



# EFVET Newsletter

**December 2002**

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## **Message from the President**

### **Public knowledge of Vocational Education and Training**

A recent survey in the Netherlands revealed that 60% of the Dutch population do not know what Vocational education is. Only one third can give a proper answer to the question which proportion of the workforce has followed a form vocational education. Despite this apparent lack of public knowledge about Vocational education and Training (VEL), those who do know show great appreciation for VET: they think that VET is the most appropriate condition for getting a job.

Dear members, this is exactly the reason why we organise the event next 25-27 March 2003 for Members of the European Parliament: to clarify the value of VET and to assist in the promotion of public knowledge of VET.

### **EfVET and best practices for Lifelong Learning**

As Peter Hodgson will reveal in this newsletter, we have discussed the role of EfVET and other Non Governmental Organisations in the promotion of Lifelong Learning with

the Commission. The commission is happy to support us in this role. This is your chance to describe your best practices and show the forward-looking role of VET institutions in Europe.

### **The conference in Sevilla**

Those who have been in Sevilla have enjoyed a good conference, in a very good atmosphere. I want to thank the organisers and our Spanish hosts for all their efforts. Most of the participants have told me that they have learned a lot, including very practical ideas to take home. There were also critical comments: not all the lectures were good enough; may be, there were too many; and more focus and output on the theme would have been better. We will inform you of the evaluation results in the next newsletter.

You may be assured that we take the praise as well as the criticism very serious and we will try to improve further during the Cardiff conference. More information on our website:

<http://www.efvet.org/conferences/index2002.html>

### **The Policy statement 2003-2005**

The Annual General meeting agreed on the new policy statement for 2003-2004. You may find it on our webpage:

[http://www.efvet.org/documents/Policy/Policy\\_Statement\\_2003-2005.pdf](http://www.efvet.org/documents/Policy/Policy_Statement_2003-2005.pdf)

I am particularly happy that the AGM agreed with the actions to be taken to increase further cooperation with other relevant NGO's, including EVTA and EVITA and with the objective to set up working parties of members. You may hear more about these issues in due time.

### **Honorary members**

The AGM also agreed to offer Maria Louisa Corridoni the position of Honorary Member. She accepted and this photograph shows one of the presents we offered her to thank her for the enthusiasm and efforts she has given to EfVET from the very beginning. Beside of her are two of our earlier honorary members: Paul Andy Andersen and Adriaan Vrienten.



## **HETEL**

I was invited by one of our new members: HETEL, to discuss further improvement of VET in Basque Country and to visit some of their colleges.

<http://www.hetel.org/>

<http://www.efvet.org/documents/hetel.pdf>

On behalf of the Steering Committee I would like to wish you all a happy and peaceful Christmas and a prosperous and healthy New Year.

## **FROM THE TREASURER**

### **The Data base**

At the last AGM in Sevilla I was happy to announce that the database is now complete again

**To keep it that way I urge you to inform the Central Office of any changes in the information we need for that database.**

This can be done in two ways:

-If you have a web page on our web site, please check whether the information is still correct. If changes are needed please use the following procedure:

Go to:

[www.efvet.org/members/edit\\_page.htm](http://www.efvet.org/members/edit_page.htm)

put the changes in the e-form that will be on your screen and submit the form as prescribed.

-If you don't have a web page on our web site, please send the change of information in writing to the following address:

EFVET Central Office, Rue de la Concorde 60, 1050 Brussel, Belgium,

or by e-mail to:

[efvet.central@skynet.be](mailto:efvet.central@skynet.be)

Only if you stick to this we can guarantee that all the information you are entitled to as a member will be send to you.

### **The invoice of the membership fee for 2003**

By the time you receive this newsletter you will have received the invoice for the membership fee for the year 2003, so as it should be: at the beginning of the year.

To prepare and have the presentation at the European Parliament next March we need to have enough funds to be able to pay for this. So prompt payment (the rule set by the AGM's in the past, within 30 days) will be highly appreciated.

Frans Schneider, Treasurer.

## **EfVET joins new NGO Platform on Life Long Learning**

Members will recall seven European associations (NGOs and networks) participated in a large consultation process on the Memorandum on LLL in 2001, they were EfVET, EAEA, EVTA, EUA, CSR Europe, Solidar, Youth; most of the results have been integrated into the "Communication" by the European Commission.

A joint brochure – Focus on LLL – was published to give evidence of this consultation process with associations and organizations Europe-wide. The final communicque can be found on the EfVET web site.

In this Communication, several goals and activities for the implementation were described, to which this platform of European associations can contribute, in particular by contributing to a European database on LLL with examples of good practice.

- The creation of a European area of lifelong learning, supported by innovative forms of partnership, cooperation and co-ordination at all levels between the actors involved in the implementation
- The necessity of a continuous work of implementation and monitoring, apart from the work done by the national authorities
- The need of having a platform of NGOs identifying LLL products in an open database
- The development of the existing consultation platform with civil society and the NGOs concerned by lifelong learning
- The initiation of systematic exchange of experiences between social partners, NGOs and others in the field of non-formal and informal learning
- The development by the end of 2003 of a database on good practice, information and experience concerning essential aspects of lifelong learning

The associations plan to collect good practice examples and organize a seminar for exchange of experiences and for dissemination of these examples. Good practice on the two key themes – active citizenship and basic skills, a major concern in the Communication – need to be disseminated widely, a handbook will be complemented by a seminar where organizations and individuals will share knowledge and experiences.

The selection of good practice examples will reflect the situation in a large range of settings from the participating European associations and their member organizations, the following seminar will give room for more organizations and individuals to comment on the examples, to bring more good practice in and to formulate recommendations to the Commission.

EfVET is delighted to be part of this new initiative which will continue in to the coming years supported by the European Commission. It will give members the opportunity to disseminate some of the many good works being undertaken by EfVET member institutions and to learn from each other and in deed the other Network contributors.

Whilst the initiative is set out as a project proposal – it is the intention of the Commission to look to the collaborative partnership of Networks to further advance LLL throughout the European Union.

Full information will shortly be available on the web site – but we would welcome members contributions to the development of good practice as described above. EfVET will be represented on the NGO Platform by Pete Hodgson, Vice President, EfVET and Wolfgang Stutzmann – our German Representative.

Please watch out for further developments and calls for responses. We do hope you will participate in this important process.

Peter Hodgson

## **News from CEDEFOP**

<http://lists.trainingvillage.gr/lists/etv-newsletter>

### **TXORIERRInet: the application of Intranet technology in a school**

The Txorierrri school wanted to create a practical instrument to manage the organisation's knowledge, making use of the functions offered by today's technology.

Two of the bases of our centre's educational project are staff participation and co-operation between everyone and continuous improvement and innovation in the fields of technology and teaching. From this point of view, we felt that Internet / Intranet technology could help us move forward in both environments. This is why, we decided to introduce the goal of developing an Intranet for the school in the centre's Management Plan for the 1999 – 2000 academic year.

When putting the Intranet / Internet introduction project into practice, the centre set out the following aims:

- To connect everybody in the school. To do this, we have put the necessary communication support within the reach of all staff. This support aims to facilitate communication and to encourage all of the school's workers to use a series of shared services.
- To offer interesting information comfortably and economically.
- To centralise the management of the centre by means of unique access to the applications, which would increase all staff productivity.
- To decrease communication costs and increase staff co-operation and efficiency.
- To provide teachers with the skills required to face the challenges set by an interconnected world.
- To have an efficient means of communication to connect the centre with students and their families.
- To improve communication with collaborating companies.

To achieve these goals we have worked with the ENYCA company for two years and as a result of it nowadays we can clearly state that the Intranet at the school (Txorierrinet) has become a living reality. At the end of the 2001 – 2002 academic year, the centre has the following applications up and running on its Intranet:

**The information kiosk:** this is an information and knowledge resource bank. Here, the various school departments can post interesting documents in an organised way, thereby putting the documents within the reach of others.

**Academic management:** this application refers to a system of pre-enrolment and registration. Pre-enrolment and registration may be carried out from anywhere via the Internet.

**Strategic management:** this application refers to the carrying out of the centre's strategic aims and to a system for monitoring them.

**Administrative management:** this application enables up-to-date monitoring of costs and the inventory of investments made by the centre to be updated.

**The quality system:** this application displays the results of the EFQM self assessment and updates the values in the panel of indicators.

**Meetings system:** this systematically organises all documents produced during school meetings and automatically monitors all the decisions and commitments resulting from the meetings by means of e-mail.

**Resource management:** this facilitates management of the classrooms, materials and resources.

**Training system:** online teaching materials may also be created for use in the classroom or distance learning.

After two years, we can state that the aims we set out are being achieved little-by-little. Starting up the school Intranet has had two main results. On the one hand, management has become more flexible, meaning that different processes can be carried out more efficiently. On the other, it has had a double effect on teacher training and the centre's innovative process. Firstly, staff have developed advanced skills as computer users. Also, taking into account the specialities of the centre's range of training courses, teachers specialising in computing and telecommunications have developed knowledge linked to the modules which they teach.

In any event, we must remember that use of the Intranet – Internet system by all workers is a slow process and that people's skill in using ICTs and the planning of the introduction process of the system are fundamental. For this, it is best that the implementation be gradual.

As a first step, a study of the necessary communications infrastructure was carried out. By means of this analysis, a fast and flexible system must be ensured. We have seen that if access to the Internet is fast, users connect more easily, which makes greater use of the Internet possible. As a consequence of this more frequent use, users' skills develop more fully and better. Similarly, the flexibility of the system has to easily allow for changes of people and places. Finally, we feel it is essential that everybody have access to his or her computer.

Subsequently, the bases for the Intranet were established, which allowed users to try it out and work on the Intranet. Our collaborators at ENYCA refer to this circumstance as the need to "get into training". We must remember that it is advisable, but not essential,

that in this phase users already have the skills required to use office computer programmes and e-mail and to surf the Internet.

Thanks to the flexibility of the system, new applications have been added to these bases and, in this aspect, it is very important that the look of the applications always be the same, as this will familiarise users with them and will help them to use the applications more efficiently.

Seeing the possibilities which Intranet offers us, our next goal will be two-fold: to introduce more applications and to discover how to use this technology to improve students' learning. For the latter, an application has been developed which allows the development of teaching material which can be used in distance training. Through this application, two pedagogical units have been developed and used in the 2001 – 2002 academic year (one on quality and continuous improvement and the other on safety at electro-technical facilities) and, given the good results, we intend to develop two more pedagogical units during the 2002 – 2003 academic year.

For the 2002 – 2003 academic year, we aim to use Information and Communication Technology to bring the centre closer to the outside world. This means that we aim to offer services such as the job bank or specific information on the training provision through the whole year to companies, former students and other potential clients using Extranet systems. However, we will inform you about all this on another occasion.

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## **Training and Post-industrial Society: Challenges for Vocational Training to train the worker of knowledge.**

The changes of an era bring accentuated signs both in terms of creativity and upheaval, in such way that their future development cannot be advanced and almost never imagined. That is why the most frequent temptation is to reduce and redirect the meaning of emerging phenomena towards the explanatory outlines of prevailing paradigms, so temporally mitigating their transformational power. Today, we find ourselves in a migration, as convulsed as it is potentially creative, between the industrial society, embodied in the metaphor of the **machine**, and that which we can provisionally call the post-industrial society, which emerges from information and knowledge. How we interpret the **occurrence** —what is happening— will dictate what occurs.

Modern business schools recognise that “*something is happening*”, that work is changing, that information and knowledge are floating in the air, but inevitably they try to “*fit*” them into their dominant concepts, to reduce them to the *machine-like* organisation, as it is the only one they know how to handle. And, in this way, they generate new management **theories** non-stop, such as knowledge management, reengineering, total quality, etc. However, there is a core transformation element which is being ignored by these trends: admittedly work is changing, but, essentially, it is the **worker** who is changing, their role in a business, social and educational context; and not because they are “the most valuable asset” of the company —to follow the more patronising trends—

but because now the **real power, the power to produce**, is moving towards the workers.

**Machines**, fed by energy and cheap manual labour, were the core productive element during the industrial era; but today, the abundant *input* and almost priceless element of the productive system is **information**. Although what happens is that information can only be *valued* in the presence of knowledge (i.e. of whoever can capture, interpret, select or reject and transform it into action), since, looked at another way, it is only noise, inert occupied space, rubbish, etc. Therefore, knowledge is established as the great productive force of our century, since only through it can the gigantic availability of existing information transform itself into value.

This is an appropriate moment to make two clarifications: firstly, that the concept of **knowledge** used today is not reduced to academic or technical knowledge, but comprises the inseparable relationship between **thought, emotion and action** present in everyone; put it another way, the **will for power** of a person, his/her *transformational action*. Secondly, that consistent with the proposed focus, **knowledge** only occurs in the person, in the uniqueness, and is only shared in what is *local*, in conversation, dialogue, interpretation; therefore, there is no *knowledge* in structures (companies, organisations, schools, etc.), there is only stored information. All knowledge, as an action force, is personal, although shared socially, since it is in the social environment where it occurs and reproduces.

This *new figure* of the worker (the worker **of** knowledge) has transcendental consequences on the concept of work. To quote just two, we find that in the fluent and continual connection between information and knowledge the latter only functions from the *will* of whoever has it, meaning from their freedom (since nobody can *control* what another *knows*, in the way we have used the word here). Therefore, the worker literally (from their will) takes possession of and appropriates *their* production. Consequently, — in contrast to the industrial worker, the *proletarian*— the worker **self-produces** during their productive action, as this continually provides them with new information and interpretation potential, and this *returns* in terms of personal enrichment. Therefore, by producing they self-produce and develop.

What message does this emerging —and unstoppable— reality contain for the world of education and, in particular, the world of Vocational Training? Our education systems have been structured to *convey technical and academic knowledge*, as the ultimate objective, to the student; i.e. to build a worker **with** knowledge. However, if the essential feature of the new worker —the worker **of** knowledge— comprises them exercising their will by means of decision which becomes action and by means of which they continually *self-produce*, where are we educating young people to exercise actively this new role? Nowhere, because even today's much vaunted "education in values" widely refers to the *values* of the industrial society, not to *valuation* in the post-industrial society.

In my opinion, this is the great challenge for the Education and Vocational Training system: our teachers —above all in upper secondary and university education, including Vocational Training— have been trained to *impart knowledge*, subjects, meaning to train the industrial worker. However, if as professionals and people we want to be active agents in the building of the new society, the system needs to **rethink itself** in-depth, to *deconstruct itself* constructing the emerging, the unforeseen, the uncertain, the complex.

And the *solution* will not come from any agent outside education, it can only come from the intelligent and emotional actions (from the will) of its active agents. Teachers are the cornerstone of this transformation, because only by changing their own concept they will help to change the system —or not doing so will prevent this from happening—. Are we prepared to try it? Our future depends on it.

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## European Education and Training Research

The EC DG for Research has funded a number of research projects in Education and Training. Under the umbrella of "New Perspectives for Learning" short Briefing Papers are now available covering the key research results and recommendations for policy and decision makers. These are all available electronically at: -  
<http://www.pjb.co.uk/npl/index.htm>.

If you wish to be added to the mailing list for further information please email [zoe@pjb.co.uk](mailto:zoe@pjb.co.uk)

Listed below are research projects that are relevant to the vocational and technical education and training area: -

1. The effectiveness of Labour Market Oriented Training for the Long Term Unemployed
2. Education and Training, New Job Skills Needs and the Low-Skilled Developing Learning Organization Models in SME Clusters
3. In-company training and learning in organizations
4. Working Life Changes and Training of Older Workers
5. A Comparative Analysis of Transitions from Education to Work in Europe
6. Forum of European Research in Vocational Education & Training
7. Work Experience as an Education and Training Strategy New Approaches for the 21st Century
8. Implementation of Virtual Environments in Training and Education
9. Competence Evaluation and Training for Europe
10. Educational Expansion and Labour Market
11. Enhancing the participation of young adults in economic and social processes: balancing instrumental, biographical and social competencies in post-school education and training
12. Small Business Training and Competitiveness Building Case Studies in Different European Cultural Contexts
13. Further Training Funds as an Impulse for New Models of Lifelong Learning
14. Labour Demand, Education and the Dynamics of Social Exclusion. This work is being funded by the EC DG for Research and managed by pjb Associates.

Peter J. Bates  
Senior Partner  
pjb Associates

Innovation, Creativity, Research & Development, Implementation, Evaluation,

## **News from Co. Carlow VEC International**

### **“Business & Trainee on the same Trajectory”**

Co. Carlow VEC International is gearing itself up for another hectic year of work placements and English language programmes. Sevilla 2002 enabled its members, Colm Geiran & Larry Kavanagh, to strengthen the ties between the EFVET membership and the possibilities of training in Ireland.

As a result of the dynamic conference, Co. Carlow VEC is holding a business presentation with the Carlow Chamber of Commerce, of which Carlow VEC International is a member, in the Seven Oaks Hotel with the view to strengthening the close collaboration between local businesses and the sending organizations whose trainees gain invaluable for their careers and life-long-learning skills.

The object of the presentation on December 13<sup>th</sup> is to highlight the importance of the placement programme for the local economy and the trainees themselves. Representatives from the local host families and employers will be present. Co. Carlow VEC International Programme Manager, Colm Geiran, will use the opportunity to present certificates & Europass booklets to the successful trainees who have completed their work/life experience in Carlow.

It is hoped that the Carlow Chamber of Commerce will zone in on the added value for those employers who may have misgivings or doubts about taking on trainees. Lists of the 2003 trainees will made be available to the local businesses so that they can play a more active role in the selection process based on their needs and the needs of the trainees with specific regard to the timing of the arrival of the trainees, the number of same and the job descriptions that both employer and trainee would have to fulfill. The main theme will be “Added Value” for the business community and the trainee.

A special thanks to Ms. Kate Grant in the International Office 2002 who has done sterling work to make this year an extremely busy one. Thanks must also be extended to the network that EFVET has offered to Carlow VEC International and Jacqui McNabb, CEO of Carlow Chamber of Commerce, who has collaborated with us at the VEC in giving both business and Leonardo minds the same trajectory.

Colm Geiran  
International Programme Manager

### **Request from Spain**

My name is Carlos Fernandez. I am in charge of a company aimed to provide workplacements and teacher training for Spanish students.

Last year we send a group of students to the UK subsidized by the EU within the Leonard Project. This program was aimed for youth in vocational studies. This year we are trying to widen its scope, and we would like to send also university students within the Socrates Program, widening also to Ireland.

That is the reason why I would be very much interested in your school as the place for those students to be trained. The idea is that they would be carrying out their teacher training process for four weeks, in January or March, but before, they should go to your school for an intensive English course during two weeks.

I would like to know if you could provide our students with some place for their training after they have passed the English course in IH. All these expenses would be again subsidized by the EU.

If you would be interested or require more information, please do not doubt in contacting me any time.

Yours sincerely  
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## **Impressum**

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The EFVET Newsletter is published electronically on the EFVET website and sent to members by e-mail.

New deadline for manuscripts: February 15<sup>th</sup> 2003.

Visit the EfVET website [www.EfVET.org](http://www.EfVET.org)

**Merry Christmas and a Happy EfVET New Year to all of you.**