



Cedefop Newsletter no. 40 - March 2014

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Main story



Partnerships key to preventing skills mismatch and NEETs

Partnerships between education and training and social partners are not an option but inevitable to prevent skills mismatch and having people not in employment, education or training (NEETs), argued Cedefop Director James Calleja at the Greek EU Presidency's flagship conference on vocational education and training (VET).

The conference, held on 26 March in Athens, gave participating Member States an opportunity to get acquainted with successful VET policies and practices which tackle skills mismatches, focusing on how work-based learning can meet contemporary challenges.

Greek Minister of Education Constantine Arvanitopoulos gave the keynote speech in the presence of senior officials from the European Commission, social partners' representatives and around 200 participants.

Mr Calleja noted: 'VET covers almost the whole spectrum of the qualifications framework. It triggers innovation; we need VET policy-makers and institutions that believe in its potential at all qualifications levels and implement measures to raise quality and excellence with urgency.'

He stressed that 'the worlds of education and work are not/have not been talking to each other enough,' which is why 'we need to strengthen initial vocational education and training (IVET) by coordinating efforts from governments, social partners, the labour market and education and training providers. Without a strong IVET base, it is impossible to have quality continuing VET and VET at higher education.'

The Cedefop Director, who together with a group of the Centre's experts presented the challenges VET faces when it comes to skills mismatch and work-based learning, argued that 'before you reform education and training, you need to know what kinds of jobs there are, where and which skills they require; reform in education must go hand-in-hand with economic and social strategies and not in isolation.'

According to Mr Calleja, 'the European tools are a solid foundation to build a culture of learning by doing; adapt them to your national, regional, local contexts and they will make a difference.'

Cedefop supports the work of the European Commission and Member States based on its expertise on labour market issues, qualifications and VET policies. The envisaged Cedefop policy-learning workshops in 2015 will enable knowledge-sharing towards strategic, prioritised and citizen-centred initiatives in VET institutions.

'Countries need to identify their growth potential and skills needs, develop training schemes to suit their specific contexts and use the potential of work-based learning. This requires comprehensive strategies, which include competence development of teachers and trainers, and commitment of all actors,' concluded Mr Calleja.

Cedefop expert Irina Jemeljanova reported on the outcomes of the discussion in the workshop on creating a pool of competent trainers in countries without work-based learning traditions. The role of trainers is very important, as they actually work with apprentices and trainees in companies. Trainers are main actors in ensuring the link between education and training and in increasing matching of the skills learners have to the ones needed at the workplace.

The guiding principles, a result of the thematic working group on professional development of trainers in VET, will be

published soon. Chambers of commerce and industry and the state are main partners in supporting quality work-based learning. The chambers pointed out high commitment and clear understanding of the roles they are willing to play while the state should open up and involve the world of work in shaping vocational education and training.

The conference was followed by a meeting of Directors General for VET (27-28 March), during which Directors debated the next set of short-term deliverables for European cooperation on VET 2015-17.

News from Cedefop



Commissioner Andor at Cedefop: Youth guarantee a short-term relief and long-term investment in skills and employability

European Union (EU) Commissioner for Employment, Social Affairs and Inclusion László Andor called his visit to Cedefop premises on 4 March 'a very important experience' and stated that 'good vocational education and training systems are crucial for employment'.

Addressing Cedefop staff, Mr Andor spoke about the youth guarantee, one of the European Commission's new initiatives to combat youth unemployment. 'It needs to be a short-term relief and long-term investment in the skills and employability of young people,' he said.

The scheme aims to ensure that all young people under age 25 receive a good-quality offer of employment, an apprenticeship or traineeship or the chance to continue their education within four months of becoming unemployed or leaving formal education.

'It is important for Europe's Regions to know how to draw from the EU financial resources, but also how to exploit the experience of others,' stressed Mr Andor.

He mentioned mobility as 'a very important opportunity, a fundamental right' of European citizens and argued that 'we do not consider mobility in the EU loss of human capital,' adding that there is now less mobility in Europe than before the crisis. The EU Commissioner underlined, as an example, that Germany needs more than half a million workers per year.

Cedefop Director James Calleja said that it was 'a privilege and an honour' to welcome the Commissioner to the agency and noted that employment is at the centre of its research and forecasting. He added that youth should be empowered through various forms of education and training to be their own guarantee for employability and employment.

Senior officials presented to Mr Andor Cedefop's work on:

- employment and skills perspectives up to 2025 – EU28 and Hungary;
- feedback mechanisms between VET and the labour market – the role of apprenticeship-type learning;
- the relevance of the common EU tools and principles for the labour market.

Links

- [Photo gallery of Commissioner Andor's visit to Cedefop](#)

Attachments

 [EN Press release](#) (PDF 237.49 Kb 05/03/2014)



Youths 'are their own guarantee'

'Youths should be empowered to guarantee their own employment through education and training in a lifelong learning context,' said Cedefop Director James Calleja addressing a high-level conference on the role of the Regions in the implementation of the youth guarantee, in Kavala, Greece.

Mr Calleja stressed the importance of education and training in all environments – informal, formal and

non-formal. He said that to achieve a smoother transition between education and the labour market, one ought to avoid skills mismatching and boost youth entrepreneurship.

The youth guarantee is a temporary measure, which employers, youths and governments should use to boost learning opportunities, acquire skills and competences needed in the labour market and instil a culture of learning on the job.

Mr Calleja noted that the financial crisis, now subsiding in various European Union Member States, is an opportunity to attract more people to learning environments, which close the gap between education and training and employment.

Cedefop is at the forefront of promoting youth entrepreneurship, apprenticeship programmes and work-based learning as means to achieve this objective. Work-based learning in particular empowers learners and benefits employers.

'The youth employment initiative is an excellent vehicle to job creation through education and training involving employers, training institutions and governments. Young people need to be prepared for a labour market which is constantly changing; the acquisition of basic skills as early as possible in schools, therefore, is a good foundation for employability,' added Mr Calleja.

The Cedefop Director regards the Kavala region as an attractive location for the hospitality industry to flourish together with other sectors such as the financial and leisure sectors. The key target for all stakeholders and policy-makers is not simply to create jobs but to ensure that people, especially younger generations, are employable because they possess the right transferable skills.

The conference, on 4 March, was also addressed by the European Commissioner for Employment, Social Affairs and Inclusion László Andor, the Regional Governor of East Macedonia and Thrace Aristeidis Giannakidis and the Mayor of Kavala Constantinos Simitsis among other distinguished Greek and international guest speakers.

Cedefop expert Ernesto Villalba-Garcia presented the agency's work on the importance of developing entrepreneurship skills for employability and the validation of non-formal and informal learning.



Cedefop launches European Skills Survey (eu-SKILLS)

To find out more about the skills needed for jobs and how they are used, as well as about skill mismatch, Cedefop has started collecting data for the first European Skills Survey. Around 50,000 adult employees across all the European Union's 28 Member States will be surveyed precisely to find out the extent of skill mismatch and how it can develop during someone's career.

Most of the skills you need for your current job you will develop in the first five years of working in it. After that, although you will continue to learn, the pace of learning slows down. This, of course, varies from job to job.

The level of skills required is more likely to remain the same for people working in elementary jobs than, for example, professionals in health care where rapid changes in technology may require new skills. But the importance of developing particular skills throughout a person's career and how they match with the changing demands of their jobs has implications for skill mismatch. Whatever its cause, skill mismatch, represents a significant loss of investment in people and has important economic and well-being costs for enterprises and individuals.

The survey will also examine causes of skill mismatch and the extent to which initial and continuous vocational training can address the problem. It will detect changing education and skill needs in different occupations and assess the extent to which several basic and generic skills of individuals are valued in the job market. Cedefop will present the survey's findings in 2015.



NEETs – prevention is better than cure

Cedefop Director James Calleja told a conference organised by the European Commission and the Romanian government in Bucharest that 'in addressing NEETs (people not in employment, education or training) we should keep in mind that prevention is better than cure and that detecting potential NEETs should be a key concern in school education.'

He said that Cedefop also 'has a role in reducing NEETs through evidence-based research, analysis of

Member States' initiatives as well as support to the Commission on related issues'.

The conference (10-11 March) was addressed by Commissioner Androulla Vassiliou, Romanian Prime Minister Victor Ponta and several ministers.

In his presentation, Mr Calleja delved into the importance of European tools, work-based learning, apprenticeship programmes as well as the use of funding from the European Social Fund and Erasmus+.

He noted: 'NEETs are the result of various factors, which can be prevented by our educational systems if more attention is given to individuals as early as possible at school. Prevention may be perceived as an expensive activity but remedial action is even more expensive and no one should expect that vocational education and training (VET) on its own, as a sector, can resolve unemployment issues. Reskilling after school education should not, in principle, include the acquisition of basic skills and competences.'

Several Member States have taken strategic initiatives to reduce NEETs, and those that have been successful (such as Ireland, France and Finland) have accomplished this through approaches at micro-levels on national, regional and local contexts.

Mr Calleja argued that 'EU policies, guidelines and roadmaps can only be effective if Member States create the social, educational and work environment, which recognises all skills and competences (validation) and consider the European tools (Europass, EQF, EURES, ESCO and ECVET) as the means to add value and visibility to VET.'

He added that 'linking education to the labour market in flexible, attractive and innovative approaches empowers youths, who we term as the "lost" generation, to re-enter the lifelong learning process.' This can be done through 'reforms in apprenticeship programmes, work-based learning, acquisition of entrepreneurial skills, and validation of acquired skills from informal and non-formal learning.'

Cedefop's expert Irene Psifidou reinforced earlier comments by Mr Calleja in showing that successful policies in Member States to attract and retain young people in education and training had been based around partnerships between schools, VET institutions, employers and social partners.

'We need such partnerships to commit resources to reduce and hopefully eliminate NEETs. Action at the micro-level is the next step towards a sustainable solution. Only initiatives at regional and local levels can bring the desired results,' concluded Mr Calleja.

Attachments

 [EN Press release](#) (PDF 161.51 Kb 12/03/2014)

A model of governance 'to support European tools and employability' – Cedefop Director

At a European Observatoire of Sport and Employment (EOSE) conference, at Wembley Stadium in London, Cedefop Director James Calleja proposed a joint activity on vocational education and training (VET) and mobility of the sport and active leisure sector and the international financial services sector based on a common model of governance to support the use of European tools and policies related to VET, skills and qualifications.

In his testimonial, Mr Calleja spoke about the 7-step model, which was finalised by EOSE in 2011. The seven steps to achieve quality in VET-related qualifications are: labour market intelligence, an occupational map, occupational descriptors, a functional map, a competence framework/occupational standards, a guide to qualifications and learning outcomes, and quality assurance processes.

The conference, on 24 and 25 February, was organised by EOSE's VSPORT+ project, which is funded by the European Commission under the lifelong learning programme 2007-13.

Some 64 participants from 20 countries, including Olympic Games medallist Claudia Bokel and senior

officials from SkillsActive Australia and SkillsActive Aotearoa New Zealand, had the opportunity to present latest activities and EU policy developments, some concrete national case studies, and to exchange views on the main education and training challenges the sector is currently facing as well as concrete opportunities and suggestions for the development of its workforce.

The Cedefop Director focused on the importance of standards in VET-related qualifications, which should fundamentally govern a sector in which qualifications are led by the governing bodies themselves; on mobility, which allows those working in the sectors to move from one region/country to another with recognised knowledge, skills and competences; on transparency as a tool which is today strengthened by the European processes the model uses, such as the EQF, ECVET, quality assurance standards in vocational training, Europass and others; and on employment, which the model aims to achieve.

'At the end of the day, people need employment, recognition for their work and quality of life within well-defined structures and processes. In this context, the 7-step model is a valid tool, particularly in providing this sector with a European context, which may be easily exported to other regions of the world but also to other sectors, such as the financial sector which is also currently working on a similar model,' added Mr Calleja.

He also stressed 'the sectoral and global appeal of the model in the context of the economic crisis and youth unemployment' and 'how the sector can support people in becoming more employable.'

Attachments

 [EN Press release](#) (PDF 40.39 Kb 04/03/2014)



New publication: Vocational education and training in Greece

By providing an insight into the main features and current developments, this short description contributes to a better understanding of vocational education and training (VET) in Greece and the challenges that lie ahead, such as high youth unemployment and other labour market imbalances.

Recent reform initiatives aim to make VET more attractive in a country where the worlds of education and training and work have been quite apart. Recent legislation aims to reinforce work-based components of education and training, thus strengthening links with the labour market.

Anticipating skill needs should also become part and parcel of educational policy. Provided all partners within the education and training field and the labour market are committed to their implementation, these reforms can go a long way towards addressing the challenges the country currently faces.

Links

- [Download the publication](#)



New publication: Spotlight on VET Greece

Following new legislation strengthening its work-based component, vocational education and training (VET) in Greece is in transition, as Cedefop's compact guide shows.

The dual learning approach in VET was reinforced with expansion of apprenticeships at secondary level and more work-based learning opportunities at post-secondary and tertiary levels.

Full implementation of the changes set in motion by legislative reform is a key challenge for the coming years.

Links

- [Download the publication](#)



New briefing note - Skill mismatch: more than meets the eye

Skill deficits do not cause unemployment; Europe's most talented workforce is being wasted, argues Cedefop's latest briefing note.

Unemployment in many European Union countries is alarmingly high. Yet, surveys still find that firms have problems filling vacancies.

Many argue that this is because young graduates and other workers are ill-prepared and the lack of the right skills is responsible for Europe's high rates of unemployment.

However, there is evidence that factors other than skill deficits are mostly responsible for rising unemployment coexisting with unfilled job vacancies.

Links

- [Download the publication](#)



New publication: Spotlight on VET The Netherlands

While emphasis in the first decade of this century was on guaranteeing accessibility of the vocational education and training (VET) system in the Netherlands, principles of efficiency and quality have, for the past four years, been receiving more attention.

Read all there is to know about VET in the Netherlands in Cedefop's six-page guide.

Links

- [Download the publication](#)



New publication: Attractiveness of initial vocational education and training: identifying what matters

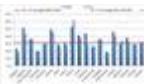
Previous studies on how attractive people find vocational education and training (VET) as learning path have focused on the influence of specific characteristics of the initial VET system.

These include the provision of guidance and counselling, the chances to move on to higher education, the qualifications system, or quality assurance for the training provided. But even though an IVET system produces good outcomes it is not necessarily seen as an attractive learning option.

This study reveals other wider issues that be crucial to understanding what makes initial VET and attractive option to potential students. It shows that the composition and respective strengths of the labour market, expenditure on vocational education, as well as wider factors such as views of family members, perceptions about the quality of VET and the wider educational context all play a role. The study concludes with several insights on how to influence perceptions of VET.

Links

- [Download the publication](#)



Rising STEMs

Demand is increasing for science, technology, engineering and maths (STEM) skills. Graduates from upper-secondary vocational education and training are important providers of STEM skills, but numbers are falling in some countries.

Despite the economic crisis, employment of physical, mathematical and engineering science professionals and associate professionals is around 12% higher in the European Union (EU) ⁽¹⁾ in 2013 than it was in 2000 and this trend looks set to continue.

Vocational education and training (VET), including that provided at upper secondary level, is traditionally an important supply line for STEM skills, but there are concerns that the supply of STEM skills may be insufficient and constrain Europe's economic growth ⁽²⁾.

Rising demand

Demand for STEM professionals and associate professionals is expected to grow by around 8% between now and 2025, much higher than the average 3% growth forecast for all occupations. Employment in STEM-related sectors is also expected to rise by around 6.5% between now and 2025, although this masks big differences between different sectors. For example employment in computing and professional services is expected to rise by some 8% and 15% respectively, while the pharmaceuticals sector is expected to see zero employment growth.

Having STEM skills is no longer sufficient on its own. Graduates at all levels, including those from upper-secondary VET, need personal and behavioural attributes as well as STEM-related skills ⁽³⁾. Creativity, team working, communication and problem solving are needed as scientific knowledge and innovation is increasingly produced by teams that often combine different nationalities as well as different organisations and enterprises. Understanding the application of new technologies in everyday life presents new challenges. In many cases it is not enough that something works well. It should also be well-designed, stylish and desirable for more than just practical features.

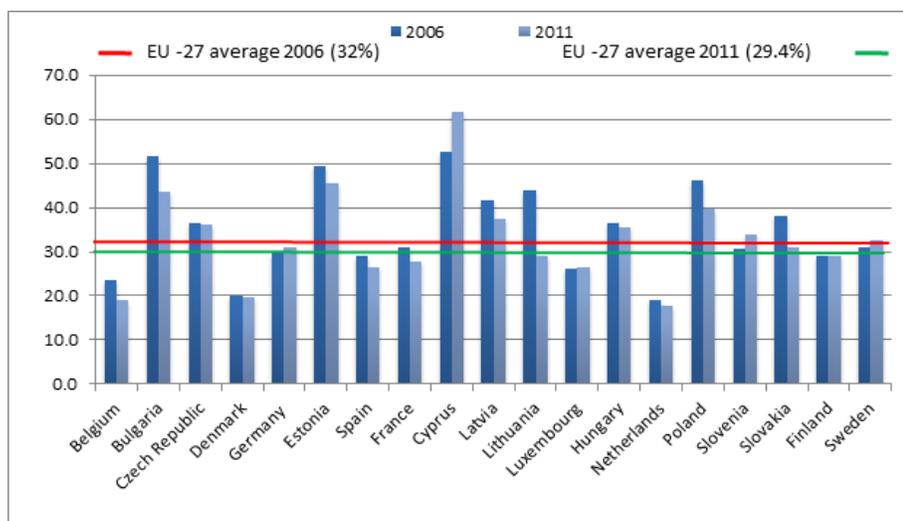
Between now and 2025, around two-thirds of the anticipated job openings in STEM-related professions will be to replace people working in these areas but who will retire. Currently, around 48% of STEM-related occupations require medium (upper-secondary) level qualifications, many of which are acquired through initial upper-secondary level VET. This figure is forecast to fall a little to around 46% in 2025 but, despite the image of highly-educated scientists in white coats, most STEM-related occupations will still require medium-level qualifications over the next decade or so.

Demand forecasts are difficult to make for highly competitive science- and technology-driven industries. STEM-related sectors such as pharmaceuticals, motor vehicles, engineering and other types of manufacturing are particularly exposed to the boom-and-bust of the economic cycle. Such sectors are also more prone to restructuring and outsourcing. That demand for STEM-related skills is likely to be highest in professional services reflects how the work has changed. In engineering, for example, work tends to be linked to projects for which external contract engineers are brought in as appropriate. Long-term employment with a single firm has been replaced by temporary assignments that can quickly end when a project ends or the market shifts. These factors affect short- and long-term demand for STEM workers and the skills they need.

Falling supply?

However, the Royal Academy of Engineering reported last year that the UK needs 100 000 new STEM university graduates every year until 2020 ⁽⁴⁾ just to meet demand. Germany's Deutsche Bank points to a shortage of about 210 000 workers ⁽⁵⁾ in what they refer to as MINT disciplines—mathematics, computer science, natural sciences and technology. Recruitment difficulties have also been reported for STEM-related skills in several countries including Austria, Hungary and Sweden.

At upper secondary level education, numbers of VET graduates in STEM-related related subjects vary significantly across countries. They account for more than 40% of upper-secondary VET graduates in Bulgaria, Estonia and Cyprus, compared to less than 20% in Belgium, Denmark and the Netherlands (see Figure).



Source: Cedefop calculations based on Eurostat, UOE data collection. EU averages are weighted averages of available country data. Calculations exclude the category architecture and building.

The direction and scale of trends are not uniform, but for most countries for which data are available there appears to be a slight decline in the proportion of upper-secondary VET graduates in STEM-related subjects, with the estimated EU average dropping from 32% in 2006 to 29.4% in 2011. But it is difficult to say how significant this decline is. There are also concerns about the quality of maths and science learning at earlier stages of schooling. The 2012 PISA results showed that around 16.5% of pupils aged 15 had low science levels and 22% were low achievers in maths in 27 EU Member States ⁽⁶⁾.

Maintaining a healthy supply of STEM-related skills

Whether or not the supply of STEM skills meets demand depends on more than simple comparisons between forecast employment opportunities and anticipated numbers of graduates.

Maintaining a healthy supply of STEM-related skills rests on several factors. While young upper-secondary level graduates in STEM-related subjects are needed, it is also important to provide opportunities for adult workers to acquire and update STEM skills throughout working life. Learning opportunities are essential in areas of rapid technological change. Beyond learning, STEM-related jobs and careers need to be attractive both to draw students to STEM-related subjects and to ensure that qualified people do not choose careers in other areas.

Europe also faces competition for highly-skilled STEM professionals from countries such as the United States, Canada and Australia ⁽⁷⁾. Europe is not the preferred destination for many skilled third-country nationals, including STEM professionals ⁽⁸⁾. This is due to various things, such as work permit regulations, access to citizenship, language, quality of employment and the extent of ethnic diversity. It needs to be remembered that Europe is not just competing in goods and services but also for talent.

(1) 27 Member States, excluding Croatia.

(2) [BusinessEurope \(2012\) Plugging the Skills Gap – The clock is ticking \(science, technology and maths\)](#) [cited 16.01.2014]

(3) [European Commission \(2012\) Assessment of impacts of NMP technologies and changing industrial patterns on skills and human resources](#), [cited 16.01.2014]

(4) www.theengineer.co.uk, [cited 16.01.2014]

(5) [Deutsche Bank](#) [cited 16.01.2014]

(6) All EU Member States except Malta

(7) [European Commission, European Migration Network \(2011\) Satisfying Labour Demand through Migration](#), [cited 16.01.2014]

(8) [OECD \(2012\) Connecting with Emigrants, A Global Profile of Diasporas](#) OECD (2012). [cited 16.01.2014]

Attachments



VET-Alert - Just published on Vocational Education and Training - March 2014 issue

Cedefop's "VETAlert" for March 2014 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.

EU Policy



Council recommendation on a Quality Framework to improve quality of traineeships

The Council has adopted a recommendation on a quality framework for traineeships which addresses two shortcomings: insufficient learning content and inadequate working conditions.

The recommendation provides guidelines and tools to member states, trainees, traineeship providers, and all other stakeholders in order to ensure that traineeships are a beneficial tool to help in transitions from training or inactivity to employment.

This recommendation, together with other initiatives - such as the youth employment initiative and the youth guarantee - will contribute to wider efforts for the social and professional integration of young people.

Links

- [Quality Framework for Traineeships](#)



Commission Communication on "Taking stock of the Europe 2020 strategy for smart, sustainable and inclusive growth"

This Communication sets out an analysis of what has happened in the framework of the Europe 2020 strategy so far. In many respects, this period has been used to lay the foundations for results that should come through in the coming years.

The Commission has also sought to show the impact of the crisis on the expected results.

The Commission has not drawn policy conclusions nor made policy recommendations at this stage. Given the enormity of the change that the EU, its Member States, cities and regions have undergone as a result of the crisis, the Commission considers it necessary to launch an EU-wide consultation of all stakeholders on the lessons to be learned and on the main factors that should shape the next stages of the EU's postcrisis growth strategy.

The Commission will run a public consultation, based on the analysis in this Communication, inviting all interested parties to contribute their views.

[extract]

Links

- [Communication on Taking stock of the Europe 2020 strategy](#)

- [Annexes to the Communication](#)
-



Council conclusions on the 2014 Annual Growth Survey and Joint Employment Report: political guidance on employment and social policies

The Council has adopted Conclusions on employment and social policies and it stresses that:

- In the context of transition towards economic and jobs recovery, the continuation of the policy priorities set out in the Commission's **fourth Annual Growth Survey (AGS)** is welcome as it ensures stability of the overall policy framework.
- The **Joint Employment Report (JER)** contains for the first time a Scoreboard of key employment and social indicators. It can help to underpin the contribution of the Council to the agenda set by the European Council regarding the reinforcement of the social dimension of the EMU within the current institutional framework, and can represent a valuable additional tool within Article 148 and the European Semester. Work should now continue to improve the scoreboard and refine its operational scope in time for the 2015 European Semester.
- The Council confirms the broad political objectives for social policies as adopted in its 2013 conclusions on "The Annual Growth Survey and the Joint Employment Report in the context of the European Semester: political guidance on employment and social policies.

[extract]

Links

- [Council Conclusions the 2014 Annual Growth Survey and Joint Employment Report](#)
-



Joint Employment Report 2014

The Council has just adopted the Joint Employment Report that highlights the main messages emerging from the analysis of the employment and social situation in Europe and the implementation of the Employment Guidelines.

Links

- [Joint Employment Report 2014](#)
-



Teacher education in Europe

This briefing provides an overview of the latest developments on teacher education in Europe.

Links

- [Teacher education in Europe](#)
-



EU Youth Conference of the Hellenic Presidency - Joint Recommendations

The EU Youth Conference has concluded in Thessaloniki (Greece), with young representatives and policy-makers from all over Europe having drawn up concrete policy recommendations to feed into Council Conclusions to promote youth entrepreneurship to foster social inclusion of young people and a Council Resolution on the overview of the structured dialogue process including social inclusion of young people.

Links

- [Joint Recommendations](#)

Working with us

Designing a new user experience for the EU Skills Panorama web portal

AO/RPA/AZU/EUSP-WEB-SERVICES/002/14

The aim of this contract is to design, develop, deploy and promote a dynamic, user-friendly, interactive, multilingual, visually appealing web platform, offering a rewarding user experience. The web platform should serve as a reference portal for information on skills, job prospects and labour market intelligence in Europe and support informed decision-making. The ultimate goal is to help increasing transparency in European labour markets, and thus contribute to reducing skills mismatch.

This call has been published in the Supplement to the Official Journal of the European Union 2014/S 053-087482 of 15/03/2014.

Deadline for submitting tenders: **28/04/2014** (17h00 for hand-delivered tenders).

Requests for additional information/clarification should be received by 15/04/2014.

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.

■ Deadline:28/04/2014

Attachments

-  [EN Clarifications 1 EUSP](#) (128.89 Kb)
-  [EN Correction 1 EUSP](#) (125.61 Kb)
-  [EN Tender documents EUSP](#) (2290.39 Kb)

ReferNet call for proposals Greece-Romania

GP/RPA/ReferNet-FPA/002/14

With the objective of completing the current European network for VET – ReferNet –, this call aims at:

- selecting one applicant from Greece – following termination of the previous agreement on 19 April 2014 – and one applicant from Romania – following termination of the previous agreement on 31 December 2013 – with which Cedefop will conclude an eighteen-month framework partnership agreement; and

- concluding, with the successful applicants, specific grant agreements for a work plan to be carried out in 2014 (1st July – 31 December 2014).

The announcement of this call for proposals has been published in all official languages in the Official Journal, series 2014/C 77/05 of 15/03/2014.

Deadline for submission of proposals: **16/05/2014**.

Requests for additional information/clarification should be received by 07/05/2014. 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

■ Deadline:16/05/2014

Attachments

 **EN** [Call for proposals documents](#) (1499.94 Kb)

 **EN** [Notice in English](#) (79.67 Kb)

Agenda

International conference: The promise of validation of prior learning as the motor for social and economic change

■ Dates:09/04/2014 - 11/04/2014 ■ Venue: Rotterdam, The Netherlands ■ Country: Europe ■ Cedefop involvement: Participant

A biennial event to decide on validation strategy... worldwide.

Cedefop will participate with two keynote speakers:

Ernesto Villalba will present the 2014 update of the European inventory of validation of non-formal and informal learning and discuss preliminary outcomes.

Jens Bjornavold will speak on 'Validation of non-formal and informal learning in Europe: the challenging move from policy to practice'.

Links

- [Link of the event](#)

European apprenticeship conference: Steering partnerships for growth

■ Dates:07/05/2014 - 08/05/2014 ■ Venue: Thessaloniki ■ Country: Greece ■ Cedefop involvement: Co-Organiser

The conference is organised in support of the European Alliance for Apprenticeship and addresses Government officials responsible for apprenticeships and social partners, employers and employees, who are involved in apprenticeships. By showcasing examples of approaches to apprenticeship, the event will offer the chance to discuss challenges and success factors for quality apprenticeship and find partners for cooperation and experience exchange.

Contact details: Apprenticeshipconference2014@cedefop.europa.eu

Designing, implementing and supporting effective work-based learning

■ Dates:21/10/2014 - 22/10/2014 ■ Venue: Thessaloniki ■ Country: Greece ■ Cedefop involvement: Organiser

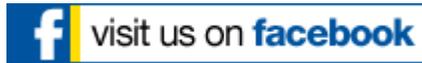
This workshop is addressed to European and national policy-makers, including social partners, and other key stakeholders working in the field of continuing vocational education and training (CVET) such as human resources managers, training providers and researchers.

Through presentations and interactive sessions, the workshop aims to share new knowledge and practical experience in work-based learning and to discuss their implications for policy and practice. The focus is on:

1. Effective use of work-based learning in CVET in firms;
2. How public policy and new forms of governance can support good practice.

Attachments

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News from the Member States



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

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