours is within easy reach from the airports of Paris and Brussels via a high speed train connection (TGV), the journey Paris-Tours takes about 55 minutes, Brussels-Tours about 3 h 30 minutes. It is a very old and beautiful University city along the river Loire.

The conference venue is the **Hotel de L'Univers**, ( [www.hotel-univers.fr](http://www.hotel-univers.fr) ) a five star hotel right in the centre of Tours and only about a 6 minute walk from the station.

**It is still possible to register for the conference at: [www.efvet.org](http://www.efvet.org)**

Leif Haar

## Public consultation "Schools for the 21st century"

The European Commission has decided to launch a public consultation to identify the aspects of school education on which joint action at European Union level could be effective in supporting Member states in the modernization of their system.

EfVET will prepare a document with all the views of its members. A working document has been prepared and it is available on EfVET's web site in the home page under latest news. Members are asked for their contribution and email their comment to Stelios Mavromoustakos at [mavromoustakos.s@intercollege.ac.cy](mailto:mavromoustakos.s@intercollege.ac.cy). All suggestions and comments should be sent by the first week of October.

You will find the consultation document in the following address:

[http://ec.europa.eu/education/school21/index\\_en.html](http://ec.europa.eu/education/school21/index_en.html).

Stelios Mavromoustakos

Vice President

## Languages for Tourism

EMFEC, a regional organisation in the East Midlands supporting Vocational Education and Training (Further Education) Colleges has recently published a "Languages for Tourism" CD-Rom, which contains language training resources in four languages – French (Intermediate) German, Spanish and Italian (Beginners)

The interactive modules are designed primarily for those training to work in the UK Tourism industry and to enable the personnel involved in Tourist Information Centres, hotels, tourist attractions and transport and other agencies to offer a better welcome to overseas visitors, by greeting them in the language of the tourist.

Dialogues and structures have English translations, so these resources could be used by other nations for training their travel and tourism students.

These resources have been trialled and already used in a range of training programmes, and as a proven quality resource, we are now able to market them to all sectors of education. The modules provide the basic tools to deal with those first encounters. Each module can be studied in isolation and is self-contained for the most part. It is recommended, however, that all four modules in each language be explored to be able to communicate with foreign visitors in the full spectrum of situations.

EMFEC has won the European Award for Languages and the East Midlands Language Trainer Award so the quality of these materials has been recognised both nationally and internationally.

Sample pages can be accessed on the EMFEC website at [www.emfec.co.uk](http://www.emfec.co.uk) and follow "Languages for Tourism"

For further information e-mail Geoff Scaplehorn: [geoffs@emfec.co.uk](mailto:geoffs@emfec.co.uk)

Geoff Scaplehorn

EfVET UK Representative

## New Vocational Diplomas in the UK

As part of the education reform for 14 to 19 year olds outlined in the UK government's recent White Paper, the next ten years will see changes to the education system. Vocational routes are being revised, with employers and universities having more input into what is studied. In the next three years, students will be able to choose from 14 new employer-designed Diplomas, five of which – in ICT, engineering, health and social care, the creative and media industries and construction and building – will be introduced in England in 2008.

The new Diploma is a composite qualification covering newly-defined sector generated material, together with existing units. The Diplomas use an industry-driven curriculum as the foundation for an education programme designed to build higher-order cognitive thinking and problem solving skills. As such, they are the key to raising participation and attainment in post-16 education to the highest rank of OECD countries.

Diploma Development Partnerships have been convened which have determined the learning outcomes for each Diploma at each level. There will be a Partnership for each of the 14 Diplomas and they include representatives of employers, higher education, relevant professional bodies, awarding bodies and schools and colleges. Once this process is complete, the Qualifications and Curriculum Authority (QCA), as a regulatory body looks to the awarding bodies to develop units and qualifications that meet the regulatory criteria. These must have the support of the Partnerships before being submitted to the QCA for accreditation.

The Diploma will give young people a fully rounded education, which equips them for both higher education and entry to employment. However they are not designed to provide job-specific training;

that is the function of an apprenticeship or an occupational qualification. Diplomas will not meet national skills shortages directly, but they will provide a sounder platform than at present on which the skills needed to meet these shortages can be built.

The design and development of the Diploma requires highly technical work on the definition of content; on sequencing the acquisition of learning outcomes; on defining assessment criteria and methods; on determining a common grading system and standards for all 14 lines of learning; on the development of appropriate pedagogy and support materials. At the same time, the introduction of the Diplomas must address a set of strategic and logistical issues which are equally complex and demanding, such as achieving support from employers, recruiting teachers from appropriate backgrounds and ensuring that the Diplomas attract students from across the full range of ability.

Geoff Scaplehorn

EfVET UK Representative

## Trans EQFrame; Trans-European Qualifications Framework Development

A project supported by the European Commission under the Leonardo da Vinci programme.

### *The project*

Trans-European Qualifications Framework Development (TransEQFrame) is a project that brings together partners in seven European countries that are in the process of developing their National Qualifications Frameworks (NQF) and through a range of trans-national co-operative activities ensure a strong European dimension to the NQFs and contribute towards the relevance and effectiveness of the **European Qualifications Framework (EQF)**.

The project is funded mainly by Leonardo da Vinci Programme, the EU programme for vocational training.

### *Objectives*

- . to take account of the EQF conceptual framework in the development of emerging NQFs and test its validity
- . to enhance articulation between the NQFs of the partner countries through the use of the EQF as a translation device and thereby promoting transparency and recognition of qualifications.
- . to contribute to the further development and implementation of the EQF conceptual framework by ensuring that it reflects national / transnational realities.

### ***Partnership***

The partnership comprises seven countries with representation of government ministries and state sponsored bodies with responsibility for national qualifications systems and emerging frameworks. There is a combination of countries with federal structures and centralised structures, some of which have started establishing qualifications frameworks. Four countries have dual VET structures, which require a high involvement of social partners dialogue.

### ***Work Packages***

The project will be implemented through five **work packages**:

- . Policy - Contexts and objectives for adapting EQF at national level
- . Research - Theoretical concepts and methodological approaches (Knowledge, Skills and Competences - KSC) for adapting EQF to the national educational contexts
- . Stakeholders / institutions - Impact of EQF on qualifications systems / potential creation of NQFs
- . Testing the EQF as a translation device
- . Valorisation - The approach will include national and international level dialogue, consultation, research and testing. Each partner will establish a national consultation forum and involve key actors in the proposed activities.

### ***Outcomes***

The **expected outcomes** include:

- . Cross-fertilisation of experience, know-how and good examples of practice
- . Issues papers aimed at policy makers, researchers and stakeholders
- . Reports on the test phase regarding the articulation of the emerging NQFs with the EQF

### ***FUNDING PERIOD***

01.01.2007 – 31.12.2008

The project is supported by the European Commission under the Leonardo da Vinci Programme and by funds held by the project partners.

## ***PARTNERS***

### **Austria**

**3s research laboratory**

**BMUK** - Federal Ministry of Education, Arts and Culture

### **Bulgaria**

**NAVET** - National Agency for Vocational Education and Training

### **Denmark**

**Ministry of Education**

### **Finland**

**CIMO** - Centre for International Mobility

### **Netherlands**

**MBO Raad**, Netherlands Association of VET Colleges

**Colo**, Association of Centres of Expertise on Vocational Education Training and the Labour Market

### **Switzerland**

**BBT** - Bundesamt für Berufsbildung und Technologie

### **Germany**

**BIBB** - Bundesinstitut für Berufsbildung (Federal Institute for Vocational Education and Training)

## ***INFORMATION***

Detailed project Information are available at

[www.transeqframe.net](http://www.transeqframe.net)

### **COORDINATION:**

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## At last, the social Web 2.0 : a great piece of news for education

*Problem based learning, project based learning.* We're searching for roads whereby people who are learning can take on the leading role that corresponds to them in the theatre that is education. The classroom is a limitation, but at the same time it is an intimate place where most of what we work on is born. These physical restrictions are easy to perceive. But for some time now, there has been talk of Web 2.0. Even about Education 2.0. The limits are being blurred.

Web 1.0 was where people who knew about technology wrote content for people who didn't know about technology. Generating Internet content was an arduous task. You had to know about obscure things. Even HTML. Horrors!

But times changed. It always happens. Technologies became 'softer' and anyone —just by wanting to— could create their own Internet content. And this increasingly means that any student can do the same. It may well be that there are even more students than teachers with content on the Internet. Who knows what's going on in this immense universe?

And now we've finally reached Web 2.0. On the Internet you can find what you wrote earlier. If you open a blog, you'll find the contents of your blog right there; if you open a wiki, there it is; if you flag content with any kind of social labelling tool, that's what you'll find. Following this line of argument, the annotations will simply be the ones we have generated. And that includes our students.

Wikipedia could well represent the changing paradigm. The Encyclopaedia Britannica is written by experts. Wikipedia is written by simple mortals. Never before has the collective construction of knowledge had tools of this kind: the wikis. Write, construct, design, tell the story. Activity in its purest state. This is what we can find when we move along the highways of Web 2.0.

We have left scenarios designed for stability behind us. Whoever gets up on the podium knows this. Whoever is on the other side is listening, studying, memorizing, and also, I would like to think, learning. But we now have architectures that help us with what, in principle, is a blank page. The student should be the one to start with the first word. And this is in a new context: the Internet. Writing is producing. Reading is consuming. We need to create a scenario in which we not only read but also write. Fearlessly. Because Wiki technology, for example, allows full traceability of the content we generate. We can always go back.

Obviously, those of us who teach are once again witnessing our role being shaken to the core. A delicate issue. We need to be there on the journey, making technology friendly so it appears as an ally and not a hurricane destroying everything in its path. On too many occasions it has been presented as the great white hope, and we need to pick our way carefully.

Blogs are now a very widespread phenomenon in our society. And there are educational experiences of this. We have a companion on our journey. We can compare points of view because this is not about theory. There are specific projects about which we can ask questions and see results.

The scenario drawn by the technologies associated with Web 2.0 is very interesting for the educational system. Because the aim is to develop an active role among the people themselves. And this fits in with our endeavours. Web 2.0 has also been called "social networking". At last, someone has realised that people are at the start of most things.

In the classroom we need to test things out little by little. Experimenting with new technologies, incorporating them into our everyday language, integrating them not as a threat but as an opportunity. Social networking should demonstrate to us that, finally, information and communications technologies have developed human skills and that ICTs are there to help us.

We need to learn, from the podium down and the podium up, to use social networking, the Web 2.0. It's already here. Let's use our heads and get it on our side.

A good place to get a deeper insight to the social Web 2.0 in education is the Aulablog at <http://www.aulablog.com>. Check it out!

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from HETEL, Association of Vocational Training Centres from the Basque Country, Spain,  
[www.hetel.org](http://www.hetel.org) )

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New deadline for manuscripts: **1 December 2007.**