



Cedefop Newsletter no. 8 – January 2011

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Main story

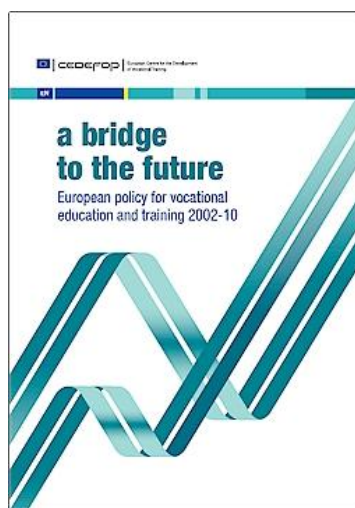


Cedefop goes to Bruges

Since 2004, Cedefop has monitored progress across Europe on the goals agreed within the Copenhagen process. In its policy reports, it analyses measures taken and reviews good practices. The latest report provided the groundwork for the Bruges Communiqué.

Much of the groundwork for the recent Bruges communiqué on enhanced European cooperation in vocational education and training for the period 2011-2020 was laid in Cedefop's policy report, *A bridge to the future: European policy for vocational education and training 2002-10*. The report analyses achievements in policy cooperation over the past eight years and outlines major challenges for the future.

The policy report follows developments in the implementation of common European tools and monitors progress in other priority areas. Its findings are based primarily on information provided by governments and social partners, and on the national reports submitted by Cedefop's network of expertise, ReferNet.



Greater mobility for learners and workers

One of the major achievements of European policy cooperation has been the development of six common European instruments and principles to promote transparency and mobility for learning and working. By making qualifications easier to understand, these are changing the way in which different parts of national systems – such as vocational and higher education – relate to each other.

Meeting the challenges of the rising demand for qualification

The Europe 2020 strategy sets inclusive growth, i.e. high employment and economic, social and territorial cohesion, as one of its three priorities. But for Europe to reach its 2020 employment target of 75% it must tackle structural unemployment, which particularly affects people with low levels of education. Cedefop's forecasts on future skill needs

conclusively show a rising demand for qualifications in all types of occupations. Despite the crisis, 80 million new job opportunities are forecast to emerge between now and 2020. Most will require at least medium-level vocational qualifications.

Among young people, qualification levels are also rising, especially for women. But 14% of youngsters still leave school early, adding to the 76 million adult Europeans, a third of the workforce, who have few or no qualifications. This group will find it increasingly difficult to find and keep a job.

The tasks ahead for vocational education and training

Europe's current workforce needs to update, upgrade and broaden its knowledge and skill in order to perform well in jobs that are likely to become more demanding at all levels. For Europe to reach its 2020 employment rate target of 75%, it must tackle structural unemployment to help more people, including women and people with low education levels, to find jobs. A greater emphasis on adult education and lifelong guidance is needed to cover these gaps, especially considering the ageing of the European population.

Encouragingly, this is the direction of VET reform over the past eight years under the Copenhagen process. As the policy report found, countries have aimed not only to strengthen initial training but also to systemise continuing training, which is becoming the 'senior partner' in vocational education and training pathways. Policymakers are providing more opportunities for people to enter the education and training system at various points throughout working life and to gain recognised qualifications through the validation of informal and non-formal learning.

Policy cooperation to continue in the new decade

Despite possible financial constraints, countries continue to be committed to long-term reforms. In the coming decade, policy-makers must make sure that the progress made so far will be implemented in practice – and make demonstrable improvements to the lives of European citizens.

Meeting in Bruges, Belgium, on 7 December, Ministers of Education from 33 European countries (EU-27, Croatia, the Former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Norway and Turkey), representatives of employers and unions and the European Commission confirmed their shared objectives for vocational education and training for 2011-2020, and agreed on an action plan centred on concrete measures (including short-term deliverables) and deadlines.

The Bruges Communiqué's deliverables for 2011-14 include:

- a review of incentives, rights and obligations in vocational education and training. The goal is to encourage more adults to participate in lifelong learning.
- greater cooperation with business to ensure the relevance of training
- the implementation the 2009 recommendation on quality assurance in vocational training.
- further development of vocational schools with the support of local and regional authorities

What Cedefop brings to the next phase of policy cooperation

At the informal meeting in Bruges on 7 December, the European ministers for education entrusted Cedefop with several tasks for the next phase of policy cooperation. These include:

- continuing to report on how countries are implementing the agreed priorities in vocational education and training, every three years;
- helping with the practical implementation of common European instruments and principles;
- analysing skill needs; and
- providing support and know-how to the European Commission on issues such as adult education, teacher and trainer development, and work-based teaching and learning.

More information

1. Policy analysis page on the Cedefop portal: <http://www.cedefop.europa.eu/EN/analysing-policy/index.aspx>
2. Briefing note: Learning to change. A summary of the findings of the policy report in English, French, German, Dutch, Greek, Italian, Spanish: <http://www.cedefop.europa.eu/EN/publications/17301.aspx>
3. Policy Report in full: <http://www.cedefop.europa.eu/EN/publications/17297.aspx> The policy report was officially launched during the informal meeting of the Council of Ministers for Education and Training, which took place in Bruges, Belgium, on 7 December 2010.
4. National reports for each of the countries participating in the Copenhagen process have been prepared by

Photo: Cedefop Acting Director Christian Lettmayr (far left) at the informal ministerial meeting, Bruges, 7 December 2010. Source: Belgian Presidency website.

News from Cedefop



Guidance professionals get a closer look at qualification frameworks

Since 2009, Cedefop has been organising information events to reach out to the citizens of its host country, especially the education community. In December it updated local guidance professionals on recent developments concerning education and training across Europe. The main topic was how the European Qualifications Frameworks, and the recent Greek law instituting a national qualification framework, may affect the work of local guidance and orientation professionals.

Opening the seminar, Acting Director Christian Lettmayr said: "The EU's new development strategy, Europe 2020, addresses four major factors of change: the fallout from the current financial crisis, the need for green development, the rising demand for skills and demographic change. Training has a contribution to make in all of these fields. But we are aware that the immediate problem in Central Macedonia, especially Thessaloniki, is high youth unemployment – now estimated at around 30%. Vocational education and training cannot, on its own, solve this problem, but is an important part of any solution. To offer people the right training is to ensure that they develop the skills needed in the labour market".

Presenting the European Qualifications Framework, Loukas Zahilas of Cedefop's qualifications team said that there is a wide consensus in Europe that learning outcomes can improve the transparency and credibility of qualifications: these approaches create a common language, allowing for the comparison of qualifications gained in other countries, sectors and contexts. But he added: "To be effective, learning outcome approaches, and the tools that are based on them, need to be implemented in a coherent way. Right now, general education is falling behind. The success of tools such as the qualifications frameworks, however, will depend also in how inclusive they are and how widely they are embraced."

The seminar ended with a presentation by Philippe Tissot on Europass - particularly Mobility and the Europass CV – specially conceived around the needs of guidance professionals, who promote the use of Europass in their daily work.

Photo: Public Relations Manager Corinna Frey and Senior Expert Loukas Zahilas at the event.

Curriculum innovation and reform: an international workshop

Do outcome-oriented approaches to curricula promote or hinder inclusiveness in teaching and learning? And in what way are they learner-centered?

Cedefop is organising a workshop this month to examine these and other issues related to current developments in curriculum policy and practice.

Participants will examine the implications of current developments in curriculum policies and practices

on four topics levels:

- Curriculum design
- Curriculum delivery in different learning environments
- The way learners are assessed, and
- The benefits for learners

The workshop will be conducted according to the "world café" interactive model, allowing participants to share experience and brainstorm in a lively and productive way.

The outcomes of the workshop will help shape and implement national curriculum policies and suggest new lines for future research.

Participants include policy makers, researchers and practitioners from 25 European countries and from International Organisations (such as UNESCO-IBE, the World Bank, OECD, the European Commission, the European Training Foundation, Eurydice, etc.).

2nd International workshop on Curriculum Innovation and Reform: An inclusive view to curriculum change, January 20-21, Thessaloniki. Participation in the workshop is by invitation only.

Links

- [2nd International workshop on Curriculum Innovation and Reform](#)

Wishful thinking or real-life solution? A workshop tackles permeability

Under the provocative headline 'Permeability, a wishful thinking approach to education and training?' Cedefop is inviting experts in higher education and vocational training (HE and VET) to consider permeability (open access) between various parts of the educational system from three different perspectives:

1. national policies and initiatives: from credit systems to validation;
2. individual perspective and choices;
3. institutional networking within a changing relationship between VET and HE.

The focus is on identifying the factors that may trigger or hinder greater permeability, and on elaborating proposals for policy and practice.

Recent and ongoing research, European projects (especially those related to qualification frameworks and credit systems), as well as Cedefop studies (such as the studies on vocationally-oriented education and training at higher qualifications levels or on credits and permeability) provide the basis for discussion.

The workshop will be held in Thessaloniki on 27-28 January.



Changing qualifications: A review of qualifications policies and practices

Qualifications fulfil many functions: they serve to signal an individual's personal, social and professional status, but they also control access to education, training and the labour market. Moreover, these functions change in line with wider social changes. But how does this process take place?

This review examines how the role and functions of qualifications are changing in Europe. Covering a wide range of sources - including a review of research in several social science fields and case studies of countries and an overview of Cedefop's own work - it outlines four possible scenarios for developments in the next ten years and identifies the cornerstones for a reform strategy.



ECVET: more than just a technical tool

ECVET, the European credit system for vocational education and training, is closely related to the need for increased permeability in education and training, wider recognition of prior learning, and the 'Europeanisation' of learning pathways. A working paper takes a closer look at how this system is developing.

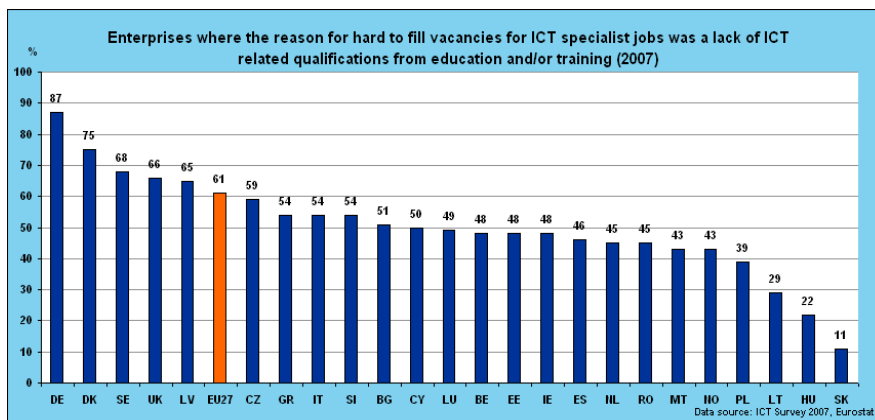
The first Cedefop overview of the development of ECVET, *The development of ECVET in Europe*, confirms that tests and experimentation on applying the system are underway in several countries, some of which have developed national initiatives. But the study also reveals a landscape of multiple players and perspectives that are attached to credit systems in VET in Europe. It also points out that setting up common references for mobility and transparency requires adapting European definitions to national, regional and sectoral settings.

The report relates ECVET to learning outcomes approach, validation, education and training standards and regulations, and the development of qualifications frameworks. It looks at the changing roles of different stakeholders, from qualifications authorities to social partners and training providers. The study points out that much depends on drivers such as financial resources, stakeholder cooperation, networking, and educational traditions; it also insists on the importance of establishing a common terminology that is understandable to all stakeholders and individuals.



Are your skills and qualifications relevant? Companies lament job applicant education and training for ICT specialist jobs

In almost all Member States, more than 40 % of enterprises considered the lack of relevant qualifications from education and /or training to be a key reason why vacancies for ICT specialist jobs were hard to fill.



Data source: Eurostat

The agenda for new skills and jobs is one of the [Europe 2020](#) flagship initiatives to boost inclusive growth, helping people to acquire new skills and to meet changing labour market needs.

The [Council Conclusions of 12 May 2009](#) on a strategic framework for European cooperation in education and training highlight that cooperation between enterprises and the education and training sector can help to ensure a better focus on the job-specific skills and key competences required in the labour market.

However, data from the European ICT survey reveal a notable gap between ICT related qualifications provided by the education and training sector and those required by enterprises.

Key points:

- At EU level, enterprises most frequently believe the **number of applicants** is an obstacle to fill vacancies for ICT specialist jobs (71 %). In the 23 Member States for which data are available, shares generally range from 39 % in Hungary to 92 % in Spain; in 16 of them with the most frequent cited obstacle observed.
- In many cases, data show that **education and training does not adequately meet business**

requirements for ICT qualifications. In 19 countries, over 40 % of enterprises question the relevance of applicants' ICT qualifications. Comparing countries, the situation was most critical in Germany (87 %), Denmark (75 %), Sweden (68 %), the UK (66 %) and Latvia (65 %). Only in Lithuania, Hungary and Slovakia do qualifications play a minor role in filling ICT specialist job vacancies.

- In 11 Member States, around two-thirds of enterprises believe applicants lack ICT related **work experience**. In general, disparities between countries are low, but in the UK, a lack of work experience was by far the most frequent reason for hard to fill ICT vacancies.
- **Too high salary expectations** are a major reason for hard to fill ICT vacancies above all in the newer Member States. In three, it is the most frequent reason cited, and in a further four the second most frequent. Generally, in 10 newer Member States, the share of enterprises that noted unrealistic salary requests is above 50 % compared to the same situation in only six older Member States.

Note: Data presented are based on the European ICT survey 2007 and are subject to its [methodology](#).

Links

- [More statistics of the month](#)
- [Cedefop's statistics and indicators section](#)
- [Eurostat - Information society statistics database](#)

VET-Alert - Just published on Vocational Education and Training - January 2011 issue

Cedefop's "VETAlert" for January 2011 is now available for download :
<http://www.cedefop.europa.eu/EN/newsletter/vetaalert-newsletter.aspx>

VETAlert is a monthly selection of publications on vocational education and training available from Cedefop's bibliographic database VET-Bib. It is a collaborative product of ReferNet and Cedefop's Library.

We would like to highlight that the January issue of VETAlert provides access to Cedefop ReferNet – National policy reports. These European country reports on VET policy developments have been prepared within Cedefop's [ReferNet](#) network. The reports are contributions to Cedefop's fourth policy report "[A bridge to the future: European policy for vocational education and training 2002-2010](#)" which reviews progress in VET towards the policy goals of the Copenhagen process.

Please [subscribe](#) to VET-Alert and you will receive this monthly review in your mailbox.

EU Policy

The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020

The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020 has been adopted by the Education Ministers from 33 European countries (EU-27, Croatia, former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Norway and Turkey).

The Bruges Communiqué is a package of objectives and actions to increase the quality of vocational training in Europe by making it more accessible and relevant to the needs of the labour market.

It presents a vision of a modern and attractive vocational training system which ensures:

- Maximum access to **lifelong learning** so that people have opportunities to learn at any stage in life and by making routes into education and training more open and flexible
- More opportunities for experience and **training abroad** to boost language skills, self-

- confidence and adaptability
- Higher quality courses, providing the right **skills** for specific jobs,
- More inclusion and access for **disadvantaged people**,
- Creative, **innovative** and entrepreneurial thinking.

The Bruges Communiqué is the latest revision of the Copenhagen Process for European co-operation on vocational education and training.

Cedefop is a contributor to this Communiqué and the Copenhagen Process.

Links

- [Press release](#)
- [The Bruges Communiqué](#)

Priorities for enhanced European cooperation in vocational education and training for the period 2011-2020 - Council Conclusions

The Council met on 18 and 19 November has agreed that cooperation under the Copenhagen process should be given fresh impetus.

As the Copenhagen process is an integral part of the "ET2020" strategic framework, objectives in the VET field should remain consistent with the overall objectives laid down in that framework. Furthermore, when reviewing the Copenhagen process, account should be taken of both the experience to date and new challenges, as well as of the evolving political context over the coming decade 2011-2020, particularly in the light of the Europe 2020 Strategy.

Member States are invited to consider adoption of the following:

1. A global vision for VET in 2020;
2. Strategic objectives for the period 2011-2020, together with a number of supporting transversal objectives;
3. Principles underlying the governance and ownership of the Copenhagen Process;
4. Short-term deliverables for the first four years (2011-2014).

Cedefop will continue to support policy development and implementation.

Links

- [Council Conclusions for Priorities for enhanced cooperation](#)

An Agenda for new skills and jobs: A European contribution towards full employment - Communication from the Commission

The agenda for new skills and jobs aims to make labour markets more flexible, give workers the skills they need, improve working conditions and create jobs.

The main goal – by 2020 – is to achieve an employment rate of 75% for all people between 20 and 64. It is one of the five key elements of the EU's growth and jobs strategy, Europe 2020.

The EU can meet all these challenges and raise employment rates substantially, particularly for women and young and older workers, but only with resolute action focussing on four key priorities:

1. better functioning labour markets;
2. a more skilled workforce;
3. better job quality and working conditions;
4. stronger policies to promote job creation and demand for labour.

Links

- [Communication "An Agenda for new skills and jobs"](#)
 - [Citizens' summary "An agenda for new skills and jobs"](#)
 - [Press release](#)
-

Council conclusions on education for sustainable development

The Council has adopted conclusions on education for sustainable development (ESD).

This is virtually the first time the Council has tackled the issue of ESD, integrating economic, social and environmental perspectives. The conclusions stress that sustainable development aspects should be mainstreamed into all areas of education and training. The Council invites member states to support education for sustainable development by featuring it in national lifelong learning strategies and by equipping teachers and trainers with the knowledge, skills and attitudes required.

Links

- [Council conclusions on education for sustainable development](#)
-

Council conclusions on increasing the level of basic skills

The Council adopted conclusions on increasing the level of basic skills in the context of European cooperation on schools for the 21st century.

The conclusions recognise that more effective action needs to be taken to achieve the benchmarks on reading and numeracy skills set for 2020. They also highlight several areas where attention should be paid, including curriculum design, motivation for reading literacy, the impact of new technologies and the gender dimension.

The Commission is invited to set up a high-level expert group to examine the most effective ways of supporting reading literacy, with a view to proposing policy action in the first half of 2012.

Links

- [Council conclusions on increasing the level of basic skills](#)
-

Council conclusions on the Youth on the Move initiative

The Council adopted conclusions on the Youth on the move initiative, one of the seven flagship initiatives proposed in the framework of the Europe 2020 strategy.

The conclusions welcome the initiative and establish underlying principles for its implementation, such as close collaboration between the relevant policy areas and Council formations and full use of EU programmes and budgets.

The text, therefore, includes contributions from both the youth and the employment sectors. In addition, the conclusions already broadly welcome the Youth on the move initiative, while recognising that the

specific measures proposed within it will have to be discussed using the relevant legislative procedures.

Links

- [Council conclusions on the Youth on the Move initiative](#)
-

Council Resolution on youth work

The Council adopted a resolution on youth work.

The text recognises the crucial role of youth work as a **provider of non-formal learning**; it encourages member states to support youth work and create better conditions and more opportunities for it at all levels. The resolution also invites the Commission to develop a study to map the diversity, coverage and impact of youth work in the EU.

In this context, the Commissioner announced her intention to propose during 2011 a Council recommendation on the recognition of non-formal and informal learning outcomes.

Links

- [Council conclusions on youth work](#)
-

European Qualifications Framework Newsletter

This new issue of EQF Newsletter covers articles on the lifelong learning strategy 2020; the National Qualifications Framework from Austria and Poland; new developments and the presentation of the Cedefop study "The changing roles and functions of qualifications"

If you would like to subscribe to the EQF Newsletter, please register by sending an email to: [✉](#)

Links

- [EQF Newsletter October 2010](#)
-

Two new publications: European Vacancy Monitor and European Job Mobility Bulletin

As one of the actions within the Europe 2020 flagship initiative "An agenda for new skills and jobs", the Commission launched two quarterly bulletins to gather up-to-date information on labour demand and job vacancies.

They will also serve as an early-warning tool for bottlenecks and mismatches on the labour market.

The **European Vacancy Monitor** provides an overview of recent developments on the European job market. Data on job vacancies, job finders and hiring will inform about trends in occupational demand and skills requirements.

The **European Job Mobility Bulletin** is focused on the analysis of vacancies posted on the EURES jobs portal by national public employment services.

Links

- [European Job Mobility Bulletin - November 2010](#)

- [European Vacancy Monitor - November 2010](#)

Hungary assumes EU's rotating presidency from 1 January 2011

Starting on 1 January 2011, Hungary takes on the rotating Presidency of the Council of the European Union for six months.

The political agenda will be built around the human factor, focusing on four main topics: growth and employment for preserving the European social model; stronger Europe; citizen friendly Union; enlargement and neighbourhood policy.

Links

- [Website of the EU Presidency](#)
- [Programme of Hungarian Presidency](#)
- [Events for the Hungarian Presidency 2011](#)

Working with us

Technical Assistant - Facilities

CEDEFOP/2011/1/AST

Cedefop invites applications for drawing up a list of suitable candidates for the position of a Technical Assistant - Facilities, grade AST 2, M/F.

Applications must be submitted on-line through the following link:

[On-line application form and text of the vacancy notice](#)

Deadline: **11 February 2011, at 12:00 (noon) Greek Time.**

■ Deadline:11/02/2011

Agenda

2nd International workshop on Curriculum Innovation and Reform:

■ Dates:20/01/2011 - 21/01/2011 ■ Venue: Thessaloniki - Cedefop ■ Country: Greece ■ Cedefop involvement: Organiser

The workshop will provide an opportunity for policy makers, researchers and practitioners coming from 25 European countries and different International Organisations (e.g. the European Commission, the European Training Foundation, Eurydice, UNESCO-IBE, the World Bank, OECD, etc.) to reflect on how outcome-oriented approaches to curricula may promote or hinder learner-centeredness and inclusiveness in teaching and learning processes.

Participants will examine the implications of current developments in curriculum policies and practices in four levels:

- The design of curriculum
- The delivery of curriculum in different learning environments
- The way learners are assessed, and
- The benefits for learners

The outcomes of the workshop will support the shaping and implementation of national curriculum policies and will suggest new lines for future research.

The workshop will be carried out based on an interactive approach (world café) allowing participants to share experience and brainstorm on the various issues.

Participation to this event is restricted by invitation only.

Please visit the Workshop website for more information
<http://events.cedefop.europa.eu/curriculum-innovation-2011>

Cedefop project manager responsible for this event

Ms Irene Psifidou 

Links

- [Workshop website](#)

ECVET Expert workshop: Permeability in Education and Training, a wishful thinking approach?

■ Dates: 27/01/2011 - 28/01/2011 ■ Venue: Thessaloniki ■ Country: Greece ■ Cedefop involvement: Organiser

Since 2009 Cedefop has been holding different expert workshops on permeability. The January 2011 workshop continues the dialogue between policy, practice and research.


Under the headline of 'permeability, a wishful thinking approach to education and training?' experts in higher education and vocational training (HE and VET) are invited to consider permeability from three different perspectives:

1. national policies and initiatives: from credit systems to validation;
2. individual perspective and choices;
3. institutional networking within a changing relationship between VET and HE.

We meet to reflect on triggers and hinderers to permeability, and elaborate possible proposals to take forward the issue in policy and practice.

Recent and on-going research studies, European projects (notably related to qualifications frameworks and credits systems), as well as Cedefop studies (such as the studies on vocationally-oriented education and training at higher qualifications levels or on credits and permeability) will provide the basis for discussion.

Workshop secretariat

Ms Vicky Oraiopoulou 
Tel. + 30 2310 490 034

Expert conference on skills demand and supply forecasting - Call for papers

■ Dates: 17/02/2011 - 18/02/2011 ■ Venue: Cedefop, Thessaloniki ■ Country: Greece ■ Cedefop involvement: Organiser

Cedefop, the European Centre for the Development of Vocational Training, is organising a two-day international technical conference on Skills demand and supply forecasting in Thessaloniki on 17-18 February 2011.

The aim of this conference is to bring together an international forum of researchers and experts in labour market needs and supply forecasting to gather the latest insights on the use of the Cedefop forecast as well as on other (innovative) forecasting processes in different Member States. The conference will also promote skills supply and demand forecasting amongst different experts in the field.

We would like to invite those who wish to participate actively to send us a maximum two page abstract by 10th December 2010. For more information please refer to the enclosed call for papers.

Participants who would like to attend the conference without presenting a paper are highly welcome too. The website containing the complete agenda and registration information will be available from January 2011.

Attachments

European TalentDay

■ Dates: 25/03/2011 - 25/03/2011 ■ Venue: Budapest ■ Country: Hungary ■ Cedefop involvement:

The first European Day of Talented and Gifted (in short: European TalentDay) will be held during the Hungarian EU Presidency, in Spring 2011.

All EU and non-EU countries are welcome to join the movement.

TalentDays are interesting and colourful events to prove that talent is a treasure, worth managing more and more consciously. Some TalentDays are still organized on or around the anniversary of Béla Bartók, whereas others are held any time throughout the year.

Links

- [European Talent Day](#)

News from the Member States



Items submitted by ReferNet, Cedefop's European network for VET

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