

PUBLICATION CONTENTS SUMMARY

Juan José Goñi, Innovation Director in the Ibermática Innovation Institute "The future of Vocational Training is innovation"



PhD in Industrial Engineering, he has been working in computing applied to organisations for more than three decades. Since some year ago, he has been specialising in the development of innovative projects. Author of the book "The change is in people", Juan José Goñi is an expert in innovation models and works to foster the change and the transformation in organisations.

– It is increasingly evident the need for innovation in all fields of life. What do you think is the reason?

– The need for innovation is related to the need for being valued. We live in a global society. If you choose, you have, more options and you can see the differences between the contributions of the suppliers, looking for more value at a lower cost.

In 1998, people did not talk so much about innovation, but I was already working in how to approach it towards organisations in a practical way. Industrial innovation is based on products. Innovation has always been applied to objects, but the world of services requires innovation related to people and, thus, this is a field with a scarce attention to a certain extent, and that includes 60% of the economy. In industrial innovation, it is enough to design a good product to progress, but in a service organisation, you need to count on people to progress. Industrial innovation affects few people, but service innovation affects all the people in an organisation; this is the reason why it is required to incorporate features affecting the human factor, such as motivation or creativity. It is more related to emotions and people's sensitivity.

– What is innovating? Could you define innovation?

– Innovating is the happy encounter between problems and knowledge. If there are problems and there is no knowledge, there will be anguish. If there is knowledge and there are no

problems, it is a pity. When we make both things coincide, there emerges the need for a solution. Problems are in your guts, knowledge is in your head, and when they gather, your feet move.

You must be different to innovate; you must solve a problem in a different way or create novelty and usefulness. Without an amount of novelty, innovation is copying.

– Which advantages do the organisations aimed at innovation?

– More prestige and, above all, fuel for people to be happy. An innovative organisation is creating opportunities for its people to develop professionally. Then, the company innovates and the circle is positive. The opposite is doing always the same, which means monotony, boredom and demotivation. Motivation only occurs if the person sees a desirable future scene.

– Which are the innovation tools or methods? What is the basis of the "success" in innovation?

– You must work in people innovation with affection, carefully. In short, it is about managing personal factors with regard to change. The change requires interest and motivation. People should be comfortable in this new way of working, they must see the advantages that this will provide. There is much learning in social behaviour. You must work more in service innovation and many of the concepts inherited from industrial innovation are wrong. Nobody can be motivated, you can provide places to which people feel attracted to go; motivation is intrinsic. The same happens with many questions related to training; it is usually said that training is compulsory... no, learning is voluntary. Attendance at lessons may be compulsory, but you cannot force anybody to learn. It is difficult to build something new on terminologies and ways of thinking coming from industrial methods. Moving boxes may be compulsory, but not proposing a good idea... Quality is in the voluntary nature. Therefore, in the world of education, every organisation must be based on four aspects in order to innovate.

The first one is a wide connection with the market it serves; knowing more about families, students, their problems, the timetable concept. In a factory, the machine stops at seven in the afternoon, but in a school, problems are there the whole week. In the case of Vocational Training, the connection with professionals of the region is very important, since from there you will find Training near the workplace is important too; not always in the centre, but also in the company, through problem solving, through projects. It is said that 60% of the innovative ideas in an organisation come from the outside, so if it is closed and does not open the doors, it is difficult to incorporate new things.

The second factor is the internal organisation. We talk more and more about quality, management, self-management groups, etc.,

and the organisational models -the way in which an organisation groups its resources- determine the innovation in an important way. The more structured is an organisation and the more specialised departments it has, the less innovative capacity it will have, since problems are not perceived as a whole; the general improvement process is not perceived.

The third element is technology. In the world of education, we

"Innovating is the happy encounter between problems and knowledge"



have the basic technology, the one affecting the way of communicating, accessing and exchange information, etc. However, technology is not innovation. Information technologies are the substrate on which innovations are built. It is said that innovation success occurs when we think about new ways of doing something and we built them using technology. If we maintain the way of doing something and use new technologies, we are not innovating. Ratios are improved when we use technology on a change we want to make. For example, if we want to advance in personalised training –that would be an innovation objective– all the student's record should be opened so that the different teachers could know it. A behaviour record would be very valuable, but therefore, you need computer support. Another example would be based on the fact that, when we ask a student to do a paper, his/her access to information is much easier. We do not ask them to write on Rousseau's life any more, but to do a paper on the differences between Rousseau and Montesquieu, since this cannot be copied. The teacher must help people to think, not to gather information. We live in the times of "Infomotion", many information moves around. We pass from "Manufacturing" to "Mindfacturing", that is why the big challenge of Vocational Training is teaching people how to work with their minds. Machines will make handwork, but young people must be taught how to think in an advanced and permanent way so that, when they finished a training cycle, they still want to continue learning. On St John's Day, we burn books symbolising that we will not see them again... People are educated to suffer, not to continue learning. If we want to live in an advanced society, we must devote a quarter of our lives to learn, but this does not mean that we necessarily have to attend lessons...

People are the fourth aspect, from a motivation point of view, interest in the change, acceptance of new things..., where the elements affecting are essentially training –the more training, the more capacity for undertaking new topics-, teamwork, leadership, quality and other factors affecting the creation of ideas and the capacity for accepting new things, through motivation.

– How can innovation be applied to education and how do you think it affects the results?

– Innovation in education depends on our rethinking about the basic objectives of the activities we are now developing. I usually reflect on knowledge: we say training is knowledge transfer... We must therefore reflect on which types of knowledge we transfer. They can be classified in very different ways. The conceptual knowledge, the meanings of things, are transferred from person to person. A person cannot understand the law of gravity or the meaning of bravery looking at photographs. It requires dialogue and it cannot be done electronically, so the teacher is essential. Nevertheless, memorising or localising information is something machines do much better. The operational learning, adding, multiplying, use a Word file, is learnt through trial and error concepts and, computers contribute a lot in simulations, since they are interactive machines, they allow quick questions and answers. Therefore, we should develop many simulation and interaction programs for physics, maths, etc. In addition, these can be personalised and can register the results, allow seeing where the mistake is... You also have methods. Education has much to do with the way in which something is done. For example, how you apply for a permit in the Town Council. The

"You must work in people innovation with affection"



phases must be explained, but computers will help us a lot. Finally, you have education or training in values, and here people are essential, there must be a teacher. The most valued element is the time of teachers and students, so innovation can come from time redistribution... For instance, older ones can carry out young ones' education. The great equation in innovation in educational centres is how we redistribute time. Afterwards, you must see how it is put into practice, but you should eliminate tasks that have little value and foster tasks with greater value.

– And in Vocational Training in particular?

– We have a very good Vocational Training level in the Basque Country and we must get Vocational Training to be the capillary network of knowledge transfer to companies. We are in a good position, but it is necessary to continue this progression. Companies must recognise Vocational Training as the support to their everyday problems, through a closer relationship between centres and surrounding companies. That includes company professionals taking part in the training projects of the centres, etc. Vocational Training has to overcome the fact of training professionals in the companies for life.

This is the big pending issue, it must be in-company training; it must be the channel to transfer new techniques and rules. Vocational Training centres should not have students enrolled in the courses, but students registered at the centre for life, as a reference of skills and capacities and where they can be trained throughout their whole working life. The company needs different training models than the classroom.

– Which suggestions would you make to Vocational Training centres for the incorporation of innovative techniques and attitudes?

– I would tell them that the teacher model should become a company adviser model. That change of role means more proximity and contact with the company, to make the centre be recognised as the channel through which the company's competitiveness will be improved, and to make the company notice the centre's commitment to aim the training ways at companies. We are in an excellent position, we have Tknika, the Vocational Training Innovation Centre, which will support all this, and we can make Vocational Training the knowledge transfer network for the SME.

– Which message would you send in view of Vocational Training future? Is future in innovation?

– The future of any organisation is to be updated and to offer a better response to their clients. The future of Vocational Training is innovation, because it must go from training students to training professionals inside the companies, which involves a strategic change in the approach of the centre's organisation itself. According to statistics, every 10-15 years a professional nearly needs to study the degree again in some special techniques; that is, returning is the way. The great innovation is going from an isolated young people's training process to a continuous adult's training process, which also means innovation in training models. Adult training is a whole field to incorporate, since we learn in a different way, reinterpreting our experience. Innovation for the future, thus, should be understood in the sense of a higher approach to the company, of time redistribution and of balancing training towards adults, if we want to live in a competitive and advanced society.

"Information technologies are the substrate on which innovations are built"



ELGOIBAR MACHINE TOOL INSTITUTE

Project-Based Learning together



The Elgoibar Machine Tool Institute consolidates an innovative initiative in the context of Vocational Training learning, a methodology called "Proiektuetan Oinarritako Irakaskuntza" (POI) or Project-Based Learning (PBL), which has meant a radical change in the way of learning and teaching in the classroom.

Lead by a teaching group of the Machining Production (MP) training cycle, Project-Based Learning means going deeper into the organisation of the classroom team and into the modification of the role of the teacher; two challenges aroused in the GUNEKA project, whose main objective is to develop new ways of organisation and operation of the comprehensive Vocational Training centres.

The PBL began to be conceived throughout the 2004/2005 year and has implied the syllabus redesign starting from the professional profile, which includes the skills and values that should characterise future professionals according to the career chosen.

In the case of the Machining Production training cycle, the general skill of the professional profile is "to programme, organise and collaborate in the process of machining production, as well as in the production and assembly of mechanical equipments, assisting manufacturing and programming automatic systems, from the technical documents, and offering the necessary support to lower level technicians."

Seven projects approached as orders to a company, so they must be managed as real orders, make up the structuring axis for achieving the competence in PBL. Moreover, the project design includes the contents of the different modules of the Machining Production training cycle.

Focused on students

Until the developing of this project, the teacher talked and directed the lesson to achieve this professional profile; meanwhile, the student listened, took notes and developed the practice, all this with a biased approach and without a clear cycle approach. This new approach offers a turn to a situation in which the teacher played the main role in the teaching-learning process establishing a methodology focused on students, allowing both the student and the teacher to share the experiences of the teaching-learning process.

The starting point for the POI methodology development has basically taken into account two sections. The first one is to adapt the educational process of a Vocational Training cycle to the circumstances that the students will find in a real working environment once they have finished their training period. The second one is to create a teaching-learning environment, in which the student plays the main role in his/her own professional development, from the moment they begin the first year of the cycle. This project's expected result has been offering an answer to the three parties involved, which are the companies of the environment, teachers and students.

Undoubtedly, an innovative experience in Vocational Training.

TESTIMONIES

The protagonists give their opinion:

Juan Ignacio Irizar, teacher: "There is a need of a greater polyvalence and involvement on the part of the teacher and this implies more work, but it is worth it. Here is no good the final dash, you must learn day-by-day."

Erik Etxeberria, 1st year: "At the beginning, I did not understand how it worked, but now I am adapted. You are continually supported and monitored by the teaching team, and you need to work everyday. We do not have fixed timetables, which makes it more entertaining."

Mikel Elustondo, 1st year: "This is a different way of learning; I think it is all right; for the moment, we do not have many practice hours, but this will change in second year; and exams are easy."

Iñaki Olaizola, 2nd year: "I find it all right; you learn a lot and in a better way, almost without meaning to do it and, moreover, you see how a workshop operates, how this will be when working in a company. You get involved in projects and this way it is much more entertaining. You value other things; it makes you get more involved. We feel ease here."

Aitor Beneitez, 2nd year: "There is not too much to study at home; if you work at class, you have done 75%. It is more enjoyable and the workshop hours go fast. This is a beautiful way of learning."

OBJECTIVES

Through the PBL methodology, the aims are:

- Students play the main role in their learning process.
- Teachers become the creators of learning contexts in which they have the guiding role in the students' learning process.
- Work in the defects detected by the industry, the environment that the students will join after finishing the Training Cycle.
- Establish a continuous assessment system, day-by-day, valuing the students' technical and attitudinal skills.
- The modules (subjects) of the training cycle go from an "island" character (start and finish) to a group character; the modules are given when they are needed because the learning context asks for them.
- Meet the specifications established by the Diseño Curricular Base (Basic Syllabus Design).



ADVANTAGES

The points for the new system:

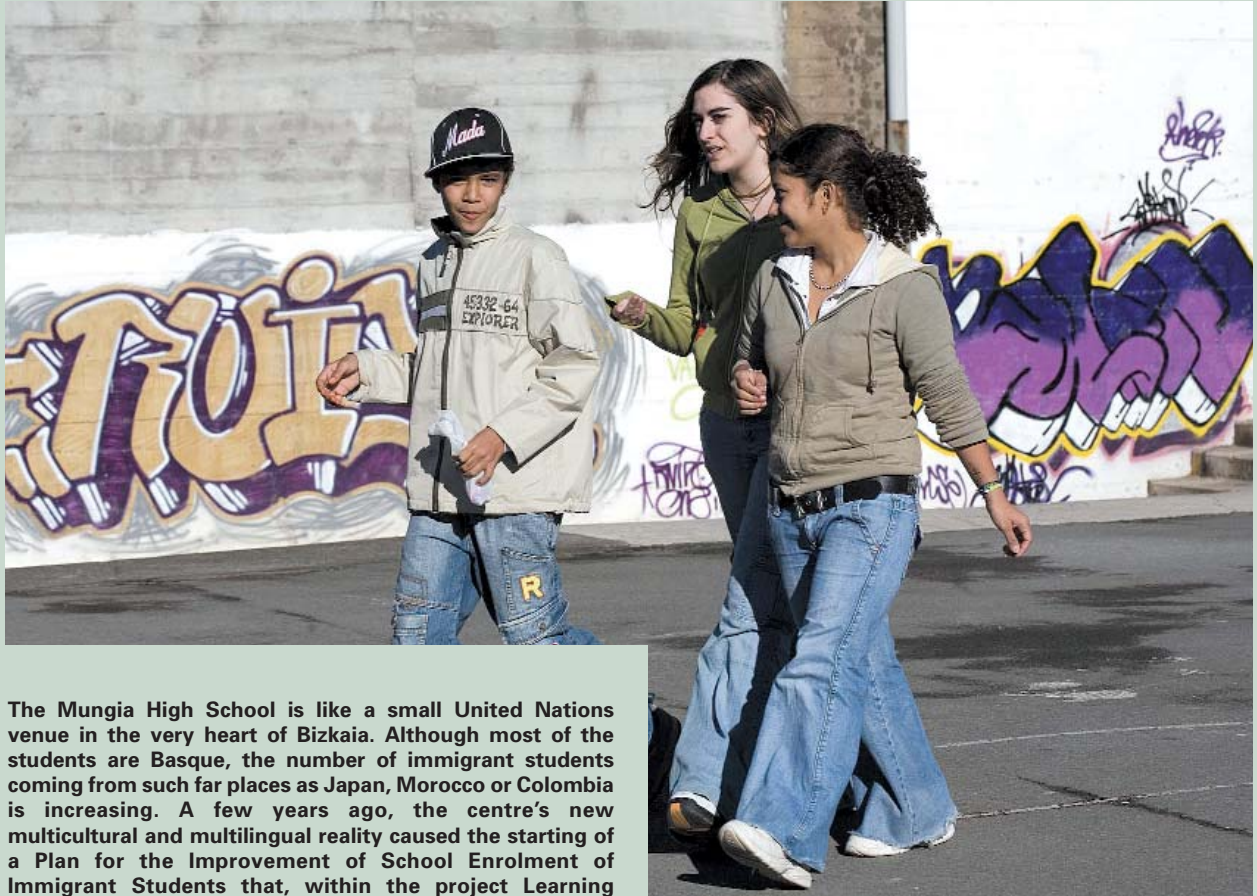
- Adaptation of the needs that the industry is raising to the educational action. Recreation, in the centre, of the activity a technician of their level faces in his/her professional performance.
- Foster the student's individual skill, when facing real situations happening in the working world.
- The students' academic results have been better than with the traditional method, although the PBL methodology demands a daily effort by the students, in contrast to the possible final dash of the traditional teaching-learning process.
- Work with values like responsibility and respect for your mates, since teamwork makes the student to be responsible for his/her team's success, which is subject to a schedule to carry out the projects.
- The development of the PBL methodology requires a shared effort of teachers and students, due to the change of roles it demands, since the student becomes the protagonist of his/her learning and the teacher becomes the student's guide.
- The practical cases designed in the projects create an open learning environment in which the student develops his/her skills in an increasingly autonomous way. Learning is gradual throughout the seven projects, fixing contents that were worked in previous projects.
- The PBL methodology designs a made-to-measure and horizontal assessment process, in contrast to the verticality of

the traditional learning processes, based on didactic units with their corresponding exams.

- A special attention is paid to diversity. Students can make progress at different paces, always taking into account each project's schedule. There may be students in the workshop, in the classroom, in the labs, etc., at the same time.
- Teachers have a total coordination of the Training Cycle modules; duplicities disappear; they learn subjects that they had never taught before; they can do exams integrating different modules; students sees them as a team, not as an individual teacher.



IES MUNGIA (SECONDARY EDUCATION SCHOOL) How to coexist and be trained from multiculturalism



The Mungia High School is like a small United Nations venue in the very heart of Bizkaia. Although most of the students are Basque, the number of immigrant students coming from such far places as Japan, Morocco or Colombia is increasing. A few years ago, the centre's new multicultural and multilingual reality caused the starting of a Plan for the Improvement of School Enrolment of Immigrant Students that, within the project Learning Communities, intends the academic success of all students, the improvement of their cohabitation and the social inclusion.

The IES Mungia is a school centre with a big complexity. It is made up of three buildings where 720 students learn and 110 teachers teach ESO (Compulsory Secondary Education), ESPO (Post-Compulsory Secondary Education), training cycles and SAT (Tutorial Learning System). Nevertheless, until the implementation of the LOGSE (Law on the General Organization of the Educational System), the centre of Bachillerato (higher secondary education course), the Vocational Training centre and the last two years of Primary Education in Mungia were independent one of the others. The IES Mungia emerged from the joining of these three centres, and became the only public secondary school of this region, receiving students from a high number of near localities.

According to several teachers, this fusion provoked a feeling of fragmentation, failure to meet up and insecurity among teachers, due to the new physical dimensions of the centre and of the teaching staff too. Here we must add the native students' diversity and the fact that the

"Linguistic support resources allow us to help students without taking them out of the classroom and to support the entire group".
(Luis María Landaluze, coordinator)



number of immigrant students was increasing and that the centre lacked the appropriate answers for this kind of variable students and their increasing diversity in origin and expectations.

Teachers saw the need for a common educational project covering the whole school community. In previous years, several innovation projects catalogued as "attention to diversity" were developed, but they did not work. Furthermore, the whole centre was not improving, the academic failure was increasing and the classroom management was becoming more and more difficult.

In the 2001/2002 year, most of the teachers of secondary education and Bachillerato were trained and informed on different models. After a time for reflection and once the intensive training had finished, in September 2003, the first cycle of ESO, essentially, was adhered to the Learning Community project, whose theoretical framework was developed by Ramón Flecha in the Centre of Research in

Theories and Practices That Overcome Inequalities, in Barcelona.

Overcoming racism

The Learning Communities are a project for educational change that facilitates the overcoming of racism and social exclusion, promoting egalitarian relationships between the different cultures integrating the community.

The coordinator, Lorea Aretxaga, explains, "Through this project, the educational differences each student brings to the centre, because they have been differently brought up, do not end in an educational inequality. We foster ways of centre organisation to achieve everybody's academic success and the improvement of the intercultural coexistence."

The centre's head, Sira Ayarza, adds, "We have not started the Learning Communities because there are immigrants. This project was previous. The educational differences are also present among native students." The implementation of inclusion practices in the centre is carried out by interactive groups and with the presence of two teachers in the classroom at the same time.

Through these interactive groups, the aim is to accelerate the learning pace increasing interactions among equals. The groups created (once per week in different classroom-areas) are made up of four or five students who are heterogeneous in gender, learning level and cultural origin, so that the interactions are more varied. The developed activities last between 15 and 20 minutes, and all the students interact with the whole group. "Since activities vary, students have no time to get bored. They play the main role. Interaction is very important and the teacher and the volunteer adults collaborate, they give no speeches," explains Lorea.

**"We have not started the Learning Communities because there are immigrants. Educational differences occur among native students too."
(Sira Ayarza, head)**



We must also stand out the figure of the linguistic support teacher inside the classroom, which is one of the instruments –together with the support plan for immigrant families and the Intercultural Commission– of the Plan for the Improvement of School Enrolment of Immigrant Students, coordinated by Luis María Landaluze. He explains "we have linguistic support resources in Spanish and Basque. As well as two teachers who, by means of the contents above all, reinforce the vocabulary or comprehension problems of these students in the classroom, for example, in Social Science, Natural Science... This allows us to help the students without taking them out of the classroom and to support the entire group equally".

The figure of the linguistic support teacher is one of the achievements of this support plan. "What we do is that the student learns the language while s/he learns concepts", points out Landaluze, "we should not wait for the student to learn the language so that s/he, afterwards, learn the ESO subjects ; we would not get anything with this procedure."

"We must add", indicates Lorea Aretxaga, "that the linguistic support is not working in other places like it is working in here. We do not take the student out of the classroom, since s/he would be kept away from the group." "The opposite is happening in Spain, where the classrooms of immigrants are playing a linking role," adds Luis María Landaluze.

The Learning Community of the IES Mungia is also developed through the personalised attention to families and students and the opening of the centre to the community, as well as through joint committees, intercultural days and teacher training.



18 languages and 21 nationalities

Besides Basque, Spanish, French and English, the languages taught in the centre, the IES Mungia speaks other 14 languages: German, Quechua, Romanian, Slovak, Portuguese, Fang, Creole, Tunisian, Brazilian, Japanese, Czech, Berber, Arabic and Guarani.

The implementation of Learning Communities, although the final objectives are still far, is already obtaining some small results. The evidence is that the latest surveys carried out in the centre by the Gernika

Gogoratuz Peace Research Centre indicate that students do not despise immigrants.

On the other hand, Sira Ayarza, the centre's head, indicates, "Our objective is that all our students get out of this centre with the secondary education degree. In my opinion, the fact that we are talking about 22 immigrant students in Bachillerato and 8 in training cycles, among them a Moroccan girl, reflects very well that these students can go ahead, like native students."

ROUND-TABLE

Vocational Training centres facing the challenge of Lifelong Learning

Lifelong Learning, in the spotlight of representatives of centres of the three Historic Territories. A reflection on who should offer this training, what it contributes to centres and workers, how it can be improved and which future is predicted in this line of work...



PARTICIPANTS:

Jose Luis Calvo. Head of Lifelong Learning in the Mendizabala Institute (Alava).

Kepa Basagoiti. Secretary of Ikaslan Bizkaia.

Susana Mancisidor.

Head of Lifelong Learning of the Elgoibar Institute (Gipuzkoa).

– Who should offer Lifelong Learning? How important is that Vocational Training centres teach training in companies?

– Susana Mancisidor: In principle, I think it can be offered by equipped and prepared centres, with the appropriate facilities, equipment and teachers. Public Institutions, specially the Basque Government, have been making an effort for a long time for the centres to be prepared. In Elgoibar specifically, we have been offering Lifelong Learning for years with institutional support. This implies the centre to be updated in new technologies and helps the teachers to keep being in the thick of things since they are in touch with companies and their technology.

– Kepa Basagoiti: We think all those centres that meet the requirements should offer Lifelong Learning too. That must be the training commitment reference. This would probably avoid subcontracting in many cases.

– José Luis Calvo: The centres, through the new training cycles (In-Company Training), are in touch with companies. They actually see the training needs. I think that the reference should be public education and, thus, prepared centres must offer Lifelong Learning. Each company should devote to the task that they have been created for. With the Education Department training plans, we have staffs that are competitive enough according to retraining, qualifications, profiles, etc. At this moment, public centres are

prepared for offering a competitive quality level in Lifelong Learning.

– Are Vocational Training centres prepared for offering training? Do they have appropriate facilities and professionals to undertake Lifelong Learning?

– Kepa Basagoiti: The school equipment is not of production, but of training. Nevertheless, at present centres have a commitment with this training project and have equipment and training resources emerging from the investment made in education. The centres, each one in its speciality, must have innovative equipment: simulators, specialised machinery, etc.

– Susana Mancisidor: For example, here in Elgoibar we have the speciality in automation and, as a result of the courses offering for professionals, we have been working for years in models that simulate breakdowns. All this is possible thanks to the teachers of this speciality, who make an effort to elaborate innovative resources and equipment for a quality training. Public Vocational Training centres are very well prepared for offering Lifelong Learning, and this is very positive, since the enrichment obtained by teachers in experiences and knowledge of business reality is transferred to students in Formal Education.

José Luis Calvo:
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– José Luis Calvo: Everything can be improved, but in our environment, the equipment level of public centres is good enough. Obviously, they could be improved, since all the technical issues develop. Nevertheless, thanks to the Basque Government, which allocates important items to this, and to the centres themselves, which generate revenues with Lifelong Learning that are reinvested for improving that equipment, we have the appropriate facilities. We are non-profit organisations, so the benefits of the Lifelong Learning centre are used for reinvestment and for updating the equipment.

– Kepa Basagoiti: We always make reference to the fact that there are no companies having a equivalent staff to institutes. Any company of any sector will not probably present a professional list like the ones in any institute...

– José Luis Calvo: With the same level of qualifications, retraining...

– Kepa Basagoiti: Of professional competence and knowledge update.

– Which is the centres' disposition to offer these services?

– José Luis Calvo: We have been demanded for years Lifelong Learning to be part of the centres stable staff, because we must not forget that it has different funding possibilities: the Provincial Council, the INEM (National Employment Institute), European Programmes, Town Councils, the Basque Government. Nevertheless, not all Lifelong Learning is integrated into the centres stable staff at this moment; only the module catalogue one is integrated. It would be desirable to consolidate this, to include it in the centres annual planning. These hours are from the teachers' free time.

– Kepa Basagoiti: Yes, it must be included in the module catalogue.

– Susana Mancisidor: It would be advisable to add that this year the Basque Government, for the first time, has made a bet on the non-catalogued Lifelong Learning.

– Kepa Basagoiti: The centres' demand has been attended.

– Susana Mancisidor: In many cases, the companies had a concrete need that did not fit the module catalogue; only a part of the programme was of interest. Now we can adapt to the companies' concrete needs.

– José Luis Calvo: Training à la carte...

– Kepa Basagoiti: We all have detected that the worker does not always looks for the qualification recognition.

– Susana Mancisidor: The module catalogue offers the opportunity to obtain a qualification, which is positive and necessary, but, in many cases, this is not what the worker needs, but a more concrete training.

– Kepa Basagoiti: It is logical, a plan is started by adjusting the framework, but you see that you have to make it more flexible and adapt to the needs. You must to open the framework.

– José Luis Calvo: You would have to unify and make a long-term planning, because, for example in Alava, the percentage of teachers devoted to Lifelong Learning is minimum.

– Kepa Basagoiti: In the same way that a school mapping is being established, a map to establishing each area's priorities should be created and, this way, make a distribution.

– Public centres must carry out a function, make their resources available to society and, in this case, must they make those resources available for companies?

– Kepa Basagoiti: We are a society's tool for covering those needs, so this is another characteristic of our condition; insisting, moreover, in the factor of using our resources. This is also one of our main features; we are not profit organisations, we are a team to which the society

Susana Mancisidor:
"Public Institutions, specially the Basque Government, have been making an effort for a long time for the centres to be prepared."



resorts for training, so Lifelong Learning should be aimed at public centres first.

– How do companies receive Lifelong Learning? How is it valued?

– José Luis Calvo: We obtain very acceptable results in surveys; the average is usually a high C. Nevertheless, the training plans of the module catalogue have been at the worker's individual level up to now.

– Susana Mancisidor: Within our range of possibilities, we have always worked with companies that have never doubted in get near to the centres and express their needs; we have worked in course designs, etc. And the assessment has always been positive.

– Kepa Basagoiti: I agree with Jose Luis that training is something individual. The worker has the initiative, s/he enrolls, registers, but many times s/he does it when the training is not even related to his/her position; it is an additional training. I think there is an evident loss of performance, because there should be a higher use of resources to satisfy the needs of anyone who wants to be trained.

– In view of the future, which are the lines of work you think must be followed to maintain that offer in the schools?

– José Luis Calvo: What we have commented before about elaborating a map of Lifelong Learning needs with an important fieldwork, which should have a close relation with the industrial sector, the companies and the businesspeople.

– Kepa Basagoiti: Companies have to contribute more than they are contributing at present. Not everything can be at the worker's expense. Expecting someone to go to the centre after his/her working hours... It is difficult for the staff to get involved with such an effort and sacrifice.

– Susana Mancisidor: I think Lifelong Learning should be designed to the shared time. Companies should get more involved and hand over part of the hours, so that the worker does not need to contribute all the hours.

– José Luis Calvo: In addition, this training is not being recognised at a professional level, neither economically or with internal promotion.

– Kepa Basagoiti: There is a very good sentence saying, "if you think training is expensive, try ignorance". If a company does not invest in training, there will be no long-term possibilities, because people are its great capital. The only thing that will allow companies to face the future is that people updates knowledge, is prepared and involved, and this emerges from the training resources.

– Do you think there is a need of staff as managers in Vocational Training centres, devoted to maintaining the relationships with companies, helping them to design training plans and to assess those plans?

– Kepa Basagoiti: It is essential.

– José Luis Calvo and Susana Mancisidor: It is essential, we all agree in that...

– Susana Mancisidor: You need a person for gathering the company's needs and for dumping them when it comes to find funding, resources for carrying them out, etc. That liaison is really necessary.

– Kepa Basagoiti: Although the centres have people in charge of In-Company Training, who are frequently in touch with companies and gather the needs through the companies' trainers and through the students themselves, there must be a person with a specific function. Someone who controls the companies' situation and helps to transmit the needs s/he finds to the different members of the organisation.

Kepa Basagoiti:
"We are a society's tool for covering training needs."



WORK AND BASQUE LANGUAGE

Towards Basque language standardization in the working world

It is evident that a great effort has been made to encourage the use of the Basque language in education during the last decades. The presence of our language in educational centres has increased, but the ability acquired at school is often lost in the workplace, where Spanish is used. Many companies in the Basque Autonomous Community have implemented language plans to achieve Basque language standardization in the working world. Several centres making up Ikaslan are also developing pioneering initiatives to join work and Basque language.

Emun: cooperative for euskaldunisation in workplaces

The Emun Cooperative Society, located in Mondragón (Guipuzcoa), was created in 1997 by the Eskoriatza University School of Teacher Training –nowadays, Faculty of Humanities and Social Sciences of the University of Mondragón– with the aim of getting a new space in the Basque standardization process. "Formerly, you worked on teaching, mass media or social movements, but it did not happen in the companies. Emun was created in order to euskaldunise (euskaldun is the Basque word that defines the person who speaks and knows the Basque language) the working world," says Ainhoa Elices, Commercial and Marketing Manager in Emun.

In order to achieve Basque language standardization in workplaces, Emun has designed and implemented comprehensive language plans, aimed at both companies and entities, such as villages or regions. As a result of the work carried out during these years, more than 140 companies are now immersed into these Basque language plans; among them, Fagor, Danobat, Niessen, Lagun-Aro or the University of Mondragón.

Emun also offers other services: communication work or other type of advice for increasing the use of Basque in the working world, special advice for language standardization, training in Basque language –special courses for responding to the linguistic profile of job positions and for meeting concrete needs– and translation and proofreading work. Nevertheless, it should be noted that 90% of the cooperative turnover comes from the Basque language plans. "Those are complementary services to help Basque language plans. We have not made any extraordinary attempt to promote them," says Elices.

Emun is made up of a very experienced and precursor group. "We are a dynamic and young working group. When the cooperative was created, there were only 3 members, and now 75 people work here. Among them, 62 are language technicians, with an average age of 35 and 60% of them are women," states Ainhoa Elices.

With the objective of adapting daily work to different entities, Emun bases its work on continuous improvement, since, in their opinion, this is the only way of offering the best service.

"We are determined to face a period that will bring us near our clients. Until now, we have been making a great effort in creating measuring instruments. At present, whereas, we are establishing systems that influence use and motivation, with the main objective of standardise and perfect our methods and materials. The most effective use of information and communication technologies has opened the way for us," adds the Commercial and Marketing Manager from Donostia.

Attainable objectives

As we have already said, the objective is to increase the use of Basque in the working world by means of the Basque language plans. Emun helps to take the necessary steps for Basque to be a working and service language, "we take the necessary steps to increase the presence of the Basque language, written or spoken, in internal or external relationships, at an informal or formal level.

For starting Basque language plans, it is not necessary that all the workers speak Basque or that those who do not speak Basque, learn Basque. The essential thing is that Basque speakers begin to use it in



their everyday tasks, starting from the simplest tasks established by the plan, and with the agreement of all bodies and workers of the company. According to Ainhoa Elices, Emun follows a standard methodology, although adapting the plan to each situation and need. "The methodology needs to be adapted to the company's reality and the objectives you set should be attainable. If it does not occur, the result could be the opposite. You must start from the simplest to motivate the workers," explains.

Emun's plans consist of four parts. The first one, the design phase, carries out a quantitative and qualitative diagnosis of the company, that is, "so to speak, you take a picture of the workplace. You measure the use of Basque, the level of knowledge and the motivation," explains Ainhoa.

In reference to recovering and standardization of the Basque language, Emun's technical methodology is based on the three axes defined by José María Sánchez Carrión Txepetx: motivation, knowledge and use. Unless the three reach a sufficient level, Basque standardization could not be achieved.

The second phase sets the objectives for three years, the management plan for the first year and the beginning of the structuring. These influence the implementation phase, focusing on participation, motivation, knowledge, use and institutionalisation.

Besides efficient, real and measurable initiatives, the agreement of all participants is necessary for the plan's progression. "You must take into account what the company wants the plan for. It will not need it, for example, for communicating with their Chinese clients, but as a service or working tool," adds Ainhoa Elices.

The third phase evaluates up to what point the objectives have been met in the Basque Language Commission and at higher levels. Afterwards, the Basque Language Commission and the advisors establish the corrections that will be carried out.

"The question is: when does a Basque plan finish? The approach is not to take a picture, translate posters into Basque and transmit a pair of messages per year in Basque. This is not a marathon, but a long-distance race," explains Elices.

The main promoters of the plan are the coordinator, the Basque Language Commission and the technician. The Basque Language Commission is in charge of the plan monitoring and coordination, and the coordinator is the person who undertakes the plan monitoring. The technician has a long list of tasks: previous study and design, advice for the Basque Language Commission, definition of the annual management plan, help in workplaces, dynamisation of initiatives and coordination and translation work.

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On the other hand, the commitment of the workers, the company and Emun is very important for the plan to achieve a successful progress. "The management involvement is very important. It should take part and be aware from the beginning. And the worker's involvement is also important, of course. People should be united," adds the Commercial and Marketing Manager.