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Lucubrate

Magazine

Education for All

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"I believe that the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground." *John Dewey*

LUCUBRATE MAGAZINE

The world is changing all around us. A skilled population is the key to a country's sustainable development and stability. We know that obtaining a quality education is the foundation to improving people's lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour market or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

The Lucubrate project started in 2017 by NKB. The aim for the project is to become one of the world leader in knowledge transfer independent of the country you live in. The Lucubrate Magazine is a part of the Lucubrate project.

We recognize the creative power that comes from encouraging collaboration and innovation among a team of knowledgeable experts. This unique energy is our greatest competitive advantage in the world marketplace.

- Our purpose is to bring Quality Education and Skills Everywhere.
- Our mission is to support education for building skills to all kind of businesses to create possibilities for jobs and make a lasting difference to people's lives. Globally. 24/7.
- To be the world leader in knowledge transfer across all borders.

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A Key to Education for All?

Education provides us with knowledge about the society, the world and ourselves. It helps build character, the unique individual. It leads to enlightenment. It paves the way for a good career. Education makes a man complete. It is the foundation of a strong nation.



Photo: Tropical studio

Borne Without Culture

Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts. Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving [1]. Culture is learned from the people you interact with as you are socialised. Watching how adults react and talk to new babies is an excellent way to see the actual symbolic transmission of culture among people.

Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things. The word “culture” derives from a French term, which in turn derives from the Latin “colere,” which means to tend to the earth and grow, or cultivation and nurture. [2]

Education can be thought of as the transmission of the values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term socialisation or enculturation.

Children—whether conceived among New Guinea tribespeople, the Renaissance Florentines, or the middle classes of Manhattan—are born without culture. Education is designed to guide them in learning a culture, moulding their behaviour in the ways of adulthood, and directing them toward their eventual role in society. In the most primitive cultures, there is often little formal learning — little of what one would ordinarily call school or classes or teachers. Instead, the entire environ-

ment and all activities are frequently viewed as school and classes, and many or all adults act as teachers. As societies grow more complex, however, the quantity of knowledge to be passed on from one generation to the next becomes more than any one person can know, and, hence, there must evolve more selective and efficient means of cultural transmission. The outcome is formal education—the school and the specialist called the teacher.[3]



The Transfer of Culture and the Education Moves Towards the Digital Cloud

As society becomes ever more complex and schools become ever more institutionalised, the educational experience becomes less directly related to daily life, less a matter of showing and learning in the context of the workaday world, and more abstracted from practice, more a matter of distilling, telling, and learning things out of context. This concentration of absorbing in a formal atmosphere allows children to learn far more of their culture than they can do by merely observing and imitating. As society gradually attaches more and more importance to education, it also tries to formulate the overall objectives, content, organisation, and strategies of teaching. Literature becomes laden with advice on the rearing of the younger generation. In short, there develop philosophies and theories of education. [3]

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Photo: filipefrazao

The Internet has delivered an explosion of learning opportunities for today's students, creating an abundance of information, knowledge, and teachers as well as a starkly different landscape from the one in which our ideas about school were born. Traditional educators, classrooms, and brick-and-mortar schools are no longer necessary to access information. Instead, things like blogs and wikis, as well as remote collaborations and an emphasis on critical thinking skills are the coins of the realm in this new kingdom. The national dialogue on education reform focuses on using technology to update the traditional education model, failing to reassess the fundamental model on which it is built.[4]

Education Transfer the Culture and Creates Opportunities

Education is a fundamental human right and is essential for the exercise of all other human rights. It provides individual freedom and empowerment and yields essential benefits. Education is a powerful tool by which economically and socially marginalised adults and children can lift themselves out of poverty and participate fully as citizens.

It is the foundation of our society. Education helps to stimulate our minds and mould inquisitive minds into intellectuals. Broader learning takes the intellect to the next level, providing a deeper understanding of the world around us. It forms the very essence of our actions.

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What we do is what we know and have learned, either through instructions or observation. That is the cultural idea. What we learn is from our own culture, where we live. Education is a rope that can carry us to greatness. It is one of the most important things because, without training, you cannot contribute to the world or earn money, and lack knowledge. Knowledge is power.

Education is supposed to provide students with the necessary skills that prepare them for the world of work later in life. The education system also serves to teach individuals the values and morals of society. Students must be equipped with knowledge and skills which are needed to participate effectively as a member of a community and contribute towards the development of shared values and collective identity; the education system serves this purpose.

Education represents a short-term investment for a very long-term, hard-to-observe return. Unlike a pizza, an education doesn't fully pay off until many years later, in the overall sweep of your career and life. Since schooling has effects that can persist across generations, the total social reward may never be known. Many of education's effects may be hard to observe — did you get a job because of the skills you learned in school, because of your credentials because you're a good worker, or just because you happen to look like the person doing the hiring? And since education can have positive side effects, such as the synergy that comes from having a society full of well-educated, well-socialised adults, the real social benefit is not even fully observable, even by the most careful economists.[5]

Will the Education the Coming Years Move Out of the School?

Education is traditionally seen in many quarters as a means of societal reproduction, and of cultural preservation, achieved by the imparting of the latter to each successive generation. However, a culture is a living thing which constantly changes and educators must respond to the new circumstances created by those changes by encouraging our students to reflect on the cultural elements as they exist, and from that process of reflection to evolve their refinements or developments which will make the culture relevant to them, rather than to us. [6]

Schools were built upon the fundamental premise that teachers and knowledge and information were scarce. That is no longer the reality. Now, as so many more of us gain faster and broader access to the Web, all of those things are suddenly abundant. That means that the traditional role of school, to deliver an education, is quickly becoming less and less relevant. If we continue to see schools as the place where our children go to master a narrow list of content, knowledge and skills that were initially defined almost 150 years ago, we risk putting those kids out into the world with little idea of how to take advantage of the explosion of learning opportunities that now exist. [4]

The problem, however, is that most "reform" efforts are aimed at simply doing what we've been doing better, almost exclusively in the form of raising test scores. But doing "better" on measures that don't account for this vast shift we're in the midst of is the absolute wrong emphasis. Instead, we need to think very differently about the experiences, outcomes, skills and literacies we desire for our kids when they come to school.[4]



Move the Education out of the Classroom to reach the Global Goal

Over sixty years ago education was declared a fundamental human right for every person and enshrined in the Universal Declaration on Human Rights in 1948. Since then, it has been reaffirmed in the International Covenant on Economic, Social and Cultural Rights (1966), the Convention on the Elimination of Discrimination Against Women (1979) and the Convention on the Rights of the Child (1989), among many other international human rights instruments.[7]

In 1990, over 150 governments adopted the World Declaration on Education for All at Jomtien, Thailand to boost efforts towards delivering the right to education. Ten years later, the World Education Forum in Dakar, Senegal reaffirmed this commitment and adopted the six Education For All (EFA) goals that run to 2015:

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most disadvantaged and vulnerable children.

Goal 2: All children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to free, quality and compulsory primary education by 2015.

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to primary and continuing education for all adults

Goal 5: Eliminating gender disparities in primary and secondary school by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in primary education of good quality

Goal 6: Improving every aspect of the quality of education, and providing their excellence, so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

In 2000 as many as 180 countries signed up to make these goals happen, committing to putting legal frameworks, policies and finance in place so that everyone, no matter what their circumstances, could have an education – one that is available, accessible, acceptable and adaptable. The wealthiest countries pledged to help make Education for All a reality by committing to principles of international cooperation towards those countries with fewer financial resources.

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In 2015, world leaders agreed to 17 goals for a better world by 2030. Goal four is about education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal has got ten targets to create an action to ensure quality education. These ten targets should be reached by 2030. The objectives are:

FREE PRIMARY AND SECONDARY EDUCATION

EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION

EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION

INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS

ELIMINATE ALL DISCRIMINATION IN EDUCATION

UNIVERSAL LITERACY AND NUMERACY

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS

EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES

INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES

Photo:
Robert Kneschke



Illustration: Rawpixel.com

GO DIGITAL



Education for All

Education is an important aspect that plays a huge role in the modern, industrialised world. People need good training to be able to survive. Fortunately, more and more people realise how important education is for future generations. At the same time, governments all around the world are spending money on a good education system, and people are actively encouraged to win scholarships and continue their studies.

Each of us spends a big part of our childhood in education. People need a high level of education to have a better life in the future. Parents are also eager to send their kids to school and hope that they succeed in life. Everyone knows that people who have higher studies are very likely to get professional work in the future. Therefore, education carries greater importance than ever in today's society. It does not only allow people to read or write it also offers them the opportunity to have a good life, communicate better, develop new technologies and support the economy.

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We need to re-think about the experiences, outcomes, skills and literacies we desire for our kids. The Internet has delivered an explosion of learning opportunities, creating an abundance of information, knowledge, and teachers as well as a starkly different landscape from the traditional one. Will these opportunities create education for all?

Do you have a comment or do you want to give your feedback on this article? Do you want to write letters to the editor? Please use the link <https://lucu.nkb.no/feedback/>

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Write Off to the Income Statement

By Peter Welch, Georgia, CEO GlobalCfo.LLC

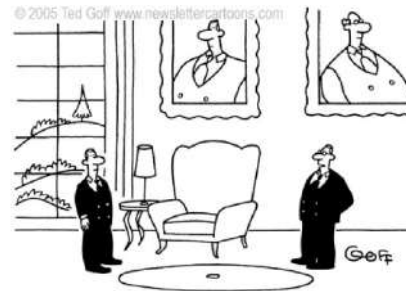
All assets (excluding land) will eventually all be written off to the income statement, however, that can take from one to several years.

Translate the Income Statement

A leaving IC thought...

And now with bated breath, IAS 23, Borrowing costs, seriously... Actually one of the shortest and simplest of IASs but that does not mean you can omit reading the standard, always a requirement.

Like many financial accounting standards, the IASB will codify what you can and cannot capitalize. Again like many, it is designed to prevent a manipulation of the income statement by loading the balance sheet i.e. assets with what are legitimate expenses. As we clearly understand by now, all assets (excluding land of course from prior articles) will eventually all be written off to the income statement, however, that can take from one to several years. Meanwhile, of course, the concept of faithful representation effectively has been violated. IAS 23, in reality, is a matching standard in which the borrowing costs of financing a qualifying asset is matched against the asset in question i.e. manufacturing plants or 7(b).



“Your job will be to look at things in a new way and translate them to the old way for me.”



Accounting Series – article No: 26

Accounting Theory – Advanced Part 16



Thus, according to the IASB, para: 1, 5, 7 and 12

Borrowing costs that are directly attributable to the acquisition, construction or production, of a **qualifying asset** form part of the cost of that asset. **Other borrowing, costs are recognised as an expense.** [Refer: paragraphs 8 and 9]

5 A **qualifying asset** is an asset that necessarily takes a substantial period of time to get ready for its intended use or sale.

7 Depending on the circumstances, any of the following may be qualifying assets

- a. inventories
- b. manufacturing plants
- c. power generation facilities
- d. intangible assets
- e. investment properties
- f. bearer plants.

12 To the extent that an entity borrows funds specifically for the purpose of obtaining a qualifying asset the entity shall determine the amount of borrowing costs eligible for capitalisation as the **actual borrowing costs** incurred on that borrowing during the period **less any investment income** on the temporary investment of those borrowings.

Now let's consider some examples:

EXAMPLE:

You have a qualifying asset, which is a chemical plant.

80% of your firm's borrowings are attributable to this asset. The remainder is not used for qualifying assets. All borrowings are at the same interest cost.

The total interest charge for the year was 2.000.

Capitalise the cost of 80% of borrowings (1.600) to the asset, and treat the other 20% as borrowing costs of the period (400).

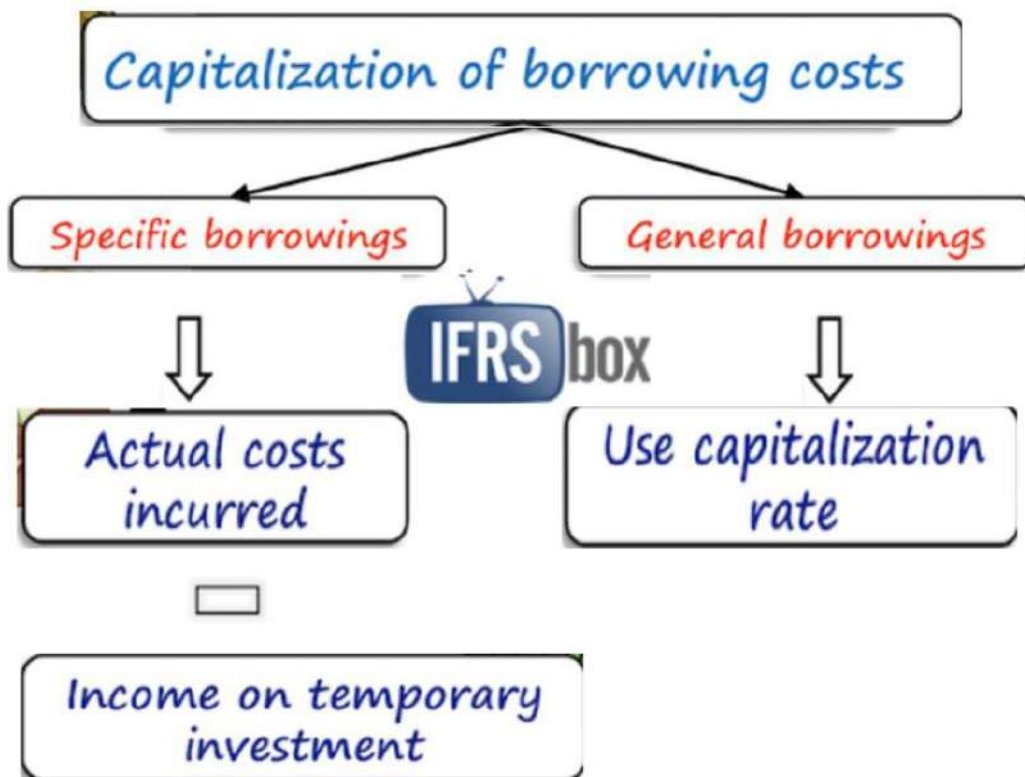
Eligible borrowing costs are those that are incurred especially for securing the qualifying asset. (These would not have been incurred if the assets had not been bought.)

EXAMPLE:

You are building a sports stadium. You issue a bond, secured on the stadium, to finance 40% of the cost of the stadium. The funds are used exclusively in the construction of the stadium. Annual interest costs are 750.

The interest costs of 750 are eligible borrowing costs and will be capitalised.

IFRS Workbook 2017 IAS 23



And now a question:

Question:

On 1st May 20X1, DEF took a loan of CU 1 000 000 from a bank at the annual interest rate of 5%. The purpose of this loan was to finance the construction of a production hall.

The construction started on 1 June 20X1. DEF temporarily invested CU 800 000 borrowed money during the months of June and July 20X1 at the rate of 2% p.a.

What borrowing cost can be capitalized in 20X1? (Assume all interest was paid).

Answer:

Although the funds were withdrawn on 1st May, the capitalization can start only on 1st June 20X1 when all criteria were met (the construction had not started until 1st June).

Interest expense: CU 1 000 000 x 5% x 7/12 = CU 29,167

Note: this is a very simplified calculation and if the loan is repayable in instalments, then you need to take the real interest incurred (by the effective interest method).

Less investment income: CU 800 000 x 2% x 2/12 = CU 2,667

Total borrowing cost to capitalize in 20X1: CU 26 500

Just don't forget that the borrowing cost in May 20X1 is expensed in profit or loss, as the capitalization criteria were not met in that period.

Courtesy of IFRSbox

And now let us conclude with **IAS 24, Related Party Disclosures:**

Primarily, this codification requires the disclosure of all related parties, if any, that could potentially have had an effect upon the financial statements. To a degree, there is a similarity with conflict of interest in which fiduciary responsibilities could be tainted from a biased perspective. By imposing disclosures it forces management to open its doors, disclose such related parties, and, by definition, risk facing penalties in the event of a deliberate omission. Such statements effectively are the equivalent of assigning accountability. Sarbanes-Oxley 404 and actually the IASB itself (financial statements have been prepared in full compliance with IFRS) have requirements for similar statements.

According to IASB, para: 3

This Standard requires disclosure of related party **relationships, transactions** and **outstanding balances**, including **commitments**, in the consolidated and separate financial statements of a parent or investors with joint control of, or significant influence over, an investee presented in accordance with **IFRS 10/ IAS 27**.



Photo: Kryuchka Yaroslav

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And, 2015 Interpretation and Application of IFRS (PKF) Chapter 29 Introduction:

The rationale for compelling such disclosures is the concern that entities which are related to each other, whether by virtue of an ability to control or to exercise significant influence or a person is a member of key management of a reporting entity (all as defined under IFRS), usually have leverage

e Example

In the following examples, identify related party relationships between all parties and state any additional factors to consider in order to form a conclusion:

- (a) Entity HB holds a controlling interest in Daphne and Velma. Ronald is a wholly owned subsidiary of Daphne.
- (b) Mr Z holds 75% of the voting capital of Flora and 40% of the voting capital of Donald.
- (c) H and W (who are husband and wife) are the directors and majority shareholders of Flint. The company makes purchases from Boris, a company jointly controlled by W and their daughter, D. D is a director of Boris but holds no share in Flint.

in the setting of prices to be charged and on other transaction terms. If these events and transactions were simply mingled with transactions conducted with other nonrelated parties on normal arms-length terms or negotiated terms, the users of the financial statements would likely be impeded in their ability to project future earnings and cash flows for the reporting entity, given that related-party transaction terms could be arbitrarily altered at any time.

a Answer

- (a) **Entity HB**
 - HB is related to both Daphne and Velma (both subsidiaries) because of its controlling interest.
 - Daphne and Velma are related because they are under the common control of HB.
 - Ronald is related to Daphne because of its subsidiary status.
 - Ronald is also related to HB as he is indirectly controlled by HB through HB's holding of Daphne.
- (b) **Mr Z**
 - Mr Z is related to Flora because of the subsidiary status of Flora.
 - As an associate of Mr Z, Donald is also a related party
 - Flora and Donald are not related. Although they are both owned by Mr Z, there is no common control because Mr Z only has a 40% stake in Donald.
- (c) **Flint Ltd**
 - H and W are both related to Flint, because they are key management of the entity
 - D could be considered to be close family to H and W, but this is only true if it can be shown that she is influenced by them in business dealings (and there is insufficient information in this example to ascertain whether this is true).
 - Boris is related to Flint as it is jointly controlled by a member of the key management of Flint. Therefore any business dealings between the two entities will need to be disclosed.

Next week, IAS 27, Separate Financial Statements

Emile Woolf Publishing Ltd, P2 Int Study Text 2012(85-86)

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Mr. Peter Welch, CEO of GlobalCfo.LLC

GlobalCfo.LLC is expert at developing entrepreneurs and building 3-5 year business plans and cash flow projections as a prerequisite for accessing financing sources. GlobalCfo.LLC targets accounting standards compliance and theory, sound infrastructure /process mapping and COSO 2013-17/solid internal controls, ERM, and last but not least documentation / Policy and Procedures and other manuals. Additionally interim CFO services (or Rent-a-CFO by the hour/day) are offered locally or remotely as well as training at all levels and all functions not just accounting; e.g., management and leadership skills. Pre/Post-M&A is also offered. (<http://www.GlobalCfoLLC.Com>).

European Vocational Skills Week 2018

Vocational Education and Training offers people of all ages an excellent opportunity to develop their skills, prepare for jobs, and improve their employability. The idea with the European Vocational Skills Week is to raise awareness of the full range of opportunities available through Vocational Education and Training, and encourage more people to participate and learn what it has to offer.



EUROPEAN VOCATIONAL SKILLS WEEK

Illustration: European Vocational Skills Week

European Vocational Skills Week 2018, 5-9 November 2018

The European Vocational Skills Week is an initiative of the European Commission. The idea is to show that Vocational Education and Training (VET) has the power to transform lives and businesses. They hope it can contribute to make VET as the first choice for young people when they compare alternative education pathways.

You will find more than 1000 events and activities in Europe during the European Vocational Skills Week 2018. There are events and activities in very many European countries that week. This is a significant number and an excellent way to raise awareness about vocational education and training in European countries.

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European Vocational Skills Week Makes Vocational Education and Training Visible

Vocational Education and Training (VET) plays a key role in the lifelong learning continuum by providing young people with initial qualifications they need for a smooth transition to the labour market, as well as adults with the means to continuously upskills and reskill throughout their lives. VET responds to the needs of the economy but also to develop people's skills for personal development and active citizenship.

In many countries, VET is still overlooked as a method of upskilling and training. It is often seen as a second choice for young people when compared to alternative education pathways. For many adults and employers, it is often not perceived as an essential instrument to strengthen their adaptability to the needs of the labour market.

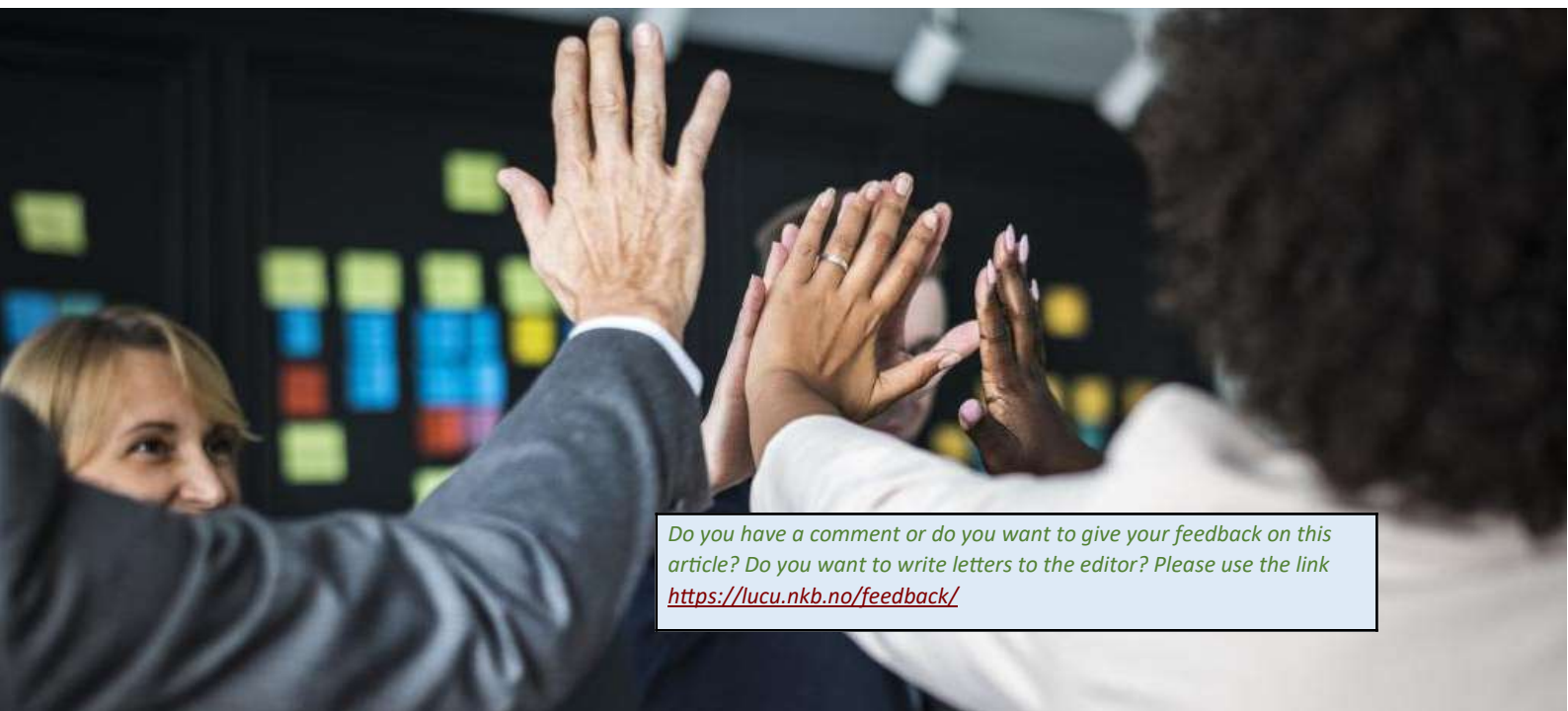
However, on the contrary, we know that VET has the power to transform lives and businesses. VET offers people of all ages greater educational opportunities, increased employability, and high-quality jobs. We want people to reach their full potential through VET.

There are great vocational training opportunities that successfully prepare people for exciting and challenging careers, as well as active engagement in society.

Quality training develops the creative and innovative potential of learners. Upskilling and reskilling throughout life is key to improved job opportunities and better integration in society. Lifelong learning enhances social inclusion, diversity, and active citizenship.

The European Vocational Skills Week also makes employers aware of the potential and benefits for their business. By engaging in the fundamental skills provision for the young and the upskilling and reskilling of adults, they are ensuring their long-term competitiveness and growth.

[Learn more about the European Vocational Skills Week 2018 here](#)



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Vocational education and training and the future of work: jobs and skills*

Beyond 2020: The theme of this year's European Vocational Skills Week is "Vocational education and training and the future of work: jobs and skills"

The future of vocational education and training was at the heart of the 2018 European Vocational Skills Week.



European Week looks beyond 2020

Over one million people throughout the EU, plus Iceland and Norway, took part in the 1 800 events organised from 5 to 9 November 2018 as part of European Vocational Skills Week 2018. Among them were vocational education and training (VET) providers, teachers and trainers; guidance and validation services; companies, students, pupils or potential pupils and their parents. Organised on an annual basis, the Week was launched three years ago. Its aim is to improve the "poor neighbour" image of VET compared to other forms of education. It is also to raise awareness of the crucial role of VET in the face of globalisation, digitalisation, technological change and population ageing: At all levels of education and throughout life, VET can help securing a place on the labour market and smoothen transitions between jobs.

Future strategy

The theme of this year's Week was "VET and the future of work: jobs and skills". The Week comes at a time when the European Commission is accumulating data in view of drawing up a proposal for a new post-2020 European VET cooperation strategy. The on-going reflection is very much about achieving the right balance between seemingly antagonistic requirements.

For example, the balance between, on one hand, carrying on fostering VET excellence in order to support competitiveness and innovation and, on the other hand, ensuring social inclusion by reaching out to disadvantaged groups, including the early school leavers or young people who are neither in employment nor in education or training.

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Or the balance between providing key horizontal skills – such as the capacity to communicate, work as a team, take on responsibilities and think critically – and providing the skills that lead to a profession, knowing that technical qualifications have an ever shorter shelf-life. There is also a need to improve the provision of initial VET that leads to a quality job immediately after graduation, while at the same time encouraging lifelong learning in the face of rapid technological change.

Multifaceted approach

The central EU-level part of the Week took place in Vienna. One of its highlights was the concluding conference of a three-year project carried out by the European Centre for the Development of Vocational Training (Cedefop) on the changing nature and role of VET in the EU, plus Iceland and Norway. From 2016 to 2018, the project analysed how VET has developed and changed between 1995 and 2015. Its aim was to point to the main challenges and opportunities facing the sector, today and in the future. The project tackled VET from several angles: the changing definition and conceptualisation of VET, the external drivers influencing VET developments, the role of traditional VET at upper secondary level, VET from a lifelong learning perspective, the role of VET at higher education level and scenarios outlining alternative development paths for European VET in the 21st century.

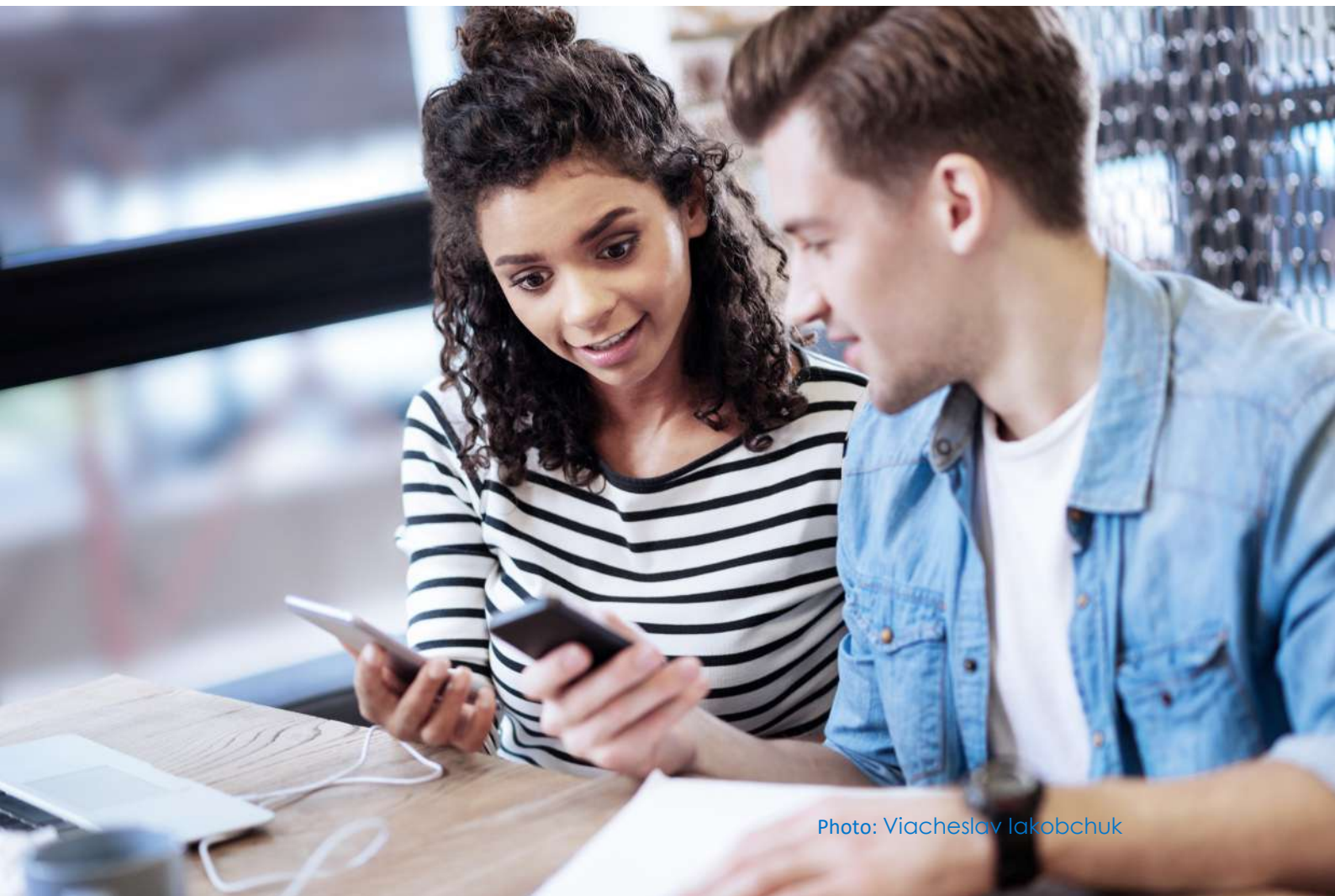


Photo: Viacheslav Iakobchuk



More diversity

VET is becoming more diverse. It is involving new actors and expanding to new areas. This diversification is taking place partly as a result of existing institutions reforming themselves, partly through the emergence of new institutions, and in the context of demographic, technological and economic changes.

In many countries, the number of adults attending VET is increasing, signalling an overall shift towards lifelong learning. This shift is closely related to an increasing focus on learning outcomes, i.e. on what a learner is expected to know, be able to do and understand at the end of a learning process or sequence.

Indeed, considering education, training and skills development in a lifelong perspective entails taking into account the learning that people acquire outside the classroom, at work or elsewhere. While taking into account informal or non-formal learning makes it easier to focus on the intentions of the education and training systems and on the expectations of the learners.

On-going debates

There is a lot of debating going on in the European countries involved in VET cooperation, especially about how to

achieve the best balance between delivering technical skills that help finding or adapting to a job in the short-term, and more horizontal skills that are useful throughout life.

There is also a debate as to how to define learning outcomes: In a way that leaves room for individual experimentation and adaptation, or in a way that narrows them down to what can be objectively measured.

By and large, there is a general trend towards recognising informal and non-formal learning and finding ways to make them visible and value them, both in the eyes of the employers and of the workers themselves.

In fact a tectonic rapprochement between the world of VET and that of general education is underway: A clear tendency towards a stronger relationship between general education and the world of work,



with more awareness of the fact that education has to be relevant to the labour market in order to be also relevant to the students themselves.

The 2008 financial and economic crisis was a wake-up call in this respect, with millions of young people unable to find a job and longterm unemployment risking becoming entrenched.

Future challenges In the future, there is reason to believe that European VET will become even more diverse and pluralistic. Already, VET is expanding and diversifying. New providers are emerging, delivering VET at new levels of education and in new settings.

The positive side to this evolution is that VET will become more targeted and relevant to people and the labour market. While on the negative side, the increasing number of institutions delivering VET may potentially worsen fragmentation.



Taking a holistic view

When it comes to identifying and responding to new challenges, the traditional distinction between sub-sectors of education and training (general, vocational and higher education, as well as initial and continuing VET) is not always practical.

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If policy makers have too narrow a definition of VET, they may exacerbate fragmentation and reduce the relevance and impact of their policies. Future policy cooperation should rather take on a holistic approach: considering education and training systems as a whole; and working out how all these systems can promote and facilitate vocationally-oriented learning.

Discussions need to focus on learning formats that are characteristic of VET, such as hands-on learning and tacit learning, and on cooperation formats that ensure a fruitful dialogue with labour market actors and society as a whole.

More information:

[VET Week 2018](#)

[Cedefop project](#)

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<https://www.portugal2020.pt/Portal2020/Media/Default/Docs/NOTICIAS2020/Social-Agenda-Issue-53-EN.pdf>

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Photo: Gary Whyte

Have you seen them?

The lion is the largest of Africa's big cats. In Kenya, you can see these majestic creatures while on an African lion safari in Amboseli or Maasai Mara or by visiting one of Kenya's national parks and reserves.

The African lions are social animals. A group of lions may consist of 15 to 20 members, with up to three males.

Within the group, the lionesses do most of the hunting while the male lions defend the group's territory. When hunting, lionesses approach their prey stealthily before springing upon them and killing them with a strong bite to the neck. If the prey escapes before the lioness springs an attack, the lioness will not give a chase for long. This apparent lack of endurance has given African lions a reputation of being lazy.

Let [Sarandy Adventures and Hotels](#) organize your trip

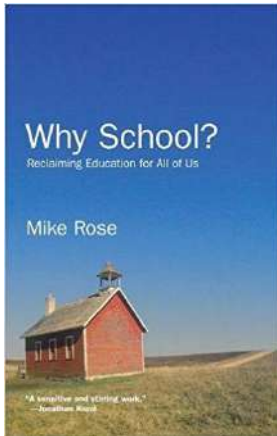
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Book

Why School?

By Mike Rose



Why School?: Reclaiming Education for All of Us

Why School? is a little book driven by big questions. What does it mean to be educated? What is intelligence? How should we think about intelligence, education, and opportunity in an open society? Drawing on forty years of teaching and research and "a profound understanding of the opportunities, both intellectual and economic, that come from education" (Booklist), award-winning author Mike Rose reflects on these and other questions related to public schooling in America. He answers them in beautifully written chapters that are both rich in detail and informed by an extensive knowledge of history, the psychology of learning, and the politics of education.

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