

EFVET Newsletter

March 2006

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Message from the President (March 2006)

On EfVET

Next conference

Dr. Stylianos Mavromoustakos is the local organiser of the next EfVET conference in Cyprus from 25 to 29 October 2006. See for details his article further in this Newsletter.

Cooperation with EVTA

EfVET and EVTA ([European Vocational Training Association](#)) have signed a Memorandum of Cooperation, to coordinate concrete actions in the interest of the European Vocational Education and Training and the communication with the European Commission. For specific activities working parties will be set up to achieve coordinated results. You will be informed about these activities by our E-Mail service or via our website.

NGO platform on Future Objectives of Education and Training Systems in Europe: EUCIS (European Civil Society)

In spring 2001, seven major networks with experience on the issue of Liflong Learning (LLL) came together for the purpose of assembling field experience and expertise within the context of policy development conducting a Europe-wide consultation on the Memorandum on lifelong learning.

Since then, six of those associations: CSR EUROPE, EAEA, EfVET, EVTA, EURO-WEA and SOLIDAR have decided to establish a new platform related to "Education and Training 2010". This platform is currently giving its contribution to the debate on the Future objectives of education and training systems in Europe. In particular, the platform has developed a consultation basis open to all interested actors from the civil society, dedicated to the debate on LLL and on the creation of a Europe of knowledge. The network has used this platform to

start a systematic exchange of experiences between social partners, Ngo's and stakeholders especially in the fields of basic skills in the sense of key competences for life.

A final conference "Skills for Life as the Key to Lifelong learning- Towards achieving the Lisbon Strategy" will be held on May 17th, in the buildings of the Economic and Social Committee in Brussels. If you are interested to participate, please contact any of the organising networks to register, or go to <http://www.eucis.net/conferences.asp>.

Learner Feedback

Following the inspiring presentation from John Berkeley on the conference in Budapest, Sandra Seldon (Norton Radstock College, UK) and Frans van Schaik (Horizon College, Netherlands) are taking steps to conduct the survey of EfVET members on their learner feedback practice. If you are interested, do not hesitate to contact Sandra at sandra.seldon@nortcoll.ac.uk

European Qualifications Framework (EQF)

As you may remember, the European Commission launched a consultation paper on the proposed European Qualifications Framework. A conference has been organised to discuss the results. EfVET was represented by Pia Deveneyns. EfVET's comments on the framework have been published on our website. Pia's report on the conference is attached to this newsletter and also available for downloading from our website.

On European VET Policies

Bridging the gap

On behalf of EfVET I joined the two-day conference organised on 7-8 November by the European Economic and Social Committee (ECOSOC). The conference was intended to provide input for the Commission's upcoming White Paper on communication. An interview with Anne-Marie Sigmund, President of the European Economic and Social Committee, may be found on <http://www.euractiv.com/Article?tcmuri=tcm:29-146984-16&type=Interview>

Dr. Bono's (European Parliament) report on implementing Lifelong Learning

I met with Dr Guy Bono, vice chair of the European Parliament to discuss his report on implementing LLL 2010. This report has been adopted by the European Parliament and got quite positive attention from the commission. You may find the report at <http://www.europarl.eu.int/omk/sipade3?PUBREF=-//EP//NONSGML+REPORT+A6-2005-0245+0+DOC+WORD+V0//EN&L=EN&LEVEL=0&NAV=S&LSTDOC=Y>

An interview with the EP's Education and Culture Committee Chairman Nikolaos Sifunakis on the EU's new lifelong learning programme may be found at

<http://www.euractiv.com/Article?tcmuri=tcm:29-140818-16&type=Interview>

Keep up to date on European Policies

It is not easy to keep up with all the activities in the European education policy. For that reason, the EUNEC (European Network of Education Councils) secretariat made a State of Affairs (January 2006) of all the running processes in the European education policy. The document of 14 pages is a treasury of information on:

- The Lisbon strategy
- New developments within the programme Education and Training 2010
- The peer learning activities and the Education and Training Coordination Group
- Other international education policy news
- The programme of the Austrian Presidency of the EU

You can find this document on the EUNEC website:

<http://www.vlor.be/webEUNEC/11EUNEC%20Documents/State%20of%20Affairs%20 January%202006 .pdf>.

In case you may have forgotten, the official site with information on European VET policies starts at:

http://www.europa.eu.int/comm/education/policies/2010/et_2010_en.html

I wish you all a nice springtime.

Hans F. van Aalst
President
president@efvet.org

Méssage du Président (mars 2006)

Notre prochaine Conférence

Docteur Stylianos Mavromoustakos est l'organisateur sur place de notre prochaine conférence en Chypre du 25 au 29 octobre 2006. Vous en trouverez des détails dans ce bulletin.

Coopération avec L'EVTA

L'EfVET et L'EVTA (European Vocational Training Association) ont signé un protocole de coopération pour coordonner des actions concrètes dans l'intérêt de l'éducation et de la formation professionnelles européennes et de la communication avec la Commission Européenne. Pour des activités spécifiques, on établira des groupes de travail pour atteindre nos résultats coordonnés. Nous vous informerons de ces activités par nos emails et notre site web.

La Plate-forme d'organisations non-gouvernementales sur les objectifs futurs des systèmes d'éducation et de formation: EUCIS (Société Civile Européenne)

Au printemps 2001, sept réseaux importants éprouvés dans l'apprentissage tout au long de la vie, se sont réunis pour rassembler de l'expertise sur le développement de politique sur le protocole de l'apprentissage tout au long de la vie, suite à une consultation paneuropéenne.

Depuis ce temps, six de ces associations: CSR Europe, EAEA, EfVET, EVTA, EURO-WEA et SOLIDAR, ont décidé d'établir une plate-forme neuve, relative à "Education et Formation 2010". Cette plate-forme contribue actuellement au début sur les objectifs futurs des systèmes d'éducation et de formation en Europe.

En particulier, la plate-forme a développé un processus de consultation pour tous les acteurs de la société civile, qui s'intéressent à ce débat et celui sur la création d'une Europe de connaissance. Le réseau a utilisé cette plate-forme pour commencer un échange systématique d'expériences entre les partenaires, les ONGs et les intéressés, surtout dans le domaine de compétences clef.

Une conférence finale "Skills for Life as the Key to Lifelong Learning – Towards achieving the Lisbon Strategy" aura lieu le 17 mai 2006 au siège de l'ECOSOC à Bruxelles. Si cette conférence vous intéresse, mettez-vous en contact avec une de ces organisations pour inscrire ou consultez <http://www.eucis.net/conferences.asp>

Feedback des Apprenants

Suite à la présentation de John Barclay à notre conférence de Budapest, Sandra Seldon (Norton Radstock College, UK) et Frans van Schaik (Horizon College, NL) commencent à effectuer une enquête parmi les membres de l'EfVET sur leur pratique du feedback des apprenants. Si cela vous intéresse, n'hésitez pas à contacter Sandra à sandra.seldon@nortcoll.ac.uk.

Cadre des Qualifications Européennes

Vous vous souvenez que la Commission Européenne a lancé une consultation sur le Cadre des Qualifications Européennes envisagé. Pia Deveneijns a représenté l'EFVET à une conférence récente à Budapest. Vous trouverez son rapport dans ce bulletin. Les observations de l'EFVET sur le Cadre vous trouverez sur notre site web.

Supprimer l'écart

J'ai représenté l'EFVET à une conférence du 7 au 8 novembre, organisée par l'ECOSOC pour influencer le Papier Blanc sur la communication envisagé par la Communication Européenne. Vous trouverez une entrevue avec Anne-Marie Sigmund, Président de l'ECOSOC à <http://euractiv.com/Article?tcmuri=tcm:29-146984-16&type=Interview>

Le rapport du Docteur Bono (Parlement Européen) à implémenter LLL

J'ai rencontré récemment le Docteur Bono pour discuter son rapport sur l'implémentation du Lifelong Learning 2010. Le Parlement a adopté le rapport et la Commission le considère d'une façon positive.

Le rapport se trouve à <http://europarl.eu.int/omk/sipade3?PUBREF=-//EP//NONSGML+REPORT+A6-2005-024+0+DOC+WORD+VO//EN&L=EN&LEVEL=0&NAV=S&LSTDOC=Y>

Vous trouverez une entrevue avec Nikolaos Sifunakis sur le LLL programme de l'UE à <http://www.euractiv.com/Article?tcmuri=tcm:29-140818-16&type=Interview>

Information sur les Politiques Européennes

EUNEC (European Network of Education Councils) publie beaucoup d'information sur les politiques européennes sur son site web:

http://www.vlor.be/webEUNEC/11EUNEC%20Documents/State%20of%20Affairs%20January%202006_.pdf

Le site officiel est:

http://www.europa.eu.int/comm/education/policies/2010/et_2010_en.html

Mes meilleurs voeux

Hans F. van Aalst
president@efvet.org

From the Treasurer

The membership fee for 2006

Last 02 December 2005 the invoice for the membership fee for the year 2006 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.

Conference fee for the EFVET International 2005 conference last October in Budapest

There are still some delegates who still have not paid their delegate fee for our above mentioned conference. Please do so immediately, again it will save us the expensive exercise to send out reminder invoices.

15th EFVET International Conference in Agia Napa (Cyprus): 25-28 October 2006

Since the conference is held in a holiday week in some countries, we negotiated with Tomasos tours that you could stay in either the Aeneas hotel (www.aeneas.com.cy) or the

Christofinia hotel (www.christofinia.com) the whole week for the same room price as they charge for the conference days.

If you book for the conference *before 1 June 2006* you can save yourself or your college some money. Please look at the article on the conference in this newsletter.

The Website

If you have a web page on our Website (www.efvet.org) please take a minute to check whether the information about you or your college is still correct.

If the information is incorrect our outdated please send an email with the right information to efvet@efvet.org

Frans Schneider, treasurer.

News from the webmaster

As advertised in the latest number of the Newsletter the EfVET website has been moved to a new server, usually a quick and simple task, but in the case of the EfVET website we also had to move the name pointer from an American company to a European Internet provider. This included moving the EfVET e-mail addresses as well.

The whole process took a week and despite all precautions we can never be sure if some e-mails may have been lost on way to EfVET.

The new server and e-mail systems have now been running with no problems for two months and it seems that the server is noticeable faster than the old system.

EfVET now has a modern CMS system (Content Management) which means that we can offer projects that have EfVET as a dissemination partner direct access to place project news in the EfVET website.

Website statistics indicate more than 100.000 visitors in our website which makes it an excellent vehicle for ensuring dissemination.

I presently have some problems with mails sent to ka@ots.dk being filtered off as spam, if you want to mail me then please also use webmaster@efvet.org this ought to ensure that I receive the mails.

Kent Andersen
EfVET webmaster

Dissemination of pools through EfVET

The pools project (Producing Open Online Learning Systems) was disseminated to 60 participants (teachers, managers, and policy makers) in Prato, Tuscany at an EfVET supported seminar. The seminar targeted the new apprenticeship system in Italy and was arranged by Stefano Tirati, the Italian EfVET team.

One of the speakers was Kent Andersen, Denmark, he presented the Danish VET system and also took the opportunity to advertise the pools project.

The debate was rich and inspiring and may well result in new EfVET memberships.

For the pools project EfVET has meant an access to decision makers across Europe and the presentation and link to the project from the EfVET website has ensured a visible dissemination impact.

Kent Andersen
EfVET webmaster

EfVET 2006 Conference in Cyprus

The conference theme, detailed program and the delegate fees are all available on line. The Minister of Education and Culture, Mr. Pefkios Georgiades, accepted the invitation for the opening ceremony of the conference. The program incorporates most of the suggestions delegates, made during the last Conference.

Your early registration will allow for a better and more comfortable conference.

Every delegate will be welcomed at the airport and taken to the hotel regardless of the time of arrival.

Dr. Stelios Mavromoustakos

Cyprus 2006 Conference

Theme

Title: VET: A different route to excellence.

Rationale: For many years, Vocational Education and Training and Lifelong Learning has been the 'cinderella' of the Education systems across Europe with a major division between 'Academia and VET' as routes to higher qualifications and prosperity. This artificial divide has created a perspective within society of two classes with VET being perceived as the learning route for the less able. Increasingly, however, European Union member states have recognised that if Europe is to face the challenge of globalisation and to allow its citizens to grasp the opportunities afforded through Europe – then the VET framework is a key to raising the potential of its citizens to play a full and active role in society. A key to this is providing learning for all which offer greater flexibility and choice for the learner/citizen whether young or adult. It requires movement on several fronts:

- a) Equal valuation of different learning routes
- b) Developing new routes, combinations of academic and vocational
- c) European Qualification Framework and the status of VET and general education at all levels
- d) The different modes of mobility in academic and vocational education. What can we learn from it?
- e) Good practices in enhancing VET in the EU

The Conference will seek to address these issues in two primary ways:

Firstly – to consider the issues and look at models and approaches drawn from different member states

Secondly – look at the ways in which the European policy issues are being implemented at National level

Cyprus 2006 Conference

Day 1: Wednesday 25th October

15:30-17:30 Registration
17:30-17:45 Opening by chairperson
17:45-18:15 Mr. Pefkios Georgiades – Minister of Education and Culture of Cyprus
18:15-18:40 Hans Van Aalst – President of EfVET

18:40-19:00 Yiannis Modetis - President of Board of Directors Human Resource
Development Authority of Cyprus
19:00-20:00 Reception for all delegates
20:00 Dinner

Day 2: Thursday 26th October

09:00-09:45 Key note speaker on the Theme from the Commission
09:45-11:15 Workshops
11:15-11:45 Refreshments break
11:45-13:15 Round tables
13:15-14:00 Mr. Mika Saarinen, Head of the Unit /Leonardo Center in CIMO
Finland - EU programs 2007 onwards, funding opportunities,
networking opportunities.
14:00-15:00 Lunch
15:30-22:30 Excursion to Nicosia (no meal is provided).

Day 3: Friday 27th October

09:15-10:15 Annual General Meeting
10:15-11:00 Key note speaker
11:00-11:30 Refreshments break
11:30-13:00 Round tables
13:00-14:00 Lunch
14:00-15:30 Workshops
15:30-16:00 Refreshments break
16:00-17:00 Two separated discussions on the issue – Raising the image of VET in
EU of 25 (potentially 27 in 2007). 1. Managers and 2. Practitioners.
20:00 Gala dinner

Day 4: Saturday 28th October

10:00-10:30 Pete Hodgson Vice President of EfVET.
Maximising your potential in European projects:
- Strategies for 'Volarisation'
- Making the most of EfVET membership.
10:30-12:00 Conference conclusions. Announcement of 2007 EfVET conference.
12:00 Closing of Conference
12:00-12:30 Snacks
12:30-18:00 Boat trip with lunch

Workshops

- f) Equal valuation of different learning routes
- g) Developing new routes, combinations of academic and vocational
- h) European Qualification Framework and the status of VET and general education at all levels
- i) The different modes of mobility in academic and vocational education. What can we learn from it?
- j) Good practices in enhancing VET in the EU

Delegate fee

15th Annual International EFVET conference in Ayia Napa – Cyprus

The delegate fee includes:

All conference material, welcome reception and dinner at the Aeneas hotel - Ayia Napa Wednesday evening 25 October, the excursion to Nicosia on Thursday afternoon 26 October, coffee/tea breaks and lunches during the conference, the conference dinner and dance on Friday evening 27 October, the Boat trip and BBQ on Saturday afternoon 28 October, the transfers Larnaca airport - hotel v.v. and all transport during the conference.

The partner fee includes:

Welcome reception and dinner at the Aeneas hotel - Ayia Napa Wednesday evening 25 October, the excursion to Nicosia on Thursday afternoon 26 October, the conference dinner and dance on Friday evening 27 October, the lunch, Boat trip and BBQ on Saturday afternoon 28 October, the transfers Larnaca airport-hotel v.v.

Delegate fee till 1 June 2006 ("Early bird fee"):

Member of EFVET, one delegate: € 550

From the 2nd delegate of the same member organisation discount € 50, per delegate: € 500

Non-member of EFVET, one delegate: € 750

From the 2nd delegate of the same non-member organisation discount € 50, per delegate: €700

Partner fee € 225

Delegate fee after 1 June 2006:

Member of EFVET, one delegate: € 590

From the 2nd delegate of the same member organisation discount € 40, per delegate: € 550

Non-member of EFVET, one delegate: € 790

From the 2nd delegate of the same non-member organisation discount € 40, per delegate: €750

Partner fee: € 225

Working groups, Education and Training 2010 - Lisbon Strategy

The Union must become the most competitive and dynamic knowledge-based economy in the world (European Council, Lisbon March 2000) The educational and training contribution to the Lisbon strategy has been to set up 3 major goals to be achieved by 2010 for the benefit of the citizens and the EU as a whole:

- to improve the quality and effectiveness of EU education and training systems;
- to ensure that they are accessible to all;
- to open up education and training to the wider world.

To achieve these ambitious but realistic goals, the Ministers of Education agreed on thirteen specific objectives covering the various types and levels of education and training (formal, non-formal and informal) aimed at making a reality of lifelong learning. Systems have to improve on all fronts: teacher training; basic skills; integration of Information and Communication Technologies; efficiency of investments; language learning; lifelong guidance; flexibility of the systems to make learning accessible to all, mobility, citizenship education, etc.

Working Groups with participation of EfVET have each been working over the course of the last two years on one or more objectives of the work programme. Gathering experts from 31 European countries as well as stakeholders and interested EU and international organisations, their role is to support the implementation of the objectives for education and training systems at national level through exchanges of "good practices", study visits, peer reviews, etc. With the support of the Standing Group on Indicators and Benchmarks set up by the Commission in 2002, indicators and benchmarks are being developed to monitor progress.

If you are interested, you can see the progress reports of all working groups on the below mentioned link.

http://europa.eu.int/comm/education/policies/2010/objectives_en.html#measuring

Leif Haar

European Qualifications Framework (EQF)

Introduction

The proposed European Qualifications Framework (EQF) is a meta-framework, that can be used on a voluntary base. The aim is to be able to compare qualifications on the European labour market.

In the last months of, many European countries organised a consultation process on the EQF. The results of the different national consultations were sent to the European Commission.

Results of the national consultation processes

During the Budapest conference of 27 and 28 February 2006, the results of the national consultation processes have been presented and discussed.

Some general remarks:

- the commission consulted 32 countries
- the commission received replies from app. 120 organisations from 31 countries
- 74% is in favour of an EQF 'meta-framework' (three countries opposed this idea)

In general it can be said that the EQF is seen as a constructive instrument that can have a positive contribution to transparency, transferability and recognition of qualifications on the European labour market. From the consultations it seems there is broad consensus on the following aspects:

- The need and relevance of the EQF
- The voluntary base of implementation and use
- EQF is a meta-framework, to be used as a 'translation instrument' on European level
- EQF has to be based on 'learning outcomes'
- The proposed 8 levels are broadly accepted
- EQF should be assured from quality assurance principles
- A working EQF needs the commitment of national stakeholders. In most countries this will result in a National Qualifications Framework (in which the different national qualifications systems can be clustered).

Future of EQF

Respondents feel the EQF is not finished yet. A lot of work still needs to be done in the field of explaining (of the descriptors and definitions), simplifying (the frame work as a whole) and testing the framework. Responds also feel the link to the Bologna-agreements is not clear yet, as is the relation to the national qualifications systems and the role of the different sectors. The message is: "Keep it flexible, keep it simple".

Pia Deveneijns



Situation of VET in Lithuania

The year 1998 saw the drafting of the White Paper on Vocational Education and Training and its Plan of Action. These documents have formulated the main guidelines for a systematic reform of vocational education and training in Lithuania.

In an attempt to enhance the integrity of the VET system, agricultural schools, formerly under the aegis of the Ministry of Agriculture, have been placed under the authority of the Ministry of Education and Science. Placing of all the vocational and advanced VET schools under one ministry created preconditions for the optimization of the network of VET institutions.

Due to the reform plans, it was decided that local educational institutions should be reorganized into regional VET centres that would be able to provide both initial and continued training. This decision was motivated by the belief that a larger regional institution will be more flexible in reacting to changing needs, will be able to adapt its curricula more quickly and will ensure financial efficiency and a more flexible use of teaching staff. In 2000 regional VET centres were set up in Utena, Marijampolė and Panevėžys. At present there are 7 big regional VET centres which emerged as a result of a big merging process. Together with those big VET institutions (big for Lithuania means from 1000 to 2000 students) there function 74 bigger or smaller VET schools.

Marijampole VET centre is the biggest vocational institution in the South of the country, taking in all municipalities of Marijampole region. Being at the moment the only members of EfVET from our country we try not only to represent vocational training of Lithuania, but to encourage other VET institutions to join "the club".

On the 9th of March, 2006 Marijampole VET Centre organized "Europe Day", a big national meeting which was a part of a EC project "Starting in 25: enlargement is for us". All VET centres of Lithuania and schools of our town were present, while a member of the European Parliament and a Lithuanian MP were among honored guests. While the students demonstrated their knowledge about the structures and institutions of the EU, heads of institutions had a round table discussion "The perspectives of VET education in the light of the Lisbon strategy". The discussion gave a good chance to introduce EfVET to the senior managers of other VET Centres, so there is a hope that we will be seeing more representatives from Lithuania in the coming Cyprus conference.

Those who have worked with our VET schools and centres in international projects know how eager and devoted our teachers are, still there is a language problem for most of our teachers and trainers which makes it quite problematic for them to expand their international activities, and most of the time the same people are actors in the projects. In our school (and I believe in others as well) a positive step has been taken by the Director, introducing a free English language course for teachers- beginners and advanced learners. This will enable us to send more teachers on Leonardo and other projects to learn and exchange their experiences.

My wish and advice is that schools and colleges- old EfVET members should tutor and patronize new members thus making their way to international activities easier and helping their senior management to see the profit of being members of the organization.

Rasa Zygmantaite, EfVET LT



Peter Hodgson
Vice President, EfvET
C/o Norton Radstock College
South Hill Park
RADSTOCK
BA3 3RW
England
Tel 00 44 1761 433161
Fax 00 44 1761 435698

EfvET Central Office
Rue de la Concorde,
60
B-1050 BRUSSELS
Belgium
Tel 00 32 2 511 07 40

EUROPEAN FORUM OF TECHNICAL
AND VOCATIONAL EDUCATION AND TRAINING

22nd February 2006

The European Observatory

Dear Colleague

The European Observatory of the use of ICT supported Lifelong Learning by Small and Medium Sized Enterprises, Micro Enterprises and the Self employed in Rural Areas – a Leonardo da Vinci project partnership.

EfvET is a primary partner in the above project – a key part of which is a systematic understanding of policies and practices across Europe in relation to Information Communication Technology (ICT) supported lifelong learning available to employees, unemployed and small and medium sized enterprises in rural communities.

Whilst EfvET will be a major disseminating partner we are also required to contribute to the research across Europe on the issues and prepare a European perspective report on the issues. To facilitate this – a questionnaire has been prepared and we would be grateful if you could take a short time to complete and return to Peter Hodgson, Vice President, EfvET at his correspondence address or e-mail phodgson@nortcoll.ac.uk or Marny Thompson at marny.thompson@nortcoll.ac.uk. before 15th March 2006.

As part of this research we would also encourage you to forward a brief (no more than one page) description of 'good practice' drawn from your institutions experiences.

If you are interested in receiving project newsletters or wish to follow the progress and outcomes of the project – you can request details at the end of the questionnaire. The Project will of course be disseminated via the EfvET website – www.efvet.org/projects

Thanking you in anticipation of your valuable participation. To take part please download the questionnaire here: <http://www.efvet.org/documents/Projects/observatory/Observatory.doc>

Yours sincerely

Peter Hodgson
Vice President, EfvET

Frans Schneider
Treasurer, EfvET

WHAT IS THE EURACADEMY OBSERVATORY

The Euracademy Observatory is a transnational project financed in part by the European Commission in the context of Leonardo Da Vinci's Community Vocational Training Action Programme. The project supports the creation of a resource centre and databank of research findings concerning the lifelong learning needs of SMEs, Micro-enterprises and the Self-employed in Rural Areas, and the role ICT can play in covering these needs. The Observatory will be set up by the European Academy for Sustainable Rural Development (Euracademy Association) and the University of Helsinki, Ruralia Institute, in cooperation with other universities, research institutes and non-governmental organisations in Greece, Belgium, Denmark, Spain, Hungary, Poland and the UK.

Background and aims

Rural areas suffer from a skills gap, limited access to training provision and low propensity to take up training, especially ICT-supported training. This puts the majority of their labour force (especially employees of small and micro-enterprises and the self-employed, including farmers) at a disadvantage, places rural businesses and jobs at risk and restricts job mobility. Rural areas also suffer from the "digital gap" that limits the potential of their residents for using ICT for Vocational Education and Training. The Euracademy Observatory aims to build a body of information and knowledge through research on the above issues, mapping the lifelong learning needs of managers and employees in rural areas and assessing the uptake or potential uptake of ICT-supported learning.

During the initial phase which is funded by the Leonardo programme, the sampling frame, research methodology and tools will be established and piloted, with a view to repeat the research at regular intervals, i.e. every three years, so that updated information and comparative data will be compiled on a long-term basis, to aid the development of appropriate policies and measures for rural areas.

Who benefits?

The beneficiaries of the Observatory include training providers, individual learners, especially entrepreneurs and employees of small or "micro" enterprises including the self employed, certification agencies, social partners, policy makers and researchers.

Activities of the Observatory

Review policies and practices of ICT-supported lifelong learning across Europe, with a view to identify and promote "good policy examples" that provide models for action at national and EU levels.

Conduct surveys of training providers, with special emphasis on ICT-supported learning, in 7 European countries, aiming to describe and document the characteristics of the learning provision in a variety of rural areas across Europe, targeting SMEs and micro-enterprises or the self-employed. An inventory of "best practice examples" will be produced on this basis and published.

Conduct surveys of training recipients in rural areas, aiming to identify their learning needs, their job and socio-economic profiles and evaluate the contribution of lifelong learning, especially ICT-supported learning, in their employment prospects, job security and mobility. A control group of people with similar socio-economic characteristics, working in rural SMEs or seeking work in rural areas will be also surveyed, to establish the characteristics of the "latent" demand for lifelong learning, and investigate constraints, such as accessibility to ICT, access to learning resources, attitudes and culture. The information collected from these two samples will supply the basic material for the "user statistics" and the related databank.

Set up the Observatory on the Internet, as a long-term service to inform policy and practice, addressing training organisations, social partners and policy makers. The Observatory will be hosted in the address www.euracademy.org/observatory and will publish the research reports of the surveys, set up and continuously update databases of best practice, issue quarterly newsletters with summaries of the research progress and interim results, and publish comparative

statistics. Also, the Observatory will start a library of relevant publications and will host virtual workshops and discussion fora on the subject of lifelong learning in rural areas.

Set up an Advisory Panel of "stakeholders" that are directly involved in the economy of rural areas, such as SME Networks, Chambers of Commerce and Industry, Development Agencies etc, to act as a "sounding board" for the Observatory activities, providing feedback to the design and implementation of the research activities and the dissemination of their results. The panel will also act as a mediator, in order to spread the benefits of the project results to the end-beneficiaries of lifelong learning policies in rural areas.

Organise Transnational Workshops and Conferences to discuss the research results with training providers, policy makers and the social partners and disseminate the activities of the Observatory.

PROJECT PARTNERS

Project Promoter:

University of Helsinki, Ruralia Institute, Seinäjoki Unit - FI

Contact **person**: Pia Katellus, pia.kattelus@helsinki.fi

Project Coordinator:

PRISMA – Centre for Development Studies - GR

Contact **person**: Sofia Georgakopoulou, s.georgakopoulou@prismanet.gr

Partners:

European Forum of Technical and Vocational Education and Training – BE

Contact **person**: Frans Schneider, efvet@efvet.org

University of Rostock – DE

Contact **person**: Lutz Laschewski, lutz.laschewski@auf.uni-rostock.de

The European Academy for Sustainable Rural Development "Euracademy Association" – EU

Contact **person**: Fouli Papageorgiou, info-association@euracademy.org

Mediterranean Institute for Sustainable Development - ES

Contact **person**: Raul Abeledo, proyectos@grupimedes.com

Hungarian Academy of Sciences, Centre for Regional Studies, West Hungarian Research Institute - HU

Contact **person**: Iren Kukorelli sziren@rkk.hu

Nicolaus Copernicus University, Department of Rural Sociology - PL

Contact **person**: Andrzej Kaleta, kaleta@cc.uni.torun.pl

Norton Radstock College – UK

Contact **person**: Peter Hodgson, phodgson@nortcoll.ac.uk

Advisory Panel members

Association of Enterprises in South Ostrobothnia - FI

Contact **person**: Pauli Kankaanpaa, pauli.kankaanpaa@yrittajat.fi

Messinian Chamber of Commerce and Industry – GR

Contact **person**: George Karabatos, info@kalamata.chambernet.gr

International Baltic Entrepreneurship Centre – DE

Contact **person**: Gerald Braun, gerald.braun@uni-rostock.de **WILL CHANGE !**

Spanish Network for Rural Development - ES

Contact **person**: Aurelio Garcia Bermúdez, redr@redr.es

European Leader Association for Rural Development – ES

Contact **person**: Aurelio Garcia Bermúdez, redr@redr.es

Scientific Association for Development of Micro-Regions – HU

Contact **person**: Zsolt Szoboszlai, szoboszl@rkk.hu

Local Initiatives Association in Lubicz - PL

Contact **person**: Wojciech Kniec, kniec@uni.torun.pl

Pete Hodgson

European Rural Tourism Development

delegates meet to boost training for rural tourism firms

In February, delegates from Italy, Spain and Bulgaria joined colleagues from the UK for a third meeting of the European Rural Tourism Development project, which is funded by the EU's Leonardo da Vinci programme.

According to Efvet's Vice-President, Pete Hodgson, who is also a Director at Norton Radstock College in the UK, "The aim of the project is to develop a new interactive course on sustainable rural tourism, with a view to running a course between September this year and May 2007 as a trans-national pilot project.

"The project will also attempt to identify the types of tourism that can be stimulated and developed in a 'green' or sustainable manner."

It is aimed at business owners or managers and employees in rural tourism activities such as bed and breakfast accommodation, self catering holidays and agro-tourism.

Two other target groups have been identified: young people who are training for careers in leisure and tourism, and people who are planning a new business in the rural tourism sector, including those who may be unemployed or are hoping to change direction.

During the meeting, learning materials from each partner were discussed including videos, case studies and web links. A common bank of materials for use across Europe was developed which can be delivered in a flexible way by teachers. Please see the ertd website for more detail: www.ertd.info.

The use of a common ICT platform for distance learning and tracking of student progress was developed further and plans for teacher & learner guides were put in place. The team also visited a successful local farm shop & restaurant to experience first hand how a sustainable business strategy was working.

Pete Hodgson commented: "This was our third project meeting and was notable for the positive way in which everyone worked together – particularly when you consider that this partnership involves 13 training institutions and public/private agencies drawn from five countries across Europe."



Learning does not stop in Dover

Radstock seems a long way from the heart of Europe. A former coalfield town in the north Somerset hills, it lives in the shadow of its better-known neighbour, the Georgian city of Bath. But if Peter Hodgson had his way, the campus at the town's entrance would shout out its presence with a row of flags, one for every nation in the European Union.

Mr Hodgson is a senior manager at Norton Radstock college and a passionate Europhile, a preoccupation that has given him what is surely a unique position in further education. For he also holds the post of vice-president of the European Forum of Technical and Vocational Education and Training (EfVET), a professional association which encourages colleges across Europe to share good practice. His business card carries two addresses - one in Radstock, and the other in Rue de la Concorde, Brussels, where he has an office. He has helped the college to develop a wide range of partnerships and projects, allowing students to gain work experience and staff to do professional development throughout Europe.

But Mr Hodgson says UK colleges are not doing enough to engage with their EU neighbours. "We are going to be disenfranchising our young people if we don't broaden our links into Europe. When a Portuguese student comes here at 17, their skill level is relatively high. They often have the capacity to speak a number of languages fluently, and they are highly motivated and mature learners. Could you say the same for a 17-year-old from the UK?" His college's partnerships in Europe began 15 years ago, when it started work placements in Portugal for students in business administration and leisure and tourism. "Our students were from a rural, deprived area," says Mr. Hodgson. "They had little or no experience of travelling beyond the county, let alone in Europe. "We looked at funding to develop staff and students through exchanges and placements abroad, and began to build a network of partners." Today the college has links with more than 120 institutions across the EU - and Hodgson has become an expert in the Byzantine process of winning European funding.

In one pilot initiative involving 13 countries, the college has been running distance-learning programmes to help small rural businesses in north Somerset to diversify and become more sustainable. Another partnership has been developing resource packs aimed at training tutors



to embed basic skills in vocational learning.

The college also offers work experience abroad for students in hairdressing, business, IT, and horticulture. And the European Middle Management project offers training for aspiring managers across a range of countries. Tina Marsden, who manages the college's centre of vocational excellence in care, has taken part in two projects and says it has made her see her job in a new light. The projects required her to examine FE in other countries, and so involved visits to new EU states such as Bulgaria, and Poland. She said: "You have

countries like Denmark, which are very forward-thinking. They have many fewer accountability constraints than we do." The Danes, she said, had just laughed at the detailed "almost minute-by-minute plans" demanded by England's inspection framework.

"We visited Bulgaria and were taken around teacher-training schools where you see the lack of resources. We spend a lot of time grumbling but in comparison to some countries we are well off." Mr Hodgson says that, while many colleges have international offices and offer students placements abroad, the scale of Norton Radstock college's links is unusual. "The key to involvement is the commitment of senior managers," he said. "For those entering the game, the bureaucracy behind European funding is quite daunting. However, once you have overcome the initial fear and build up experience, it becomes easier." (reprinted from www.tes.co.uk/fefocus)



Protocol of Collaboration

This Protocol of Cooperation is intended to articulate a clear vision of how EFVET and EVTA, as the two primary European Vocational Education and Training Networks will collaborate and cooperate in areas of mutual interest, and undertake joint initiatives drawing on their expertise, practitioner skills and knowledge to inform the European Education and Training agenda 2010.

Background

Both EVTA and EfVET recognise their respective positions representing together the Vocational Education and Training sector within Europe, from the perspective of both practitioner institutions and Support Agencies and Associations. Both organisations seek to support their members promoting quality improvements in VET

EVTA and EFVET already work collaboratively in two key areas:

- a) Joint representation, drawn from EVTA and EFVET Members, on the EC Objective Working Groups covering a variety of issues pertaining to VET policy implementation toward Lisbon 2010
- b) Representation in the activities under the European Civil Society Platform for Life Long Learning

The Partners

EVTA

- ✓ Represents 23 member organisations in 14 countries, many of which are the primary national vocational training organisations in their respective countries, and in certain cases the national employment organisations, as well
- ✓ A network of organisations that between them employ over 40.000 people, possess approximately 1500 training centres, and provide vocational training to nearly 1 million people a year
- ✓ An extranet based, knowledge-management and knowledge-sharing platform, "**EXEMPLO**"
- ✓ An integrate package of European project dissemination resources
- ✓ A multilingual newsletter, "*e-Magazine*", aimed at trainers, training designers and guidance personnel, produced with the help of CEDEFOP.

EfVET

- ✓ Represents practitioner VET institutions throughout Europe, primarily Colleges delivering Vocational education and Training
- ✓ Expertise in initial vocational education and training and Life Long Learning
- ✓ Key links to wide range of stakeholders and decision makers at European, National and Regional level
- ✓ Extensive information service to its 1500 member institutions and support agencies
- ✓ Website and newsletter / information service

Strategic Aims and Objectives underpinning this Protocol of cooperation

Aim:

To co-operate, through a variety of means, in the furtherance of European Vocational Education and Training in areas of mutual interest to our members.

General Objectives:

- To share information with regard to VET in Europe
- to jointly contribute to the furtherance of the Lisbon Agenda and in particular to the advancement of Life Long Learning
- to contribute to the development of joint positions on VET related issues with a view to enhancing the visibility of our organisations and that of our members in order to help to define European policy in the area of Vocational Education and Training
- to establish an on-going dialogue and mutual consultation process with the European Institutions
- to cooperate in the dissemination of each partner's European Project results, outcomes and products for the mutual benefit of our members
- to jointly identify opportunities for practical actions to assist the implementation of EC policy direction
- to promote each partners services including reciprocal arrangements for attending each organisations events as appropriate
- to cooperate in the sharing of 'best practice' in VET

Proposed mechanism to undertake a first series of joint activities within the context of the objectives listed above

This protocol will be carried out in a series of clearly defined steps. As soon as one step is completed in each area of collaboration, the next will be undertaken:

1) Organisation

EVTA and **EfVET** will each name at least one person (*technical liaison expert*) who will be available to ensure that the objectives of this agreement are carried out:

- The *technical liaison experts* will collaborate in drawing up an Action plan setting out the necessary steps to implement each aspect of the collaboration set out in 1 – 4. This to include actions, targets and deadlines for each activity to be implemented effectively. Progress reports will be jointly prepared and presented to EfVET and EVTA Management in a timely manner at least 2 times per year.
- At least one *technical liaison expert* from each organisation will arrange to have a telephone meeting, **at least once a month**, via SKYPE or similar peer-to-peer communication system, during which they will bring each other up to date about matters of interest to both organisations, within the context of this agreement.
- The two *technical liaison experts* will be fully supported by the people responsible for policy and implementation in the two organisations, who will themselves do their utmost to ensure that this agreement is implemented efficiently.

2) Communications

2a) **EVTA** and **EfVET** will exchange their newsletter mailing lists.

2b) The two partners will inform readers of their respective newsletters, in specific articles, about each other's organization, its newsletter, and mention this 'Protocol of Collaboration'. This will be done in the first issue of each newsletter to appear after this Protocol is signed.

2c) Additional mutual promotion measures will be decided upon and undertaken after evaluation of results.

3) 2006, "The European Year of Mobility"

3a) The designated **EVTA** and **EfVET** *technical liaison experts* will seek ways to jointly contribute to the promotion of this theme, and in particular will do all that they can to promote the **Europass**.

3b) Once a strategy in this area has been agreed upon, it will be implemented in both organisations. Although the two *technical liaison experts* may not necessarily carry out the strategy themselves, they will ensure coordination and support to the experts who do. They will also carefully follow outputs.

3c) **EVTA** and **EfVET** representatives to **EUCIS-LLL** platform meetings will act in concert to encourage all members of the **EUCIS-LLL** platform to which they both

4) Dissemination

EVTA and **EfVET**:

4a) Will design and develop an, "**EVTA/EfVET Project Dissemination Package**" to be proposed to all interested parties for dissemination of European project results. The package should be designed so as to become the reference VET dissemination package.

4b) The amount of money that the package will cost will be worked out by the two *technical liaison experts*, as will the amount that each of the two organisations will receive when the package is used.

4c) The package will be implemented and tested as a component of one European project in which **EVTA** is involved and one in which **EfVET** is involved.

4d) Based on results changes to the package will be made as required.

European Projects

EVTA and **EfVET** will invite each other to become members of consortia in which each party is involved, whenever this can be justified, or is deemed desirable within the context of the proposed project.

Both parties to meet formally every 3 months to review activities, share intelligence and review potential for further cooperation.

This Protocol of Cooperation to come into effect on February 10, 2006 and is duly signed by both parties

European Forum for Technical and
Vocational Education and Training

EfVET

Tommaso Grimaldi
Secretary General

EVTA

European Vocational Training
Association

Peter Hodgson
Vice President

Pete Hodgson

EUROPEAN COMMISSION

Directorate-General for Education and Culture

Communication and Culture

Dissemination and exploitation of results

Dissemination and Exploitation of Results

(European Commission, DG Education and Culture, Directorate Communication and culture, Unit C3)

What is Valorisation?

Originally a French term, "valorisation" is a concept which is now widely used and accepted in the

European educational and training community. It can be described as the process of disseminating

and exploiting the results of projects with a view to optimising their value, strengthening their impact, transferring them, integrating them in a sustainable way and using them actively in systems and practices at local, regional, national and European levels. To achieve these objectives, "valorisation" must be based on the analysis at an early stage of the requirements which a project must meet. It is also essential to ensure the active involvement of potential end-users and target groups during projects developments.

In short, "valorisation" involves disseminating and piloting the most innovative practices, exploiting them, developing them in different contexts and gradually incorporating them into formal and informal systems of training, into the methods used by businesses and associations, and into the learning experience of every individual.

WHY HAVE A VALORISATION POLICY?

There are a range of very valid reasons for developing the systematic dissemination and exploitation of results. It can contribute in particular to:

- . improving/ensuring the sustainability of project results
- . enhancing the impact of EU funded programmes and projects at systems level . capitalizing on investments . transferring results to transform systems
- . generating savings from not 're-inventing the wheel'
- . reducing timescales for policy innovation
- . feeding the policy process

WHAT DOES IT INVOLVE?

To be effective, the process requires:

- . a focus on end user/target group needs from project inception;
- . dissemination of innovative products and results;
- . selection and analysis of their suitability for transfer to meet identified new needs;
- . translation and adaptation to targeted new contexts;
- . piloting and experimentation;
- . full integration into the new context.

WHAT ARE 'PRODUCTS' AND 'RESULTS'?

The definition of a 'product' is generally very broad. Under the Leonardo da Vinci programme, for example, this has included education and training manuals and guidelines, course curricula and software; surveys and analyses; cooperation processes and methodologies; managerial lessons learned, know-how and good practices; new forms of cultural expression and intercultural dialogue; and new transnational partnerships and cooperative ventures. A product can be exploited in its entirety or partially (eg. extraction of modules, findings, learning objects etc).

The definition can be adapted to match the specific nature of the outputs and products from each EAC programme.

AT WHAT LEVEL DOES DISSEMINATION AND EXPLOITATION HAPPEN?

This process can take place at the micro project level to address specific requirements in another company, organization etc; or it can take place on a macro level, at regional, sectoral, national or European level. Obviously, the impact and economies of scale are likely to be greater at the macro level. The ultimate aim is to achieve full and sustainable integration of previous results and products into local, regional, national and/or European systems and practices. To take the Leonardo da Vinci example, this included formal certification of qualifications, transformation and reform of public delivery systems, and successful product commercialization.

How have dissemination and exploitation activities been developed within DGEAC? Systematic dissemination and exploitation activities are relatively new in the field of education and culture and DGEAC has therefore been investigating and developing methodologies to define and implement it on the ground, for example through a series of valorisation events promoting a meeting of supply and demand around a range of successful Leonardo da Vinci products, through pilot projects, and through two experimental CaUs for Proposals for the Transfer of Innovation (2004).

The Leonardo da Vinci National Agencies have gradually been increasing their valorisation activities to ensure the wider application of completed project results in response to a real demand for innovative materials and best practice. More recently, these approaches are being extended to the Socrates programme, for example by means of the new Information, Communication and Valorisation Network and to all other programmes and initiatives in the fields of activity covered by DG EAC (multilingualism, sport, citizenship, culture, youth). For further information:
Internet: http://europa.eu.int/comm/dgs/education/culture/valorisation/index_en.html
Email: eac-unite-c3@cec.eu.int

The Conference in Malmö, Sweden

The City of Malmö, Board of Education, wishes to invite you to participate in the conference in Malmö, Sweden, on Opportunities and Challenges for Education in the Multicultural City, 17-19 May 2006. The increasingly multi-ethnic population poses significant challenges to education in many European cities. The conference will address many current educational issues in a multicultural Europe and facilitate partnerships for the development of new projects.

There will be more than forty different sessions in the conference

including:

- * Democracy in the Classroom
- * Integration at School
- * Multicultural Challenges to Contemporary Education
- * School Management in a European perspective
- * Educating Teachers for Change
- * The School System and Muslim Minorities
- * Impressions of the City - the Power of Media
- * Second Language Learning

The target group of the conference are all professionals working in education and higher education including policy-makers and politicians.

For more information and downloading of programme see www.malmo.se/mayconference

Birgitta Johansson

Internationell samordnare

Utbildningsförvaltningen i Malmö

Impressum:

Editor:

Leif Haar, Tietgen Business College, e-mail: leha@tietgen.dk

Webmaster:

Kent Andersen, Odense Technical College, e-mail: ka@ots.dk or webmaster@efvet.org

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

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