



Cedefop Newsletter no. 9 – February 2011

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Main story



Fostering innovation, creating jobs: agencies showcase their work at the European Parliament

What is it that the decentralised EU agencies do, and how does their work affect citizens' lives? An exhibition at the European Parliament explored some of the issues they work on. One of the themes was innovation for employment. Cedefop was there to discuss how vocational education and training can contribute.

The week-long exhibition organised by the 29 decentralised agencies at the European Parliament featured a round table discussion on the role of education and innovation in creating jobs. EU agencies: the way ahead (31 January to 3 February), aimed to offer Members of Parliament and other guests a panorama of the agencies' activities.

The round table which apart from Cedefop Acting Director Christian Lettmayr included MEP Britta Thomsen (DK), Markus Schwertel of the European Programming Unit of CISCO Systems, and the directors of other EU agencies, was recorded by European Parliament Television.

Another person participated in the event via Skype link – not a surprising choice for Skype co-founder and former CEO Linnar Viik. Asked by BBC journalist Diana Madill what is most needed to spur innovation he answered; "The right mindset. Europeans need to get more into an entrepreneurial mood. They should take more risks. When we started out on Skype we didn't really know where we were heading. We wanted to create an unforgettable user experience but were not aware of the huge business potential of Skype. People should not be afraid of making mistakes – they can learn a lot from them."



Cedefop Acting Director **Christian Lettmayr**,
European Ombudsman **Nikiforos Diamantouros**
and MEP **Georgios Stavrakakis**

But as several panel participants pointed out, policy plays a crucial role in creating a climate favourable to innovation. The European Union has a pivot function in the regulation of markets – for example in the creation of a single digital market – and in the transfer of best practices. Learning from one's own mistakes may be very good thing, but learning from others' good practices is just as valuable. Not coincidentally, Viik said that the most innovative environments tend to

be those that bring into contact entrepreneurs and people from various academic disciplines.

The panel agreed that governments and social partners are jointly responsible for creating strong links between education and employment, and for supporting lifelong learning and language skills as a means of stimulating European business and ensuring social cohesion. But creating the right links and networks is paramount. As Acting Director Christian Lettmayr pointed out, "Cedefop has been forecasting skill needs for some years now. But it is not enough to identify these needs. We have to be able to translate them very quickly into targeted education and training".



Commission Vice-President **Maroš Šefčovič** opening the exhibition

Opening the exhibition, European Commission Vice-President Maroš Šefčovič and MEP Jutta Haug warmly welcomed the agencies' initiative. Mr Šefčovič underlined the importance of the agencies to the daily work of the European Union. Ms Haug added that this exhibition will raise awareness among Members of Parliament of the agencies' various contributions.

Main photo, clockwise from left: Juan Menendez-Valdes (Eurofound), Diana Madill (BBC), Markus Schwertel (CISCO), Cedefop Acting Director Christian Lettmayr, Britta Thomsen (MEP), Gailė Dagiliene (Translation Centre).

Links

- [Exhibition website](#)

News from Cedefop



An inclusive view to curriculum change: a workshop discusses innovation and reform

Learning outcomes-based curricula are meant to be holistic, flexible, motivating and inclusive both for teachers and learners. But if they are to be successful, teachers must be properly trained, learning environments must be properly designed and learning outcomes must be carefully defined and assessed. Nor should reforms focus too much on outcomes: learning inputs and pedagogical processes should not be neglected when developing VET curricula. These were among the topics discussed at a recent Cedefop workshop.

Open debate in the 'World Café' model was a distinguishing feature of Cedefop 2nd International Workshop on Curriculum Innovation and Reform that took place on 20-21 January in Thessaloniki.

Participants discussed current developments in the entire cycle of curriculum development - from design to delivery to learners' assessment. The focus was on how learning outcome-based approaches to curricula affect the learning process, and on what benefits they bring for learners.



Irene Psifidou, Cedefop, Renato Opertti, IBE-UNESCO, David Istance, OECD

Four World Café sessions were set up, centred on the following questions:

- How does the emphasis on learning outcomes in curriculum policies change the role curricula can play in education and training – and how?
- To what extent do learning outcome approaches put learners at the centre of the learning process, and make learning more inclusive?
- How do current curriculum and assessment policies allow vocational training to fulfil its dual role: helping learners to become more competitive in the labour market, while ensuring social inclusion for disadvantaged groups?
- Is there any evidence to suggest that learners actually benefit from these new approaches?

The discussions among 45 senior experts - policy-makers, researchers and practitioners - from more than 20 European countries adopted a global perspective, bringing experience from Europe, Latin America, Asia, South Africa and Australia into play.

Links

- [Workshop website](#)



Labour-market polarisation and elementary occupations in Europe – Blip or long-term trend?

Between 1998 and 2008, occupational polarisation emerged for the first time in Europe not only in terms of low- and high-paid jobs: labour demand rose for both high-skilled and elementary jobs.

Much of the phenomenon of labour-market polarisation can be traced to macroeconomic trends and structural changes in sectors. The rising supply of non-national workers is also a factor in this, while technological and task content changes seem to play a minor role.

In light of the continuous shift towards a tertiary-based economy, together with the predictable changes in consumption models and lifestyle of European societies, it is likely that a relative increase of elementary occupation is bound to persist also in the next future. However specific policies, including vocational education and training, could potentially favour a process of occupational upgrading in the future, reducing the polarisation trend.

Links

- [Download the publication: Labour-market polarisation and elementary occupations in Europe - Blip or long-term trend?](#)
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Employment-related mobility and migration, and vocational education and training

In the European labour market, worker mobility can help address regional imbalances. Yet migrant workers often face difficulties in negotiating the labour market at their destination.

This paper reviews ReferNet research reports from several European countries on the problems migrant workers face, and examines whether these workers could benefit from vocational training.

The answer is a tentative 'yes'. Difficulties in the labour market can often be due to a lack of social capital, i.e. the network of contacts that help individuals to move proficiently within a social environment. Training institutions which involve social partners and local communities can effectively fill this gap for migrant workers.

Links

- [Download the publication: Employment-related mobility and migration, and vocational education and training](#)



A common language for quality – Cedefop's new glossary of terms in education and training

The rising demand for education and training has led to a great expansion in the provision of education services. But this expansion raises concerns about quality. Do we understand what knowledge or skills a training programme offers? How can we judge whether a course of study is effective? Do we share a common language on these issues, and are we sure we correctly understand the terms employed?

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.

Cedefop's new glossary of terms on quality in education and training is meant to promote communication and understanding between countries. It is intended for all stakeholders in education and VET, researchers; experts; those involved in improving learning curricula; and education and training providers.

While it does not represent an exhaustive inventory of the terminology used by specialists, the glossary – an updated and extended version of Quality in training / La qualité dans la formation published by Cedefop in 2003, takes into account recent EU policy developments, including the creation of the European qualifications framework for lifelong learning (EQF) and the development of a European credit system for vocational education and training (ECVET).

Links

- [Download the publication: Glossary "Quality in education and training" \(EN/FR\)](#)



Study visits: New catalogue and call for applications

Would you like to explore education and training issues with your peers in other European countries? Are you interested in expanding your professional network? Do you wish to learn more about education and training policy and practice across Europe? Then perhaps it's time to participate in the EU's Study Visits Programme.

The study visits, coordinated by Cedefop on behalf of the European Commission, are addressed to those who are responsible for the development of education and vocational training policies at local, regional or national levels.

They welcome, among others, directors of education and vocational training establishments, guidance centres and validation and accreditation centres; teacher trainers; education and training inspectors; and representatives of employers associations and trade unions. 97 % of participants are very satisfied with their experience in the programme.

The next application round, which will run between 8 February and 31 March 2011, concerns study visits scheduled between September 2011 and February 2012. A total of 140 visits hosted by 27 countries will take place during this period.

The programme is open to nationals and residents of any of the 27 EU Member States, as well as the EFTA countries (Iceland, Liechtenstein, Norway, and Switzerland) and candidate countries (Turkey and Croatia).

All relevant information, including application forms and the catalogue detailing the study visits, is available at: <http://studyvisits.cedefop.europa.eu>.

Links

- [Download the publication: Study visits catalogue 2011/12](#)

VETAlert – February 2011 – Focus on green skills and jobs

The **February 2011 issue of VETAlert** is now available for download at the following address: http://www.cedefop.europa.eu/EN/Files/201102_VETAlert.pdf

In this issue you will find many documents and publications on the topic of green skills, green jobs and green economy.
Have a look!

Impressum and how to subscribe

VETAlert is a monthly selection of publications on vocational education and training available from Cedefop's bibliographic database [VET-Bib](#).

VET-Alert is a collaborative product of ReferNet and Cedefop's Library.

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



The Internet and emerging opportunities for learning

The Internet is widely, and increasingly, consulted for self-directed learning, and for offers in education and training. But participation in online courses is still not common, and only rising slowly.

Links

- [Cedefop's Statistics and indicators section](#)
- [Eurostat Community survey on ICT usage in households and by individuals](#)
- [Eurostat Community survey on ICT usage - Data](#)
- [Eurostat Community survey on ICT usage - Metadata](#)
- [Eurostat Community survey on ICT usage - Related methodology](#)
- [2011-2015: Benchmarking digital Europe](#)
- [EU Action Programme for Lifelong Learning](#)
- [A digital agenda for Europe](#)

EU Policy

Commission launches action plan to reduce early school leaving

The Commission has just approved an action plan that will help Member States to achieve the Europe

2020 headline target of reducing the EU average rate of early school leavers to under 10%, from the current level of 14.4%, by the end of the decade.

The Commission's new initiative outlines the situation across Europe regarding early school leaving, its main causes, its risks for future economic and societal development, and proposes ways to tackle the problem more effectively.

The Commission's proposals will be discussed by Education Ministers during their Council meeting on 2-4 May in Brussels. Member States will be invited to adopt comprehensive strategies based on this framework by the end of 2012 and to implement them through their national reform programmes.

Links

- [Tackling early school leaving. A key contribution to the Europe 2020 Agenda COM\(2011\)18 of 31.1.2011](#)
- [Proposal for a Council Recommendation on policies to reduce early school leaving COM\(2011\)19 of 31.01.2011](#)
- [Staff working paper "Reducing early school leaving " SEC\(2011\)96 of 31 January 2011](#)

Policies to Support Youth – Thematic Review 2010 by the Employment Committee

Empowering young people and creating favourable conditions for them to develop their skills, to work and to participate actively in society is essential for the sound economic and social development of the European Union. Particularly in the context of globalisation, knowledge-based economies and ageing societies it is crucial that every young person is given the possibility to fulfil his or her potential.

This report by the Employment Committee describes the implementation of policies chosen by Member States to support youth during the current economic challenges. It illustrates the practices and instruments put into effect in different countries, existing bottlenecks and subsequent priorities for further reform.

Links

- [Policies to support youth - Thematic review 2010](#)

Towards a greener labour market

This report by the EMCO Temporary Working Group on Employment and Climate Change, aims to improve the evaluation and monitoring of climate change policies on the labour market.

It animates the ongoing debate on the implications of the greening of the economy for the formulation of European and national employment policies.

The report embodies a broad policy-based approach on employment and environmental change, while acknowledging the complex inter-linkages between environmental sustainability on the one hand, and labour markets on the other. In particular it answers to a number of green questions, such as:

- How to define the scope of green jobs?
- Which are the green policies affecting labour markets?
- What are the expected labour market impacts?
- How to quantify green jobs
- What about the international dimension?
- Any impact on quality in work?
- What are the implications for policy formation?

Links

- [EMCO goes green](#)
-

Commission Staff Working Document on the functioning and potential of European Sectoral Social Dialogue

This document aims to take stock of the main achievements of the European sectoral social dialogue and to review the functioning of the European sectoral social dialogue committees.

It highlights the dynamics, outcomes and potential impact of the committees' work since 1998, and identifies possible improvements with a view to extending the scope and quality of the consultation and negotiation processes.

Links

- [Commission Staff Working Document on European sectoral social dialogue](#)
-

ECVET Magazine No 3 - January 2011

The latest issue of the ECVET Magazine is available to download. The topics of this issue:

- an editorial by Stefano Di Giusto from the Education, Audiovisual and Culture Executive Agency;
- an article about the project ASSET;
- an article about the project VaLOGReg;
- synthesis of the results of the projects seminar in Prague;
- an article about linking ECVET and ECTS by the project Be-TWIN;
- a series of newsitems

Attachments

 [EN ECVET Magazine](#) (PDF 1854.37 Kb 01/02/2011)

Commission Regulation (EU) No 88/2011 of 2 February 2011 on the production and development of statistics on education and lifelong learning

This Regulation lays down rules for the implementation of Regulation (EC) No 452/2008 as regards the collection, transmission and processing of statistical data in Domain 1 on education and training systems.

This Regulation shall enter into force on the twentieth day following that of its publication in the Official Journal of the European Union. It shall apply from 1 January 2012.

Links

- [Commission Regulation \(EU\) No 88/2011 of 2 February 2011 on the production and development of statistics on education and lifelong learning](#)

Agenda

Education, Youth, Culture and Sports Council

■ Dates: 14/02/2011 - 14/02/2011 ■ Venue: Brussels ■ Country: Belgium ■ Cedefop involvement:

The Education, Youth and Culture (EYC) Council brings together education, culture, youth and communication Ministers around three or four times a year. It usually adopts its decisions by a qualified majority and in codecision with the European Parliament.

The European Community's aim is to contribute to the development of quality education, the implementation of a vocational training policy and the flowering of Member States' cultures, bringing the common cultural heritage to the fore, while fully respecting the responsibility of the Member States for defining the content of teaching and vocational training and organising education and vocational training systems, as well as their national and regional cultural diversity.

Links

- [Event website](#)

Building on the skills forecasts: comparing methods and applications

■ Dates:17/02/2011 - 18/02/2011 ■ Venue: Cedefop, Thessaloniki ■ Country: Greece ■ Cedefop involvement: Organiser
Cedefop, the European Centre for the Development of Vocational Training, is organising a two-day international technical conference on Skills demand and supply forecasting in Thessaloniki on 17-18 February 2011.

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

The event website as well as the registration form is available [here](#).

Human Capital in Regions and Cities: Drivers for Sustainable Growth and Jobs

■ Dates:28/02/2011 - 28/02/2011 ■ Venue: Brussels ■ Country: Belgium ■ Cedefop involvement:
With the Europe 2020 strategy, European leaders have earmarked skills and human capital as a key priority for action and investment.

European regions and cities have a special and ever-important role to create, mobilise and increase human capital, which in turn leads to greater social, economic and territorial cohesion.

Which regional actions and best practices have proven to be most successful? Which regions excel in utilising and attracting human capital, and what are the lessons for less successful peers? How can European cohesion and employment policies effectively contribute to human capital formation at the regional and city level?

European TalentDay

■ Dates:25/03/2011 - 25/03/2011 ■ Venue: Budapest ■ Country: Hungary ■ Cedefop involvement:
The first European Day of Talented and Gifted (in short: European TalentDay) will be held during the Hungarian EU Presidency, in Spring 2011.

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

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

Links

- [European Talent Day](#)

News from the Member States



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

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