

## *Profiles of contributors*

### **Joachim James Calleja**



Mr James Calleja has been involved in vocational training since 2001. Before being appointed Director of Cedefop in October 2013, he served as Permanent Secretary of the Ministry of Education and Employment in his native Malta. He has also been Chief Executive of the Malta Qualifications Council (2005-10) and of the National Commission for Higher Education (2009-10). Since 1988 he has held a part-time lecturing position in the Faculty of Education and since 2001 in the Department of International Studies of the University of Malta. In summer 2013 he was promoted to the rank of Professor.

Mr Calleja is a graduate of the Universities of Malta, Padua (Italy) and Bradford (UK), where he obtained his PhD from the Department of Peace Studies on a thesis on education and peace in the context of Kant's political philosophy. In 2001, he was appointed Administrative Director of the Malta College of Arts, Science and Technology and in 2004, he moved to the European Training Foundation in Turin as Administrator.

A prolific writer, Mr Calleja has published books and articles and has edited various publications. He is the co-author of the Malta Referencing Report of the Malta Qualifications Framework to the EQF and the QF-EHEA. He has chaired, participated in and presented several papers at international seminars, conferences and workshops and conducted training in various countries in Europe, North America, South-East Asia, Australia, South Africa, the Middle East and the Mediterranean region. He represented Malta on the EQF Advisory Group, on CEDEFOP's Governing Board and on the Bologna Follow-Up Group. He was also a member of the Council of the University of Malta representing the Ministry of Education and Employment.

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### **Sophie Chassaigne**



Sophie Chassaigne is Director of The Department of Prior Learning at the University of Pau and Pays de l'Adour (UPPA) in France, in charge of Diploma Supplement and officer delegate for the National Register of Professional Certifications (RNCP) concerning the National Qualification Framework.

Her strength in Lifelong Learning application is her wide experience in upper-secondary level VET and in that of Higher level.

From 2002 when legislation of Validation of Acquired Experience (VAE) was first put in place, she created and developed a system of recognition of prior learning at upper-secondary level for the National Education VET diplomas. Following its success and her acquired expertise, the UPPA asked her to create a new department facilitating the structure of recognition of formal, non-formal and informal learning for Higher Education – this department is known as DIVA (Dispositif de Validation des Acquis or Department of Prior Learning).

This department works directly with stakeholders which may include public or private sectors, locally, regionally and nationally, small or large companies and other universities and departments.

It is thanks to the DIVA'S close, continual collaboration and coordination with the entire UPPA organisation and the stakeholders that an evolving policy of easy access, guidance, counselling and accompaniment has been established.

The DIVA is open to all those European citizens who require validation of prior learning for access, admission, exemption or recognition in order to achieve their professional or personal targets and projects.

The specialized knowledge and expertise acquired by this experience is often called upon by other universities concerning VPL policy, putting the Diploma Supplement in place, how the diplomas are referenced within the National Register of Professional Qualifications (RNCP) according to national and European recommendations and for advice concerning learner profiles and quality assurance.

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#### **Ronald Curmi**



Ronald Curmi is the Registrar at the Malta College of Arts, Science and Technology. He was formerly a director of a consumer electronics company and a visiting lecturer at the Fellenberg Training Centre for Industrial Electronics between 1995 and 2001. In 2001 he joined MCAST as Deputy Director of the Institute of Electrical and Electronics Engineering where he has taken part in several projects related to Vocational Education and Training at both national and international level.

In 2013 he was appointed Registrar and is now more actively involved in the promotion of vocational education and dialogue with stakeholders for the recognition of VET and permeability to other further and higher education institutions.

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#### **Ramona David**



#### **Ramona David Craescu, EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING**

Ramona David Craescu has worked at the European Centre for the Development of Vocational Training (Cedefop) since 2008. Her main tasks include policy analysis and research in relation to the European credit transfer system in vocational education and training and relevant developments in the Member States. She was also involved in the project on financing vocational education and training until the end of 2012. She holds a master degree in international relations from the University of Bucharest, Romania.

### *Profiles of contributors*

#### **Karen Evans**



KAREN EVANS is Research Professor at the Institute of Education, University of London, where she was previously Head of the School of Lifelong Education and International Development. She is a leading researcher in the UK Economic and Social Research Council's Research Centre LLAKES, investigating Learning and Life Chances in Knowledge Economies and Societies. Karen Evans' main fields of research are learning in life and work transitions, and learning in and through the workplace. She has directed major studies of learning and work in Britain and internationally. Recent books include *Youth and Work Transitions in Changing Social Landscapes* (2013), *The Sage Handbook of Workplace Learning* (2011); *Improving Literacy at Work* (2011); *Learning, Work and Social Responsibility* (2009); *Improving Workplace Learning* (2006); She is joint editor of the *Second International Handbook of Lifelong Learning*, 2012 and *Academician in the Academy of Social Sciences* (AcSS).

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#### **Rasmus Helleberg Frimodt**



Rasmus Frimodt is the head of the Danish National Centre for the Development of Vocational Education and Training (NCE) – part of the Metropolitan University College. He is responsible for a staff of approx. 30 consultants and experts working mainly within VET teacher training and capacity building in the VET sector. Before his assignment as head of NCE in 2009, he has been the project leader on five major international projects within the fields of VET including a major study for Cedefop in 2007. Rasmus Frimodt is the current national coordinator for the Danish Refernet network and was national coordinator of Cedefop's TTnet

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### **John Lewis**



Manager – HE Liaison, Frameworks & European Policy  
Policy, Assessment, Statistics & Standards  
Scottish Qualifications Authority

Since August 2009, John has been SQA's HE liaison, working closely with admissions and academic staff in HEIs across the UK and further afield to raise awareness and understanding of Scottish qualifications and education at pre-HE level. Allied to this role, he is SQA's key link to UCAS, where he currently sits on or has previously been involved in a number of UCAS stakeholder groups. With the imminent implementation of the Senior Phase of Curriculum for Excellence this is an increasingly busy role. He is also SQA's lead on work within the Scottish Credit and Qualifications Framework (SCQF), UK NARIC, EQF and other frameworks, UK ReferNet and the Bologna Stakeholders Group (Scotland). John also contributes to or leads on several other policy areas, including on HN enhancement, credit-rating, skills, assessment, RPL and work-based learning.

John has been working for SQA in several capacities in curriculum and policy development since 2005, previously in the area of advanced level vocational qualifications and compliance issues for SQA qualifications delivered across other parts of the UK. Prior to joining SQA's staff, John held several appointee and seconded positions for SQA including the role of Principal Assessor for all levels of NQ Sociology and he also led the national major review on NQ Sociology. Previously, he worked as a Lecturer and Senior Lecturer in Social Sciences in the Scottish FE & HE sectors.

John is currently working on his Doctoral thesis at the University of Edinburgh, where his research is a qualitative sociological analysis of the influence of social class & age on widening access to medicine degrees. Using the work of the cultural theorist Pierre Bourdieu as an analytical lens, his research explores the impact of the different forms of social and cultural capital on applicants to Medicine from three non-traditional pathways to Medicine.



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### **Darko Mali**



Darko Mali graduated in theology in 1992. In the past he used to be employed by Slovenian Adult Education Center in the Department for continuous training and from 2000 he has been employed by the National Institute for VET in Ljubljana. Currently he is the head of the Research and Development strategies Department. He has more than 15 years of experiences in development, monitoring and evaluation of curricula in VET and its delivery. The scope of his work are: evaluation of schools' performance, evaluation of system changes and novelties, evaluation of new and renewed curricula, development of methodologies for curricula reform, coordination of curricula reform and pilot projects, development of self-assessment tools for schools, evaluation of system performance against national quality indicators. He is co-author of Starting points for curricula reform in secondary vocational and technical education, Recommendations to schools for implementing self-evaluation and list of evaluation studies. He participated in many national and international projects about curricula development and implementation. He was component leader in Twinning projects in the former Yugoslav Republic of Macedonia and Bosnia and Herzegovina in the field of VET. He is a member National commission for curricula development and National board for development of quality framework in secondary schools. He is active in the EQAVET and ECVET network, he is also the coordinator of ReferNET for Slovenia.



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**Ioanna Nezi**



Ioanna Nezi is a senior communications officer at Cedefop

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#### **Slava Pevec Grm**



Slava Pevec Grm works as a senior expert in the Qualifications and Learning Outcomes team at Cedefop. Her main focus of research work is monitoring the implementation of national qualifications frameworks in European countries and analysing their impact on education and training reforms and the EQF implementation. She has coordinated, supervised and co-drafted the study on Qualifications at EQF level 5 and is currently involved in the comparative study on the application of learning outcomes approaches across Europe.

As a member of various European working groups, including the European Qualifications Framework Advisory group and the working group on recognition of learning outcomes, she contributes actively to the development of European policy in vocational education and training.

Before joining Cedefop in May 2009, she had worked for ten years at the National Institute for Vocational Education and Training in Slovenia. As assistant to the director and head of development and research department she was involved in the overall development of the VET system as well as of qualifications and curriculum in Slovenia.

She has published in the fields of national qualifications frameworks and curriculum developments, textbooks, validation of non-formal learning and quality assurance.

She holds Research Master's Degree from the University of Ljubljana.

### *Profiles of contributors*

#### **John E. Reilly**

John Reilly is a Higher Education consultant with wide European and International experience. He was involved from the outset in the development of ECTS, was an ECTS counsellor has undertaken ECTS monitoring site visits in a number of countries and has experience of credit systems in other parts of the world. He was a UK Bologna expert, is a member of the UK Bologna follow up advisory group and has a full understanding of the Bologna process and the European Commission modernisation agenda.

He has considerable experience in the field of governance and management in Higher Education. His knowledge of the UK, Europe and countries in many other regions – he has worked in East Africa and New Zealand and undertaken study visits in Australia, Hong Kong and more recently in a number of African countries – has given him an understanding of multi-cultural, transnational developments and challenges in Higher Education.

He has been active in the Tuning Education Structures Project and was part of the management team engaged on a Study of the Feasibility of applying the Tuning approach in Africa and the follow-up pilot project - Harmonisation and Tuning in Africa.

He was a member of the European Commission High Level Expert forum on Mobility.

With Ard Jongsma he completed studies, funded and published by the European Commission, on Quality Assurance and on Governance in Higher Education in the Tempus countries.

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#### **Tomasz Saryusz-Wolski**



Tomasz Saryusz-Wolski, is currently working on the development and implementation of the Polish Qualification System Based on the National Qualification Framework. At the same time he is the head of the International Faculty of Engineering of the Lodz University of Technology. In his carrier at the university he performed many tasks in the development of education and its internationalisation. He had been implementing ECTS and DS system at the university and on the national level. For many years he has been a Bologna Expert and national representative at the Bologna Follow-Up Group. As the Erasmus university coordinator he is involved in the mobility of incoming and outgoing students.

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#### **Lore Schmid**



After her studies at Vienna University, Eleonora worked as a teacher in vocational education and training (VET). In 1989, after a year in the UK, she moved to the Austrian Ministry of Education where she worked with in-service teacher training and international cooperation in VET (incl. Council of Europe, OECD, UNEVOC, Cedefop study visits, ETF). Seconded to Cedefop from 2000 to 2004, she reported on VET systems and developments. After a year back at the Austrian Ministry, where her subunit focused on EU VET policy issues, she returned to Cedefop. She is involved in reviewing VET policy (Copenhagen process) and supports the director on general VET-related issues.

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**Prof. Dr., Dipl.-Ing. Georg Spöttl, M.A.**



Spöttl, Georg, Dipl.-Ing., M.A., Dr. phil., Full Professor at University Bremen, Germany, in the Faculty of Mechanical Engineering, and till end of 2011 Director of the Institute Technology and Education – ITB. Present Position: Director of Department in ITB and ITB Board of Directors.

Main research: Development of the manufacturing sector worldwide and implications for Human Resource Development, competency measuring in engineering science at University level, vocational initial and further training, qualification research adhering to the vocational scientific approach, didactics of mechanical engineering.

Lecturing: Human-Machine interaction in engineering science, teacher training for technical and vocational education, didactics for technical and vocational education and engineering science.

Scientific director of numerous national and international research projects and pilot projects on issues of Human Resource Development, the change of tasks in the metal sector, the further development of teacher training, the internationalisation of vocational education and the changes in the automotive service sector.

Chairman of a number of committees on behalf of the German Ministry of Education and Research and reviewer in national and international research foundations.

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#### **Juraj Vantuch**



Juraj Vantuch graduated from teacher training programme at Comenius University and received PhD in Pedagogy from Charles University in Prague (1987). After periods of working as university teacher, specialist-researcher at research institute and adviser to Minister(s) at Ministry of Education, he is currently a free lance education policy analyst specialising in VET.

He is head of Slovak National Observatory of VET since its establishment in 1997 in cooperation with ETF. Since then he reports on VET to European VET agencies, to ETF till 2003 and to Cedefop since 2004. He serves as Cedefop - ReferNet national coordinator writing annually VET monitoring reports and ad hoc reports on specific VET related topics in Slovakia. In 2012 he co-authored ECVET feasibility study for Slovakia and in 2013 he led a group of experts who wrote a strategy paper for revision of national qualifications system and on implementing national qualifications framework, based on a comparative analysis of experience of selected European countries.



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### **Ernesto Villalba-Garcia**



Ernesto Villalba is an expert at the European center for the development of Vocational Education and Training ([Cedefop](http://www.cedefop.europa.eu)) since 2011 working on European tools and principles. Currently, he is in charge of the 2014 update of the European Inventory on validation of non-formal and informal learning as well as providing input on the issue to the EQF Advisory Group. He has worked in the development of the [European Skills passport](#) and in a prototype of a tool for recording non-formal and informal learning experiences within the [Europass](#) framework. In 2012 he was in charge of monitoring ECVET developments. Before joining Cedefop he worked as freelance and as scientific officer at the Center for Research on Lifelong Learning ([CRELL](#)) at the [Joint Research Center](#) of the European Commission. He has participated in several Commission working groups, evaluations and has several publications relating to European policies, especially concerning the measurement of cross-curricula competences. He holds a Ph.D. in International and Comparative Education from Stockholm University.

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#### **Robert Wagenaar**



Robert Wagenaar (1956) is a historian and at present Director of Undergraduate and Graduate Studies (Dean of Studies) at the Faculty of Arts of the University of Groningen in the Netherlands. In that capacity he is responsible for 15 bachelor and some 35 master programmes, ranging from Area Studies, Archaeology, Arts, Communication Studies, Journalism Studies to History and International Relations. More than 5000 students are enrolled in these programmes. Besides this main occupation, he is also the joint director of the International Tuning Academy, located in Bilbao and Groningen.

He is an external Higher Education expert for the European Commission and has been involved in main initiatives to harmonize European Higher Education, as the development of a European Credit Transfer and Accumulation System (ECTS) since 1988, the Qualifications Framework for the European Higher Education Area and a European Qualifications Framework for LLL. He also chairs the Dutch team of experts for the implementation of the 'Bologna Process' in Dutch Higher Education institutions by appointment of the Ministry of Education and Culture.

Together with Julia Gonzalez (University of Deusto, Bilbao, Spain), he elaborated, designed and coordinates the large scale innovative projects Tuning Educational Structures in the World. Based on close cooperation of hundreds of academics from Europe and other parts of the World, Tuning has contributed to the modernisation of higher education by developing an approach for designing and implementing curricula using the student centred approach and the concept of key competences and learning outcomes as focal points. By now, the Tuning methodology has been applied and/or tested in more than 100 countries, covering - besides Europe - Latin America, many States in the USA, Africa, Russia and Central Asia. Tuning feasibility studies have been executed for Australia, Canada and Thailand and just been launched for India. All these initiatives have been supported and/or initiated by the European Commission. Tuning developed for the OECD the Tuning-AHELO Conceptual Framework of Expected and Desired Learning Outcomes in Economics and Engineering, on which the AHELO measurement instrument was built.

Tuning material has been translated into over 13 languages, including Japanese. Most recent Tuning initiatives are the development of Sectorial Qualifications Frameworks for Social Sciences (2008-2010) and for Humanities and the Performing and Creative Disciplines (2010 - 2012).

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#### **Loukas Zahilas**



Loukas Zahilas is Senior Expert in Qualifications and Learning Outcomes at Cedefop, the European Centre for the Development of Vocational Training. He studied Chemistry and Information Technology and he has a PhD in educational policies. After a six-year stint in the pharmaceutical industry, he has concentrated entirely on education and training. His more than 20 years of professional experience in vocational education and training were mainly acquired at the Greek Ministry of Education and the University of Athens.

Before joining Cedefop in 2006, he represented Greece in the DGVT, ACVT and the ETF. He has also served as the National Europass Coordinator and National Liaison Officer for Study Visits Programme and participated in various Working Groups. He was member of the ECVET Technical Working Group from the very beginning back in 2002.

Loukas Zahilas is currently working on qualifications and learning outcomes with a focus on EQF developments, ESCO on international qualifications, the implementation of ECVET and also on governance issues and the relation between education and training and the labour market.