



Cedefop Newsletter no. 15 - September 2011

ISSN 1831-5259

[PDF version](#) | [Normal view](#) | [Permalink](#)

Main story



At greater risk: migrants and minorities face wider skills mismatch

Cedefop's recent research paper, *Migrants, minorities, mismatch? Skill mismatch among migrants and ethnic minorities in Europe* shows that migrants from outside the European Union - over half of the total migrant population of 6.8% of the employed population of the EU – typically find jobs beneath their real skills level ('overeducation'), while ethnic minorities are more likely to lack the educational level required by jobs ("undereducation"). So what can policy-makers do to make better use of these workers' potential?

Skills mismatch is one of the most persistent challenges facing today's labour market. Even in circumstances of high unemployment many jobs stand vacant because of a lack of qualified candidates. At the same time, many people holding higher educational qualifications have trouble finding a job. Clearly, a mismatch between skills and jobs is an issue for companies and individuals alike; as such, it has serious ramifications for the wider economy.

One way in which vacancies can be covered is through migration. But this has proven to be a blunt instrument: many migrants who come to fill specific jobs find themselves in limbo when the economy take a different direction; or, if they arrive as refugees, may not possess the qualifications or skills needed in their host country.

To complicate the picture, in many countries there is another group that may have a very different qualification profile compared to the general population – ethnic minorities.

Cedefop's recent research paper, **Migrants, minorities, mismatch? Skill mismatch among migrants and ethnic minorities in Europe** examines just these issues. It shows that migrants from outside the European Union - over half of the total migrant population of 6.8% of the employed population of the EU – typically find jobs beneath their real skills level ('overeducation'), while ethnic minorities are more likely to lack the educational level required by jobs ("undereducation").

Proportion of migrants in terms of employment by country and year

Country	2002	2004	2006	2008
Belgium	0.07	0.08	0.08	0.09
Denmark	0.05	0.05	0.07	0.06
Finland	0.03	0.02	0.04	0.03
France	0.09	0.07	0.09	0.07
Germany	0.08	0.09	0.08	0.09
Hungary	0.01	0.03	0.03	0.02
Netherlands	0.06	0.08	0.11	0.11
Norway	0.07	0.07	0.07	0.09
Poland	0.00	0.00	0.01	0.00
Portugal	0.09	0.08	0.08	0.08
Slovenia	0.09	0.09	0.09	0.08
Spain	0.06	0.10	0.11	0.13
Sweden	0.10	0.09	0.10	0.11

Switzerland	0.19	0.20	0.19	0.27
UK	0.09	0.09	0.10	0.10

NB: all figures refer to nationally weighted data.

To minimise the various forms of mismatch, the report makes policy suggestions. These include setting common standards for the recognition of qualifications acquired outside the EU; improving access to employment; and encouraging companies to offer more opportunities for on-the-job training.

Occupational distribution of migrants and ethnic minorities (European Social Survey 2008)

Occupation	All	Migrants	Ethnics
Legislators, senior officials, managers	8.2	6.3	4.5
Professionals	18.4	16.7	18.6
Technicians and associate professionals	20.1	14.5	16.4
Clerks	11.1	9.3	8.9
Service workers	13.9	17.1	17.0
Skilled agricultural and fishery workers	0.8	0.7	0.2
Craft workers	11.6	11.9	10.8
Plant and machine operatives	7.3	8.3	7.5
Elementary occupations	8.6	15.3	16.1
	100.0	100.0	100.0

NB: all figures refer to nationally weighted data; column 1 figures also include migrants and ethnics.

A central issue is the ability to transfer skills and qualifications acquired in the country of origin. While qualifications acquired in other EU Member States are widely recognised, recognition of non-EU qualifications is still patchy.

As an earlier Cedefop working paper pointed out, one of the reasons migrants are at a higher risk of unemployment and mismatch is because they face particular information problems: prospective workers may have less information about prospective companies and employers, while the latter may have difficulties evaluating migrants' skills. To overcome this, EU countries need to establish common standards for the recognition of skills acquired outside the EU. In addition, guidance and counselling at public employment services can help both migrants and minorities formulate better job applications and generally plan their careers more successfully.

Employers can also help by creating a workplace that makes better use of skills: workers who enjoy greater autonomy at work are more likely to engage their knowledge and skills in their job. Jasper Van Loo, the project manager responsible for the paper said: "Companies and employers could do more in terms of training, which would help to make better use of all workers' skills - whether they are 'overeducated' or 'undereducated'. And training in language would be particularly useful since language is one of the most typical barriers facing migrants and minorities.

The paper is based on data from the European Social Survey, which covers migration, and the European Labour Force Survey.

Links

- [Download the publication](#)

News from Cedefop



Vocational education and training in Poland

The latest in Cedefop's series of descriptions of national VET systems summarises Poland's socioeconomic background and planned reforms and explains how vocational education and training is

currently organised for young people and for adults.

Links

- [Download the publication: Vocational education and training in Poland](#)
- [Download the flyer: Spotlight on VET Poland](#)



Lifelong guidance across Europe: reviewing policy progress and future prospects

How far has Europe come in coordinating guidance policy, and improving access to guidance services and career management skills? A policy review (2007-2010) identifies improvements and remaining challenges.

Links

- [Download the publication](#)



Vocational education and training at higher qualification levels

This research paper, covering 13 countries and six sectors, examines the kind of higher qualifications that are currently offered within vocational education, including their features, governance patterns, and degree of academisation.

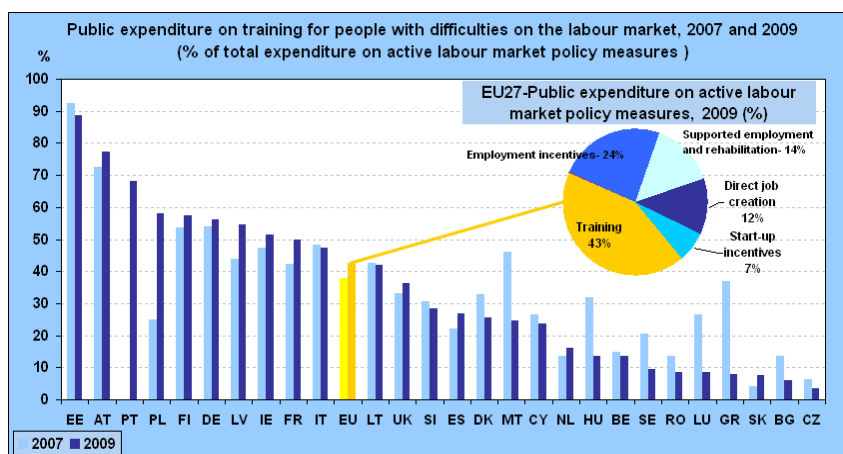
Links

- [Download the publication](#)



Training is the preferred means to improve employability for at-risk groups

In the EU in 2009, EUR 27.6 billion were invested in training as the most important and most reinforced public measure for helping individuals with difficulties on the labour market. Training is particularly important for those facing various difficulties (such as the unemployed or workers at risk of job loss) as well as disadvantaged groups. In recent years, public investment in training as part of active labour market policy measures had to be dedicated to an increased number of individuals with labour market difficulties, sometimes resulting in budgetary constraints in Member States.



Source: Cedefop's calculation, based on Eurostat, labour market policy database.

KEY POINTS

- In 2009, governments of EU Member States invested about EUR 27.6 billion in training

individuals with difficulties on the labour market (unemployed, employed at risk of job loss and inactive who would like to enter the labour market but are disadvantaged in some way). This was a 27% increase compared to 2007.

- At EU level, training continued to be the most important public measure of active labour market policy to increase employability for people with difficulties on the labour market. Among all labour market policy measures, the share of public expenditure devoted to training was highest (about 43% of the 2009 EU total) and, compared to 2007, increased by 4.6 percentage points.
- The share of expenditure on training (as % of total expenditure on active measures) was highest in Estonia, Austria, Portugal, Poland, Finland, Germany, Latvia, and Ireland (in 2009, 50% or more). High shares were also reported in France, Italy and Lithuania (between 40% and 50%); as well as in the United Kingdom (36%) and, to a lesser extent, in Slovenia (28%). In those 13 countries, training was the most financially supported measure of active labour market policy.
- Compared to 2007, public expenditure on training as part of active labour market policy increased in 14 countries. In 10 countries, increases were observed both in absolute terms (in million EUR) and in relative terms (share of total expenditure on active measures). In three further countries (Estonia, Belgium and Slovenia) expenditure on training increased only in absolute terms (but accounted for a smaller share of the total). In the UK, expenditure on training decreased in absolute terms but increased in relative terms. In the rest of the countries, public expenditure on training decreased both in relative and absolute terms.

Notes

Data originate from the Eurostat labour market policy database and are subject to its methodology. Data were processed by Cedefop and extracted from the Eurostat online database on 6 September 2011. In interpreting the data, possible differences in national labour market policy should be taken into account. The indicator considered is the percentage of total public expenditure on active labour market measures, devoted to training people. Expenditure devoted to passive support of at-risk groups (e.g. income support, early retirement) is excluded from calculations and comparisons.

Links

- [Statistics and indicators](#)
- [More statistics of the month](#)
- [Labour market policy database - metadata](#)
- [Labour market policy database – methodology](#)
- [Labour market policy database – integrations](#)



A new member of the Europass team

Ernesto Villalba-García joined Cedefop in June to work on the new Europass tool.

Ernesto Villalba, a Spanish national, who joined Cedefop in June, holds a PhD in comparative and international education from Stockholm University. Before coming to Cedefop he worked at the Centre for Research in Lifelong Learning of the European Commission's Joint Research Centre in Ispra, Italy, mainly on issues related to innovation in education. At Cedefop, he will be working on the development of the skills passport, a new Europass tool.



Glossary

Do we share a common language on training issues? For the EU-27, with its current 501 million citizens and single labour market, such questions are hardly academic: common understanding leads to common trust. The multilingual (DE,EN,FR) glossary attempts to make this understanding easier.

Links

- [Download the publication](#)
-

VET-Alert - September 2011 issue

A monthly selection of publications on vocational education and training.

This month's VET Alert, providing online access to new publications in vocational training, features our two latest Briefing Notes, several national studies about future skills, and a study of the impact of global rankings by the European Universities Association.

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

Links

- [VET-Alert - September 2011 issue](#)

EU Policy

Green Paper Modernising the Professional Qualifications Directive

This Green Paper is aimed at gathering stakeholders' views on a modernisation of the Professional Qualifications Directive (Directive 2005/36/EC).

This Directive, adopted in 2005, sets the rules for mutual recognition of professional qualifications between Member States. Beyond a few innovations, it mainly consolidated and simplified 15 previous Directives, some of which dated back to the 1960s.

The reform of the system of recognition of professional qualifications as a means to facilitate mobility is one of the priority actions proposed by the Commission in the Single Market Act. With the view to preparing this reform, the Commission wishes to consult stakeholders on new approaches to mobility ways to build on achievements and on the modernisation of the automatic recognition.

Submission of contributions by **20 September 2011**.

Links

- [Green Paper Modernising the Professional Qualifications Directive](#)

Evaluation of the Professional Qualifications Directive

This evaluation assesses the functioning of the European rules applying to the recognition of professional qualifications and identifies the remaining obstacles to the mobility of professionals.

The Professional Qualifications Directive was adopted in September 2005 and transposed in Member States between 2007 and 2010. However, since the Directive consolidates the rules set out in 15 previous Directives adopted from the 1960's onwards, the evaluation covers a much older acquis.

Since 2007, more than 100 000 recognition decisions have been taken under the Directive, enabling the mobility of 85.000 professionals. The most mobile professions are health professions, teachers, social/cultural professions and craftsmen.

Links

- [Evaluation of the Professional Qualifications Directive](#)

- [Summary of responses on the public consultation](#)
-

Reducing early school leaving in the EU

This study reviews the scale and nature of the problem of early school leaving in the EU.

It examines in detail how countries are trying to tackle this problem and identifies characteristics of effective policies, leading to a range of recommendations for European and national level actors in the future. The study is based on in-depth country research in nine Member States, as well as analysis of international and national literature.

Links

- [Reducing early school leaving in the EU](#)
-

Council Recommendation of 28 June 2011 on policies to reduce early school leaving

The Council adopted a recommendation on policies to reduce early school leaving which seeks to promote progress towards the Europe 2020 headline target of reducing school dropout rates to less than 10% by 2020 (as compared with 14.4% in 2009).

Reducing early school leaving addresses the Europe 2020 aims of both 'smart growth' - by improving education and training levels - and of 'inclusive growth' - by tackling one of the major risk factors for unemployment, poverty and social exclusion.

Member states are called upon to ensure that comprehensive strategies on early school leaving are in place by the end of 2012 and that these are implemented in line with national priorities and the Europe 2020 objectives.

Links

- [Council Recommendation of 28 June 2011 on policies to reduce early school leaving](#)
 - [Recommandation du Conseil du 28 juin 2011 concernant les politiques de réduction de l'abandon scolaire](#)
-

Council Recommendation of 28 June 2011 "Youth on the move" - promoting the learning mobility of young people

The Council adopted a recommendation on promoting the learning mobility of young people, which forms part of the Europe 2020 flagship initiative Youth on the Move.

Learning mobility, i.e. transnational mobility for the purpose of acquiring new skills, is one of the fundamental ways in which individuals, particularly young people, can strengthen their future employability, as well as their personal development.

The recommendation encourages member states to take appropriate steps in order to remove inter alia administrative and institutional obstacles which are still impeding progress in this area. At the same time, it fully respects member states' competences and responsibilities under national and European legislation.

Links

- [Council Recommendation on Youth on the move](#)

- [Recommandation du Conseil Jeunesse en mouvement](#)
-

Using ECVET for Geographical Mobility

This part II of the 'ECVET Users' Guide' explains the role of ECVET in facilitating the transnational mobility of learners. It presents some possible scenarios for using ECVET in this context.

It seeks to encourage ECVET mobility through explaining the added value and the potential of using ECVET for mobility.

It is part of a series of documents that constitute the '[ECVET Users' Guide](#)'.

Attachments

 [EN ECVET User guide Part II - Using ECVET for Geographical Mobility](#) (PDF 3754.62 Kb 25/08/2011)

Country reports on the Action Plan on Adult Learning

The Action Plan on Adult Learning "It is always a good time to learn" (2008-2010) provided for the first time a set of common priorities to be encouraged in the adult learning sector, introduced the sector to the Open Method of Coordination and thus initiated intensified European cooperation between its diverse actors.

Those country reports have been carried out, on behalf of the European Commission, by GHK in cooperation with Research voor Beleid. on the basis of country-experts' analysis of existing national literature and the Confintea IV-report and were used as background reports in the Final Conference on Adult Learning Action Plan in Budapest, 7-9 March 2011.

Links

- [Link to the country reports](#)
 - [Background reports from the final conference on the adult learning action plan](#)
-

Report on the mid term review of the Lifelong Learning Programme

During its first three years, the Programme has financed, with almost EUR 3 billion, transnational education and training activities promoting the modernisation of education systems in 31 European countries.

It has catered for 900 000 learning mobility periods of European citizens, of which more than 720 000 by students and almost 180 000 by teachers/trainers/staff. More than 50 000 European organisations have taken part in various forms of co-operation activities.

Reference: CCOM (2011) 413 final, 7.7.2011

Links

- [Mid term review of the Lifelong Learning Programme](#)
-

Report on the Social dimension of the Europe 2020 strategy

The Social Protection Committee (SPC) has issued this report on the "Social dimension of the Europe 2020 strategy" that examines actions to promote inclusion and reduce poverty, in line with the strategy's headline targets.

Links

- [Report on Europe 2020's social dimension](#)
-

Decision on the European Year for Active Ageing and Solidarity (2012)

Parliament endorses 2012 as the European Year for Active Ageing and Solidarity between Generations.

European Year shall facilitate the creation of a sustainable active ageing culture, based on a society for all ages and on solidarity between generations. National, regional and local authorities as well as social partners, businesses and civil society should promote "active ageing" and do more to mobilise the potential of the rapidly growing population in their late 50s and above.

This should be done through conferences and events, information campaigns, exchange of information and good practices, but also by commissioning surveys and studies, focusing on social and economic impact of active ageing.

Links

- [Decision on the European Year for Active Ageing and Solidarity between generations](#)
-

Programme of the Polish Presidency of the Council of the European Union

A new Trio of Presidencies of the Council of the European Union with responsibility for the functioning of the Council of the Union European has begun with Poland.

Poland, who has taken over the reigns from Hungary, is holding the presidency from July – December 2011 and will be followed by Denmark (January – June 2012) and then Cyprus (July – December 2012).

The main objective of the Polish Presidency shall be that of leading the European Union towards faster economic growth, and an enhanced political community.

Links

- [Programme of the Polish Presidency](#)

Working with us

Promoting adult learning for vulnerable groups in Europe: Financing instruments and accompanying measures

AO/RPA/PLI-RCDCR/Financing vulnerable groups/014/11

The ultimate aim of this contract is to identify/design effective combinations of financial instrument(s) and accompanying measures to increase participation in adult learning/CVET of vulnerable groups and specifically the low-skilled, migrants and older people, both employed and unemployed, and to provide policy recommendations at national and EU level, including the design of the pan-European financial instrument(s).

The tasks foreseen under this contract will be performed by the Contractor upon signature of separate order forms issued by Cedefop. The content of each order form will be finalised between the Contractor and Cedefop in line with the tender and shall stipulate the specific tasks and deliverables, the timetable, the budget, the human resources/experts to be allocated.

This call has been published in the Supplement to the Official Journal of the European Union 2011/S 164-270052 of 29/08/2011.

Deadline of submitting tenders: 10/10/2011 (17h00 for hand-delivered tenders).

Requests for additional information/clarification should be received by **30/09/2011**.

The answers to such requests, if any, will be published under this banner, therefore please visit Cedefop's website frequently for updates.

If you are downloading these documents from our website, kindly send us an e-mail c4t-services@cedefop.europa.eu notifying us

■ Deadline:10/10/2011

Attachments

 [EN Tender dossier - Financing vulnerable groups \(312.76 Kb\)](#)

Short-term Sectoral-Based Anticipatory System for labour market trends and skill needs

AO/AREA/ARANI/Sectoral Based Anticipatory System/017/11

The ultimate aim of this framework contract is to build up a short-term Sectoral-Based Anticipatory System (SBAS) for labour market trends and skill needs at European level. To this end the framework contract establishes the terms of 4 work assignments aimed at: (1) Development of a suitable SBAS prototype(s) based on a well-defined model design, and preliminary feasibility assessment of the implementation of the System; (2) Implementation and validation of the selected model at an experimental stage, including the definition of institutional and managerial aspects; (3) Further refinement of the System, knowledge transfer and draft guidelines on all the methodological and operational aspects of the System; and (4) Technical and research assistance at the operational phase.

The implementation of each subsequent work assignment is conditional on the acceptance by Cedefop of the approaches proposed by the contractor in previous work assignments. In case the feasibility assessment yields a negative result (1st work assignment), within the scope of the following work assignment the Contracting Authority might ask the Contractor to concentrate solely on developing a "SBAS toolkit" (summarising concepts, methodologies, data and tools) that can be used as a reference model to support transfer of the most promising approach to European Member States.

This call has been published in the Supplement to the Official Journal of the European Union 2011/S 170-279087 of 06/09/2011.

Deadline for submission of tenders: 20/10/2011 (17h00 for hand-delivered tenders).

Requests for additional information/clarification should be received by 11/10/2011.

The answers to such requests, if any, will be published under this banner, therefore please visit Cedefop's website frequently for updates.

If you are downloading these documents from our website, kindly send us an e-mail (c4t-services@cedefop.europa.eu) notifying us.

■ Deadline:20/10/2011

Attachments

Learning for career and labour market transitions – individual biographies

AO/RPA/GRUSSO-ABARA/Narrative learning transitions/015/11

Based on qualitative individual biographies, the study will investigate how learning can support workers' transition on the labour market. It will generate a deeper understanding of the multiple dimensions underlying individual approaches to career transitions and learning. It will contribute to the development of a comprehensive model that will accommodate the different ways in which learning can support labour market transitions. This model will be used to inform Cedefop's research agenda on the topic of how adult and work-based learning can help people to better manage careers and working-life transitions, to set the stage for future analyses, and to pave the way for policy recommendations

This call has been published in the Supplement to the Official Journal of the European Union 2011/S 170-279093 of 06/09/2011.

Deadline of submitting tenders: **17/10/2011** (17h00 for hand-delivered tenders).

Requests for additional information/clarification should be received by 07/10/2011.


The answers to such requests, if any, will be published under this banner, therefore please visit Cedefop's website frequently for updates.

If you are downloading these documents from our website, kindly send us an e-mail (c4t-services@cedefop.europa.eu) notifying us.

■ Deadline:17/10/2011

Attachments

 [EN Clarifications 1](#) (18.61 Kb)

 [EN Tender dossier - Narrative learning transitions](#) (474.41 Kb)

Agenda

Meeting of the High Level Group on Education and Training Policies

■ Dates:21/09/2011 - 21/09/2011 ■ Venue: Brussels ■ Country: Belgium ■ Cedefop involvement: Not applicable

Objectives and content

- next generation of EU programmes for education
- Europe 2020 Strategy: good investments in education and reforms

Participants

- high level officials from EU Member States' ministries of education
- representatives of the Directorate General for Education and Culture of the European Commission

Learning later in life – uncovering the potential of investing in an ageing workforce

■ Dates:21/09/2011 - 22/09/2011 ■ Venue: The Education, Audiovisual and Culture Executive Agency (BOU2), Brussels ■ Country: Belgium ■

Cedefop involvement: Co-Organiser

This two-day international seminar on learning later in life and the impact of investing in an ageing workforce will be an international assembly of researchers, policy-makers and experts.

It will contribute to the European Year for Active Ageing and Intergenerational Solidarity 2012 by providing a solid basis

for further work.

The seminar will take place at

The Education, Audiovisual and Culture Executive Agency (BOU2)
Rue Colonel Bourg, 115
1140 Evere (Brussels)
Belgium

You can register for the workshop by filling in the form attached below.

Please note that the number of participants is limited.

Registration is closed

Links

- [Call for papers: Learning later in life](#)
- [More information about this event](#)

Attachments

 **EN** [Draft programme \(last update: 13/09/2011\)](#) (PDF 147.30 Kb 31/08/2011)

Knowledge sharing seminar for organisers of study visits 2011/12

■ Dates:22/09/2011 - 23/09/2011 ■ Venue: Macedonia Palace Hotel, Thessaloniki ■ Country: Greece ■ Cedefop involvement: Organiser
The objective of the seminars is to inform organisers about recent developments in education and training in Europe and give them practical advice on what makes for a good quality study visit. It is also an opportunity for them to meet experienced organisers and to draw on their experience and knowledge about how to organise successful study visits. The organisers are nominated by the National Agencies.

Links

- [Previous knowledge sharing seminars](#)

Developing cooperation between VET, higher education and adult learning in response to the challenge of lifelong learning

■ Dates:23/09/2011 - 23/09/2011 ■ Venue: Warsaw ■ Country: Poland ■ Cedefop involvement: Participant
The main aim of the conference is to underline the importance of the cooperation between different sectors of education with reference to the educational needs of youths and adults. Discussion on the topic of lifelong learning linking vocational training, adult education, higher education with such areas as competitiveness, entrepreneurship and labour market will be the leading theme of the conference.

A study visit will be organised under Study Visits programme on the week preceding the conference.

Links

- [More information about this event](#)
- [Study visit "Raising quality of VET in cooperation with employers and higher education"](#)

Attachments

Meeting of the Directors General for VET and adult learning

■ Dates: 24/09/2011 - 27/09/2011 ■ Venue: Cracow ■ Country: Poland ■ Cedefop involvement: Participant

Objectives and content

- cooperation between VET, higher education, employers, social partners and stakeholders
- importance of learning languages in VET
- adult learning with regard to learning while working
- presenting the information concerning vocational education and training in Poland
- monitoring the progress in implementing the „Copenhagen process“ for vocational education and training

Participants

- directors general for vocational education and training from 27 EU Member States
- representatives of adult learning sector from 27 EU Member States
- representatives of the EC (the directorate of lifelong learning policy: VET, adult education)
- representatives of **Cedefop** and ETF
- representatives of ECOTEC
- representatives of European social partners
- observers from non-EU countries
- representatives of candidate countries

Links

- [More information about this event](#)
-

Multilingual competences for professional and social success in Europe

■ Dates: 28/09/2011 - 29/09/2011 ■ Venue: Warsaw ■ Country: Poland ■ Cedefop involvement: Not applicable

The aim of the conference is to show the impact of multilingual competences on professional and social lives of European citizens.

The debates during panel sessions and workshops will focus mainly on the following issues:

- the process of acquisition of multilingual and multicultural competences within the framework of formal, informal and non-formal education
- using foreign languages both for communication purposes, economic development and social inclusion
- the impact of the situation on the labour market on the increased demand for language services as well as the necessity of closer cooperation between business and education.

The conference will also provide an opportunity to mark the 10th Anniversary of the European Day of Languages.

Links

- [More information about this event](#)
-

Labour market integration of immigrants in Europe – Implications for guidance policy, practice and research

■ Dates: 29/09/2011 - 30/09/2011 ■ Venue: Thessaloniki ■ Country: Greece ■ Cedefop involvement: Organiser

The peer learning event will be targeted at 40-50 European and national policy- and decision-makers, researchers, experts and practitioners, who show a professional interest in multicultural guidance and issues linked to the labour market integration of immigrants.

The objectives of the peer learning event are as follows:

- to map out the current state of affairs in the area of guidance provision for immigrants in Europe as well as to act as a driver for the exchange of information and best practices between Member States;
- to identify how guidance policy and practice should be further developed to support the labour market integration of immigrants across the European Union in the coming years; and
- to provide directions and input to the forthcoming Cedefop in-house study reviewing specific guidance measures launched by the Member States to support the labour market participation of immigrants.

The starting point of the event is the fact that career choices are becoming more complex due to greater careers diversification and multiplication of career-related transitions over the human lifespan. This is a tremendous challenge for immigrants who often are not that well informed or knowledgeable about the local labour market, nor necessarily even familiar with the concept of career. Therefore, national authorities in cross-sectoral policy and strategy cooperation (education, labour, youth, social and health care) as well as local and regional guidance services should more intensively work on removing barriers to learning and working for newly-arrived, second and third generation immigrants. Against this reality, the event will explore how guidance policy, practice and research could be further developed to support the labour market integration of immigrants across the European Union in the coming years.

For further details of the event, see the attached draft agenda and the background note.

Attachments

 [EN Background note](#) (DOC 1114.00 Kb 26/07/2011)

 [EN Draft agenda](#) (DOC 91.00 Kb 26/07/2011)

World Skills London 2011

■ Dates:05/10/2011 - 08/10/2011 ■ Venue: London ■ Country: United Kingdom ■ Cedefop involvement: Not applicable

WorldSkills London 2011 will be the world's largest, international skills competition with young people from across the globe competing to be the best of the best in their chosen skill.

150,000 expected visitors will see 1,000 competitors from 50 countries/regions competing in 45 skill areas over four exciting days of competition.

Visitors can Have a Go at dozens of skills ranging from electronics to plumbing, creative arts and fashion to cabinet making.

Links

- [WorldSkills London 2011](#)

Green skills and environmental awareness in VET

■ Dates:05/10/2011 - 05/10/2011 ■ Venue: London ■ Country: United Kingdom ■ Cedefop involvement: Co-Organiser

In 2010, the European Centre for the Development of Vocational Training (Cedefop) undertook research into current and future skills and training needs of employers for nine key occupations which will be affected by the development of the resource efficient and green economy. The project is aimed at eight European countries: Finland, Germany, Greece, Hungary, Italy, the Netherlands, Slovakia and the UK.

The objective of the study is to identify challenges and priorities for green skills so as to ensure that education and training systems can respond to demand expressed by businesses and benefit from the transition to sustainable, smart

and inclusive growth.

The project is using interviews with experts from employer associations and training providers, surveys of employers and training providers and analysis of secondary data and policy literature. National reports for each country and a European synthesis report will be provided.

The purpose of the workshop will be:

- to share the findings of the draft report;
- to gain feedbacks based on expert knowledge of the occupation and country;
- to provide experts with an opportunity to contribute to policy recommendations for the final report.

Forecasting skill supply and demand in Europe:

■ Dates:06/10/2011 - 07/10/2011 ■ Venue: Athens ■ Country: Greece ■ Cedefop involvement: Organiser

Cedefop organises the 11th technical workshop on European skills forecasting, with the participation of experts from Skillsnet, Cedefop's international network on early identification of skill needs.

The aim of this workshop is to present an overview of how the improvements made in 2010 have been built in the general modelling framework and to discuss and validate in detail the results of new skills demand and supply forecast.

The participation in this workshop is restricted and requires invitation from Cedefop.

For more information on the forecasting project, please visit the [Forecasting page](#) on Cedefop website.

Mobility as a tool to acquire and develop competences from childhood to seniority

■ Dates:17/10/2011 - 19/10/2011 ■ Venue: Sopot ■ Country: Poland ■ Cedefop involvement: Not applicable

The aim of the conference is to launch the discussion on the role and potential of mobility in formal and non-formal education under Lifelong Learning Programme and Youth in Action Programme. It is foreseen:

- to present the offer and disseminate the results of both programmes
- to present system and legal solutions for creating mobility conditions and recognition of mobility results
- to present the possible ways of using mobility to develop programmes of intercultural education.

The conference will create a forum for the exchange of views on better ways of using the mobility results for social development and establishing institutional facilities which will guarantee high quality of mobility in the next generation of EU programmes.

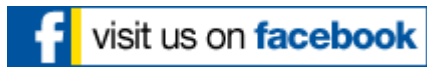
Links

- [More information about this event](#)

News from the Member States



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



Published by Cedefop

Editorial responsibility: Area Communication, Information and Dissemination

News from Cedefop: Press Service

Agenda and European policy: Library and Documentation

Working with us: Human Resources and Procurement

Technical support: ICT and Web management services

Copyright © European Centre for the Development of Vocational Training, 2011

All rights reserved

Cedefop's mission

Disclaimer / Copyrights

If you wish to unsubscribe, please visit the [My Account](#) page