



INAUGURAL NEWSLETTER

“Education and Training is the Bridge to Success”

1. Welcome Message

Dear Friends of Vocational Education and Training!

I am delighted to welcome you all to our first issue of the KIST – Consulting Newsletter. The purpose of this Newsletter is to inform and keep you up-to-date of the current projects which KIST – Consulting is undertaking, along with other news and events. Furthermore, every month we will be inviting a special guest commentator for an article on a given theme. For this inaugural Newsletter, I am delighted to introduce **Dr. David Fretwell** as our guest commentator.



Since the international Vocational Education and Training Association's (IVETA) annual International conference, which was held in Vienna 2004 (www.ivetavienna2004.info), KIST – Consulting has been busy preparing new projects.

Along the way, I have also had the privilege of meeting many interesting people, teachers, experts and supporters of Vocational Education and Training. I would like to take this opportunity to thank all of these people for their helpful comments, ideas and most importantly, their support.

Lastly, KIST-Consulting has taken over the management of Montessori Europe. The Montessori educational philosophy is an area in which I have been involved with for many years. It is important for me personally that more of the Montessori educational philosophies should be adopted into the mainstream of education.

Please let us hear from you with any comments, suggestions or additional links or literature that you may wish to see or share with others. You may wish to contact the newsletter editor Mrs. Emii Bergmann at emii.bergmann@kist-consult.com.

Thank you for your time and pleasant reading



Ingrid Trenner (CEO, KIST – Consulting – GesmbH)



2. Special Guest Commentator: David Fretwell



President of Scarcliffe Associates since December 2004; President Elect of the International Vocational Education & Training Association (IVETA); and recently retired in November 2004 from the World Bank as a Lead Employment & Training Specialist in the Human Development Department of Europe and Central Asia Region (ECA) after 15 years. Dr. Fretwell's primary areas of interest, experience and education are in human capital development with a focus on labour/employment and education/training policies and program development and he has worked in 65 countries.

Vocational Technical Training An Integral Part of Human Resource and Economic Development David Fretwell

The old adage that “natural resources, capital, and labor are the key elements of economic progress” has always given human resources a central role in development. However, at this time increasing levels of technology, globalization, and expanding information communication technology are resulting in the emergence of the “knowledge economy” as step beyond agrarian and industrial economies. This evolution increases the importance of human resources. In addition linkages between social and economic progress are being increasingly recognized, as exemplified by many European Union policies.

The knowledge economy requires investment in higher levels of initial education, and continuous learning. These are essential ingredients of lifelong learning, and when accessible to all, make an important contribution to reducing inequalities and preventing marginalization. But there are fundamental questions about how well equipped traditional education and training systems are to keep pace with the developments outlined above. There is general agreement that there is considerable change in the type of competencies needed to function effectively in the developing knowledge economy. However there is considerably less consensus on what these key competencies are, and how to assess them. The need to define these competencies is even more critical if the individual is to increasingly share the responsibility for lifelong learning, with the education and training system, for managing learning throughout his/her lifespan.

One of the most systematic international efforts to define the “key competencies” needed to function in the knowledge economy was completed by the OECD in 2001. The study looked at the issue from political, economic, social, and cultural perspectives, was multi-disciplinary, and included views of anthropologists, economists, historians, philosophers, psychologists, and sociologists. The starting point was not with education, but rather with society itself. The main conclusions were: the concept of competence must include the ability to meet individual and social demands, is strongly related to context; is a combination of inter-related abilities and values; can be taught; and exists on a continuum.; there is a triple relationship between mental prerequisites, social demands and context; and key competencies contribute to development of a successful life, development of quality of life, and these apply to multiple areas of life; and transmission of competencies is not the total responsibility of education system. Three broad areas of competence were identified including the capacity to act autonomously and reflectively, the capacity to use tools effectively and interactively (normally provided via basic education); and the capacity to join and function in socially heterogeneous groups.





How do these changes impact vocational technical training policies? First, as a recent World Bank Study of Secondary Education Policy noted, the changes are increasingly blurring the lines between secondary general and vocational education as secondary education becomes part of basic compulsory education, more “basic skills” are needed by all students to function in the knowledge economy, and some “vocational skills” (i.e. information communication technology) become part of the general education. Initial specialized vocational and technical skills are increasingly delivered in post secondary contexts, and linked with adult continuing education, to allow individuals to continually adapt to changing labor force demands.

These above policy changes are difficult to incorporate in existing education and training institutions, and the need for the services always recognized by the consumer (i.e., individual citizens). The seeds of inequality start early in life, participation in initial education, as well as continuing education are critical. Many countries face challenges. For example, in 2000, the proportion of 25-64 year olds in the EU having attained at least upper secondary level education was just 60%. In Turkey gross enrolment in tertiary education is only about 22% as compared with about 60% in G7 countries. The status of adult continuing education, an integral part of lifelong learning and an area where vocational/technical training plays a key role also faces challenges. For example, the 2000 EU Labor Force Survey found only 8% of EU 25-64 year olds participating in education and training. Notwithstanding these challenges, many countries from Turkey, to Chile, to Finland, to the USA are making substantial changes in their formal education and training systems, as well as recognizing the role of non-formal and informal learning, to facilitate the transition to the knowledge economy and lifelong learning, including vocational technical training.

Dr. David Fretwell

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3. KIST-Consulting Top 5 Projects

True to our motto 'Education & Training is the Bridge to Success' the projects which are currently underway here at KIST all have a basis in education & training while connecting the different aspects of economy, business, employment market, and human resources management (HRD). Below are only the brief summaries and for further information please go to our homepage www.kist-consult.com.



HRD – The Value of Human-Resources is the first ever European Human Resources Development Congress and Exhibition. With Austria to take up the EU Presidency as of 1 January 2006, HRD is an important area within Knowledge-Transfer. The EU is the perfect setting in which to raise awareness of the importance of HRD and how it will affect future human relationships. See under 'Projects Offered'

China – The establishment of an Austrian Chinese Institute for Event, Exhibition and Congress Management & Research, in Shanghai, China, based on International Educational Standards (Austria). This institute takes into consideration the needs of the students as well as the educational demands as needed in and for the economic field. See under 'Current Projects'

Communication Skills in Serbia – Bridge building between the economy and the school. This Workshop focuses on the importance of e-learning using blended strategies to link new technologies with existing resources and traditional language teaching so as to facilitate the transition from school to the world of international business. See under 'Current Projects'



Financial Congress – Bridge building between business, vocational education & training, financial institutions and the government. The main themes of the Congress are the various financial models, grants and loans and basic frameworks. There will also be an integrated exhibition for businesses and enterprises. See under 'Current Projects'

The location – a capital city in either a Central East European or South East European country – has not been decided. Negotiation talks with possible partners are still being finalised.

Egypt – The establishment of a private international school campus in Egypt, based on European Educational Standards (Austria). The school focuses on inter and cross cultural aspects which in turn will promote the process of democracy, peace education and economic growth. See under 'Current Projects'





4. Announcement & News

Firstly, some successfully completed bridges from KIST-Consulting:

Shanghai Vocational Education & Training Delegation, Austria – On 11 July 2005, a delegation from the Shanghai Vocational Education & Training College visited the Austrian Federal Ministry for Education, Science and Culture (bm:bwk) and the Austrian Federal Institute of Technology (TGM) Vienna, Austria. The day, although busy, was thoroughly enjoyed by all. FULL REPORT & PHOTOS under 'completed projects'.

UNIVERSIDAD LANDIVAR GUATEMALA - Summer Course at the International Institute of Tourism and Management (ITM) – Project Manager and former ITM student Elke Schmidt, co-organised a 2 month summer course focusing on Business Administration and Tourism Management. The course was a combination of classes and free time activities, balancing study, cultural activities and fun. FULL REPORT & PHOTOS under 'completed projects'.



UP-COMING EVENTS – Get your calendars out and fill in these dates!! \$ \$ \$

MONTESSORI CONGRESS 2005: 14. to 16. October 2005; Goteborg, Sweden
www.montessori-europe.com

14th INTERNATIONAL EFVET CONFERENCE: 26. to 29. October 2005; Budapest, Hungary
www.efvet.org

IVETA CONFERENCE: 7. December 2005; **Location: to be announced!**
www.iveta.org

MONTESSORI CONGRESS 2006: 13. to 15. October 2006; Vienna, Austria
www.montessori-europe.com



5. Pinboard

Partner Search:

Companies and organisations related to education and vocational education and training have three major benefits of being a cooperation partner of KIST Consulting GesmbH:

- Having access to a worldwide database of around 6000 contacts (decision makers and persons related to VET)
- Promotion of your company through all the print and electronic media of K.I.S.T. Consulting
- Cooperation partners will be the first choice for the implementation and out-fitting of projects in their realm of expertise

If there are any companies who would like to or are interested in becoming a KIST-Consulting partner, please go to the homepage (www.kist-consult.com) where you can read all about the partner packages which are available.



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5. Feedback & Literature



If you have any comments, suggestions, ideas or just want to send me a friendly line, please email me at emii.bergmann@kist-consult.com.

I am looking forward to hearing from you!

Emii Bergmann

For those of you who are interested in further reading, below is the link for the OECD Study:
Education at a Glance:

http://www.oecd.org/document/7/0,2340,en_2649_34515_33712135_1_1_1_1,00.html