

THE SPEAKERS, SESSION CHAIRS, PANEL MEMBERS and PRESENTATION ABSTRACTS



João Delgado is an official of the European Commission since 1988 and at present he is the Head of Unit in charge of promoting European policy cooperation on Vocational Education and Training. Also, he manages the *Leonardo da Vinci* programme, which supports European transnational traineeships schemes and innovative projects in the area of Vocational Education and Training. He worked previously in other departments of the European Commission (Regional Policies, Development Aid, and Employment) and in the banking sector and also as an attorney in Lisbon, Portugal. He studied Law at the Catholic University of Lisbon, European Studies at the College of Europe in Bruges, and he holds a Masters Degree in Executive Management from the Solvay Business School, Brussels.



Jordi Curell is a lawyer and is the Director responsible for *Lifelong Learning: horizontal Lisbon policy issues and international affairs* in the European Commission's Directorate-General for Education and Culture. This includes supporting, developing and implementing lifelong learning policy with particular regard to the key role of education and training in the Lisbon strategy, its external dimension and the role of the agencies and the Jean Monnet Programme. It also includes supporting the establishment and long-term development of the European Institute for Innovation and Technology (EIT) activities as a world-class innovation institution. Since 1986, Jordi has worked in different positions in the European Commission, including in DG Employment, where he was responsible for coordinating the preparation and implementation of the European Social Agenda.



Hanne Shapiro is head of the Centre for Policy Analysis, Danish Technological Institute. She has more than 25 years experience in comparative analyses, evaluations and policy advice regarding framework conditions for enterprises that promote sustainable competitiveness and innovation. Hanne was advisor to the Danish Globalisation Council regarding the future design of education and lifelong learning policies so that Denmark by 2015 would be the most competitive, innovative and cohesive society. She was subsequently appointed as an independent expert by the Danish Minister of Education in the Commission for Future Proofing of Vocational Education and Training in Denmark. She has also contributed substantially to an inter-ministerial strategy for firm-based innovation. She has carried out numerous studies on different aspects of innovation- most recently for the European Commission's DG Education & Culture – on good practice of entrepreneurship, innovation and creativity in European education systems. She has been involved in the conceptual design and implementation of the OECD/CERI study on systemic innovation processes in VET. This includes country reviews in Germany, Mexico, and Australia and contributions to the Danish review. She was a core member in the Maastricht study "VET systems and their contributions to the Lisbon Agenda".



Barbara Dorn is Director for Education/Vocational Training of the Confederation of German Employers' Associations (BDA). Her key activities are the coordination of position making processes in the field of education and vocational training, the development of strategic position papers and the representation of the employers' side at national, European and international level. Dr. Dorn coordinates co-operation processes with all relevant national and European institutions in the field of education and vocational training and participates actively in their working groups and committees. Main tasks are the supervision of BDA committees for education and vocational training and the counselling of employers' associations in the field of education and vocational training. Dr. Dorn is member of the BUSINESSEUROPE working group on employment and skills and vice-president of the CEDEFOP Management Board.



David Guile is Reader in Education in the Faculty of Policy and Society of the University of London Institute of Education, and Course Leader of the MA course *Lifelong Learning* and the MA course *Education and Technology in Clinical Practice*. He is also a founding member of the *Centre for Work-based Learning for Educational Professionals and Professionals who Educate* and of the Education and Social Science Research Council Research (ESRC) Centre *Learning and Life chances in the Knowledge Society*. David specialises in work-based learning, and vocational and professional education and has undertaken research funded by the European Union (FP4/TSER, ADAPT, EQUAL), CEDEFOP, and the ESRC. David is co-editor (with Professor David Livingstone, University of Toronto) of the Sense Publishers Series *Education and the Knowledge Economy*. His book *The Learning Challenge of the Knowledge Economy* will be published by Sense later this year.



Gabriele Stöger graduated in Theatre and Political Science at Vienna University. Her post-graduate studies are in Museums Communication. She has set up of a regional industrial museum, she has taught museum communicators and art teachers in Austria and in other European countries. Since 1990 she is a freelance cultural mediator in the field of museums, working mainly with apprentices in Austria's dual initial VET system and in adult education. She has been involved in the European projects "Adult Education and the Museum", "Museums, Key workers and Lifelong Learning", "ARTEMIS" and "weReurope" as a moderator, lecturer and researcher on participation and lifelong learning.



Ben Butters has been at EUROCHAMBRES since January 2008. EUROCHAMBRES, the European association of Chambers of Commerce and Industry, represents and serves the interests of 2000 local and regional Chambers and their 19 million business members from 45 countries. As Director of EU Affairs, Ben coordinates the association's engagement in a wide range of business-related policy areas at EU level, notably enterprise, education & training, innovation, the internal market, climate change, better regulation, economic reform and consumer law. Having completed a Business degree and masters in European Politics and then worked in international publishing, Ben moved from his native UK to Brussels in the mid-nineties. From a traineeship in the European Commission, he went on to be a researcher to a Member of the European Parliament and then a manager for an association of business incubators. In 2001, Ben created a not-for-profit company providing EU policy support to UK business organizations, which he ran until joining EUROCHAMBRES.



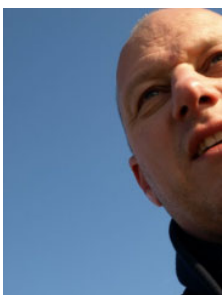
Peter Hogdson is President of EfVET, the *European Forum for Vocational Education and Training* and Director of a VET College in the UK. He has over 25 years experience in management within the VET sector and works extensively within the European Education and Training arena from policy to practical implementation of reforms. His knowledge and experience lies in the development of VET and lifelong learning at all levels. As President of EfVET he represents the voice of over 1500 member institutions across Europe. Peter is also active on the Executive Board of EUCIS – the *European Civil Society Platform for Lifelong Learning*.



Fritjof Karlsson works at the upper secondary unit at the Swedish Ministry of Education and Research. He is specialized in initial VET and involved in the ministry's work related to the "Copenhagen process". Fritjof was responsible for the development of the Swedish government's strategy on entrepreneurship education. Having a background as a reporter, Fritjof has been teaching journalism at upper secondary and post-secondary level. For several years Fritjof worked at the National Agency of Education, among other things with development of curricula and syllabi.



Joël Decaillon was elected Confederal Secretary of the ETUC at its Congress in Prague May 2003 and re-elected in Seville in 2007. He is responsible for employment, sustainable development, trade and globalisation and lifelong learning issues. From 1975 to 1989, he was Secretary of the Railway workers' trade union. From 1989 to 2000, he was a member of the European Economic and Social Committee and Vice President of the Economic and Social Committee (Environment 1992/1994). Since 1991, he has been a Member of the Executive Committee CGT, responsible for CGT's European and International activities. Since 2001, he has been a Member of the French Economic and Social Committee. Since 1999, he has been a Member of the Executive Committee of the ETUC. He holds a higher education degree in European Law from Paris I- Sorbonne.



Hessel Oosterbeek (1959) is an economist at the University of Amsterdam specialized in economics of education, impact evaluation and development economics. He is a member of the EENEE network of experts and was the country coordinator for the Netherlands in the EEEPE project. Recently he is involved in research projects on financial rewards in education, peer effects and class size.



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 the overall development of the VET system as well as of qualifications and curriculum in Slovenia. She coordinated different development projects and prepared working papers for national discussion in the framework of the Copenhagen process. During the Slovenian Presidency in 2008, she was involved in many activities and events. She has contributed to the development of VET policy at national and European level 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).



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 initiates and coordinates 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. Before getting 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.



Paul Santelmann is Director of Foresight Analysis (*Directeur de la prospective*) at the General-Directorate of the Association for the Vocational training of Adults (*Association pour la formation professionnelle des adultes, AFPA*). He is an expert on continuous vocational training systems (both in terms of functioning and evaluation), on work transformation, and on employment and insertion policies. From 1982 to 1997, he was responsible for several training and insertion policies and schemes for young people, first at regional (Nord Pas de Calais) and then at national level. He is also lecturer at the University Paris 1- Sorbonne and at the CNAM (*Conservatoire National des Arts et Métiers*), a French institution dedicated to continuous higher education for students and working professionals, research in science and technology and to the management and dissemination of this knowledge. He is the author of several books and articles on vocational training and qualifications.

PRESENTATION ABSTRACTS

Systemic innovation in VET

Dr. Hanne Shapiro, Danish Technological Institute

The management of change within complex systems is a key challenge to education policy makers. Agendas of new skills in the context of job creation and growth set new requirements to VET, high drop-out rates and early school leavers have put VET systems under pressure to reach out to under-served communities. In response to reform agendas aimed at making VET systems more responsive and providing greater choice, vocational education and training institutions have adopted new pedagogical practices, professionalized teaching and counseling, and reformed curriculum. However, the *adoption* of such practices often reflects a process of *adaptation* rather than the creation of new processes and practices that genuinely lead to sustainable innovations. The knowledge about which type of skills and abilities that are critical to fostering innovative behavior and what type of learning environments that are inductive to innovation is fragmented. One reason could be that VET systems are deeply rooted in social, cultural, and economic patterns. Due to these roots, VET institutions are difficult to change and sometimes are even obstacles to innovation. Yet, the dynamics of change in education systems whether being bottom-up driven by communities of practitioners or top-down are not well understood. As we look to VET institutions and practitioners to nurture creativity and entrepreneurial behavior through changing practices and learning environments, it is important not to neglect a systemic perspective in order to understand how VET systems and within those VET practitioners go about initiating innovation, what are the processes involved that can enable and scale promising innovations with wide system impact?

Conceptions of creativity and VET

Dr. David Guile, University of London Institute of Education

Creativity has been the subject of considerable scholarly discussion in recent years. There have been two significant outcomes: a shift from individual to collective conceptions of creativity; and a recognition that other concepts, such as, innovation, have affinities with the concept of creativity. The result has been the emergence of multi-faceted conceptions of creativity: creativity as the evolution, enlargement and transformation of activity. In parallel, the continuing impact of global economic change has triggered a re-thinking of VET. In addition to its historic concern for initial vocational formation, VET is now equally concerned with continuing formation and reformation.

Taking these developments in combination, the presentation will formulate a conceptual framework to analyse examples of how VET is, in each of the above modes, responding 'creatively' to the consequences of globalisation. The presentation will highlight: (i) the macro enabling role of European and/or national policies for VET; (ii) meso generative role of institutions and stakeholders in identifying regional issues for VET to address; and, (iii) micro generative role of teams to devise bespoke solutions to those issues. Based on this analysis, the presentation will conclude by outlining a number of issues for further consideration by policymakers, researchers and practitioners.

The (Almost) Undiscovered Potential - Exploration and Analysis on Creativity and Innovation in Initial VET

Dr. Gabriele Stöger, *lege_artis*, Austria

After 20 years of experience in project work with Austrian apprentices it can be stated that in general the creative potential of this particular group of 15-19 year olds is undervalued. Commissioned by the Austrian Federal Ministry for Education, Arts and Culture *lege_artis* investigated the relevance of creativity and innovation (according to the European Year 2009) in European IVET systems. Taking into account learning in formal and non-formal context, in the course of the research training regulations of 12 selected trades in 7 EU countries (AT, DK, HU, NL, PL, PT and UK) were analysed. Examples of good practice in formal or non-formal learning contexts were collected, with special regard to the EU Year of Creativity and Innovation, in order to draft recommendations how to promote creativity and innovation in IVET in Austria and beyond. Summing up the findings and the material provided by experts and officers from institutions in 7 selected and other EU countries, key issues are: creative (learning) environments inside and outside training institutions; the training of trainers/teacher; participation; taking risks; responsibility and self-directed learning; failure as added value; mentoring and last but not least engaging in culture and arts.

The impact of entrepreneurship education on entrepreneurship skills and motivation

Prof. Hessel Oosterbeek, University of Amsterdam School of Economics and EENEE network of experts

This presentation will discuss the impact of a leading entrepreneurship education programme on college students' entrepreneurship skills and motivation using an instrumental variables approach in a difference-in-differences framework. We exploit that the program was offered to students at one location of a school but not at another location of the same school. Location choice (and thereby treatment) is instrumented by the relative distance of locations to parents' place of residence. The results show that the program does not have the intended effects: the effect on students' self-assessed entrepreneurial skills is insignificant and the effect on the intention to become an entrepreneur is even negative.