

## EfVET Newsletter – March 2011

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## Message from the President (March 2011)

Welcome to this our March 2011 newsletter – I trust you find it interesting and informative. Over the past few months EfVET has continued to develop and been very proactive in its activities, working in partnership with the European Commission and our partner networks addressing the implementation of the Education and Training priorities set out in the Strategy 2020. In addition, following the Steering Committee meeting held at the end of January, we are now in a position to employ staff to assist with our administrative and organizational activities to support our membership more effectively. I would like to set out a brief overview of our activities in recent months and take this opportunity to thank all my colleagues for their support and commitment. Working with the Commission and partner networks:

Following our successful delivery of the Joint declaration on VET presented by Stelios Mavromoustakos on behalf of EfVET, EVTA, EVBB and EUpVET to compliment the Bruges Communiqué last December – the policy team and myself are working with the Commission to develop an 'Action Plan' whereby we can assist and promote the successful implementation of actions under the seven 'flagship' initiatives of the EU 2020 strategy. We will be consulting with you – our members- on the deliverables set out in this action plan. A regular dialogue with the Commission is now in place.

EfVET is also increasingly active in the EUCIS-LLL platform bringing together 24 major European Education and Training networks. We have delayed the publication of this newsletter to allow me to report on the EUCIS-LLL Lifelong Learning week being held at the European Parliament 14<sup>th</sup> to 18<sup>th</sup> March. EfVET has had a stand within the Exhibition within Parliament and participated in two principal debates/discussions – one on the 'Social Dimension of Education and Training: Investing in Skills and Competence. Over 100 participated in the debate including several Members of the Parliament. The other event was our Public Hearing on Transnational Learning Mobility. Whilst here in Brussels we took the opportunity to meet Pierre Mairesse, Head of Directorate A, DG EAC to discuss policy actions now the Strategy 2020 has been adopted. This proved highly informative. Full details and reports of these events will soon be available on our members website [www.efvet.org](http://www.efvet.org) If you have forgotten your access codes please contact the webmaster through the website.

EfVET involved 3 students to participate in the event and a big thank you should go to them in recognition of their contribution to the success of the exhibition.

EfVET Central Office and Staffing.

Over recent years we have been working hard to build our resources and secure our financial stability. The success of our strategy has paid off and we are now in the position to employ a full

time equivalent staff for our Brussels Office. This week we have secured the agreement with EAEA, with whom we share our new offices, to share existing staff members between the 2 organisations. We anticipate that our staffing proposals will become operational from July 1<sup>st</sup> 2011. Full details will be given to members in our next newsletter.

I am delighted we have achieved this objective which will mean we can provide more efficient and effective support and services to you our members.

Finally – a big thank you all those members who invited EfVET to be a part of their project submissions in the 2011 call – we wish you all success in your endeavours.

Warm regards to all



Peter Hodgson  
President, EfVET

## **Méssage du Président (mars 2011)**

Soyez la bienvenue á notre bulletin de mars 2011. J'espère que vous le trouverez intéressant et valable. Pendant les quelques mois récents, EfVET a continué à développer des activités proactives, soit travaillant en partenariat avec la Commission Européenne, soit avec nos réseau d'organisations partenaires, pour nous adresser à l'implémentation des priorités de VET, élaborées dans la Stratégie 2020. En plus, à la suite de la réunion de notre Comité de Pilotage à la fin de janvier 2011, nous nous trouvons dans la situation d'employer du personnel pour nous assister effectivement avec l'administration et l'organisation de nos activités. Je voudrais décrire quelques exemples de nos activités récentes et prendre l'occasion de remercier tous mes collègues pour leur soutien et leur engagement.

### **Notre travail en collaboration avec la Commission Européenne et nos réseaux**

Suite à la présentation excellente de la "Déclaration en Commun" de Stelios Mavromoustakos de la part d'EfVET, d'EVTA, D'EVBB et d'EUproVET, comme complément au "Communiqué de Bruges" publié le 7 décembre dernier, je travail avec notre groupe qui suit les politiques de VET européennes et aussi avec la Commission pour développer un "Plan d'Action" dans lequel nous pourrions promouvoir l'implémentation des sept initiatives essentielles de la Stratégie UE 2020. Nous avons l'intention de vous consulter tous sur le déroulement de ces initiatives citées dans le plan d'action, car nous poursuivons maintenant un dialogue régulier avec la Commission.

EfVET participe d'autant plus aussi aux activités du Plateforme EUCIS-LLL, qui comprend 24 réseaux VET importants. Nous avons retardé la publication de ce bulletin pour me permettre de faire un rapport sur la "Semaine d'Apprentissage Tout au Long de la Vie", organisée par EUCIS-LLL, qui a eu lieu au Parlement Européen du 14 au 18 mars 2011. EfVET a organisé un stand à l'exposition dans le Parlement et a participé à deux débats et discussions importants – le premier a pour thème "La Dimension Sociale de VET: Investissement dans les compétences". Plus de 100 personnes ont

participé à ce débat, y compris des membres du Parlement. Le deuxième évènement a été notre audience publique qui a pour thème "L'Apprentissage International et la Mobilité" EfVET a invité trois étudiants de participer à cet évènement et je leur remercie infiniment d'avoir contribué au grand succès de l'exposition.

Pendant que nous étions à Bruxelles, nous avons pris l'occasion de rencontrer Monsieur Pierre Mairesse – Chef de Directorate A, DG EAC – pour discuter des actions, maintenant que l'UE a adopté la Stratégie 2020. Une réunion vraiment valable. De l'information détaillée et des rapports de ces évènements seront à votre disposition bientôt sur le site web des membres [www.efvet.org](http://www.efvet.org). Si vous avez oublié votre code d'accès, je vous prie de faire contact notre webmaster par le site web.

### **Le Bureau Central d'EfVET et le Personnel**

Pendant les années récentes, nous avons lutté pour augmenter nos ressources et établir la stabilité de nos finances. Nous avons réussi et maintenant nous nous trouvons dans une situation où nous pourrions employer deux personnes à travailler la semaine entière dans notre Bureau à Bruxelles. Cette semaine même nous sommes arrivés à un accord avec EAEA, partenaires dans le même bâtiment, de partager le personnel entre nos deux organisations. Cet accord commencera le 1 juillet 2011. Vous en trouverez les détails dans notre prochain bulletin. Je suis ravi que nous avons atteint cet objectif, parce que nous pourrions maintenant améliorer les services et le soutien que nous offrons à nos membres.

Finalement un grand merci à tous nos membres qui ont invité EfVET à être partenaire dans les projets proposés à l'appel de 2011. Nous vous souhaitons de grand succès!  
Mes amitiés à vous tous

Peter Hodgson



Président, EfVET

## 20th Annual EfVET Conference

**Our 20th Annual Conference will take place in Malta from 26th to 29th October 2011**



The theme for the 2011 Conference centres around the EU Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training setting out the future priorities of Vocational Education and Training to meet the policy objective of the EU Strategy 2020.

Conference will focus on the implications of the seven 'flagship' initiatives that underpin these strategic objectives and will consider the practical translation of these in to actions for the VET sector. The Communiqué, presented by the Belgian Presidency in December 2010, was accompanied by a Joint Declaration of Vocational Education and Training providers (EfVET, EVTA, EVBB and EUproVET) and work is in progress to determine a series of actions to support the EU2020 Strategy.

As stated in the Communiqué, VET has a dual objective, both for initial and continuing education and training. This dual objective needs to contribute to employability and economic growth and respond to broader societal challenges, in particular promoting social cohesion.

Conference will consider how, in partnership VET institutions, employers, social partners and other stakeholders can best work together to meet these challenges. A number of key note presentations will be complimented by workshops on each of the strategic objectives. The final plenary session will take the form of a 'World Café' to bring the discussions to a formal conclusion identifying key implementation strategies.

- 1 Improving the quality and efficiency of VET and enhancing its attractiveness and relevance
- 2 Making Lifelong Learning and mobility a reality
- 3 Enhancing creativity, innovation and entrepreneurship
- 4 Promoting equity, social cohesion and active citizenship
- 5 Working in partnership at European, National and local level

## Registration Process

The EfVET website [www.efvet.org](http://www.efvet.org) is open for conference registrations from April 5

## Conference Venue



This year's conference venue will be the 5 star Le Méridien St Julians Hotel in Balluta Bay, Malta.

**Attention:** Please do not contact the hotel to arrange your bookings individually. The reduced price mentioned above is only valid for bookings made through our website.

Pete Hodgson/Leif Haar

## **Network of Networks: Achievements in our international community of three VET Schools' Networks**

In May 2010 the Finnish, Basque and Dutch members of the partnership of "**Networking to promote International cooperation in VET schools**" came together in Zwolle, The Netherlands, for their final meeting. For two years the partnership between The Dutch Alliance from the Netherlands (<http://web.kennisnet2.nl/thema/iptda>), FINN NET from Finland and HETEL from the Basque Country in Spain ([www.hetel.org](http://www.hetel.org)) worked together to improve the quality of their international activities by presenting their best practices and testing them. In Zwolle 20 representatives of the three Networks had a two day meeting to collaborate in finalizing the end product of the partnership, the "**Model on Network building to support international activities in VET**".

The representatives of the 36 member colleges of the 3 national networks have worked together over the two years of the project (September 2008 – October 2010) to discover how the eight key issues, identified as success factors for international cooperation in Vocational Education and Training, were handled in member colleges and the 3 networks and have learned from each other by doing so. Those key issues have been the following: - European policy and instruments; - Country based policies; - Partner database; - Mobility of students; - Staff development; - Cooperation in innovation; - Dissemination of projects and - Preferred partnership. They know now what works well and what does not in their own specific situation. They have adapted and developed their international activities to the next level and have established a special bond between the partners, which led to extended activities.

Students, co-workers, curricula, international policy and strategy have benefited from the close cooperation and the growing trust between the partners. Numbers of work placements for VET students increased, as did the numbers of visits for professionals and teachers on specific themes. Based on the different models developed for outgoing and incoming student work placements, procedures got adapted. Teacher training for international cooperation started to get structural attention in the networks involved.

Presentations on country based policies showed how the attention to specific national themes, like e.g. entrepreneurship, where in the centre of the attention in all countries, reason why a partnership on this particular issue has been presented to the national agencies of four countries. ECVET (European Credit System for Vocational Education and Training) has been identified as an issue that

needs attention in the coming years, reason why a smaller group is preparing a project on the matter.

Not only did the partners benefit from the experiences over the two years the project also led to a **“Model on Network building to support international activities in VET”** This Model, which is now available for all VET Colleges involved in international activities, shows what can be the way to strengthen the international activities by working together as a network. It indicates recommended activities for **National networks** when dealing with international activities at three different stages of development; a starting network, an average network and a well experienced network. It also gives information and advice on the development of an **International Network of networks**, a next level in international activities and international cooperation (***the document about the Model is available in <http://www.hetel.org/documentos-en/network-of-networks-european-projet-2010> )..***

The partners involved in this partnership felt stimulated to find out how other Colleges, other colleagues, other networks were involved in international activities. We learned what were their challenges to face and what were the solutions. The obstacles were sometimes the same but also frequently different.

The colleagues of the 36 colleges represented in the 3 Networks feel very privileged to have had the opportunity to work together in this partnership. We look forward to extend the successful cooperation and hope our experiences will be of help for colleague - networks.

Joke Schel and Lenny van Kempen  
Members of the Dutch Alliance  
Coordinators for the Partnership  
[l.v.kempen@rijnijssel.nl](mailto:l.v.kempen@rijnijssel.nl)

## The Europass Skills Passport - Survey

### Introduction

#### The vision of the Europass Skills Passport (ESP)

The ESP should help citizens make their skills visible on the labour market and support their transitions within and between lifelong learning and the labour market. The ESP will in particular record skills acquired – abroad or in the home country – through traineeships, youth activities or volunteer work, and potentially work experience and non-formal education. Eventually, it may also come to include – or link to – skills acquired through formal education and training, thus providing a complete overview.

The idea of the ESP is a **third party records** skills acquired by the citizen. The third party could be training centres, enterprises, schools, voluntary organisations, etc. In comparison to a CV, the added value of the ESP is that a third party confirms what the citizen has learnt (it is not a self-declaration). As a tool to identify and record skills and competences, the ESP can therefore

contribute to their validation. However, skills recorded in an ESP should not be considered as "validated", as they have not been the object of an assessment.

### **This survey: How to implement the ESP?**

The purpose of this survey is to explore different scenarios addressing the structure of the document, its completion and delivery procedures, and the management structures at national and European level.

The survey addresses a wide circle of stakeholders including the National Europass Centres (NECs), representatives of companies and other organisations considered as potential recorders of the skills, and potential readers of the document such as employers or validation centres.

Danish Technological Institute (DTI) is conducting the survey.

The questionnaire presents various solutions to the structure and management of the ESP. Please indicate which solutions you prefer and give your view on their advantages and disadvantages.

This questionnaire is delivered in Word-format in order to visualise various solutions.

**Your views on the European Skills Passport would be most welcome. You can obtain the questionnaire from Karsten Frøhlich Hougaard** Consultant, M.Sc. (political science) Business and Policy Analysis **Danish Technological Institute** [kafh@dti.dk](mailto:kafh@dti.dk) or the questionnaire is posted on the EfVET website [www.efvet.org](http://www.efvet.org)

Geoff Scaplehorn, EfVET UK

## **"Yourvid save energy"- a project for us to think about our future**

Two EfVET partners (CECE and MPRC), together with a team of teachers and professionals from 6 EU countries are working on a Comenius project YSE (Nr.504331-2009-LLP-ES- COMENIUS- CMP 7), which is meant to promote the idea of sustainable energy for teachers and students and to encourage teachers to use digital means and technologies in the classroom. As Kent Andersen, our colleague from SDE College said in EfVET conference in Lisbon 2010 said: teachers will never be replaced by computers, but in future those teachers who don't use computers will be replaced by those who use them". Everyone, who works in a VET or any school, should understand that technologies are part of our students' daily routine, and we can't escape using them if we want to be up-to-date with our learners. On the other hand, energy saving and respect for natural resources and environment should be part of every possible curriculum and students need to be trained and educated with this knowledge from their first day at an educational institution.

The partnership has done field research about issues of sustainable energy at schools having interviewed professionals and teachers in all countries, in order to have their direct opinion about the relevance of the issue and about the situation at schools in partner countries. We have conducted focus group discussions with teachers and students, and the findings of the discussions were summarized into one big international report.

The main outcomes of the discussions in all countries are the following:  
Most schools have technical equipment to work with video, computer classes, multimedia, interactive boards. It is very convenient to have internet connection in the classroom because a teacher is able to demonstrate films from YouTube, Google or Facebook. But not all teachers have enough skills or energy or motivation /stimulation to work with video.

Our project has prepared a manual for teachers and we will conduct a course in all partner countries for teachers in order to train them in movie making and using digital technologies in the classroom. Separately from that, we are promoting the idea of sustainable energy and students in all 6 partner countries are participating in video contest, creating videos of their own.

The contest will be in two stages: national and international. Winners of first 3 places from each country will participate in the international video contest within the framework of the project, and the winner will be announced at the project meeting in Vilnius, in June 2011.

The trans-national partnership include CECE as coordinator, Escuelas del Ave Maria from Malaga (ES), Centro Studi e Formazione Villa Montesca( IT), Creta University (EL), MPRC (LT), Kolping-Bildungswerk Württemberg (DE), Europartners Foundation (BG),and Europe's Expert Network (IT). The partnership has it as a motto for the Project that Best way to improve the world is to improve oneself.

For more information read in project website [www.yuorvid.eu](http://www.yuorvid.eu) [www.yesenergy.eu](http://www.yesenergy.eu) and project blog <http://yourvidsaveenergy.blogspot.com> or contact [luis.lizama@cece.es](mailto:luis.lizama@cece.es)

Rasa Zygmantaite,  
Marijampoles profesinio rengimo centras (MPRC), LT  
Project partners in Sofia, BG.



Lithuanian students after focus group discussion.



## European Parliament's Lifelong learning week through the eyes of a student.

As a 6<sup>th</sup> form student currently studying in the South West of England, I was recently invited by EfVET (the European Forum for Vocational Education and Training) to participate in the Lifelong Learning week held in Brussels in the European Parliament; aiming to raise awareness amongst Members of Parliament of the work EfVET and other Networks are doing to support the improvement of learning in Europe. Over three days I assisted a section of the exhibition, which emphasised the importance of education and training for a smart and sustainable future for Europe. During my time spent in parliament I acquired a greater understanding of the challenges facing the education system and how we can respond to these reforms by being more creative and innovative; in designing new training programmes for students; helping them to experience work in different European countries.



The week's celebration was organised by The European Civil Society Platform on Lifelong Learning (EUCIS-LLL) who gather together 20 different European networks specialising in education and training. Representing thousands of teachers, schools, universities and adult education institutes, it encourages knowledge exchange and seeks to allow and build up the voices of educators around Europe.

I was representing EfVET on one of the exhibition stands talking with the public and politicians about my views on the system and how organisations such as EfVET help me as an

individual. Being in my first year of 6<sup>th</sup> Form I am taught by teachers who work in the public sector, therefore for the government who in turn are influenced by the European parliament, again influenced by organisations such as EfVET. Their effort in motivating young students and preparing them for the world of work is highly influential and has an impact on my education and my future. On arriving in Brussels I was introduced to two Cypriot girls, training in Cyprus to become beauticians, who were there participating in the exhibition with me to demonstrate the advantages of education and training. They wanted to highlight that their levels of work ethic and determination to succeed was equal to those aspiring to work in top professions. Their encouraging and optimistic outlook on their futures was refreshing in a place where many think that the current economic climate will affect education quality in a way that cannot be reversed. Views such as this became apparent when I was lucky enough to sit in at a round table debate on the social dimension of education and training, hosted by five MEPs. Over 140 people participated in the discussion, held in one of the Parliament debating chambers. Each speech made regarding the future emphasised the limits that lack of money will make on education in the next few years. At question time, EFVET expressed the opinion that instead of being negative and pessimistic about the future we should try and stop becoming distracted with what we don't have and make the most of what we do; to improve and develop these in a way which will benefit students positively. As the only question stimulating applause from the audience, it was clear that these views were shared by a majority of the people who attended the debate. Experiencing this strength of opinion by organisations focusing on student prosperity was encouraging. I saw clearly the determination to improve and the aspiration to step up when times get difficult.

Above all the opportunity to experience parliament was exceptional. The people I met whilst away were always welcoming and inclusive, always genuinely interested in my views as a student and finally always made me feel confident that my education and future were in good hands.

Eva Gilder-Hodgson

We are Natalie and Alexandra, two second year students of the Aesthetics program leading to a diploma degree of Intercollege, Nicosia, Cyprus. We had the opportunity to fly to Brussels and participate for three days at the lifelong learning week, 14<sup>th</sup> to 18<sup>th</sup> March, which was held in the

European Parliament building organized by EUCIS LLL. The event intended to promote the importance of vocational education and learning through our lives.

When our department selected us to represent Intercollege and EfVET, we got very excited but at the same time very nervous and full of fear. We had to treat and talk to members of the European Parliament and high level officials.

During the three days, more than 160 people were treated and informed by us on the different aspects of our profession. We were and they were too as surprised to find out how much knowledge and technology is involved in our profession.

By the end of the event, we felt very proud about our decision to follow the profession of beauty therapy. We have also demonstrated to the public the advantages and the importance to support more of the vocational education. Our goal was to send out the message that we have equal opportunities and similar levels of work ethic as people in top professions.

We have had three successful days from the 14<sup>th</sup> to the 18<sup>th</sup> of March, met and inspired many people for what we can do. Full of confidence and will, we will spread the message to our classmates and friends.



We would like to say a big thank you to the President of EFVET, Peter Hodgson and the Executive Director of Intercollege and Vice President of EFVET, Dr. Stylianos Mavromoustakos for the unprecedented experience with the recommendation to keep on providing such opportunities to us as students.

Natalie Valaoriti  
Alexandra Bunetska  
Intercollege students

## Transfer of Innovation and Development of Innovation projects in which EfVET or its members are a partner.



### Women Entrepreneurs in Rural Tourism

The project team has just completed research into the training needs of women entrepreneurs involved in rural tourism and crafts or planning to set up a business. Research included questionnaires and focus group discussions such as the one picture below in the UK.



Partners will present their findings at the next transnational meeting in April in Athens. Training will then be developed to meet target group needs.

The partnership includes: Norton Radstock College (lead partner), UK; EDEX, Cyprus; Association of Cypriot Women in Tourism, Cyprus; CDEA, Spain; YSAO, Finland; Vocational Centre of Parnu County, Estonia; Estonian Rural Tourism Organisation; PRISMA, Greece and EfVET. For more information, see the website <http://europe.nortcoll.ac.uk/wert/>

### Envolve – Nature Based Entrepreneurs and VET Providers Learning and Working Together



Partners in the envolve project are testing ways for teachers and students to get more involved and gain valuable experience in small businesses. Nature based entrepreneurs are working with vocational education providers in a variety of ways.

Students in Finland are producing videos of nature based entrepreneurs talking about their businesses and how they have co-operated with colleges. In the UK, students have worked with entrepreneurs to build a web based map linking the businesses and provided ideas for website development. In Estonia, a building restoration course has been developed with entrepreneurs.



In Norway, a youth enterprise has been established to produce products for a rural business using a laser engraver. In Italy, a young entrepreneur has spent time in an established enterprise to develop ideas and skills.

A handbook of best practice is being produced as a source of ideas for engaging more closely with the employer sector on a win: win basis. The next transnational meeting will be held in Stavanger, Norway.

Project partners are: University of Helsinki Ruralia Institute (Lead Partner), The Finnish Nature-based Entrepreneurship Association and Yla-Savo Municipal Federation of Education from Finland; Eesti Maaulikool Estonian University of Life Sciences; Rogaland School and Business Development Association from Norway; Centro Servizi Cultura Sviluppò Srl, Research Centre for Cultural Development from Italy; Norton Radstock College from the UK; Euracademy Association from Greece and EFVET. For more information, see the website <http://www.luontoyrittaja.net/envolve/>

## **Coaching Skills for Teachers to foster Entrepreneurship (entre-coach)**

This TOI started in October 2010, co-ordinated by Norton Radstock College (UK).



Innovation and entrepreneurship is vital to both enterprises and countries that need to transform new ideas rapidly into technical and commercial success in order to maintain growth, competitiveness and jobs. Increasing cooperation between VET and enterprises is highlighted in both national and EU policies. We recognised that teachers often do not have the skills needed to allow fostering of entrepreneurship and innovation amongst their students, whether young people or adults.

We are currently working on the Needs Analysis, with questionnaires from teachers, coaches and small businesses; the aim of this WP is to establish the competences that an entre-coach will need; the courses created in the project will utilise blended-learning (workshops and e-learning). The next project meeting (Finland in March) will define the exact courses needed.

Other partners are Politeknika Ikastegia Txorierra (ES), HAAGA-HELIA University of Applied Science (FI), Bildungsmarkt Vulkan (DE) and Euro Contact Business School (HU); 2 business organisations – GWE Business West from the UK and Work-Lan from Spain. EFVET is also a partner. A Swiss silent partner has also joined, Swiss Occidental Leonardo.

## **Network Promoting E-learning for Rural Development - e-ruralnet**

We are well on our way through this 3-year Transversal project, which has 13 partners. The project website is available at [www.e-ruralnet.eu](http://www.e-ruralnet.eu). All the partners have held national workshops in their countries and we are investigating



holding a final workshop/conference in Brussels in October, or possibly joining forces with a large e-learning conference.

The research phase is completed; two large and comprehensive reports are being finalized; these give details of the state-of-the-art of e-learning across Europe, how WEB2 technology and m-learning is being used and progress in the different partner countries. The project has created a guidance tool, which is a friendly tool using Games Based Learning (GBL), available on the project website.

We are still looking for people to join our network. Please contact a partner from the list if you are interested.

Rosaleen Courtney  
Norton Radstock College

## **POOLS-2**

POOLS-2, which many of last year's EfVET conference participants remember as a language project has in the partnership consortium a Maltese partner. As several EfVET members are now in the phase of preparing for the next conference in Malta we would like to share some information about the Maltese language.

Cesare, from the Pools-2 Malta team has sent us the following information:

Maltese is a Semitic language but it does not come directly from Arabic but from Phoenician. Probably when in 60 AD St Paul came to Malta and introduced Christianity he spoke this language which he knew.

This language as you know was born in Lebanon in Tyre. Actually the Lebanese say that they understand us perfectly.

So when the Arabs came to Malta (870-1000 AD) they already found a Semitic language here. Naturally they introduced Arab words.

With time however the language changed due to the various occupations we had.

The almost 200 years of British occupation made our system of education British. Actually we have 2 official languages namely Maltese and English. I'm saying this to explain why in the POOLS-2 video clips we hear practically everybody using English words, because at school teachers often speak English.

Most abstract words are of Latin or Italian origin: divinita', modernita', lealta' etc (again to explain why sometimes some words sound Italian).

When it comes to colours, the pure ones are of semitic origin, abjad, iswed etc but the mixed ones

are Italian, rosa, blu, viola etc.

Just by coincidence last Sunday I visited a town called Rabat very close to Mdina (Medina) the old capital of Malta. The names are both of Arabic origin because it was the Arabs who built Mdina a wonderful fortified city, for defence purposes, on a hill from where you can almost see half of Malta.

Yet in Rabat they recently found the remains of Phoenician tombs. I was thrilled to see them.

One more note about Maltese. Until 1932 the language of culture in Malta was Italian, spoken mainly by professional people particularly lawyers. So while about 80% of the population spoke Maltese, Italian was used in the Tribunals and often the Maltese didn't understand it.

There is a historical reason for this. When the Knights of Malta came here they chose Italian as their common language. They came from 8 different nationalities, that's why the Maltese Cross has 8 points. They did this because technically speaking Malta was still under the Kingdom of the 2 Sicilies. Actually the Knights had to give a Falcon to the king ever year as a token for their lease. Maybe you've heard the story of the Maltese Falcon.

Yet even today lawyers tend to use most technical words which come from Italian. But nowadays many people understand Italian. We receive all the national Italian TV stations. This was conditioning our children so much that they started thinking in Italian.

Things are changing now with cable TV because most channels are English speaking,

Sadly shortly after we received the text above we learned that Cesare has passed away, his memory rests in our souls and we cherish his rich contribution to the POOLS partnership like videos and the text above. God rest his soul.

Kent Andersen (POOLS-2)

## **Impressum:**

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

New deadline for manuscripts: **1 June 2011.**