

# PUBLICATION CONTENTS SUMMARY

Igone Azpiroz, Lifelong Learning Director.

## "Our objective is to make the Basque Country a country of learning"



"We go for a new perspective in which training, work, and leisure coexist in all the stages of life"

Bachelor of Business Sciences from the University of Deusto and after a short experience in a company, Igone Azpiroz discovered the world of Vocational Training teaching in several centres. She took part in the LOGSE Educational Reform in Madrid, worked in the curriculum development in the IDC of Bilbao, and she was the Vocational Training and Lifelong Learning Director in the Territorial Delegation of Education in Gipuzkoa. At present, she leads the Lifelong Learning Directorate in the Basque Country.

### How would you define lifelong training?

We echoed the European Commission's definition of lifelong learning: all learning activity undertaken throughout life, with the aim of improving knowledge, skills, and competence, within a personal, social, civic, and/or employment-related perspective. We think that lifelong training can cover different types of learning: formal (structured, provided by an education or training institution, leading to certification, and intentional from the learner's perspective), non-formal (structured, not necessarily provided by an education or training institution, not leading to certification, but intentional from the learner's perspective), and informal (derived from activities related to work, family, leisure, personal development, non-structured, not leading to certification, and not necessarily intentional). Since 2000, when Lifelong Learning was institutionalised, the traditional model was intended to be overcome. The stage in which people learns was focused on childhood and adolescence; the one in which people works, on adulthood; and the leisure one on retirement. We go for a new perspective in which training, work, and leisure coexist in all the stages of life.

### How important is lifelong training within the Vice-Ministry?

Both the Vice-Ministry and the Lifelong Learning Directorate were created at the same time, in 2001, in order to meet a series of needs, when the Department of Education was assigned the competence for learning activities entailing lifelong skill acquisition or improvement. The new Vice-Ministry must offer answers for people, work for improving their aptitudes, competences, and preparation, without forgetting the company's improvement in competitiveness, the skill acquisition and adaptation, and the collaboration in the development of employment policies as a tool for vocational integration. The two directorates of the Vice-ministry - Lifelong Learning and Vocational Training- contribute with their strategies sharing their objectives.

If we concentrate on specific programmes of Lifelong Learning, we can also add that some of them complement the strategy of the Lifelong Learning Directorate: training of teachers and vocational training managing staff, European and mobility programmes for students and teachers of

Vocational Training, partial offer of training cycles as a more flexible and adapted vocational training offer for specific collectives, preparatory training to access official vocational training and Continuous Vocational Training.

Moreover, we develop concrete strategies of Lifelong Learning at a regional level, a mediation service that is being now developed, and specific actions such as the creation of e-Learning material and information and advising tools that allow us to reach citizens and people through Hiru.com.

In short, we work in the same house -the Vice-Ministry-, and our area of competence forces us to coordinate our efforts inside and outside the Department of Education, due to the transversal character of lifelong learning. Our objective is to make the Basque Country a country of learning and to contribute for creating a European space for Lifelong Learning.

### How is lifelong training structured in your directorate? Which are the programmes and actions undertaken?

We work in different fields.

- On one hand, the field of Teacher Training, both at an individual level, meeting the training needs and interests of the teacher, and in the centres, trying to meet the Centre's needs in the Centre itself, or collaborating with other Centres sharing those training needs, without forgetting in-company training for teachers.

We consider executive staff training as a highly interesting project, working since 2006, and multilingual training so that Vocational Training can be taught in Basque, Spanish, and English.

We are making an effort in e-Learning, so that we can soften training in the near future (for teacher in particular and for people in general).

For the future, we are working on a pilot experience to analyse competencies, detect training needs, and prepare training plans made-to-measure for teachers.

- We think that specific training in languages through Hiru.com is a strategic issue.

- Another important area of action is that of European Programmes. We are witnessing a change in these

programmes, which allows supporting trans-national mobility of students, as well as of training managers. This fosters the cooperation between the world of companies and the world of training in 2007. We have just started a new Community action programme called "Lifelong Learning Programme". It will be implemented between the 11th of January 2007 and the 31st of December 2013.

- This programme replaces and integrates the Socrates programmes (Comenius, Erasmus and Grundtvig) and the Leonardo da Vinci programme.

Since 2004, there has been an important change in the participation of Basque young people regarding stays and internships in Europe. There has been an important quantitative and qualitative improvement, as a result of the structuring of project organisation and co-financing from the Lifelong Learning Directorate.

Our centres are already experiencing the first changes, since, for example, Advanced Degree training is included within the Erasmus programme together with the university training.

- Regarding Continuous Vocational Training, we must say that there has not been an important change in the financing object, because until 2005 the offer belonged to the Basque Government, although they were managed by the Hobetuz Foundation. In 2006, as there was no three-party agreement and aware of the Government's responsibility in Basque workers' training, the offer for diagnostics, companies, and workers were published by the Government as before, and for the first time the management of this offer falls on the Lifelong Learning Directorate. The so-called training on offer (for workers) includes catalogued and non-catalogued training, even though we must point out that non-catalogued training is a minimum percentage.

From the analysis of the 2006 offer, we can point out that the demand has been important. We confirm an upward trend of diagnostics and a usual behaviour regarding company offer. The offer for workers has been resolved with the aforementioned novelty and with a high demand.

We look for a quality and specialised continuous training for our workers and we think that vocational training in the Basque Country has a magnificent level for achieving this objective. Nevertheless, we also have a challenge: reach those who have no such facilities, small and micro companies.

- In the field of Lifelong Learning, we want training to reach everybody. The unemployed is clearly aware that s/he has training at his/her reach, but we want to instil the lifelong learning culture in every person and foster our mediation service. We have regional learning mediators (vocational training centres, town councils, development agencies...), informing the citizens, advising them, and indicating them the type of training they can find in their region, and even how to plan their personal development. We want everybody to continue their training; those who are out of the system, those who want to improve their competences and knowledge, those who intend to meet their learning interests at a personal level. We are aware that we must continue working on this field. Therefore, we are developing information and self-assessment tools for citizens.

We must make an effort for making promoting and diffusing the services at the citizens' reach. We must carry out a permanent improvement so that learning activities meet personal interests and needs too.

- Finally, the partial offer is another of our action lines, through a formal onsite vocational training in flexible conditions, based on an official training project, although structured by the Training Centre in order to be adapted to the client's needs.

### Who is the target of Lifelong Learning?

All citizens, although each programme has its own objective target. Continuous training is aimed at workers; teacher training at teachers; activities at specific collectives (immigrants, women, and other collectives); partial offer at people over 21 years old; online training in languages at people over 25; preparatory training for the access to Training Cycles at people meeting the requirements specified in each offer...

### Which is the society's response to Continuous Training plans?

The response is very positive. There is a clear sensitising about training benefits as a way of guaranteeing competitiveness among companies and the acquisition and adaptation of our professionals' skills. The Basque Country has gone for innovation and this also involves training. People are our biggest wealth and they will allow us to be different.

### The Department of Education has carried out the 2006 Continuous Training offer for workers. Which is your Directorate's forecast for 2007?

We are working on it. There are still some difficulties to come back to the situation we had in 2006, but we continue working on our worker's Continuous

Training. If there is no agreement, the Government will step in, as it is its responsibility. We are prepared for starting the offer for 2007, but we will wait a reasonable time.

### Which is the role of Vocational Training Centres and which role should they play in Continuous Training?

We rely on Vocational Training Centres. Their role is essential both in initial and in continuous training, and even in occupational training. We believe in a vocational training integrating all sub-systems and we act accordingly, investing in them, working for their continuous improvement. Their presence is highly important because they are specialised; they are our human and physical resources.

### Which is the teachers' response to the specific plans for this collective?

There is an upward response in training plans in the Centres or in the plans developed between centres, but the response is generally positive. We are aware that technological innovation in management and methodology requires training and most teachers know it too.

Teachers' individual demands allow financing the training actions that have been developed from their own professional concerns.

I am surprised at the fact that there is not a higher demand in in-company training stays, since this is an important alternative in vocational training because it allows the educational world to get nearer the company world in each speciality.

### Which results are expected to be obtained from this kind of training?

We have competent teachers, but we must guarantee that our teachers meet the needs of a changing reality. The Vice-Ministry is ambitious and we need the teachers to take part in innovative programmes of technological innovation, innovation in management and quality, innovation in learning methodologies. But they also need training in order to improve linguistic skills and other transversal skills.

### Is training aimed at retraining the prevailing interest or is there interest in new knowledge fields?

The training needs of newly arrived teachers are different from the needs of those teachers that have been in the system for a long time. On the other hand, some collectives need more training than others, depending on the vocational training speciality, since this is a very changeable and innovative field, or because basic training does not meet the specialisation level required by vocational training. The prevailing interest is marked, first, by the teacher's needs, but also by the Centre's dynamics and, of course, by the guidelines and the situation of vocational training.

### Have you detected new needs?

Yes; related to those action areas that we are demanding in innovation, management, and also as a response to the new technologies applied to their own speciality.

### What can you tell us about the new learning systems: e-Learning, distance learning, Hiru.com, etc.?

This is one of our objectives: develop and offer e-Learning materials.

We are making a big effort in material development during the last years. We already have material related to Vocational Training and Lifelong Learning.

We have also seen training materials in this format that could be interesting for teachers.

But this takes time. Specially, if we want to have quality materials.

We are working in order to have the material on a platform and reach the target of each material: citizens in general, training centres, teachers, families...

In reference to Hiru.com (lifelong learning portal), we intend to reach the citizens and offer them training materials in course format, besides the things they already have available. Our objective is to bring the different training possibilities where they are, where they have time. In order to get this, besides the existing language courses, we want to include courses for different collectives in hiru.com.

In 2006, we have been working on providing the portal with more dynamism and we will continue like this in 2007, including audio and video resources.

We have gone for the image and, in this sense, we have included infographies. We shyly started with four, and we have already received two prizes.

"The centres' role is essential: they are specialised; they are our human and physical resources"

"We are prepared for starting the Continuous Training offer for 2007"

## Round-Table Teachers trained in companies



**José de Castro** has been training Intermediate and Advanced Degree students at the Vitoria-Gasteiz Construction Institute for four years. Since nine years ago, **Alberto Arrizabalaga** has been teaching Electrotechnical Installations and Domotics at the Bidasoa Institute of Irun. **Tomás Burgoa** comes from the Graphic Art sector, but he has been training students at the Emilio Campuzano Institute of Bilbao for ten years. All of them have experienced in-company training stays, something into which we have wanted to go more deeply.

### - Why did you decide to carry out this kind of training? What were you looking for?

- **Alberto Arrizabalaga:** The subject we teach is quite new and, some time ago, we contacted ABB Niessen, a company located in Oiarzun, with which we have a close relationship. When this possibility arose, the truth is that I did not even think it over.

- **Tomás Burgoa:** When you have relationships with companies, you realise that the experience can be taken to education. I come from the industrial sector and one of the most attractive things for me is the real knowledge of industrial production and the working dynamics used. The sector has suffered a very strong evolution in the last years and if you are cut off from the working world, you can make mistakes. I wanted to come back, to know it. I wanted to see how new technologies are applied to production.

- **A.A.:** As it is a new subject, you do not know the level of acceptance that it has. We taught domotics and we seemed to be evangelising, we did not know what was being used in the streets. We wanted to see the real application, how companies looked at this issue. We have been able to seem real installations through training and, in passing, to take the students to factories and to see construction works.

- **José de Castro:** I think it is very important to try to take the students to see the market reality. I do not come from the construction sector, so it has been good for me to see construction works and to get to know more practical issues. The construction works show many tricks that cannot be taught in classrooms.

- **A.A.:** Moreover, regulations can be interpreted and allow making things in different ways. And you can only see this in the working world.

### -Which is the basis of teacher retraining in companies?

- **T.B.:** It is closely related to what we have been said about knowing, from real production, the project that you want to take to the students. It is based on the acquisition of the most appropriate training from company dynamics, focusing on an educational level and on the students. There are essential theoretical aspects, but sometimes we put more stress in them and not so much in more practical aspects that, later, will be necessary in the working world.

- **J.C.:** As a teacher, you have a syllabus, but if you do not know what is being made in the sector, you cannot change that syllabus

to adapt it to the company's demands. For example, talking about materials, it is interesting to adapt the syllabus to the market trends.

- **A.A.:** The same happens in my case. There are different systems to do the same thing, but you need to know what it is being used at present. You need to know the product more deeply to transmit it to the students.

### - Technological innovation is also closely related to what you are saying about being updated...

- **T.B.:** Unquestionably, if the market develops, new technologies arise; machines that are newer and faster, but also very expensive and requiring a big investment. At an educational level, we cannot generally make use of those resources, so we must be in touch with companies capable of absorbing that innovation and see how they orientate it to production within the company. A supplier can inform you about new technologies and can show you a machine, but you do not see it working; and if you do not see the machine's operation, it is very difficult to transmit that innovation to your students. Moreover, you can have a different idea of the machine until you see how it works, how each company focuses on it, the workers' tricks, etc. For us, this is almost a research, since we do not have those resources available. If we could have a higher budget, we will be really delighted, but our resources are limited at present. Sometimes companies are a little reluctant to let you in, they always have their small secrets.

- **A.A.:** In our case, innovation comes through two different ways. On one hand, in programming updating, you are innovating within the training cycle itself, and, on the other hand, within the institute, taking advantage of quality and environmental systems; as the electrical system is being renewed, this domotic system in being installed, offering a higher comfort and energy saving. It is innovative because, incidentally, the company has brought us people to see our domotic installation; something that is more difficult, for example, in construction.

- **J.C.:** Yes, we see that we are innovating, but our innovation is within very concrete sectors, such as painting, materials, new products, but not when it comes to making things.

### - How is training organised? How do you fix the working plan, the hours?

- **A.A.:** We have a training plan within the school. Each department presents a series of training needs and, in our case, this opportunity arose and these practices were included within the plan. There we started to disperse, each one went to a company with which was already in touch and presented his own new speciality.

- **T.B.:** We were interested and, when the opportunity appeared, we accepted and four teachers went. The way of seeing the most appropriate companies was a matter of needs. In Graphic Art, companies are much specialised in different areas and, as the ICTs allow you to know many companies, we started to select... I chose a concrete production subject, the new control resources for printing colour, directly linked from pre-printing and, as we were in touch through the supplier, it was easy. That has allowed us to know highly advanced systems of production, quality, colour, etc. The supplier sells you lots of characteristics, but you see the real implementations in the company.

- **J.C.:** We started the training four years ago, through the official announcement of the Basque Government, we contacted SEA (the Alava Corporate Union), which provided us a list of the companies. We call them to see the types of works they had and the phase in which they were, trying to find what we were looking for. From this point, we chose the company and the work.

### -Do you think the dates and the system are the appropriate?

- **J.C.:** I think those dates are the most appropriate because there are no students...

- **A.A.:** I was there for eighty hours. If you have students in the morning, you have to do it in the afternoon or it is not possible... In my case, I went there in June and was there the whole month. It is a little sacrifice, since your timetable is almost a company's schedule, but it is worth it. In fact, I did it in 2004 -I think it was the first announcement, and since then people has been coming to the centre to adapt the cycles both to reality and to the needs of the school's environment. The system is the appropriate one, the only objection I see is that I was so satisfied that I wanted to come back the following year, and now I do not know, but then it was not possible to do it...

- **J.C.:** Just the same, but in the cycles among which they move, the companies always do the same. In our case, if you go to a company and see, for example, structure, you will not finish to see it in fifteen days. It would be more suitable for us to monitor the work throughout the time in order to see how it is developed.

- **A.A.:** I made a chronogram to know the product first. Then, programming and knowing the installation and its starting, drawing up the manuals, etc.

- **J.C.:** Yes, but you can see the whole process in a month. In construction, a work can last two years. The best is to see different works in different phases.

- **T.B.:** Yes, I think that each case must be adapted to the needs, we must see if it is better to do all the hours in a row or if you can see different processes throughout time. In our case, it coincided well in time, after the course. I did it in the afternoon, forty hours in three weeks, and there I was, as one more worker.

### -And how did the company welcome you?

- **A.A.:** I was provided with a table near the installation designer and, in that first phase, I studied a new product for being controlled via web. It was written in English and I was doing the translation, etc. From there, we saw different works with installers, explaining the different workers how to install it, how to start in, etc. In the factory, the door attendant already knows you, you have a coffee with them, park your car in the workers' parking... I have a very good welcoming.

- **J.C.:** In our case, I was with a boy from the personnel department and then, in each work, the person in charge explained us what they were doing at the moment, what they were going to do, etc. I

**Alberto Arrizabalaga**  
"Company stays help to find a balance between the teaching and the working world"  
"This kind of training adapts the cycles both to reality and to the needs of the school's environment"

**Tomás Burgoa**  
"If you are cut off from the working world, you can make mistakes"  
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felt like home there, the company was very kind with us.

- **A.A.:** I even had the possibility to go to Germany to see the product, but the agreement did not allow me to travel due to the insurance and, although the company would have met the expenses, it was not possible...

- **T.B.:** In my case, the company manager gave me every facility, told me that I could suggest him how I wanted to do it, and I divided the three weeks in three phases. In the printing phase, for example, I was with the operator near the machine. You never get to be involved in the labour itself, since you can make them feel uncomfortable; but you are with them, comment on the functions, on how they work, on the most important values they have, on the quality requirements, etc. It is not easy, you are in their work position, in their field.

- **J.C.:** They can feel you are an inspector...

- **A.A.:** The smart Aleck that comes here to see what we are doing.

- **T.B.:** I have also seen the students' progression because they were working in the company, and you see how they have adapted the training and how you must do it with future students. When you explain them what you are there for and what you want, that you are there so that they can receive more prepared and appropriate students for their needs, they also thank you.

### -What did you get from in-company training?

- **T.B.:** Satisfaction, in the sense that you see a positive assessment of the techniques they use; you see the importance the company attaches to what you are teaching. In the company, everything is aimed at production; you see how they value those issues from a real point of view. In a classroom, it is difficult to explain that there is a time limit for finishing a product and if you see how this is focused in a company, it helps you. I have also seen that the company asks you for professional staff, for very well prepared personnel. And this is not easy, taking into account the resources and time we have in training cycles; that is why it is convenient to be in touch with companies. Formerly, companies trained the person; at present, they want more prepared workers. And it is also good to see the staff's development in the same company, the phases they pass through and the continuous training needs they can have. You must know where they are to see what they need.

- **A.A.:** I would stand out three aspects from the stay in the company. On one hand, the professional enrichment, since you see things that could not have seen in other ways. You have a theoretical knowledge of books, catalogues, products, but that is still theory and, here, you see the everyday practical part. On another hand, there is a personal enrichment, it makes you come to the real world, and this helps you to find a balance between the teaching and the working world. Nowadays, the company wants an experienced student and, for this, the most the teacher knows the working world, the highest number of stories can tell about what the students will find; to see different ways of doing and interpreting. Moreover, it becomes much more enjoyable because you provide practical details. You have more knowledge. For instance, a company made an installation in which the system always failed at five and they discovered that a dove always perched at that time on the detection cell... Students welcome this kind of details because these things can happen to them while working.

- **J.C.:** The relationship with the company is useful for completing your training, for being informed on the sector's day-to-day and for being able to transmit that to your students. When we went to the company, we took many photos to be able to explain the details to the students. If they see it, they grasp the idea right away. This is a very valuable training; I would have been there for another month...

**Aingeru Aizpurua**, president and managing director of TS Fundiciones Prize for the Businesswoman of the Year in Gipuzkoa

## "It is fundamental to continue learning through life"



### - Which are the training needs of a successful company? How is retraining focused and planned?

- Training is a fundamental issue. We usually do it internally, detecting the training needs depending on the objectives that we have to meet as a company, on the target market, etc. We design an annual training plan. This year, nevertheless, we have opted for commissioning an external diagnosis of our training needs. We wanted to have a point of view not influenced by the day-to-day, a different point of view. A company is analysing our processes and areas, in a close collaboration with the executive staff, the technical staff, the managers, and even with the plant personnel, so that they can give their opinions about the way they see their work and their training needs. The aim is to prepare a training plan for two years, 2007 and 2008.

### -Do you know Vocational Training in the Basque Country? What do you think about it?

- We know it, but the casting sector is very specific and, in our environment, there is no offer for the kind of professional we need. We work with Technology Centres through the Casting Association, which carries out specific training in our area. For example, Azterlan, the Metallurgical Research Centre of Durango, is in charge of the casting course and we usually have interns from there. We have had sometimes Vocational Training people, but this is not an attractive sector for them; they prefer another kind of work.

We are trying to make this sector more attractive for young people. Casting sounds very different from the standard specialities of Vocational Training in our environment (Electricity, Machining, Electronics, Automatism, Draughtsmanship, etc.). It is believed to be a hard, rough, and uncomfortable work, but we have been investing in the improvement of working conditions in the last years and current casting has nothing to do with yesterday's casting. We believe in the people that work in our company; we think they have to develop professionally with us, so that we can grow together and offer them a common project. On the other hand, we are in a leading, innovative, growing, and internationalised sector, so we have many positive things to offer. We produce components for the wind sector, with high demanding technical and service requirements, so each worker's personal contribution is very high. It is an important professional challenge in which, if you want, you have many things to offer.

### - When it comes to contracting, how do you value training? Do you take into account Vocational Training? And the gender?

- We value training in a positive way. We think that the people who introduces into casting must have a background, must develop, grow, and the fact that we receive people that is being training allows them to have a better projection to access other kind of positions within the company. Anyway, everybody goes through an internal training.

In reference to gender, and talking about direct labour -there are more women in offices-, this work has always been identified with strength, but we think that some positions can be carried out by women. Although this is a heavy industry, pieces are not moved by hand and the differences of physical constitution are less and less discriminatory. There is a long way to go in this field; it is matter of trying and progressing. Anyway, the truth is that no woman has come to work with us as direct labour. It is

**Born in Zumaia and Bachelor of Law, this businesswoman managed to foster TS Fundiciones in a delicate moment, achieving the leadership of the international market of component casting for the wind sector thanks to a strategic management aimed at the internationalisation and with a project based on people. Her last bet is the new plant of 14,000 square metres in Zestoa, with an investment of 36 million euros. Nine of those millions have been assigned to reduce occupational risks and environmental impact. The Businesswoman of the Year welcomes us to talk about training, a key issue in business development in her opinion.**

something like construction, where almost all the operators are men and women have our own psychological barriers to carry out certain positions. We must advance in this issue.

### - Which is the relationship between your company and the Vocational Training centres? Which kind of combined actions are carried out and which ones would you foster?

- We have interns in the fields of technique, administration, occupational risk prevention, maintenance, machining... However, I insist that this is not an attractive sector for young people due to all the things we have said before. In reference to the actions to promote, I think that we could improve the centres' monitoring of the internships in the companies and, on the other hand, we should try to externalise non-official internal training to Vocational Training centres. Although each centre is specialised in a Vocational Training sector, it would be interesting to try to cover other fields because, in our case for example, the closest centre is in Durango.

### -Which are your needs in internal training?

- There are several fields; we need technical knowledge on our target market and also on people development skills, since we understand that workers should grow professionally. Moreover, when you access to higher positions, you need training in leadership, people management, etc., so we also work in those fields. We think training should be continuous. You think that when you finish university you finish your learning and, not at all, you must continue learning through life. You cannot stop.

### -What is your assessment of the present actions and programmes for covering training and retraining actions?

- We work a lot with the Casting Association, a national entity, and they offer interesting courses for casting companies, related to new regulations, like the Environmental Law, etc.

### -Do you think Vocational Training suits the companies' needs?

- Vocational Training is a basic training, but once the worker is in the company, s/he has to adapt himself/herself to the savoir-faire and to the needs of each sector, culture, and area. Each company is different and Vocational Training contributes with basic and generic training that must be adapted to each company. That adaptation can be shorter or longer, depending on the specific training of each Vocational Training Centre. That is the handicap of our sector; we do not have a specialised centre near us. We have many people coming from Biscay, but the work should be highly motivating so that the worker does not go when s/he finds a position near home.

### -Do you think that women's incorporation into industrial positions can solve the problem of finding professional workers?

- Undoubtedly. Women's incorporation to industrial positions can be the boost we need to cover the lack of workers. We have a wide development potential in that field. We must change the casting industry's image and make it more attractive, since the facilities are now much more appropriate for working than formerly.

### -Are you an isolated case or business and executive women in traditionally masculine industrial sectors will soon be a reality?

- There will be more and more women. We are seeing this in other sectors like banking, in which the number of women is almost predominating. In the industrial scene, we have to change our minds a little; we must break our psychological barriers and, for this, education is essential and we have to work on it progressively. Nowadays, young people's social schemes are different from the ones we had, and that will mean a progress in this sense. This is a progressive and completely irreversible process, although not immediate. We need time; we have to adapt to it. When we go outside, we continue opening doors; for

example, the Marketing Director and I went to a Congress in Germany and everybody was surprised at the fact that two women represented a casting company. People even told us that this would be unthinkable there. This is a man's sector and we need a cultural change.

### -Which are the necessary improvements in training to meet the company's needs?

- We need collaboration, so that the professional profile that a company needs is more and more adjusted to the kind of training the students have acquired in Vocational Training. There has to be a mutual and continuous relationship to know the company's needs. Therefore, it would be very interesting that

those who are training have an active presence in the companies to know the position and to be able to adapt training to the real needs.

### -What would you say to those young people finishing their training?

- I would tell them that they must know that learning does not finish when they finish their studies. It is essential to continue learning through life. I would also tell them to jump into the working world without complexes; that it is logical that to be a bit lost at the beginning. Training and learning are continuous, at a professional and working level and at a social level too.

## Innovation in the centres

### IES Canciller Ayala-Gregorio Marañón "Hunting" the characterisation foundaions for cinema

**The students of the characterisation training cycle have collaborated with the University of the Basque Country in the creation of the short film "Cazando" (Hunting). A practical experience in which they have got to know the secrets of the film world, putting into practice the knowledge they have acquired in the classroom.**

The students of the characterisation training cycle of the IES Canciller Ayala-Gregorio Marañón of Llodio have collaborated in the creation of make-up, special effects, and hairstyles for the short film "Cazando", directed by Patxi Urkijo, professor of Filmmaking at the Fine Arts Faculty of the University of the Basque Country. The shooting lasted three weeks and most of the scenes were filmed in the surroundings of Llodio.

This short film has been presented in the Círculo de Bellas Artes, in Madrid and it will soon be presented in the Festival of Almería and in the Unica Festival, in Barcelona.

Four students of the characterisation cycle's first class took part in this activity. Moreover, the students of 1st and 2nd year of this year's class visited the set as an out-of-school activity. Each student was assigned a character of the film, so they were in charge of all things related to make-up, special effects, hairstyle, and hairpieces.

They usually started work one or two hours before the filming in order to prepare the actors, and they stayed there during the shooting. Some days they even finished at dawn, removing the make-up, the hairpieces, the prosthesis, etc.

The students' degree of satisfaction was excellent, since they have felt like home with the shooting team and they have been able to see their own work reflected in a professional world.

Moreover, the students of the characterisation cycle have also collaborated in other activities:

- Characterisation of several injured and burned people in a fire practice by AENA (Spanish Airports and Air Navigation) in the Foronda Airport.

- Theatre performances.

- Local TV shows like "Sin Salida", of Bilbovisión, and "A Plató Abierto", of Canal Bizkaia, making different make-up and characterisation works.

Since the characterisation cycle started, the IES Canciller Ayala-Gregorio Marañón has collaborated every year in short filmmaking with the Department of Communication, Image and Sound of the I.F.E.S. Tartanga of Erandio. This academic year 2006/2007, they have taken part in a practical demonstration-talk within the 2nd Audiovisual Conferences organised by this Centre.

On the other hand, in the month of May, students of this centre are collaborating in the short film "El pez de plomo", directed by Paul Urkijo, winner of the EITB "Culture 2006" Audiovisual Competition for the best animation, among other awards. All these experiences have been a motivation and have allowed putting into practice all the knowledge acquired in the classroom. Likewise, they have created a link to the working world, allowing the students to be in touch with producers and filmmakers.

### IES Ostalaritza BHI of Galdakao Bringing closer the Basque Country and the Canary Islands

**Students and teachers are fully immersed into activities and teaching and learning systems of the other centre.**



This joint project works on multiculturalism, education in values, personal enrichment, and humanising and integrating training. From this point of view, students of the hospitality courses of the IES Ostalaritza BHI, in Galdakao, and of the Faro de Maspalomas Institute, in Gran Canaria, have taken part in this cultural and family cooperation programme that has been developed throughout the 06/07 academic year and that will continue in the 07/08.

The IES Faro de Maspalomas, located in the town of San Bartolomé de Tirajana, is a national reference in hospitality training, and is part of a leading environment in tourism. Last March, seven students and two teachers from Galdakao went there for a week. They were fully immersed into the activities and the teaching and learning system of the centre. During that week, the student lived with his/her "partner" in the Canary Islands, fitting into his/her household. On the last day, the guests, including local authorities, could enjoy the traditional Basque cuisine in a closing event.

The students from the Canary Islands spent their exchange

**The Hospitality Institute of Galdakao is carrying out a collaboration project with the Faro de Maspalomas Institute of Gran Canaria, allowing seven students and two teachers of each centre to tackle together different improvement initiatives in process management and to live an exchange week in another autonomous community.**

week in Biscay last November; a week that was highly valued by both institutions. The initiative is supported by the Spanish Ministry of Education and Science and will extend for another academic year. Under the title "From the Canary Islands to the Basque Country: improvement in process management", the project aims to bring cultural elements to the students of both centres, as well as to exchange experiences and develop team works in environmental, sustainability, quality... training. Another objective of this project is to favour cooperation opportunities among students, fostering a global education and working on new technologies, which are in fact used for the communication among the centres and for the exchange of educational material.

Eduardo Alzola, principal of the Biscayan institute, points out that "the relationship with Antonio Hernández Lobo, principal of the Faro de Maspalomas Institute, goes back to several years before and, from there, we have been designing a joint project. This initiative means a big effort for the centres' management and for the teachers. Nevertheless, it is worth it because the students' response is excellent; they are very delighted and satisfied, and they have worked a lot."

This initiative has allowed shortening the distance between two communities that, although separated by thousands of kilometres, share common interests and a desire for improvement in management, as well as a common liking for gastronomy.

## Tolosa paper school Project Agua, the challenge of teamwork

**The Project Agua of the Tolosa Paper School is a combined work between the students and the teachers of all the centre's cycles. The analysis has been presented through a multimedia document.**

Water, a limited resource, is a recurrent issue and a reason to worry in our society, due to the Earth's warming. The Project Agua (Water) of the Tolosa Paper School is a reflection of the interest created by the quantity and quality of the water that we have and need. This work includes a set of activities with a common objective: the analysis of water and its problematic.

The Project Agua originated from three previously submitted projects: the project POEEI of the Machine-Tool Institute, the CD "Calidad del Agua" (Quality of Water) of the Institute of Eibar, and the film on the analysis of the River Oria waters by Esther Adrian, teacher at the Tolosa Paper School. The assessment has included the learning among equals, the teamwork, and the students' participation in a resuming work allowing a global and transverse view, as well as the training through a practice on a real process integrating different modules within the same cycle.

In order to carry out this project, the students have replaced the traditional methodology with multimedia practice. This way, and taking advantage of the popularity and diffusion of new information technologies, the project will be at the reach of teachers, families, and students thanks to the Internet.

Paco Ceña, in charge of the project, stands out the good coordination when it comes to solve the logical problems of teamwork. In addition, "students have assessed the experience in a positive way," he says. "It has provided them with more experience: doing the practices in the outside, the video recording, the possibility of breaking with their daily school routines."

The fact that the Paper School has cycles within the same field and that the project's basic content were studied in all the cycles allowed focusing the project from a global point view, a bet of the centre.

For this reason, the different training modules have developed contents that were included in the syllabus and coordinated



with the rest of the cycles. The Project Agua is the result of a combined and coordinated effort, in which students and teachers from different cycles and departments have worked transversally, by means of an intensive use of the centre's resources.

Likewise, one of the reasons to face this project was the fact that the materials could be used in online learning activities developed by other teachers of the centre. The contents, regardless of being presented in this magazine, will be used as e-Learning material.

All the cycles have prepared a ".swf" film summarising the tasks carried out and the procedures used. This format allows surfing through the contents and accessing to interesting sections for the user by an intuitive interface.

The material is presented on a page where you have the option of surfing in the three languages available (Spanish, Basque, and English). From here, you can choose among the interesting sections, related to the cycles, and monitor the final film.

Due to the success of the Project Agua, the Tolosa Paper School is now immersed into the presentation of the films as e-learning material and into the next year project, which will include environment, paper, and its recycling.

## IES Zubiri-Manteo of Donostia Videoconference comes to the classroom



Videoconference, a new communication system allowing having real time meetings among several people in different places, has also come to the classroom. This technology has many possibilities of interactivity and multiple potential applications in training and education, since it allows teachers and students from different institutes to take part and exchange views and experiences without moving.

The IES Zubiri of Donostia has been using this technique for three years, both in Higher Secondary Education and in Vocational Training, since this centre offers intermediate and advanced degree cycles in Administration and Finance, Hospitality and Tourism, Computer Science, and Commerce and Marketing.

"We want our students to know and use videoconference in all the cycles -points out Amaia Lizeaga, one of the responsables of this service- but we must set a good example in computer science, so we try to foster this technique as much as possible." In this sense, different videoconferences on free software have been undertaken with centres in Tolosaldea, Plaiaundi, Don Bosco and Easo, as well as a video editing presentation between

two groups of the centre, one located in the centre's videoconference room, and the other in the Digital Room of the Miramon Technology Park.

Nevertheless, this new technology has place not only for Computer Science training. Within the Administration and Finance cycle, they have carried out an experience around a simulated company, exchanging views about this issue with the IES of Tolosaldea and with the Miguel Altuna High School of Bergara.

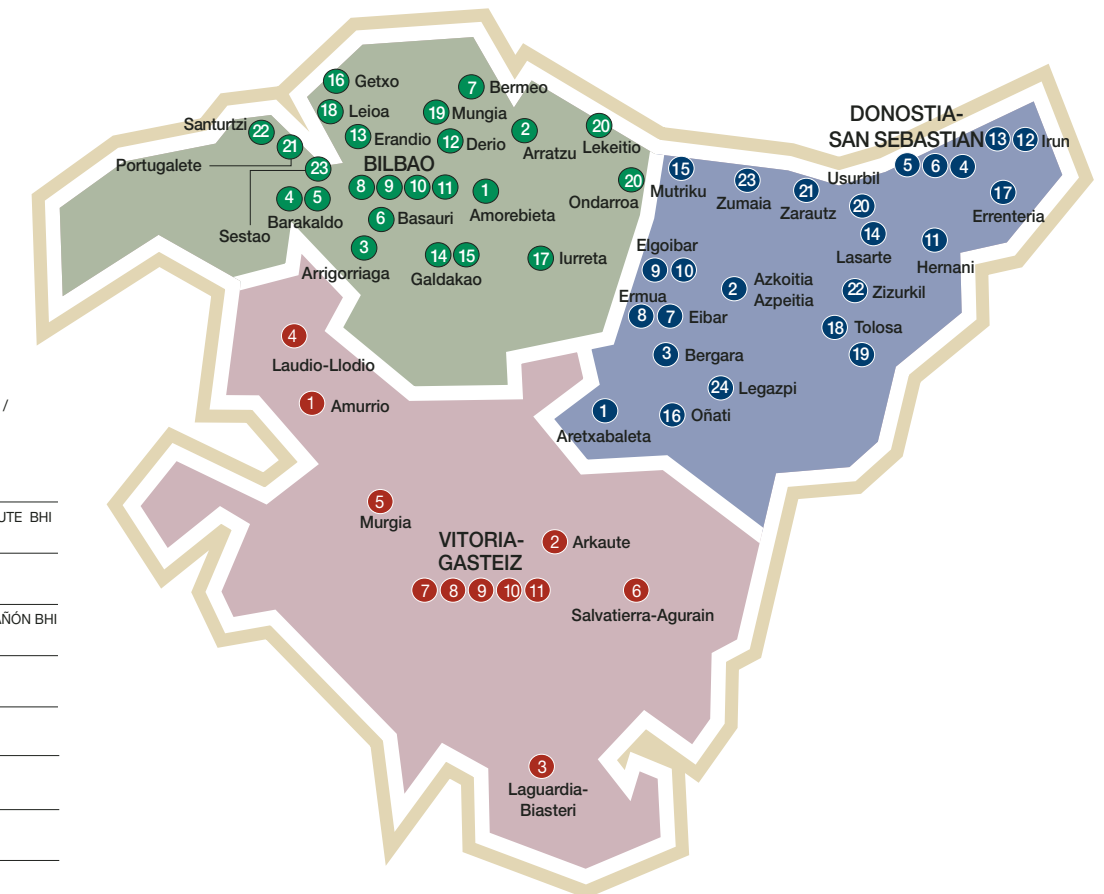
Every year, the Commerce and Marketing cycle celebrates a Fair Trade conference and the experience has been taken by videoconference to Don Bosco and Antigua Luberrí. There was also organised a conference on Vocational Training and Guidance, followed by the Construction Institute of Alza.

In Bachillerato (higher secondary education), in the field of English language learning, there have been conferences with Sweden, an experience told by Carmen Ansede, who directed the sessions. "We see videoconference as a way of working on language, as real communication with other people. We have carried out experiences with a Swedish institute and with the Technical Institute of Easo, and we want to extend the experience with other countries like Denmark or Poland for next year."

Having these resources in the centre is a great advantage, since it is a highly motivating practice for students and teachers. "You carry out team works with students and teachers from other cultures, putting into practice multiculturalism. Students have to prepare the videoconference topics, so they also work on current issues, besides language. The work is made by all the students and then some volunteers go to the videoconference. This is so innovative and beautiful that I do not want them to be forced; I prefer them to decide to know the system," points out Carmen.

In fact, videoconference is one of the most highly valued activities by students. Besides having a good time, they also learn and get to know new technologies. Zubiri-Manteo has carried out, until now, an average of six videoconferences per year, a practice that they want to continue fostering in the different cycles.

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