



## **EFVET Newsletter**

**March 2005**

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### **Message from the President (March 2005)**

#### **Welcome to new members**

It is my pleasure to say a warm welcome to our new members! Thank you for being with us. I hope you will profit from your membership. One opportunity is of course to join the Annual Conference in Budapest, 26-29 October 2005. If you have any questions about making your membership as profitable as possible, please do not hesitate to send me an E-Mail at [president@efvet.org](mailto:president@efvet.org) .

#### **EfVET/BVE-Raad conference for VET Managers: "VET for the future"**

The Dutch BVE-Raad and EfVET have organised a conference for managers and directors of VET institutions last 14 December 2004. Lively discussions resulted in a set of conclusions, that were transferred to the EU High level conference 'Strengthening European Cooperation in Vocational Education and Training' by Nick Lewis, the vice chair of the Board of The UK Association of Colleges (AoC). The conclusions can be found at:

[http://www.efvet.org/documents/maastricht/conclusies\\_vet\\_for\\_the\\_future.pdf](http://www.efvet.org/documents/maastricht/conclusies_vet_for_the_future.pdf)

I would like to thank the BVE-Raad for all the efforts taken to make this conference such a success.

BVE-Raad, the AoC and EfVET are considering the possibilities to organise the next meeting in 2005, either at the EfVET Budapest conference, or under the auspices of the UK presidency.

### **14<sup>th</sup> Annual EfVET Conference in Hungary**

Krisztián Forrai and Kristof Fischer are the local organisers of the EfVET conference 2005 in Budapest. The theme of the conference will be 'Bridging the Skills Gap together' - opportunities for co-operation with new member states in European VET". Possible sub themes will include: Making the most of European Funding opportunities, Transferability of skill within the enlarged European Union and Managing change and strategic development of lifelong learning - toward a single transparency framework for European VET.

This will be your opportunity to establish cooperation between VET institutions of the "old" and the "new" member states. Information and registration forms will appear on the website as soon as possible.

### **Assessment of Portfolios**

As indicated before, the Steering Committee has committed itself to assess the current organisation of EfVET-activities, because of an increasing workload, increasing membership, shifts in expectations of members and so on. The process will take some time. First results will be reported at the Annual General Meeting in Hungary.

### **EU Activities in the field of Education**

#### **Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET) (Review of the Copenhagen Declaration of 30 November 2002)**

On 14 December 2004, in Maastricht, the Ministers responsible for Vocational Education and Training from the 25 EU countries plus the 4 candidate countries and the 3 EFTA/EEA countries (i.e. the same countries that were in Copenhagen plus Croatia), the European Social Partners and the European Commission agreed to strengthen their cooperation with a view to modernising their vocational education and training systems. The intentions are laid down in the so-called Maastricht Communiqué. The document can be downloaded from [http://www.efvet.org/documents/maastricht/EU\\_2004-maastricht\\_com\\_en.pdf](http://www.efvet.org/documents/maastricht/EU_2004-maastricht_com_en.pdf)

Progression of the implementation will be evaluated in 2006 in Helsinki.

All documents of the Copenhagen process, including the conclusions of the Maastricht Conference presented by the new Commissioner Jan Figel can be downloaded from

[http://www.europa.eu.int/comm/education/policies/2010/vocational\\_en.html](http://www.europa.eu.int/comm/education/policies/2010/vocational_en.html)

Apart from the specific content of the Communiqué, it can be seen as an indicator of the increasing understanding that VET plays a crucial role in the economic and social development of Europe. We can only welcome this!

#### **A new EU Action programme in the field of lifelong learning 2007-2013**

As announced earlier, the European Commission adopted a proposal for the next generation of one integrated EU programme in the field of lifelong learning. The new proposal is built on experience gathered with the existing generation of programmes, such as Socrates (education) and Leonardo da Vinci (vocational training).

Changes will be substantial. See:

[http://www.europa.eu.int/comm/education/programmes/newprog/index\\_en.html](http://www.europa.eu.int/comm/education/programmes/newprog/index_en.html) for details. If you have suggestions for improvements to the operation of the programmes, the commission invites you to let them know by sending an email to this address: [eac-np@cec.eu.int](mailto:eac-np@cec.eu.int)

### **Europass**

I am sure that you will not have missed the launch of the Europass. Some of you have been critical – for good reasons, but students who received a Europass were very proud.

All the information can be found at <http://europass.cedefop.eu.int>

### **Overview of current EU activities**

EUNEC, the European Network of Education Councils has published a document on the current state of affairs in EU Education Policies – February 2005. For those of you who want an overview of current EU activities in the field of education, including the Luxembourgian Presidency, this is an accurate document. It can be downloaded from: [http://www.vlor.be/bestanden/eunec/DOC005\(State of affairs\)bis.pdf](http://www.vlor.be/bestanden/eunec/DOC005(State%20of%20affairs)bis.pdf)

Hans F. van Aalst  
President  
[president@efvet.org](mailto:president@efvet.org)

## **Message du Président (mars 2005)**

### **Soyez les bienvenus à tous nos membres francophones!**

C'est pour moi un grand plaisir d'accueillir tous nos membres francophones et j'espère vraiment que vous bénéficierez de votre adhésion à l'EFVET. Nous vous invitons à participer à notre conférence annuelle, qui aura lieu à Budapest, du 26 au 29 octobre 2005. Si vous avez des questions sur votre adhésion, n'hésitez pas à me contacter par émel : [president@efvet.org](mailto:president@efvet.org).

### **Conférence EFVET/BVE-Raad pour les Directeurs de Formation Professionnelle « VET for the Future »**

Le BVE-Raad – une organisation néerlandaise – et l'EFVET ont organisé pour les chefs d'établissement et les directeurs de formation professionnelle, une conférence à Maastricht le 14 décembre 2004. Après une série de discussions vivantes, nous avons présenté une liste de conclusions à une conférence très importante le lendemain pour influencer les décisions des ministres d'éducation de tous les pays membres de l'UE, qui y assistaient. Je voudrais beaucoup remercier nos collègues au BVE-Raad pour tout ce qu'ils ont fait pour garantir le succès de ces deux conférences.

Vous trouverez ces conclusions à

[http://www.efvet.org/documents/maastricht/conclusies\\_ver\\_for\\_the\\_future.pdf](http://www.efvet.org/documents/maastricht/conclusies_ver_for_the_future.pdf)

### **14<sup>e</sup> Conférence Annuelle de l'EFVET en Hongrie**

Krisztián Forrai et Kristof Fischer organiseront notre conférence à Budapest. Le thème de la conférence sera : « Bridging the Skills Gap Together- opportunities for co-operation with the new member states in European VET »

Vous en trouverez les détails bientôt sur notre site web.

## **Les Portefeuilles**

Les membres du comité de pilotage de l'EFVET ont discuté à leur réunion récente une réorganisation des activités de l'EFVET. Chaque membre aura des responsabilités spécifiques.

La liste des responsabilités déterminées sera présentée pendant l'Assemblée Générale à Budapest.

## **Communiqué de Maastricht**

Le 14 décembre 2004 à Maastricht, les ministres responsables de l'enseignement et de la formation professionnels de 32 pays européens, les partenaires sociaux européens et la Commission européenne ont décidé de renforcer leur coopération afin :

- de moderniser leurs systèmes d'enseignement et de formation professionnels pour que l'économie de l'Europe devienne la plus compétitive et
- d'offrir à tous les Européens les qualifications et les compétences dont ils ont besoin pour s'intégrer complètement à la société émergente de la connaissance, qu'il s'agisse des jeunes ou des travailleurs âgés, des demandeurs d'emploi ou des personnes désavantagées, contribuant ainsi à des emplois meilleurs et plus nombreux.

Vous en trouverez les détails à : [http://www.efvet.org/documents/maastricht/EU\\_2004-maastricht\\_com\\_en.pdf](http://www.efvet.org/documents/maastricht/EU_2004-maastricht_com_en.pdf)

## **Le Programme d'Action de l'Union Européenne 2007-2013**

Vous en trouverez les détails à :

[http://www.europa.eu.int/comm/education/programmes/newprog/index\\_en.html](http://www.europa.eu.int/comm/education/programmes/newprog/index_en.html)

## **Europass**

Pour trouver de l'information sur l'Europass, lancé officiellement le 31 janvier 2005 à Luxembourg, consultez : <http://europass.cedefop.eu.int>

## **Les Activités de l'Union Européenne**

EUNEC (the European Network of Education Councils) vient de publier un document sur la situation des politiques d'éducation de l'UE. Vous trouver ce document à :

[http://www.vlor.be/bestanden/eunec/DOC005\(State\\_of\\_affairs\)bis.pdf](http://www.vlor.be/bestanden/eunec/DOC005(State_of_affairs)bis.pdf)

Hans F.van Aalst  
Président

## **From the Treasurer**

### **The membership fee for 2005**

Last 10 December 2004 the invoice for the membership fee for the year 2005 was sent out to you. I would like to ask the members who still have not paid ( payment should take place within 30 days of receipt) to do so as soon as possible. This will save us the quite expensive exercise of having to sent out reminder invoices.

I have also noticed that some members have not informed us of the change in their data. Please take note of the next paragraph.

### **The Data base: Highly important !!**

To keep the database up to date we urge you to inform the Central Office of any changes in the information of your organisation.

This can be done in two ways:

-If you have a web page on our web site, please take a minute now by going to: <http://www.efvet.org> and check whether the information is still correct.

If changes are needed please use the following procedure:

Go to:

[www.efvet.org/membership\\_edit.html](http://www.efvet.org/membership_edit.html)

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 Brussels, Belgium,

or by e-mail to:

[efvet@efvet.org](mailto:efvet@efvet.org)

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.

Frans Schneider, Treasurer.

## **Budapest will host the 14th Annual EfVET Conference**

Dear Colleagues,

I would like to share with you some details of the most important event of our calendar. First and foremost, the 14th Annual EfVET Conference will take place between the 26th and 29th of October, 2005 in Budapest, Hungary at the Central European University Conference Center.

The conference venue is located in the city, about 15-20 minutes from the airport Ferihegy 2 (<http://www.bud.hu/>). Hence, we recommend you to use the taxi services available at the airport. If you wish to use a different means of travel, please contact us and we will guide you with all the necessary information.

The CEU Center is one of the most well-equipped facilities in Budapest. It is only 15 minutes from the heart of Budapest. The building has a business center, a computer lab with hi-speed Internet connection, a self-service restaurant, a café lounge and a bar, an indoor swimming-pool, a fitness room and a sauna - these facilities will all be available for the conference delegates.

Apart from serving as the conference venue, the CEU Center will also provide accommodation for the conference delegates. The Center's own hotel offers comfortable accommodation in single and double rooms (either smoker or non-smoker depending on your preference). All rooms have a shower, most of the rooms have telephone and TV with satellite programs. They have rooms specially equipped for the disabled. If you would like to find out more, visit their website at <http://www.ceucenter.hu/>

The title of the conference is "Bridging the Skills Gap Together - opportunities for cooperation with new member states in European VET". You can find a short description of the Conference Theme at <http://www.efvet.org/conferences/index2005.html>.

This year there will be a shift in the programme structure from plenary sessions towards the more interactive opportunities of exchanging ideas and experiences, namely workshops, presentations and round tables. The daily routine of the conference will be as follows: a plenary session in the morning will put the main topic of the day into a wider context and perspective, followed by parallel workshops and other interactive sessions discussing various aspects of this topic.

The full conference programme will be available later.

There will also be social events for conference delegates. On Thursday you will be taken for a sightseeing tour of Budapest followed by a reception which will give you the opportunity to meet local authorities in VET. On Friday night there will be gala dinner at the CEU Center followed by a dance. And on Saturday afternoon, you will have the chance to enjoy a Hungarian folk programme that includes a boat trip to Szentendre, a jewel case of a village near Budapest (<http://www.szentendre.hu/>), wine tasting, a menu of traditional Hungarian cuisine helped by folk music.

During your free time we recommend you explore the many delights of Hungary's capital. If you would like to learn more about Budapest, please visit <http://www.budapestinfo.hu/en/index.html>.

Considering the theme of the conference and our respective aim to attract delegates as many as possible from the new member states and accession countries (as well as representatives of EfVET member countries) we will introduce the following Conference Fee scheme:

Non members of EFVET (members of EU)  
Early bird (before May 1, 2005): 700 EUR  
Later: 740 EUR

Members of EFVET

Early bird (before May 1, 2005): 540 EUR  
Later: 590 EUR

Non members of EFVET (new members of EU)  
Early bird (before May 1, 2005): 300 EUR  
Later: 350 EUR

Price includes conference attendance, lunches, coffee breaks, gala dinner, a conference DVD, a cultural event and a welcome reception in center of Budapest, a boat trip to Szentendre with lunch and handout conference materials.

For further information about the conference, including registration please sign in here:  
<http://www.efvet.org/conferences/PreRegistration.html>

If you have any questions or comments, feel free to contact the Local Conference Team.

Contact Person: Kristof Fischer  
Tel: +36 – 1- 489- 51- 80  
Fax: +36 – 1- 489 – 51 - 89  
E-mail: [fischer.kristof@oktopusz.hu](mailto:fischer.kristof@oktopusz.hu)

Looking forward to meeting you in Budapest in October.

Krisztian Forrai  
Oktopusz Foundation

## **Vocational Education in a European future perspective**

For the first time in European history, principals and strategic managers from schools from eighteen different countries gathered at the conference VET for the future. The conclusions of this conference demonstrate the potential contributions of the VET sector to achieve the Lisbon goals.

Vet for the future was organised by the Bve Raad and EfVET, and was chaired by Hans Huibers (Director of the Bve Raad). The aim was to formulate a package of key conditions necessary to achieve the Lisbon goals, and at the same time to show the willingness of the sector to contribute to these ambitions. These aims were reached with the creation of a document, containing the responsibilities of European VET institutes, the goals these institutes can contribute to, and recommendations for European policy.

The conference ‘VET for the future’ was held on December 14, 2004 at Leeuwenborgh Opleidingen (one of the Dutch VET insitutes) in Maastricht. On that same day, the European ministers for Education gave the finishing touch to the Maastricht Communiqué, dealing with the future priorities for further European cooperation in VET. On December 15, 2004, ministers, civil servants and specialists from the educational sector, together with invited policymakers, discussed the Communiqué. This discussion took place at the conference ‘Strengthening European Cooperation in Vocational Education and Training’, that was organised by the Dutch Presidency and the European Commission. On the

invitation of the Dutch minister for education, Maria van der Hoeven, Nick Lewis, vice-chair of the Association of Colleges in the United Kingdom, presented at that occasion the conclusions of 'VET for the future' to the gathered 'high level' participants.

## **Qualification framework**

The conclusions of 'VET for the future' contain the vision of the VET representatives for a suitable role for the sector in reaching the Copenhagen and Lisbon ambitions. One of the conclusions of the vivid discussion among the participants, was that effective cooperation can only be established by more flexibility and less standardisation on the one hand, and at the same time on the other hand a clear European qualification framework. This requires possibilities for regional agreements, speaking a common language, and clear definitions. Management level exchange can contribute to this process importantly.

It was agreed upon that, on behalf of the VET institutes, EfVET will play a role in the political influencing in order to achieve the Lisbon goals.

The problem of early school leaving, marked by the European Commission as important 'benchmark', got also full attention. Hans F. van Aalst, president of EfVET, noted that reaching the level 'start qualification' not necessarily needs to be via the traditional educational pathway. He pleaded for a more differentiated approach of the problem. Learning takes place outside the classroom as well.

The need for more cooperation with partners outside education, like social partners, business, European Commission and several levels of government, was also stressed. This was completely in line with the call Rob Schuur, chair of EfVET Netherlands and president of the Noorderpoort College, made on behalf of the Bve Raad chair, Margo Vliegenthart, in the key note speech at the opening of the conference. "If we are agreed that it is our duty to train the professionals at the root of our knowledge economy, we must claim the space we deserve and make good on our promise. We cannot and may not continue to act as an isolated education province." In short, the sector must claim its position in the social economical debate.

## **Network**

The conference 'VET for the future' should be seen as a first step towards a 'European Principal's Network', with the aim to sound the voice of VET in the European policy process. Jos Leenhouts, president of the Mondriaan Onderwijsgroep and driving-force for 'VET for the future', put this into words by saying: "From our point of view, from our experience in working with all sorts of learners we must have our input in the discussion, so let's use this opportunity to strengthen our cooperation in VET to have our voice and our ideas heard in the decision making process!"

At the end of the conference it was clear that besides the need for more freedom of movement and less bureaucracy, it is also important that immigrants from outside the European Union get a better place in the labourmarket. This requires an integrated approach of the European immigration policy, the Life Long Learning agenda and VET.

At the end of October 2005 in Budapest, during the annual EfVET conference, the principal's network will be extended, and an exploration will be made of how much the vision on VET needs to be adjusted in the light of the Lisbon ambitions.

‘VET for the future’ had over fifty participants, including school leaders and strategic policymakers from schools from eighteen different European countries. The discussions, that mainly took place in small scale interactive workshops, concentrated around two themes:

- the different European educational systems and the extent to which these are able to contribute to the realisation the Lisbon goals;
- social exclusion in relation to the European labourmarket, specifically for citizens from outside the European Union.

Jos Leenhouts, NL

## **EU workinggroups and state of affairs European education policy**

EfVET has been involved in some of the 13 workinggroups since 2003. There have been reports from some of the members in the newsletter meanwhile. The workinggroups have now finished their work, although some of the workinggoups will continue. In chapter 2 in the PDF file you will find the reports of the different workinggroups. Also in the PDF file you will find some very interesting articles about the Lisbon strategy and European education policy, the Copenhagen process and the Bologna process.

To download more information go to: <http://www.efvet.org/newsletters/eunec/EUNEC.pdf>

Leif Haar

## **Leonardo project dissemination**

**2004-06: Leonardo Pilot: “Strengthening and dissemination middle management training in the European training sector” (EMMT2).** The project is based on “EMMT” (mentioned above) and targeting a new audience. The project will organise a systematic dissemination of the innovative concept, and strengthen the integration of the European dimension into management training.

There are 15 partners in the project. The group from the first EMMT project is from DE, DK, ES and UK. The participants on the seminars are from BG, CZ, DK, ES, LT and PL. TeSe (DK) is the co-ordinator. EFVET is the disseminator.

**2004-07: Leonardo Pilot: “Res Integra – reducing early school leaving by an integrated approach”.** The aim is to focus on the improvement of guidance methodologies and ways to make learning more attractive to fulfil the social task of the VET-colleges and to prevent early school leaving. Possibilities will be explored to integrate social youth work into the guidance at the colleges.

There are 21 partners in the project from VET-colleges, universities and organisations in AT, CZ, DK, FR, GR, NL, and UK. BVE Raad in NL is the co-ordinator.

**2004-07: Leonardo Pilot: “Skills demonstrations Abroad” (SKILLDA).** The theme ‘skills demonstrations’ or ‘competence-based qualifications’ has been actual in many European countries for

the past few years. However, the educational systems, practices and traditions in different countries vary quite a lot. Students are encouraged to do part of their on-the-job learning abroad and to do their skills demonstrations during the on-the-job learning periods. Because of the differences between the countries it is difficult to organise skills demonstrations in foreign companies qualitatively, that means in the way that the requirements of the national curriculum of the sending country are met. The project 'Skills Demonstrations Abroad' was planned to tackle this problem. There are 22 partners from 5 countries (FI, DK, NL, BE, HU), and The Savo Consortium for Education is the co-ordinator. EFVET is the disseminator.

**2004-05 (with possibility for extension): NordPlus Neighbour: “Teambuilding and Competence based learning”.** VET-colleges in Russia and the Baltic countries are in a period of transition into new pedagogical methods such as the learning organisation, competence based learning, student responsibility for own learning process, teambuilding of the teachers so that they can run the department themselves, and competence development of the staff. In Finland and Denmark this transition is almost done. The aim of the project is to give tools to the school managers with which to conduct this transition, so it will be made easier for the teachers to cope with change – simply by transferring the knowledge of possible pitfalls and other experiences gained in Denmark and Finland through working with these issues for several years.

Partners: , Marijampoles Profesinio Rengimo Centras, Kaunas Vocational Centre for Service Business Specialities, Panevezio Profesinio Rengimo Centras, Vilnaus Lengvosios Pramonės - all from Lithuania. Professional Lyceum of Costume Design and Theatre Technologies, Vocational Lyceum Petrogradsky, Vocational Lyceum of Restoration, Vocational Lyceum of Culinary Arts – all from St. Petersburg, Russia. The North Savo Consortium for Education, Finland, Bornholms Erhvervsskole, Denmark, and TeSe as the co-ordinator.

Louise Rosthøj, DK

## **World Federation of Associations of Colleges & Polytechnics ( WFACP )**

As you may know from previous communications in our Newsletter, EFVET is one of the founding members of the World Federation.

Frans Schneider, treasurer of EFVET, is also the treasurer in the Board of this Federation.

Since the last article there have been a change of name.

### **Change of name**

The board has decided to change the name to:

“World Federation of Colleges and Polytechnics” (WFCP)

There is a new Website: <http://www.wfcp.org> where you can find all the information about the WFCP and its activities.

### **Exchange of information**

There is a reciprocal free memberships among the associations which are a member of the WFCP, thus enabling each of us to receive and pass on to the members the various communications that are sent to the respective members of these associations.

### **3<sup>rd</sup> World congress**

Next 8 and 9 March 2005 the WFCP is organizing their 3<sup>rd</sup> World congress (in Dubai), entitled:

“Riding the waves” Educating in turbulent times

Hans van Aalst, the president of EfVET, is one of the keynote speakers.

This congress is highly recommended.

All information can be found at:

[www.wfcp.org](http://www.wfcp.org) or <http://wfacp.hct.ac.ae>

Frans Schneider

### **But is it possible to innovate Education?**

The emergence of knowledge as a *mass production factor*, and therefore, as a creator of new sociological and political potentials, announces the end of a civilising era, criss-crossed by multiple upheavals: *permanent war*, the *malaise of culture*, fluctuating and destabilising economic crises, the breaking-away of citizens from their political institutions and the crisis in education, manifested on a worldwide scale in the so-called “*academic failure*” in affluent countries —and in others through the pure and simple lack of education.

Faced with this situation, one could either adopt a frustrating conformism —“things are as they are and are out of my reach”— or the creative capacity of societies and groups could be activated to transform, from the local aspect and from proximity networks, the surrounding reality. It is this sequence of creative acts that I am going to call **innovation**.

Principal trends in management have considered the innovative act as something removed from most mortals, linked to powerful elites or individual geniuses, something rather *esoteric*, deactivating the idea that **innovation**—the generation of all things new— in society is a social act which is continuously being reproduced. Yet this is the focus that I am going to adopt, to show that the area of education is —by the very essence of its activity— a privileged field where one can innovate, providing that we break its frustrating working routines!

### **How does innovation come about?**

I am proposing five ideas which may guide attempts at innovation in the field of education:

1. Innovation is not a something strange or special; the potential for innovation exists in every succession of events.
2. Innovation and continuous dissemination of knowledge in the production of “what is to come” (non predictable future) are the same phenomenon. Insofar as knowledge always has to cross frontiers —

to discover *paths of least resistance* between perceived reality and desired reality— it is continuously innovating in a more or less spectacular way.

3. Innovation must always include three essential factors or conditions: knowledge, power and subjectivity. In other words, it cannot be shown as a linear process, but rather as a complex process subject, therefore, to the laws of chaos. Weak knowledge, fossilized powers and objective measures do not eliminate innovation, they *reroute* it into forms of resistance, boycott or desertion, if not into direct aggression, towards the established system of organisation.
4. **Desire** is the fundamental, definitive driving force behind innovation. Only what we want to have, has —or acquires— the force or the power to transform the course of repetitive or adverse events.
5. Innovation is structured as a transforming power through a complex system of coalitions and networks which escape the control of the establishment. Innovation cannot be *ordered*, i.e., designed or structured.

### **Innovating Education**

We all feel the need to innovate the educational event; the problem lies in the fact that we go on “delegating” this innovative event to higher powers, far removed from us: to experts who we do not know, to the “authorities” which are part of this “fossilized power” and very often the “fossiliser”. Innovating means accepting that we hold the power in our hands and the desire to activate it.

*We innovate from a local basis, from conversations we have with one another, from where all things new come, and from there, through relational networks which we are able to establish. In the words of Deleuze and Guattari (“A Thousand Plains”), “Schizoanalysis or pragmatics has no other meaning: make a rhizome, but you do not know what to make one with, what underground stalk will effectively create a rhizome, or will transform things, will create a population in your desert. Experiment.*

*It is very easy to say that! But there is no logical order preformed from transformations or from multiplicities, there are **criteria**, and what is important is that these criteria are not subsequent, they occur as things progress, in the moment, they are enough to guide us through the dangers.”*

Interaction in the event, subjectivity as an interpretative capacity, desire —what we want and love— as the driving force, all of this which takes place every day in our schools constitutes the primary capacity to innovate what we do. If we view it like this, there will be a decline in *totems*. And I would also point out that, particularly in Vocational Training, due to the characteristics of its agents and its proximity to the world of work, this task is, almost, more *natural*.

Yet this attempt must make those in charge of the education sector and the managers of schools reflect on this concept: **time**. Insofar as education is based on time as *repetition* (the same class, the same subject, the same method, the same timetable), innovation becomes a *distant* (carried out by someone in an unknown place) or *marginal* thing (if there is any time “left over”, we will think...).

The moment has come to place **creation time** at the very heart of the educational process and, consequently, conversations to drive forward the new, the desired. All this should relegate the routine, the methodological to its rightful place: an instrument to carry out the intended and not a basic pattern of behaviour, a modest support when required and no longer a basic guide.

Will those in charge of the education sector and managers of schools understand that learning how to *manage* (the term is ambiguous, but I use it sparingly) conversations from the local element to connection networks is the basis for educational change?

Alfonso Vázquez

**HOBEST Consultores**

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**IVETA**

**(International Vocational Education and Training Association) in the Annual Business**

Meeting Las Vegas on Wednesday December 8. 2004 elected the new officers and officials for the next two years term as follows:

President Tom McArdle, Jamaica

Immediate Past President Philip Loots, South Africa

President Elect David Fretwell, U.S.A.

General Secretary Klaus Sodeman, Germany

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Leila Lahti

**The Maastricht Communiqué**

on the Future Priorities of Enhanced Cooperation in Vocational Education and Training (VET)

This was launched at a special conference in Maastricht on December 15 2004. EFVET and BE Raad were well represented.

**The Communiqué states that the necessary reforms and investment should be focused particularly on:**

- the image and attractiveness of the vocational route for employers and individuals
- achieving high levels of quality and innovation in VET systems
- linking VET with labour market requirements of the knowledge economy for a highly skilled workforce
- the needs of low-skilled and disadvantaged groups

**At the National Level priority should be given to:**

- the use of common instruments, references and principles to support the reform and development of VET systems and practices
- improving public and/or private investment in VET
- the use of the European Social Fund (ESF) and the European Regional Development Fund (ERDF)
- the further development of VET systems to meet the needs of people or groups at risk of labour market and social exclusion
- the development and implementation of open learning approaches
- the increased relevance and quality of VET through the systematic involvement of all key partners
- the further development of learning conducive environments in training institutions and at the workplace
- continuing competence development of teachers and trainers in VET

**At the European Level priority should be given to:**

- the consolidation of priorities of the Copenhagen process
- the development of an open and flexible European qualifications framework
- the development and implementation of the European credit transfer system for VET (ECVET)
- the examination of the specific learning needs and the changing role of vocational teachers and trainers
- the improvement of the scope, precision and reliability of VET statistics in order to evaluate the progress of VET more effectively

**Implementation and Follow up:**

- all actors in the field of VET to be involved
- Education and Training processes should be rationalised and streamlined at European level
- Advisory Committee on Vocational Training fully involved
- Proposals for a European Qualifications Framework and European Credit Transfer System for VET to be prepared and examined
- Closer cooperation with Higher Education
- European Economic, Employment , Sustainable Development and Social Inclusion Policies
- Pre-accession instruments

- Research, networking, exchange of innovation and good practice
- Information on progress made and future development of VET
- Closer links to be developed with social partners
- Effective and full use to be made of Leonardo da Vinci and future integrated action programmes
- Cedefop and ETF continue to support implementation with Refernet and National Observatories
- Another Ministerial meeting to be held in 2006

Geoff Scaplehorn

## **Europass 2005**

The “new” Europass came into force on 1 January 2005 and was officially launched in Luxembourg on 31 January 2005. Once the national agencies are established, it will be promoted more widely. In the meantime, it is possible to access the new format on the website: <http://europass.cedefop.eu.int> . It comprises FIVE elements:

### **The Europass – curriculum vitae**

- Information of personal matters, language proficiency, work experience and educational and training attainments
- Additional competences held by the individual, emphasising technical, organisational, artistic and social skills
- Additional information which might be added to the Europass-CV as annexes

### **The Europass - Mobility**

- A record of a European Learning Pathway, using a common European format
- A personal document which will help the holder to communicate better what s/he has gained through the experience, particularly in terms of competences
- A European Pathway is a period that a person of – whatever age, educational level and occupational status – spends in another country for learning purposes
- It takes place within the framework of a Community programme in the field of education and training
- Or a period spent in another country within the framework of a learning initiative based in the country of provenance of the person that follows it
- The organisation in the country of provenance (sending institution) stipulates with the host organisation a written agreement on the content, objectives and duration of the pathway,

ensuring that appropriate linguistic preparation is provided to the person concerned, and identifying a mentor in the host country, charged with assisting, informing, guiding and monitoring the person concerned

- The sending organisation and the host organisation cooperate in providing the person concerned with appropriate information about workplace health and safety, labour law, equality measures and other work-related provisions applying to the host country.

### **The Europass – diploma supplement**

- A document attached to a higher education diploma, in order to make it easier for third persons – particularly in another country – to understand what the diploma means in terms of knowledge and competences acquired by its holder
- The DS describes the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual who holds the original diploma to which the DS is attached
- The DS does not replace the original diploma and does not give any entitlement to formal recognition of the original diploma by academic authorities of other countries
- The DS is produced by the competent national authorities in accordance with a template, developed by the EC, Council of Europe and UNESCO
- The DS comprises eight sections:
  - The identify of the holder of the qualification
  - The qualification itself
  - Information on the level of the qualification
  - Content and results gained
  - Function of the qualification
  - Additional information
  - Certification of the Supplement
  - Information on the national higher education system
- Personal data protection to be observed

### **The Europass – language portfolio**

- Developed by the Council of Europe, promoted and managed by CILT, The National Centre for Languages
- Language learners can record their language learning and cultural experiences and competences

The Language Portfolio contains:

- A language passport, which its owner regularly updates. The owner describes his/her language skills, in accordance with common criteria accepted throughout Europe
- A detailed language biography describes the owner's experience in each language
- A dossier enables examples of personal work to be kept to illustrate language skills

The Europass-Language Portfolio is the property of the learner.

### **The Europass – certificate supplement**

- A document attached to a vocational certificate in order to make it easier for third persons – particularly those in another country –to understand what the certificate means in terms of competences acquired by the holder.

- The Certificate Supplement provides information on:

The skills and competences acquired  
 The range of occupation accessible  
 The Awarding and accreditation bodies  
 The level of the certificate  
 The different ways of acquiring the certificate  
 The entry requirements and access opportunities to next level education

- The Certificate Supplement does not replace the original certificate and does not give any entitlement to formal recognition of the original certificate by authorities of other countries.
- Certificate Supplements are produced by the competent authorities at national level and issued to citizens who hold the corresponding certificate in accordance with procedures agreed at national level

Geoff Scaplehorn

## **Putting the World into World-Class Education**

**Charles Clarke**, then the Secretary of State for Education and Skills launched this international strategy for education, skills and children's services for England in November 2004. Vocational Education and Training and Higher Education are included.

The strategy confirms that the world faces major challenges. The UK occupies a unique position in this world. The vision is of the UK as a confident, outward-looking society and a leading edge economy playing its full part in the world. To support that, three key strategic goals have been identified, each with associated priorities for action:

**Goal 1: Equipping our children, young people and adults for life in a global society and work in a global economy**

- To instil a strong global dimension into the learning experience of all children and young people.
- To transform our capability to speak and use other languages.
- To equip employers and employees with the skills needed for a global economy.
- To move towards the international mutual recognition and improved transparency of qualifications.

**Goal 2: Engaging with our international partners to achieve their goals and ours**

- To benchmark our own performance against world-class standards, drawing on best practice everywhere.
- To develop our capacity to engage strategically with a wide range of partners cross the world.
- To work with our European partners to realise the Lisbon goal that the EU should become "the most competitive and dynamic knowledge-based economy in the world".
- To share expertise and resources in support of the improvement of education and children's services worldwide, particularly in Africa.

**Goal 3: Maximising the contribution of our education and training sector and university research to overseas trade and inward investment**

- To promote further expansion in the number of international students at further education (FE) and higher education (HE) institutions, including increasing quality assured outlets
- To make the UK an international leader in the creative and supportive use of ICT for education.
- To promote the role of our universities as international hubs for learning and research.
- To encourage education and training providers to work internationally in partnership with business.
- These goals are interrelated. Action under any one should contribute to the achievement of each of the other two. There is much good practice on which to draw.

- Reflecting the key principles of reform set out in the Department for Education and Skills' 5 Year Strategy, in pursuing this international strategy, the freedom and independence of schools, colleges and universities will be respected and promoted, there will be a commitment to investment in staff development, and work in partnership with all the stakeholders concerned, both within the UK and internationally.
- The Government will give a lead through the UK Presidency of the EU and the G8 in 2005, and by working with Commonwealth and UN partners (especially in relation to support for Africa).
- The Government will seek to establish international partnerships between schools, colleges and universities at all levels and aim to make good progress towards the vision by 2010, developing an implementation plan for each goal with partners.
- Progress will be celebrated and promoted through International Education Week, which will become an annual event.

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