



Cedefop Newsletter no. 37 - December 2013

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Main story



Lithuanian Minister for Education and Science Dainius Pavalkis (right) with Cedefop Director James Calleja at the conference on adult learning in Vilnius

Adult learning a necessity, not an option – Cedefop Director

At a conference on adult learning, organised by the European Commission in Vilnius (9 and 10 December), Cedefop Director James Calleja took part in a panel discussion debating what skills and means should be used to equip adults for the 21st century.

‘We need to remind ourselves that key competences are the main indicator of what skills people need to enter and sustain their position in the labour market,’ said Mr Calleja.

These include ‘traditional’ competences like mother tongue, foreign languages, basic competences in maths and science, and digital competence, but also more ‘transversal’ ones such as learning to learn, social and civic competence, initiative taking and entrepreneurship, and cultural awareness and expression.

Speaking about the means required to make adults more employable, Mr Calleja identified political will, financing, visibility and two structures – physical (training provision) and content (EU policies and European tools).

He added: ‘Only skills enhance employability and can guarantee employment, so adult learning is not an option in today’s labour-market context – it’s a necessity. Organisations such as Cedefop and other VET-related institutions, although they cannot provide lifelong employment, are obliged to offer structures for lifelong learning.’

According to the Cedefop Director, ‘it’s not too late to equip people for the 21st century because we are at the start of it, but the words we need to focus on are joining forces, action and skills/competences.’ He noted that highly skilled jobs will increase from 36.5% in 2000 to 44.1% in 2025 and 90% of jobs will require qualifications.

News from Cedefop



Survey of adult skills shows that ‘education is making a difference’

At a joint workshop on 4-6 December, Cedefop and OECD examined the first findings of the survey of adult skills (PIAAC), which show that literacy levels vary across countries and between vocational education and training (VET) and general education graduates at upper-secondary levels.

Cedefop is working closely with the OECD on developing indicators for the survey to measure development and use of skill.

In some European countries such as Finland or the Netherlands literacy scores are significantly above the OECD mean for this group, while in Spain, Poland and Ireland they are below. These differences matter. In Finland, for instance, literacy skills of young graduates from general upper secondary programmes are as good as those of university graduates in Italy.

Across all 24 countries from around the world participating in the survey the mean literacy score for

young adults aged 16-29 whose highest level is vocationally oriented upper-secondary education is 273 out of a possible 500. A second round of the survey started in 2012 involving nine additional countries.

Cedefop Director James Calleja told the participants: 'Skills are a passport to progression. No matter how many qualifications you have, it is what you can do that interests employers. It is time to look at education from a holistic point of view – horizontally and vertically. OECD's survey of adult skills shows that education is making a difference in many countries.'



Cedefop Director proposes solutions for effective vocational education and training

There are solutions to the 'worrying situation with millions of jobs in Europe still remaining vacant while 27 million people are unemployed,' according to Cedefop Director James Calleja.

Speaking at a conference on skills mobility and competitiveness, organised by the European Economic and Social Committee at the Cedefop premises, Mr Calleja identified six solutions:

- We need to ensure easy access to labour market needs, to counsellors and guidance teachers in schools as early as possible. It's very important that young people start seeing the labour market in secondary school. They should be seeing qualifications as the end result of compulsory education, but they should see the labour market as an important end result of their general education.
- Forecasting of skills should go hand in hand with qualifications. People need to acquire qualifications. We cannot tolerate having people without any formal qualifications anymore. There should be no failures in compulsory education. No one should go into vocational education and training (VET) with zero qualifications.
- Continuous VET and initial VET should be given more importance by all social partners, by industry itself. We should make them more visible, more attractive to young people. It is a solution for unemployment.
- The dialogue with schools, with general education, should be more intensive. VET, Higher Education and General Education should speak to each other more frequently because people ought to acquire skills as early as possible in life. So, the earlier the intervention the better.
- Apprenticeship schemes, work-based learning, workplace learning are all solutions that we have already proposed, and the European Area for Skills and Qualifications, which the Commission has launched, and the European Alliance for Apprenticeships elaborate on these propositions. We need to make them more visible to Member States and to our stakeholders.
- We have to convince more institutions to use the European tools. Universities today have organised themselves in such a way that there is synergy between them across Europe. This is not the case with vocational training, and I think this is a challenge for us. We have a credit system in place, we have a VET quality assurance policy in place, we have Europass. ESCO (classification of European Skills/Competences, Qualifications and Occupations) was launched a few weeks ago. We have been talking about the learning outcomes approach for quite some time now as well as the validation of informal/non formal learning. All these are tools, which promote employability and give solutions to the need for skills and mobility for competitiveness.

Mr Calleja concluded: 'We should address our messages to everyone; to all learners, to all employees, employers and social partners. Skills and qualifications are a necessity for today's and tomorrow's labour markets.'



Cedefop / Photomuseum prize presented to winner

Turkish photographer Aydin Cetinbostanoglu spoke of 'an exciting moment' and 'a big honour' when he was presented with the Cedefop / Photomuseum Prize 2012-13 by Cedefop Director James Calleja in Thessaloniki on 16 December. The artist won the award for his project 'Diary of a village doctor' in the Karaburun area of his country and said that 'every human is a culture and to capture human beings is to capture culture'.

The Cedefop Director stressed 'the truly international character of the prize' and added that it is 'not only a way to support the art of photography but also to visualise vocational education and training and to draw attention to the big issue of today: how to bridge education and work'.

Since 2007, Cedefop and the Thessaloniki Museum of Photography have been organising international competitions for the best photographic portfolio on the theme of working and learning.

The 2012/13 winner was chosen by an international jury consisting of Simon Edwards from the Maison

Européenne de la Photographie, Elina Heikka, Director of the Finnish Museum of Photography, Jennifer Trauscher, who manages the Impossible Project in Vienna, Vangelis Ioakeimidis, Director of the Thessaloniki Photomuseum and Christian Lettmayr, Deputy Director of Cedefop. He received EUR 5 000 and his prize-winning work will be exhibited in Thessaloniki.

A winner of several awards in his career, Mr Cetinbostanoglu was born in Izmir, in 1954. He staged his first photo exhibition in 1973. He studied Political Sciences at Ankara University. He has made 22 personal exhibitions and has taken part in 20 group ones.

In 2014, when Thessaloniki is the Youth Capital of the European Union, the theme for the Cedefop / Photomuseum competition will be 'Reinventing the present: original jobs'.



Joint activities against unemployment planned by Cedefop and Greek government

Cedefop Director James Calleja discussed issues related to unemployment, apprenticeships and labour-market intelligence at a meeting with the Greek Minister for Labour, Social Security and Welfare Ioannis Vroutsis on 17 December, in Athens.

The two sides agreed to further their collaboration by joint activities between Cedefop and OAED, the Greek employment agency, on measures against unemployment and on supporting low-skilled Greek citizens.

Mr Vroutsis presented ERGANI, a labour-market intelligence tool, which makes it possible to monitor employment opportunities, redundancies and salaries in a large number of occupations across various sectors. This enables the Ministry to plan short- and long-term measures to fight unemployment and to provide the right skills for jobs.

Mr Calleja informed the Minister about an international conference on apprenticeships, which will take place in Thessaloniki, in March 2014.



New briefing note: Keeping young people in (vocational) education: what works?

Too many young people leave education too soon. Early leavers are at greater risk of long-term unemployment, poverty and crime, and now cost the European economy 1.25% of GDP.

The briefing note explores whether this flow can be staunched and proposes some considerations for policy-makers.

Links

- [Download the briefing note](#)
-



New briefing note: Qualifications frameworks in Europe - forging the right links

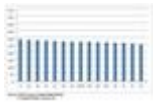
As national qualifications in Europe move closer to operation, policy integration becomes a key challenge.

A total of 36 countries are now working together to implement the European qualifications framework. But the key to its success is continuity. Links between European and national levels need to be reviewed regularly and common trust can only be achieved through a systematic exchange between countries.

This briefing note is also available as eBook, optimised for tablets and smartphones. Please tell us what you think about this new format.

Links

- [Download the briefing note](#)
-



A picture of skill: OECD's adult skills survey

Literacy levels vary across countries and between vocational education and training (VET) and general education graduates at upper-secondary levels, according to first findings from the OECD Survey of Adult Skills (PIAAC) published in October. The findings also show that, unsurprisingly, the young are more literate, but that proficiency in literacy peaks at around 30 years of age.

Literacy skills of VET graduates differ significantly across countries

Across all the 24 countries (and sub-national regions) participating in the survey the mean literacy score for young adults aged 16-29 whose highest level is vocationally oriented upper-secondary education is 273 out of a possible 500 (see [Table](#)). In some European countries such as Finland, or the Netherlands literacy scores are significantly above the OECD mean for this group, while in Spain, Poland and Ireland they are below (see Figure). These differences matter. In Finland, for instance, literacy skills of young graduates from general upper secondary programmes are as good as those of university graduates in Italy.

Definition of literacy and proficiency levels

Literacy is defined as the ability to understand, evaluate, use and engage with written texts to participate in society, achieve one's goals and develop one's knowledge and potential. It does not include writing. Adults at Level 1 or below can, at best, read relatively short texts to locate a single piece of information that is identical to that in the question or instruction, or understand basic vocabulary.

Literacy is divided into five proficiency levels and a score up to 500 points. The OECD regards 275, between Levels 2 and 3 as the cut-off point.

Differences between VET and general education

Literacy rates of young adults aged 16-29 with general upper-secondary education tend to be higher than those with VET. To some extent this is to be expected. Most potential university candidates tend to choose general education rather than VET as their path to higher education. VET, as well as providing high-level skills for the workplace, also plays a key role in integrating the less able into the labour market.

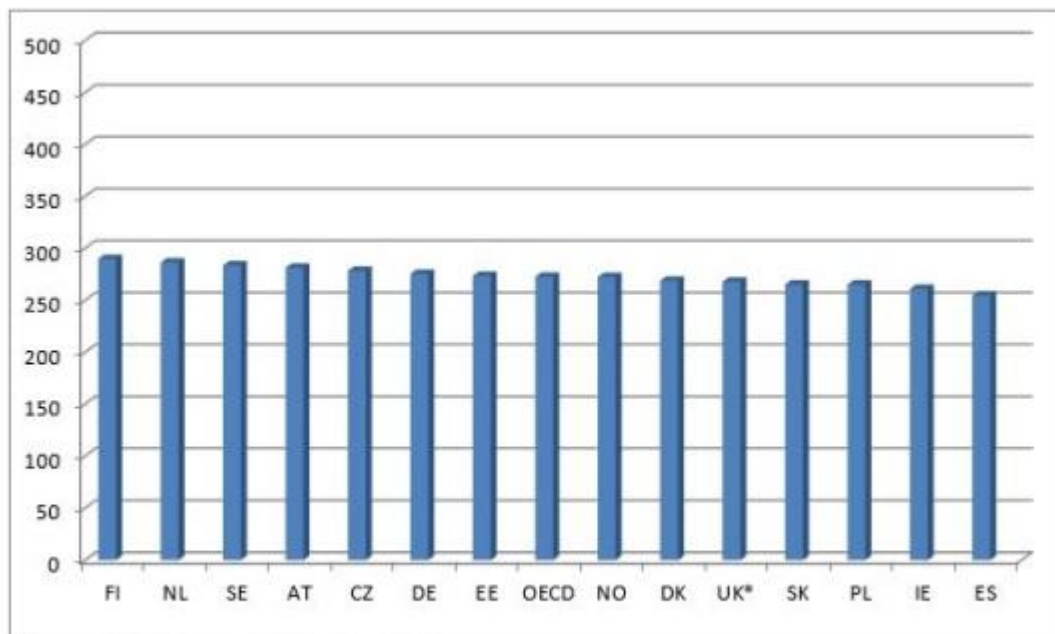
At upper-secondary level, higher literacy rates for young graduates from general education compared to VET graduates are found in all countries, but the gap varies considerably with notable differences between non-European and some European countries. Differences in literacy rates between young graduates tend to be significantly smaller in Canada, Japan, Korea and the US, than they are in some European countries that separate vocational and general learning tracks at upper-secondary level such as the Czech Republic, Denmark, Germany, the Netherlands and Finland.

Still, some countries, such as Finland and the Netherlands, also show relatively high literacy scores for young graduates of both types of programmes. In others, such as Spain, Ireland and Poland, graduates from both types of programmes tend to have relatively low scores. This is similar for some non-European countries. In the United States, the score of both groups is relatively low, while in Australia, both groups' score is relatively high. This raises the question of the extent to which having separate learning tracks influences skill gaps. There is no simple answer to this question and this is where Cedefop's work comes in.

Despite the lower literacy levels of VET graduates, there is evidence that they have a faster and smoother transition into work compared to general education graduates, particularly in countries where work-based learning is a strong component of VET programmes. VET may compensate for some skills disadvantages of youth by giving them better access to employment.

Figure: Mean literacy proficiency in European countries for adults aged 16-29 whose highest level of education is vocationally oriented upper secondary

Countries are ranked in descending order of the mean literacy score of young adults aged 16-29 whose highest level of education is vocationally oriented upper secondary



Source: OECD Survey of Adult Skills (PIAAC)
 (*) England/Northern Ireland (UK)

The generation skills gap

Younger generations of both general and vocational upper-secondary recent graduates (aged 16-19) have higher levels of literacy than the previous cohorts (aged 20-65). Their literacy scores are closer to Level 3 on PIAAC literacy scale. This is welcome given the trends towards more skill intensive jobs at all levels.

However, not all recent upper-secondary graduates score at this level. On average across European countries, at least 25% of them can be considered as low skilled as they do not attain Level 3 on the PIAAC literacy scale. In Italy, Ireland or the UK (England/Northern Ireland) the figure is around 50%.

There are also differences in literacy skills among adults between countries. Overall, adults over 20 who have not completed upper secondary education tend to have significantly lower literacy skills. In nearly every European country covered by the survey, 25% or more of them have very low levels of literacy (Level 1 or below), being unable to read and understand simple instructions (see Box above).

In all the countries surveyed proficiency in literacy peaks at around 30 years of age. This reflects that most formal learning is done early in working life and that skill development in lifelong learning falls markedly with age. This is worrying for Europe which has an ageing workforce that still needs to keep up with technological and organisational developments.

Just the start

The survey on adult skills allows for further investigation of the relationship better skills, educational attainment and labour market success. Cedefop is committed to investigating these issues and in developing, with the OECD, new indicators on skills in VET based on PIAAC data. Cedefop will also use the PIAAC data to investigate the skill requirements of today's jobs and skill mismatch. This will improve our understanding of how skills and qualifications affect integration in the labour market and help promote policy learning across countries.



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

Cedefop's "VETAlert" for December 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.



New programme for Employment and Social Innovation with a budget of €920 million

The Council has adopted the new EU programme for Employment and Social Innovation (EaSI) with €920 million available for the 2014-2020 period. The new programme will be launched on 1 January 2014.

EaSI integrates and extends the coverage of three existing financial instruments: Programme for Employment and Social Solidarity (Progress), the European network of Public Employment Services EURES and the European Progress Microfinance Facility.

"This integrated approach will increase the coherence and impact of these instruments. EaSI, notably via its focus on innovative projects, will be vital for better contributing to the Europe 2020 Strategy for Jobs and Growth", EU Commissioner for Employment, Social Affairs and Inclusion, László Andor said.

Links

- [Council Regulation on Employment and Social Innovation \(EaSI\) programme](#)
- [More information](#)



Proposal for a Council Recommendation on a Quality Framework for Traineeships

This proposal for a Council Recommendation seeks to ensure that traineeships efficiently ease education-to-work transitions and thus increase young people's employability.

It sets out guidelines that can ensure high-quality learning content and adequate working conditions. It also outlines how the Commission will support Member States' action through the EU funding framework, the exchange of good practices, and monitoring.

It covers so-called 'open-market' traineeships, i.e. traineeships agreed between trainee and a traineeship provider (business, non-profit or government) without the involvement of a third party, generally conducted after completion of studies and/or as part of a job search.

The proposed Recommendation does not address traineeships forming part of academic and or vocational curricula, neither the one which form part of mandatory professional training (e. g. medicine, architecture, etc).

[extract]

Links

- [Quality Framework for Traineeships](#)



The new Erasmus+ programme fully operational in 2014

The European Council has adopted the regulation establishing Erasmus+, the European Union Programme for Education, Training, Youth and Sport for the period 2014-2020.

It brings together in a single programme activities previously covered by a number of separate initiatives (including the lifelong learning programme, Erasmus Mundus and Youth in Action) and it also

covers activities in the new area of European competence, sport.

The new programme has a total budget of about €14.7 billion which represents an increase of 40% compared to the precedent budget.

[extract]

Links

- [Press release](#)



Website of the Greek Presidency of the Council of the European Union

Greece will hold the Presidency of the European Union in the first half of 2014, before handing over reins to Italy on 1 July 2014. It is the fifth time that Greece will hold the EU Presidency since its accession to the European Communities in 1981.

The main objective is to balance the timetable of fiscal consolidation with the implementation of a substantially enhanced and realistic Compact for Growth and Jobs that can be transformed into a diverse European investment programme, modelled after the cohesion policy, with a focus on employment.

[extract]

Links

- [Priorities and programme of the Greek Presidency](#)

Working with us

Deputy Director

Cedefop/2013/03/AD

The Governing Board of Cedefop invites applications for the post of Deputy Director (Grade AD 12 temporary contract pursuant to Article 2a of the Conditions of Employment of other servants).

Reference: Cedefop/2013/03/AD

The deadline for applications is 5 February 2014, at 23:59 Central European Time (date of post registration).






Applications sent by door to door courier service must be sent the latest by 5 February 2014 **and the sending date must be clearly identified on the envelope.**



















 [Mandatory application form Cedefop/2013/03/AD - Deputy Director \(in English only\).](#)

The full vacancy notice can be found below in all official EU languages.

 Deadline:05/02/2014

Attachments

-  [BG ОБЯВЛЕНИЕ ЗА СВОБОДНА ДЛЪЖНОСТ](#) (66.58 Kb)
-  [CS OZNÁMENÍ O VOLNÉM PRACOVNÍM MÍSTĚ ZÁSTUPCE ŘEDITELE](#) (63.63 Kb)
-  [DA MEDDELELSE OM LEDIG STILLING SOM VICEDIREKTØR](#) (66.35 Kb)
-  [DE AUSSCHREIBUNG DER STELLE DES STELLVERTRETENDEN DIREKTORS](#) (70.33 Kb)
-  [EL ΠΡΟΚΗΡΥΞΗ ΘΕΣΗΣ ΑΝΑΠΛΗΡΩΤΗ ΔΙΕΥΘΥΝΤΗ](#) (57.84 Kb)

-  [EN NOTICE OF VACANCY FOR A DEPUTY DIRECTOR \(62.51 Kb\)](#)
-  [ES CONVOCATORIA PARA EL PUESTO DE DIRECTOR ADJUNTO \(53.81 Kb\)](#)
-  [ET ASEDIREKTORI VABA AMETIKOHA TEADE \(54.58 Kb\)](#)
-  [FI ILMOITUS AVOINNA OLEVASTA APULAISJOHTAJAN TOIMESTA \(68.82 Kb\)](#)
-  [FR AVIS DE VACANCE POUR UN POSTE DE DIRECTEUR ADJOINT \(69.25 Kb\)](#)
-  [GA FÓGRA FOLÚNTAIS LE HAGHAIDH POST AN LEAS-STIÚRTHÓRA \(52.31 Kb\)](#)
-  [HR OBAVIJEST O SLOBODNOM RADNOM MJESTU ZAMJENIKA RAVNATELJA \(52.64 Kb\)](#)
-  [HU PÁLYÁZATI FELHÍVÁS IGAZGATÓHELYETTESI POZÍCIÓRA \(52.36 Kb\)](#)
-  [IT AVVISO DI POSTO VACANTE DI VICEDIRETTORE \(67.13 Kb\)](#)
-  [LT SKELBIMAS APIE LAISVĄ DARBO VIETĄ DIREKTORIAUS pavaduotojo PAREIGOMS UŽIMTI \(62.27 Kb\)](#)
-  [LV PAZIŅOJUMS PAR DIREKTORA VIETNIEKA AMATA VAKANCI \(54.31 Kb\)](#)
-  [MT AVVIŻ TA' POST BATTAL GĦAL DEPUTAT DIRETTUR \(69.47 Kb\)](#)
-  [NL KENNISGEVING VAN EEN VACATURE VOOR DE FUNCTIE VAN ADJUNCT-DIRECTEUR \(68.39 Kb\)](#)
-  [PL OGŁOSZENIE O NABORZE NA STANOWISKO ZASTĘPCY DYREKTORA \(56.79 Kb\)](#)
-  [PT ANÚNCIO DE ABERTURA DE VAGA PARA O lugar de Diretor adjunto \(61.38 Kb\)](#)
-  [RO ANUNȚ PENTRU POSTUL VACANT DE DIRECTOR ADJUNCT \(68.01 Kb\)](#)
-  [SK OZNÁMENIE O VOĽNOM PRACOVNOM MIESTE NA POZÍCIU ZÁSTUPCU RIADITEĽA \(65.81 Kb\)](#)
-  [SL OBJAVA PROSTEGA DELOVNEGA MESTA NAMESTNIKA DIREKTORJA \(64.91 Kb\)](#)
-  [SV MEDDELANDE OM LEDIG TJÄNST SOM BITRÄDANDE DIREKTÖR \(61.69 Kb\)](#)

Measuring Performance of EU Member States Skills Systems and Prioritising Skill Mismatches

AO/RPA/KPOUL-AZU/Prioritising_Skill_Mismatches/015/13

The purpose of this contract is twofold:

(1) to develop a methodology and a policy tool - a skills monitoring index - that can be used to evaluate the performance of EU Member States' skills systems (e.g. in terms of skill development, activation and utilisation);

(2) to use a 'risk-based approach' in order to identify and prioritise occupations that are susceptible to skill mismatch (i.e. skill shortages or surpluses) and are of high economic importance in each EU Member State. To achieve these goals at both country and occupational level, the proposed system should exploit (and combine in the form of suitable composite indices) a set of informative and transparent quantitative indicators of skills (e.g. skill demand, skill supply and skill utilisation) along with qualitative inputs. The aim of this project is to assess the performance of EU Member States' skills systems and to provide early warning signals of the presence of skill mismatches in occupations of priority economic relevance.

This call has been published in the Supplement to the Official Journal of the European Union 2013/S 243-422079 of 14/12/2013.

Deadline of submitting tenders: 20/02/2014 (17h00 for hand-delivered tenders).

Requests for additional information/clarification should be received by 12/02/2014.

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

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

Please note that Cedefop will be closed between 23/12 and 1/1/2014.

■ Deadline:20/02/2014

Attachments

 [EN Tender Dossier_Prioritising Skills Mismatches \(1398.60 Kb\)](#)

OECD LEED - Cedefop Green skills forum 2014

■ Dates: 14/02/2014 - 14/02/2014 ■ Venue: Paris ■ Country: France ■ Cedefop involvement: Co-Organiser

The challenges of greening the economy and the implications for employment and skills vary across regions and local areas, depending on their economic and industrial structure, as well as their current and potential innovative activities. Despite these national differences, sustained and inclusive employment is a shared objective for policy makers in all types of localities.

The 2nd Green Skills Forum will have a special focus on the links between skills and knowledge needs and inclusive green growth. Experts in innovation, employability and skills development policies will draw lessons from work conducted by Cedefop, the OECD and other organisations in this area. The discussions will help identify the obstacles and challenges lying ahead for the development of skills, education and training policies. The Forum's outcomes will contribute to inform new work to be conducted to address the transition of labour markets to greener employment growth.

The conference papers, discussions and exchanges are expected to:

- Inform of strategies, initiatives and policy approaches tackling key skills issues for green growth;
- Compare methods and tools used in monitoring and evaluating developments in labour markets;
- Indicate how research can support better targeted policy making and skills strategies;
- Identify gaps in knowledge and provide guidance for future research and collaboration for transitioning to a low carbon economy.

To register for the Forum please refer to the link below. Due to the limitation of available places, we will accept participants on a first come first served basis. Registration is free of charge, however participants must bear their travelling, accommodation, and subsistence expenses. Cedefop will reimburse travel costs of invited speakers only.

For more information, please contact: GREENSKILLSFORUM@cedefop.europa.eu

Links

- [Green Skills Forum website](#)

Attachments

 [EN Flyer Green Forum 2014](#) (PDF 438.20 Kb 27/11/2013)

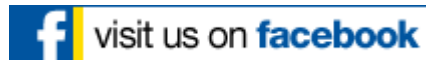
Pilot employer survey on skill needs in Europe: Employer survey instrument and sampling design

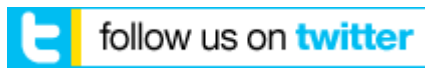
■ Dates: 24/02/2014 - 25/02/2014 ■ Venue: Cedefop ■ Country: Greece ■ Cedefop involvement: Organiser

In the past months, Cedefop tested in 8 countries its revised employer survey instrument to measure changing skill needs in Europe and has explored the optimal survey sampling design. The objective of this meeting is to have a final review of the instrument and sampling design and discuss the recommendations for a full-scale implementation based on the latest results.

The participation in this event is restricted to the invited experts.

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