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Qualifications for lifelong learning and employability

The roles and functions of Qualifications

Qualifications (certificates, diplomas and titles) play an important role in modern societies. They are carriers of information and values and extensively influencing the way individuals and education/training systems as well as labour market institutions interact with each other

Modern national qualifications frameworks, reflecting the principles laid down by the EQF, focus on the relationship between different education and training sectors (general, vocational and academic) and try to embed these in a lifelong learning strategy. The need for more transparent and responsive qualifications calls for structural changes in the governance of qualifications systems, including the opening up towards learning outside formal education and training institutions.

Cedefop's work on qualifications

In recent years, Cedefop has increasingly focussed on the roles and functions of qualifications. A number of comparative studies, analysis and activities have looked into different aspects of qualifications and qualifications systems (for example related to the shift to learning outcomes, to qualifications standards, to curricula, to validation and certification, to credit transfer and to qualifications frameworks) have been carried out. In 2008 an overarching study 'The Changing role of Qualifications' was initiated with the explicit purpose to provide for a better understanding of how qualifications and qualifications systems operate and point to main tendencies and challenges in this field.

Conferences' objectives

The conference will build upon this ongoing research and provide an opportunity for VET stakeholders, policy makers and researchers to reflect on how these findings will influence future policy and research priorities. The conference will thus address the following main objectives:

- To identify current and future trends as regards the changing functions and roles of qualifications
- To gather further evidence on the character and direction of these changes, especially focusing on developments at sectoral and national levels
- To formulate key messages that can usefully support policy developments and lifelong learning strategies at national level
- To discuss the overall implications of these changes for future (post 2010) research and European policy cooperation in education and training.

The Conference is conceived around three main issues: 1) qualifications and its stakeholders, 2) qualifications as currencies, 3) qualifications and lifelong learners. Each issue will be discussed within parallel working groups. Time for exchanging on future activities will be given during the "key messages" session and more concisely during the final session of the conference. This final session (with high level education/training and labour market experts) will be devoted to *Putting the pieces together – Qualifications towards 2020*.

Qualifications Team 



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European Centre
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QUALIFICATIONS
FOR LIFELONG LEARNING AND EMPLOYABILITY



THESSALONIKI
5-6.10.09

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e-mail: qualifications@ldk.gr



Final Agenda



Sunday, 4 October 2009	
19.30	Welcome cocktail

Monday, 5 October 2009	
09.00-10.00	Registration
10.00 -11.00	Welcome and Opening speeches <i>Peter Kreiml</i> , Chairman of Cedefop Governing Board <i>Gordon Clark</i> , DG Education and Culture, European Commission <i>Marlies Leegwater</i> , Bologna Secretariat <i>An Le Nouail-Marliere</i> , European Economic and Social Committee
11.00 - 11.30	Coffee break
11.30-13.30	Part 1: Changing qualification: setting the scene <div style="text-align: right;">Chair: <i>Mara Brugia</i>, Cedefop</div>
	<i>Jens Bjornavold</i> , Cedefop <i>Annie Boudier</i> , Centre for Research on Education, Training and Employment (Cereq), France <i>Mike Coles</i> , QCA Qualifications and Curriculum Authority (QCA), UK
13.30-15.00	Lunch

15.00-17.30 (16.15-16.30 coffee break)	Part 2: Parallel Working Groups
	Working group 1: Qualifications and its stakeholders <div style="text-align: right;">Chair: <i>Isabelle Le Mouillour</i>, Cedefop Rapporteur: <i>Manfred Polzin</i>, MBO Raad, the Netherlands</div>
	<i>Isabelle Le Mouillour</i> : Thematic introduction: Cedefop's perspective <i>Karen Evans</i> , University of London, UK <i>Brigitte - Véronique Bouquet</i> , National authority for vocational certification, France <i>Jana Möhren</i> , ASIIN, Engineering sector, Germany <i>Jean-Francois Lebrun</i> , DG Employment, Social Affairs and Equal Opportunities, European Commission <i>Discussion</i>
	Working group 2: Qualifications as currencies and expressions of value <div style="text-align: right;">Chair: <i>Loukas Zahilas</i>, Cedefop Rapporteur: <i>Georg Hanf</i> (BIBB, Germany)</div>
	<i>Loukas Zahilas</i> : Thematic introduction: Cedefop's perspective <i>Michel Feutrie</i> , Lille University of Science and Technology, France <i>Mirjam de Jong</i> , VAPRO/OVP, Chemical sector, the Netherlands <i>Petri Lempinen</i> , European Trade Union Confederation (ETUC) <i>Jordi Planas</i> , Autonomous University of Barcelona, Spain

	<i>Discussion</i>
	Working group 3: Qualifications and lifelong learners Chair: <i>Slava Pevec Gm, Cedefop</i> Rapporteur: <i>Karin Luomi - Messerer (3s, Austria)</i>
	<i>Tormod Skjerve, Cedefop: Thematic introduction: Cedefop's perspective</i> <i>Jenny Bimrose/ Alan Brown, Warwick University, UK</i> <i>Bruno Clematide, Kubix Research and Development, Denmark</i> <i>Jakub Starek, Ministry of Education, Youth and Sports, Czech Republic</i> <i>Poul Monggaard, UNI Europa Hair and Beauty</i> <i>Discussion</i>
20.00	Conference dinner

Tuesday, 6 October 2009	
09.30-10.30	Reports from the working groups Chair and introductory speech: <i>Irene Psifidou, Cedefop</i>
	Working group 1: <i>Manfred Polzin</i> Working group 2: <i>Georg Hanf</i> Working group 3: <i>Karin Luomi-Messerer</i>
10.30-11.00	Coffee break
11.00-12.30	Key messages Chair: <i>Jens Bjornavold, Cedefop</i>
	From national policy making <i>James Calleja, Malta Qualifications Council (MQC)</i> <i>Tarja Riihmäki, Ministry of Education, Finland</i> From industry and sectors <i>Juan Menéndez-Valdés, Spanish Confederation of Employers' Organisations (CEOE)</i> <i>Hans-Detlev Küller, Confederation of German Trade Unions (DGB)</i> <i>Mirjam de Jong, VAPRO/OVP, Chemical sector, the Netherlands</i> From research <i>David Raffae, Centre for Educational Sociology, University of Edinburgh, UK</i> <i>Claudio Demartini, Politecnico di Torino, Italy</i>
12.30-.13.30	Putting the pieces together: Qualifications towards 2020 Chair: <i>Christian Lettmayr, Deputy Director of Cedefop</i>
	<i>Aviana Bulgarelli, Director of Cedefop</i> <i>Gordon Clark, DG Education and Culture, European Commission</i> <i>Amelie von Zweigbergk, Swedish Ministry of Education and Research, State Secretary</i> <i>Micheline Scheys, Flemish Ministry of Education and Training, Belgium</i> <i>Arnaldo Abruzzini, Eurochambres, Secretary General</i>
13.30	End of conference & lunch

Final agenda ( 300 KB)



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Speakers



Speakers, chairs & rapporteurs

Abruzzini	Arnaldo	more	Eurochambres, Secretary General
Bimrose	Jenny	more	Warwick University, UK
Bjornavold	Jens	more	Cedefop
Bouder	Annie	more	Centre for Research on Education, Training and Employment (Cereq), France
Bouquet	Brigitte - Véronique	more	Commission Nationale de la Certification Professionnelle, France
Brown	Alan	more	Warwick University, UK
Brugia	Mara	more	Cedefop
Bulgarelli	Aviana	more	Director of Cedefop
Calleja	James	more	Malta Qualifications Council (MQC)
Clark	Gordon	more	DG Education and Culture, European Commission
Clematide	Bruno	more	Kubix Research and Development, Denmark
Coles	Mike	more	Qualifications and Curriculum Authority (QCA), UK
de Jong	Mirjam	more	VAPRO/OVP, Chemical Sector, the Netherlands
Demartini	Claudio	more	Politecnico di Torino, Italy
Evans	Karen	more	University of London, UK
Feutrie	Michel	more	Lille University of Science and Technology, France
Hanf	Georg	more	BIBB, Germany
Kreiml	Peter	more	Cedefop, Chairman of the Governing Board
Küller	Hans-Detlev	more	Confederation of German Trade Unions (DGB)
Le Mouillour	Isabelle	more	Cedefop
Le Nouail-Marliere	An	more	European Economic and Social Committee
Lebrun	Jean-Francois	more	DG Employment, Social Affairs and Equal Opportunities, European Commission
Leegwater	Marlies	more	Bologna Secretariat
Lempinen	Petri	more	European Trade Union Confederation (ETUC)
Lettmayr	Christian	more	Deputy Director of Cedefop
Luomi - Messerer	Karin	more	3s, Austria
Menéndez-Valdés	Juan	more	Spanish Confederation of Employers' Organisations (CEOE)
Möhren	Jana	more	ASIIN, Engineering Sector, Germany
Monggaard	Poul	more	UNI Europa Hair and Beauty
Pevec Grm	Slava	more	Cedefop
Planas	Jordi	more	Autonomous University of Barcelona, Spain
Polzin	Manfred	more	MBO Raad, The Netherlands
Psifidou	Irene	more	Cedefop
Raffe	David	more	Centre for Educational Sociology, University of Edinburgh, UK
Riihmäki	Tarja	more	Ministry of Education, Finland
Scheys	Micheline	more	Flemish Ministry of Education and Training, Belgium
Skjerve	Tormod	more	Cedefop
Starek	Jakub	more	Ministry of Education, Youth and Sports, Czech Republic
von Zweigbergk	Amelie	more	Swedish Ministry of Education and Research, State Secretary
Zahilas	Loukas	more	Cedefop



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Presentations



Monday 5 October 2009

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- Peter Kreiml, Chairman of Cedefop Governing Board
- Gordon Clark, DG Education and Culture, European Commission
- Marlies Leegwater, Bologna Secretariat
- An Le Nouail-Marliere, European Economic and Social Committee

Part 1: Changing qualification: setting the scene

- Jens Bjornavold, Cedefop ([presentation](#))
- Annie Boudier, Centre for Research on Education, Training and Employment (Cereq), France
- Mike Coles, Qualifications and Curriculum Authority (QCA), UK ([presentation](#))

Part 2: Parallel working groups

Working group 1: Qualifications and its stakeholders

- Isabelle Le Moullour: Thematic introduction: Cedefop's perspective
- Karen Evans, University of London, UK ([presentation](#))
- Brigitte - Véronique Bouquet, National authority for vocational certification, France ([presentation](#))
- Jana Möhren, ASIIN, Engineering sector, Germany
- Jean-Francois Lebrun, DG Employment, Social Affairs and Equal Opportunities, European Commission

Working group 2: Qualifications as currencies and expressions of value

- Loukas Zahilas, Thematic introduction: Cedefop's perspective
- Michel Feutrie, Lille University of Science and Technology, France ([presentation](#))
- Mirjam de Jong, VAPRO/OVP, Chemical sector, the Netherlands ([presentation](#))
- Petri Lempinen, European Trade Union Confederation (ETUC) ([presentation](#))
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Working group 3: Qualifications and lifelong learners

- Tormod Skjerve, Cedefop: Thematic introduction: Cedefop's perspective
- Jenny Bimrose/ Alan Brown, Warwick University, UK ([presentation](#))
- Bruno Clematide, Kubix Research and Development, Denmark ([presentation](#))
- Jakub Starek, Ministry of Education, Youth and Sports, Czech Republic ([presentation](#))
- Poul Monggaard, UNI Europa Hair and Beauty ([presentation](#))

Tuesday 6 October 2009

Introductory speech: Irene Psifidou, Cedefop

Reports from the working groups

Working group 1: Manfred Polzin

Working group 2: Georg Hanf

Working group 3: Karin Luomi-Messerer

Key messages

From national policy making

- James Calleja, Malta Qualifications Council (MQC)
- Tarja Riihmäki, Ministry of Education, Finland

From industry and sectors

- Juan Menéndez-Valdés, Spanish Confederation of Employers' Organisations (CEOE)
- Hans-Detlev Küller, Confederation of German Trade Unions (DGB)
- Mirjam de Jong, VAPRO/OVP, Chemical sector, the Netherlands

From research

- David Raffe, Centre for Educational Sociology, University of Edinburgh, UK

- Claudio Demartini, Politecnico di Torino, Italy

Putting the pieces together: Qualifications towards 2020

- Aviana Bulgarelli, Director of Cedefop
- Gordon Clark, DG Education and Culture, European Commission (presentation)
- Amelie von Zweigbergk, Swedish Ministry of Education and Research, State Secretary
- Micheline Scheys, Flemish Ministry of Education and Training, Belgium
- Arnaldo Abruzzini, Eurochambres, Secretary General



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Practical information



Conference Organisers

Cedefop's qualifications team

Conference Secretariat

LDK Consultans

Conference Venue, Thessaloniki and Greece

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Sunday, 4 October 2009

19.30 Welcome cocktail

Monday, 5 October 2009

09.00-10.00 Registration

Welcome and Opening speeches

Peter Kreiml, Chairman of Cedefop Governing Board

10.00 -11.00 *Gordon Clark*, DG Education and Culture, European Commission

Marlies Leegwater, Bologna Secretariat

An Le Nouail-Marliere, European Economic and Social Committee

11.00 - 11.30 Coffee break

11.30-13.30 Part 1: Changing qualification: setting the scene

Chair: *Mara Brugia*, Cedefop

Jens Bjornavold, Cedefop

Annie Boudier, Centre for Research on Education, Training and Employment (Cereq), France

Mike Coles, QCA Qualifications and Curriculum Authority (QCA), UK

13.30-15.00 Lunch

15.00-17.30

(16.15-16.30 coffee break)
Part 2: Parallel Working Groups

Working group 1: Qualifications and its stakeholders

Chair: *Isabelle Le Mouillour*, Cedefop

Rapporteur: *Manfred Polzin*, MBO Raad, the Netherlands

Isabelle Le Mouillour: Thematic introduction: Cedefop's perspective

Karen Evans, University of London, UK

Brigitte - Véronique Bouquet, National authority for vocational certification, France

Jana Möhren, ASIIN, Engineering sector, Germany

Jean-Francois Lebrun, DG Employment, Social Affairs and Equal Opportunities, European Commission

Discussion

Working group 2: Qualifications as currencies and expressions of value

Chair: *Loukas Zahilas*, Cedefop

Georg Hanf

Loukas Zahilas: Thematic introduction: Cedefop's perspective
Michel Feutrie, Lille University of Science and Technology, France
Mirjam de Jong, VAPRO/OVP, Chemical sector, the Netherlands
Petri Lempinen, European Trade Union Confederation (ETUC)
Jordi Planas, Autonomous University of Barcelona, Spain

Discussion

Working group 3: Qualifications and lifelong learners

Chair: *Slava Pevec Gm*, Cedefop
 Rapporteur: *Karin Luomi - Messerer* (3s, Austria)

Tormod Skjerve, Cedefop: Thematic introduction: Cedefop's perspective
Jenny Bimrose/ Alan Brown, Warwick University, UK
Bruno Clematide, Kubix Research and Development, Denmark
Jakub Starek, Ministry of Education, Youth and Sports, Czech Republic
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Discussion

20.00 Conference dinner

Tuesday, 6 October 2009

Reports from the working groups

09.30-10.30 Chair and introductory speech: *Irene Psifidou*, Cedefop

Working group 1: *Manfred Polzin*
 Working group 2: *Georg Hanf*
 Working group 3: *Karin Luomi-Messerer*

10.30-11.00 Coffee break

11.00-12.30 Key messages
 Chair: *Jens Bjornavold*, Cedefop

From national policy making
James Calleja, Malta Qualifications Council (MQC)
Tarja Riihmäki, Ministry of Education, Finland

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Hans-Detlev Küller, Confederation of German Trade Unions (DGB)
Mirjam de Jong, VAPRO/OVP, Chemical sector, the Netherlands

From research
David Raffe, Centre for Educational Sociology, University of Edinburgh, UK
Claudio Demartini, Politecnico di Torino, Italy

12.30-13.30 Putting the pieces together: Qualifications towards 2020
 Chair: *Christian Lettmayr*, Deputy Director of Cedefop

Aviana Bulgarelli, Director of Cedefop
Gordon Clark, DG Education and Culture, European Commission
Amelie von Zweigbergk, Swedish Ministry of Education and Research, State Secretary

Micheline Scheys, Flemish Ministry of Education and Training, Belgium
Arnaldo Abruzzini, Eurochambres, Secretary General

13.30 End of conference & lunch

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Sunday, 4 October 2009

19.30 WELCOME COCKTAIL

Monday, 5 October 2009

09.00 – 10.00 REGISTRATION

10.00 – 11.00 WELCOME AND OPENING SPEECHES

Peter Kreiml *Chairman of Cedefop Governing Board*
Gordon Clark *DG Education and Culture, European Commission*
Marlies Leegwater *Bologna Secretariat*
An Le Nouail-Marlière *European Economic and Social Committee*

11.00 – 11.30 COFFEE BREAK

11.30 – 13.30 **PART 1**
**CHANGING QUALIFICATIONS:
SETTING THE SCENE**

CHAIR **Mara Brugia** *Cedefop*

Jens Bjørnåvold *Cedefop*
Annie Boudier *Centre for Research on Education, Training and Employment (Cereq), France*
Mike Coles *Qualifications and Curriculum Authority (QCA), UK*

13.30 – 15.00 LUNCH



Monday, 5 October 2009

15.00 – 17.30 **PART 2**
PARALLEL WORKING GROUPS

WORKING GROUP 1
Qualifications and its stakeholders

CHAIR Isabelle Le Mouillour *Cedefop*
RAPPORTEUR Manfred Polzin *MBO Raad, the Netherlands*

Isabelle Le Mouillour
Thematic introduction: Cedefop's perspective

Karen Evans *University of London, UK*
Brigitte - Véronique Bouquet *National authority for vocational certification, France*
Jana Moehren *ASIIN, Engineering sector, Germany*
Jean-François Lebrun *DG Employment, Social Affairs and Equal Opportunities, European Commission*

DISCUSSION

WORKING GROUP 2
Qualifications as currencies and expressions of value

CHAIR Loukas Zahilas *Cedefop*
RAPPORTEUR Georg Hanf *BIBB, Germany*

Loukas Zahilas
Thematic introduction: Cedefop's perspective

Michel Feutrie *Lille University of Science and Technology, France*
Mirjam de Jong *VAPRO/OVP, Chemical sector, the Netherlands*
Petri Lempinen *European Trade Union Confederation (ETUC)*
Jordi Planas *Autonomous University of Barcelona, Spain*

DISCUSSION

WORKING GROUP 3
Qualifications and lifelong learners

CHAIR Slava Pevec *Grm Cedefop*
RAPPORTEUR Karin Luomi-Messerer *3s, Austria*

Tormod Skjerve *Cedefop*
Thematic introduction: Cedefop's perspective

Jenny Bimrose / Alan Brown *Warwick University, UK*
Bruno Clematide *Kubix Research and Development, Denmark*
Jakub Starek *Ministry of Education, Youth and Sports, Czech Republic*
Poul Monggaard *UNI Europa Hair and Beauty*

DISCUSSION

20.00 CONFERENCE DINNER

Tuesday, 6 October 2009

9.30 – 10.30 **REPORTS FROM THE WORKING GROUPS**

CHAIR AND INTRODUCTORY SPEECH Irene Psifidou *Cedefop*

WORKING GROUP 1 Manfred Polzin

WORKING GROUP 2 Georg Hanf

WORKING GROUP 3 Karin Luomi-Messerer

10.30 – 11.00 COFFEE BREAK

11.00 – 12.30 **Key messages**

CHAIR Jens Bjørnåvold *Cedefop*

From national policy-making

James Calleja *Malta Qualifications Council (MQC)*

Tarja Riihmäki *Ministry of Education, Finland*

From industry and sectors

Juan Menéndez-Valdés *Spanish Confederation of Employers' Organisations (CEOE)*

Hans-Detlev Küller *Confederation of German Trade Unions (DGB)*

Mirjam de Jong *VAPRO/OVP, Chemical sector, the Netherlands*

From research

David Raffe *Centre for Educational Sociology, University of Edinburgh, UK*

Claudio Demartini *Politecnico di Torino, Italy*

12.30 – 13.30 **Putting the pieces together: qualifications towards 2020**

CHAIR Christian Lettmayr *Deputy Director of Cedefop*

Aviana Bulgarelli *Director of Cedefop*

Gordon Clark *DG Education and Culture, European Commission*

Amelie von Zweigbergk *Swedish Ministry of Education and Research, State Secretary*

Micheline Scheys *Flemish Ministry of Education and Training, Belgium*

Arnaldo Abruzzini *Eurochambres, Secretary General*

13.30 END OF CONFERENCE AND LUNCH





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Speakers, chairs & rapporteurs

Abruzzini	Arnaldo	more	Eurochambres, Secretary General
Bimrose	Jenny	more	Warwick University, UK
Bjornavold	Jens	more	Cedefop
Bouder	Annie	more	Centre for Research on Education, Training and Employment (Cereq), France
Bouquet	Brigitte - Véronique	more	Commission Nationale de la Certification Professionnelle, France
Brown	Alan	more	Warwick University, UK
Brugia	Mara	more	Cedefop
Bulgarelli	Aviana	more	Director of Cedefop
Calleja	James	more	Malta Qualifications Council (MQC)
Clark	Gordon	more	DG Education and Culture, European Commission
Clematide	Bruno	more	Kubix Research and Development, Denmark
Coles	Mike	more	Qualifications and Curriculum Authority (QCA), UK
de Jong	Mirjam	more	VAPRO/OVP, Chemical Sector, the Netherlands
Demartini	Claudio	more	Politecnico di Torino, Italy
Evans	Karen	more	University of London, UK
Feutrie	Michel	more	Lille University of Science and Technology, France
Hanf	Georg	more	BIBB, Germany
Kreiml	Peter	more	Cedefop, Chairman of the Governing Board
Küller	Hans-Detlev	more	Confederation of German Trade Unions (DGB)
Le Mouillour	Isabelle	more	Cedefop
Le Nouail-Marliere	An	more	European Economic and Social Committee
Lebrun	Jean-Francois	more	DG Employment, Social Affairs and Equal Opportunities, European Commission
Leegwater	Marlies	more	Bologna Secretariat
Lempinen	Petri	more	European Trade Union Confederation (ETUC)
Lettmayr	Christian	more	Deputy Director of Cedefop
Luomi - Messerer	Karin	more	3s, Austria
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Pevec Grm	Slava	more	Cedefop
Planas	Jordi	more	Autonomous University of Barcelona, Spain
Polzin	Manfred	more	MBO Raad, The Netherlands
Psifidou	Irene	more	Cedefop
Raffe	David	more	Centre for Educational Sociology, University of Edinburgh, UK

Riihmäki	Tarja	more	Ministry of Education, Finland
Scheys	Micheline	more	Flemish Ministry of Education and Training, Belgium
Skjerve	Tormod	more	Cedefop
Starek	Jakub	more	Ministry of Education, Youth and Sports, Czech Republic
von Zweigbergk	Amelie	more	Swedish Ministry of Education and Research, State Secretary
Zahilas	Loukas	more	Cedefop

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Arnaldo Abruzzini



Arnaldo Abruzzini is Secretary General of EUROCHAMBRES, the European Association of Chambers of Commerce and Industry, the Brussels-based organization with 45 national Chamber members from all over Europe, from Russia to Portugal, from Iceland to Israel and 1 transnational Chamber organisation. EUROCHAMBRES represents more than 2,000 local Chambers of Commerce and Industry with more than 19 million member companies.

Mr. Abruzzini's main activities include lobbying at European level on socio-economic issues like enterprise and employment policies, as well as delivering services - to Chambers of Commerce as well as directly to companies at international level - related to market access, capacity building and trade and investment promotion.

He is still a member of several Boards of Directors and a shareholder in companies working in the IT and voice- and call-processing sectors.

Prior to joining EUROCHAMBRES in 1999, he has founded and managed several companies active in strategic development, marketing, communications and business consultancy in Europe and the United States. He has a solid financial background having worked previously in investment banking.

A native of Italy, Mr. Abruzzini is a graduate of the Rome University "La Sapienza".

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Jenny Bimrose



Jenny Bimrose is a Professorial Fellow at the Institute for Employment Research, University of Warwick. With over 30 years teaching, researching and managing in HE, recent and current research projects include: an investigation of the role of continuing vocational education in the career progression of adults; the use of qualitative, longitudinal methodologies to evaluate the effectiveness of careers guidance; the development of ICT systems to support end users in a range of careers organisations in their use of labour market information with clients; researching labour market information for the broad community of careers guidance practice; a study of the career development of older women; and approaches to integrating career theory with practice. Recently managed research projects recently have been funded by European organisations, including the European Social Fund and the European Union, together with national agencies (like DFES, DIUS, DWP, BIS, LSC, CfBT, the SSDA and its successor organisation, UKCES).

In addition to her research and teaching experience, Jenny has also acted as consultant for the Council of Europe on careers guidance, as well as trainer and consultant for innumerable UK careers organisations. Immediately before employment by the University of Warwick, she was Head

of Centre for Training in Careers Guidance at the University of East London.

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Jens Bjornavold



Jens Bjornavold is working in the Brussels office of European Centre for Development of Vocational Training (CEDEFOP). Employed by the centre since 1996, his main focus has been on research and analysis related to transparency and recognition of qualifications and validation of informal and non-formal learning. In recent years he has been working on questions related to learning outcomes and how this influences education and training policies and practices, for example in the form of international and national qualifications frameworks. Bjornavold has been involved in the development and implementation of the European Qualifications Framework from the very beginning of the work in 2003-2004.. In the period 2000-2005 Bjornavold worked for the European Commission, DG Education and Culture. During this period he was closely involved in developing the EU lifelong learning strategy, the Copenhagen-Maastricht process in vocational education and training, the Europass and the European Qualifications Framework. Before entering the services of Cedefop and the European Commission, Bjornavold worked as a researcher and research co-ordinator in various Norwegian research organisations. His work concentrated on the link between education and work, with a particular emphasis on the role of adult education and training. He has published a number of reports, articles and books on these themes.

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Annie Boudier



Annie Boudier was born 1950 in Marseille (France). She was trained as a sociologist at the University of Hamburg (Germany) and completed her education with a post graduate degree of the College of Europe in Bruges (Belgium). She has worked 15 years in research and consultancy on the "Brussels' scene" prior to joining Céreq (Centre d'Etudes et de Recherches sur les Qualifications) in 1992. Since that date she acts as Executive Officer for International Relations. To this end she encourages and coordinates Céreq's activities in international matters, all of them linked to vocational education and training and qualifications. The two main aspects of these activities are joint research and investigations on the one hand and regular bilateral or multilateral relations with organisations of different European and non European countries on the other. In the last years she has been extensively involved in the European discussions generated by the Lisbon and the Copenhagen Summits in the field of vocational education and training (EQF, ECVET).

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Brigitte Bouquet



Brigitte was recently appointed as “Rapporteur Général” of the « Commission Nationale de la Certification Professionnelle (CNCP) », the French national qualifications authority in charge of the National Qualification Framework , the “repertoire national des certifications professionnelles » (RNCP) registering French qualifications.

From 2006 to 2009 Brigitte was in charge of the coordination between public awarding bodys, to develop the certification on non formal and unformal learning outcomes (validation des acquis de l'expérience).

Her professional experience includes variety of positions in public service ; she was in charge of the monitoring of French Labour Agency and of AFPA, the most important public association for vocational education in France, and of labour market issues at the national level (ministry in charge of economy and employment).

She also formerly worked for vocational education of students in medicine in hospitals.

Brigitte is a graduate of the Law University of Paris II, of the Institute of Political Science in Paris and of the national public service school.

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Alan Brown



Alan Brown is a Professorial Fellow at the Institute for Employment Research (IER) at the University of Warwick. He joined IER in 1996 and since 2002 has also been a part-time Associate Director of the UK's national ESRC Teaching and Learning Research Programme (TLRP) with responsibility for workplace learning and professional development. His current research, which has a strong international orientation, focuses mainly upon changing occupational identities, qualifications development, continuing vocational training, skill formation, organisational performance, networks and supporting knowledge sharing and development and learning in professional communities of practice. He was involved in the development of the National Guidance Research Forum (NGRF), a knowledge-sharing site that has considerable material on research and practice in careers guidance and research on lifelong learning and work-related learning.

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Mara Brugia



Mara Brugia joined Cedefop in 1993. She is Head of the Area "Enhanced Cooperation in Vocational Education and Training and Lifelong Learning", in charge of supporting the implementation of the Education and Training 2010 agenda and the European cooperation process in VET and LLL, in close cooperation with the European Commission, the Member States and the Social Partners. The Area provides scientific expertise to the conceptual development and implementation of the common European tools (e.g. the EQF), carries out independent comparative studies addressing knowledge gaps in current research in VET and LLL and coordinates the Study visits programme for education and vocational training specialists in the Lifelong Learning Programme.

She studied Economics at the University of Perugia, Italy and she holds a Master Degree in Economics, Politics and Law of the European Union.

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Aviana Bulgarelli



Aviana Bulgarelli is the Director of the European Centre for the Development of Vocational Training (Cedefop). During her tenure, Ms Bulgarelli has placed Cedefop at the forefront of European policy-making in the field.

Before her appointment in 2005, Aviana Bulgarelli enjoyed a career which alternated between applied research and policy-making. As Director-General for Guidance and Vocational Training Policies at the Italian Ministry of Labour and Social Policies (2002-2005) she co-ordinated the Leonardo da Vinci Programme, the European Social Fund Community Support Framework and the relevant national programmes and policies.

As a researcher in labour market and policy analysis issues, Ms Bulgarelli was Director of Research in the Italian Vocational Education and Training Research Institute (ISFOL) and Director of the Italian Programme and Policy Evaluation Unit of the European Social Fund.

She has numerous academic books, international journal articles and conference contributions to her name.

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Joachim James Calleja



Dr. Joachim James Calleja is the Chief Executive of the Malta Qualifications Council of the Ministry of Education, Culture, Youth and Sport. Dr Calleja is a graduate of the Universities of Malta, Padua (Italy) and Bradford from where he obtained his PhD. He has been involved in vocational training since 2001 when he was appointed Administrative Director of the Malta College of Arts, Science and Technology. In 2004 he moved to the European Training Foundation in an Administrator grade and in 2005 he was appointed Chief Executive of the Malta Qualifications Council. Dr Calleja has lectured or given presentations in many European countries, in North Africa, the Middle East, Australia, the United States, China, South Africa and in South East Asia. He has published books and articles and edited various other publications. He is Malta's representative on the EQF Advisory Board, the ENIC-NARIC Networks. Dr Calleja is also the Mutual Recognition Coordinator for Malta.

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Gordon Clark



Gordon Clark has been, since early 2005, the Head of unit responsible for the coordination of lifelong learning policies and their contribution to the Lisbon process in the European Commission, DG Education and Culture. This includes responsibility for policy development and cooperation at EU level and between Member States based on the "Education and Training 2010 work programme". It includes management of the biennial reporting process of the Member States, Council and Commission on progress towards meeting the agreed objectives in relation to education and training under the "Lisbon Agenda" and also includes the development of the European Qualifications Framework. Between September 2008 and March 2009, Mr Clark was Acting Director for the Directorate responsible for "Lifelong Learning: horizontal Lisbon policy issues and international affairs"

From 1999 to 2004, Gordon Clark was firstly responsible for the Commission's Europe-wide lifelong learning consultation process leading to its 2001 Communication "Making a European Area of lifelong learning a reality". Subsequently, he was in charge of the development of the Copenhagen process to enhance cooperation in the field of Vocational Education and Training (VET) policy - the Copenhagen declaration of 2002 - and its subsequent implementation, including the establishment of European tools and instruments related to quality assurance, transparency/Europass, non-formal learning, guidance and credit transfer. He was also responsible for the preparation and adoption, in December 2004, of the Maastricht Communiqué reviewing and updating the Copenhagen process and setting out, for the first time, agreed national priorities for VET.

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Bruno Clematide



 Bruno Clematide, lic..phil.

- Director of Kubix Research and Development, Copenhagen
- Research and Development regarding VET
- Project Leader and Research Fellow in analyses of qualification requirements in different industries.
- Development of 'good practice' regarding 'new production concepts' in co-operation with enterprises, social partners, and authorities.
- Member of the project team in the Cedefop 'Changing Qualifications Study'

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Mike Coles



Mike Coles worked in the chemical industry and was a chemistry teacher in schools before becoming involved in national educational developments in the UK. Currently he researches in the field of qualifications and skills at the Qualifications and Curriculum Authority in London. His research interests are qualifications systems, frameworks, credit systems and impact evaluation. Currently he is working on UK indicators for measuring the impact of VET reforms across the UK countries and supporting work on the new qualifications and credit framework in England, Wales and Northern Ireland.

Mike has worked with international organisations on qualifications systems (OECD, EU and the G8 countries). He was research adviser to the OECD on qualifications systems and is the main author of the book *Qualifications systems: bridges to lifelong learning*. Mike Coles was adviser to the European Commission on the development of a European Qualifications Framework and is also advising on aspects of implementation through the work of the Peer Learning Cluster on the recognition of learning outcomes. Mike also co-drafted the CEDEFOP publication on European Guidelines for the validation of informal learning which is based on the deliberations of the Cluster. There is strong policy development relating to NQFs in eastern Europe and Mike is currently working with the European Training Foundation in the Russian Federation, Ukraine, Central Asia and the Caucasus countries and is editing a book on NQF development in 20 partner countries of the EU.

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Mirjam de Jong



Mirjam de Jong is manager international affairs of VAPRO, a consultancy and training organisation for human resource development in the chemical and process industries, based in the Netherlands and operating worldwide (www.vapro-international.com).

Mirjam's current activities focus on initiating and coordinating international projects in the fields of competency development and training, qualification and curricula development, workplace learning and accreditation of prior learning for the chemical and process industries.

Since 1998 she has led projects in new EU member states and in China and Indonesia. The projects in EU accession countries focussed on cooperation between vocational education and industry and involvement of social partners. She worked with federations of chemical industries, trade unions, national institutes for VET, companies and schools to improve the match between the supply of VET programmes and labour market demand in Hungary, Czech Republic, Poland, Romania and Bulgaria.

Mirjam is an active participant in European networks and EU funded projects. She was involved as expert in the EQF project TransEQFrame, financed by the EC (www.transeqframe.net). In the Leonardo projects ECTS and EQF for chemical workers, she explored transparency and comparability of competence profiles and qualifications of operators and technicians in the chemical/process industries with representatives from industry and education from 9 European countries (www.ects-chemie.de and www.eqf-chemie.de). Currently she works with the Workgroup Education, Training and Lifelong learning of the Sector Social Dialogue Committee Chemical Industry to prepare a project on the identification, assessment and validation of competences for operational personnel in the European chemical industry.

Before becoming involved in qualification and curriculum development for the chemical and process industry in the Netherlands and abroad, Mirjam worked as a mechanic in the metallurgical industry and was teacher and trainer in technical schools and company training centres.

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Claudio Demartini



Claudio Demartini, born in Turin in 1955, graduated in Electronic Engineering in 1979 at the Politecnico di Torino. After entrepreneurial experiences in electronic/computer sector, in 1987 he received a Ph.D in Computer and Systems Engineering. Academic researcher since 1990, became full professor in 1994 at the University of Udine, backing again at Politecnico in 1995. His scientific interests include distributed systems, wired and wireless computer networks, communications protocols, software engineering, formal specification techniques, semantic web, projects management and logistic systems.

Claudio Demartini authored several publications on international technical/scientific magazines, being co-author of a book on computer networks. From 1998 to 2003 he was a member of the National Committee for the Higher Technical Education and Training, as University representative. From 2003 he is in charge as Vice-Dean of the Industrial Engineering and Management School of the Politecnico di Torino. From 2005 he is also Vice-Rector of Special Projects in the same institution, member of the National Committee for the Registry Office of the University Students and member of the Regional Committee for Higher Education in Piemonte.

Since 2008 he is also member of the Commission for the Reorganization of the Technical and Professional Education of the Ministry of Public Education.

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Michel Feutrie



Michel Feutrie is currently Professor in Sociology of Education at the Université des Sciences et Technologies de Lille (USTL) and President of European University Continuing Education Network (EUCEN).

He has been from 1987 to 2007 Vice President of USTL in charge of continuing education and Director of the Continuing Service from 1986 to 2006. He has been appointed from 2002 to 2006 Rapporteur Général of the « Commission Nationale de la Certification Professionnelle (CNCP) », the new French Agency in charge of the French National Qualification Framework and of the national "Répertoire" (RNCP) registering all French qualifications.

He has published numerous articles and edited books in the field of university continuing education, lifelong learning issues and validation of non formal and informal learning.

His main current activities and contributions are shared between three fields :

- lifelong learning: mainly on the contribution of higher education to this perspective
- validation of non formal learning: leader of numerous working groups, contributor to the regulations, pioneer in implementation in universities,
- national qualification systems and development of methodologies in registration of qualification in national Répertoire.

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Georg Hanf



12.06.1947 in Burghaslach (Frankonia)

Studies in educational and social sciences, Erlangen and Berlin

Magister Artium (Education, Economics of Education), Technical University of Berlin

Assistant Lecturer (VET systems, VET reforms), Technical University of Berlin

Dr. phil. (History of VET), Technical University of Berlin

Since 1988 working with the Federal Institute for Vocational Education and Training (BIBB);

National co-ordinator of European VET-programmes (PETRA, LEONARDO);

Senior researcher: international comparative projects on qualifications, qualifications systems and qualifications frameworks;

Member of the working group for the development of the European Qualifications Framework and member of the VET working group for the development of a German Qualifications Framework

Since 2006 Head of 'International Monitoring and Benchmarking / European VET Policy'

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Peter Kreiml



Peter KREIML is Director in the Austrian Ministry of Education, Arts and Culture. P. Kreimls professional experience started in 1972 by teaching in VET institutions and adult learning institutions, followed by scientific work in the field of learning outcomes and teaching methods. From 1985 till 1995 he managed on behalf of the Education Ministry four VET institutions in Vienna and developed Curricula and policy frameworks for VET. Since 1995 he coordinates European policies and programmes at the national level. Mr. Kreiml also represents Austria in meetings of EU Directors General for VET, Advisory Committee for VET, Lifelong Learning Programme and participated in various EU-level negotiations in VET. He represents Austria in the CEDEFOP Governing Board and chairs currently the Board.

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Hans-Detlev Küller



Hans-Detlev Küller, born 1943 in Berlin, former Head of Department Education, Qualification, Research Policy within the DGB (German Trade Unions Confederation) is after his retirement now a self employed consultant in VET policy and free lance adviser for the DGB. At present he acts as an adviser European VET policy for DGB, for the ETUC (European Trade Union Confederation) and for German VET providers.

After finishing his studies in Business Administration in the Technical University of Berlin (Degree Diplom-Kaufmann) he started 1970 his career in the DGB as consultant.

Since 2005 he was responsible in the DGB for European VET, Leonardo Projects, CEDEFOP-Representation, EU social dialogue in LLL and DGB's Representative in the CEDEFOP Board (2005 to 2009), the Lifelong Learning Programme Committee, Brussels (2006 - 2009), the Advisory Council Vocational Training, Brussels (2005 - 2009) and the European Social Fund Committee, Brussels (2005 - 2009).

His Publications cover the issues Capital formation, codetermination policy, corporate governance, corporate social responsibility, corporate accounting and disclosure, European company law, social accounting, CVET counselling for workers and European VET policies.

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Isabelle Le Mouillour



Since 2008 Isabelle Le Mouillour has been a researcher at Cedefop. She deals mainly with credit systems in education and training as well as qualifications frameworks. Her growing concern is the relationships between Vocational Education and Training and Higher Education, reflecting about opportunities for transition and recognition. She has been involved since 2003 in the development at European level of the European Credit System for Vocational Education and Training (ECVET) and currently member of the ECVET working group for Cedefop. Before joining Cedefop, she worked in the European Research and Policy Department of Federal Institute for Vocational Education and Training (Bonn, Germany) and at the Centre for Research on Higher Education (University of Kassel, Germany) on European policy both in VET and HE, as well as evaluation of ERASMUS.

Her recent publications include:

- Launikari, Mika; Le Mouillour, Isabelle; Musca, Angela; Psifidou, Irena (2009). European policy initiatives supporting individual learning pathways. Paper presented at the IAEVG conference on 3 June 2009. Jyvaskyla. http://ktl.jyu.fi/img/portal/15150/CEDEFOP_Final_joint_paper_IAEVG.doc?cs=1244119525

- Bjornavold, Jens; Le Mouillour, Isabelle (2009). Validation, key to credit systems and qualifications (frameworks). In: European Journal of Vocational Training, Issue 48 (2009/03), September-December 2009 (to be published).

- Bjørnåvold, J./Le Mouillour, I. (2008). La validation des acquis d'apprentissage en Europe : un sujet d'actualité. In : Actualité de la formation permanente Nr. 212, Centre Inffo, pp. 75-83.

- Le Mouillour, I. (2008). Das Europäische Credit System für die berufliche Bildung (ECVET) – Möglichkeiten der Anwendung und Adaption in Deutschland. Beitrag 333-8.1. In: BIBB (2008). Zukunft berufliche Bildung. Potentiale mobilisieren, Veränderungen gestalten. 5. BIBB Fachkongress 2007. Ergebnisse und Perspektiven. WBV: Bielefeld. CD-Rom.

- Dunkel, T./Le Mouillour, I. (2008). "Through the Looking-Glass". Diversification and differentiation in vocational education and training and higher education, In: Descy, Pascaline; Tessaring, Manfred. Modernising education and training: fourth report on vocational training research in Europe: background report. Luxembourg: Office for Official Publications of the European Communities. In Zusammenarbeit mit Prof. Dr. Ulrich Teichler. http://www.cedefop.europa.eu/etv/Upload/Projects_Networks/ResearchLab/ForthcomingRepot/Volume-2/05-Dunkel.pdf.

- Fietz, G./Le Mouillour, I./Reglin, T. (2007). Implementing and developing a Credit System for Vocational Education and Training. Final Report. Documentation of the study carried out by f-bb/BIBB on behalf of the European Commission. BIBB Diskussionspapier Nr. 95. ISBN 978-3-88555-826-2. Bundesinstitut für Berufsbildung, Bonn.

- Dunkel, T./Le Mouillour, I. (2007). Qualifications frameworks and credit systems: a toolkit for education in Europe. European Journal of Vocational Training. Nr. 42/43 – 2007/3 – 2008, S. 218-239.

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Jean-François LEBRUN



Jean-François LEBRUN est le chef de l'unité "Conditions de travail et adaptation au changement" à la DG "Emploi, affaires sociales et égalité des chances". A ce titre, il organise les Forums européens "restructurations" (politique industrielle, fonds structurels et régions, outils d'anticipation, industrie automobile, PME, actions innovantes du FSE, accords transnationaux, industrie de la défense, changement climatique)

Il est entré à la Commission européenne en 1987. Il s'est principalement occupé de questions liées à l'emploi, aux aspects sociaux du marché intérieur, aux services de proximité, au dialogue social européen et au programme d'initiative communautaire EQUAL.

Jean-François Lebrun est diplômé en sciences économiques et maître en économétrie de l'Université Libre de Bruxelles (ULB).

Jean-François Lebrun is Head of unit "Working conditions and adaptation to change" in the DG "Employment, Social Affairs and Equal Opportunities".

In this context, he is in charge to organize the European restructuring Forums (industrial policy, structural funds and regions, anticipation tools, car industry, SMEs, innovative actions of the ESF, transnational agreements, Defence industry, climate change).

He entered the European Commission in 1987. He mainly dealt with questions related to employment, social aspects of the internal market, local and personal services, European social dialogue and Community initiative programme EQUAL.

M.A., Econometrics, Université Libre de Bruxelles.

B.A., Economics, Université Libre de Bruxelles.

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Marlies Leegwater



Marlies Leegwater

Ph.D., Head of the Bologna Secretariat; (www.bologna2009benelux.org) e-mail m.e.leegwater@minocw.nl Mobile + 31 6 52367439

Marlies Leegwater joined the Ministry of Education, Culture and Science in The Netherlands in 1985. Her responsibilities ranged from development cooperation and cooperation with countries other than EU, internationalisation, policy analysis to quality assurance. From the start onward she has been involved in the Bologna Process and stimulated the development of shared generic descriptors for the levels of first, second and third cycle higher education, to ensure transparency in levels of these, for some countries, new qualifications. In 2007, when the three Benelux countries, Belgium, Luxemburg and The Netherlands provided the Secretariat for the Bologna Process through the offer of hosting the 2009 ministerial Conference, she became Head of the Bologna Secretariat which operates from the Ministry of the Flemish Community in Brussels Belgium. Before she moved to the Bologna Secretariat she represented The Netherlands in the Bologna Follow-Up Group.

She graduated from the University of Amsterdam with a Master in Biology and a PhD in "Tsetse fly rearing", while being employed as a university researcher. Earlier she taught Biology at a VET school in Kenya.

She is born 26-01-1948 in Amsterdam, The Netherlands; married and has 2 adult children.

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Petri Lempinen



Dr Petri Lempinen

Finnish Confederation of Professionals STTK, representing European Trade Union Confederation (ETUC)

Petri Lempinen is senior advisor in Finnish Confederation of Professionals STTK.

He is in charge of lifelong learning issues covering vocational training, higher education and further / continuous training. He has 20 years of experience on education politics from different points of views. Before his carrier in trade union confederation he has worked as civil servant, researcher and student activist.

In Finland mr Lempinen is a chair of Lifelong Learning Council, member of The Educational Evaluation Council and a board member in Skills Finland, Training Fund and AEL Adult Learning Center Foundation.

Since year 2004 Mr Lempinen has had a part-time work in European Trade Union Confederation ETUC as advisor in lifelong learning. Mr Lempinen has represented ETUC in several European Commission working groups (e.g. European Qualifications Framework, Quality assurance in VET).

Mr Lempinen is a vice-chairman of Cedefop Governing Board. For several years he has been a speaker of workers group in Advisory Committee of Vocational Training (ACVT), which is an official tripartite body by the European Commission.

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Christian Lettmayr



Christian Lettmayr, Deputy Director of Cedefop since April 2005, was born 1951 in Austria.

He has a master's degree in business administration and economics from the *Wirtschaftsuniversitaet Wien* and a master's degree in vocational and technical education from the University of Illinois in Urbana-Champaign, where he was a Fulbright scholar.

From 1985 until 2001 he was Deputy Director and - from 1994 - Director of the Austrian Institute for Small Business Research (now: KMUForschung Austria) in Vienna. In 2001 he took up an assignment with the European Commission, DG Enterprise, contributing to the benchmarking of enterprise policies and competitiveness analysis.

Mr Lettmayr has a background in socio-economic research and the management of research institutions. Through policy-oriented research and participation in various advisory groups he has contributed to the design and implementation of policies. As an entrepreneur, lecturer and member of various professional commissions he has hands-on experience of vocational training, the design of training courses and continuing education.

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Karin Luomi-Messerer



Mrs. Karin Luomi-Messerer is an experienced project manager and team leader with more than 10 years of professional experience in the area of education (research and consulting). She is research coordinator at the 3s research laboratory, a non-profit research organisation in the field of lifelong learning on the interface between education and the labour market, one of the leading VET-research organisations in Austria. Her current research and consulting activities are focussing on the following topics: development of competences, practice-oriented education in higher education, and EU transparency tools in education policy (European Qualifications Framework/EQF, European Credit Transfer System in VET/ECVET) as well as related topics (learning outcomes, validation of non-formal and informal learning, quality assurance).

In her professional career she has been involved in research and consulting projects on national level (with public or private recipients) and on European level (Leonardo da Vinci, Socrates or Lifelong Learning Programme; European Commission). Presently, she is providing expertise on national and European level for the further development and implementation of the EQF/NQF and ECVET: Together with Jörg Markowitsch, she is supporting the Commission DG EAC in the development and implementation of the EQF, is coordinating the project EQF-Ref (www.EQF-Ref.eu) and is involved as expert in several EQF projects financed by the EC (for example, TransEQFrame – www.transeqframe.net). She is also involved in a project supporting ECVET testing projects commissioned by the EC (www.ecvet-projects.eu). On national level, she is providing scientific expertise to the ECVET Implementation Group as well as the NQF Project Group in the Austrian Federal Ministry for Education, the Arts and Culture and the Austrian Federal Ministry for Science and Research.

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Jana Möhren



Jana Möhren is a Programme Manager at the Accreditation Agency for Degree Programmes in Engineering, Informatics, the Natural Sciences and Mathematics, ASIIN, Germany. She manages the Technical Committee for Mechanical and Process Engineering, supporting HEIs and peers, both nationally and internationally. She represents ASIIN in EU-sponsored Projects (LifeLongLearning, TEMPUS).

She acts as Secretariat for the European Accredited Engineering (EUR-ACE) Label Committee, a sub-organisation of the European Network for Accreditation of Engineering Education (ENAE).

She has studied at the University Passau, Germany, and at University Laval, Canada, and holds a degree in Languages, Business and Cultural Studies.

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Slava Pevec Grm



Slava Pevec Grm works at Cedefop as senior expert in the Qualifications and learning outcomes team in Area Enhanced cooperation in VET and LLL.

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 director for development she was involved in overall development of the VET system as well qualifications and curriculum in Slovenia. She coordinated different development projects and prepared working papers for national discussion in the framework of the Copenhagen process (transparency of qualifications, European qualifications framework, credit transfer system, quality assurance, and validation of non-formal and informal learning). During the Slovenian Presidency in the first half of 2008, she was involved in many activities and events.

As a member of different national and international working groups (TWG on European Qualifications Framework, TWG on ECVET, and Cluster on Recognition of Learning outcomes) she has been contributing actively to the development of VET policy at national and the European level.

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Jordi Planas



Jordi Planas is a full time professor at the Universidad Autonoma de Barcelona (UAB), which he joined in 1978, teaching on: "Sociology of Education"; "Economics of Education"; "Politics and Educational Systems" and "Education and Labour Market".

He's also the Director of the GRET (Research Group on Education and Work), which is an Institutional research group of the UAB with 20 years of research trajectory. The main research topics of the GRET are: a) Initial education and training, continuous training and skills, b) Youth, training and employment, c) Educational, training and employment policies and their impact on the labor market, d) Technological and organizational innovation at the enterprises level, e) Methods and processes of skills and qualifications acquisition at the enterprise level.

He's the Coordinator of the PhD Program at UAB's Department of Sociology.

Much of her research work in recent years has focused on the analysis of "The Effects of the Educational Expansion in the Labour Market" in the European and Nord-American Countries. He is or had been the responsible for research networks on this subject as EDEX-EU, EDEX-México and ESFOREM involving more than 10 research groups from EU and Nord-american countries.

He had been "visiting professor" at the universities of Toulouse, Rome and Guadalajara (México). He has a wide and long experience in managing and promoting research at European level with European funds (European Expert at the CEDEFOP, Secretary of the European Science Foundation Network on Transition in Youth -1993-97, Scientific Coordinator to the international "EDEX – Education Expansion and Labor Market" group -TSER Program, and other national and international groups).

He was a long and wide experience in dissemination of the research results, (f.i. creating, during her CDEFOP's stage, the program "Agora Thessalonikis").

He had been member of the Editorial board of the "Vocational Training European Journal", "Youth Studies" and "Formation-Emploi".

He has been working also in Assessment and counselling for public policies on education and work at the local, national and international level.

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Manfred Polzin



Manfred Polzin started his educational career as a teacher in History and German language.

After a few years in general secondary education he changed to Vocational Education and Training in the late eighties, where he remained until now. First at a VET College, but since 2002 as Senior Advisor on International Affairs at the MBO Raad, which is the Association for VET Colleges in the Netherlands.

Starting in 1995 with the first European Education projects under the Petra program, Manfred Polzin remained involved in European project management under the programmes of Leonardo da Vinci, Socrates and Grundtvig,

Next to these programmes he initiated and coordinated projects in Bosnia-Herzegovina, Romania, Russia and China about restructuring and modernizing VET. In 2006 Manfred Polzin combined his work at the MBO Raad with the function of Consultant to the European Commission on the subject of 'Making best use of resources'.

Although the topics of his involvement were multifarious, the problem of youth at risk and early school leaving was often addressed in the various projects. Furthermore Manfred Polzin led several study visits to other countries and is regularly asked as a speaker on international conferences.

Manfred Polzin was born in Germany, came in his youth to the Netherlands and spent later some years in France as managing director of a travel agency, before returning to the Netherlands. He speaks German, Dutch, English and French. His multi-national background might explain his passion for Education without frontiers.

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Irene Psifidou



Dr. Irene Psifidou is an education and training policy analyst working over the past seven years in this field.

Irene joined Cedefop, the European Agency for the development of Vocational Education and training (VET) in Thessaloniki (Greece) in 2004. In her capacity as VET expert, she is in charge of analysing, monitoring and evaluating education and training policies and programmes related to the implementation of the EU lifelong learning programme and more particularly, the European Qualifications Framework and learning outcomes approaches in VET provision, in close collaboration with the European Commission, stakeholders and networks at national and European levels.

Before Joining Cedefop, Irene worked at the World Bank H.Q. in Washington DC on secondary education policy for developing countries, managing research projects on curriculum policy and teachers' training in transitional Balkan countries, supporting the World Bank's work on "Education for the Knowledge Economy".

Irene graduated from the Aristotle University in Thessaloniki (Greece) and completed her postgraduate studies in Spain. She got a master degree in International Studies and Developmental Cooperation for the Alleviation of Poverty from the University of Barcelona (UB) and a second Master degree in Applied Linguistics from the Autonomous University of Barcelona (UAB). Later, she got her PhD in Comparative Education Policy from UAB in collaboration with the Open University (UNED) in Madrid.

She is the author of a number of comparative research papers on curriculum policy and teachers' training published in scientific bulletins and journals and has contributed to numerous European and international conferences and symposiums.

Contact Information

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David Raffe



David Raffe is Professor of Sociology of Education at Edinburgh University, where he has worked since 1975. He is a member of the University's Centre for Educational Sociology and was its Director from 1987 to 2001 (jointly with Andrew McPherson to 1995). From 2002 to 2007 he was Director of Research for the University's School of Education. His research covers all stages of education and training from secondary onwards, with particular interests in education-work transitions, educational inequalities and education and training policy. He has participated in several European and OECD studies of vocational education and training, education-work transitions and qualifications reform, and he helped to pioneer the emerging field of 'home-international' comparisons of the home countries of the United Kingdom. His recent research projects include studies of the Scottish Credit and Qualifications Framework and other curriculum and qualifications reforms in Scotland, the Framework Implementation and Impact Study of the Irish National Framework of Qualifications (as a member of the study team), a review of national differences in education-work transitions and a comparative analysis of trends in inequality across the countries of the UK. He is currently a member of the team working on the CEDEFOP project on Changing Qualifications, led by Cambridge Assessment, which will report at this conference; and he is a team member of the International Labour Office project on National Qualifications Frameworks: Implementation and Impact. He has participated in several Scottish and UK policy committees and working groups, and he currently serves on committees of the Scottish Qualifications Authority and the Scottish Funding Council.

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Tarja Riihimäki



Tarja Riihimäki works as Counsellor of Education in the Finnish Ministry of Education in the Department for Education and Science Policy, VET Division. Tarja Riihimäki is a former software analyst and teacher in a commercial college. She has also worked as a head of unit and principal in commercial college. Her main responsibilities in the Ministry are European Vet Policy and Quality Management in VET. She is the coordinator of Copenhagen process in Finland. Tarja Riihimäki represents Finland in meetings of Advisory Committee for VET (ACVT), Education and Training Coordination Group (ETCG), Lifelong Learning Program and Education Committee. She is also member of the Cedefop GB and Bureau and the ETF GB.

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Micheline Scheys



Micheline Scheys is Project manager - interface between education and labour policy within the Flemish Ministry of Education and Training in Belgium. Micheline Scheys, a sociologist and former researcher, has been at the forefront of education and training policy-making for 15 years. She advises the minister, grounding strategic objectives and measures on trends in broader society, international education policy and innovative developments in relevant scientific fields. She is also responsible for the short- and long-term planning, the co-ordination, monitoring and evaluation of policies. As project manager at the crossroads of the policy areas education and training, labour and culture, she develops plans for the development and implementation of the overarching delivery strategy for lifelong learning. Her project aims at reinforcing the gearing of education and training for the labour market and vice versa, thereby ensuring the continuity and communication across sectors regarding the development of a National Qualification Framework, the Recognition of Prior Learning, the education and training supply, the possibilities for quality workplace-based learning etcetera. Through her membership of the DGVT and of the GB of ETF and CEDEFOP, she assists at developing VET in an European context.

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Tormod Skjerve



Tormod Skjerve is a seconded national expert from the Norwegian Ministry of Education and Research working as a senior expert in the European Centre for the Development of Vocational Training (CEDEFOP).

His main focus in the Centre is to work on the sectoral approach to Lifelong Learning, and the social partners' involvement and contribution to the European education and training processes.

He is in the Cedefop 'Qualification-team' with particular focus on the use of EQF in sectors and on VET in Higher Education. He is responsible for Cedefop's contribution to the Commissions' Long Term e-Skills Agenda, and represents Cedefop in the Commission ICT Cluster and the GEN/ISSS Workshop on ICT Skills.

From 1999-2006, Skjerve was Head of department in the Federation of Norwegian Commercial and Service Enterprises (HSH), responsible for the education and training policy and development of lifelong learning strategies in companies.

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Jakub Stárek



Jakub Stárek (27) has bachelor degree in Adult Education and masters degree in Andragogy from the University J. A. Komenského in Prague. His professional experience includes variety of positions in private sector (especially in methodology of non-formal educational courses) and public service (expert in education, Councillor for Prague 6 district). He is currently employed as a Director of Adult Education Department at the Ministry of Education, Youth and Sports, where long-term strategies in adult education are mainly developed. He is also a member of several professional bodies – for example adviser to the European Commission (DG EAC) on Adult Education policy; member of and Czech representative to the Adult Education Working Group. At national level, he chairs the Board for Accreditation of Non-formal Education and is a member of Executive Committee of the Association of Adult Education Institutions. He is also responsible for investments into Adult Education in the Czech Republic via European Social Fund (over 400 mil. €). These include mainly national system projects (such as National Qualification Framework; Support of Lifelong Learning Centers; etc.), supporting access of citizens to adult education and increase the amount and quality of supply in adult education.

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Amelie von Zweigbergk



Amelie von Zweigbergk is State Secretary at the Swedish Ministry of Education and Research. Her main areas of responsibility are adult education and financial support for students. Amelie has a LL.M degree from Uppsala University. Before joining the Ministry in 2006 when Mr Jan Björklund became minister, she was project manager at the Swedish Social Insurance Agency. Her political career includes being Information Officer at the Liberal Party Parliamentary Secretariat as well as being Press Secretary to Bengt Westerberg when he was Minister of Health and Social Affairs.

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Loukas Zahilas



Loukas Zahilas is Senior Expert in Qualifications and Learning Outcomes at the European Centre for the Development of Vocational Training (Cedefop). Born in 1960, he studied Chemistry and Information Technology. 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 Organisation for Vocational Education and Training (OEEK), but also in technical Institutes and the University of Athens. Before joining Cedefop in 2006, he represented Greece in various European bodies such as the Directors General for VET (DGVET), the Advisory Committee for Vocational Training (ACVT) and the European Training Foundation (ETF). He has also served as the National Europass Coordinator and National Liaison Officer for Study Visits Programme (NLO), and participated in the Technical Working Groups on the European Qualifications Framework (EQF) and the Credit System for Vocational Education and Training (ECVET).

Loukas Zahilas is currently working on the development and implementation of the European and national qualifications frameworks, the shift to learning outcomes, and sectoral approaches to lifelong learning.

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Monday 5 October 2009

Welcome and Opening speeches

- Peter Kreiml, Chairman of Cedefop Governing Board
- Gordon Clark, DG Education and Culture, European Commission
- Marlies Leegwater, Bologna Secretariat
- An Le Nouail-Marliere, European Economic and Social Committee

Part 1: Changing qualification: setting the scene

- Jens Bjornavold, Cedefop ([presentation](#))
- Annie Boudier, Centre for Research on Education, Training and Employment (Cereq), France
- Mike Coles, Qualifications and Curriculum Authority (QCA), UK ([presentation](#))

Part 2: Parallel working groups

Working group 1: Qualifications and its stakeholders

- Isabelle Le Mouillour: Thematic introduction: Cedefop's perspective
- Karen Evans, University of London, UK ([presentation](#))
- Brigitte - Véronique Bouquet, National authority for vocational certification, France ([presentation](#))
- Jana Möhren, ASIIN, Engineering sector, Germany
- Jean-Francois Lebrun, DG Employment, Social Affairs and Equal Opportunities, European Commission

Working group 2: Qualifications as currencies and expressions of value

- Loukas Zahilas, Thematic introduction: Cedefop's perspective
- Michel Feutrie, Lille University of Science and Technology, France ([presentation](#))
- Mirjam de Jong, VAPRO/OVP, Chemical sector, the Netherlands ([presentation](#))
- Petri Lempinen, European Trade Union Confederation (ETUC) ([presentation](#))
- Jordi Planas, Autonomous University of Barcelona, Spain ([presentation](#))

Working group 3: Qualifications and lifelong learners

- Tormod Skjerve, Cedefop: Thematic introduction: Cedefop's perspective
- Jenny Bimrose/ Alan Brown, Warwick University, UK ([presentation](#))
- Bruno Clematide, Kubix Research and Development, Denmark ([presentation](#))
- Jakub Starek, Ministry of Education, Youth and Sports, Czech Republic ([presentation](#))
- Poul Monggaard, UNI Europa Hair and Beauty ([presentation](#))

Tuesday 6 October 2009

[Introductory speech: Irene Psifidou, Cedefop](#)

Reports from the working groups

Working group 1: Manfred Polzin

Working group 2: Georg Hanf

Working group 3: Karin Luomi-Messerer

Key messages

From national policy making

- James Calleja, Malta Qualifications Council (MQC)
- Tarja Riihmäki, Ministry of Education, Finland

From industry and sectors

- Juan Menéndez-Valdés, Spanish Confederation of Employers' Organisations (CEOE)

- Hans–Detlev Küller, Confederation of German Trade Unions (DGB)
- Mirjam de Jong, VAPRO/OVP, Chemical sector, the Netherlands

From research

- David Raffe, Centre for Educational Sociology, University of Edinburgh, UK
- Claudio Demartini, Politecnico di Torino, Italy

Putting the pieces together: Qualifications towards 2020

- Aviana Bulgarelli, Director of Cedefop
- Gordon Clark, DG Education and Culture, European Commission ([presentation](#))
- Amelie von Zweigbergk, Swedish Ministry of Education and Research, State Secretary
- Micheline Scheys, Flemish Ministry of Education and Training, Belgium
- Arnaldo Abruzzini, Eurochambres, Secretary General

E-mail this link to a friend.

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Your E-mail:

Subject:

Changing Qualifications

Mike Coles

on behalf of Cambridge Assessment UK

The study aims to...

- provide an overview of existing research in the field of qualifications and qualifications systems
- describe qualifications systems, provide illustrations of the role and functions of qualifications in a range of countries, and analyse how these are changing
- identify the factors influencing these changes and discuss possible future options as regards the role of qualifications in our societies with a particular attention to lifelong learning

Evidence: Three main sources

- Literature (wide scope)
- CEDEFOP studies (all recent and relevant)
- Country evidence (worldwide but focussing on MS, some in depth)

CEDEFOP studies

- The shift to learning outcomes
- The dynamics of qualifications (occupational and educational standards)
- The relationship between quality assurance and certification of VET in EU
- Exploring the relationship between credit systems and qualifications frameworks
- Sectoral qualifications and how they are evolving in the environment of the EQF
- Learning outcomes and curricula (educational standards)
- Qualifications at levels 6 and 7 in the EQF

Additionally the following CEDEFOP work is being taken into account

- Future skills supply in Europe
- Assuring the quality of VET systems using learning outcomes
- Modernising VET, 4th research report
- CEDEFOP's July 09 study on the development of National Qualifications Frameworks

Country evidence

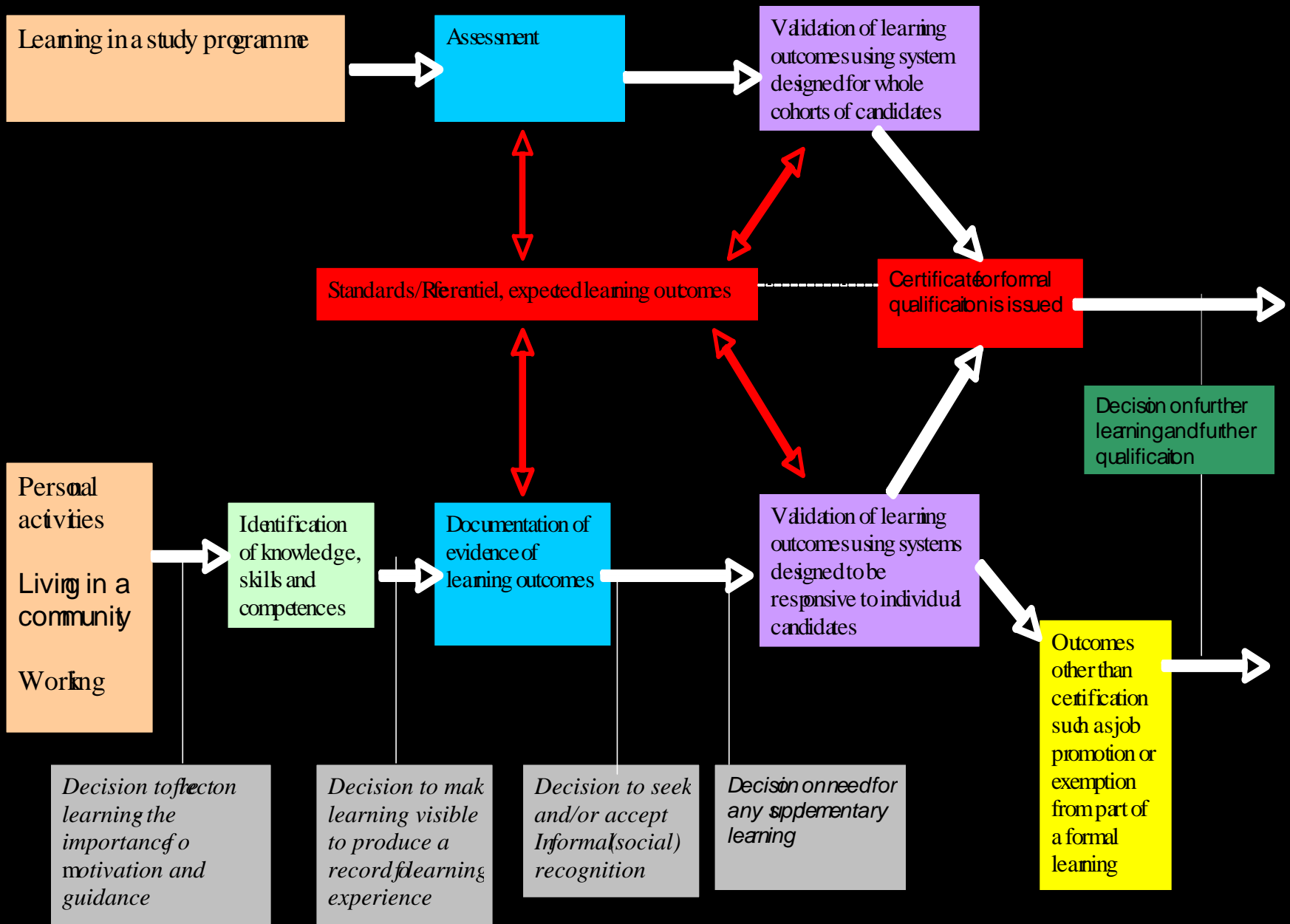
- What are the main pressure(s) for changes to qualifications - or the qualifications system as a whole - in your country.
- Is there change in the view of policymakers about the role of qualifications in achieving policy goals?
- What is actually changing in terms of qualifications and the system as a whole in your country?

Some gaps in information

- Belgium (Fr+FI)
- Finland
- Hungary
- Luxembourg
- Malta
- Norway
- Poland
- Slovak Republic
- Slovenia
- Spain

The qualification process

- *Learning*: the basis of qualification, this learning could be gained through a formal curriculum or learning through experiences in settings such as work or personal and social activities; learning might take the form of knowledge, skills or wider competences such as personal and social competences.
- *Assessment*: judgement of a person's knowledge, skills and wider competences against criteria such as learning outcomes or standards of competence.
- *Validation*: confirmation that the outcomes of assessment meet predetermined criteria (standards) and that a valid and reliable assessment procedure was followed. This means that the outcomes have been quality assured and can be trusted.
- *Certification*: a record of the learning has been validated; the certificate usually issued by a body which has public trust and competence, confers official recognition of an individual's value in the labour market and in further education and training.
- *Recognition*: follows the previous four stages and is seen in the raised self esteem of individuals and when third parties use the qualified status of an individual to offer progression into a new job, higher pay and/or increased social status.



Help us to tune in to change

QuickTime™ and a
decompressor
are needed to see this picture.

Strong signals of change

- the EQF is an engine for change
- NQF development and their associated functions
- commitment to learning outcomes
- linking of formal, non formal and informal validation
- pressure for stronger links between the labour market and education

Signals of change

- the role of qualifications becoming broader and stronger e.g. system management, accountability
- government interest in qualifications as a policy tool is increasing
- pressures for convergence of the concept of qualification
- broader use of criteria/standards
- qualifications are increasingly structuring VET
- limits to the capacity of social partners to support qualification process
- modularisation of programmes
- international benchmarks and surveys are important
- routes into qualifications are receiving attention
- the VET/higher education bridge is important
- employability is a key issue

Weak signals of change

- credit transfer arrangements
- level 9 post doctoral recognition
- overqualification
- changes in higher education qualifications
- support for pedagogies from qualifications
- motivating people to learn
- move towards a more market driven system
- e-assessment
- use of registers of qualifications

No signals of change

- changes in recruitment practices based on qualification
- shifts in control of the design and operation of major national school qualifications
- changes to assessment patterns
- new functions
- new needs from users
- shifts in the desirability for achievement (whole programme outcomes) and attainment (assessed outcomes)

Change v stability

- qualifications are naturally dynamic - what is the nature of the cyclic changes
- there is a rhetoric about change from policy leaders. Some of the changes may not be as new as they seem as there is clearly weak corporate/policy memory
- locus of control
- demand led systems with supply side controls
- the knowledge base/subjects

Stakeholders

Involvement of stakeholders is critical for the advancement of qualifications systems as tools for lifelong learning. There are signs that stakeholders are more involved in qualifications systems (often through the development of NQFs and validation processes) but this is possibly limited by the capacity of social partners to make sustained interventions.

Currency

Lifelong learning should be accompanied by lifelong recognition – for most people the validation of learning is important for recognition (self esteem and for progression in salaries, jobs and studies). Achievement of qualifications is growing yet evidence is not clear when deciding whether qualifications are carrying the currency for enabling progression. If the currency of qualifications depends on factors other than the learning outcomes that are signalled by the qualifications (content) then there is danger that credentialism is emerging.

Lifelong learners

Lifelong learners need the possibility to update and extend their validated learning update and renew their knowledge, skills and competence throughout life. This demands that qualifications are more flexible in terms of structure and assessment and reporting. Whilst there is evidence for the modernising of qualifications and the development of new qualifications for specific social groups, the evidence is less clear when it comes to deciding whether the use of learning outcomes, availability of modular programmes and unit assessment are allowing qualifications to meet the potential demand from lifelong learners

Some additional points

- Is it the EQF or the development of NQFs or the development of LO that could lead to increased mobility, transparency, breadth of validation, etc.?
- What is the reality of the strength of LLL as a driver of change? Economic, personal and social arguments are clear for LLL but do the EU and national policy positions have real substance or are they simply ways of expressing a whole range of reform actions?
- What are the trends in assessment? E-assessment, documentation and formal examinations as measures of achievement may be changing in significance. Is formative assessment rising in significance?
- Is there more cross education sector validation of achievement?
- How is the role of NQFs as a quality instrument changing?
- Key Competences: what changes in qualifications?

Looking forward systematically - scenarios methodology

How is the environment around qualifications likely to change?

What are the trends and, most importantly, what is uncertain?

CEDEFOP toolkit

Feeding into the project

‘Putting knowledge to work’ – a new approach

*Prof. Karen Evans
IOE, University of
London*



The central challenge for ‘work-integrated’ programmes leading to new forms of qualification remains

How best to bring together
subject-based and work-based knowledge,
in ways that meet the
requirements and expectations of
the learner/employee, the employer,
the provider, the awarding and
professional bodies.

Practitioners know how difficult this is...

The need for fresh thinking...

- Approaches to these challenges have typically focused on how learning can be ‘transferred’ from one setting to another, usually from theory to practice.
- Attempts at transfer continually dogged by the assumed ‘abstract’ nature of theory in relation to the assumed ‘real’ nature of practice.

Work-integrated Programmes: the challenges

- have always been tricky to design
- Why? involve forms of knowledge characterized by different logics
- disciplinary, work process, professional institute, legal, individual etc

A new and different approach...putting knowledge to work

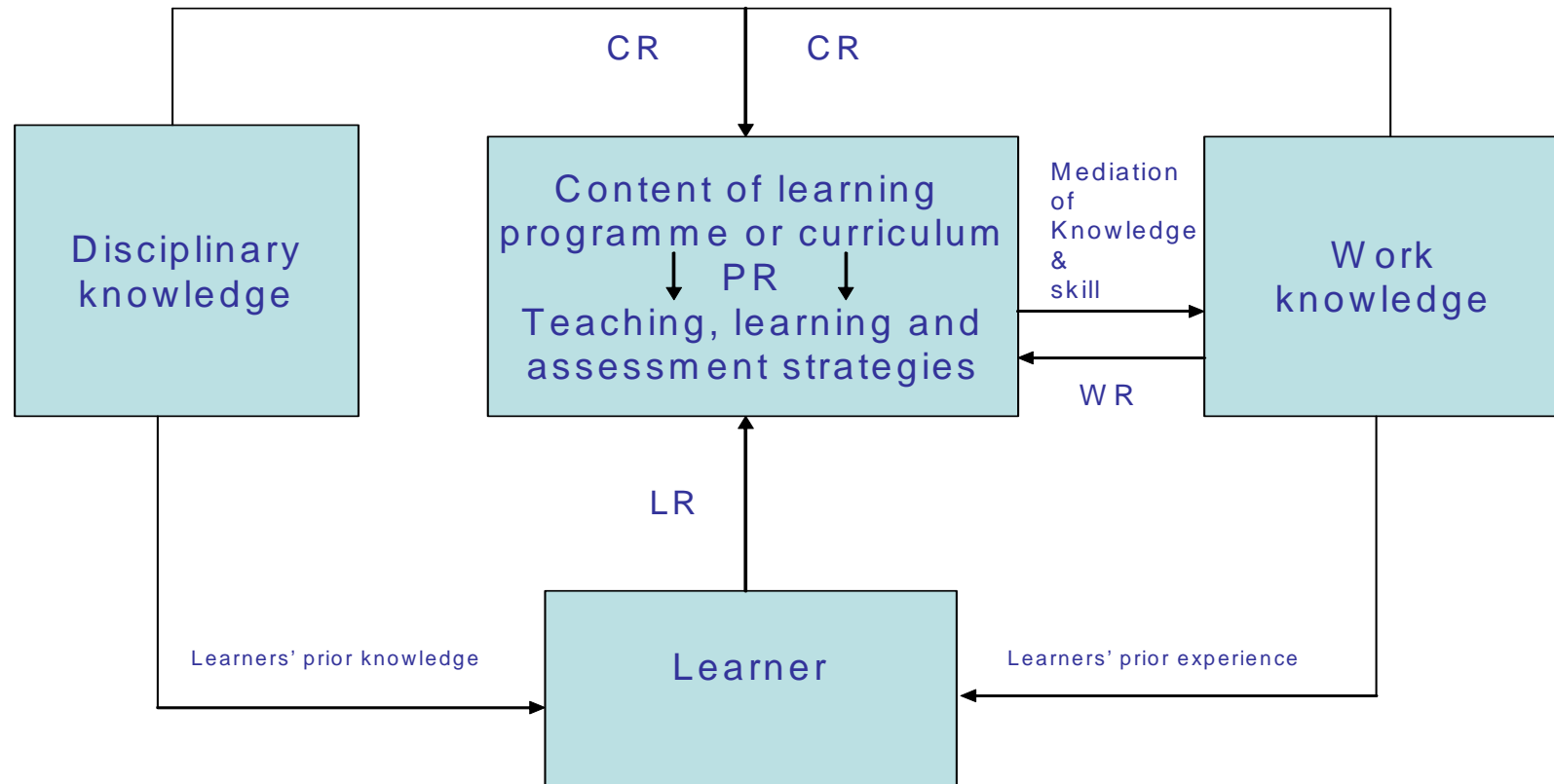
- Concentrates on different forms of knowledge and the ways in which these are **contextualized** & **re-contextualized** as people move between different sites of learning and practice.
- Encapsulates:
 - the nature of knowledge itself
 - employment practices which shape and are shaped by knowledge
 - ways learners make sense of these contexts, personalize their learning and develop professional/vocational identities

Effective partnerships depend on

Putting knowledge to work:

- in the programme design environment
(CR – Content Re-contextualization)
- in the teaching and facilitating environment
(PR – Pedagogic Re-contextualization)
- in the workplace environment
(WR- Workplace Re-contextualization)
- within the learners themselves
(LR – Learner Re-contextualization)

Putting Knowledge to Work: Framework



- Effective partnerships depend on bringing together and ‘recontextualising’ the different logics of work-based and subject-based knowledge, to make them work in each of these environments
- I will illustrate how putting different forms of knowledge to work in the programme design environment enabled a partnership between KLM-UK and Kingston University to develop a new qualification for Aircraft maintenance engineers.

Putting Knowledge to Work in New Forms of Qualification

With Reference to Foundation Degree (FD)/B.Eng (Hons)
in Aircraft Engineering
(KLM UK Engineering with Kingston University)

A programme for career entrants that addresses a skills shortage by meshing a Foundation Degree (FD) with professional licensing requirements

- This exemplar describes and analyses a Foundation Degree (FD) in Aircraft Engineering for aspiring maintenance engineers whose principal responsibilities will be the testing and repair of large commercial jet aircraft and their associated equipment and systems.
- The FD is a university-industry partnership between Kingston University and KLM UK Engineering designed to address skills shortages in the industry. The FD provides a means to bridge vocational and academic qualifications and associated career pathways.

PKTW in the programme design environment (CR)

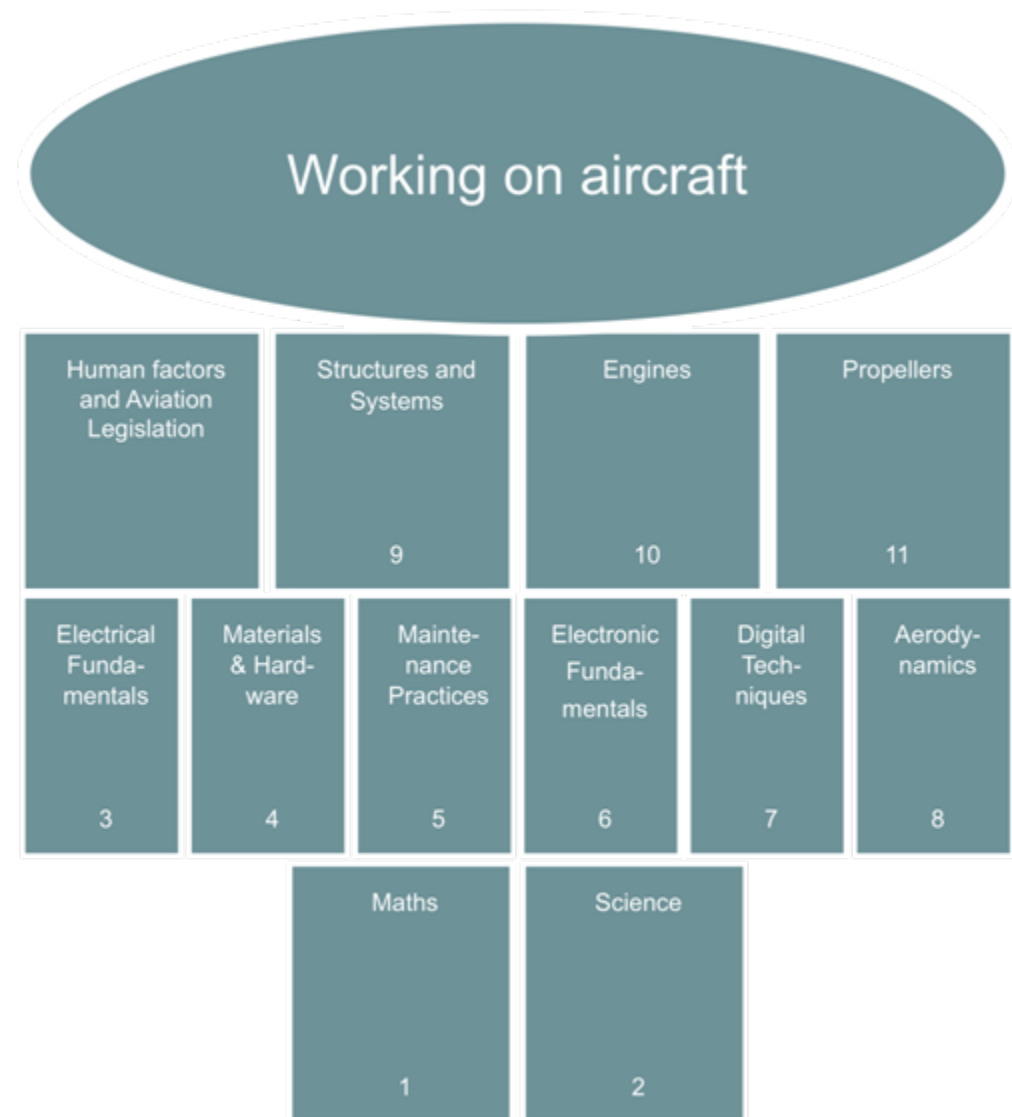
- The process by which ‘codified’ knowledge is selected and recast for particular learners, as part of programme design
- The KLM-Kingston Univ. programme shows how new criteria were negotiated and used to sequence learning programmes that draw from science-based theoretical, technical and operational knowledge.

- **The FD is capable of supplying trained employees to the industry in a way that is commensurate with Europe-wide registration requirements whilst also offering the option of academic progression.**
- The industry has clear criteria for training and training providers. The FD acts as an envelope for the EASA Part 66 B1 licence training and also provides a progression route to honours degree status.
- **There are of course other ways to gain licensed status: via self-study or direct Pt 66 training or via a City and Guilds programme (CG 2661). *What distinguishes the FD-EASA alignment is the possibility of progression to honours degree level.***

Aircraft Engineering

Shape of the FD
programme:

*(Honours -1 yr ft or 2 yr
pt - follows)*

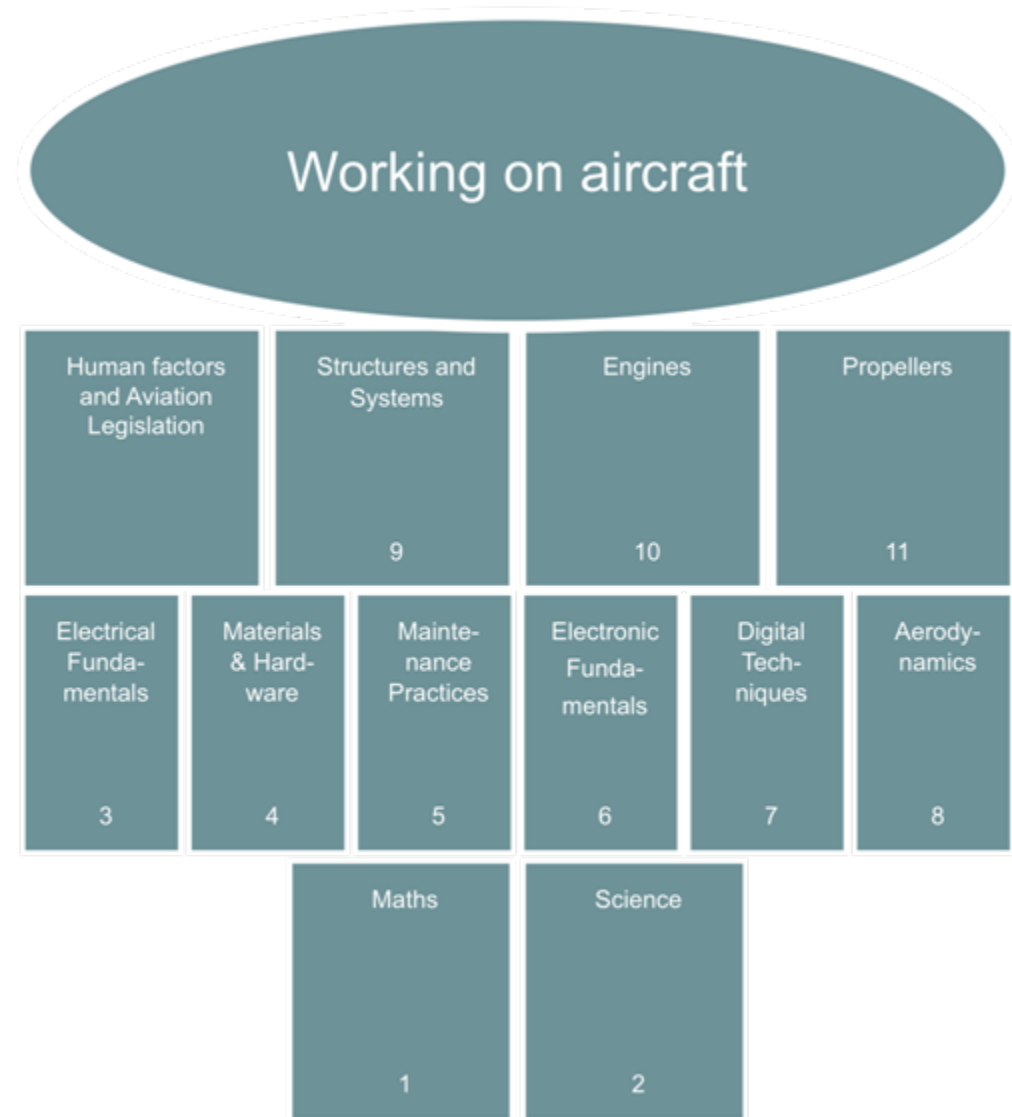


- A clear logic for the sequencing of modules. The programme introduces ‘the aircraft’ as an integrative space over and above the cumulative building of knowledge within a modular format.
- The principle ‘gradual release’ is used by college staff to capture this process (see ‘book of exemplars’ for details).
- The result is a demanding programme, possibly more demanding than a conventional degree which may **only** require knowledge building: ‘students think this looks easy but in reality it’s harder than a degree’.

Aircraft Engineering

Shape of the FD
programme:

*(Honours -1 yr ft or 2 yr
pt - follows)*



Achieving common ground:

- Collaborative and collegial working between two main role-players at the local level who - although in different types of institution - are from the same specialist industry community.
- Aligning two sets of regulations is not easy. In this exemplar it is successfully attended to by extending a 'normal' FD programme; adding some content and by using two sets of assessment methods.

PKtW in the programme design environment (CR) allowed us to learn more about the subject knowledge in the programme:

Physics and Maths → Engineering

Branches of Engineering e.g. Aerospace = further selections from Engineering for specialised purposes

Law → Aviation Legislation module

Social Psychology → Human Psychology → Human Factors module

‘Gradual release’ as promoting a chain of recontextualisation (PR)

Gradual release in the design of the programme

- sequencing of modules to build and integrate knowledge

+

- orienting the programme to the operational environment

Gradual release: orientation to the operational environment (PR-WR)

Two dimensions: time + predictability

- Strengthen and develop knowledge through extended time and exposure with familiar equipment
- Make mistakes in a controlled environment, closely supervised
- Move from predictable to more unpredictable tasks
- Feedback tailored to workplace and academic criteria
- To the point where operating under time and (un)predictability pressures of the operational environment.

Gradual release: inside the operational environment (WR)

- Key people occupying boundary roles
- Shadowing
- Mating-up
- Peer support
- Planning incremental responsibilities
- Debriefing that focuses on developing confidence in putting knowledge to work
- A role for the industry educator....

Assessment tensions...

- One challenge that members of staff at Kingston University and the KLM College faced as they aligned EASA and Foundation Degree specifications was different views about the purpose of assessment.
- *From the EASA perspective, knowledge is largely seen as information that can be tested via multi-choice methods; from the FD perspective, knowledge and understanding need to be tested via more discursive and varied means.*
- Rather than fighting for their respective positions, it was agreed that both types of assessment would be deployed in the hope of developing a more 'rounded engineer'.

Using the framework

- Programmes, practices and previous research findings can be analysed (and re-analysed) according to these re-contextualization processes
- With the aim of maximising the linkages between work-based and subject-based knowledge
- And identifying ways of ‘putting knowledge to work’ to the benefit of students, employers and providers.

Putting Knowledge to Work –further information

- Full findings (Karen Evans, David Guile, Judy Harris) can be found on the WLE Centre site
- [Click here: Work-Based Learning for Education Professionals :: WLE Centre for Excellence - Putting Knowledge to Work](#)
- Exemplars, cross-cutting themes and guidance notes available on CD Rom
- Research briefing RB60 available on the ESRC TLRP website tlrp.org.uk

Workshop 1 : qualifications and stakeholders

The role of CNCPC
(commission nationale de certification
professionnelle)
as an accreditation body

Main principles of the French approach

- Vocational certifications can be awarded to all categories of individuals after initial, continuing learning, after apprenticeship, after professional and after personal experience through the VAE
- Vocational certifications recognised as qualification indicators are registered in the **Répertoire National des Certifications Professionnelles (RNCP)**
- The RNCP is considered as the National Qualification Framework

The French context

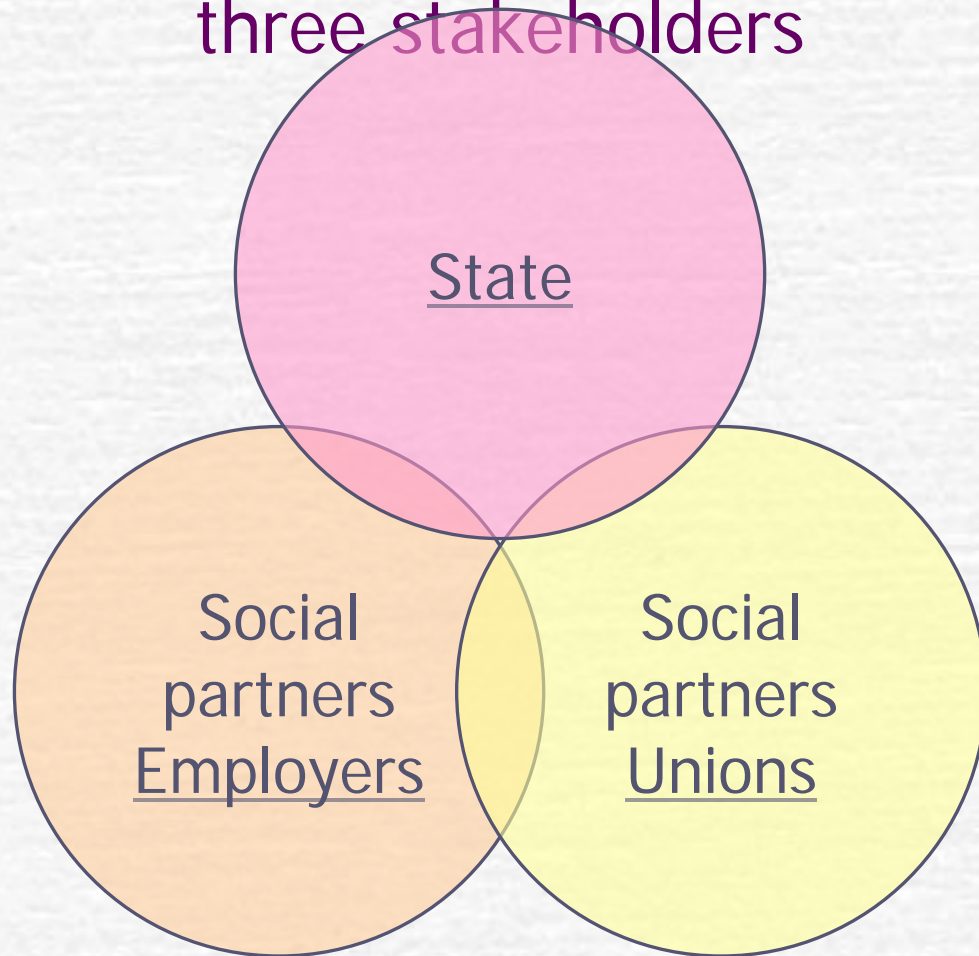
What does qualification mean in the French context ?

An individual is considered as “qualified” when :

- he or she has demonstrated a set of knowledge, know-how and abilities giving the insurance that
- he or she is able to perform a combination of activities in a large professional context with a level of responsibility and autonomy previously defined.

**This definition has been adopted by the
“commission nationale de certification
professionnelle” CNCP, which rules the French
NQF**

The Registration requires the consultation of
three stakeholders



The description of a certification

What does certification mean ?

- ☛ -A "référentiel" (inventory) describing which learning outcomes are certified (a standard)
- ☛ - A procedure to validate the conformity of learning outcomes to the standard
 - An authority which attests the conformity of the procedure and awards the certification to the applicant

These three items are needed for a registration in the RNCP (CERTIFICATION and QUALIFICATION)




• **Certifications are classified :**

–by learning fields (Code NSF).

–by 5 levels grids (Levels I, II, III, IV, V)

–The qualifications just fitted for one kind of working post (for instance dockers), and made by professional (vocational) « branches » have no level (certificats de qualification professionnelle)



Certifications are classified in the
**Répertoire National des Certifications
Professionnelles (RNCP)**
by learning domains (Nomenclature NSF)

Disciplinary fields

- Technico-professional fields of production
- Technico-professional fields of services
- Personal development fields

The certifications are articulated with the file of the french Labour Agency, (the "Rome code", describing jobs)

Three types of certifications in the French EQF

- Vocational diplomas (degrees) and titles delivered in the name of the State, under the responsibility of the ministry – including all the Higher education degrees from Universities
- Vocational Qualification Certificates produced by sectors under the responsibility of social partners
- Titles or certificates delivered by trade chambers, public or private institutions under their own responsibility

Registration criteria (for the time being):

Diplomas (or degrees) and titles

- Delivered in the name of the State through different ministries in charge of Education, Agriculture, Social affairs, Employment, Youth and Sports, and Health at **secondary and higher education levels**
- And set up after a consultation organised by a ministry with social partners representatives.

Automatic registration

Registration (for the time being):

Vocational Qualification Certificates produced by sectors under the responsibility of social partners (around 400 in 40 different sectors)

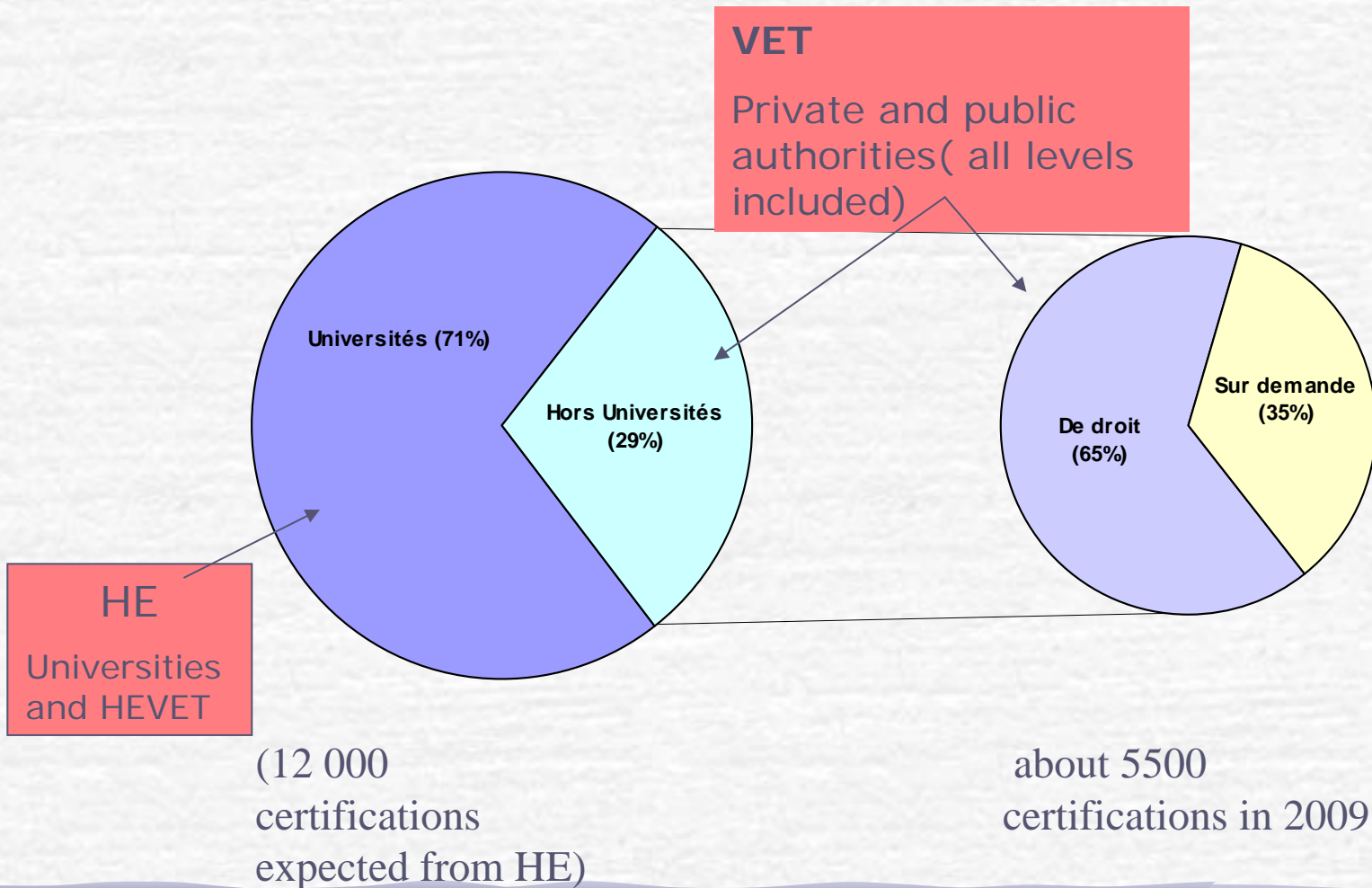
Titles or certificates delivered by chambers, public or private institutions under their own responsibility

The registration lasts 5 years or less if the commission judges that certification is not worth of 5 years .

The appreciation is based on common criteria: such as the rate of people finding a job with this certification, the level of wages earned, the quality of the “referentiel” which must show the learning outcomes

Registration after the CNCP expertise and advice

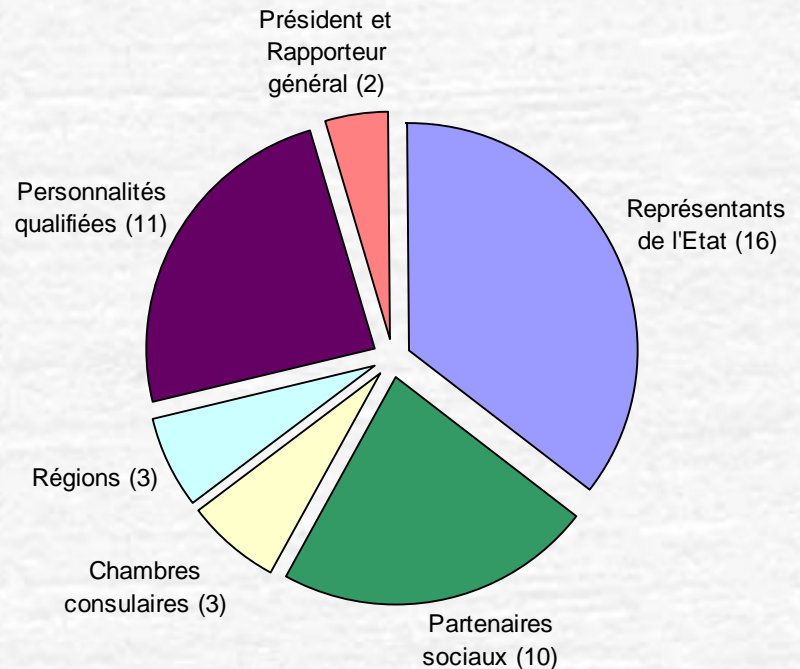
Composition of RNCP



A registration managed by the "Commission" (CNCP)

Composition

- Representatives of the state (16)
- Social partners (5 employers, 5 employees)
- Chambers of Commerce (3)
- Regions (3)
- Experts (11)
- President ,1 rapporteur général, 1 rapporteur général adjoint



Strong consequences of registration

- Apprenticeship
- Ability (or not) to be accepted to enter French public services or Universities (importance of the level)
- Raising funds from regions , Pôle emploi...

Some difficulties

- ☛ The members of the CNCP have a common language, and common criteria, which are not yet all understood by everybody:
- ☛ A) A certification must be based on learning outcomes, not training duration. It is not the result of training
- ☛ B) Levels are important but some levels of certifications are hardly fit with grids built in 1969, (when time spent in studies what counted, not learning outcomes)
- ☛ C) Part of the grids do not fit any longer with the labour market)

Some difficulties- some solutions

1

- Qualification- certification- regulated jobs
- A solution : a special file with certification needed to get a job (for instance habilitation to drive a crane), different from the EQF
- This file will normaly soon be created by a law, which would give more powers to CNCP

.

Some difficulties- some solutions

2

- ☛ A new nomenclature for the levels grids of the French NQF, fitting the 8 grids of the EQF ?
- ☛ Correspondance between levels for 2010 is already done.
- ☛ Frame of a new french nomenclature could be soon on going

Qualifications, milestones on individual professional pathways

Michel Feutrie

Université de Lille 1, Sciences et Technologies

5-6/10/2009

Qualifications for LLL

A conception of qualifications based on
the experience of a University having
adopted a LLL strategy



Need for a new approach

- From a vision of qualifications limited to the insertion of pupils or students on the labour market at the end of their study programmes
- To a vision of qualifications as key indicators of individual competences at the transition points during the lifespan



From a vision of qualifications:

- As more or less precise indicators of a potential
- Guaranteed by a process of accreditation by external bodies in which professional bodies are in a majority of cases invited to contribute
- Offering a coherent and balanced answer to needs which have been beforehand identified
- Guaranteeing individual further developments.

But as a result of traditional pedagogical and organisational approaches, especially in universities

To a new definition:

- Tempting to present qualifications with a more competences-based vision
- Adopting a common language between educational institutions and companies or professional bodies
- Focusing on learning outcomes rather than on content and disciplines
- Becoming more legible for learners, parents, employers, social partners



- The crucial role of:
 - Continuing education
 - Diploma supplement
 - Specific tools such as the Répertoire national des Certifications Professionnelles in France
 - And now National Qualifications Frameworks



- The development of more frequent and better links between educational institutions and professional bodies
- Participation of social partners in accreditation bodies in numerous countries (for instance in France it is impossible to accredit a new qualification without having received an advice from social partners)
- Participation in conception, elaboration and design of qualifications
- Partnerships in provisions

Examples of good practices:

Master's degree programme for Banking

- A study programmes leading to a Bachelor and then to a Master negotiated with Banking/insurance sector.
- Perception by some Banks of a need for higher qualifications for current and future employees situated at Bachelor level
- Unsatisfying current answer given by qualifications awarded by educational institutions or even by the professional body
- Discussions with some universities having a huge experience in continuing education
- Elaboration in common of a Bachelor programme
- Teaching programme shared between universities and banks' trainers
- Programme now largely extended at national level and open to young students

Engineer's degree

- A need for engineers having a more production oriented profile expressed in common by 7 important companies (Alcan, Danone, EDF, Michelin, Renault, Rhone Poulenc, SNECMA) and two professional bodies (Chemistry and Mechanics)
- A selection by these employers of responsive universities
- A work in common during one year to elaborate a new type of engineers' qualification
- A work based learning process, the access to the programme being based on the presentation of an industrial project negotiated with the company and signed by the university as likely to help the candidate to become an engineer



New provisions and new services

- If qualifications become milestones in lifelong learning professional routes, this means, for experienced people attending the study programmes leading to these qualifications:
 - Identification and validation of what these individuals have learnt at work, at home, in different settings;
 - Flexible provisions likely to make possible individual learning pathways towards a qualification and taking into account:
 - their specific needs regarding the requirements of the qualification aimed at,
 - their personal and professional constraints,
 - Providing a supportive environment: guidance and counselling, support programmes,...





Concluding remarks

- This perspective imposes to universities
- To adopt a new culture, to build a new model
- To become « networked universities », more responsibility in local, regional development
- To offer long term services to their students



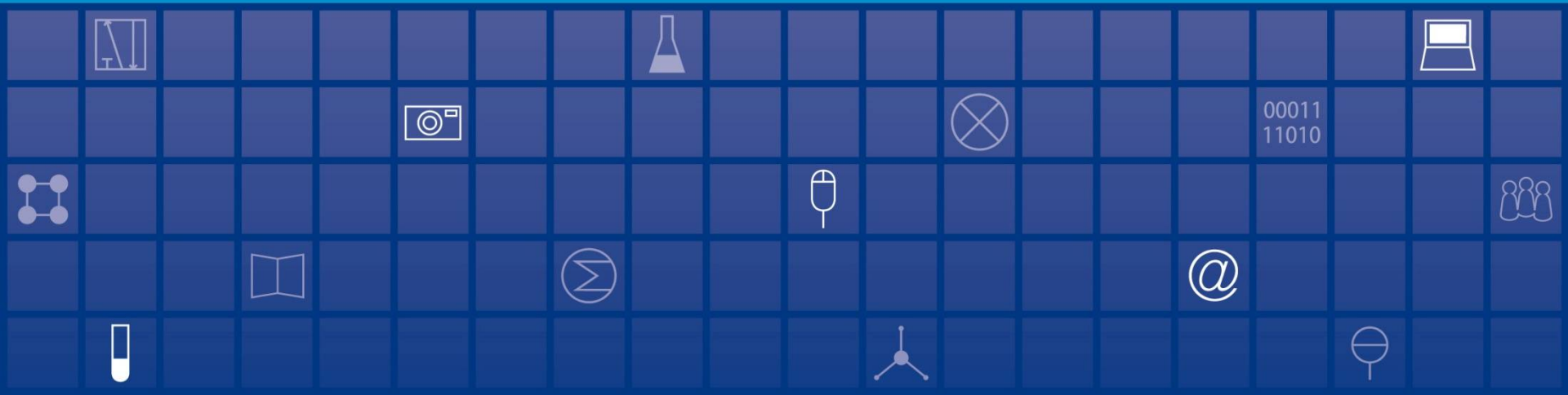
Thank you for your attention

Qualifications as currencies

Reflections from the perspective of the chemical industry

Cedefop Conference 5&6 October 2009

Mirjam de Jong





■ EMPOWERING **PEOPLE AND INDUSTRIES**

Content

- **Background Chemical Industry**
- **Introducing 5 Core Themes**
- **Issues for Discussion**



Background Chemical Industry

- Major contributor to European economy
- Competitiveness increasingly under threat
- Substantial decrease of production and employment as result of current economic crisis
- Competitiveness key factor for survival
- Strict Safety & Environment regulations because of high risk profile
- Challenges: further increase of productivity and innovation
- Investment in human capital decisive factor for competitiveness
- High labour productivity growth, although difference between 'old' EU-15 and new member states.

5 Core Themes

- Human capital as a decisive factor for competitiveness
- Qualifications or competence?
- How to sustain and renew the value of qualifications?
- Validation of in-company training and work experience?
- Need for commonly accepted standards

Human capital as a decisive factor for competitiveness

Main challenges:

- Structurally older workforce; lack of younger employees and older generation about to retire
- Skills gap due to changing nature of jobs; trend from lower skilled to medium and higher skilled employment

Agenda:

Need to invest in human capital
Changes in required competences
Future skills and knowledge needs

Debate at all levels.

New Skills for New Jobs
initiative of European Commission

Human capital as a decisive factor for competitiveness

Perspective of individual employer and employee

Point of view of individual employer:

- How can I assure that I have personnel with required competences now and in the future?
- How can I get the most out of my personnel in order to improve my competitiveness?



Point of view of the individual employee:

- How can I prove that I have the required competences for a job?
- How can I keep developing my competences so that I remain employable?



Human capital as a decisive factor for competitiveness

The changing job of an operator in a chemical plant

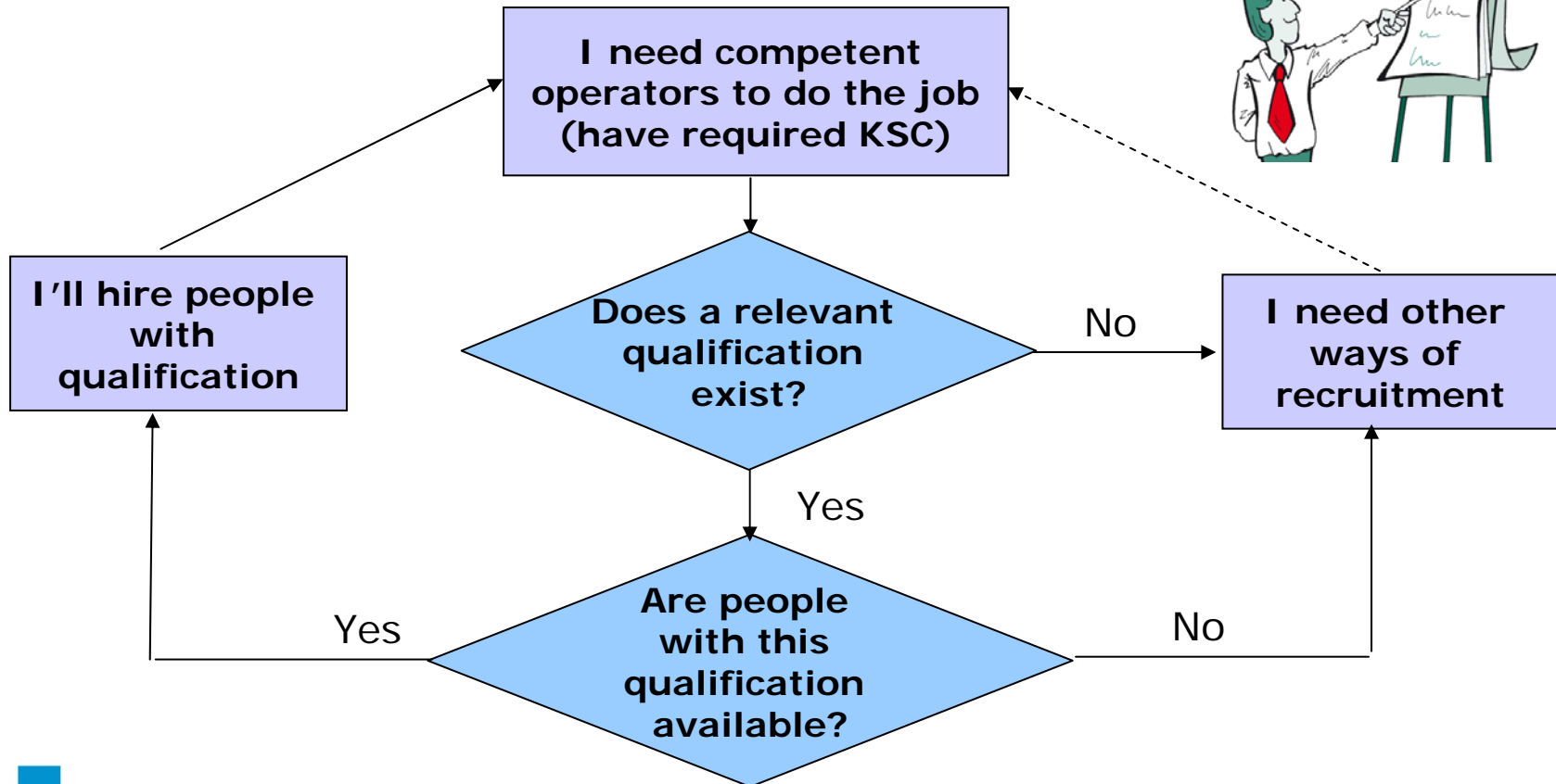


Increasing complex, automated, processes
Intervention in case of deviations
High risk profile
7 x 24 work in shifts

Qualification at VET level

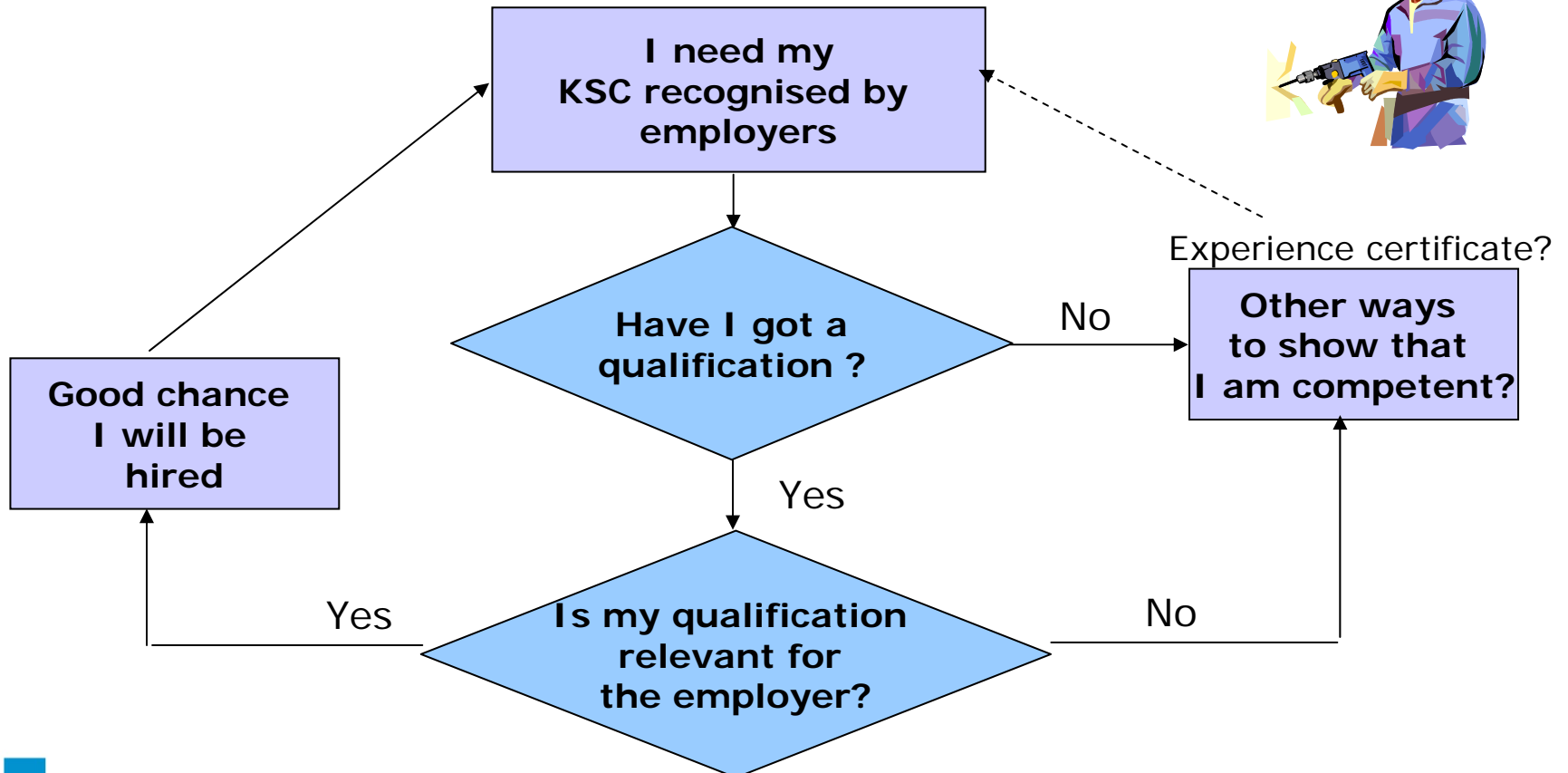
QUALIFICATION or COMPETENCE?

From the perspective of the individual employer

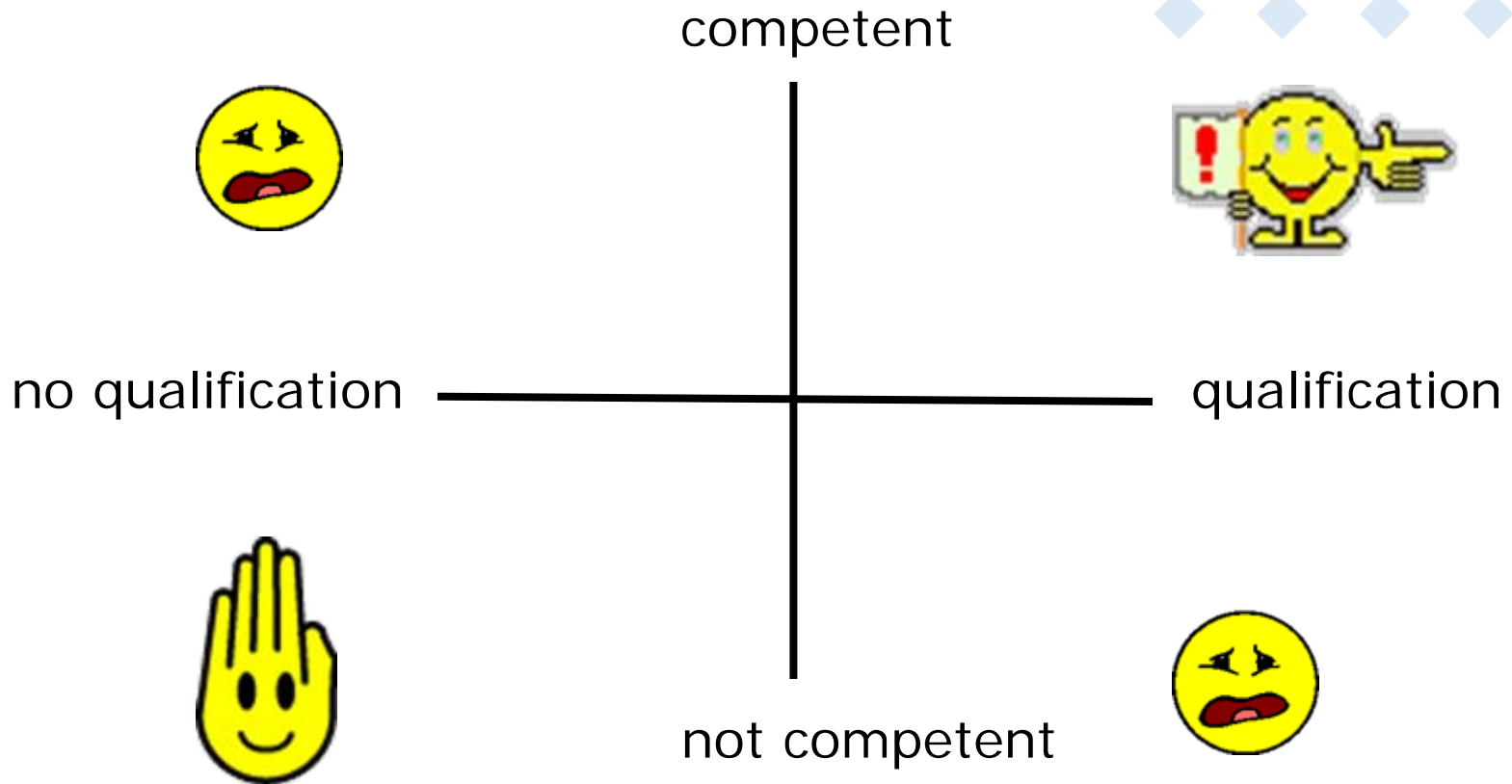


QUALIFICATION or COMPETENCE?

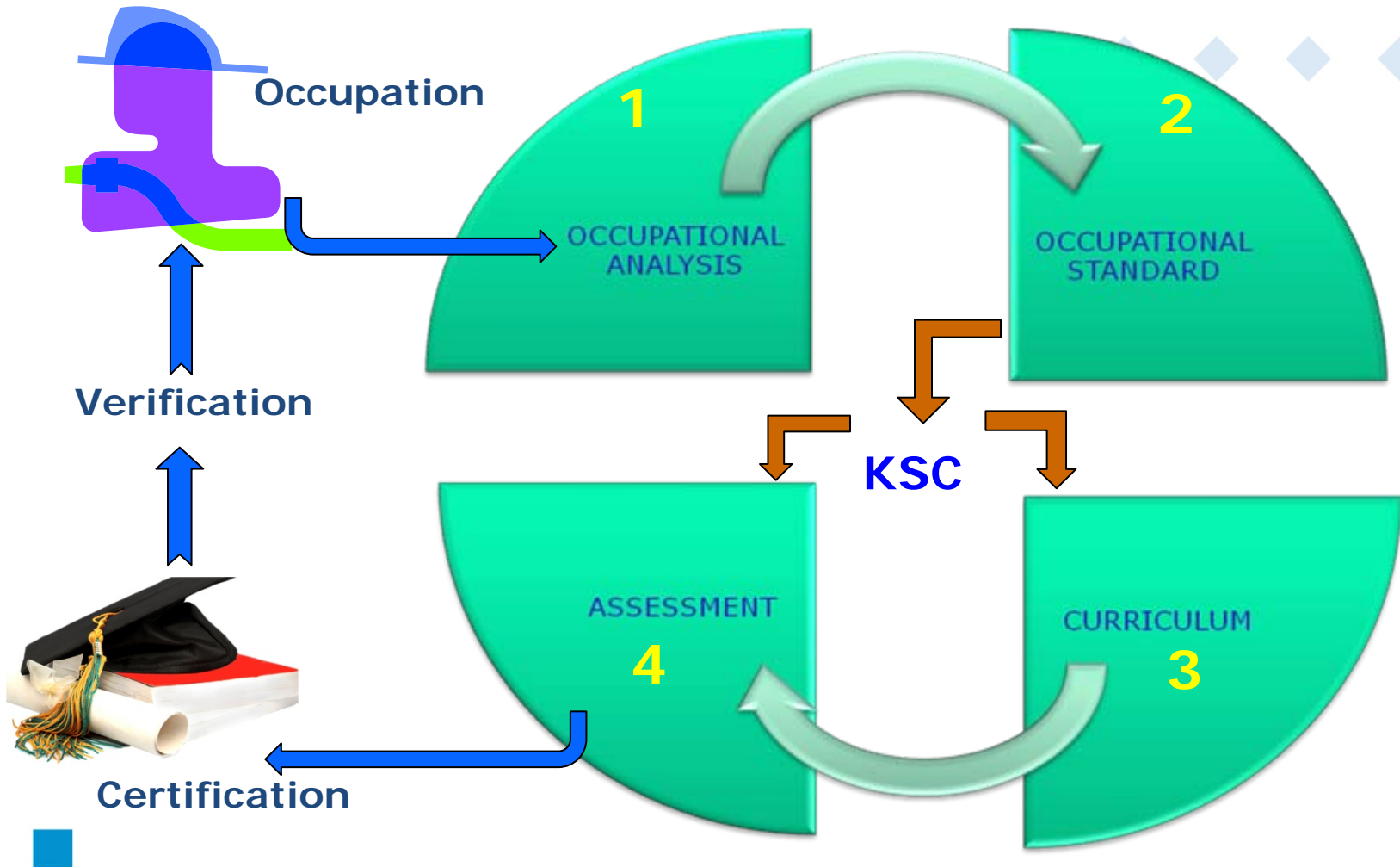
From the perspective of the individual employee



QUALIFICATION or COMPETENCE?




How to sustain and renew the value of qualifications?



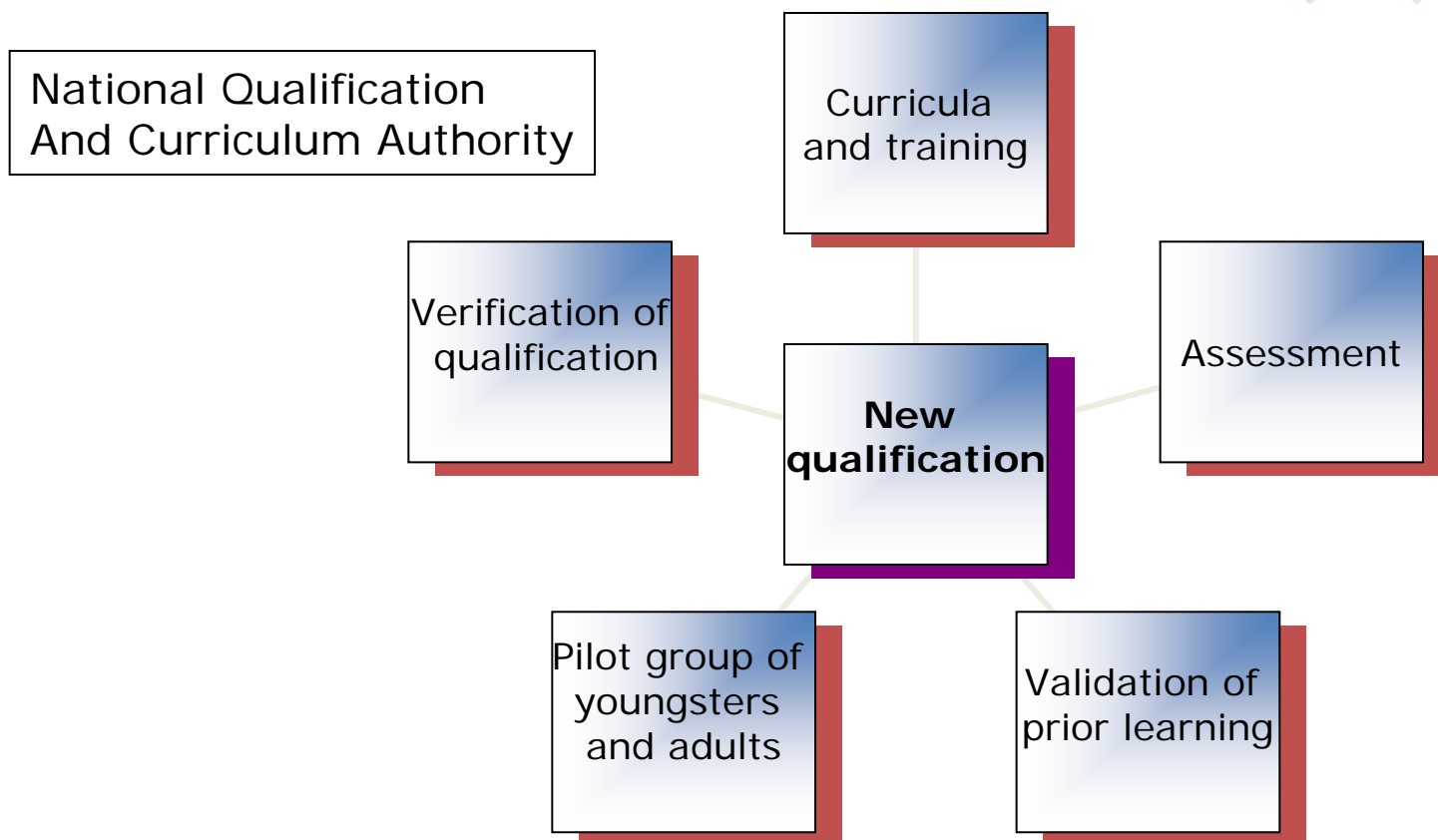
How to sustain and renew the value of qualifications?

Involvement of labour market in training and assessment

- Trend towards training and assessment of learning outcomes in the professional practice; not new for the chemical industry
 - Skills and competences required for a chemical industry operator are best learnt and assessed in the professional practice of the workplace
 - West-European chemical industry has a long tradition with on the workplace training and assessment, also for qualifications for operators and technicians
 - New member states lack this tradition, even though most new member states are in the process of a reform of their VET systems
 - Examples Romania and Bulgaria
- 
- A small blue square located at the bottom left corner of the slide.

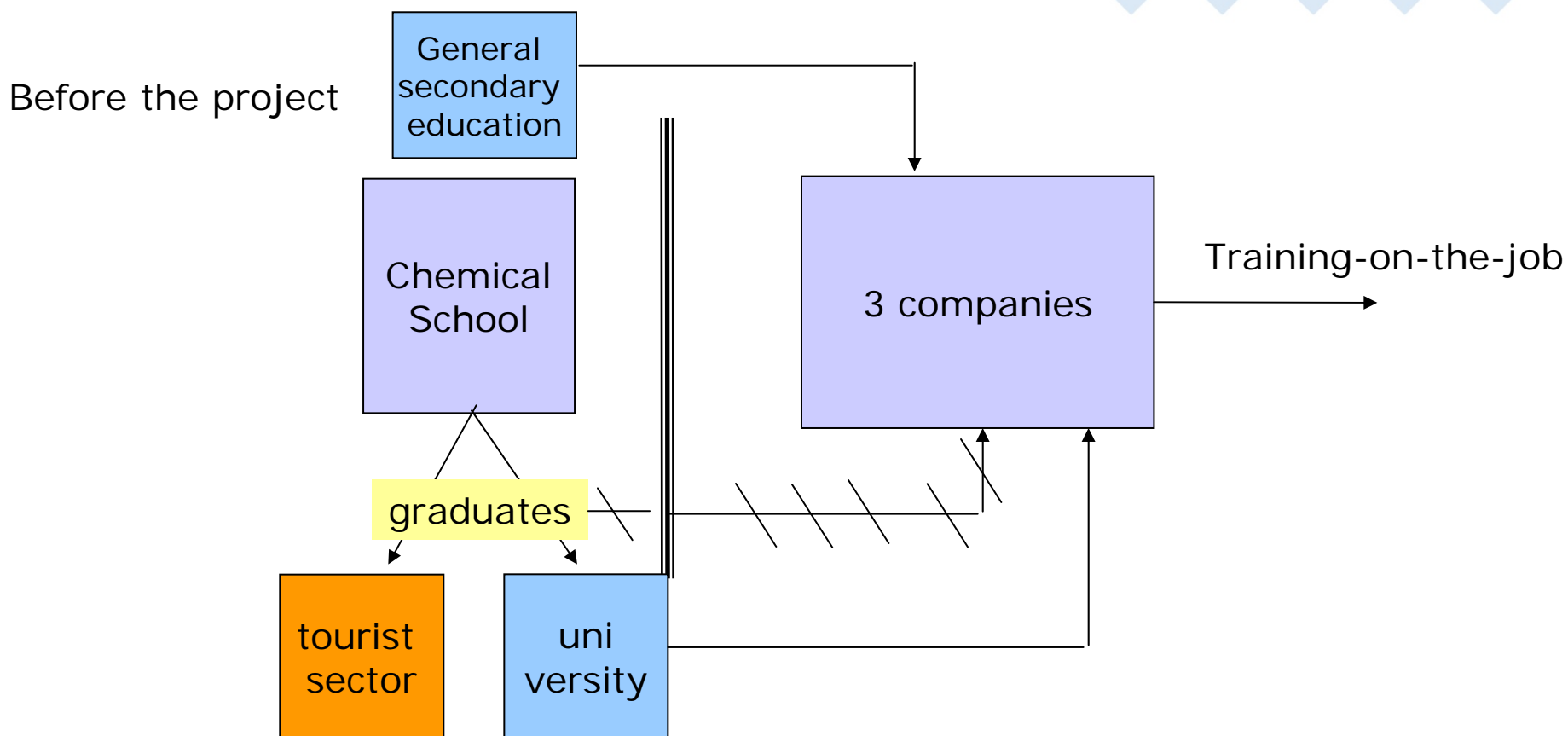
How to sustain and renew the value of qualifications?

Example Romania: strategic VET and capacity building project



How to sustain and renew the value of qualifications?

Example Bulgaria: Company + school partnership Varna region



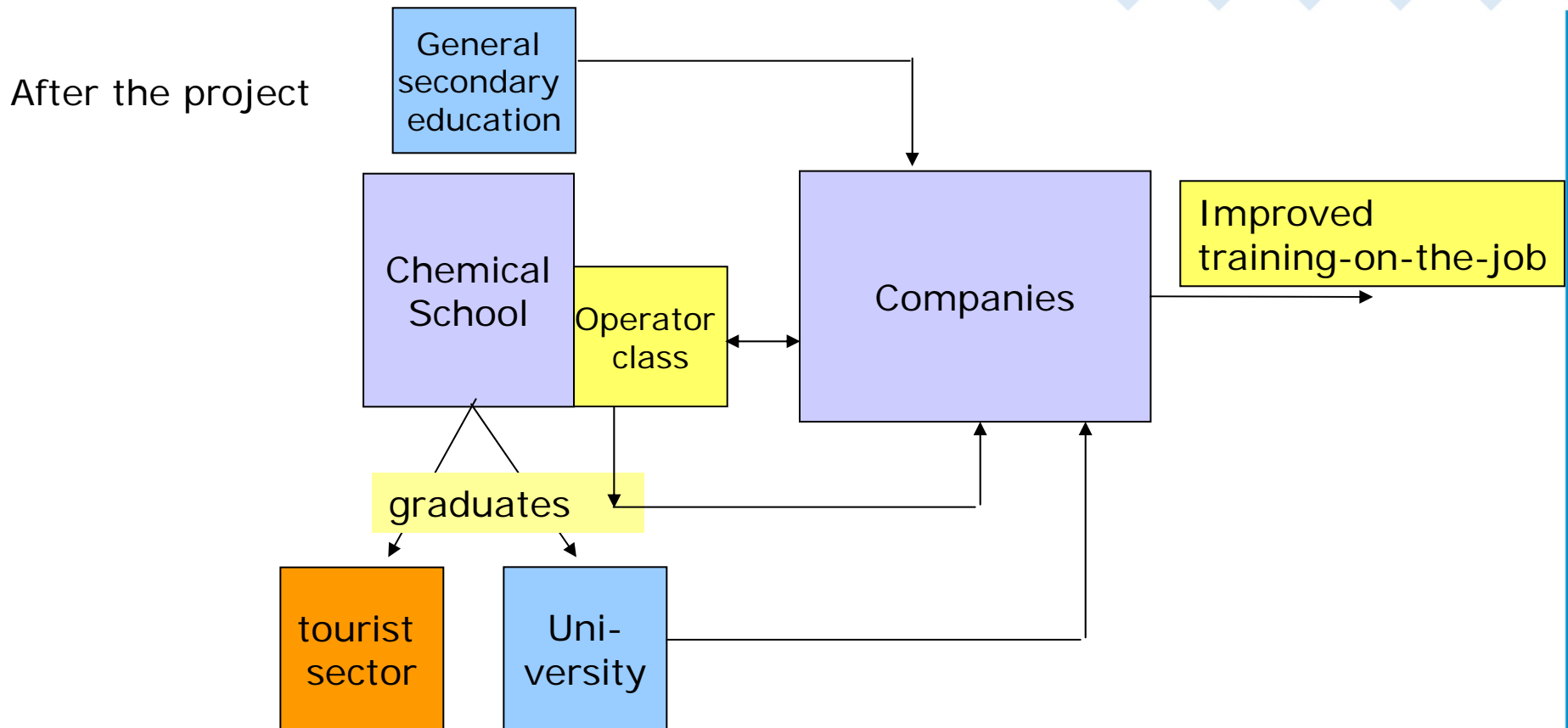
How to sustain and renew the value of qualifications?

Example Bulgaria: the project

- Involvement chemical school
- Learning module Safety for Operators using a competence based learning and competence based assessment method
- Training of company trainers and school teachers
- Theoretical part by the school with input from company staff
- Practical part based on risk inventory
- Practical assignments executed on the workplace, guided by company instructors
- Practical assessment at the workplace executed by company assessors
- Pilot with operators


How to sustain and renew the value of qualifications?

Example Bulgaria: Company + school partnership



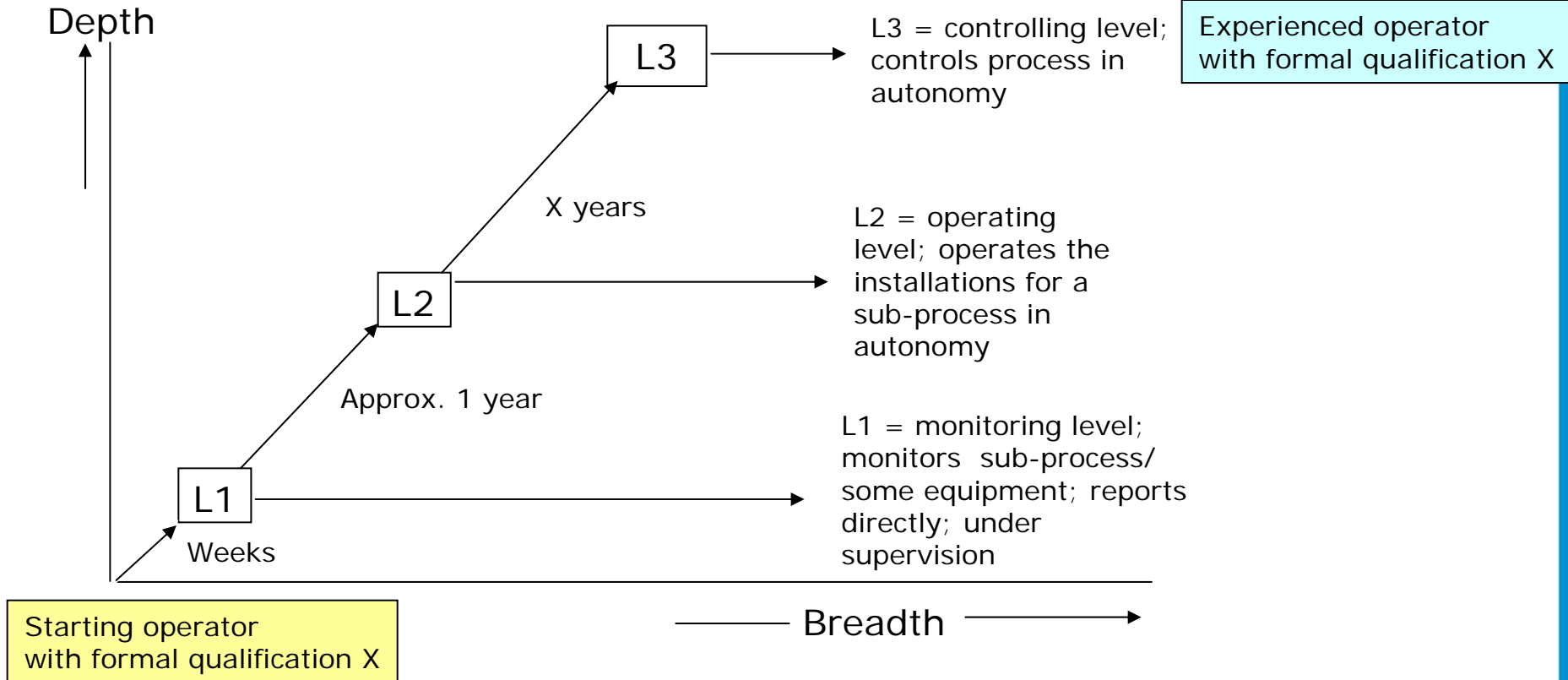
Validation of in-company training and work experience?

Chance for older workers to achieve a formal qualification

- Formal qualification as entry level
 - Many older workers without formal qualification
 - Value of experienced workers high for company, but hard to prove for employee
 - Examples of good results with recognition / validation of prior learning
 - Procedures leading to exemptions in formal qualification program: VPL
 - Procedures describing KSC: Experience certificate
 - Main challenges in coming years: Mutual trust in procedures and methodologies for assessment and validation of non-formal and informal learning and in quality assurance
- 

Validation of in-company training and work experience?

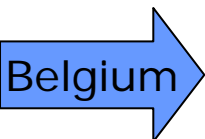
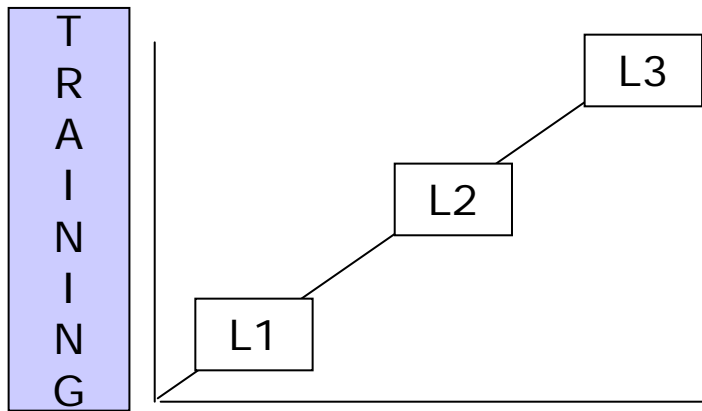
Chance for experienced workers to increase their value?



Validation of in-company training and work experience?

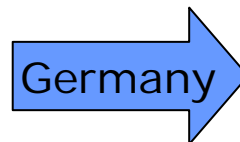
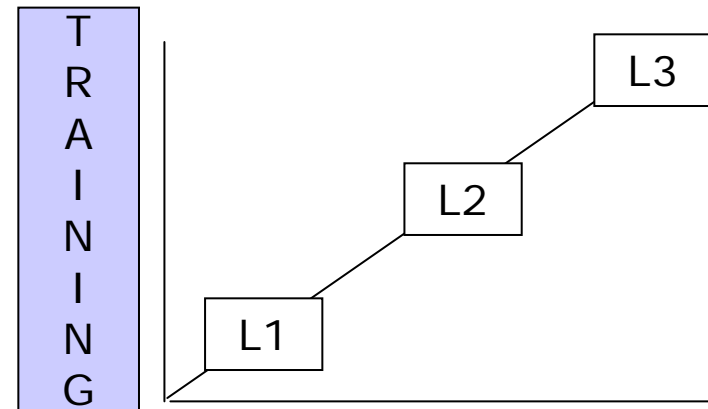
Example BASF

BASF Antwerp



No formal qualification for operator

BASF Ludwigshafen

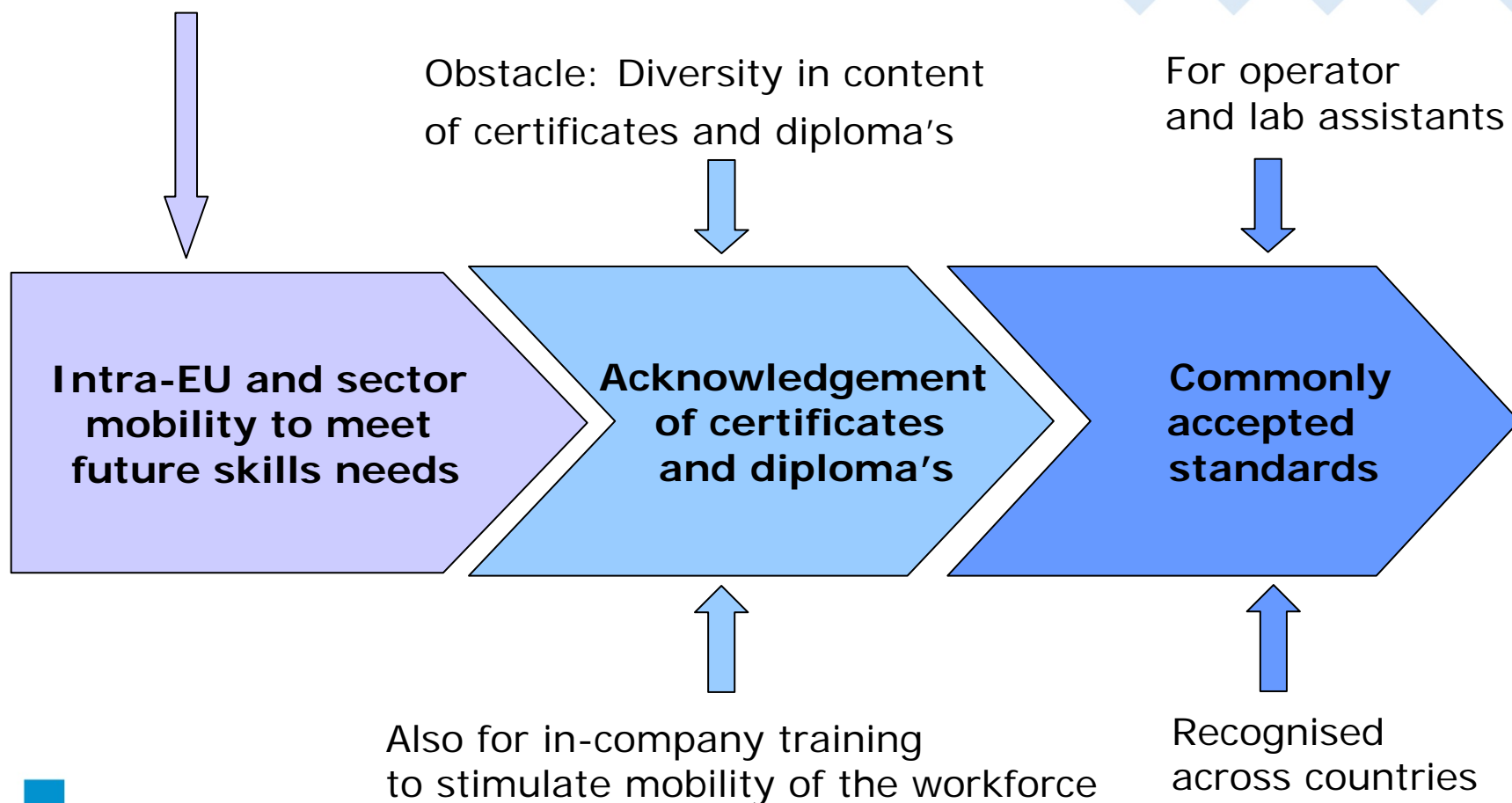


Formal qualification: Chemikant



Need for commonly accepted standards

EU sector social dialogue chemical industry; ETLT



Need for commonly accepted standards

Sectoral or national?

- How will EU sectoral standards relate to national qualifications?
- Diversity in content of qualifications, similarity in content of required competences.
- No commitment for sectoral qualification framework chemical industry (yet)

**Agree on:
Eurocompetence project**

Use as benchmark for
- national qualifications
- VET programs
- HRM in companies

Qualifications as currencies: 5 Core Themes

Qualifications or Competence

Qualifications
as entry level

**Need for
commonly
accepted
standards**

**Human capital as a
decisive factor for
competitiveness**

**How to sustain
and renew value
of qualifications?**

**Validation of in-company
training and work experience**

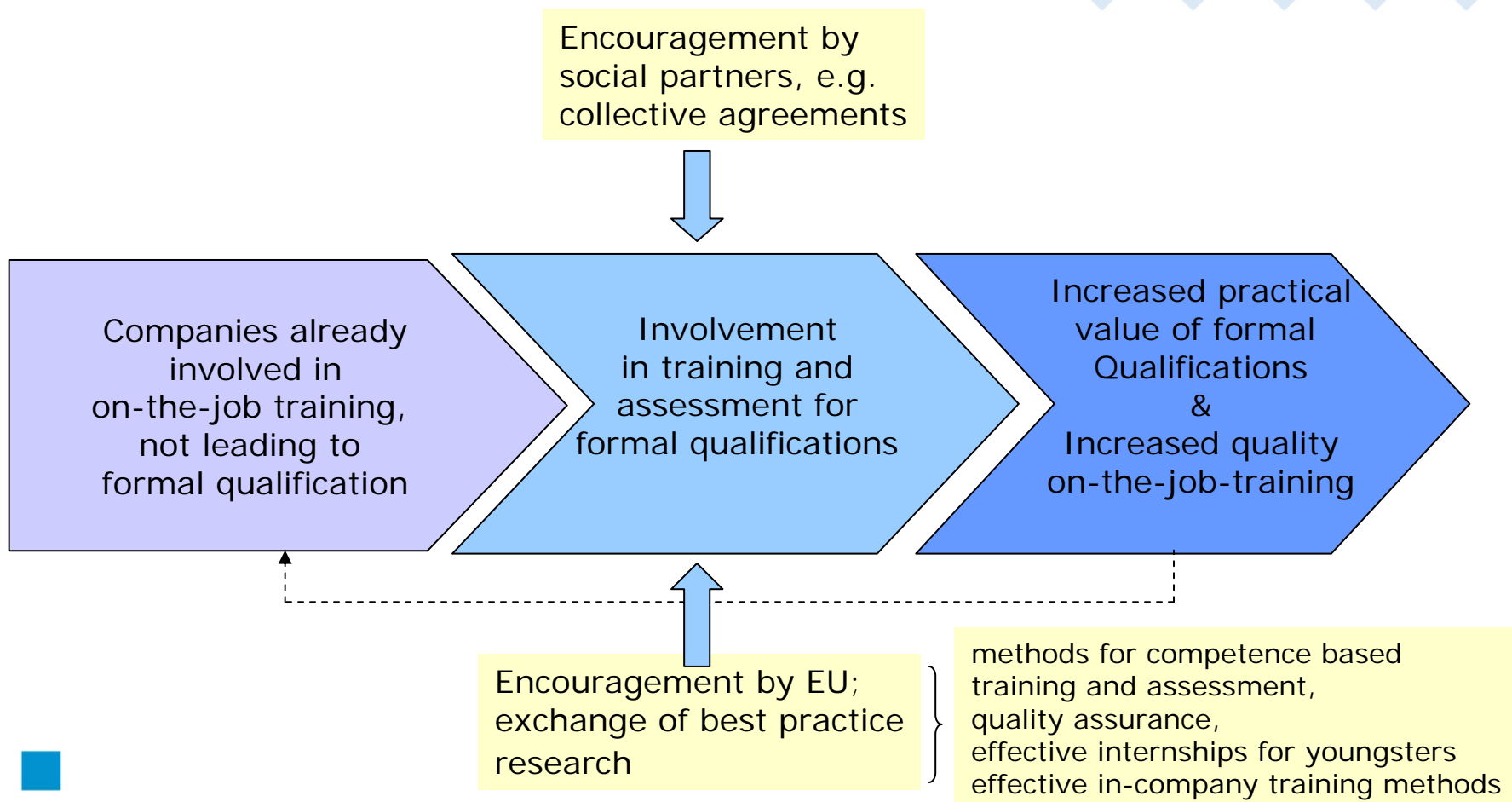
Non-formal
and informal
learning

EU sector
social dialogue



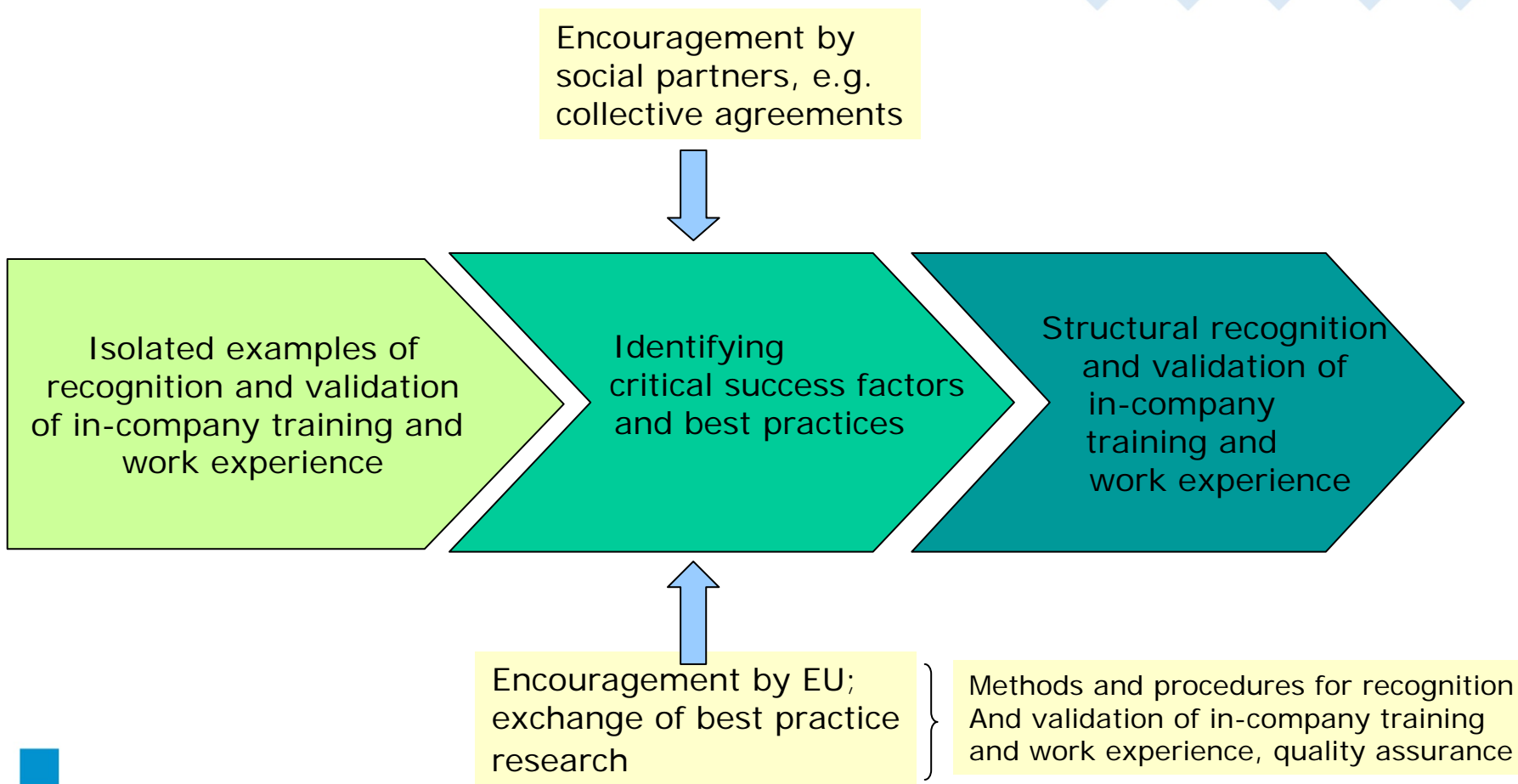
Issues for discussion

Action 1. Promoting active involvement of companies in training and assessment



Issues for discussion

Action 2. Recognition and validation of in-company training and work experience: from incidental to structural





■ EMPOWERING **PEOPLE AND INDUSTRIES**

Thank you for your attention!

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Qualifications as Currencies

Petri Lempinen, Senior Advisor, PhD

Finnish Confederation of Professionals STTK

European Trade Union Confederation ETUC

Thessaloniki

Lifelong and –wide learning

- Not only climbing up
- Lot of pathways and sideways
- Modules and units are like lego's



Dynamism of labour market

- Restructuring destroys jobs, professions and sectors
- New jobs require new kind of skills and competencies
- Build on what has been learned – validation is the key
- Does VET and HE have ability to react quickly

Dangers of qualifications

- Overqualifying for labour market
- Exclusion from professions
- How can your trust to diploma or certificate



The National and European Qualifications Frameworks: a New Jerusalem? *The Spanish evidences*

Jordi PLANAS & Guillem SALA
GRET Universitat Autònoma de Barcelona
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Thessaloniki, October 5 & 6.





NQF vs EQF

- One of the EU's goals for the European VET's policy is to create a European Qualification Framework (EQF) based on the National Qualifications Framework (NQF)
- National and the European authorities try to establish a "norm" for the "good matches" searching to introduce more transparency in the labour market functioning as a tool to combat the incertitude characterising our economies and societies.
- The European Authorities encourages the states to develop their own National Qualification Framework as the basis of the European Qualifications Framework. Both, national and European frameworks are theoretically supported by the adequationist approach.



Part I:

Goals and theoretical framework of NQF & EQF.



Between main NQFs goals

- Provide “Norms of regulation” for the match between qualifications and jobs in the Labour Market.

(They are a diversity between NQFs concerning the importance of this aspect - Raffe 2009).

- *“i) moving from a supply-led approach to education and training to one that takes better account of demand;*
- *(ii) improving the coherence of a particular national qualifications system through connecting the different parts and making the whole more transparent to the users;*
- *(iii) making the components of individual qualifications more “portable” and so encouraging progression;*
- *(iv) providing a framework within which an individual’s formal or informal learning can be recognised and accredited (for the purposes of study, training employment, mobility, etc.), and finally*
- *(v) providing a basis for the exchange, credit transfer and recognition of qualifications between different countries.”*

Young & Gordon (2007: 439)



The theoretical framework supporting QF

- The “adequationist” standpoint
 - “Adequationist” paradigm is based on a stylised conception of the labour market based on the assumptions of perfect information and the agents’ rational behaviour.
 - Based on the normative hypothesis of the *correspondence* between *training level/speciality* and *employment level/speciality* (optimal situation) and then advocates that the dynamics of the labour market tend to favour it.
- Norms of regulation & normative matching: the QF expect to play the role of a “regulation norm” in the Labour Market.
 - We need norms to prevent or reduce the conflicts and to reduce the uncertainty.
 - But norms need to have: legitimacy (not equivalent to legality) , legibility and operativeness



Part II:

The Spanish evidences

(about all non-university graduates)

Based NQF Catalogue applied to current youngsters occupations (ETEFIL Survey)



Spanish evidences (1): works the youngsters in the adequate place?

Speciality Adequation	Level Adequation			Total
	Adequate	Not Adequate	Uncertain adequation	
Adequate	55.879	30486	363	86.728
	15,5	8,5	0,1	24,1
Not Adequate	69930	60511	3157	133.598
	19,5	16,6	0,9	37,2
Uncertain adequation	68295	67.519	3310	139.124
	19,0	18,8	0,9	38,7
Total	194.104	158.516	6.830	359.450
	54,0	44,1	1,9	100,0



Spanish evidences (2): normative adequation versus subjective adequation.

Normative adequation	Subjective adequation			
	Below my training/qualification	Adequated to my training/qualification	Above my training/qualification	Total
Level yes, speciality yes	12.2 (6,437)	82.8 (44,014)	5.1 (2,689)	100 (53,170)
Level not or uncertain, speciality yes	18.6 (4,875)	76.8 (19,795)	4.3 (1,107)	100 (25,777)
Level yes, speciality not or uncertain	26.1 (35,860)	70.8 (97,176)	3.1 (4,206)	100 (137,242)
Level not, speciality not or uncertain	26.2 (34,726)	70.2 (92,890)	3.6 (4,731)	100 (132,347)
TOTAL	23.5 (81,898)	72.8 (253,875)	3.7 (12,733)	100 (348,506)

Source: Elaborated by the authors on the basis of the ETEFIL Survey.

Spanish evidences (3): relationship between normative adequation and monthly income

(only full-time employees)

Normative adequation	Monthly income				
	Less than 750 Euros	Between 750 and 999 Euros	1,000 Euros and more	DK/D A	Total
Level yes, Speciality yes	29.5 (12,927)	42.8 (18,783)	23.6 (10,348)	4.1 (1,829)	100 (43,877)
Level not or uncertain, speciality yes	24.8 (5,237)	45.6 (9,642)	25.2 (5,332)	4.3 (918)	100 (21,129)
Level yes, speciality not or uncertain	32.2 (33,455)	40.6 (42,200)	23.5 (24,393)	3.6 (3,695)	100 (103,743)
Level not, speciality not or uncertain	29.0 (30,500)	42.7 (44,966)	23.8 (25,024)	4.5 (4,726)	100 (105,216)
TOTAL	30.0 (82,119)	42.2 (115,591)	23.8 (65,097)	4.1 (11,168)	100 (272,975)

Source: Elaboration by the authors on the basis of the ETEFIL Survey.

Part III:

Conclusions, suggestions and recommendations

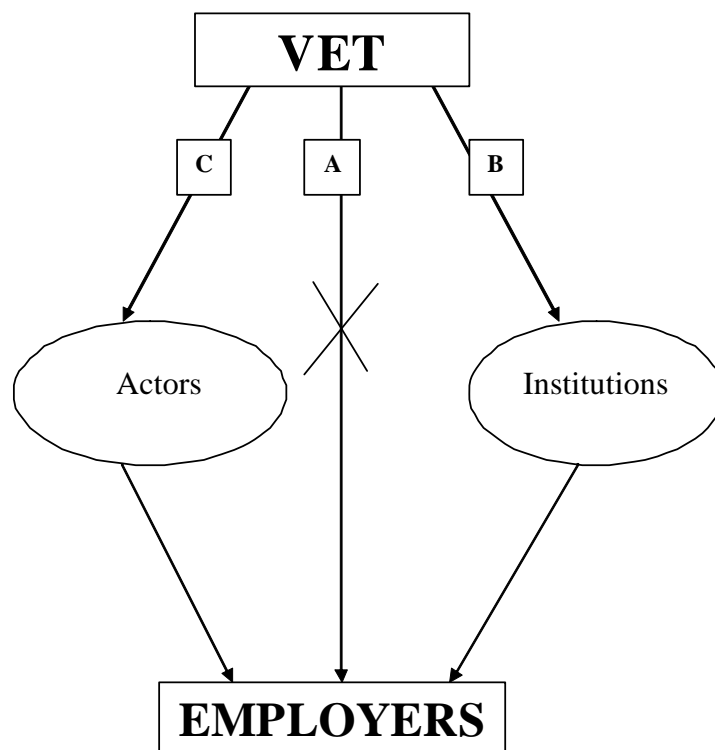


Conclusions:

- The model of “normative matchings” only depicts a small portion of the actual behaviours of the labour market. Considering all non-university working youngsters, the “normative adequation” hardly surpasses 15% of the matchings.
- The norm established in the National Catalogue of Qualifications is not a good indicator of the quality of labour insertion. Neither in salary terms nor in terms of the subjective perception.
- The “normative” model does not depict the relationship between training and employment for the whole of the labour market, but it does for a part of it. In view of the results, we should not look for “the model” that is an alternative to the normative one, but to take into consideration the different models that exist at the same time.
- **It’s not the “promised land” where the VET qualifications and the employers needs match up.**



For a new model considering the interfaces between VET and the employers' needs: B + C





Some recommendations:

- **Firstly**, to create the norm on the basis of information regarding people's productive skills in a less reductive way than academic certificates (Thévenot, 1997). Formal education is just a part of youngsters competences' source. To do this, **the approach based on skills offers an appropriate theoretical and methodological framework.**
- **Secondly**, to define coordination norms on the basis of acknowledging the coexistence of different matching models, including the "normative" one, and, based on the empirical observation of a reality that involves the behaviour of agents and institutions in **different areas and segments of the market. Including the sub- frameworks relationship.**
- **Thirdly**, to base therefore the definition of the norms on the observation of reality and not on technocratic constructions.



The role of learning and qualifications in career development across the life-course

Alan Brown and Jenny Bimrose

Institute for Employment Research, University of Warwick

Contact details: alan.brown@warwick.ac.uk

Thessaloniki

Context:

Labour market changes: (more?) individual career transitions
Perhaps changing jobs / employers several times

Knowledge of transitions: ways learning and qualifications
support individual development across the life-course

Strategic biographies of over 800 people across Europe
interviewed in a series of studies over the last decade.

- Identification with broad occupational area?
- How do people make sense of how their learning and career evolve?
- Balance between what is learned at work and in education and training?
- Are these different types of experiences and attainments reflected in qualifications?

- For some mid-career qualifications significant role in individual development
- but relationship between learning, qualifications and employment more nuanced than dominant European rhetoric
- Episodic learning: bursts of activity interspersed with 'quiet periods'
- LLL rhetoric of learning all the time unhelpful - sets unrealistic expectations



- focus on qualifications as an end-point unhelpful in facilitating Higher Skills Development (in particular ideas of people having achieved a particular ‘level’ rather than viewing growing expertise as a developmental)
- focus on progression within sectors is often unhelpful in facilitating Higher Skills Development
- the focus on detailed learning outcomes gives a misleading picture – differences in nature of and challenge in work means there is huge variation in what people can do even with the same qualification
- low skilled work not a problem but staying in low skilled work is: need to encourage and support people in seeking more challenging work (most effective form of skill development for low skilled)



Learning at work: factors facilitating skill development

- engagement with challenging work
- interactions at work
- knowledge at work
- self-directed learning at work
- identities at work
- supporting the learning of others
- ability to switch between different contexts (recontextualisation).

At any stage we might need to enhance our skills, knowledge and understanding in the following areas:

- Task Performance
- Role Performance
- Situational Awareness and Understanding
- Teamwork
- Personal and Group Development
- Decision-Making and Problem-Solving
- Academic Knowledge and Skills
- Judgement.

- need to encourage mid-career change if want more older people to remain engaged in the labour market
- people need support to develop coherent career narratives of where they have been; what they are doing now and where they are going.

- aerospace: technical competence, but also ability to support learning of others and change ways of working
- education does not need generic targets 50% level 4 etc.
- needs to deliver breadth and depth of learning across the levels: competence alone will be insufficient
- premium on learning to learn, supporting learning of others and creativity
- Dewey: learning as a process of living not a preparation for life

Qualifications and lifelong learners

Bruno Clematide – Kubix, Copenhagen

Thessaloniki

Two perspectives

- What does the qualification system provide for the individual lifelong learners?
- Why and how do the individual lifelong learners use the possibilities which the system provides – and why not?

Perspective of the qualification system:

What does the qualification system provide for the individual lifelong learners?

What does the qualification system in DK provide for the individual lifelong learners?

- A lot of qualifications – 3000 short cvt-programmes (½ day to 6 weeks, in average 3 ½ days)
- Validation of non formal and informal learning regarding all these 3000 qualifications
- Several VET-schemes for adults with the same qualifications as the initial VET
- the short-cycle higher non-university programmes
- the medium-cycle university and non-university programmes
- long-cycle university programmes

Qualifications – lifelong learners – labour market

3 labour market segments

- Qualification as a *license* to work
- *Level* of qualification as a decisive entry to the segment – not the specific qualification
- Segments with high degree of *substitution* between different qualifications

Perspective of the individual lifelong learners:

Why and how do the individual lifelong learners use the possibilities which the system provides – and why not?

Why and how do the individual lifelong learners use the possibilities which the system provides – and why not?

- In this presentation I do not include the first transition from the education system into the labour market
- Lifelong learners understood as individuals being or having been in the labour market



Why and how do the individual lifelong learners use the possibilities which the system provides – and why not?

- It is all about motivation
- Life long learners have different motivations
 - Returning to education, aiming at a different career pathway
 - Adapting to formal requirements
 - Progressing in the same occupational field
 - Specialising on the same qualification level
 - Peaking
 - -----
 - Getting more competent in present work
 - Prospect of wage increase

Validation of non formal and informal learning

- Huge efforts by the national authorities:
 - New legislation
 - General guide for the training institutions
 - Sector specific guides for the training institutions
- Huge efforts by the unions:
 - Strategies for all members 'to get a formal proof for what you can'
 - Campaigns for incentivising members

A story about the non formal and informal learning in Denmark

The scope of the validation of non formal and informal learning

- Only a very small number of persons have signed up:

	2004	2005	2006	2007	2008
Validation of non formal and informal learning	56.812	50.088	51.411	38.912	26.410
AMU-courses	595.738	617.093	755.071	614.956	625.552

Validation of non formal and informal learning

- Only a very small number of the participants (of the very few) have signed up as individuals
- Most of the participants (of the very few) have been signed up by their enterprise

Validation of non formal and informal learning Case Copenhagen Airport

- Why yes
 - The qualification must be useful
 - Prospect of wage increase
- Why no
 - 'Dead initiatives'
 - Unclear communication from the management

The National Qualification Framework and changing paradigm of education in *Czech Republic*

Thessaloniki

Jakub Stárek

Maria Theresa of Austria

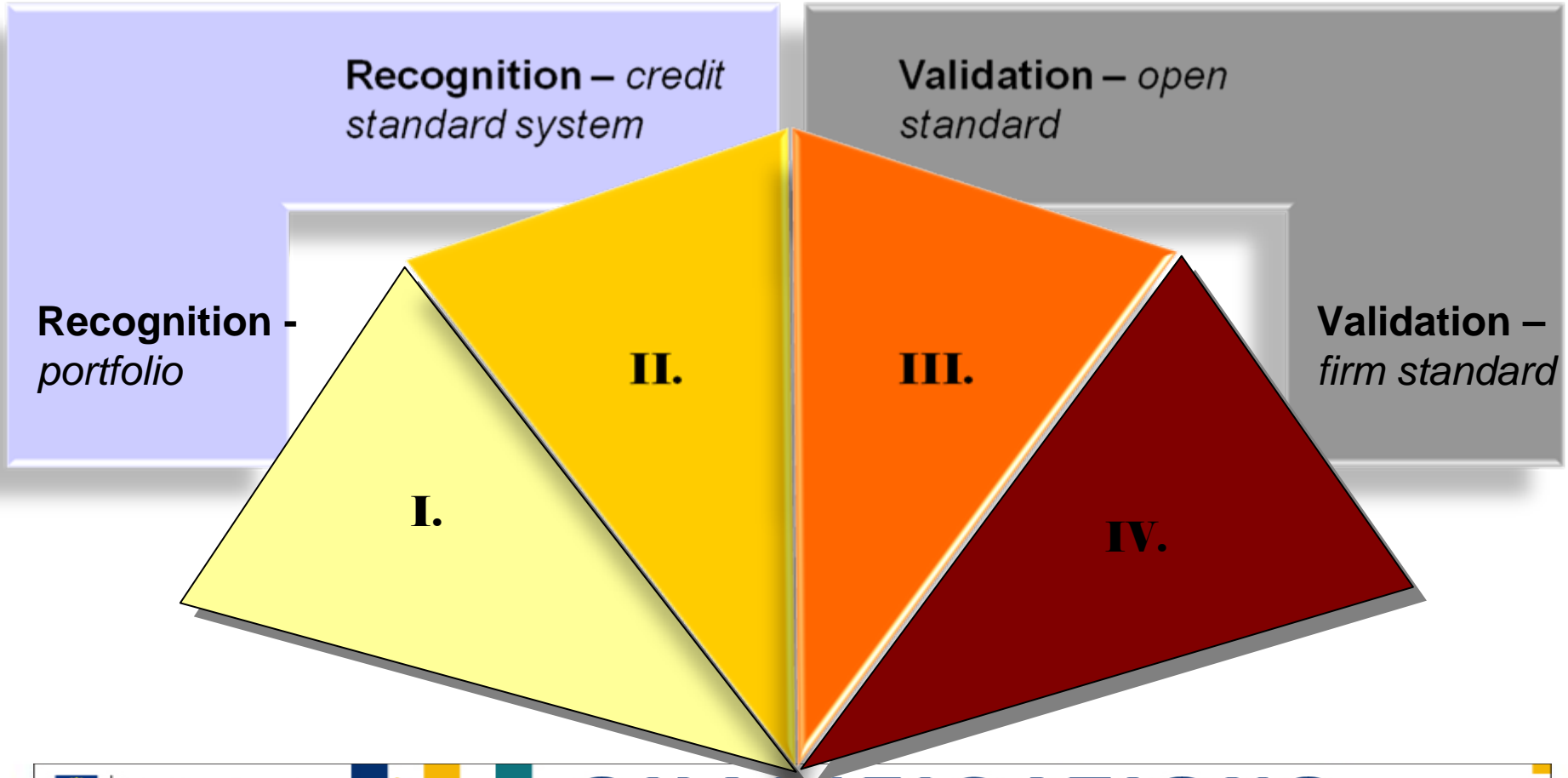
All children of both genders from the ages of six to twelve had to attend school.

Competences:

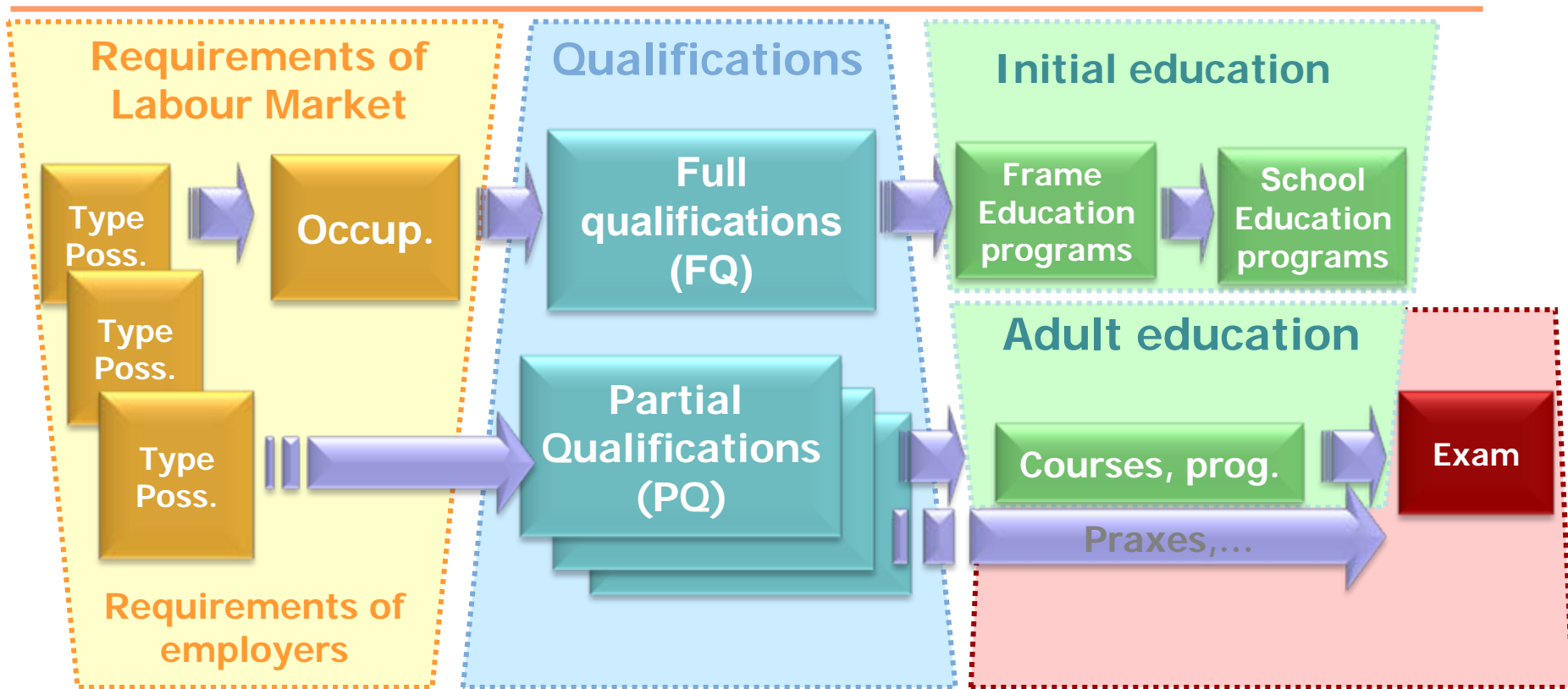
- Reading
- Writing
- Counting



Different approach (recognition and validation)



National Qualification Framework – bridge between world of labour and education



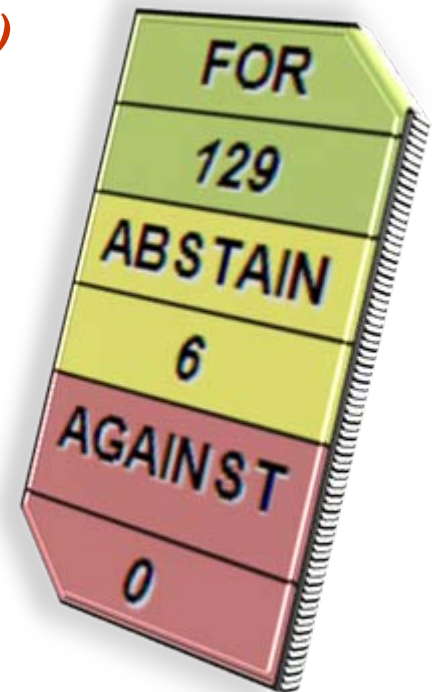
Recognition and validation of learning outcomes

Act n. 179/2006 on Verification and Recognition of Further Education Results and on the Amendment to Some Other Acts (the Act on the Recognition of Further Education Results)

- valid on 1.8.2007

• Basic principles

- National qualification framework
- Qualification and assessment standards
- Authorized personal
- Organization of exams
- Recognition of learning outcomes for praxis and further study



NQF - Precise description of labour market

professional qualifications of a natural person to duly perform all work activities pertaining to a relevant profession.

Full / complete qualification

*Bricklayer
Tailor
Auto mechanic
Shop assistant
Chemical engineer*

professional qualifications of a natural person to duly perform a certain work activity or a set of work activities in a relevant profession.

Partial qualification

*Plasterer
Maker of heat-cladding systems
Tire service mechanic
Hat maker
Tier and decorator of flowers
Sommelier*

Qualification standard

What to know?

Assessment standard

How to assess?

NQF standards

Define, what is necessary to know to handle qualification

Qualification standard

- Preparation, system and content of QS is very important issue in cooperation with employers and other stakeholders.

Qualification Standard									
<p>nsk... národní soustava kvalifikací</p> <p>Production of bread and common baked goods (Code: 29-001-H)</p> <p>Authorizing body: Ministry of Agriculture Group of branches: Food industry and food chemistry (code: 29) Occupation: Baker Documents proving full qualification: Certificates of partial qualification</p> <p>Professional Competence</p> <table border="1"> <thead> <tr> <th>Description</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Receipt and keeping of raw materials, semi-finished products and additives for production of bread and common baked goods</td> <td>3</td> </tr> <tr> <td>Selection of a technological process for production of bread and common baked goods</td> <td>3</td> </tr> <tr> <td>Preparation, calculation of material requirements and treatment of raw materials for production of bread and</td> <td>3</td> </tr> </tbody> </table>		Description	Level	Receipt and keeping of raw materials, semi-finished products and additives for production of bread and common baked goods	3	Selection of a technological process for production of bread and common baked goods	3	Preparation, calculation of material requirements and treatment of raw materials for production of bread and	3
Description	Level								
Receipt and keeping of raw materials, semi-finished products and additives for production of bread and common baked goods	3								
Selection of a technological process for production of bread and common baked goods	3								
Preparation, calculation of material requirements and treatment of raw materials for production of bread and	3								

NQF standards

Define, what are procedures and requirements for assessment of qualification standard

Assessment standard

- Criteria have to enable clear evaluation whether evaluated person have all competences and skills
- All the time is necessary to build exam in sensitive way due time, technological and economical common sense
- Most important are requirements for authorized person

nsk... národní soustava kvalifikací		Assessment standard
Production of bread and common baked goods standard (Code: 29-001-H)		
Authorizing body:	Ministry of Agriculture	
Group of branches:	Food industry and food chemistry (code: 29)	
Occupation:	Baker	
Documents proving full qualification:	Certificates of partial qualification	
Professional Competence		
Description		Level
Receipt and keeping of raw materials, semi-finished products and additives for production of bread and common baked goods		3
Selection of a technological process for production of bread and common baked goods		3
Preparation, calculation of material requirements and treatment of raw materials for production of bread and		3





LLL Strategy in Czech Republic

EQF (backbone for adult education)

- promote the creation of the necessary *preconditions* for introduction of a law on recognition
- ensure *permeability between further and initial education* through acquisition and recognition of credits.



Linking NQF and professional retraining

Professional retraining

- part of labour policy aimed on *unemployed* (+ disadvantaged groups)
- labour office is obligated prepare *individual action plan* with each client (including education – professional retraining)

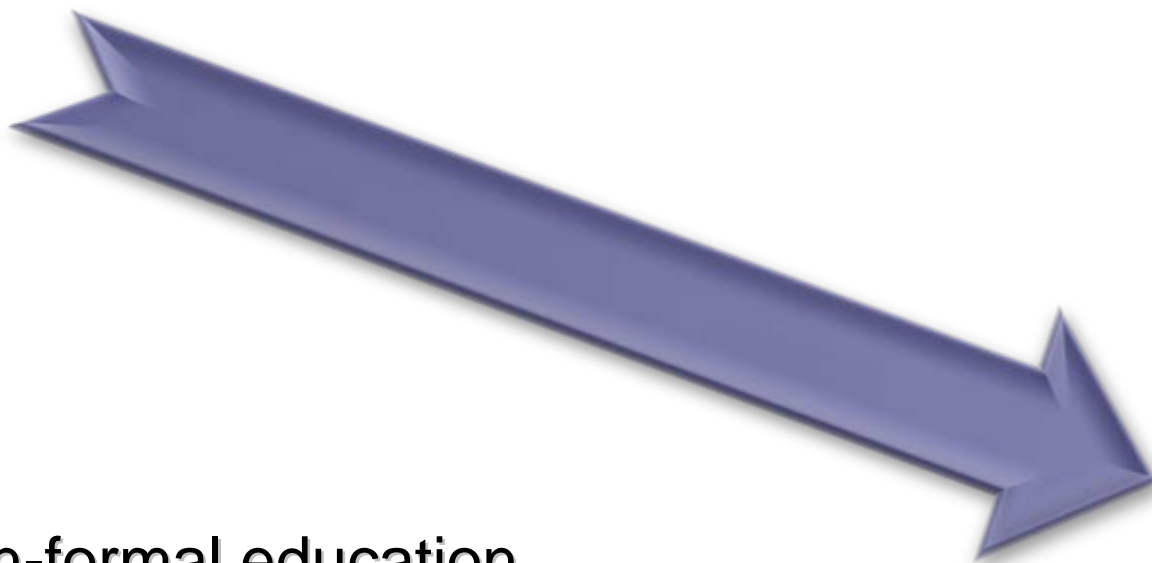
Providers of retraining

- quality assurance* (of education providers) on input is not sufficient

Solution (summer 2009)

- advantage of Czech case is to provide transparent *link between education and examination* (acquiring qualification)

NQF and professional retraining



Non-formal education

≠ qualification

= preparation for exam



Acquiring qualification

Validation from perspective of LLLearners

Procedure

- *WebPages/guidance*
- *Application for examination*
- *Authorized person gives term of exam*
- *Examination takes place*
- *Immediately after examination you get results*
- *In few days you obtain certificate*
- *You can appeal to responsible ministry*



Benefits for LLLearners

Skills recognition

- *Whenever, however, wherever* were skills acquired – you can get them recognized
- You can *transparently prove* that your skills match requirements of employers
- Your *self esteem is rising* (you've been recognized by authority in field)
- Your qualification is *up to date*
- You are “non traditionally” *entering further education* (active involvement)

Current state of presented system

2007 - September 2009	
Number of qualification	186
Number of authorized personal according to qualification	570
Number of examinations	144

The History

2002 ISTP

2003 OECD – The qualification systems
The creation of a national system of qualifications supporting the LLL
(proj. MIN LAB, NTF)

2004 EU: Common European principals for identification and validation of non formal and informal learning (Conclusions of the Council 28/5/2004)
EU: EQF (preparation)
EU: ECVET (preparation)
The initiation (commencement) of a preparation of the Act on Recognition

The History

- 2005** NQF (The system project of ESF)
- 2006** The beginning of a creation of sector councils
The adoption of Act n. 179 (on recognition)
- 2007** NSP (public order) – standardization of the activities of SC
The efficiency of the act on recognition
EU: EQF (recommendations)
- 2008** First authorised (accredited) individuals
First exam of a partial qualification according Act n. 179
Termination of the project NQF and public order NSP
- 2009** New project from ESF (NQF 2)
NQF is interconnected with other existing systems (retraining)

Děkuji za Vaší pozornost

Thank you for your attention



The European Hairdressing Certificate

A partner-based European Training
System

Idea:

To keep high standards in European
hairdressing

To create a common language

To improve transparency

To improve mobility

To give access cross borders

How to do:

3 levels

A: National

B: European

C: Management

Outcome:

Give respect and dignity

Give clients trust in the quality

Give more income

Give basis for lifelong learning

Added value for the individual:

A training that is accepted nationally and internationally

A training that gives basis for higher qualifications

A training that is always competitive

Better quality of work and life

The scope:

European document

Worldwide document

EQF compatible

National upgrading of skills and
competences

Introductory speech

Irene Psifidou, Cedefop project manager

Dear ladies and gentlemen, dear colleagues,

I would like to welcome you all in the second day of Cedefop's conference on Qualifications for lifelong learning and employability.

We have completed an intensive day of presentations and discussions yesterday around Qualifications, a key issue of European cooperation for many years now, through both the Education and Training 2010 programme, as well as the Bologna process.

We show how the understanding of qualifications has changed over time and how today the focus is on transparency, validation and learning outcomes, these last contributing to establishing a common language and building trust in Europe. We also discussed the various dimensions of change of Qualifications, bringing evidence from recent and ongoing research findings conducted by Cedefop.

A plethora of interesting questions and points of view were raised during the three workshops yesterday afternoon, addressing the main themes of this Conference: qualifications and its stakeholders; qualifications as currencies and expressions of value; and qualifications and lifelong learners.

The day was concluded with a good dinner. So, today we will begin by digesting the main messages drawn from the workshops to be presented by the three rapporteurs I have in my side.

Suite later, the stakeholders representing national policy makers, industry and sectors, as well as research, will briefly react and respond to the presentations and discussions of the plenary and workshop sessions, and will initiate further questions and exchange of views.

The conference will conclude with the session on "Putting the pieces together: qualifications towards 2020" in which 5 speakers representing Cedefop, the European Commission, the Swedish and Belgian Presidencies as well as the Association of European Chambers of Commerce and Industry will synthesise the proceedings of the Conference and will give the perspective of the challenges and next steps for the years to come.

After this brief overview of yesterday's and today's work, I come back to our current session, and I would like to welcome each rapporteur to present within 10 minutes the main messages based on the questions of each workshop. Then, participants are welcome to complement or raise questions.

Speech - Gordon Clark

Qualifications for lifelong learning

Cedefop conference

5-6 October 2009

Thessaloniki

On behalf of the Commission, I would like firstly to thank Cedefop, its Chairman, Director and staff for its organisation of this timely conference. As, on so many occasions in the past, the Centre is actively supporting policy development in a crucial field for European growth and jobs, which is particularly relevant for economic recovery.

Qualifications have always been a key issue of European cooperation, and this is not surprising: the free movement of people in a European labour market has been a major Community goal since 1957. For this to become a reality, qualifications from many diverse systems need to be adequately understood, valued and recognised throughout Europe.

While the labour market has become Europe-wide, the development, award and recognition of qualifications are, of course, a national competence linked to the provision of education and training. Although there is a well established European mutual recognition system for the regulated professions within the internal market,

for many people who wish to study or work in another European country obtaining adequate recognition or acceptance of their qualifications remains a real challenge. This therefore remains a significant barrier to mobility for both employment and learning purposes.

However, there has been solid progress in recent years, particularly related to the very successful development and implementation of the EQF. What I'd like to do here today is to give my personal view on my experience in this field since 1999 of how European perceptions and attitudes to qualifications have changed radically and to show what a long way we've come and give you some reasons why we can now be optimistic for the future. In order to plan for and predict the future, we need to remember where we have come from.

The early days

In the early days of the EEC, much of the focus was on VET, in line with the emphasis given to the European labour market. Some of you may be surprised to hear that a 1963 decision, laying down general principles for implementing a common vocational training policy, called for "levels of training to be harmonised progressively", "with a view to the mutual recognition of certificates".

Harmonisation was soon found to be impossible and inappropriate, so the focus shifted to comparison. In the eighties, Cedefop undertook a major exercise in which 219 VET occupations in 19 sectors were compared in detail. It became clear that this approach also would not be sustainable given the pace of the development of VET systems and certificates.

The term "mutual recognition" became the preserve of the 1989 Directive on the recognition of professional qualifications for the purpose of access to the labour market linked to the regulated professions.

In the eighties and nineties, the European debate on qualifications also widened to include higher education linked to the appearance and growing success of mobility programmes, as well as to a new awareness of the lifelong learning perspective.

In 1997, 25 European ministers of education signed *The Convention on the Recognition of Qualifications concerning Higher Education in the European Region*, developed by the Council of Europe and the UNESCO. While some higher education diplomas had been included already in 1989 in the recognition system for the regulated professions, the Convention addressed the recognition of diplomas in a wider perspective, namely for learning purposes.

In 1999, the Convention became part of the Bologna process, which was eventually joined by all EU Member States. Aiming at convergent reforms of higher education systems, the Bologna process and its 3 cycle system clearly make HE degrees more readable and comparable. So through the Bologna process, HE was able to show the way forward.

A specific European Year of LLL in 1997 drew attention to the importance of that perspective in terms of learning pathways and increasing access to further education and training.

And at the same time that the euro was being prepared, there was also a growing awareness of the need to find tools that increased trust in other countries'

qualifications. Thus we have the symbolism of the "currency" that Peter Kreiml highlighted.

This leads us to Lisbon

The Lisbon European Council Conclusions of 2000 mark a significant change in the activities of the EU in the field of education and training. To contribute to the development of a knowledge based economy, the European Council called for the breaking down of barriers to mobility and promotion of lifelong learning - both depending on increased transparency of qualifications. So we had a new focus and impetus on qualifications.

But the word transparency is crucial. We moved in 1999/2000 from talking about the harmonisation and recognition of qualifications to talking about their transparency. Here I must pay tribute to the influential role played by the European Forum on the Transparency of Qualifications, which existed from 1998 to 2000, and in which Cedefop and Jens Bjornavold played a key role. The Transparency Forum was my own first contact with active and open European cooperation in this field involving MS, experts and stakeholders. I have no doubt that this Forum was a valuable model and method of exchanging ideas and practice, which has had a major impact on the subsequent important developments relating to qualifications and competences, including the Copenhagen Process, Europass and the EQF itself.

Following the Lisbon declaration, European Education ministers agreed in 2002 a work programme towards the future objectives of education and training systems (E+T 2010) and a resolution on Lifelong Learning (LLL). These provided a political mandate and set the scene for enhanced European cooperation including

on qualifications. Having personally been closely involved, I will use some time to reflect on this process.

I would start by saying that, since Lisbon, our understanding of qualifications has changed. This is because our understanding of learning itself has changed as we have realised that the LLL perspective is crucial from early childhood education to adult learning. Our Commission communication of 2002 on LLL was instrumental in stressing that all learning should be valued. And in stressing that lifelong learning needs to be accompanied by lifewide learning, meaning that learning takes place in all parts of life whether through formal education and training or through non formal and informal learning. Students and trainees should be able to progress between various levels and types of education regardless of where they have acquired their prior knowledge, skills and competences.

This challenged our concept and understanding of qualifications – how could they reflect not only formal education and training but also be opened up to other forms of learning, whether in the workplace or in other areas of life? How could an individual's learning outcomes deriving from work, or from for example voluntary work experience be assessed and recorded in a certificate or diploma.

The Education and Training 2010 work programme specifically called for the development of national systems to validate learning that takes place outside formal settings.

The 2002 Copenhagen Declaration on the promotion of enhanced European co-operation in VET then took this further by stressing that priority should be given to developing a set of common principles for the validation of non-formal and

informal learning.

The common principles were adopted by the Education Council in 2004 and since then the development of systems for the validation for the validation of non formal and informal learning at national level has been impressive.

Learning outcomes

I have mentioned the importance of "transparency", "LLL" and the "validation of non-formal learning". The most recent and most challenging key concept for qualifications and indeed for education and training systems which I want to stress is that of "learning outcomes".

At the European level, the term learning outcomes was introduced as an approach in the Joint Progress Report 2004 of the E+T 2010 work programme when it called for the development of European Qualifications Framework. With the rapid development of the EQF and its adoption in 2008, and with the development of NQFs linked to the EQF, learning outcomes have rapidly become a key dimension of today's debate on qualifications and learning in general.

This is a fundamental change in how we view education and training. Moving away from the systems and institutional basis of learning towards the achievements of the learner, this learning outcomes based approach gives qualifications the role of validating and valuing knowledge, skills and competences, rather than measuring educational careers and study programmes.

Learning outcomes create a common language between education and training

systems within and between countries as well as between the worlds of education and work. This common language should contribute to a better understanding of qualifications and build trust among stakeholders.

European tools and initiatives

Under the new updated framework for European cooperation in education and training adopted in May 2009 (ET2020) the Member States, together with the Commission and stakeholders, have given top priority to continuing to work on this basis to increase the transparency, recognition and quality of competences and qualifications and facilitate the mobility of learners and workers.

The most important thing we have to do is to promote and support the effective implementation of the common European tools which have been already been developed and agreed, primarily our overarching and comprehensive framework which is the EQF. As you are all aware it provides a common reference to compare and understand qualifications from different education and training systems using the common language of learning outcomes and underpinned by quality assurance principles common to VET and HE. We also have to work for the implementation of various other tools which are closely related to the EQF and to learning outcomes: particularly the Key Competences Recommendation, the Europass instrument, ECVET, ECTS, EQARF.

The EQF has created a considerable momentum for the development of national reforms aimed at making LLL a reality, particularly relating to the governance and opening up of qualifications systems. All countries are developing or implementing national qualifications frameworks for lifelong learning based on learning outcomes. The EQF's implementation is thus progressing well. All participating

countries have committed themselves to reference their national qualification frameworks to the EQF (27 will have completed their referencing by 2010/2011 and Ireland and Malta have already finalised their referencing in 2009).

It is clear, however, that the successful implementation of the EQF in the long term will depend on continuing to build greater trust and transparency between countries and stakeholders. Quality assurance has a key role in this. And the newly adopted EQARF and national quality assurance systems are indispensable in this.

Credit systems such as the ECTS and ECVET are key solutions to supporting individuals' lifelong learning paths: to facilitate validation, recognition and the accumulation of learning outcomes acquired during a stay in another country or in different learning contexts. The ECTS has been implemented for some time, while the official launch conference of ECVET and EQARF will take place on 17-18 November 2009 in Brussels.

For qualifications to be trusted they most of all need to be relevant to skills needs, And this requires a common language between education and the labour market so that learning outcomes based qualifications can be more easily understood- the continuing need for greater "Transparency". The EU's New Skills for New Jobs initiative, in which Cedefop is once again playing a key role, is currently addressing this challenge. This initiative aims to anticipate the skills needs — and also the skills gaps — which are emerging in the European labour market and to improve the matching of knowledge, skills and competences, ie learning outcomes with the needs of society and the economy.

I should also mention a number of other key issues that are important for

qualifications to be trusted and which also need a change of paradigm. They include the development of learning outcomes in curricula and pedagogies, in teacher training, in assessment and standards. However, we are already able to detect a clear shift at the national level to address these needs.

In conclusion

We have come a very long way since 1999 with major progress in the field of qualifications and lifelong learning both at the national and European levels. There is now considerable momentum for change and development. A fundamental shift in thinking, policy and practice has been taking place. Initiatives, frameworks and instruments related to qualifications and learning outcomes are playing a crucial role in making lifelong learning a reality. I am, therefore, optimistic but, if we are to avoid mere bureaucratic mechanisms, the challenge of implementation will always remain work in progress. It will require permanent monitoring and evaluation and the commitment and trust of stakeholders. The instruments we have developed must remain relevant and useful for citizens and the labour market, flexible enough to adapt to their rapidly evolving needs.

Support and evidence for policy development is essential, so your discussions here during this event I'm sure be very useful. I am very much looking forward to your reflections and feedback. Thank you.



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2. [Cedefop related publications](#)
3. [Related articles](#)
4. [EU policy documents](#)

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Practical information



Conference Organisers

[Cedefop`s qualifications team](#)

Conference Secretariat

[LDK Consultans](#)

Conference Venue, Thessaloniki and Greece

[More information on the location and how to get there](#), the [conference hotels](#) and on [Thessaloniki](#).

Useful information when you are travelling to Greece

[Coming to Greece in October](#).

Hotels

[Map of the "Region of Thessaloniki" with hotels marked on it.](#)

Download

[Condensed general information for participants by LDK](#) (, 91 KB)

[Taxi information and map to drive to Cedefop](#) (, 131 KB)

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More information on the location and how to get there



Conference venue

The Cedefop's Conference "Qualifications for lifelong learning and employability" will take place on Monday 5th and Tuesday 6th October 2009 at:

Cedefop - European Centre for the Development of Vocational Training

Europe 123, 57001 Thessaloniki (Pylea), Greece

Postal address:

PO Box 22427, Finikas

55102 Thessaloniki

Greece

Tel. (+30) 2310490111 Fax (+30) 2310490049

Find your way to Cedefop

From the airport or any part of the city or the city's suburbs, Cedefop (Europe 123, Pylea - Thessaloniki) is easy to access by taxi within maximum 30 minutes. A taxi will cost around 10 Euro, depending on the distance. In case the taxi driver does not know the address, tell him that Cedefop is near the "Praktiker" store.

Should you wish to call a radio taxi, upon arrival to Thessaloniki, please call one of the following numbers: (+30) 2310525000, 2310866866 and make your appointment. In general, taxis are easy to find, at the airport and all over the city; taxis are blue and white, and are easy to stop in the street. Please don't be surprised if other passengers are picked up along the way to your destination.

Secretariat and information desk during the conference

The Secretariat desk will be located at the conference venue, and will operate:

Monday, 5th October 2009, 9.00 - 17.30

Tuesday, 6th October 2009, 9.30 - 13.30

Tel.: (+30) 2310490068; Fax: (+30) 2310490240

Conference Secretariat is provided by:

LDK Consultants

Off. 21 Thivaidos Str.

P.O Box 51299, 14564 Kifissia, Greece

Tel: (+30) 2108196752 (Conference line), (+30) 2108196700

Fax: (+30) 2108196759, (+30) 2108196709

e-mail: qualifications@ldk.gr



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Conference Hotels



MAKEDONIA PALACE Hotel ***** - city centre

Single BB 145€, Double BB 160€

Considered a local landmark, this legendary hotel rises at the edge of Thessaloniki's sweeping bay and is within walking distance from the ground of the Thessaloniki International Fair as well as the city's business and shopping districts. Inspired by the sparkle of the Ancient Greek Kingdom of Macedonia, the Makedonia Palace revives hospitality in a grand fashion.

2, Megalou Alexandrou Avenue, GR-546 40 Thessaloniki

Tel.: (+30) 2310 897197 Fax: (+30) 2310 897211

URL: www.makedoniapalace.com

CAPSIS Hotel **** - city centre

Single BB 85€, Double BB 100€

Comfort, professionalism and superb level of services represent the core qualities offered in Capsis Hotel Thessaloniki.

Latest technology designs and recent renovation have made Capsis one of the best-known and foremost central hotels in Thessaloniki, being an ideal option for business meetings, conference receptions and tours around the city of great religious and cultural significance.

The Capsis Hotel, a representative member of the eminent Capsis Hotel Chain, is the largest city hotel in the Northern Greece. The hotel's 407 rooms and 19 Conference multi-use centers are fully supplied with the upgraded technological equipment, aiming to satisfy the demanding needs of the modern businesspeople. The hotel is carefully designed to enable access and transportation of individuals with special needs throughout all main hotel facilities.

18, Monastiriou Str., GR-546 29 Thessaloniki

Tel: (+30)2310 596800 Fax: (+30)2310 510555

URL: http://www.capsishotel.gr/thes/index_en.html

EGNATIA Hotel ***- city centre

Single BB 75€ Double BB 85€

Situated right in the middle of the cultural and commercial centre of Thessaloniki, close to Aristotelous square, Egnatia Hotel is 25 minutes from Cedefop and 20 km from Macedonia Airport.

16, Antigonidon St., GR-54631 Thessaloniki

Tel.: (+30) 2310 530675 Fax: (+30) 2310 531761

URL: www.egnatia-hotel.gr



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Thessaloniki



Set on the northern shores of the Thermaikos Gulf that opens into the Aegean Sea, Thessaloniki is approximately 550 kilometres north of Athens and in close proximity to Chalkidiki's beautiful beaches. It is the metropolis of the region of Macedonia, one of Europe's oldest cities and the second largest city in Greece.

Founded in 316 BC by Cassander, King of Macedonia, the city was named after his wife, Thessaloniki, sister of Alexander the Great. It was here that Alexander the Great established the seat of his great Macedonian Empire, imparting a legacy that has left modern Thessaloniki dotted with the treasures, temples and monuments of one of history's greatest leaders.

Thessaloniki has the largest university in Greece, Aristotle University with about 95.000 students, which is one of the most established universities in the academic community in Europe.

The city of Thessaloniki today offers the visitor an exciting experience, as it possesses the second largest and most important port in Greece, the International Fair which attracts commercial interest from all over the world- offers cultural events, theatres, Modern Art galleries, libraries, some of the most exclusive stores in Greece, an immense variety of high standard recreational facilities and examples of modern architecture, art nouveau and eclecticism.

A few of the city's many attractions include the 16th century White Tower, Thessaloniki's many churches, in particular the 4th century Rotonda dedicated to St George, containing mosaics of the period, and the 8th century Agia Sofia, which was converted into a mosque during the Ottoman rule.



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Coming to Greece in October



How to Get to Your Hotel from the Airport

Please kindly note that there will be no welcome desk at the airport upon your arrival. You are kindly requested to make your own arrangements from the airport to your hotel.

There is a taxi service outside the Arrivals hall of "Macedonia" Airport of Thessaloniki. There is also a bus service (bus number 78) operating 24 hours a day that links "Macedonia" Airport of Thessaloniki with the city centre.

Transfers

From all the hotels listed on the registration form, bus transfer from and to Cedefop will be provided from Sunday 4th till Tuesday 6th October 2009, according to the conference programme as well as to all social events. If you are late you can always take a taxi, as there is no convenient public transport to Cedefop.

Time

Greece is 2 hours ahead of Greenwich Mean Time (GMT +2) throughout the year.

Language

Greek is the official language but English is widely spoken as well as German and French.

Currency

The Greek currency is EURO. Credit cards are widely used in most establishments. Most currencies and traveller's cheques can easily be changed either at banks, hotels or money-changers with some handling charges.

Weather in October

Thessaloniki lies in the transitional climatic zone, so its climate has displayed characteristics of continental as well as Mediterranean climate. Average temperatures in October range from 21 °C to 11 °C.

Power supply

The standard current in Greece is 220 volts. Plugs are European standard with two round pins.

People & Life

Thessaloniki is a popular destination. You will certainly enjoy a pleasant and interesting stay in the city. People are friendly and happy to help with any questions. The atmosphere is unique during the day in the commercial and shopping centre, but especially during the evening, in the wide variety of bars, restaurants and theatres for entertainment. Thessaloniki is renowned for its unique location, along the Thermaikos Gulf, its sunsets, its long history, its monuments and museums as well as its distinguished cuisine.

Useful phone numbers

Police*	100
Tourist police station	(+30) 2310554870, (+30) 2310554871
Ambulance*	166
Fire*	199
Emergency phone**	112
Phone book information*	11888

**It refers to a local number and can be used only from a local phone.*

***It refers to a European number. After a recorded message in English and Greek, an operator receives the call in English, French or Greek, puts the caller through to the necessary service, and assists with interpretation, if necessary.*

Links

- > Information on Greece as a travel destination: <http://www.gnto.gr/?langID=2>
- > Thessaloniki International Airport Macedonia (SKG): www.hcaa.gr
- > Hellenic Culture: www.culture.gr
- > Area information on the prefecture of Macedonia: www.ellada.net
- > Travel information on Halkidiki: www.halkidikinet.gr
- > Weather in Thessaloniki: www.weather.yahoo.com/

General Information

The Conference Organisers

Cedefop's qualifications team

Dates and venue

The Cedefop's conference

“Qualifications for Lifelong Learning & Employability”

will take place on **Monday, 5 October 2009 and Tuesday, 6 October 2009**

at Cedefop's premises in Thessaloniki

123 Europe str., 57001 Pylea, Thessaloniki, Greece

Tel.: (+30) 2310 490 111

Postal address: PO Box 22427, Finikas, 55102 Thessaloniki, Greece

Secretariat and information desk during the conference

The Secretariat desk will be located at the conference venue and will operate:

Monday, 5 October 2009, 9.00 - 17.30

Tuesday, 6 October, 9.30 - 13.30

Tel.: (+30) 2310490068; Fax: (+30) 2310490240

Interpretation

Interpretation will be provided during the plenary sessions of the conference from/to English, German, French, Italian and Spanish. The parallel sessions will be held in English only.

Internet facilities

Two workstations with internet / e-mail access will be available for participants outside the conference room. WI-FI connection is also provided. Additional PCs will be available in Cedefop's library area.

Conference Registration

Registration to the conference is made by duly completing the online registration form or the pdf/word download to be sent by fax or e-mail to LDK Consultants: qualifications@ldk.gr +30 210 8196709, 759. A confirmation will be sent to every registered delegate in due time.

Registered delegates will enjoy: conference material, welcome reception, 1 dinner, 2 lunches, 3 coffee breaks and transportation to and from Cedefop and venues related to any social events from all the hotels listed on the registration form, from Sunday 4 till Tuesday 6 October 2009.

Please note that there is a limited number of places available, which will be allocated on a first come, first served basis. We regret to inform you that once all places have been allocated, we will be unable to accept your request for participation. Therefore, you are kindly invited to register as soon as possible.

Accompanying persons

Accompanying persons are welcome to the social programme at their own expenses. To register accompanying persons, please complete the relevant sections of your registration form.

Hotel accommodation

Makedonia Palace ★★★★★ - city centre

Single BB* **145€**, Double BB* **160€**

Considered a local landmark, this legendary hotel rises at the edge of Thessaloniki's sweeping bay and is within walking distance from the ground of the Thessaloniki International Fair as well as the city's business and shopping districts. Inspired by the sparkle of the Ancient Greek Kingdom of Macedonia, the Makedonia Palace revives hospitality in a grand fashion. Makedonia Palace is 15 minutes from Cedefop and 15 km from Macedonia Airport.

Leoforos Megalou Alexandrou 2, 546 40 Thessaloniki

Tel.: (+30) 2310 897197 Fax: (+30) 2310 897211

URL: www.makedoniapalace.com

CAPSIS Hotel ★★★★★ - city centre

Single BB* **85€**, Double BB* **100€**

Comfort, professionalism and superb level of services represent the core qualities offered in Capsis Hotel Thessaloniki. Latest technology designs and recent renovation have made Capsis one of the best-known and foremost central hotels in Thessaloniki, being an ideal option for business meetings, conference receptions and tours around the city of great religious and cultural significance. The Capsis Hotel, a representative member of the eminent Capsis Hotel Chain, is the largest city hotel in the Northern Greece. The hotel's 407 rooms and 19 Conference multi-use centers are fully supplied with the upgraded technological equipment, aiming to satisfy the demanding needs of the modern businesspeople. The hotel is carefully designed to enable access and transportation of individuals with special needs throughout all main hotel facilities. Capsis Hotel Thessaloniki is 20 minutes from Cedefop and 15 km from Macedonia Airport.

18, Monastiriou Str., GR-546 29 Thessaloniki

Tel: (+30)2310 596800 Fax: (+30)2310 510555

URL: http://www.capsishotel.gr/thes/index_en.html

EGNATIA Hotel ★★★ - city centre

Single BB* **75€**

Double BB* **85€**

Situated right in the middle of the cultural and commercial centre of Thessaloniki, close to Aristotelous square, Egnatia Hotel is 25 minutes from Cedefop and 20 km from Macedonia Airport.

16, Antigonidon St., GR-54631 Thessaloniki

Tel.: (+30) 2310 530 675 Fax: (+30) 2310 531 761

URL: www.egnatia-hotel.gr

The above prices are per room / night and include breakfast, services and all taxes.

Hotel reservation procedure

To reserve a hotel, please complete the relevant section of the registration form. We kindly advise you to register and make a reservation as soon as possible **no later than 21st September 2009**.

Payment conditions

For the payment procedure and cancellation policy, please see the relevant sections of the Registration Form.

* i.e. Bed & Breakfast

Social events

Sunday, 4 October 2009

Welcome Cocktail Reception

On Sunday evening, delegates are invited to a welcome reception offered by Cedefop. The welcome cocktail will take place at the Makedonia Palace Hotel.

Monday, 5 October 2009

Conference Dinner

On Monday evening, delegates are invited to the conference official dinner offered by Cedefop. The official dinner will be held at "Hamodrakas" Restaurant.

How to book for the social programme for an accompanying person

To book for the above social programme (welcome reception and conference dinner) for your accompanying person, please complete the relevant section of the registration form.

Thessaloniki

Set on the northern shores of the Thermaikos Gulf that opens into the Aegean Sea, Thessaloniki is approximately 550 kilometres north of Athens and in close proximity to Chalkidiki's beautiful beaches. It is the metropolis of Macedonia, one of Europe's oldest cities and the second largest city in Greece.

Founded in 316 BC by Cassander, King of Macedonia, the city was named after his wife, Thessaloniki, sister of Alexander the Great. It was here that Alexander the Great established the seat of his great Macedonian Empire, imparting a legacy that has left modern Thessaloniki dotted with the treasures, temples and monuments of one of history's greatest leaders.

Thessaloniki has the largest university in Greece, Aristotle University with about 95.000 students, which is one of the most established universities in the academic community in Europe.

The city of Thessaloniki today offers the visitor an exciting experience, as it possesses the second largest and most important port in Greece, the International Fair which attracts commercial interest from all over the world-offers cultural events, theatres, Modern Art galleries, libraries, some of the most exclusive stores in Greece, an immense variety of high standard recreational facilities and examples of modern architecture, art nouveau and eclecticism.

A few of the city's many attractions include the 16th century White Tower, Thessaloniki's many churches, in particular the 4th century Rotonda dedicated to St George, containing mosaics of the period, and the 8th century Agia Sofia, which was converted into a mosque during Ottoman rule.

Useful information just before you arrive

Getting to Your Hotel from the Airport

Please kindly note that there will be **no welcome desk at the airport** upon your arrival. You are kindly requested to make your own arrangements from the airport to your hotel.

There is a bus service operating 24 hours a day that links "Macedonia" Airport of Thessaloniki to City Centre. Bus number is 78 and the time to reach city centre is approximately 40 minutes depending on traffic. The cost of the ticket is 0.60€ and can be bought at a ticket booth outside the Airport with limited opening hours kiosks, or at the ticket machine in the bus.

There is also taxi service outside the Arrivals hall of "Macedonia" Airport of Thessaloniki. Taxis take approximately 20 minutes to reach city centre depending on traffic. The tariff ranges from 15€– 20 €.

"MACEDONIA" Airport (<http://www.hcaa-eleng.gr/thes.htm>)

The Airport is located 13 Km east from the city of Thessaloniki in the region "Micra" and in the Thermi Municipality.

Companies with direct flights at Thessaloniki's airport are:

- [Aegean Airlines](#)
- [Air Berlin](#)
- [Alitalia](#)
- [Austrian Airlines](#)
- [British Airlines](#)
- [Blue Air](#)
- [Condor](#)
- [Cyprus Airlines](#)
- [Czech Airlines CSA](#)
- [Easy Jet](#)
- [Germanwings](#)
- [Hamburg International](#)
- [JetairFly](#)
- [LOT](#)
- [Lufthansa](#)
- [Malév Hungarian Airline](#)
- [Olympic Airlines](#)
- [SkyEurope](#)
- [Swiss](#)
- [Tarom](#)
- [TUfly](#)

Transfers

Hotel – Cedefop, Hotel – Social programme venues and return

From all the hotels listed above (see section: 'Hotel accommodation'), bus transfers from and to Cedefop as well as the social events will be provided in line with the conference programme. If you are late you can always take a taxi, as there is no convenient public transport to Cedefop.

Find your way to Cedefop

Cedefop is easy to access by taxi within maximum 30 minutes from any part of the city, the city's suburbs and about 10 minutes from the airport. A taxi will cost around 10€, depending on the distance. Should you wish to order a radio taxi, please call one of the following numbers: (+30) 2310525000, 2310866866 and make your appointment. In general, taxis are easy to find, at the airport and all over the city; taxis are blue-white and easy to stop in the street. Please don't be surprised if other passengers are picked up along the way to your destination.



CEDEFOP

European Centre
for the Development
of Vocational Training



QUALIFICATIONS

FOR LIFELONG LEARNING AND EMPLOYABILITY



THESSALONIKI
5-6.10.09

Time

Greece is 2 hours ahead of Greenwich Mean Time (GMT +2) throughout the year.

Language

Greek is the official language but English is widely spoken as well as German and French.

Currency

The Greek currency is EURO. Credit cards are widely used in most establishments. Most currencies and traveller's cheques can easily be changed either at banks, hotels or moneychangers with some handling charges.

Weather in October

Thessaloniki lies in the transitional climatic zone, so its climate has displayed characteristics of continental as well as Mediterranean climate. Average temperatures in October range from 21C° to 11C°.

Power supply

The standard current in Greece is 220 volts. Plugs are European standard with two round pins.

People & Life

Thessaloniki is a popular destination. You will certainly enjoy a pleasant and interesting stay in the city. People are friendly and happy to help with any questions. The atmosphere is unique during the day in the commercial and shopping centre, but especially during the evening, in the wide variety of bars, restaurants and theatres for entertainment. Thessaloniki is renowned for its unique location, along the Thermaikos Gulf, its sunsets, its long history, its monuments and museums as well as its distinguished cuisine.

Liability

Cedefop & LDK Consultants act as an agent of the event only in securing hotels, transport and travel services and on no condition shall be liable for acts or defaults in case of injury, damage, loss, accident, delay or irregularity of any kind whatsoever during arrangements organised through contractors or the employees of such contractors in carrying out services. Hotel and transportation services are subject to the terms and conditions under which they are offered to the public in general. The Host Committee reserves the right to make changes where deemed necessary, without prior notice to parties concerned. All disputes are subject to the Greek Law.

Useful web sites

Conference information

<http://www.cedefop.europa.eu>

Qualifications Conference web-site

<http://agora.cedefop.europa.eu/qualifications2009/>

Information on Greece as a travel destination

<http://www.gnto.gr/?langID=2>

Thessaloniki

<http://www.saloniki.org>

<http://www.thessalonikicity.gr/>

<http://www.tcvb.gr>

Vergina

<http://whc.unesco.org/sites/780.htm>

Museums

http://www.macedonianmuseums.gr/Archaeological_and_Byzantine/Arx_Thessalonikhns.html

<http://www.mbp.gr/html/gr/index.htm>

<http://www.greekstatemuseum.com/>

<http://www.thmphoto.gr/>

<http://www.cinemuseum.gr/>

Weather in Thessaloniki

http://weather.yahoo.com/forecast/GRXX0019_c.html

Useful phones

Police*	100
Tourist police station	(+30) 2310554870, (+30) 2310554871
Ambulance*	166
Fire*	199
Emergency phone**	112
Phone book information*	11888

*It refers to a local number and can be used only from a local phone.

**It refers to a European number. After a recorded message in English and Greek, an operator receives the call in English, French or Greek, puts the caller through to the necessary service, and assists with interpretation, if necessary.

QUALIFICATIONS Conference Secretariat

For any further organisational information please contact the **QUALIFICATIONS Conference Secretariat** at:

LDK Consultants Engineers and Planners Ltd.

Off. 21 Thivaidos Str.

P.O. Box 51299, 14564 Kifissia, Greece

Tel: (+30) 2108196752 (QUALIFICATIONS Conference line), (+30) 2108196700

Fax: (+30) 2108196759, (+30) 2108196709

e-mail: qualifications@ldk.gr

Please ask for: Mr. John Panayiotopoulos, Project Manager
Ms. Athina Ignatieva, Project Coordinator

We look forward to welcoming you at the conference!

CEDEFOP
Europe 123, GR-57001 Thessaloniki (Pylea)
Tel.: (+30) 2310 490 111

Dear Visitor,

The map below has been prepared to facilitate your arrival to Cedefop. Please show it to the person who will drive you to the Cedefop building.

When hiring a taxi, please keep in mind the rate schedule below in EUR as published by the Greek National Tourism Organisation (rates effective 02/2009).

Meter starts at	1.05
Standard minimum fare	2.80
For journeys within the taxi's operating area or between the hours of 05.00-24.00 (simple tariff)	0.36/KM
For journeys outside the taxi's operating area or between the hours of 24.00-05.00 (double tariff)	0.68/KM
Surcharge for every one (1) hour of waiting	9.60
Surcharge: TO and FROM "Macedonia" Thessaloniki airport	2.80
FROM railway, port and intercity coach terminals (KTEL)	0.95
Luggage surcharge for each piece of luggage weighing over 10kg	0.35
Taxis on-call: Standard surcharge:	1.70
Surcharge for pre-booking	2.80

****IF A TAXI DRIVER RECEIVES A CALL WHEN HE/SHE IS OUTSIDE THE NORMAL OPERATING AREA, HE/SHE SETS THE METER AT THE LOCATION WHERE THE PHONE CALL IS RECEIVED**

Airport to Cedefop: 9 kilometres

City centre to Cedefop: 15 kilometres

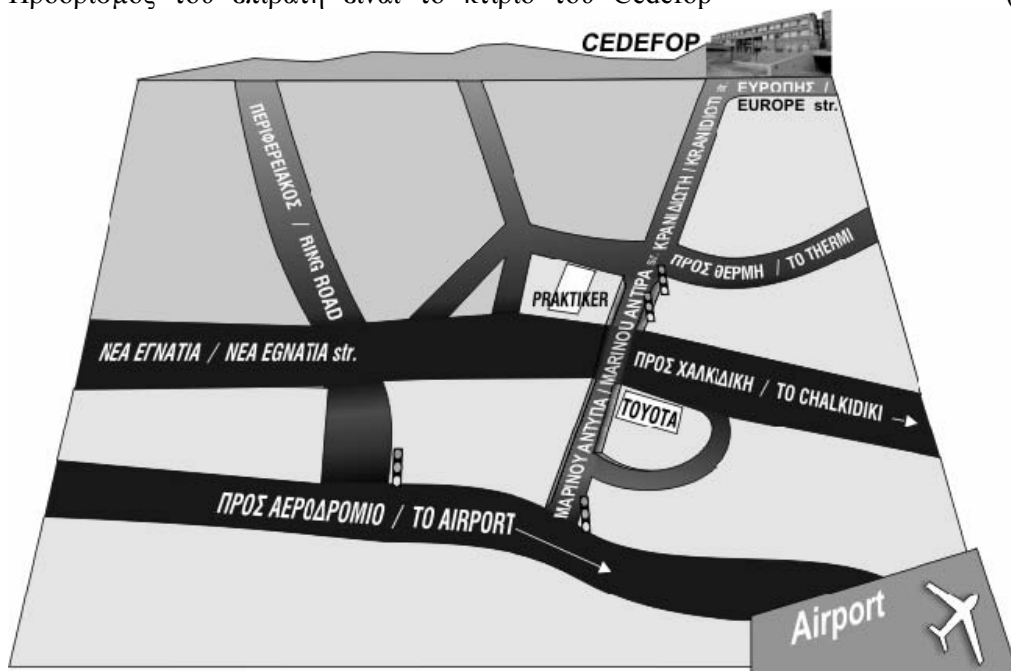
TO THE DRIVER / ΓΙΑ ΤΟΝ ΟΔΗΓΟ

The passenger wishes to go to the Cedefop office

Προορισμός του επιβάτη είναι το κτίριο του Cedefop

(upper right corner on the map)

(πάνω δεξιά στο χάρτη)





Arnaldo Abruzzini is Secretary General of EUROCHAMBRES, the European Association of Chambers of Commerce and Industry, the Brussels-based organization with 45 national Chamber members from all over Europe, from Russia to Portugal, from Iceland to Israel and 1 transnational Chamber organisation. EUROCHAMBRES represents more than 2,000 local Chambers of Commerce and Industry with more than 19 million member companies.

Mr. Abruzzini's main activities include lobbying at European level on socio-economic issues like enterprise and employment policies, as well as delivering services - to Chambers of Commerce as well as directly to companies at international level - related to market access, capacity building and trade and investment promotion.

He is still a member of several Boards of Directors and a shareholder in companies working in the IT and voice- and call-processing sectors.

Prior to joining EUROCHAMBRES in 1999, he has founded and managed several companies active in strategic development, marketing, communications and business consultancy in Europe and the United States. He has a solid financial background having worked previously in investment banking.

A native of Italy, Mr. Abruzzini is a graduate of the Rome University "La Sapienza".

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Jenny Bimrose is a Professorial Fellow at the Institute for Employment Research, University of Warwick. With over 30 years teaching, researching and managing in HE, recent and current research projects include: an investigation of the role of continuing vocational education in the career progression of adults; the use of qualitative, longitudinal methodologies to evaluate the effectiveness of careers guidance; the development of ICT systems to support end users in a range of careers organisations in their use of labour market information with clients; researching labour market information for the broad community of careers guidance practice; a study of the career development of older women; and approaches to integrating career theory with practice. Recently managed research projects recently have been funded by European organisations, including the European Social Fund and the European Union, together with national agencies (like DFES, DIUS, DWP, BIS, LSC, CfBT, the SSDA and its successor organisation, UKCES).

In addition to her research and teaching experience, Jenny has also acted as consultant for the Council of Europe on careers guidance, as well as trainer and consultant for innumerable UK careers organisations. Immediately before employment by the University of Warwick, she was Head of Centre for Training in Careers Guidance at the University of East London.

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Jens Bjornavold is working in the Brussels office of European Centre for Development of Vocational Training (CEDEFOP). Employed by the centre since 1996, his main focus has been on research and analysis related to transparency and recognition of qualifications and validation of informal and non-formal learning. In recent years he has been working on questions related to learning outcomes and how this influences education and training policies and practices, for example in the form of international and national qualifications frameworks. Bjornavold has been involved in the development and implementation of the European Qualifications Framework from the very beginning of the work in 2003-2004.. In the period 2000-2005 Bjornavold worked for the European Commission, DG Education and Culture. During this period he was closely involved in developing the EU lifelong learning strategy, the Copenhagen-Maastricht process in vocational education and training, the Europass and the European Qualifications Framework. Before entering the services of Cedefop and the European Commission, Bjornavold worked as a researcher and research co-ordinator in various Norwegian research organisations. His work concentrated on the link between education and work, with a particular emphasis on the role of adult education and training. He has published a number of reports, articles and books on these themes.

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Annie Boudier was born 1950 in Marseille (France). She was trained as a sociologist at the University of Hamburg (Germany) and completed her education with a post graduate degree of the College of Europe in Bruges (Belgium). She has worked 15 years in research and consultancy on the “Brussels’ scene” prior to joining Céreq (Centre d’Etudes et de Recherches sur les Qualifications) in 1992. Since that date she acts as Executive Officer for International Relations. To this end she encourages and coordinates Céreq’s activities in international matters, all of them linked to vocational education and training and qualifications. The two main aspects of these activities are joint research and investigations on the one hand and regular bilateral or multilateral relations with organisations of different European and non European countries on the other. In the last years she has been extensively involved in the European discussions generated by the Lisbon and the Copenhagen Summits in the field of vocational education and training (EQF, ECVET).

Normal 0

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Brigitte was recently appointed as “Rapporteur Général” of the « Commission Nationale de la Certification Professionnelle (CNCP)», the French national qualifications authority in charge of the National Qualification Framework , the “repertoire national des certifications professionnelles » (RNCP) registering French qualifications.

From 2006 to 2009 Brigitte was in charge of the coordination between public awarding bodys, to develop the certification on non formal and unformal learning outcomes (validation des acquis de l'expérience).

Her professional experience includes variety of positions in public service ; she was in charge of the monitoring of French Labour Agency and of AFPA, the most important public association for vocational education in France, and of labour market issues at the national level (ministry in charge of economy and employment).

She also formerly worked for vocational education of students in medecine in hospitals.

Brigitte is a graduate of the Law University of Paris II, of the Institute of Political Science in Paris and of the national public service school.

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Alan Brown is a Professorial Fellow at the Institute for Employment Research (IER) at the University of Warwick. He joined IER in 1996 and since 2002 has also been a part-time Associate Director of the UK's national ESRC Teaching and Learning Research Programme (TLRP) with responsibility for workplace learning and professional development. His current research, which has a strong international orientation, focuses mainly upon changing occupational identities, qualifications development, continuing vocational training, skill formation, organisational performance, networks and supporting knowledge sharing and development and learning in professional communities of practice. He was involved in the development of the National Guidance Research Forum (NGRF), a knowledge-sharing site that has considerable material on research and practice in careers guidance and research on lifelong learning and work-related learning.

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Mara Brugia joined Cedefop in 1993. She is Head of the Area “Enhanced Cooperation in Vocational Education and Training and Lifelong Learning”, in charge of supporting the implementation of the Education and Training 2010 agenda and the European cooperation process in VET and LLL, in close cooperation with the European Commission, the Member States and the Social Partners. The Area provides scientific expertise to the conceptual development and implementation of the common European tools (e.g. the EQF), carries out independent comparative studies addressing knowledge gaps in current research in VET and LLL and coordinates the Study visits programme for education and vocational training specialists in the Lifelong

Learning Programme.

She studied Economics at the University of Perugia, Italy and she holds a Master Degree in Economics, Politics and Law of the European Union.

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Aviana Bulgarelli is the Director of the European Centre for the Development of Vocational Training (Cedefop). During her tenure, Ms Bulgarelli has placed Cedefop at the forefront of European policy-making in the field. Before her appointment in 2005, Aviana Bulgarelli enjoyed a career which alternated between applied research and policy-making. As Director-General for Guidance and Vocational Training Policies at the Italian Ministry of Labour and Social Policies (2002-2005) she co-ordinated the Leonardo da Vinci Programme, the European Social Fund Community Support Framework and the relevant national programmes and policies. As a researcher in labour market and policy analysis issues, Ms Bulgarelli was Director of Research in the Italian Vocational Education and Training Research Institute (ISFOL) and Director of the Italian Programme and Policy Evaluation Unit of the European Social Fund. She has numerous academic books, international journal articles and conference contributions to her name.

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Dr. Joachim James Calleja is the Chief Executive of the Malta Qualifications Council of the Ministry of Education, Culture, Youth and Sport. Dr Calleja is a graduate of the Universities of Malta, Padua (Italy) and Bradford from where he obtained his PhD. He has been involved in vocational training since 2001 when he was appointed Administrative Director of the Malta College of Arts, Science and Technology. In 2004 he moved to the European Training Foundation in an Administrator grade and in 2005 he was appointed Chief Executive of the Malta Qualifications Council. Dr Calleja has lectured or given presentations in many European countries, in North Africa, the Middle East, Australia, the United States, China, South Africa and in South East Asia. He has published books and articles and edited various other publications. He is Malta's representative on the EQF Advisory Board, the ENIC-NARIC Networks. Dr Calleja is also the Mutual Recognition Coordinator for Malta.

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Gordon Clark has been, since early 2005, the Head of unit responsible for the coordination of lifelong learning policies and their contribution to the Lisbon process in the European Commission, DG Education and Culture. This includes responsibility for policy development and cooperation at EU level and between Member States based on the "Education and Training 2010 work programme". It includes management of the biennial reporting process of the Member States, Council and Commission on progress towards meeting the agreed objectives in relation to education and training under the "Lisbon Agenda" and also includes the development of the European Qualifications Framework. Between September 2008 and March 2009, Mr Clark was Acting Director for the Directorate responsible for "Lifelong Learning: horizontal Lisbon policy issues and international affairs". From 1999 to 2004, Gordon Clark was firstly responsible for the Commission's Europe-wide lifelong learning consultation process leading to its 2001 Communication "Making a European Area of lifelong learning a reality". Subsequently, he was in charge of the development of the Copenhagen process to enhance cooperation in the field of Vocational Education and Training (VET) policy - the Copenhagen declaration of 2002 - and its subsequent implementation, including the establishment of European tools and instruments related to quality assurance, transparency/Europass, non-formal learning, guidance and credit transfer. He was also responsible for the preparation and adoption, in December 2004, of the Maastricht Communiqué reviewing and updating the Copenhagen process and setting out, for the first time, agreed national priorities for VET.

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 Bruno Clematide, lic..phil.

- Director of Kubix Research and Development, Copenhagen
- Research and Development regarding VET
- Project Leader and Research Fellow in analyses of qualification requirements in different industries.
- Development of 'good practice' regarding 'new production concepts' in co-operation with enterprises, social partners, and authorities.
- Member of the project team in the Cedefop 'Changing Qualifications Study'

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Mike Coles worked in the chemical industry and was a chemistry teacher in schools before becoming involved in national educational developments in the UK. Currently he researches in the field of qualifications and skills at the Qualifications and Curriculum Authority in London. His research interests are qualifications systems, frameworks, credit systems and impact evaluation. Currently he is working on UK indicators for measuring the impact of VET reforms across the UK countries and supporting work on the new qualifications and credit framework in England, Wales and Northern Ireland.

Mike has worked with international organisations on qualifications systems (OECD, EU and the G8 countries). He was research adviser to the OECD on qualifications systems and is the main author of the book *Qualifications systems: bridges to lifelong learning*. Mike Coles was adviser to the European Commission on the development of a European Qualifications Framework and is also advising on aspects of implementation through the work of the Peer Learning Cluster on the recognition of learning outcomes. Mike also co-drafted the CEDEFOP publication on European Guidelines for the validation of informal learning which is based on the deliberations of the Cluster. There is strong policy development relating to NQFs in eastern Europe and Mike is currently working with the European Training Foundation in the Russian Federation, Ukraine, Central Asia and the Caucasus countries and is editing of a book on NQF development in 20 partner countries of the EU.

Email address: colesm@gca.org.uk and mike.coles@virgin.net

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Mirjam de Jong is manager international affairs of VAPRO, a consultancy and training organisation for human resource development in the chemical and process industries, based in the Netherlands and operating worldwide (www.vapro-international.com).

Mirjam's current activities focus on initiating and coordinating international projects in the fields of competency development and training, qualification and curricula development, workplace learning and accreditation of prior learning for the chemical and process industries.

Since 1998 she has led projects in new EU member states and in China and Indonesia. The projects in EU accession countries focussed on cooperation between vocational education and industry and involvement of social partners. She worked with federations of chemical industries, trade unions, national institutes for VET, companies and schools to improve the match between the supply of VET programmes and labour market demand in Hungary, Czech Republic, Poland, Romania and Bulgaria.

Mirjam is an active participant in European networks and EU funded projects. She was involved as expert in the EQF project TransEQFrame, financed by the EC (www.transeqframe.net). In the Leonardo projects ECTS and EQF for chemical workers, she explored transparency and comparability of competence profiles and qualifications of operators and technicians in the chemical/process industries with representatives from industry and education from 9 European countries (www.ects-chemie.de and www.eqf-chemie.de). Currently she works with the Workgroup Education, Training and Lifelong learning of the Sector Social Dialogue Committee Chemical Industry to prepare a project on the identification, assessment and validation of competences for operational personnel in the European chemical industry. Before becoming involved in qualification and curriculum development for the chemical and process industry in the Netherlands and abroad, Mirjam worked as a mechanic in the metallurgical industry and was teacher and trainer in technical schools and company training centres.

Email address: m.d.jong@vapro.nl

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Claudio Demartini, born in Turin in 1955, graduated in Electronic Engineering in 1979 at the Politecnico di Torino. After entrepreneurial experiences in electronic/computer sector, in 1987 he received a Ph.D in Computer and Systems Engineering. Academic researcher since 1990, became full professor in 1994 at the University of Udine, backing again at Politecnico in 1995. His scientific interests include distributed systems, wired and wireless computer networks, communications protocols, software engineering, formal specification techniques, semantic web, projects management and logistic systems.

Claudio Demartini authored several publications on international technical/scientific magazines, being co-author of a book on computer networks. From 1998 to 2003 he was a member of the National Committee for the Higher Technical Education and Training, as University representative. From 2003 he is in charge as Vice-

Dean of the Industrial Engineering and Management School of the Politecnico di Torino. From 2005 he is also Vice-Rector of Special Projects in the same institution, member of the National Committee for the Registry Office of the University Students and member of the Regional Committee for Higher Education in Piemonte.

Since 2008 he is also member of the Commission for the Reorganization of the Technical and Professional Education of the Ministry of Public Education.

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Michel Feutrie is currently Professor in Sociology of Education at the Université des Sciences et Technologies de Lille (USTL) and President of European University Continuing Education Network (EUCEN).

He has been from 1987 to 2007 Vice President of USTL in charge of continuing education and Director of the Continuing Service from 1986 to 2006. He has been appointed from 2002 to 2006 Rapporteur Général of the « Commission Nationale de la Certification Professionnelle (CNCP) », the new French Agency in charge of the French National Qualification Framework and of the national "Répertoire" (RNCP) registering all French qualifications.

He has published numerous articles and edited books in the field of university continuing education, lifelong learning issues and validation of non formal and informal learning.

His main current activities and contributions are shared between three fields :

- lifelong learning: mainly on the contribution of higher education to this perspective
- validation of non formal learning: leader of numerous working groups, contributor to the regulations, pioneer in implementation in universities,
- national qualification systems and development of methodologies in registration of qualification in national Répertoire.

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12.06.1947 in Burghaslach (Frankonia)

Studies in educational and social sciences, Erlangen and Berlin

Magister Artium (Education, Economics of Education), Technical University of Berlin

Assistant Lecturer (VET systems, VET reforms), Technical University of Berlin

Dr. phil. (History of VET), Technical University of Berlin

Since 1988 working with the Federal Institute for Vocational Education and Training (BIBB);

National co-ordinator of European VET-programmes (PETRA, LEONARDO);

Senior researcher: international comparative projects on qualifications, qualifications systems and qualifications frameworks;

Member of the working group for the development of the European Qualifications Framework and member of the VET working group for the development of a German Qualifications Framework

Since 2006 Head of 'International Monitoring and Benchmarking / European VET Policy'

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Peter KREIML is Director in the Austrian Ministry of Education, Arts and Culture. P. Kreimls professional experience started in 1972 by teaching in VET institutions and adult learning institutions, followed by scientific work in the field of leaning outcomes and teaching methods. From 1985 till 1995 he managed on behalf of the Education Ministry four VET institutions in Vienna and developed Curricula and policy frameworks for VET. Since 1995 he coordinates European policies and programmes at the national level. Mr. Kreiml also represents Austria in meetings of EU Directors General for VET, Advisory Committee for VET, Lifelong Learning Programme and participated in various EU-level negotiations in VET. He represents Austria in the CEDEFOP Governing Board and chairs currently the Board.

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Hans-Detlev Küller, born 1943 in Berlin, former Head of Department Education, Qualification, Research Policy within the DGB (German Trade Unions Confederation) is after his retirement now a self employed consultant in VET policy and free lance adviser for the DGB. At present he acts as an adviser European VET policy for DGB, for the ETUC (European Trade Union Confederation) and for German VET providers.

After finishing his studies in Business Administration in the Technical University of Berlin (Degree Diplom-Kaufmann) he started 1970 his career in the DGB as consultant.

Since 2005 he was responsible in the DGB for European VET, Leonardo Projects, CEDEFOP-Representation, EU social dialogue in LLL and DGB's Representative in the CEDEFOP Board (2005 to 2009), the Lifelong Learning Programme Committee, Brussels (2006 - 2009), the Advisory Council Vocational Training, Brussels (2005 - 2009) and the European Social Fund Committee, Brussels (2005 - 2009).

His Publications cover the issues Capital formation, codetermination policy, corporate governance, corporate social responsibility, corporate accounting and disclosure, European company law, social accounting, CVET counselling for workers and European VET policies.

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Since 2008 Isabelle Le Mouillour has been a researcher at Cedefop. She deals mainly with credit systems in education and training as well as qualifications frameworks. Her growing concern is the relationships between Vocational Education and Training and Higher Education, reflecting about opportunities for transition and recognition. She has been involved since 2003 in the development at European level of the European Credit System for Vocational Education and Training (ECVET) and currently member of the ECVET working group for Cedefop. Before joining Cedefop, she worked in the European Research and Policy Department of Federal Institute for Vocational Education and Training (Bonn, Germany) and at the Centre for Research on Higher Education (University of Kassel, Germany) on European policy both in VET and HE, as well as evaluation of ERASMUS.

Her recent publications include:

- Launikari, Mika; Le Mouillour, Isabelle; Musca, Angela; Psifidou, Irena (2009). European policy initiatives supporting individual learning pathways. Paper presented at the IAEVG conference on 3 June 2009. Jyväskylä. http://ktl.jyu.fi/img/portal/15150/CEDEFOP_Final_joint_paper_IAEVG.doc?cs=1244119525
- Bjornavold, Jens; Le Mouillour, Isabelle (2009). Validation, key to credit systems and qualifications (frameworks). In: European Journal of Vocational Training, Issue 48 (2009/03), September-December 2009 (to be published).
- Bjørnåvold, J./Le Mouillour, I. (2008). La validation des acquis d'apprentissage en Europe : un sujet d'actualité. In : Actualité de la formation permanente Nr. 212, Centre Inffo, pp. 75-83.
- Le Mouillour, I. (2008). Das Europäische Credit System für die berufliche Bildung (ECVET) – Möglichkeiten der Anwendung und Adaption in Deutschland. Beitrag 333-8.1. In: BIBB (2008). Zukunft berufliche Bildung. Potentiale mobilisieren, Veränderungen gestalten. 5. BIBB Fachkongress 2007. Ergebnisse und Perspektiven. WBV: Bielefeld. CD-Rom.
- Dunkel, T./Le Mouillour, I. (2008). "Through the Looking-Glass". Diversification and differentiation in vocational education and training and higher education, In: Descy, Pascaline; Tessaring, Manfred. Modernising education and training: fourth report on vocational training research in Europe: background report. Luxembourg: Office for Official Publications of the European Communities. In Zusammenarbeit mit Prof. Dr. Ulrich Teichler. http://www.cedefop.europa.eu/etv/Upload/Projects_Networks/ResearchLab/ForthcomingRepot/Volume-2/05-Dunkel.pdf.
- Fietz, G./Le Mouillour, I./Reglin, T. (2007). Implementing and developing a Credit System for Vocational Education and Training. Final Report. Documentation of the study carried out by f-bb/BIBB on behalf of the European Commission. BIBB Diskussionspapier Nr. 95. ISBN 978-3-88555-826-2. Bundesinstitut für Berufsbildung, Bonn.
- Dunkel, T./Le Mouillour, I. (2007). Qualifications frameworks and credit systems: a toolkit for education in Europe. European Journal of Vocational Training. Nr. 42/43 – 2007/3 – 2008, S. 218-239.

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Jean-François LEBRUN est le chef de l'unité "Conditions de travail et adaptation au changement" à la DG "Emploi, affaires sociales et égalité des chances". A ce titre, il organise les Forums européens "restructurations" (politique industrielle, fonds structurels et régions, outils d'anticipation, industrie automobile, PME, actions innovantes du FSE, accords transnationaux, industrie de la défense, changement climatique)

Il est entré à la Commission européenne en 1987. Il s'est principalement occupé de questions liées à l'emploi, aux aspects sociaux du marché intérieur, aux services de proximité, au dialogue social européen et au programme d'initiative communautaire EQUAL.

Jean-François Lebrun est diplômé en sciences économiques et maître en économétrie de l'Université Libre de Bruxelles (ULB).

Jean-François Lebrun is Head of unit "Working conditions and adaptation to change" in the DG "Employment, Social Affairs and Equal Opportunities".

In this context, he is in charge to organize the European restructuring Forums (industrial policy, structural funds and regions, anticipation tools, car industry, SMEs, innovative actions of the ESF, transnational agreements, Defence industry, climate change).

He entered the European Commission in 1987. He mainly dealt with questions related to employment, social aspects of the internal market, local and personal services, European social dialogue and Community initiative programme EQUAL.

M.A., Econometrics, Université Libre de Bruxelles.

B.A., Economics, Université Libre de Bruxelles.

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Marlies Leegwater

Ph.D., Head of the Bologna Secretariat; (www.bologna2009benelux.org) e-mail m.e.leegwater@minocw.nl
Mobile + 31 6 52367439

Marlies Leegwater joined the Ministry of Education, Culture and Science in The Netherlands in 1985. Her responsibilities ranged from development cooperation and cooperation with countries other than EU, internationalisation, policy analysis to quality assurance. From the start onward she has been involved in the Bologna Process and stimulated the development of shared generic descriptors for the levels of first, second and third cycle higher education, to ensure transparency in levels of these, for some countries, new qualifications. In 2007, when the three Benelux countries, Belgium, Luxemburg and The Netherlands provided the Secretariat for the Bologna Process through the offer of hosting the 2009 ministerial Conference, she became Head of the Bologna Secretariat which operates from the Ministry of the Flemish Community in

Brussels Belgium. Before she moved to the Bologna Secretariat she represented The Netherlands in the Bologna Follow-Up Group.

She graduated from the University of Amsterdam with a Master in Biology and a PhD in "Tsetse fly rearing", while being employed as a university researcher. Earlier she taught Biology at a VET school in Kenya.

She is born 26-01-1948 in Amsterdam, The Netherlands; married and has 2 adult children.

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Dr Petri Lempinen

Finnish Confederation of Professionals STTK, representing European Trade Union Confederation (ETUC)

Petri Lempinen is senior advisor in Finnish Confederation of Professionals STTK.

He is in charge of lifelong learning issues covering vocational training, higher education and further / continuous training. He has 20 years of experience on education politics from different points of views. Before his carrier in trade union confederation he has worked as civil servant, researcher and student activist.

In Finland mr Lempinen is a chair of Lifelong Learning Council, member of The Educational Evaluation Council and a board member in Skills Finland, Training Fund and AEL Adult Learning Center Foundation.

Since year 2004 Mr Lempinen has had a part-time work in European Trade Union Confederation ETUC as advisor in lifelong learning. Mr Lempinen has represented ETUC in several European Commission working groups (e.g. European Qualifications Framework, Quality assurance in VET).

Mr Lempinen is a vice-chairman of Cedefop Governing Board. For several years he has been a speaker of workers group in Advisory Committee of Vocational Training (ACVT), which is an official tripartite body by the European Commission.

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Christian Lettmayr, Deputy Director of Cedefop since April 2005, was born 1951 in Austria.

He has a master's degree in business administration and economics from the *Wirtschaftsuniversitaet Wien* and a master's degree in vocational and technical education from the University of Illinois in Urbana-Champaign, where he was a Fulbright scholar.

From 1985 until 2001 he was Deputy Director and - from 1994 - Director of the Austrian Institute for Small Business Research (now: KMUForschung Austria) in Vienna. In 2001 he took up an assignment with the European Commission, DG Enterprise, contributing to the benchmarking of enterprise policies and competitiveness analysis.

Mr Lettmayr has a background in socio-economic research and the management of research institutions. Through policy-oriented research and participation in various advisory groups he has contributed to the design and implementation of policies. As an entrepreneur, lecturer and member of various professional commissions he has hands-on experience of vocational training, the design of training courses and continuing education.

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Mrs. Karin Luomi-Messerer is an experienced project manager and team leader with more than 10 years of professional experience in the area of education (research and consulting). She is research coordinator at the 3s research laboratory, a non-profit research organisation in the field of lifelong learning on the interface between education and the labour market, one of the leading VET-research organisations in Austria. Her current research and consulting activities are focussing on the following topics: development of competences, practice-oriented education in higher education, and EU transparency tools in education policy (European Qualifications Framework/EQF, European Credit Transfer System in VET/ECVET) as well as related topics (learning outcomes, validation of non-formal and informal learning, quality assurance).

In her professional career she has been involved in research and consulting projects on national level (with public or private recipients) and on European level (Leonardo da Vinci, Socrates or Lifelong Learning Programme; European Commission). Presently, she is providing expertise on national and European level for the further development and implementation of the EQF/NQF and ECVET: Together with Jörg Markowitsch, she is supporting the Commission DG EAC in the development and implementation of the EQF, is coordinating

the project EQF-Ref (www.EQF-Ref.eu) and is involved as expert in several EQF projects financed by the EC (for example, TransEQFrame – www.transeqframe.net). She is also involved in a project supporting ECVET testing projects commissioned by the EC (www.ecvet-projects.eu). On national level, she is providing scientific expertise to the ECVET Implementation Group as well as the NQF Project Group in the Austrian Federal Ministry for Education, the Arts and Culture and the Austrian Federal Ministry for Science and Research.

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Jana Möhren is a Programme Manager at the Accreditation Agency for Degree Programmes in Engineering, Informatics, the Natural Sciences and Mathematics, ASIIN, Germany. She manages the Technical Committee for Mechanical and Process Engineering, supporting HEIs and peers, both nationally and internationally. She represents ASIIN in EU-sponsored Projects (LifeLongLearning, TEMPUS).

She acts as Secretariat for the European Accredited Engineering (EUR-ACE) Label Committee, a sub-organisation of the European Network for Accreditation of Engineering Education (ENAE).

She has studied at the University Passau, Germany, and at University Laval, Canada, and holds a degree in Languages, Business and Cultural Studies.

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Slava Pevec Grm works at Cedefop as senior expert in the Qualifications and learning outcomes team in Area Enhanced cooperation in VET and LLL.

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 director for development she was involved in overall development of the VET system as well qualifications and curriculum in Slovenia. She coordinated different development projects and prepared working papers for national discussion in the framework of the Copenhagen process (transparency of qualifications, European qualifications framework, credit transfer system, quality assurance, and validation of non-formal and informal learning). During the Slovenian Presidency in the first half of 2008, she was involved in many activities and events.

As a member of different national and international working groups (TWG on European Qualifications Framework, TWG on ECVET, and Cluster on Recognition of Learning outcomes) she has been contributing actively to the development of VET policy at national and the European level.

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Jordi Planas is a full time professor at the Universidad Autonoma de Barcelona (UAB), which he joined in 1978, teaching on: “Sociology of Education”; “Economics of Education”; “Politics and Educational Systems” and “Education and Labour Market”.

He’s also the Director of the GRET (Research Group on Education and Work), which is an Institutional research group of the UAB with 20 years of research trajectory. The main research topics of the GRET are: a) Initial education and training, continuous training and skills, b) Youth, training and employment, c) Educational, training and employment policies and their impact on the labor market, d) Technological and organizational innovation at the enterprises level, e) Methods and processes of skills and qualifications acquisition at the enterprise level.

He’s the Coordinator of the PhD Program at UAB’s Department of Sociology.

Much of her research work in recent years has focused on the analysis of “The Effects of the Educational Expansion in the Labour Market” in the European and Nord-American Countries. He is or had been the responsible for research networks on this subject as EDEX-EU, EDEX-México and ESFOREM involving more than 10 research groups from EU and Nord-american countries.

He had been “visiting professor” at the universities of Toulouse, Rome and Guadalajara (México). He has a wide and long experience in managing and promoting research at European level with European founds (European Expert at the CEDEFOP, Secretary of the European Science Foundation Network on Transition in Youth -1993-97, Scientific Coordinator to the international “EDEX – Education Expansion and Labor Market” group -TSER Program, and other national and international groups).

He was a long and wide experience in dissemination of the research results, (f.i. creating, during her CDEFOP’s stage, the program “Agora Thessalonikis”).

He had been member of the Editorial board of the “Vocational Training European Journal”, “Youth Studies” and “Formation-Emploi”.

He has been working also in Assessment and counselling for public policies on education and work at the local, national and international level.

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Manfred Polzin started his educational career as a teacher in History and German language.

After a few years in general secondary education he changed to Vocational Education and Training in the late eighties, where he remained until now. First at a VET College, but since 2002 as Senior Advisor on International Affairs at the MBO Raad, which is the Association for VET Colleges in the Netherlands.

Starting in 1995 with the first European Education projects under the Petra program, Manfred Polzin remained involved in European project management under the programmes of Leonardo da Vinci, Socrates and Grundtvig,

Next to these programmes he initiated and coordinated projects in Bosnia-Herzegovina, Romania, Russia and China about restructuring and modernizing VET. In 2006 Manfred Polzin combined his work at the MBO Raad with the function of Consultant to the European Commission on the subject of 'Making best use of resources'.

Although the topics of his involvement were multifarious, the problem of youth at risk and early school leaving was often addressed in the various projects. Furthermore Manfred Polzin led several study visits to other

countries and is regularly asked as a speaker on international conferences.

Manfred Polzin was born in Germany, came in his youth to the Netherlands and spent later some years in France as managing director of a travel agency, before returning to the Netherlands. He speaks German, Dutch, English and French. His multi-national background might explain his passion for Education without frontiers.

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Dr. Irene Psifidou is an education and training policy analyst working over the past seven years in this field.

Irene joined Cedefop, the European Agency for the development of Vocational Education and training (VET) in Thessaloniki (Greece) in 2004. In her capacity as VET expert, she is in charge of analysing, monitoring and evaluating education and training policies and programmes related to the implementation of the EU lifelong learning programme and more particularly, the European Qualifications Framework and learning outcomes approaches in VET provision, in close collaboration with the European Commission, stakeholders and networks at national and European levels.

Before joining Cedefop, Irene worked at the World Bank H.Q. in Washington DC on secondary education policy for developing countries, managing research projects on curriculum policy and teachers' training in transitional Balkan countries, supporting the World Bank's work on "Education for the Knowledge Economy".

Irene graduated from the Aristotle University in Thessaloniki (Greece) and completed her postgraduate studies in Spain. She got a master degree in International Studies and Developmental Cooperation for the Alleviation of Poverty from the University of Barcelona (UB) and a second Master degree in Applied Linguistics from the Autonomous University of Barcelona (UAB). Later, she got her PhD in Comparative Education Policy from UAB in collaboration with the Open University (UNED) in Madrid.

She is the author of a number of comparative research papers on curriculum policy and teachers' training published in scientific bulletins and journals and has contributed to numerous European and international conferences and symposiums.

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David Raffé is Professor of Sociology of Education at Edinburgh University, where he has worked since 1975. He is a member of the University's Centre for Educational Sociology and was its Director from 1987 to 2001 (jointly with Andrew McPherson to 1995). From 2002 to 2007 he was Director of Research for the University's School of Education. His research covers all stages of education and training from secondary onwards, with particular interests in education-work transitions, educational inequalities and education and training policy. He has participated in several European and OECD studies of vocational education and training, education-work transitions and qualifications reform, and he helped to pioneer the emerging field of 'home-international' comparisons of the home countries of the United Kingdom. His recent research projects include studies of the Scottish Credit and Qualifications Framework and other curriculum and qualifications reforms in Scotland, the Framework Implementation and Impact Study of the Irish National Framework of Qualifications (as a member of the study team), a review of national differences in education-work transitions and a comparative analysis of trends in inequality across the countries of the UK. He is currently a member of the team working on the CEDEFOP project on Changing Qualifications, led by Cambridge Assessment, which will report at this conference; and he is a team member of the International Labour Office project on National Qualifications Frameworks: Implementation and Impact. He has participated in several Scottish and UK policy committees and working groups, and he currently serves on committees of the Scottish Qualifications Authority and the Scottish Funding Council.

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Tarja Riihimäki works as Counsellor of Education in the Finnish Ministry of Education in the Department for Education and Science Policy, VET Division. Tarja Riihimäki is a former software analyst and teacher in a commercial college. She has also worked as a head of unit and principal in commercial college. Her main responsibilities in the Ministry are European Vet Policy and Quality Management in VET. She is the coordinator of Copenhagen process in Finland. Tarja Riihimäki represents Finland in meetings of Advisory Committee for VET (ACVT), Education and Training Coordination Group (ETCG), Lifelong Learning Program and Education Committee. She is also member of the Cedefop GB and Bureau and the ETF GB.

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Micheline Scheys is Project manager - interface between education and labour policy within the Flemish Ministry of Education and Training in Belgium. Micheline Scheys, a sociologist and former researcher, has been at the forefront of education and training policy-making for 15 years. She advises the minister, grounding strategic objectives and measures on trends in broader society, international education policy and innovative developments in relevant scientific fields. She is also responsible for the short- and long-term planning, the coordination, monitoring and evaluation of policies. As project manager at the crossroads of the policy areas education and training, labour and culture, she develops plans for the development and implementation of the overarching delivery strategy for lifelong learning. Her project aims at reinforcing the gearing of education and training for the labour market and vice versa, thereby ensuring the continuity and communication across sectors regarding the development of a National Qualification Framework, the Recognition of Prior Learning, the education and training supply, the possibilities for quality workplace-based learning etcetera. Through her membership of the DGVT and of the GB of ETF and CEDEFOP, she assists at developing VET in an European context.

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Tormod Skjerve is a seconded national expert from the Norwegian Ministry of Education and Research working as a senior expert in the European Centre for the Development of Vocational Training (CEDEFOP).

His main focus in the Centre is to work on the sectoral approach to Lifelong Learning, and the social partners' involvement and contribution to the European education and training processes.

He is in the Cedefop 'Qualification-team' with particular focus on the use of EQF in sectors and on VET in Higher Education. He is responsible for Cedefop's contribution to the Commissions' Long Term e-Skills Agenda, and represents Cedefop in the Commission ICT Cluster and the CEN/ISSS Workshop on ICT Skills.

From 1999-2006, Skjerve was Head of department in the Federation of Norwegian Commercial and Service Enterprises (HSH), responsible for the education and training policy and development of lifelong learning strategies in companies.

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Jakub Stárek (27) has bachelor degree in Adult Education and masters degree in Andragogy from the University J. A. Komenského in Prague. His professional experience includes variety of positions in private sector (especially in methodology of non-formal educational courses) and public service (expert in education, Councillor for Prague 6 district). He is currently employed as a Director of Adult Education Department at the Ministry of Education, Youth and Sports, where long-term strategies in adult education are mainly developed. He is also a member of several professional bodies – for example adviser to the European Commission (DG EAC) on Adult Education policy; member of and Czech representative to the Adult Education Working Group. At national level, he chairs the Board for Accreditation of Non-formal Education and is a member of Executive Committee of the Association of Adult Education Institutions. He is also responsible for investments into Adult Education in the Czech Republic via European Social Fund (over 400 mil. €). These include mainly national system projects (such as National Qualification Framework; Support of Lifelong Learning Centers; etc.), supporting access of citizens to adult education and increase the amount and quality of supply in adult education.

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Amelie von Zweigbergk is State Secretary at the Swedish Ministry of Education and Research. Her main areas of responsibility are adult education and financial support for students. Amelie has a LL.M degree from Uppsala University. Before joining the Ministry in 2006 when Mr Jan Björklund became minister, she was project manager at the Swedish Social Insurance Agency. Her political career includes being Information Officer at the Liberal Party Parliamentary Secretariat as well as being Press Secretary to Bengt Westerberg when he was Minister of Health and Social Affairs.

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Loukas Zahilas is Senior Expert in Qualifications and Learning Outcomes at the European Centre for the Development of Vocational Training (Cedefop). Born in 1960, he studied Chemistry and Information Technology. 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 Organisation for Vocational Education and Training (OEEK), but also in technical Institutes and the University of Athens. Before joining Cedefop in 2006, he represented Greece in various European bodies such as the Directors General for VET (DGVT), the Advisory Committee for Vocational Training (ACVT) and the European Training Foundation (ETF). He has also served as the National Europass Coordinator and National Liaison Officer for Study Visits Programme (NLO), and participated in the Technical Working Groups on the European Qualifications Framework (EQF) and the Credit System for Vocational Education and Training (ECVET).

Loukas Zahilas is currently working on the development and implementation of the European and national qualifications frameworks, the shift to learning outcomes, and sectoral approaches to lifelong learning.

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More information on the location and how to get there



Conference venue

The Cedefop's Conference "Qualifications for lifelong learning and employability" will take place on Monday 5th and Tuesday 6th October 2009 at:

Cedefop - European Centre for the Development of Vocational Training

Europe 123, 57001 Thessaloniki (Pylea), Greece

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Greece

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Find your way to Cedefop

From the airport or any part of the city or the city's suburbs, Cedefop (Europe 123, Pylea - Thessaloniki) is easy to access by taxi within maximum 30 minutes. A taxi will cost around 10 Euro, depending on the distance. In case the taxi driver does not know the address, tell him that Cedefop is near the "Praktiker" store.

Should you wish to call a radio taxi, upon arrival to Thessaloniki, please call one of the following numbers: (+30) 2310525000, 2310866866 and make your appointment. In general, taxis are easy to find, at the airport and all over the city; taxis are blue and white, and are easy to stop in the street. Please don't be surprised if other passengers are picked up along the way to your destination.

Secretariat and information desk during the conference

The Secretariat desk will be located at the conference venue, and will operate:

Monday, 5th October 2009, 9.00 - 17.30

Tuesday, 6th October 2009, 9.30 - 13.30

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Set on the northern shores of the Thermaikos Gulf that opens into the Aegean Sea, Thessaloniki is approximately 550 kilometres north of Athens and in close proximity to Chalkidiki's beautiful beaches. It is the metropolis of the region of Macedonia, one of Europe's oldest cities and the second largest city in Greece.

Founded in 316 BC by Cassander, King of Macedonia, the city was named after his wife, Thessaloniki, sister of Alexander the Great. It was here that Alexander the Great established the seat of his great Macedonian Empire, imparting a legacy that has left modern Thessaloniki dotted with the treasures, temples and monuments of one of history's greatest leaders.

Thessaloniki has the largest university in Greece, Aristotle University with about 95.000 students, which is one of the most established universities in the academic community in Europe.

The city of Thessaloniki today offers the visitor an exciting experience, as it possesses the second largest and most important port in Greece, the International Fair which attracts commercial interest from all over the world- offers cultural events, theatres, Modern Art galleries, libraries, some of the most exclusive stores in Greece, an immense variety of high standard recreational facilities and examples of modern architecture, art nouveau and eclecticism.

A few of the city's many attractions include the 16th century White Tower, Thessaloniki's many churches, in particular the 4th century Rotonda dedicated to St George, containing mosaics of the period, and the 8th century Agia Sofia, which was converted into a mosque during the Ottoman rule.

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How to Get to Your Hotel from the Airport

Please kindly note that there will be no welcome desk at the airport upon your arrival. You are kindly requested to make your own arrangements from the airport to your hotel. There is a taxi service outside the Arrivals hall of "Macedonia" Airport of Thessaloniki. There is also a bus service (bus number 78) operating 24 hours a day that links "Macedonia" Airport of Thessaloniki with the city centre.

Transfers

From all the hotels listed on the registration form, bus transfer from and to Cedefop will be provided from Sunday 4th till Tuesday 6th October 2009, according to the conference programme as well as to all social events. If you are late you can always take a taxi, as there is no convenient public transport to Cedefop.

Time

Greece is 2 hours ahead of Greenwich Mean Time (GMT +2) throughout the year.

Language

Greek is the official language but English is widely spoken as well as German and French.

Currency

The Greek currency is EURO. Credit cards are widely used in most establishments. Most currencies and traveller's cheques can easily be changed either at banks, hotels or money-changers with some handling charges.

Weather in October

Thessaloniki lies in the transitional climatic zone, so its climate has displayed characteristics of continental as well as Mediterranean climate. Average temperatures in October range from 21 °C to 11 °C.

Power supply

The standard current in Greece is 220 volts. Plugs are European standard with two round pins.

People & Life

Thessaloniki is a popular destination. You will certainly enjoy a pleasant and interesting stay in the city. People are friendly and happy to help with any questions. The atmosphere is unique during the day in the commercial and shopping centre, but especially during the evening, in the wide variety of bars, restaurants and theatres for entertainment. Thessaloniki is renowned for its unique location, along the Thermaikos Gulf, its sunsets, its long history, its monuments and museums as well as its distinguished cuisine.

Useful phone numbers

Police*	100
Tourist police station	(+30) 2310554870, (+30) 2310554871
Ambulance*	166
Fire*	199
Emergency phone**	112
Phone book information*	11888

**It refers to a local number and can be used only from a local phone.*

***It refers to a European number. After a recorded message in English and Greek, an operator receives the call in English, French or Greek, puts the caller through to the necessary service, and assists with interpretation, if necessary.*

Links

- > Information on Greece as a travel destination: <http://www.gnto.gr/?langID=2>
- > Thessaloniki International Airport Macedonia (SKG): www.hcaa.gr
- > Hellenic Culture: www.culture.gr
- > Area information on the prefecture of Macedonia: www.ellada.net

- > Travel information on Halkidiki: www.halkidikinet.gr
- > Weather in Thessaloniki: www.weather.yahoo.com/

E-mail this link to a friend.

E-mail to:

Sender:

Your E-mail:

Subject: