



## Cedefop Newsletter no. 29 - March 2013

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### Main story



#### Investing in an ageing workforce is worth the effort

While the European workforce is getting older, attitudes towards ageing are changing for the better. 'Silver workers' are increasingly seen as a force that may energise development and bring new opportunities for economic growth. Europe needs to prepare for the challenges this new attitude brings by changing age-structures in enterprises and reaching targets for older-worker participation in lifelong learning. Some improvements are already visible. In Germany, for example, a survey published in March shows that the percentage of adults aged 60-64 years in continuous education rose from 18% in 2007 to 32% in 2012.

The total figure has also reached record levels. According to the survey, which was conducted on behalf of the Federal Ministry of Education and Research (BMBF), 49% of the population of working age participated at a training session between April 2011 and June 2012, up from 45.4% in 2007.

However, participation in continuous education in Germany is well above the EU-27 average (34.9% in 2007).

Investing in the 'silver economy' can bring real returns and benefits to employers and individuals. Cedefop Acting Director, Christian Lettmayr, says: 'Successful active ageing relies on a sound understanding of the concept of ageing, the dynamics of the workplace, and how learning and human resource policies at enterprise level can help make longer and satisfying careers a reality.'

To achieve that goal, ageing workers' needs and abilities should be taken into account. Some capacities increase as people get older while others tend to diminish with age. Important concepts in that respect are those of fluid and crystallised intelligence.

Capacity to solve problems in new situations and to think logically (fluid intelligence), tends to decrease as people get older. However, use of accumulated knowledge and experience (crystallised intelligence) to solve problems increases or remains stable.

Internal job changes can support work capacity. For example, ageing workers could be moved to less physically demanding jobs where they would use their crystallised abilities for the organisation's benefit.

At the same time, on-the-job intergenerational learning can prove beneficial for all involved. Mentoring, tutoring and coaching are ways to promote this type of learning. Other approaches involve multigenerational teams in initial or continuing training. Benefits include keeping critical knowledge and expertise in the organisation, combining strengths of individuals from different generations and helping to break down negative age stereotypes and attitudes.

The next few decades will provide limited opportunity to address skill needs by replacing older workers with younger ones. Stimulating enterprises to respond better to challenges posed by an ageing workforce can be powerful drivers of change.

Ageing, alongside other major trends, will influence the skills needed in the future, determine growth and innovation opportunities and ultimately shape the form and nature of future economies and societies.

### Links

- [Visit our website for more news, events and publications about work and ageing](#)

## News from Cedefop

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### Briefing note - Quality: a requirement for generating trust in qualifications

Europe aims to make qualifications easily understandable and comparable between countries as well as to increase opportunities of moving between education and training institutions and different learning pathways. Qualifications frameworks and quality assurance mechanisms must work together systematically to guarantee trust in qualifications. A broad range of education and training stakeholders and qualification providers in the public, and now the private, domain must cooperate.

#### Links

- [Download the briefing note](#)



### New publication: Monitoring ECVET implementation strategies in Europe

While many countries are well on their way to implementing the European credit system for vocational education and training, credit transfer is still not an integral part of vocational education and training systems. Moreover, there is still work to be done on making all common European tools - the European Qualifications Framework, quality assurance mechanisms and lifelong guidance, as well as ECVET - work as a seamless whole.

#### Links

- [Download the publication](#)



### New publication: Quantifying skill needs in Europe

Occupational skills profiles (OSPs) describe, in a comprehensive and standardised way, the skill requirements for individual jobs. The aim of Cedefop's study is to bridge the information gap on occupational profiles by providing essential characteristics required by the economy, in terms of level and field of education and training, as well as other requirements such as knowledge, skills, competence, occupational interests, and work values.

OSPs have been developed for several purposes: analysing, projecting and forecasting skill needs; determining and measuring skill mismatches in different countries, sectors, or occupations; comparing skill needs across European countries; and determining change over time.

#### Links

- [Download the publication](#)

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### VET-Alert - Just published on Vocational Education and Training - March 2013 issue

Cedefop's "VETAlert" for March 2013 is now available for download:  
<http://www.cedefop.europa.eu/EN/newsletter/vetalert-newsletter.aspx>

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

To receive this monthly review in your mailbox, please [subscribe to VETAlert](#).



### Leading industry experts to focus on improving teaching standards at Dublin conference

The conference 'Better Evaluation and Assessment to Improve Teaching and Learning' will explore how assessment and evaluation can best support the acquisition of key competences for learning. It will draw from research carried out by the European Commission and the OECD. In particular, it will explore how elements of evaluation and assessment frameworks can be combined successfully to promote improved learning for students. Typical elements of an evaluation and assessment framework include student assessment, teacher appraisal, school inspection, school self-evaluation, appraisal of school leaders and education system evaluation, including the use of national and international surveys.

#### Links

- [Leading industry experts to focus on improving teaching standards at Dublin conference](#)
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### EU Youth Conference highlights employment as critical to the inclusion of young people in society

Young people and Ministry officials from the 27 Member States have jointly defined a set of 21 priority conclusions. These will inform a *Council Resolution on Social Inclusion* at the end of the 18-month consultation cycle with young people. They will also inform *Council Conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people* to be proposed by the Irish Presidency to the Council of Youth Ministers in May 2013.

#### Links

- [EU Youth Conference - Joint Conclusions](#)
  - [EU Youth Conference highlights employment as critical to the inclusion of young people in society](#)
- 



### Report on youth employment action teams: update for the spring European Council

At the informal European Council in January 2012, the Commission launched an initiative to help the eight Member States with the highest levels of youth unemployment. Action teams composed of national and Commission officials were set up in February 2012 with Greece, Ireland, Italy, Latvia, Lithuania, Portugal, Slovakia and Spain. The actions teams worked to reallocate and accelerate EU funding to support job opportunities for young people and to help SMEs access finance.

This note provides updated information on the situation in March 2013 and sets out how the European Union can continue to tackle youth unemployment in the months and years to come.

#### Links

- [Youth employment action teams - report](#)
- 



### European Commission launches Grand Coalition for Digital Jobs

Commission President José Manuel Barroso called yesterday on Europe's digital businesses, governments, training and education sectors to join a Grand Coalition for Digital Jobs to address up to 900.000 job vacancies expected to exist in Europe in Information and Communication technologies

(ICT) by 2015. Despite the current levels of unemployment, the number of digital jobs is growing by more than 100.000 per year. Yet the number of fresh ICT graduates and skilled ICT workers is not keeping up.

## Links

- [European Commission launches Grand Coalition for Digital Jobs](#)



## Main results of the 3226th Council meeting

The Council reached political agreement on a recommendation addressed to the member states to establish "youth guarantee" schemes that aim to ensure that all young people under the age of 25 who lose their job or do not find work after leaving education quickly receive a good-quality offer of employment, continued education, an apprenticeship or a traineeship. They should receive such an offer within four months of becoming unemployed or leaving formal education. The "youth guarantee" is intended to provide for a smooth transition between school and work, to support labour market integration and to make sure that no young person is left out. The measure is a key part of the response to the worsening youth employment conditions across Europe.

## Links

- [3226th Council meeting - press release](#)

## Working with us

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### Collection and review of skill mismatch policies and practices in the EU

AO/RPA/JVLOO-KPOUL/Skill Mismatch Policies/001/13  
12345

The purpose of the contract is: to identify, review and analyse 2 types of policies aimed at mitigating skill mismatch in EU Member States and Croatia: (1) policies targeted at unemployed people aimed at matching their skills with the available jobs and (2) policies and actions focused on dealing with current or anticipated skill shortages. The project entails a thorough academic and policy review of policies and practices in all EU Member States and Croatia and an in-depth analysis of a limited number of initiatives in selected countries that can serve as examples. The evidence gathered in the course of the project will provide information on the effectiveness of skill mismatch policies and their transferability across EU Member States characterised by different institutional and policy contexts. It will complement Cedefop's recent analysis on the drivers and impacts of skill mismatch and groups particularly affected by it. The ultimate goal is to collect new insights on skill mismatch that can be brought to the attention of policy makers and decision makers.

This call has been published in the Supplement to the Official Journal of the European Union 2013/S033-051019 of 15/02/2013.

Deadline of submitting tenders: 02/04/2013 (17h00 for hand-delivered tenders).

Requests for additional information/clarification should be received by 21/03/2013.

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](mailto:c4t-services@cedefop.europa.eu)) notifying us.

**IMPORTANT NOTE:** The attached draft contract shall be subject to future modifications in accordance with the new EC model.

■ Deadline:02/04/2013

## Attachments

-  [EN Clarifications 1](#) (125.57 Kb)
  -  [EN Correction due to technical problem](#) (670.14 Kb)
  -  [EN Tender dossier](#) (1407.50 Kb)
- 

## Work-based learning approaches in continuing vocational education and training in Europe: practices and policies

AO/ECVL/ADEHM-GUTCH/Work-based learning in CVET/002/13  
12345

The purpose of this contract is to provide a description of the landscape of work-based learning in CVET in Europe; and to identify priorities and insights for effective VET policies and systems to address their needs in terms of demand for and supply of work-based learning. To this end, the contract includes 3 work assignments, namely: (1) the landscape of work-based learning in CVET; (2) needs, challenges and priorities for work-based learning policies and systems; (3) validation of results and policy recommendations.

This call has been published in the Supplement to the Official Journal of the European Union 2013/S 043-067692 of 01/03/2013.

Deadline of submitting tenders: **15/04/2013** (17h00 for hand-delivered tenders).

Requests for additional information/clarification should be received by **10/04/2013**.

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

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**IMPORTANT NOTE:** The attached draft contract shall be subject to future modifications in accordance with the new EC model.

■ Deadline:15/04/2013

## Attachments

-  [EN Clarifications 1](#) (130.99 Kb)
-  [EN Tender dossier](#) (1378.66 Kb)

## Agenda

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### Seminar on the validation of non-formal and informal learning

■ Dates:09/04/2013 - 10/04/2013 ■ Venue: Mechelen ■ Country: Belgium ■ Cedefop involvement: Co-Organiser

The adoption of the Council Recommendation on the validation of non-formal and informal learning of 20 December 2012 acknowledges the important role this process can play in rethinking education, in improving the supply of skills to the labour market, in promoting mobility and in enhancing competitiveness and economic growth. It also reflects that existing arrangements for validation of non-formal and informal learning are considered to be too limited in coverage and impact. While arrangements for validation have been put in place in some countries and sectors, the knowledge, skills and competences acquired outside schools, universities and VET establishments remain in many cases invisible and not appropriately valued.

The seminar on 9-10 April 2013 will provide the first opportunity for validation stakeholders from all relevant areas, to discuss and take a first concrete step towards putting elements of the Recommendation into action. It will be a working seminar targeted towards practitioners and policy-makers who are directly involved in validating non-formal and

informal learning.

## Links

- [Seminar on the validation of non-formal and informal learning](#)
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## A short-term Sector-Based Anticipatory System for labour market trends

■ Dates:18/04/2013 - 18/04/2013 ■ Venue: Brussels ■ Country: Belgium ■ Cedefop involvement: Organiser

Cedefop is organising a meeting on Short-term Sector-Based Anticipatory System (SBAS). This project aims at complementing and integrating existing European tools with methods and data for anticipating labour market trends and skill needs at European level.

The goal of the SBAS is to identify emerging competences and short-term skill needs at EU and MS level taking into account the distinctive characteristics and responsiveness of different sectors to change, with the purpose of providing well-structured and comprehensible information on skill needs to a targeted group of labour market and policy actors.

The aim of this meeting is to present the first outcomes delivered in the interim report and to bring together people that could contribute to this project's development, with the purpose of creating a common vision on methods and uses of the SBAS tool.

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## Meeting of Directors General for Higher Education

■ Dates:22/04/2013 - 23/04/2013 ■ Venue: Dublin ■ Country: Ireland ■ Cedefop involvement: Not applicable

The aim of this meeting is to give the Directors General for Higher Education from all Member States an opportunity to debate current topics on the European education agenda and share best practices. Overarching focus of meeting will be Regional Engagement. Expected participants are Directors-General responsible for higher education, representatives from rectors' conferences and the European Commission.

## Links

- [Meeting of Directors General for Higher Education](#)
- 

## Conference - Renewing vocational education and training to tackle skill mismatch: work-based learning and apprenticeship for all?

■ Dates:26/04/2013 - 26/04/2013 ■ Venue: Thessaloniki ■ Country: Greece ■ Cedefop involvement: Organiser

The conference will bring together policy makers to debate how:

- vocational education and training can be improved by information on labour market needs;
- various forms of apprenticeship can address youth unemployment;
- peer learning and alliances can help develop work based learning.

Online registration to the conference is available through the conference website.

## Links

- [conference web site](#)

## Attachments

## Conference on Gender Equality and Europe 2020

■ Dates:29/04/2013 - 30/04/2013 ■ Venue: Dublin ■ Country: Ireland ■ Cedefop involvement: Not applicable

This conference will bring together national experts on gender equality and employment, with academics, representatives of the Commission and the European Parliament, together with NGOs to examine "Women's Economic Engagement and the Europe 2020 Agenda". It links with the employment target of the Europe 2020 agenda and will draw from recent research on "Gender Equality: Employment, Education and Entrepreneurship", done by the OECD for the Commission. Trio Ministers and Commission Vice President Reding will also be invited to attend. The conference is being supported by the European Commission.

### Links

- [Conference on Gender Equality and Europe 2020](#)
- 

## Meeting of the Education, Youth, Culture and Sport (EYCS) Council

■ Dates:16/05/2013 - 17/05/2013 ■ Venue: Brussels ■ Country: Belgium ■ Cedefop involvement: Not applicable

The Education, Youth, Culture and Sport Council (EYCS) deals with European Union policies on a wide range of issues. These include teaching and dissemination of languages, improving knowledge of the culture and history of the EU, encouraging mobility of students and teachers, vocational training to integrate citizens into the labour market, and stimulating artistic and literary creation. It works to complement Member State policies in this area. Depending on the items on the agenda, Member States are represented by their Ministers for Education, Culture, Youth, Communication or Sports. It is chaired by the rotating Presidency.

### Links

- [Meeting of the Education, Youth, Culture and Sport \(EYCS\) Council](#)
  - [Meeting of the Education, Youth, Culture and Sport \(EYCS\) Council](#)
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## Meeting of Directors General for Vocational Education and Training

■ Dates:20/05/2013 - 21/05/2013 ■ Venue: Dublin ■ Country: Ireland ■ Cedefop involvement: Not applicable

The aim of this meeting is to give the Directors General for Vocational Education and Training from all Member States an opportunity to debate current topics on the European education agenda and share best practices.

Expected participants are Directors General responsible for Vocational Education and Training, the European Commission, and other relevant stakeholders.

### Links

- [Meeting of Directors General for Vocational Education and Training](#)
- 

## EURES Working Group

■ Dates:22/05/2013 - 24/05/2013 ■ Venue: Dublin ■ Country: Ireland ■ Cedefop involvement: Not applicable

EURES facilitates jobseekers throughout the European Union by advertising job vacancies in member states. The Working Party meeting is held every six months in the country that currently holds EU Presidency and includes discussion of strategies and initiatives for EURES.

### Links

- [EURES Working Group](#)

## News from the Member States

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

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