



*skill*set AND **MATCH**

**CEDEFOP'S MAGAZINE
PROMOTING
LEARNING FOR WORK**

 **CEDEFOP**

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**MAIN STORY:
SKILLS FOR JOBS AND JOBS FOR
SKILLS, IN THE ROBOT ERA**

**FEATURE:
ENGAGING SMEs IN APPRENTICESHIPS**

**INTERVIEWS:
PETER CAPPELLI, MICHELINE SCHEYS
JASON HOLT, KATE TETLEY
TOMASZ SARYUSZ-WOLSKI**

MEMBER STATES: DENMARK



The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training.

We provide information on and analyses of vocational education and training systems, policies, research and practice.

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in the **best** of times
in the **worst** of times

JAMES CALLEJA

CEDEFOP DIRECTOR



The very busy autumn at Cedefop highlighted the needed fusion between the world of education and that of work

”

Cedefop's 40th anniversary was a highlight among recent activities bringing the centre closer to key European stakeholders. It was both logical and fitting to celebrate a landmark in the history of vocational education and training (VET) in Europe.

Charles Dickens' *A Tale of Two Cities* begins by saying that in 1859 'it was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us...' Set in London and Paris, the novel tells the story of two men, Charles Darnay and Sydney Carton, similar in appearance but very different in character.

Like Darnay and Carton, vocational training and employability may look similar but are quite different. Many Europeans are living in the best of times; others, unfortunately, in the worst of times. This emerged from Cedefop's activities on apprenticeships and SMEs, the European skills and jobs survey, the policy-learning forum on learning outcomes, and cooperation with the European Economic and Social Committee and Eurofound on work organisation and workplace learning.

The very busy autumn at Cedefop highlighted the needed fusion between the world of education and that of work. Learners and workers, more than ever before, have blended profiles: research, policy analysis, policy learning, and reform in VET must ensure that what people know and learn to do, they can use in places of work.

The imbalance between the two worlds demands determination to invest in quality jobs that sustain people's lives. Cedefop surveys show that people possess skills that fail to match available jobs or do not help them find a job. Quality jobs are what countries must create to ensure bonding between the worlds of education and employment. In this, VET providers and social partners can be excellent implementers.

engaging **SMEs** in apprenticeships

TURNING IDEAS INTO REALITY



More than 180 participants from 28 countries shared ideas and discussed various ways of working together to help European small and medium-sized enterprises (SMEs) increase their use of apprenticeship at Cedefop's conference in Thessaloniki (9-10 November).

Ideas ranged from a European network for promoting apprenticeships to training in-company trainers, from tasters for would-be apprentices to campaigns to engage small businesses. These ideas will help develop European projects. Various funding avenues were also presented.

Welcoming participants, Cedefop Director James Calleja said: 'SMEs, who are drivers of economic growth and job creation, are natural partners with vocational education and training (VET), which provides the skills they need.'

SENSE OF ACCOMPLISHMENT

He argued that apprenticeships give a sense of accomplishment to learners, adding: 'Data from Cedefop's European skills and jobs survey indicate that people whose studies involved work-based learning are more likely to find a good job.'

Cedefop promotes the European alliance for apprenticeships and supports apprenticeship programmes. Mr Calleja offered a simple justification: 'The core values of VET lie in quality apprenticeship programmes.'

He noted that 'apprenticeships give young people the security of a pay packet and dignity of a recognised qualification, both prerequisites for employment.' He said that the SME sector represents a huge potential market for apprenticeships: 'Unlocking it requires far greater focus and resources.'

Antonio Ranieri, Cedefop's Head of Department for Learning and Employability, which organised the conference, underlined that apprenticeship is making a comeback in many countries. More young people now see it as an opportunity.

VALUING APPRENTICES

Leading British SME employer Jason Holt, CEO, Holts Group of companies, who has won awards and honours for his contribution to promoting apprenticeship, was the keynote speaker: 'I am the SME voice in the room and I really value apprentices: they are the future of my business.'

Mr Holt told participants that in the UK '85% of SMEs say they can't grow because they can't find talent. So,' he added, 'we must focus on what small businesses want.'

In her video message to the conference, European Commissioner for Employment, Social Affairs, Skills and Labour Mobility Marianne Thyssen



noted the crucial role SMEs play in Europe’s economy, stressing that they can be ‘excellent providers of work-based learning, including via apprenticeships that will give our jobseekers the skills that are really needed in today’s and tomorrow’s labour market.’

Ms Thyssen argued that ‘SMEs can make major gains with the right organisation and incentives. For example, in Austria, two thirds of apprentices are in SMEs; and in Germany, nearly 30% are in micro-companies.’

FUNDING OPPORTUNITIES

The Commissioner mentioned European Union funding through Erasmus+ and the European Social Fund to promote apprenticeship schemes in small and medium-sized enterprises: ‘With this investment we hope to stimulate a substantial increase in their supply.’

She expressed her hope that a result of the conference would be ‘further ideas and inspiration on how to boost apprenticeships in Europe’s SMEs; and that SMEs will be empowered and helped to provide opportunities for young people with a springboard to good and rewarding work.’

Closing the event, Cedefop Deputy Director Mara Brugia praised the project ideas presented, and gave a commemorative gift for best contribution to France’s Meriem Dadou.

Speaking about Cedefop’s role in promoting apprenticeships, Ms Brugia noted: ‘We want to set up a systematic process to accompany countries and stakeholders on their apprenticeship trip. Apprenticeship partnerships should pave the way for

SMEs: THE BACKBONE OF EUROPEAN ECONOMY

- SMEs employ **2/3** of the European workforce
- represent **99%** of all businesses in the EU
- have created **85%** of new jobs in past five years
- but, fewer than **1 in 4** offer apprenticeships

sustainable long-term exchanges and cooperation. We help countries build capacity and support policy learning. In 2017, we plan to investigate the launch of apprenticeship schemes for adults. We expect all conference ideas to develop into European cooperation projects.’

More on the European apprenticeship conference



Scan to watch Commissioner Thyssen’s video message





by ROSY VOUDOURI

growing business with apprentices

JASON HOLT

BRITISH ENTREPRENEUR

In my experience, the bond created between an apprentice and an employer is very special



A leading SME employer in the UK, Jason Holt is a firm believer in apprenticeship. His academy serves the country's jewellery sector. The UK government asked him to lead a review on apprenticeship in 2012 and he won honours and awards for his contribution. He was a keynote speaker at Cedefop's European apprenticeship conference and told *Skillset and match* the experience was an eye-opener.

You have been involved in apprenticeship for years. How did that come about?

I saw how positive apprenticeships were for my own business. On the back of apprenticeships my business grew both in economic terms and in terms of the people in it; full of talented people. We started training for ourselves, but then realised that we could train for other businesses, so we ended up supplying the apprentices we weren't taking on to the rest of the sector and became the sole

provider of apprenticeships in the jewellery sector.

Young people sometimes complain that the money they get is not enough, and SMEs that they train apprentices who then leave for a bigger company that offers more.

There is always a chance that you spend all that effort training an apprentice and they leave. But, in my experience, the bond created between an apprentice and an employer is very special. The stats in the UK show that over 90% of apprentices stay with the employer post-apprenticeship. Why is that? Because they really feel a debt of gratitude to their employers. On the question of salary, I think it's a fair deal: you've got the chance to earn something that gives some degree of living wage, but you are getting a qualification, you are getting a career. In my case, I pay my apprentices the living wage because they generally do a fantastic job.

You've given the keynote speech at the European apprenticeship conference. How does that relate to what you are doing?

I've never been to a European conference before, so it's a great eye-opener for me. Being in a room with 28 different nations is very powerful and I've been thinking about what this actually means. A UK-based apprentice is not really a UK-based apprentice; they are dealing with a world economy and certainly a European nation. How can we work better together? There are all sorts of opportunities that I can see to widen the net, to make the experience of being an apprentice far broader, involving other Member States, with businesses, as well, stepping out of their comfort zone and seeing what is on their doorstep outside the UK. ■

Scan to watch
the full interview with
Jason Holt



reviewing

apprenticeship in Member States

photo: © Ministry of Education and Science of Lithuania



Malta
review results



Lithuania
review results

Thematic country reviews on apprenticeships have been carried out by Cedefop in Malta and Lithuania. Following contacts with relevant ministries, reviews are now under way in Slovenia, Italy and Greece.

The results of Cedefop's review in Malta, which were presented in Valetta in October, have found a mismatch between what is offered and labour market needs. Maltese Education and Employment Minister Evarist Bartolo noted that 'apprenticeships encourage young people to feel like promising individuals with the potential to learn,' adding that 'many employers look for specific behaviour and attitudes in employing people.'

The review report suggests an initial step to address the problem is 'to set governance structures to ensure cooperation and equal partnerships between vocational education and training (VET) systems and employment/labour market systems.'

It also suggests that 'governance structures should enable a quick reaction to changes in the employment and the professional world.'

The Lithuania review proposes four stages in making apprenticeship a reality: clarifying the vision, building on the enablers, improving information and communication, and fine-tuning regulation.

Review started in Slovenia in August 2015. It will help define apprenticeship's place in the VET system, clarify roles and responsibilities of stakeholders, and motivate and stimulate implementation. The expectation is that it will help develop a good evidence base for policy decisions and suggest possible scenarios for developing apprenticeship.

The review in Italy started in October and focuses on apprenticeships that prepare young people for vocational qualifications at upper secondary and post-secondary levels. The 2015 labour law reform defined

new rules and opportunities to develop these schemes, whereby companies can hire 15-25 year-old students who alternate work-based learning with part-time VET. The country had an interest in such apprenticeships, statutorily regulated since 2003, but never put it into practice.

Greece, where the review started in November, is currently preparing extensive VET reform. This includes provision of apprenticeships at post-secondary level and an increase in numbers, alongside improvement in quality and relevance of apprenticeship programmes.

Cedefop's reviews provide a platform for identifying priority reform areas, enabling in-depth examination through a collaborative approach. ■

Cedefop's thematic
country reviews on
apprenticeships





VET helps people say **yes** to education and training



IRENE PSIFIDOU

CEDEFOP EXPERT

*Cedefop has new evidence that VET
may prevent and counteract early leaving*



Cedefop research looks for new evidence to understand dropout and early leaving from vocational education and training (VET) in Europe and to analyse VET's role in reducing early leaving. Project manager Irene Psifidou answers some of the questions the research addresses.

Why is early leaving more common for those enrolled in VET programmes?

This is true for some countries, such as Belgium (French-speaking community/Flemish community), Denmark, France, the Netherlands and Italy, and for some types of VET. For example, early leaving rates are higher in VET schools and apprenticeships in Austria, but not in VET colleges. VET's nature, and its connection with the labour market, may explain this. VET has an inclusive role, accommodating learners who would have already

dropped out from education if it was not offered as a choice. It is also very much related to labour market reality. Availability of apprenticeships, value of qualifications and workers' wages may all affect the achievement of a VET qualification.

How does Cedefop promote VET as a solution to the problem of early leaving?

Cedefop has provided new evidence that VET may prevent and counteract early leaving; this is why many initiatives aiming to combat the phenomenon encourage VET pedagogies. Work-based learning, apprenticeships and real work simulations may build learners' confidence, increase their motivation and engagement by adopting a positive attitude to learning.

What is being done in Europe to address early leaving from or through VET?

There have been several approaches aiming at prevention

or remedy. However, we don't know much about how successful these interventions are; impact measurements have been undertaken for just a few implemented policies. Of 350 measures Cedefop has examined, only 37 had some evaluation undertaken. And even when policies are evaluated, the extent to which these have ultimately helped young people to achieve an upper secondary qualification, to continue further studies, or to integrate into the labour market remains largely unknown.

What remains to be done?

Most of those who abandon education and training prematurely fail to return. This is why it is so important to develop tools to identify early those who are at risk of dropping out from VET, plus ways of reaching out to those who have already dropped out. In the detail of design and application we can see what makes such tools beneficial. But benefiting learners is not a detail. ■

by STEVE BAINBRIDGE and
LIDIA SALVATORE

helping low-skilled adults

The number of people with low skill levels is falling. By 2025, around 14% of the European Union's (EU's) labour force will have low skill levels compared to around 21% in 2015. Despite this welcome trend, low-skilled adults will continue to be amongst the groups more likely to be unemployed, or in low-paid, insecure jobs.

Their job prospects have worsened following the economic downturn, which began in 2008. As competition for jobs has increased, people have been more willing to take positions for which they are overqualified, displacing lower-skilled people.

Low skills have a cost. People with high qualifications have better prospects of good jobs with

good pay; those with low skills are at greater risk of poverty and social exclusion and more likely to be dependent on public welfare. There is also strong evidence that low skills and disadvantage can be passed on from one generation to the next.

To help address these concerns, Cedefop is finding out more about adults with low skills. Analysis so far shows a complex problem: the low-skill population is varied, including both home nationals and people with a migrant background. Causes of low skills among adults are also diverse and not always solely linked to education and training; someone is more likely to be low-skilled if the education level of their parents was also low.

Measuring low skills is difficult. Data limitations cause educational attainment and type of job by skill level to be used as proxies for people's skill levels, but this does not capture non-cognitive and emotional intelligence aspects such as social skills, empathy and friendliness. Such skills are important for certain groups of adults who are regarded as low-skilled, such as personal care assistants, to carry out their tasks effectively.

Tackling the problem of low-skilled adults will require various targeted policies to meet people's specific needs. But it is important to confront the economic and social costs of low skills for individuals. Cedefop will publish its study in 2016, aiming to provide robust evidence to develop policies.

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A broader role FOR Cedefop IN A new Europe

Riga conclusions
on VET



MICHELINE SCHEYS

CHAIR, CEDEFOP GOVERNING BOARD –
GOVERNMENTS' GROUP SECRETARY GENERAL



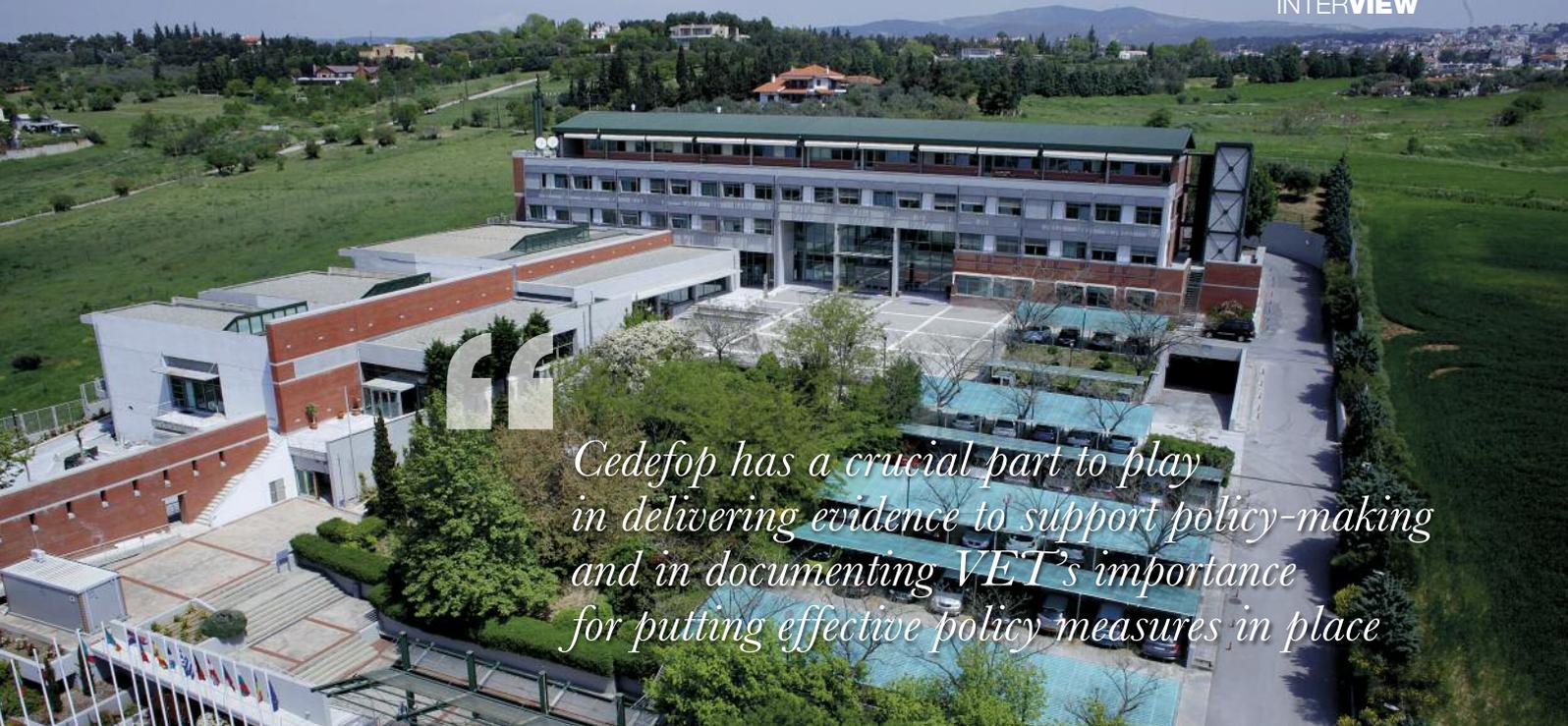
A sociologist, former researcher and current Secretary General at the Ministry of Education and Training of Belgium's Flemish community, **Micheline Scheys** is also Chair of Cedefop's Governing Board since last summer. She believes that Cedefop has a crucial role to play in vocational education and training (VET) policy at Member State and European Union levels.

How do you see the agency's role in the changing European VET landscape, especially in view of the commitments included in the Riga conclusions?

Europe is in crisis: economically, financially, socially and politically. It is not reasonable to speak about VET and Cedefop's role without taking that broader context into account. In the past, VET contributed to developing and strengthening the human capital that was essential for building a European Union out of different and diverging Member States. It goes without saying that VET still plays an important role in developing the human capital needed for shaping Europe for the future. However, today's challenges ask for new social, economic and employment policies to ensure Europe's added value in supporting Member States in improving people's working conditions and personal lives. Cedefop's expertise, based on its research and policy analysis, can and should inform policy-makers in elaborating such policies. I am convinced that the agency's role is not limited to changing the European VET

landscape. It has a crucial part to play in delivering evidence to support policy-making and in documenting VET's importance for putting effective policy measures in place, both at Member State and European Union levels. The Riga conclusions underpin Cedefop's role in assisting Member States in implementing VET reforms and the European Commission in supporting Member States in that implementation process. According to those conclusions, Cedefop must highlight European cooperation and set out a streamlined system to monitor and analyse progress in VET (together with ETF). The Riga conclusions stress Cedefop's multidimensional role in implementing and monitoring VET reforms. Unfortunately, they pay insufficient attention to the need for, and importance of, Cedefop's work in informing new policies based on research evidence.

Having researched the link between education and the labour market yourself, do you believe VET is an effective tool in the fight against youth unemployment?



Cedefop has a crucial part to play in delivering evidence to support policy-making and in documenting VET's importance for putting effective policy measures in place

Young people's labour market chances are better in countries with a strong VET system. Yet, improvements are possible. VET can fight youth unemployment and unemployment in general if different policy domains (education, employment, economy, wellbeing, sociocultural) and actors (governments and social partners) work intensively together. Collaboration between education and employment is crucial to ensuring VET is responsive to labour market needs and in order that education and in-company-training complement and reinforce each other. Two VET instruments are very effective in combatting youth unemployment: work-based learning and validation of informal and non-formal learning. VET can also prevent youth unemployment by combatting early school leaving through making learning (in particular STEM) more relevant for youngsters' lives, stimulating craftsmanship and entrepreneurship, making use of up-to-date infrastructure in schools or in work-based learning. This means recruiting good teachers and trainers, delivering a good mix of professional skills

and key competences, and combining them in sound qualifications.

What prompted you to get involved in Cedefop's work?

Raising VET quality, continuing as well as initial VET, has always been one of my priorities. Before joining the ministry I worked as a researcher and my first job at the ministry was organising policy-oriented education research. I also like working in an international context: contact with different social and political contexts, different pathways to the same goals, is useful in evaluating your own national policies.

You are a government representative, but you work with different stakeholders (the European Commission and social partners) in Cedefop's Governing Board. How fruitful is this cooperation?

The composition of Cedefop's Governing Board is a real asset for VET and policy-making. If we want VET to be successful in improving societies, governments must cooperate with social partners. Governments can

design policies, but without the support and collaboration of social partners they cannot be implemented, so policies are better elaborated taking into account the social partners' point of view. Another added value of Cedefop's Governing Board is the combination of different levels of policy-making: government representatives from the Member States sit together and discuss with the European Commission and European social partners (such as ETUC, Business Europe), but also with representatives of national social partners.

How can Member States benefit from Cedefop's expertise and coordination of projects such as the new apprenticeship reviews?

Cedefop's expertise in international comparative research and policy analysis shows Member States their comparative strengths and weaknesses, their opportunities and challenges. It can help them appreciate possible common frameworks for VET which can stimulate them in setting common policy goals. ■



More on the conference

skills for jobs

ESJ survey video:
people tell their stories

and jobs for skills

IN THE ERA OF THE ROBOTS



Watch an exclusive
interview with Professor
Richard Freeman



In the not-too-distant future, people and robots will have to coexist. Many of today's jobs will be done by human-like machines, leaving actual humans with the challenge of acquiring new sets of skills to find work.

Doctors and lawyers are as likely to lose their jobs to robots as truck drivers and factory workers, affirms Professor of Economics at Harvard University Richard Freeman, one of the keynote speakers at Cedefop's high-level skills conference last December. Workers in many factories have already been replaced by machines.

At the Thessaloniki conference, more than 130 participants debated how technology and workplace change impact on skill needs and how to create partnerships to address skill mismatch. The findings of Cedefop's European skills and jobs (ESJ) survey were also discussed.

Prof. Freeman argued that robotisation cannot be stopped and that the effect on people's income depends on who owns the robots: 'To prevent a small number from ruling the world, we must widen ownership of machines, robots and capital.' The Professor sees the positive side of a

new reality: 'We are entering a new world in which robots are going to be more human than many humans in their work, but won't make many of the mistakes we make.'

He predicted that future workers will not need to learn foreign languages, but only the languages of computers: 'Training and skills that work best in the new world are likely to differ from those in the past by being more computer-based.' He spoke of the rise of the 'robot-boss', already in place in some big companies.

EDUCATION MATTERS

World Bank's Harry Patrinos (Practice Manager, Education), also a keynote speaker, provided international evidence on returns on education and skills, which shows that 'more education leads to higher earnings.' He said that the average global private return on schooling is 10.4%, with the European Union being close to that average at 10%.

Private returns, he noted, are about equal between general education and vocational education and training (VET), but social returns on general education markedly outweigh those of vocational. He suggested people need to invest in skills early: 'Those who start learning early continue to learn throughout their life.'

Cedefop Director James Calleja emphasised that, as Europe is emerging from one of the worst economic crises, 'people need to align their skills with a labour market in which technology has spread from the production line to being online and everywhere; with its rapid development, learning on the job is the only way forward – hence work-based learning is VET's future.'

The European Commission is also on board



the technology train. Detlef Eckert, Director for Skills at DG Employment, Social Affairs and Inclusion, mentioned the skills agenda to be launched by the Commission in 2016, adding that the initiative is ‘in essence about technology.’

Boston University’s James Bessen offered a different perspective on new technology’s role in vocational skill shortages. He said that the net effect of automation on employment is zero, as computers create about as many jobs as they are destroying. For example, the introduction of automatic teller machines (ATMs) by banks did not lead to the anticipated reduction in the number of tellers in the US; the technology powering ATMs minimised operational costs per branch, so banks could afford to open more branches which, in turn, required more tellers. As Mr Bessen stressed, ‘the problem is scarce skills, not scarce jobs’.

SKILL MISMATCH COSTS

Cedefop’s Head of Department for Skills and Labour Market, Pascaline Descy, said that skill mismatch is costly for individuals, employers and society in general: ‘The unexploited workforce potential is compromising European Union efficiency, with 27% of workers being in dead-end jobs.’

So, what comes next? Cedefop Deputy Director Mara Brugia called for action to match jobs and skills better from the outset, saying that ‘the tools to do that exist (for example, Europass CV and supplement), but we need to become more aware of them and how to use them. There is also a need to manage people’s talents more effectively once they are in a job, with validation playing a key role in certifying skills learned on the job.’ As for the bigger picture: ‘We must



World Bank's Harry Patrinos

rethink labour and social policies and think of measures to avoid leaving people behind. This requires more cooperation and trust, and Cedefop will remain at the forefront of developments.’





CEDEFOP's EUROPEAN SKILLS AND JOBS SURVEY

- Launched in 2014
- 49 000 adult employees (aged 24-65)
- All 28 EU Member States
- Looking at how employees’ skills match the needs of their jobs
- Exploring skill mismatch over time



young people: THE LAST ONES TO get a job

PETER CAPPELLI

PROFESSOR OF MANAGEMENT,
WHARTON UNIVERSITY OF PENNSYLVANIA



The issue is whether schools can provide work experience, which is what employers want

Peter Cappelli, internationally renowned professor at the Wharton School of Business in the US, was a keynote speaker at the Cedefop/IZA workshop on skills and skill mismatch in October.

In his book *Why can't good people get good jobs*, Professor Cappelli explores the reasons behind high youth unemployment in recent years. Speaking to *Skillset and match*, he argues that it is not education and training failing 'good people': 'The short answer is just not enough jobs, and young people are the last ones hired.'

The Professor takes a critical

stance on employers complaining about so-called 'skill shortages'. But does he believe that such stories lack validity or are they legitimate concerns of business owners faced with intense competition for human resources? 'I think employers are looking for something different now,' he notes, 'which is applicants who don't need training and who are already experienced. That may have been realistic during the Great Recession, but that was the worst labour market in 80 years. It won't be realistic going forward, without paying a big price in wages.'

Fast technological development can be a concern for education and training providers but Prof. Cappelli believes there is no need for help to keep up with technological progress and innovation in advanced labour markets: 'There isn't any evidence that they are behind now. The issue is whether schools can provide work experience, which is what employers want.'

The Professor has studied workforce development systems in the US and Europe and thinks that a major challenge for these systems will be to 'get employers involved in providing work experience – internships, apprenticeships, and so forth.'

He agrees that modern businesses have forgone their traditional role of training and advancing their staff's skills. So, what could be done to rekindle their involvement in skills development? 'They have to believe that it will pay off,' he says.

As for lifetime employment, he concurs with the widely held view that 'it is a thing of the past, unfortunately, in most countries.' With that in mind, how can people become adaptable and equip themselves for the demands of the modern labour market? 'How to keep up-to-speed requires keeping our eyes open, particularly to secure work experience in emerging areas,' he concludes. ■

Proudly presenting

THE **new**

SKILLS PANORAMA

Inspiring your choices on skills and jobs in Europe



Since December 2015, the Skills Panorama has been turning labour market data into useful, accurate and timely intelligence that helps policy-makers take decisions on skills and jobs across Europe.

Because sound data and evidence are the foundation of informed decision-making, we have designed the new Panorama website with the following principles in mind:

- clarity (information presented visually is easier to understand)
- reliability (decision-makers need to trust that the information they have is accurate)
- openness (it is possible to share information with peers and experts)
- relevance (we select just the

right data for decision-making). When Cedefop set out to improve the EU Skills Panorama user experience, we soon realised that

presentation and visualisation of data and information are as important as quality if they are to be useful for decision-makers.

The new Skills Panorama provides overviews of key trends as well as detailed mapping and forecasting across skills themes, sectors, occupations and countries.

Users can easily customise the dashboards to their needs and explore all indicators in full detail. To make understanding of critical trends and skills issues easier, Panorama provides succinct analytical reports, called analytical highlights, about specific skills, sectors, occupations or countries. Within our selection of 'useful resources', visitors find documents, websites, institutions,

glossaries and everything else necessary to complete understanding of the skills landscape in Europe. There is also the Panorama 'blog', offering European policy-makers and experts a platform to share their insights. Visitors have the opportunity not only to learn, but to comment and connect on various skills-related topics. ■

'Clear, intuitive and useful analytical tool binding up-to-date statistics with latest forecasts. Moreover with impressive graphic representation.'

Lucia Fašungová,
Director of the Analytical Centre,
Ministry of Labour,
Social Affairs and Family of
the Slovak Republic



Explore the new
Skills Panorama



work organisation AND workplace learning

A WIN-WIN ENVIRONMENT



photo: © EU, 2015

Luxembourg's Minister of Labour, Employment and the Social and Solidarity Economy Nicolas Schmit (centre) made the closing speech at the event.

Celebrations for Cedefop's 40th anniversary concluded with an event in Brussels, jointly organised with the European Foundation for the Improvement of Living and Working Conditions (Eurofound) – the other EU agency created in 1975 – and the European Economic and Social Committee (EESC). More than 200 participants explored work organisation and skill development practices that benefit both employers and employees at a

seminar on 19 November.

The seminar was an opportunity to present to policy-makers, academics, practitioners and representatives of national authorities, European institutions, enterprises and trade unions the findings of Cedefop's European skills and jobs (ESJ) survey and Eurofound's Third European Company Survey.

As well as marking the anniversary of Cedefop and Eurofound – the two longest

established EU agencies – the event recognised the EESC's strong tripartite role in EU policy-making. Both agencies are also tripartite organisations with a governing structure of employers, trade unions and governments.

EESC Vice President Gonçalo Lobo Xavier underlined that for four decades the two agencies have provided timely and relevant expertise to improve citizens' wellbeing. Both are more relevant than ever, he said, adding: 'Employment is at the heart of citizens' concerns. Not only do we need to create jobs in Europe but also to match people skills better to market needs. The EESC is pleased to celebrate 40 years of efforts from Cedefop and Eurofound to create the best possible work environment.'

Detlef Eckert, Director for Skills at DG Employment, Social Affairs and Inclusion, argued that people need to have the ability to learn quickly skills for tomorrow's workplace.

Cedefop Director James Calleja praised the role of social partners in the agency's creation and highlighted the cooperation



with Eurofound and EESC. He added: 'As part of its work on skills, Cedefop carried out its ESJ survey, a major investigation of skill mismatch among adult employees across all 28 EU Member States. The survey is the first to look at skill mismatch over time, taking account of changes to people's skills and their job tasks. Its findings make a strong case for expanding work-based learning; for investing in continuing vocational education and training and adult learning; and showing that good jobs develop good skills. All these have implications for the social dialogue.'

Eurofound Director Juan Menéndez-Valdés noted that its work on new forms of work organisation goes back to the 1970s and that the two agencies are exploring the possibility of conducting a European survey together.

Cedefop expert Konstantinos Pouliakas presented in more detail some of the ESJ survey findings.

A panel debate considered the question, 'What is a great place to work?'

In his closing remarks, Nicolas

Schmit, Luxembourg's Minister of Labour, Employment and the Social and Solidarity Economy, congratulated both agencies on their anniversary and their work. Speaking to *Skillset and match* after the event, he added: 'The two agencies have done a great job showing where the problems are and also proposing the right solutions. Forty years after the crisis in the 1970s we are again in a period of big change. The

agencies have to try and understand better what is happening in the economy, and what is happening in the world of work. We have to invest in people because otherwise we are not going to reduce the gap with the US.'

Exhibitions marking the 40th anniversary of Cedefop and Eurofound were on display at the EESC building for participants in the event and other visitors. ■

photo: © EU, 2015

CEDEFOP AND EUROFOUND THE FIRST TWO EU AGENCIES

Founded 1975

Location **Cedefop:** Berlin (until 1995), Thessaloniki (1995-present)
Eurofound: Dublin

Governing structure Tripartite – governments, social partners (employers and employees) and European Commission

Mission The European Centre for the Development of Vocational Training (**Cedefop**) supports development of European vocational education and training (VET) policies and contributes to their implementation. The agency is helping the European Commission, EU Member States and social partners to develop the right European VET policies.

.....

The European Foundation for the Improvement of Living and Working Conditions (**Eurofound**) provides knowledge in the area of social and work-related policies. It contributes to the planning and design of better living and working conditions in Europe.

A EUROPEAN FORUM ON learning outcomes

KATE TETLEY

INTERNATIONAL MANAGER, PEOPLE 1ST, UK



I didn't realise just how many different approaches there were to this subject



computer numerical control (CNC) machine operator qualification. They gave *Skillset and match* their thoughts on the future European landscape of learning outcomes and qualifications.

How can qualifications be future-proofed when technological development is almost impossible to keep up with?

K.T.: We try to keep occupational standards as broad as possible so that the assessment is within context; so that the training, whether it's in a workplace or in a college or in a school, is in the particular industry they are delivering training for. That can give you enough space to enable future trends, or things that are coming along that you might want to address, to be included within that delivery. It takes probably 12 months at least for standards to be updated and reviewed. So, you're always playing catch-up. Tourism picks up on trends much more

quickly than any other sector. If you are the owner of a small hotel in Greece, for example, your customer will be ahead of you in terms of trends: the ICT they are using, the social media and what they are anticipating. It is very difficult to future-proof. But if you keep your standards as wide as possible, and ensure that the quality assurance of your continual professional development of teachers and trainers is up-to-date, that will help.

T.S-W: I think it's impossible. We have to do it up to the present and to ensure that qualification holders are able to learn in the field. Some basic knowledge and understanding is necessary; from this they should be able to learn for the future. Technology is changing so fast that there is no school where you can learn for the future. One of the most important learning outcomes on any level and from any kind of education is the ability to learn: if it's in

The first in a series of planned policy learning forums, designed by Cedefop to open up a continuous process of sharing experiences, explored the way learning outcomes are applied in initial vocational education and training throughout Europe. The learning outcomes presented illustrated use by some countries for specific qualifications. Representing the UK's tourism industry was Kate Tetley, international manager at People 1st, a skills and workforce development charity for employers. Tomasz Saryusz-Wolski from Poland's Educational Research Institute spoke about the



More on Cedefop's
policy learning forums on
learning outcomes



EDUCATIONAL RESEARCH INSTITUTE, POLAND

TOMASZ SARYUSZ-WOLSKI

We have to go ahead with this continuous exchange of ideas at European level



university or vocational school is not the issue. Speaking about the CNC machine operator, very specific skills are necessary for this qualification. But there is also competence: the ability to learn and to follow new technological developments.

How useful has it been for you taking part in a policy forum and exchanging ideas and experiences with people from other countries?

K.T.: It's really interesting. I didn't realise just how many different approaches there were to this subject. I think the UK has a very mature system in terms of occupational standards, sector skills councils, qualification development and frameworks. It's interesting to see how other countries have approached it and tailored these things to their own needs. Networking, making contacts and finding out more about the subject is also very useful.

T.S-W: I have learned a lot. And I have seen that what we are doing makes sense. That what other people are doing in this field, is similar to what we do. I have found a few examples very similar to compare, so, it has been very useful for me. I have spent two days here, but the learning effect, the learning outcomes are really high.

What do you think should be done to improve the definition and writing of learning outcomes?

K.T.: I think clarifying the description so that an employer or an individual or a parent knows what somebody can do after they've done that course, rather than having just a title or a description of what the course is about. If someone can change that to learning outcomes it would be very useful. My other feeling is that maybe it's quality assurance and delivery of teachers' continual professional development that



needs attention rather than standards.

T.S-W: I have to share back home what I have learned here. We have to go ahead with this continuous exchange of ideas at European level. I also think that some countries which have developed similar models can work to prepare a more international one. We can use a common language. We cannot build a model for everybody, a standard for everybody; I don't want us to do this. But to develop a few models and to show the differences, what's good, what's bad, is for me a useful approach. ■

by GERD OSKAR BAUSEWEIN
CEDEFOP HEAD OF DEPARTMENT FOR COMMUNICATION

INCREASING outreach and attractiveness



Cedefop's communication strategy undergoes another major revision this year, and will focus on the redesign of publications policy



In 2015 most of our communication activities were under the banner of Cedefop's 40th anniversary. Along with our video and online channels, *Skillset and match* features and a special issue played a central role in increasing our ability to reach interested parties.

Increasing the outreach and attractiveness of our communication activities will be a

main focus also in 2016. Cedefop's communication strategy undergoes another major revision this year, and will focus on the redesign of publications policy. A limited number of reference publications will be complemented by streamlined research papers and brief executive summaries, all available online in pdf format for print on demand.

At the same time we will invest more in new, innovative and interactive online publication formats, such as online data visualisation to give access to complex information in a more user-friendly way. The interactive presentation of country data, a successful innovation last year, will be elaborated and enriched with more content, providing European citizens better access to Cedefop's country-specific findings.

Collaboration across press work, social media, publications and events with our new parent DG Employment, Social Affairs & Inclusion, which started in the second half of 2015, will become more systematic and have a

positive effect on visibility and impact of our joint communication efforts.

This collaboration has already allowed us to extend our social media outreach and will increase relationship-building with key international and EU Member State media. Last November we invited to Thessaloniki selected journalists who cover vocational education and training issues in European media: this year we will join forces with the European Commission and present Cedefop's work at a major journalist seminar in Brussels, covering the skills agenda.

Cedefop has also reinforced its presence in the capital of Europe. A newly appointed liaison officer is fostering regular contacts with the European institutions, permanent representations and European social partners. In cooperation with the agency's communication team, the liaison officer will ensure that Cedefop's research outputs and expertise gain maximum exposure among Brussels-based key stakeholders. ■



In August 2015, vocational education and training (VET) reform was introduced in Denmark. Its key features are attractiveness, better programmes, and more further education and training opportunities. Its objectives will be translated into measurable targets for monitoring VET development, at both national and college levels.

The reform aims to raise the number of students choosing the VET pathway directly after compulsory schooling and to increase the number of students completing VET. It does so by promoting a positive image of VET and colleges and by motivating learners with challenging programmes.

photo: © iStock Chris Hepburn



IMPROVING VET IN DENMARK



Cedefop's Spotlight on
VET – Denmark



More information on
Danish VET reform

VET structure is simplified (only four basic programmes instead of 12), learning environments for youth are made more attractive at VET colleges, and there is a new programme for adults over 25. Admission requirements have been strengthened to ensure people starting VET have the necessary knowledge and skills to complete it.

Early results are encouraging: a study by the Association of Danish Business and Technical Colleges shows that, in the first two months of the school year, only 3.2% of the students who started VET after compulsory school have dropped out; this is a significant improvement on 2014.

The reform also focuses on VET quality, better interplay between school and work-based learning, and improved guarantees of completing a VET programme, promoting more apprenticeships and school-based learning opportunities. New and better opportunities to progress to higher education include the strengthened EUX programme, which leads to a VET qualification for the labour market and a general qualification for higher education access.

Quality is also encouraged by making it mandatory for VET institutions to offer talent tracks for gifted learners and by investing in continuing professional development for VET teachers. By 2020, all experienced VET teachers without pedagogical training at bachelor level (a requirement for those employed after 2010) must engage in professional development equivalent to 10 ECTS to acquire pedagogical skills.

VET institutions in Denmark are working hard to implement the reform. The Danish Institute for Local and Regional Government Research (KORA) has been contracted by the Ministry of Education to follow up on its implementation and impacts.

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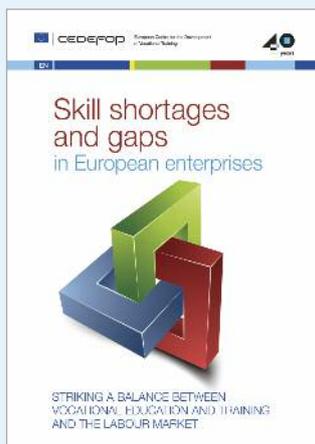
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IN FOCUS

SKILL SHORTAGES AND GAPS IN EUROPEAN ENTERPRISES



The global crisis has increased unemployment in the EU to unprecedented levels, yet many employers claim they have difficulties finding skilled workers to fill their vacancies. This report shows that most vacancy bottlenecks arise because of factors other than general skill deficits, including poor quality job offers. Genuine skill shortages affect a small group of dynamic, internationally oriented European enterprises in specific economic sectors (health and social care, ICT, advanced manufacturing). To mitigate skill bottlenecks, European companies must commit to offering high-quality apprenticeship places and good-quality jobs, which can be supported as part of a process of social dialogue between VET providers and labour market actors. The business and product market strategies of a greater share of European firms will have to become reliant on higher skill needs. VET's role in developing creativity and entrepreneurial capacity in the European workforce will be crucial.



OTHER PUBLICATIONS:

- Tackling unemployment while addressing skill mismatch
- Matching skills and jobs in Europe: Insights from Cedefop's European skills and jobs survey
- Briefing note: Making apprenticeships work for small and medium enterprises
- Apprenticeship review: Lithuania
- Apprenticeship review: Malta
- Spotlight on VET: Luxembourg
- Vocational education and training in Luxembourg: short description
- Briefing note: Vocational education and training prevents and counteracts early leaving from the education system
- Work-based learning in continuing vocational education and training: policies and practices in Europe
- Job-related adult learning and continuing vocational training in Europe
- Vocational pedagogies and benefits for learners: practices and challenges in Europe

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coming up



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IN FOCUS

REFERNET ANNUAL PLENARY MEETING

19-20 JANUARY

THESSALONIKI, GREECE



ReferNet, Cedefop's European network of vocational education and training (VET) expertise, will hold its annual plenary meeting on 19 and 20 January. The 30 ReferNet partners from all EU Member States, Iceland and Norway will start a new cooperation period through a four-year framework partnership agreement concluded with Cedefop. The meeting will be an opportunity to share tools to report on VET policy developments in the context of the Europe 2020 strategy, describe national VET systems using a common European terminology, and contribute to the initial VET mobility scoreboard. Building on the solid and fruitful partnership developed in the past 13 years, Cedefop thanks all ReferNet partners for their wide-ranging cooperation in raising VET's visibility and wishes success to the new network!

OTHER EVENTS

FEBRUARY	8-9	THESSALONIKI, GREECE	Cedefop workshop: Governance and financing of apprenticeship
	11-12	THESSALONIKI, GREECE	Cedefop workshop: Fostering partnerships for CVET
MARCH	7-11	TURIN, ITALY	Training workshop on financing skills development co-organised by Cedefop, ETF and ILO
MAY	20-21	STRASBOURG, FRANCE	European youth event organised by the European Parliament



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