

# skillset AND MATCH

CEDEFOP'S MAGAZINE  
PROMOTING  
LEARNING FOR WORK



CEDEFOP



ISSUE 4 / MAY 2015

## ANNIVERSARY SPECIAL

### MESSAGES:

MARTIN SCHULZ, YIANNIS BOUTARIS  
MARIANNE THYSSEN

### HOW IT ALL BEGAN

### OUR WORK

### OUR PEOPLE

### WHAT STAKEHOLDERS SAY

### LOOKING AHEAD

Celebrating



Berlin-Thessaloniki  
1975-2015



**CEDEFOP**

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.

Cedefop was established in 1975 by Council Regulation (EEC) No 337/75.

Cover composition: C.A.



Publications Office of the European Union, Luxembourg

ISSN: 2363-0183  
 Cat. No: TI-AQ-15-002-EN-N  
 No of publication: 9097 EN  
**Free of charge**

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Printed in the European Union on Elemental Chlorine-free bleached paper (ECL)

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# FOR A rich legacy European vocational training

**40**  
years



BY **JAMES CALLEJA**

CEDEFOP DIRECTOR

Born in the context of declining education systems in Europe, student unrest, and setting up of similar institutions at national and international levels, Cedefop's key mission in 1975 was to rethink European vocational training.

At 40, Cedefop, with the Commission, Member States and social partners, has achieved detailed mapping of vocational education and training (VET) in Europe and of its contribution to social and economic growth and citizens' quality of life.

Modernisation of VET systems, VET reforms that serve people's employability, and employment and skills forecasting in dynamic labour market environments are core business indicators that make Cedefop a worldwide point of reference in European VET. Forty years have been spent productively and efficiently making VET more attractive and relevant to the employment world while encouraging quality, inclusivity and innovation in programmes and institutions.

At 40, Cedefop is constantly challenged by a world of work increasingly dependent on skills. Common European priorities in education and training are demanding a positive response to unemployment, exclusion and early leaving from education and training. Technology is also a major factor affecting VET provision.

*Forty years have been spent productively and efficiently making VET more attractive and relevant to the employment world while encouraging quality, inclusivity and innovation*

”

Coupled with these factors, the Copenhagen process continues to guide progress to the deserved parity of esteem for VET across Europe. Cedefop is well equipped to meet these challenges and provide active input to VET reform and innovation in Member States requesting policy support. Research, policy analysis and stakeholder support are renewed Cedefop hallmarks in moving towards the European Union 2020 targets and beyond.

Our gratitude for the achievements of the first 40 years goes to the chairpersons, board members, my predecessors, deputy directors and all staff, who have served Cedefop with passion and integrity. Their legacy places a huge responsibility on our shoulders to ensure that Cedefop continues to develop and serve end-users as the reference point *par excellence* for European VET.



# REGULATION (EEC) No 337/75 OF THE COUNCIL

of 10 February 1975

## establishing a European Centre for the Development of Vocational Training

THE COUNCIL OF THE EUROPEAN COMMUNITIES,

Having regard to the Treaty establishing the European Economic Community, and in particular Article 235 thereof ;

Having regard to the proposal from the Commission ;

Having regard to the Opinion of the European Parliament (1) ;

Having regard to the Opinion of the Economic and Social Committee (2) ;

Whereas on the basis of Article 128 of the Treaty, the Council, in its Decision of 2 April 1963, has laid down general principles for implementing a common vocational training policy ;

Whereas

HAS ADOPTED THIS REGULATION :

### Article 1

A European Centre for the Development of Vocational Training, hereinafter called 'the centre', is hereby set up.

In each of the Member States, the centre shall enjoy the most extensive legal capacity accorded to legal persons.

The centre shall be non-profit making. It shall have its seat in Berlin (West).

### Article 2

The centre shall be to assist the Member States in encouraging, at Community level, the development of vocational training and in promoting vocational training.

In the framework of the guidelines laid down by the Community, it shall contribute, through scientific and technical activities, to the development of a common vocational training policy.

of info





## EUROPE

# counting on CEDEFOP's input

BY **MARTIN SCHULZ**

PRESIDENT OF THE EUROPEAN PARLIAMENT

“ *Vocational education and training must become an equal choice and not a second option to university education* ”

The European Centre for the Development of Vocational Training has just turned 40. In a number of ways, Europe's economy and workplaces have changed considerably since its creation. And yet the core objectives Cedefop addresses remain as topical as ever.

Enhancing the capacity of vocational education and training at a time of great economic difficulties is essential. No stone should be left unturned in seeking a solution to the crisis.

The main challenge Cedefop now faces is that of elevating vocational training back to the level of respect it enjoyed many decades ago, while at the same time addressing today's realities, especially the need for a very adaptable workforce.

Vocational education and training must become an equal choice and not a second option to university education. Some jobs require university studies but many, many others require the hands-on experience best provided through vocational training.

We need attractive vocational training because it has the power to match jobs and skills, thereby significantly improving employment possibilities for many.

The crisis has obliged people and institutions to be more aware of alternative models to classic higher education, but much remains to be accomplished.

With its impressive network established over all these years, Cedefop is ideally placed to lead the way in reinvigorating vocational training. Its unique forum, through which best-practice exchanges, expert policy advice and advocacy can be developed, is perhaps more important today than ever before.

I wish Cedefop much success over the coming years. Europe will be counting on its input. ■



Watch the European Parliament President's video message





# CEDEFOP WAS CREATED

The issue of vocational training was dealt with for the first time in the history of European integration during negotiations that led to the creation of the European Coal and Steel Community (ECSC) in 1951. Some European leaders feared that a common market for coal and steel would result in closing down obsolete industrial plants with growing unemployment and obvious social tensions. Delegations at the Paris conference thought that the future ECSC would have to develop social policies; vocational training was regarded as the best instrument to offer workers facing unemployment opportunities to find a new job.

Later, during negotiations on the creation of the European Economic Community (EEC) and Euratom, vocational training was one of the few aspects of the ECSC's social experience taken into consideration. Once again the main aim was to fight unemployment.

In the late 1950s and the 1960s, in the context of the economic 'boom' in most western

European nations, EEC Member States apart from Italy showed less interest in developing a European social policy; vocational training was no exception.

However, Italian Commissioner Lionello Levi Sandri was determined to strengthen the role of the EEC, especially of the Commission, as far as social policy was concerned. He saw vocational training not only as a way to help unemployed workers, but also as an instrument to strengthen the capabilities of younger unskilled or semi-skilled workers looking for better jobs in a more modern labour market. This led to the transformation from vocational training to the more complex concept of vocational education and training (VET).

The European summit at The Hague in December 1969 implied stronger commitment to integration, singling out three main goals: enlargement, completion and deepening. In this context, also owing to a new social consciousness – consequence of the post-1968 movement –, the Commission

launched a strengthened European social policy. There was growing interest in the younger generations which, despite higher educational qualifications, faced difficulties in joining an increasingly difficult and competitive labour market.

VET came to the fore and was the object of an important and lively debate, especially in the European Economic and Social Committee (EESC), largely thanks to the initiative of German union leader Maria Weber. The issue was debated also at a national level. Between 1968 and 1973, West Germany, France and Italy created institutes that dealt with questions and policies related to VET.

The economic crisis provoked by the oil shock of 1973-74 was a further stimulus to a European initiative in this field. In 1975, the European Community decided to set up the European Centre for the Development of Vocational Training (Cedefop). Cedefop and Eurofound, the foundation for the study of living and working conditions, were the first EEC agencies.





*Cedefop is an established part of EU activities and its role is well rooted in the wider experience of the European integration process*



Former German union leader Maria Weber, Cedefop's 'mother', with former Chancellor Helmut Schmidt



BY **ANTONIO VARSORI**

FULL PROFESSOR OF INTERNATIONAL HISTORY  
(UNIVERSITY OF PADOVA, ITALY)

A debate about Cedefop's composition and structure involving the Commission and the Council led to a compromise: although representatives of the social and economic groups, and of the Commission, would play an influential role in the Centre, the Council also favoured the involvement of representatives from Member States. It was decided Cedefop would be based in West Berlin to demonstrate that the former German capital was an integral part of the Federal Republic of Germany. That choice led to a confrontation with the Soviet Union, as the Russian authorities argued it would conflict with the city's special status.

Cedefop's early life was not without difficulties and obstacles: there would be disagreements between the Centre and the Commission, as the former struggled for more autonomy while the latter regarded the agency as a mere 'satellite body' of the Commission. Some members of staff also regretted that they were not granted full European civil servant status.

photos: © Manfred Vollmer

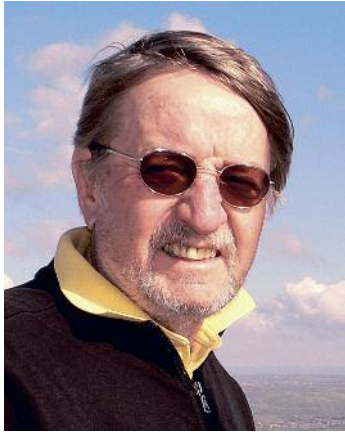


Nevertheless, during the 1980s Cedefop increased both its budget and number of employees under the leadership first of Roger Faist and later of Ernst Piehl.

The relaunching of Europe in the second half of the 1980s and early 1990s was a further boost to Cedefop's activities, marking a stronger commitment by the European Community to education; VET was increasingly regarded as part of higher education. New important programmes and actions were implemented (Esprit, Socrates, Leonardo). Cedefop was a main actor in this process and its studies and reports were of major relevance to the activities of the European Community and, later, the European Union (EU).

As a consequence of the 1992 Maastricht Treaty, the EU decided to move Cedefop to Thessaloniki in Greece. Such a sudden decision caused a minor crisis, which the Centre was able to overcome. Nowadays, Cedefop is an established part of EU activities and its role is well rooted in the wider experience of the European integration process. ■





BY **BURKAT SELLIN**

CEDEFOP OFFICIAL  
1976-2006

In February 1976, the European Centre for the Development of Vocational Training started its activity in provisional offices near the centre of West Berlin. Its French spelling, *Centre européen pour le développement de la formation professionnelle*, brought about the acronym Cedefop, introduced curiously by an assistant responsible for preparing its Founding Regulation. The assistant was, as she indicated later, tired of always being forced to type this long term and introduced the acronym.

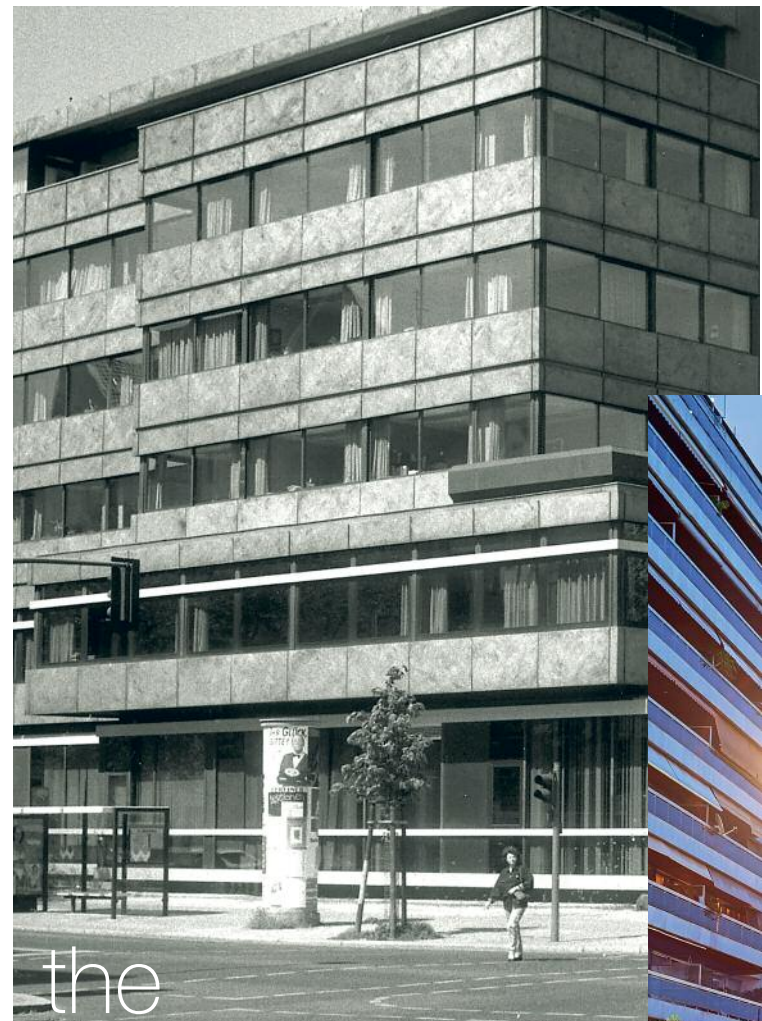
The fact that the agency was set up in West Berlin provoked the communist authorities in East Berlin and East Germany (GDR), and a protest note was sent by Soviet Union's authorities in the GDR. The Soviets did not accept that West Berlin belonged to the European Community.

Cedefop's first Director was Carl Jørgensen, a high official of the Danish Ministry for Education. Alongside him were two Deputy Directors, Mario Alberigo (Italian) and Bob Clemmett (British). Head of administration Marino Riva came from the Italian-German Economic Institute in Berlin. The first experts arrived at the Bundesallee building (right), as well as a documentalist for setting up Cedefop's library and documentation.

The work programme of the first years was marked by an important but rather limited number of topics. High on the agenda were youth employment and transition of young people from school to work, equality of opportunities for women in training and job prospects, integration of migrant workers and their access to training and further education. Comparing Member States' vocational education and training (VET) systems was another priority.

Experts were recruited for each of these subjects. As one of them, I was allocated to the youth question, received a dossier in October 1976 and was advised that a first conference on this issue was scheduled for mid-December of the same year at Zandvoort (the Netherlands). This was quite a challenge for the Centre and me; however, it brought about Cedefop's first publication in 1977.

Many conferences and publications followed on the question of females in 'male' occupations, on second generation migrants in the European Community and their participation in vocational training and further education, and on VET system comparisons.



the

Berlin

YEARS

'Cedefop is moving to Thessaloniki!' It was no April Fools' joke: the date was 30 October 1993. Many of the Centre's employees must have choked on their breakfast that day. In effect, and without warning, they were being asked to pull up sticks.

The decision was a result of a typical European Union (EU) negotiation. The previous day's summit meeting had decided on the geographical distribution of decentralised EU bodies. Germany was determined that the future European Central Bank be based in Frankfurt rather than London. It is said that Germany won the Greek vote by trading in Cedefop. The Greek government then chose to base Cedefop in Thessaloniki.

For 74 employees it was a time of tumult: their long-term professional and personal planning was being cancelled at a stroke. In a generous gesture, meant to encourage employees to move to Thessaloniki or be reassigned to other European



BY **STAVROS STAVROU**

CEDEFOP DEPUTY DIRECTOR  
1994-2005

## A **NEW** BEGINNING

in

# Thessaloniki



photo: © Shutterstock/Anastasio71

services, the European Commission offered them permanent official status. In the end, only 39 people arrived in Thessaloniki on 1 September 1995. The mood was circumspect – not the best for a new start – and turnover, even of new staff, was initially high.

At first, the Centre settled into a 2 500 m<sup>2</sup> building, with only basic infrastructure, rented from the American Farm School. The same institution offered the Greek State a 15 000 m<sup>2</sup> lot where, after a long period of preparation, the new 5 000 m<sup>2</sup> Cedefop building was constructed in only 15 months, by August 1999. Greek authorities were solid in their support of Cedefop's double move, and costs for the new building stayed strictly within budget: down to the last ECU, as it was then.

In its new facilities, Cedefop was now fully staffed, with over 100 employees. Its new administrative and operational structure, supported by the latest in communication technology, allowed the Centre gradually to enrich its work programme. With the new millennium, a truly new era began for Cedefop, with its international status growing impressively, year after year. ■



# PUTTING VET on the EUROPEAN agenda

BY **OLIVER LÜBKE**

CEDEFOP GOVERNING BOARD CHAIR  
1999-2001



Over 40 years ago, Maria Weber, the then Vice-Chair of the German Confederation of Trade Unions (DGB), developed the idea that Europe should have an institution for the research and development of vocational training. This idea, which originated in the trade unions, was vigorously pursued in the Economic and Social Committee and European Commission bodies.

At around the same time, I was asked to attend meetings of the European Commission's advisory committee on vocational training. Six Member State representatives and two social partners assiduously discussed topics relating to vocational training in Europe. It was a long road to the creation of the task force and, subsequently, to the Directorate-General for Education, Training and Youth.

Over 20 years ago, Cedefop's relocation to Thessaloniki was decided. Many employees were unable to make the move from Berlin to Thessaloniki for family reasons. Finally, a social plan, safeguarding the interests of all parties, was unanimously adopted by all groups on the initiative of trade union representatives. Governing Board and trade union representatives were particularly keen not just to oversee this process but actively to shape it. This was the only way to ensure that the work done in Berlin could be continued and developed further.

A reference centre in Greece for a Europe in the process of unification: the aim was to make developments in vocational training and lifelong learning more understandable for the purpose of providing information. Cedefop's networks were designed to bring together a broad range of expertise, and to facilitate exchange of information,

experience and best practice. According to its Governing Board, its Board of Directors and its employees, Cedefop regards itself as a forum for discussion between European policy-makers, researchers and practitioners.

Various approaches to mutual agreement of priorities and objectives were discussed in the Governing Board and ultimately decided by consensus. Priorities and objectives included promoting competences and lifelong learning; assisting new ways of learning for a changing society; supporting employment and competitiveness; and improving European understanding and transparency.

For their commitment then and now, thanks are due to all employees, the Board of Directors, the members of the Governing Board and the representatives of the European Commission. Improving vocational training can be described as a Herculean task. I wish Cedefop and everyone involved every success in their current and future endeavours. ■

# A new era for VET



BY **AVIANA BULGARELLI**

CEDEFOP DIRECTOR 2005-10

‘The essence of the user view is that Cedefop is the only body documenting the VET system in Europe as a whole and its role as moderator and coordinator is of considerable value. Indeed, the feeling was if it did not exist, Cedefop or something very like it would need to be invented.’

From Cedefop external evaluation report, 2007

To sum up my experience of leading Cedefop in the period 2005-10, I choose the following keywords: challenging, innovative, inspiring, fruitful.

With Cedefop’s Governing Board, deputy director, middle management and staff, I was part of a team anticipating forthcoming knowledge and policy needs; excitingly, we were successful. The robust evidence provided and the continuous, improved dialogue with our main stakeholders – European Commission, European Parliament and Member States (MS) with their Presidencies, European institutions and social partners – proved effective in informing policy-making.

Europe’s 2020 strategy, and its flagship initiatives ‘an agenda for new skills and jobs’, and ‘youth on the move’, used Cedefop’s research findings and policy analyses, as well as its support in designing and building common European tools for greater cooperation in vocational education and training (VET) and lifelong learning. It was rewarding that years of work and passion realised such achievements and

marked the way for a new phase of consolidation and growth.

Our work on forecasting skill needs and matching skills and jobs anticipated knowledge on structural European changes towards skills-intensive jobs, and the need for higher, wider skills – in the right mix – to meet labour market and innovation developments, fostering employability and growth.

In those years, skills as the outcome of learning processes, acquired in formal and non-formal pathways, became the new paradigm, now widely adopted at European Union (EU) and international levels. Cedefop’s work on common European tools marked a new era of effective cooperation among MS.

In 2010, with Europe 2020, the Bruges communiqué, and Parliament and Council recommendations on European tools for VET, the EU set solid foundations to improve learning and mobility. The European qualifications framework, European credit system for VET, Europass, European quality assurance reference framework, lifelong guidance and validation of non-formal and informal learning, are no longer innovative ideas that blossom in Thessaloniki, but a reality in all MS. Implementation and development of national VET and lifelong learning policies in EU countries has been closely monitored by Cedefop through its policy reports. The agency continues to provide new insights and inspiration to overcome recession, and for a European renaissance in VET and lifelong learning.

I feel proud of having contributed, with my excellent colleagues, to VET developments in Europe. ■

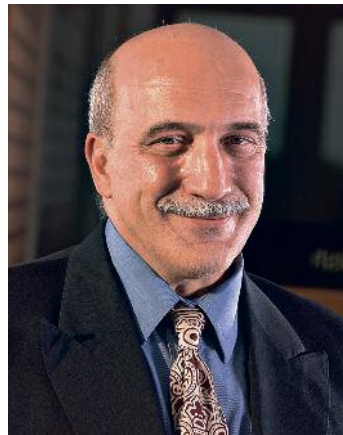


# action in the years

## of the ECONOMIC CRISIS

BY **CHRISTIAN LETTMAYR**

CEDEFOP DEPUTY & ACTING  
DIRECTOR 2005-14



After supporting Aviana Bulgarelli in the management and redefinition of Cedefop as deputy, the period until 2013 was very much a continuation of the consolidating process.

Against the backdrop of the financial and economic crisis, high unemployment in many Member States, and a notion of mismatch between skills available and labour market requirements, European Union (EU) policy became more action-oriented to provide speedy solutions for an unbalanced labour market. It was especially important to support a generation of young people who faced more demanding employers and a pronounced shortage of employment possibilities. Other key challenges included the increasing difficulty of the lower-qualified of all age groups to find and stay in employment, and an ageing society.

The belief that vocational education and training (VET), lifelong learning and greater mobility are crucial factors is evident in the policy documents of this period. EU policies had to play a prominent role: the crisis clearly underlined that, only through solidarity between Member States and concerted actions, could sustainable solutions be found.

Austerity impacted on EU institutions' financing, including the Cedefop budget. In response, Cedefop strengthened its direct support to Member States, trying to sustain its top level research and maintain its monitoring and reporting on European VET developments. The excellent quality and reputation of

Cedefop's work is acknowledged in its recognition at international level, its partnerships with international organisations such as OECD, ILO, Unesco or the World Economic Forum, translation of much of its work into Korean or Russian, and the many requests for presentations all over the world.

This position has to be earned every year. That it has been achieved despite new tasks and limited resources, and in compliance with complicated financial rules, underlines the quality of Cedefop's staff and management and the excellent cooperation with its stakeholders in Member States and at European institutions.

Excellent research is not the same as counselling and supporting Member States directly. Projects like cooperation with the City of Thessaloniki to establish a local system for skill needs anticipation, support of European and German alliances for apprenticeship, and preparation for country missions and reports to support national policies within the wider context of European VET policies, proved challenging and labour-intensive. But they opened up avenues for Cedefop to work even closer with Member States and to contribute to policy implementation. Cedefop's administration of Europass is another way of supporting stakeholders, and even EU citizens, directly.

No small feat for a small agency in the great European Union. ■





by LORE SCHMID & JASPER VAN LOO  
CEDEFOP EXPERTS

## priorities > practice > progress

How have vocational education and training (VET) policies and practices developed in European countries? What issues deserve special focus? *Stronger VET for better lives* has the answers. It is the most recent in a series of Cedefop reports reviewing VET policies and current status.

In 2000, *An Age of learning* called for a European Union (EU)-level framework which would identify key policy issues common to all Member States and support adapting VET to changing demands. Reinforced cooperation on European priorities for VET agreed in 2002 created stronger links between VET and Europe's economic, employment and social-policy agenda for 2010. In 2004, Ministers also agreed to joint efforts on national challenges. Since then, Cedefop reviews have informed the debate on new priorities.

The reports combine countries'

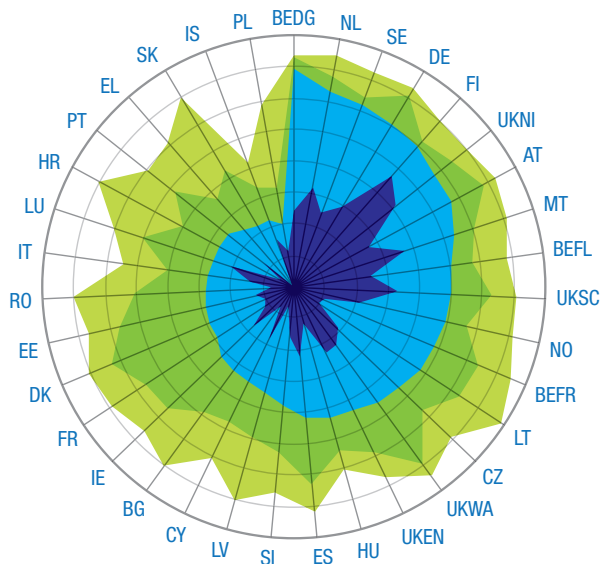
# VET policies and their impact

self-evaluation with quantitative and qualitative evidence from in-house and other European and international sources. Much of the national evidence has been gathered through Cedefop's ReferNet (see pp. 24-25). The shift to longer-term objectives, with concrete short-term actions, required a systematic approach to monitoring progress. *Stronger VET for better lives* builds on extensive information on national developments collected regularly.

It concludes that setting EU priorities has had a real impact,

inspiring VET reforms in more than two thirds of the countries. The impact varies between countries, as starting points were not the same. For instance, some have had strong apprenticeships for a long time while others had to make a new start. But, even in countries with well-established VET systems, policy learning was encouraged.

Social partners increasingly contribute to developing VET policies and their implementation, helping create commitment to VET. This is especially important



**FOCUS OF VET POLICY REFORM ACTIVITY**  
2010-14 (COUNTRIES)

- Preparation
- Implementation
- Baseline 2010 adjusted
- Baseline 2010

Belgium is divided into Flemish (BEFL), French (BEFR) and German (BEDG) communities. The UK is divided into England (UKEN), Scotland (UKSC), Wales (UKWA) and Northern Ireland (UKNI)



photo: Shutterstock/Christian Mueller

for developing and implementing work-based learning and apprenticeship.

It is not surprising that reducing early leaving from education and training, and helping low-skilled youth and adults improve their basic skills, have been high on national policy agendas. They have also been addressed in recommendations countries received from the Council in response to high unemployment.

However, information on how VET graduates succeed in finding and maintaining jobs, and whether their skills match demand, is still not sufficiently used to inform VET provision. A focus on making VET more attractive and inclusive means countries paid less attention to promoting creativity, innovation and entrepreneurship, which contribute to better enterprise performance and job creation. This 'excellence aspect' could help VET, and apprenticeship in particular, lose the stigma of being second rate it still faces in some countries.

National qualification frameworks have helped to make this aspect more visible and inspired reforms that focus on outcomes and relevance of learning. Next steps are safeguarding quality in VET by ensuring it covers company-

based learning and by providing more professional development opportunities for VET teachers and trainers.

The economic crisis and employment challenges have put VET high on policy agendas. The notion of VET as a pillar in knowledge economies, driving competitiveness and prosperity, is being reinforced. Countries' achievements within the Bruges framework have made VET in Europe stronger but much remains to be done. Giving more

people a chance of recognition for their skills acquired outside formal education and training, can help improve their qualifications or further learning and career prospects; and it can help employers to spot 'hidden' skills and talents.

VET can make a difference in the lives of European citizens. A clear focus on citizens' benefits should guide the continued joint work on VET-related policies, measures, support and tools. ■

**COPENHAGEN AND BRUGES**  
TWO VET BRANDS FOR NEW ROUTES

Since 2002, European countries, social partners and the European Commission have worked together on common priorities for VET. Inspired by joint efforts in higher education, and in view of 10 new countries joining the EU, in Copenhagen they committed to making mobility for work and learning and access to lifelong learning easier. A series of communiqués that set policy priorities have guided this voluntary process. In line with the education and training 2020 framework, the latest communiqué agreed in Bruges in 2010 set the agenda for VET in Europe at a time when the impact of the economic crisis was unfolding. The Bruges communiqué aims to:

- make VET more attractive and relevant and encourage quality and efficiency;
- make lifelong learning and mobility a reality in VET;
- encourage creativity, innovation and entrepreneurship in VET;
- make VET more inclusive.

The communiqué combines these aims, which set out a long-term vision for 2020, with a series of actions that countries had agreed to implement by 2014. A new set for the coming five years is in the pipeline.



by PASCALINE DESCY

HEAD OF CEDEFOP'S DEPARTMENT FOR SKILLS AND LABOUR MARKET

KONSTANTINOS POULIAKAS &amp; ALENA ZUKERSTEINOVA

CEDEFOP EXPERTS

# ANTICIPATING and matching skills with skill NEEDS

We all bear witness to the tremendous economic and social changes affecting our everyday lives; new technologies (such as 3D printing, social networking, internet of things) disrupt our daily work routines, occupations are rendered obsolete, and, at the same time, emerging skills receive ever higher returns in the labour market. In today's uncertain markets, job seekers seem to be in greater need of a beacon of light to make sense of current and anticipated structural changes in economies, to identify promising avenues or avert paths with limited prospects.

With the onset of the financial crisis in 2008, (youth) unemployment rates in European countries have risen to historically high levels. Concerted efforts to improve matching of skills of the European workforce with the evolving skill needs of enterprises, such as the youth guarantee and alliance for apprenticeships schemes, have therefore been high on the policy agenda. But reducing skill mismatch in dynamic job markets is not an



easy feat; it requires foresight, anticipation of skill needs, alignment of incentives for vocational training and, above all, institutional collaboration between key stakeholders (including training providers, public employment services, regional municipalities, and local employers). It needs an adequate data infrastructure that allows for continuous monitoring of changes in labour market trends.

Considerable progress has been made since Cedefop's Skillsnet network first posed the question, in Cyprus in 2005, regarding feasibility of a regular European-wide system of skills

forecasting. Partly thanks to Cedefop's state-of-the-art model of forecasting trends in skill supply and demand in 31 European countries, most European Union (EU) Member States have a national skills anticipation or skills assessment exercise in place. The results of such assessments are extensively used by national stakeholders and serve a wide array of policies. Qualifications and curricula are (re)designed, decisions on programmes and course funding are taken, and occupational standards are updated. With the help of 'smart' and dynamic web portals, such as the EU skills



panorama, customised intelligence can also be provided to different users.

But what Cedefop's skill forecasting model has taught us over the years is that the operation of the labour market cannot be summed up by mechanistic, quantitative exercises. The labour market is a living and adaptive organism. In the aftermath of the economic crisis, the rate of job growth decelerated, putting greater strain on the employment prospects of the lower-skilled. In conjunction, a greater share of highly educated workers has accepted jobs for which they are 'overqualified'

while, in the absence of appropriate market signals and policy reactions, some highly skilled and technical occupations in the healthcare, ICT and green sectors, continue to be in greater danger of skill bottlenecks.

To understand better the mechanisms that foster such skill mismatches, and the specific population groups mostly affected by them, Cedefop's skills analysis team continuously enriches previously scarce evidence with own empirical analysis and data sources. A common European approach to implementing enterprise surveys on changing skill needs has been explored, web crawlers have been unleashed to identify real-time data on skill needs based on employers' job advertisements, while the first-ever European skills and jobs survey has just been completed.

Cedefop's skills analysis cautions that policies that rely on one-shot solutions, such as getting the unemployed quickly back into work, are likely to fail individuals and economies in the long run as they tend to perpetuate skill mismatches. It is also important that the potential of

people's skills is fully exploited, harnessed and maintained at work. Lack of commitment to long-term talent management bears the risk that a significant share of qualified employees in Europe are destined to be, or become, overskilled, unsatisfied and demotivated.

The goal of balancing skill supply and demand was one of the key drivers behind the foundation of Cedefop four decades ago. As Cedefop celebrates its 40-year anniversary, the need to tackle skill mismatch in European labour markets remains, but the forces affecting supply and demand have changed remarkably. The European workforce is, and will be, the most highly qualified in its history but job automation, polarisation of employment, and jobless growth are also at play. Meeting the aspirations of an increasingly educated workforce while simultaneously creating adequate and productive jobs poses a great challenge. But one thing is certain: Cedefop will continue to help decision-makers develop proactive skills policies by closely monitoring and forecasting labour market developments. ■



# TRANS

by JENS BJØRNÅVOLD  
CEDEFOP EXPERT

## A JOURNEY OVER 4 DECADES

An important part of Cedefop's work during the past four decades can be captured under the headline of 'transparency of qualifications'.

For European citizens to be able to cross geographic and institution borders, it is essential that their education and training accomplishments be fully understood and properly valued. Lack of transparency, it can be argued, prevents mobility in the labour market and makes progression in learning more difficult.

### A CENTRALISED APPROACH TO TRANSPARENCY

In the 1980s and early 1990s, Cedefop carried out considerable work comparing vocational education and training (VET) qualifications from the then nine Member States of the European Economic Community (EEC).

A total of 219 qualifications from 19 different economic sectors were carefully compared. The results, identifying similarities and differences between the providing institutions and their qualifications, were published in the Official Journal.

Building on a Council decision from 1985, this 'comparability approach' was meant to help transfer and recognition of qualifications across Europe, supporting free movement of workers. The resource-intensive working methodology combined with limited impact at Member State level eventually led to the cancellation of the project.

These experiences pointed to a need for a more decentralised and bottom-up approach where Member States themselves contribute to increased transparency of qualifications.

### TRANSPARENCY THROUGH VOLUNTARY COOPERATION

The experiences of the 'comparability approach' led to rethinking of the work on transparency, resulting in the setting up of the European forum on transparency in 1997. A shared initiative of Cedefop and the Commission, this forum gathered representatives from the then 15 Member States of the European Union (EU), as well as social partners, to discuss how to increase transparency of qualifications on a voluntary and decentralised basis.

Between 1997 and 2001, the transparency forum laid the basis for several of the EU tools now being implemented; notably, the





# PARENCY

## OF QUALIFICATIONS

Europass CV, the Europass certificate supplement, and work on validating non-formal and informal learning. The transparency forum also initiated work on learning outcomes, pointing out the need to shift perspective to them from institutional structures.

### TRANSPARENCY AND THE SHIFT TO LEARNING OUTCOMES

The positive experiences from the forum's work fed directly into the European Commission strategy on lifelong learning (2001 and 2002) and the Copenhagen process on VET cooperation (2002).

Cedefop provided extensive technical and conceptual support to these processes, notably in developing Europass, ECVET (the European credit system for VET) and the European qualifications framework (EQF). The 2003-04 Cedefop study on

common reference levels for qualifications (published in 2005) led directly to the EQF and rapid development of national qualifications frameworks (NQF) from 2005 onwards.

The successful introduction of NQFs can be seen as a major step towards increased transparency and comparability of qualifications in an EU now consisting of 28 Member States. The more explicit focus on learning outcomes promoted by the qualifications frameworks now underpins all European transparency initiatives and tools.

The shift to learning outcomes was influenced by the work on validation of non-formal and informal learning. Starting in 1995, this work has emphasised the importance of learning outside the classroom and has pointed to a need for methods to describe and assess such learning.

### THE WAY FORWARD

Cedefop's work on transparency of qualifications, taken forward in cooperation with the European Commission and Member States, has been successful by promoting a shift in focus from diverse institutional structures (preventing mobility) to learning outcomes and competences (enabling mobility).

While institutional structures will always differ between countries, the shift to learning outcomes introduces a common language, allowing citizens, employers and education providers to communicate and understand one another.

For qualifications to be transparent and comparable, we need to see what the holder knows, is able to do and understand. How they reached their current level of knowledge, skills and competence is of less importance. ■





by PHILIPPE TISSOT  
EUROPASS COORDINATOR



# europass

## A toolbox

### FOR EUROPEAN MOBILITY

#### USERS TOLD US:



Europass  
website



Europass  
magazine

*In a constantly changing labour market, which is becoming more and more international, the Europass CV facilitates recruitment processes for companies and improves worker mobility. The way a person puts together a CV is often influenced by their local country culture. Standard practice in one country is not necessarily the accepted way in another. The Europass CV solves this problem.*

**Marc Vandeleene**, Manpower Belgium

*Some employers preferred Europass because it facilitated comparison between candidates. When applying to the University of Oxford, the Diploma supplement was a very useful tool, too, to describe the knowledge and skills that I had acquired in my BA and MA studies.*

**Maria Tirri**, Finland

**50** million CVs

generated through the online editor  
(one file every 2.5 seconds, equivalent to a 10 km high pile of paper)

**105** million visits

Europass celebrates its own significant anniversary in 2015. On 1 February 2005, Commissioner Ján Figel launched Europass and inaugurated the official website developed by Cedefop. No one then could imagine that, in 10 years, the website would record more than 100 million visits, and 50 million CVs would be created online.

### MAKING SKILLS MORE LEGIBLE TO ENCOURAGE MOBILITY

In the late 1990s, geographic mobility of European Union (EU) citizens was very limited: only about 3% were working in another EU country. And most students were still reluctant to take advantage of the Erasmus programme, which was not the success story that we know today. Reasons for this situation? Lack of information on job and study opportunities abroad, language barriers, and lack of qualifications transparency.

### EUROPASS A MODULAR TOOLBOX

To remove these barriers, the European Commission, with Cedefop's support, developed a toolbox containing five documents European citizens can combine throughout their career:

- **Europass CV** can be completed and updated online in 27 languages (languages of the EU and candidate countries, European Economic Area);
- **Language passport**, developed by the Council of Europe, helps describe and self-assess foreign language skills;
- **Europass mobility** describes skills acquired during a stay abroad;
- **Certificate supplement** details skills acquired by holders of vocational training certificates;
- **Diploma supplement** lists knowledge and skills acquired by holders of higher education degrees.

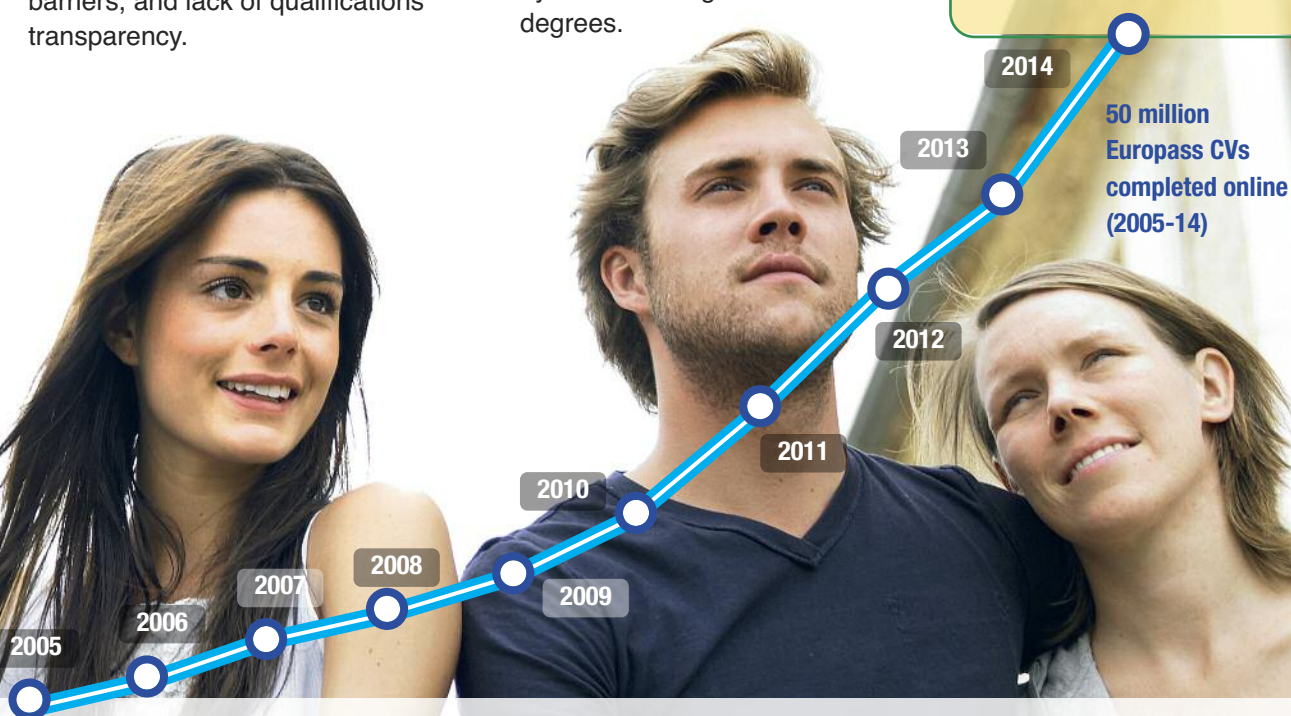
### EUROPASS NETWORK

A network of **national Europass centres** coordinates the implementation and promotes the initiative in the 34 participating countries.

### EUROPASS PORTAL IN BRIEF

- An interactive platform available in **27 languages**
- An online editor using tutorials and multilingual taxonomies to help citizens create and translate their **personal portfolio** (CV, language passport, motivation letter, copies of qualifications, employment certificates, etc.)
- Detailed information on all **Europass documents**, as well as learning and working in Europe, recognition of qualifications, guidance, volunteering
- **Web services** to enable data exchange with other platforms

photo: © Shutterstock/Morgan DDL



80 million  
downloads

around 500 000  
Europass mobility documents issued



by **MARC WILLEM**  
HEAD OF LIBRARY AND DOCUMENTATION

# 40 years OF DOCUMENTATION



photo: © Shutterstock/bikeriderlondon

I arrived at Cedefop in February 1999 after having spent two days on the road. During this arduous journey, I realised that few potential users of the library would come to Greece, especially from Brussels, Berlin or Paris, to consult its unique collection: comparative information on vocational education and training (VET) projects and policies in Europe. With this in mind, I was curious as to how the library had functioned and evolved between being set up in the mid-1970s and the move to Thessaloniki in 1995. By consulting the annual reports, I obtained a more accurate picture.

At the end of the 1970s, Cedefop set up a reference library, prepared documentary dossiers on topics linked to the work programme, and replied to questions from stakeholders.

In 1981, the Governing Board decided to establish a network of national documentation centres specialising in vocational training, in collaboration with Eurydice, the European network on education which was being set up at the time. The new network was launched with a pilot project in France and Denmark. Its members were named 'correspondents' in 1983 and three meetings were held in Berlin and Turin, in which

Eurydice and the documentation centre of the International Labour Organisation (ILO) took part. The network's main activities were: identifying and describing key publications in their countries, updating documentary dossiers, preparing articles for the *Cedefop news* magazine and disseminating information nationally.

In 1988, technology allowed Cedefop and its document network to disseminate the bibliographic database worldwide; it represented the catalogue of the library with the bibliographic notices sent each month by national institutions. The European Space Agency's IRS (information retrieval service) server centre hosted the database, which was accessible online via X28 and X25 networks.

The European and multilingual approach of Cedefop's library and documentation centre was particularly apparent in the publication of the European training thesaurus, a thematic and hierarchical presentation of key concepts and keywords in vocational training. Available in six languages in 1988 (and in 13 languages in 2010), the thesaurus has even been translated into Japanese.

In 1991, the network was defined as a 'network of

photo: © Shutterstock/Slokkete

*Article 2. The main tasks of the Centre shall be: to compile selected documentation relating in particular to the present situation, ... to disseminate all useful documentation and information; ...*

Cedefop Founding Regulation

documentary information' and covered all Member States of the European Economic Community (EEC). The bibliographic database included 16 000 records and there was a plan to transfer it to the ECHO (European Commission Host Organisation) server in Luxembourg, where I was at that time deputy director. However, in 1993 an unexpected Council decision created a new priority for the library; planning for the move of books, documentation and documentary dossiers to

our services on our website, and our reference service responded to over 1 500 questions per year, increasing numbers of which were received by e-mail, instead of fax.

In 2001, the Governing Board decided to strengthen the role of the documentary information network with new tasks for national institutions. The network was renamed ReferNet, and it contributes to Cedefop's activities, such as the report on training policy and the description of VET national systems. ReferNet

online resources. VET-Bib, Cedefop's bibliographic database, also received a facelift. It now contains over 85 000 bibliographic references and is an internationally recognised resource.

Cedefop's memory is, and will remain, its VET-Bib database, in which researchers can unearth interesting and sometimes surprising material from the past. Why not try, for example, a search for '150 ore'? You will find publications documenting Italy's



Thessaloniki. This move, to temporary premises, was successfully completed in late 1995.

It was to these temporary premises that I arrived in 1999, and my first major challenge was the move, in that year, into our current premises where a spacious library had been designed. Thanks to the internet, it was not a problem that the Centre was far from its users. The Centre's stakeholders consulted

expanded during the 2000s from 15 to 30 countries, following the European Union enlargements and the voluntary and active participation of Norway and Iceland.

In 2014, the library redefined its role as a research support centre to respond to new trends in the information field. Innovative electronic services were introduced and the collections were complemented with thousands of e-books and other

adult training initiative in the 1980s and 1990s.

Since 1976, the library has moved three times, 90% of the material is now available electronically, and Cedefop continues to provide its stakeholders with accurate and relevant information on current topics in training policy, skills and employability, while keeping records of actions and developments over the past four decades. ■





# REFERNET

ReferNet is a network of institutions created by Cedefop in 2002 to provide information on national vocational education and training (VET) systems and policies in European Union Member States, Iceland and Norway. Each national partner is a key organisation involved in VET in the country it represents. ReferNet activities are cofinanced by Cedefop and Member States under a framework partnership agreement. Activities benefit participating countries as well as Cedefop.

## WHAT PARTNERS SAY

**AUSTRIA (AT)** – We are part of ReferNet because you can always refer to a colleague in the network if you need first-hand information and expertise on VET.

**BELGIUM (BE)** – A unique opportunity to meet VET partners from 30 countries: we feel very proud to be one of the bricks of this large community.

**BULGARIA (BG)** – Our participation in ReferNet ensures reliable information and an expertise basis for adequate response to challenges related to the implementation of common EU VET policy in our country.

**CYPRUS (CY)** – ReferNet provides a valuable means to exchange ideas and share good practice on VET systems and policies at European level, and serves as a forum for cooperation amongst VET actors at national level.

**CZECH REPUBLIC (CZ)** – ReferNet has been an opportunity and platform to gather knowledge, share information, support communication, exchange views, access resources... and to be a part of an expert international VET community.

**DENMARK (DK)** – With ReferNet we have been given the opportunity to build up a large and committed network between the partners around our vocational education system and discuss European issues in a national context.

**ESTONIA (EE)** – Belonging to ReferNet has enabled us to intensify our participation in several international projects, gain useful information about VET in other countries, and meet competent experts all over Europe.



**FINLAND (FI)** – ReferNet enables the comparison of VET systems, developments and specificities, reliable information on practices in other countries, and peer learning.

**FRANCE (FR)** – It is like contributing to, and receiving, a part of Europe. Our organisation and Cedefop have been so close since the beginning and for such a long time.

**GERMANY (DE)** – Education does not take place in an empty room, but is affected by many social and political factors. In this context ReferNet makes a contribution by linking up European countries, as well as collecting and evaluating information, which serves as a basis for political decisions. The network has a substantial task, because it helps to improve understanding of the variety of different VET models and also points out common aspects.

**HUNGARY (HU)** – Positive feedback from national partners and stakeholders has confirmed that the activities and products of our ReferNet team are highly valued for filling a gap in the national VET scene.

**ICELAND (IS)** – For us, it has meant that we are much better able to follow what is happening in VET in Europe and how different countries tackle their challenges.

**LATVIA (LV)** – ReferNet is like the Ursa Major constellation which irradiates the European sky of VET.

**LITHUANIA (LT)** – Being a part of ReferNet enriches our activities with European

dimension. We have access to information about other countries' practices and this enables answering diverse queries.

**LUXEMBOURG (LU)** – Being part of ReferNet allows continuous follow-up of all developments in the frame of VET at national level but also gives valuable information on best practice in other countries.

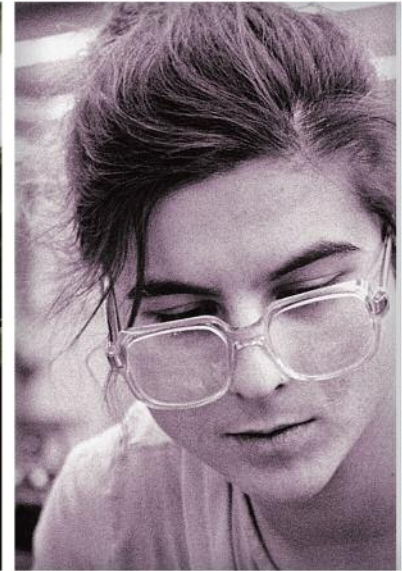
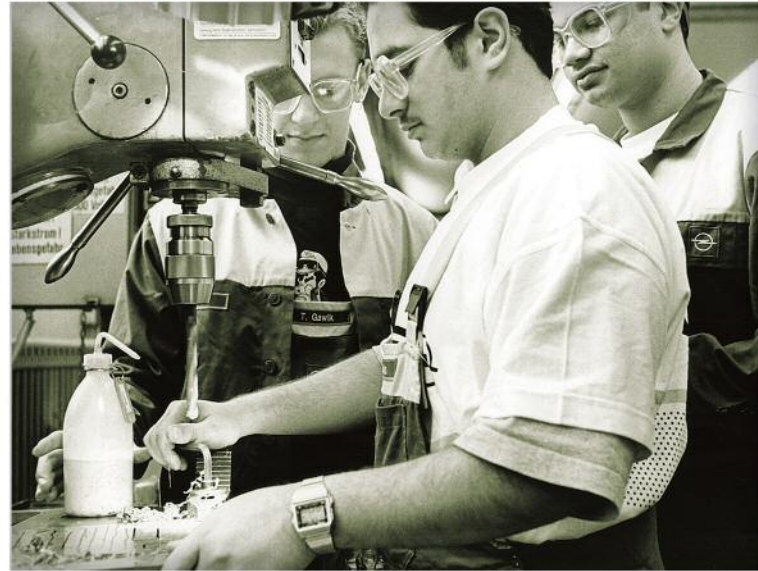
**THE NETHERLANDS (NL)** – To us, ReferNet opens the door to research and knowledge on VET in Europe. Its platform position is unique and priceless!

**SLOVAKIA (SK)** – The highest value of ReferNet for us is an international partnership of dedicated professionals answering our questions and providing specific information for our queries and comparative studies.

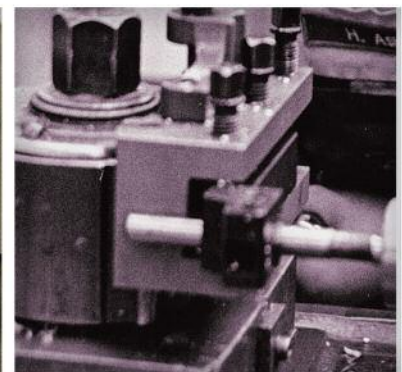
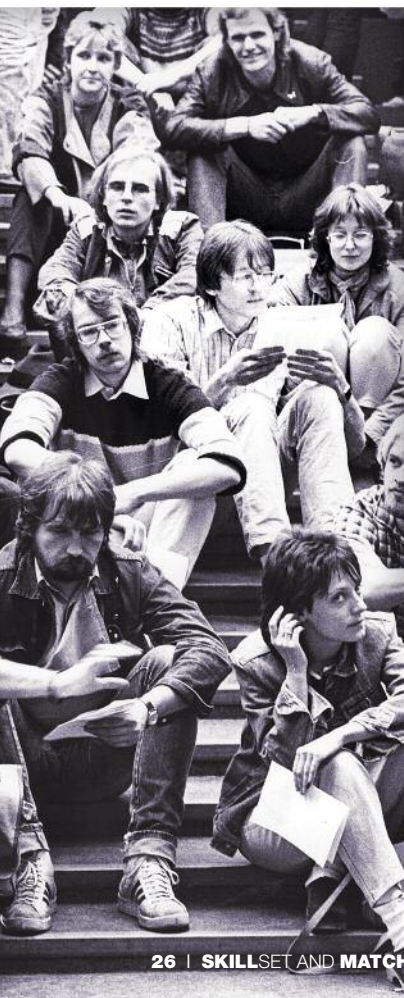
**SLOVENIA (SI)** – For our organisation, being a part of ReferNet means having constant access to information on other countries, which enables comparison with our national development in VET and gives us inspiration for our work. Participation also facilitates peer contact and networking.

**SPAIN (ES)** – Coordinating the network of Cedefop in Spain is a great opportunity to promote our participation and increase our visibility in a lead European organisation for research in VET and VET policy analysis in Europe. At the same time it permits the exchange of ideas and projects with our ReferNet partners. ■





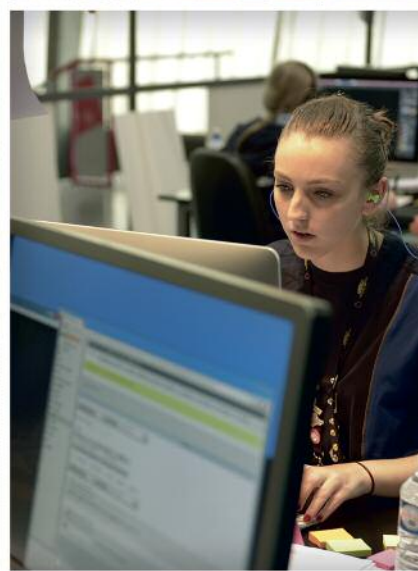
# 40 YEARS OF



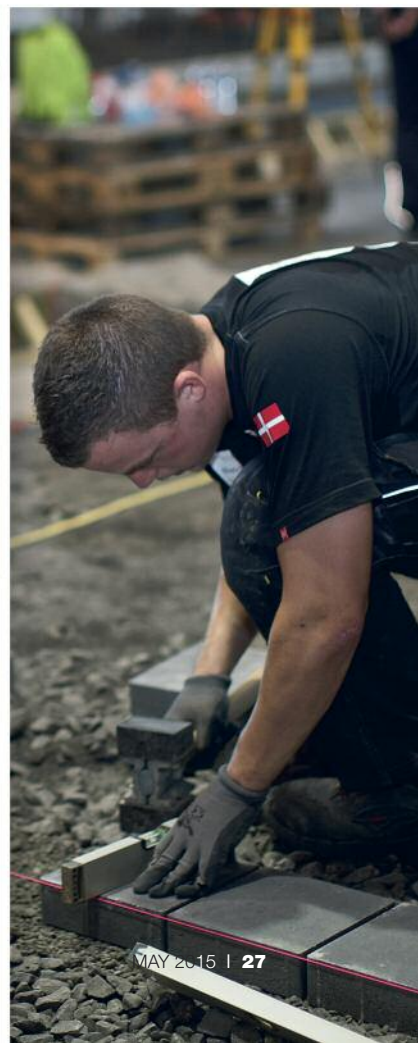




photos © Euroskills



# VET IN EUROPE





# CEDEFOP EMPLO

## GEORGE KOSTAKIS

Cedefop's value is its people and the knowledge they generate. I have seen our work on the study visits programme inspiring people from all over Europe who turned to us to understand what happens in other countries and look for ways to improve their own education and training systems and practices. Cedefop has broadened my horizons and has given me opportunities to expand my expertise by working with colleagues on a number of topics such as quality in vocational training and development of qualification frameworks. This capacity of bringing together expertise from several areas is what distinguishes Cedefop in the European VET and skills landscape. In addition, hard-working colleagues who are ready to cooperate, discuss and challenge new ideas make Cedefop an interesting organisation to work for.

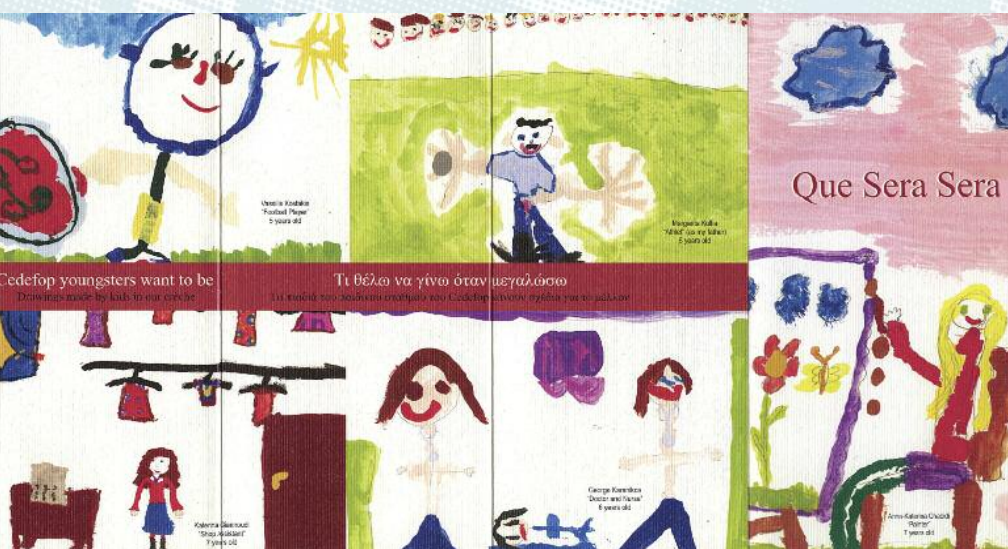
## STELLA PAPARGERIS

In many ways this 40th anniversary issue has brought back memories I had forgotten. When I first came here I was fascinated by the multicultural environment and I loved it! I felt right at home. I hold memories of happiness and of bonding with my colleagues. But I also hold sad memories from colleagues that left us too early. I will never forget the support from my colleagues in personal hard moments during my parents' sickness. Furthermore, and very important, this place has supported my knowledge advancement in many ways, through courses taught at Cedefop or in Europe. Cedefop has trusted me and I trust Cedefop.



## ISABELLE THOMAS-KOLLIAS

Did you know about this Christmas card, drawn by Cedefop kids? It represents very well an ideal for most of us in Cedefop: work for the European citizen. Enabling European citizens to get the training they need to do the job they will enjoy doing; helping fight unemployment. I feel proud to be part of concrete actions like Europass and study visits (a pity study visits have been closed down).





# YEES REMINISCE

## LORE SCHMID

Vienna, spring 1992: it was during a programme preparing civil servants for EU entry that I came across Cedefop for the first time. We had to write a paper to complete this programme. My theme was professional development of VET teachers in the EU. Vienna, Ministry of Education 1994, allocation of tasks for EU entry: 'The study visits programme, that's sort of continuing training. So, it fits in the VET teacher development unit. Would you take this on?' I was asked. This way, I became Austria's first national liaison officer (NLO). December 1994: my first real encounter with Cedefop, then still located in Bundesallee in Berlin. It was at a meeting for future NLOs from Austria, Finland and Sweden, about to join the EU, and those from Iceland and Norway. Ducio Guerra was still in charge of study visits. Little did I know that one day my role as NLO would turn into my entry ticket to Cedefop.

## GEORGE PARASKEVAIDIS

In September 1999, when the move from provisional premises in Thessaloniki to our new building is complete and 'business as usual' is restarting, Mr Stavrou (then Deputy Director) realises that we have no address. He asks me (then Head of Administration) for a proposal. I come up with 'Europe' for our new road and 'Yannou Kranidioti' for the connecting one, as the Deputy Minister of Foreign Affairs, with crucial contribution to Greece's efforts to become part of the core of the EU, had just been killed in a plane accident. With Mr Stavrou's consent, and the Mayor happily agreeing with the naming combination, we acted fast: the Mayor formally approved our written proposal and we thought we had an address. But we had forgotten that we also needed a street number. The Mayor could not predict how many plots or houses would be in this previously deserted area in future. He suggested over the phone '123, easy for all.' To my question where 121 or 125 would be, he replied: 'by the time we need to consider that, none of us will be around anymore!'

## RENA PSIFIDOU

I've worked at Cedefop over the last 10 years as an expert and I had the chance to celebrate its 30th anniversary too. So, I'm really happy and proud to be part of the celebration of its 40 years. When I joined Cedefop, I was moving from a much bigger institution – the World Bank – which had 13 000 staff members, to Cedefop, which had 120 people. I'm amazed at the big impact of such a small institution in Europe. For me, Cedefop is my European family and I'm very happy to work here.

## MARY KARAGIOZOPOULOU

I only want to speak about my dear colleagues Melissa, Annette, Julia and Dagmar who have passed away. I am writing these few lines in their memory and for us to remember what lively women they were: bright, nice, smiling and real professionals with great team spirit. People die only when we forget them.





## CEDEFOP ALU

**ALISON CLARK**TRANSLATION AND TRAINING  
COORDINATOR, 1977-2013

I worked for Cedefop for 36 years, serving in various departments; by far the longest period was in Cedefop's Translation Service, coordinating translation work done internally and externally. When I joined in 1977, there were nine Member States and six official languages. In those days a small team of experts working on a project could usually cover all languages themselves. The resulting studies and reports were generally translated and published in the six languages. Working for 18 years in Berlin, I experienced life in a divided city and witnessed the fall of the Berlin Wall, and 18 years in Thessaloniki opened up a whole new culture for me. And I gained much from working in the multicultural and multilingual environment of Cedefop.

**BIRGIT DOMSCHEIT**

TRANSLATOR, 1987-95

When I joined Cedefop in 1987, coming from DG Translation in Luxemburg, it was also – to be honest – because it was located in Berlin at that time. Cedefop had its own translators and it was a new and enriching experience to work so closely with colleagues from the other Member States. Some friendships from those eight years stood the test of time and I'm extremely grateful I was able to be a part of it, even though for personal reasons I didn't make the move to Greece.

**MARINO RIVA**HEAD OF ADMINISTRATION,  
1976-95

The setting up of Cedefop was something new for the Commission. The difference in size of the two organisations and the complexity of procedures required adaptations. As an example, on the only occasion when our Management Board met for two days, at the end of the first day the board requested a summary of the discussion the next morning. A normal request, probably, in Brussels. Director Carl Jørgensen and I sat down after dinner and drafted the required documents in English. I translated the text into French and German and typed all three languages.

**MARIE-JEANNE MAURAGE –**STUDY VISITS PROGRAMME  
COORDINATOR, 1995-2006

Cedefop has spent 20 years in Berlin and 20 in Thessaloniki. Thinking about these two periods, I wonder why it has been these two particular cities that have played host to it. They are unique, each deeply marked by the events of history. They are places where young Europeans like to come and take the time to live. Is there a link between the stimulus for thought, research and creativity (all of which is necessary to prepare for the future, which is the remit of training) and these unique urban settings where Cedefop, or the people forming Cedefop, have ended up putting down roots? What will the next 20 years be like for Cedefop? I hope it will have a promising and fruitful future.





MNI

## MEMORIES

**ALEXANDER KOHLER**SECONDED NATIONAL EXPERT,  
1996-97

I joined Cedefop in spring 1996 as a national seconded expert. It was an exciting time: Cedefop shaped its profile as an expert organisation and tied its cooperation with the European Commission, national ministries and researchers. The Centre was particularly challenged by its geographic position, at a time when broader use of information and communication technologies was just beginning. But, step by step, Cedefop became an essential part of the VET community. Since that time I have always appreciated its work and wish Cedefop all the best for the coming years!

**IGOR RECNIK**

LIBRARIAN, 2005-07

Cedefop or Thessaloniki... I don't know what I appreciated most in those best two years of my life when I worked and lived there. Cedefop was a real workplace, with both positive and negative sides. And Thessaloniki was a place like any other – there are no ideal places in the world. However, they are both very special in my heart. At Cedefop I was surrounded by incredible people. Yes, we sometimes didn't agree on everything, but I have not met such a positive and open bunch of people anywhere before or after. Also, we mattered as people to the employer. I know that some 'Cedefopians' wouldn't believe me, but I say that based on my other work experiences.

**CHANTAL CAMBRELIN**STUDY VISITS AND FINANCE,  
1984-98

Berlin, 1984: at this point, Cedefop is still a young agency. After 12 years in the private sector, I was lucky enough to be offered a job at Cedefop. This was a new experience for me; I was living abroad, in an unfamiliar place, and I was working in a European agency. Up until 1998 when I left Cedefop, I always felt I was making a useful contribution, and that I was part of a large family: the Cedefop family, on the one hand, and the European family, on the other. And that is an experience that I certainly do not regret.

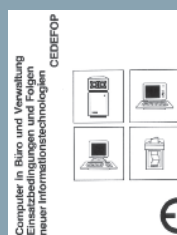
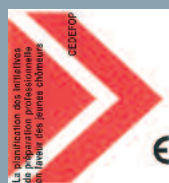
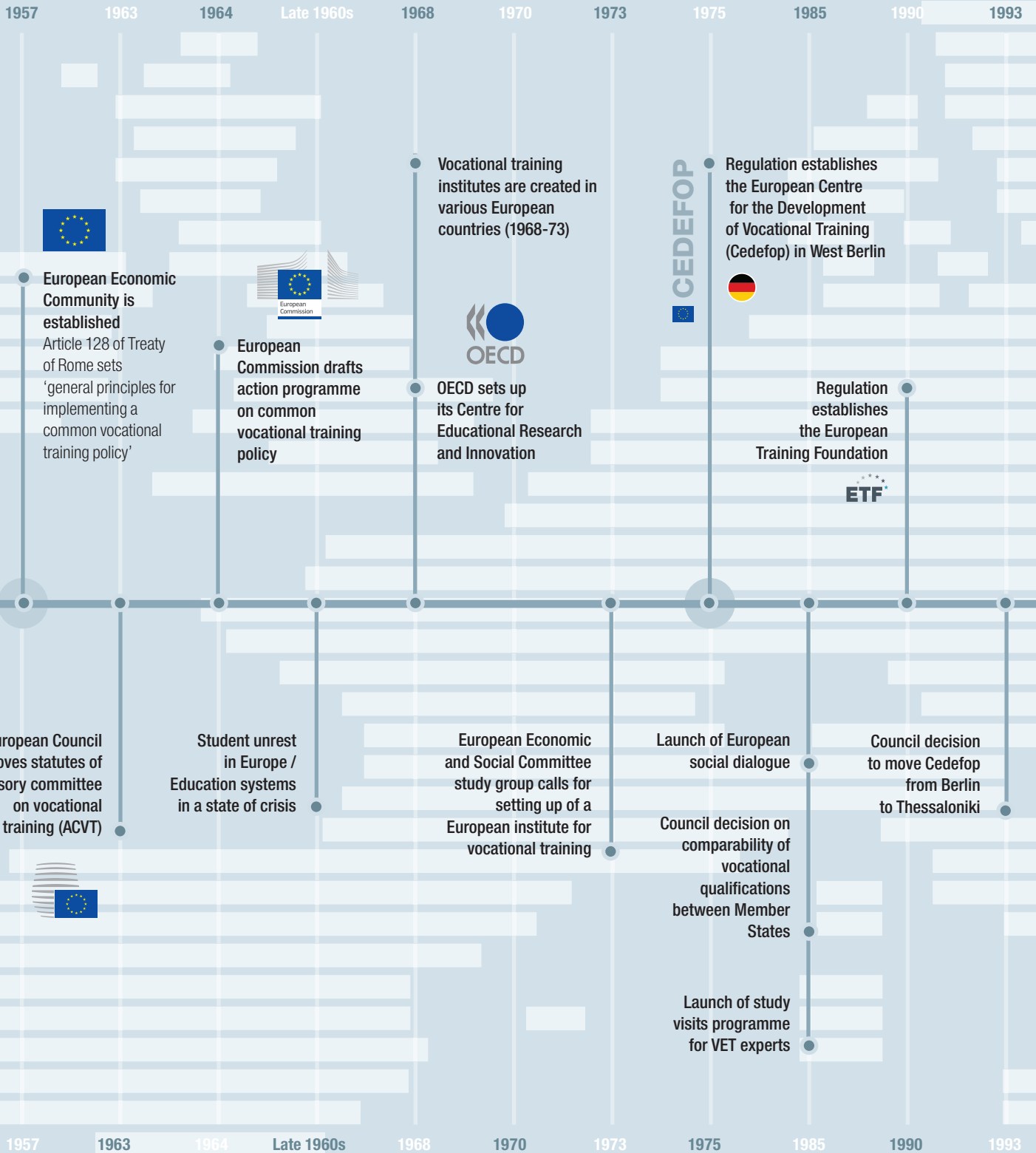


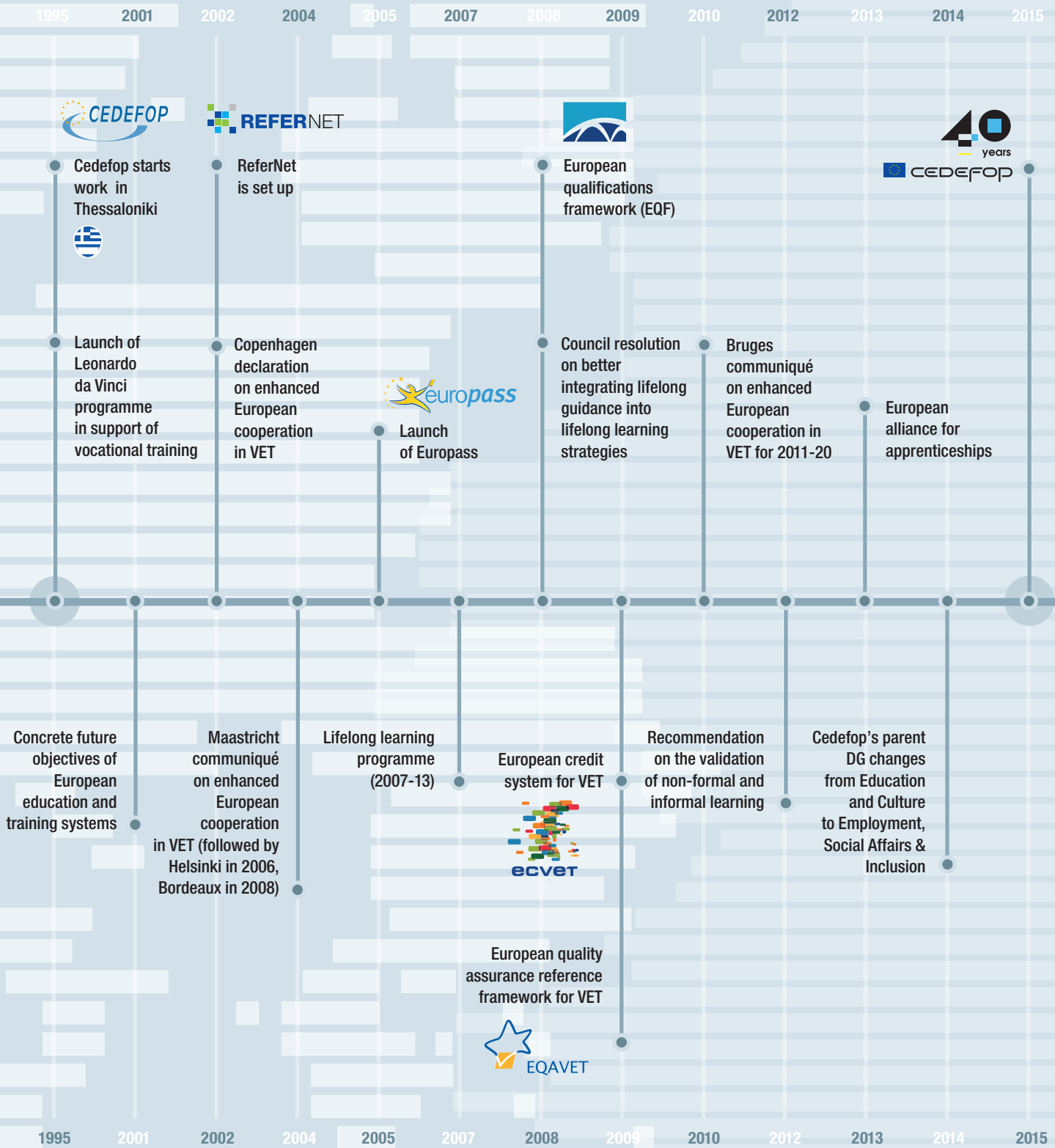
See here the full testimonies  
and more Cedefop memories





# CONTEMPORARY VET MILESTONES







## PLANTING

seeds OF

change

IN THESSALONIKI

BY **YIANNIS BOUTARIS**

MAYOR OF THESSALONIKI

When Cedefop moved here 20 years ago, Thessaloniki was a big introvert city. There were few airlines stopping and few visitors, except those coming through to visit other parts of Greece. If one were to ask someone in western Europe to locate the city, the usual response would be ignorance of its existence, despite the fact that Thessaloniki's history as a Balkan metropolis spans over 2 000 years.

Cedefop planted the seeds of change. It, and other international organisations setting up here, created a demand for more airline connections, other European languages started being heard more often in the streets, a substantial number of high-level Cedefop visitors were seen roaming city streets and went home to talk about it. Thessaloniki started being mentioned in international circles more often.

There were, of course, material advantages for Thessaloniki from the presence of Cedefop but these are the least important ones. Far more important has been its contribution to restoring the city's multicultural past and international reputation.

Four years ago, building on the grounds created by Cedefop and other international organisations, we started a process that has given Thessaloniki the international character it had been

lacking in the past 70 years. This is reflected in the flights in and out of the city, in the number of international cultural, scientific and business events taking place here, the number of tourists that no longer just pass through but have Thessaloniki as their main destination.

Thessaloniki has benefited from the seed Cedefop has planted and has done, I believe, a good job of making it bear fruit. The benefits, however, go further. Thessaloniki used to be a major hub of economic activity in the region, maybe the most important in the Balkans, considering the role its port used to play in the area.

This situation changed with Thessaloniki suffering economic decline, which the current crisis has accentuated to dramatic levels. The only way out is through its people; the young who need to be trained in the most beneficial skills, the old who need to be retrained to acquire them, and innovative and entrepreneurial skills abilities that turn those skills into wealth.

Cedefop is a source of the kind of expertise and knowledge needed to achieve such aims and physical proximity makes it easier for us to access it. For this, and for helping initiate the opening up of Thessaloniki to the world and become the extrovert city it now is, we are happy and grateful for its presence here. ■



photo: © Shutterstock/Lambros Kazan

# A bridge BETWEEN TWO worlds



BY **MICHEL SERVOZ**

DIRECTOR-GENERAL OF DG EMPLOYMENT,  
SOCIAL AFFAIRS & INCLUSION

Since its creation, Cedefop has assisted the Commission and Member States in modernising vocational education and training (VET) in the European Union.

Over the past 40 years, through its research, analysis and policy-reporting activities, the Centre has provided high-quality work to support evidence-based policy-making. It is currently considered a reference centre of expertise on vocational training renowned worldwide. Cedefop has a key role to play in developing and providing customised support to implement VET tools, apprenticeship-type training, and continuing VET, as well as organising peer-learning platforms.

Over the years, Cedefop has constantly kept pace with developments in the economy, labour market, and education and training, developing expertise beyond VET. The Centre's role has been crucial in further strengthening work on mapping national qualifications frameworks, development of European guidelines on the validation of non-formal and informal learning, development of ESCO, revamping of the skills panorama, and implementing Europass.

Another example of expertise acquired in the past decade is Cedefop's ground-breaking work on the learning-outcomes approach, which has transformed the way countries plan, organise and evaluate teaching and learning. Similarly, its work on forecasting future skills needs is unique in terms of analysing labour market demands as well as education and training supply on a continent-wide basis.

In 2015, new initiatives in employment and social affairs will focus on promoting integration and employability in the labour market and on facilitating labour mobility. They include investing in people's skills and promoting apprenticeships and labour mobility. Cedefop has a key role to play to support the Commission's policy agenda in these fields.

In 2015, we will agree with Member States and social partners on a new set of priorities for VET until 2020. These will also guide Cedefop's work until 2020. During this period, we will continue to count on Cedefop's expertise and capacity to monitor progress of VET reforms. We will also continue to count on its work to support anticipation, transparency and recognition of skills and qualifications and aim at further harnessing the Centre's potential in reinforcing cooperation with European Commission and Member States in the context of the European Semester, by tapping into its country-specific expertise.

The recent decision to move Cedefop under the responsibility of Employment, Social Affairs and Inclusion, is a new opportunity to bring the worlds of work and education and training closer together and stimulate the Centre's role as a bridge between the two worlds.

I am looking forward to strengthening cooperation between the Commission and Cedefop to serve our common purpose of improving the match between demand and provision of skills, to support quality job creation, sustainable growth, and social cohesion in Europe. ■



## TRADE

unions

CALL FOR

assistance

BY **AGNES ROMAN**

COORDINATOR OF THE EMPLOYEES' GROUP ETUC

In 1975, Cedefop was established at the request of the social partners. Now, we also celebrate that it has maintained its tripartite character during the past 40 years.

Cedefop has made an essential contribution to improving vocational education and training (VET) in Europe and in advocating the significant role of the social partners in this process. During these years, Cedefop work greatly contributed to European and national policy initiatives on VET and helped social partners and social dialogue on lifelong learning and vocational education and training.

The trade union members of Cedefop's Governing Board had an excellent opportunity during these years to feed into the agency's work programme and to find a balance among Cedefop objectives and activities in serving the needs of different actors. Governing Board meetings and other events brought together policy-makers in VET to exchange views and set up strategies. One of the most successful recent events was *The role of the social partners in implementing EU tools and principles* (2011), which was organised jointly by Cedefop and social partners and gave an excellent opportunity to national social partners to be informed on these developments.

One other which should be mentioned is the *European apprenticeship conference: steering partnerships for growth* (2014) which brought together representatives of ministries and social partners and resulted in joint national actions.

We believe that this excellent cooperation and joint work needs to be maintained. It is of utmost importance that the voices of all European workers and employers are represented in the Governing Board and in Cedefop's future activities. Trade unions need the continuing assistance of Cedefop to an even greater extent.

Cedefop should remain as essential support to the work of social partners on improving initial and continuing VET in the national social dialogue. This should be further strengthened to improve VET quality in schools and companies to achieve higher employment across the European Union.

We wish Cedefop well in its work to achieve these objectives. ■

BY **ROBERT PLUMMER**

# supporting

## EUROPEAN

# employers

COORDINATOR OF THE EMPLOYERS' GROUP,  
ADVISER FOR SOCIAL AFFAIRS, BUSINESSEUROPE

The slogan for Cedefop's 40th anniversary year – 'old roots for new routes' – aptly describes the enduring relevance of vocational education and training (VET) as a means through which to educate and train people and to provide the skills and competences that enterprises require. Awareness of the benefits that VET can bring has been particularly heightened, and even renewed, in recent years as part of the European Union (EU)-wide response to reducing youth unemployment and addressing skills mismatches.

The momentum created around apprenticeships is a notable example. They play an important role in helping to meet enterprises' skills needs, while helping young people transition into the labour market. Nevertheless, there is still the perception that apprenticeships are for the traditional blue-collar sectors and occupations, and not the modern digital economy. This perception needs to be challenged. The provision of e-apprenticeships, to train people with IT-related skills, is testament to the new routes that are being developed, while the old ones continue to be just as important.

Crucial to the success of apprenticeship systems is having in place framework conditions that encourage employer participation. Employer involvement is largely determined by the cost-effectiveness of apprenticeship schemes for enterprises; this is the focus of a current employers' project, led by BUSINESSEUROPE, which will conclude in 2016.

Cedefop's research work and its role as the focal point for VET knowledge and expertise in Europe is important for underpinning the VET-related aspects of the European Semester process and enhancing the image and attractiveness of VET. It is in this way that Cedefop can also make a valuable contribution to supporting the work that European and national employers' organisations undertake.

VET requires partnership between a range of actors. The employers' voice is particularly important for identifying labour market requirements and designing VET policies that address these needs. This is why the employers' group in Cedefop will continue to play an active role in shaping the Centre's future work priorities towards raising the relevance, effectiveness and attractiveness of VET.

### European semester:

The first phase of the European Union's annual cycle of economic policy guidance and surveillance





A **dynamic****adaptable****ORGANISATION**BY **MICHELINE SCHEYS**CEDEFOP GOVERNING BOARD VICE-CHAIR  
GOVERNMENTS' GROUP, SECRETARY GENERAL

Since I first heard of Cedefop, many years ago, a lot has changed within the agency. Cedefop started as a clearing house: a documentation and information centre for vocational education and training (VET). Over the years it evolved towards a knowledge and research centre focusing on VET systems, but gradually enlarged its scope to look into VET policies. As a Governing Board and Bureau member, I came to know Cedefop as a dynamic organisation which can quickly adapt to new contexts and demands and even to budget cuts, but I also appreciated it as an important support for European and national VET policies.

In 2009-10, during the preparation of the Bruges communiqué, the Belgian governments could take advantage of the strong expertise and pragmatic approach of Cedefop's directorate and staff. Following a detailed roadmap approved by the Commission and several European Union (EU) presidency countries, Cedefop managed to finalise an in-depth analysis of the progress towards realisation of the Copenhagen process objectives during 2002-10. That analysis underpinned the ministerial meeting in Bruges (December 2010). At the same time Cedefop contributed to conference papers and policy documents, like the Bruges communiqué. Cedefop's input is highly valued because it is evidence-based and takes fully into account the new Europe 2020 policy context.

The extensive work done in 2010 helped prompt the crucial shift of Cedefop's focus from a mainly research perspective towards policy analysis and support. This shift had a direct impact on ReferNet activities, both at national level and within the agency.

When the Commission decided to connect Cedefop's work (like the ReferNet reporting cycle) to the European Semester, it put even more pressure on the agency and the national reports. Expectations of Cedefop from different stakeholder groups have generally risen over the past three years. Cedefop became more visible through a growing number of invitations by international organisations and has also acquired a huge reputation as a centre of expertise.

All this leads to an ambitious work programme that must be kept in balance with budget and staff restraints. With a new European Commission, the transfer to DG Employment, the review of Europe 2020 and ET 2020, Cedefop has to cope with difficult new challenges, but has also new opportunities.

I value that within Cedefop I can work together with different stakeholders: governments, Commission and social partners. I hope we can continue and through the agency's work and expertise contribute to high quality VET. Cedefop, you can certainly count on my support and commitment. ■

# MAKING European VET tools WORK



BY **THOMAS MANN**

MEP, EMPL COMMITTEE MEMBER



As a member of the European Parliament's Committee on Employment and Social Affairs (EMPL), I rely on the results of Cedefop's work for my own parliamentary activities.

In 2013, Cedefop and I organised a working dinner on European tools in education and training to which I had invited quite a few of my colleagues from the Parliament. Cedefop experts presented the tools to us: European qualifications framework (EQF) and national qualifications frameworks (NQFs), the European credit system for VET (ECVET), Europass, and tools for quality assurance and the validation of non-formal and informal learning. We discussed how we, as policy-makers who move between the European Parliament and our national constituencies, can support their effective implementation and promote their use.

Cedefop has supported vocational education and training policy-making for 40 years. Nowadays, with high unemployment rates, especially youth unemployment in many EU countries, with European labour markets growing together, and more and more European citizens moving between countries in search of education and employment opportunities, the tools have to become a reality. We all need them to build a common understanding of people's qualifications. ■





# THE **study** **visits** EXPERIENCE

The community study visits programme was launched in 1985 in response to a Council resolution and was aimed at vocational training specialists in a position to influence policy-makers in their countries. Cedefop was tasked with managing the programme from its inception.

Its main benefit has been giving specialists the opportunity to go and see what form vocational training takes in other European countries and how it is developed. Meetings with stakeholders in the countries visited were organised in groups of



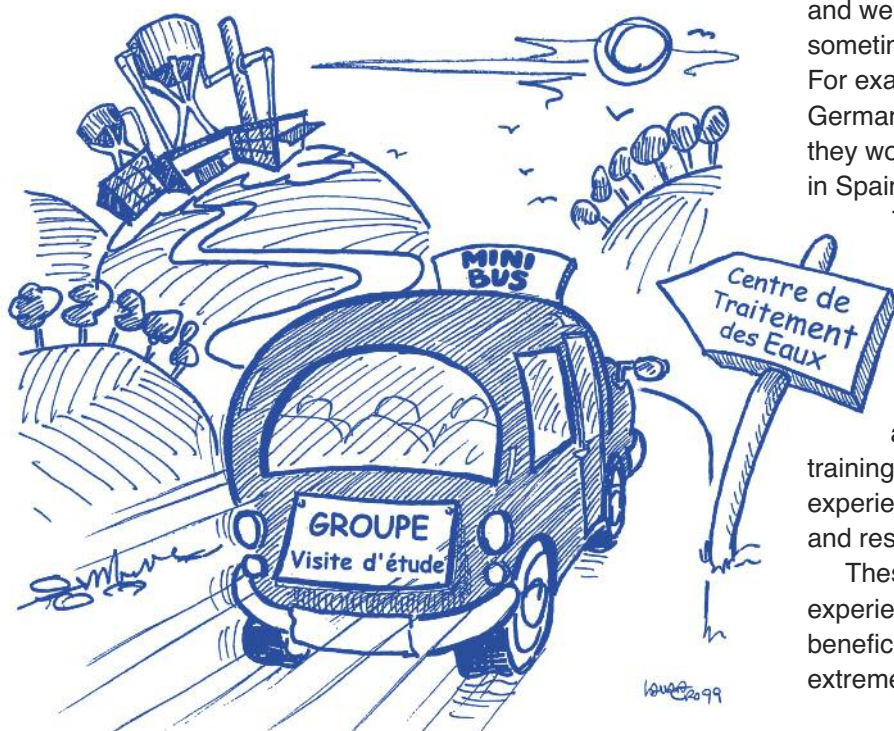
different nationalities to aid and improve understanding of the specific characteristics and points of difference from one Member State to another.

One of the most stimulating exercises was when participants described what is covered by such terms as initial vocational training, adult education, continuous training, and social dialogue in their countries (and there lies the challenge for translation).

In the course of these trips, researchers, trainers, employers, trade unionists and administrators looked at one another's approaches and were able to engage in discussions and reflect, sometimes more freely than in their day-to-day work. For example, a Spanish employer could talk to a German trade unionist and ask them questions that they would not have been able to ask a trade unionist in Spain.

The programme was created at a time when mutual understanding was necessary to develop a vocational training 'common' policy together. Even though talk of a common policy may have ceased after the Maastricht Treaty, there has been a steady and growing convergence of vocational training policies within the EU. And this is thanks to experiences such as those gained in the study visits and research led by Cedefop.

These trips were a tangible and positive experience of European citizenship for thousands of beneficiaries and for the organisers. And is this not extremely important today?



## P A R T I C I P A N T S R E S P O N D

WHAT WAS MOST **BENEFICIAL** FOR YOU?

■ The experience of working in multicultural surroundings with people with different professional profiles. I learned how different European countries in the region work in the field of education and where it is possible to make progress in my own school or local community.

**School principal  
from Croatia**

■ The opportunity based on best practice examples to understand better the role of learning-outcomes-based approach in defining and describing qualifications, national and sectoral qualification system development, and the importance of involving social partners.

**Senior VET expert  
in the National Centre for  
Education in Latvia**

■ The opportunity to meet knowledgeable and motivated professionals from several European countries for a few days of intensive peer learning. I could not otherwise have gained access to such a wealth of knowledge about education and training in Europe and the golden opportunity to establish contacts.

**Deputy director  
of a school in Latvia**

■ Brilliant experience that expanded my professional and cultural horizons. Never had I believed that the study visit could change my life or offer a new vision of cooperation, partnerships and modern education. I offered support at local and regional levels to develop a school-parents-local authority partnership. I continue to promote and disseminate the experience that helped me.

**Associate director  
of a college in Portugal**



■ The new contacts I made with colleagues from other European countries. Now our school is involved in a strategic partnership project with six countries in Erasmus+. I also made contacts with partners for student workplace mobility and for teachers' professional development mobility abroad. A study visit is an experience that every teacher should live.

**Head of department  
of a VET school in Spain**



■ The interesting theme and the fact that social partners, teachers and experts in education and training coming from different EU countries participated in an environment of cooperation.

**Senior adviser from the  
Confederation of Labour in Italy**

■ The environment: so reflective to capture best practice and so rich to help you think analytically and creatively about how to integrate what you see and learn in your own context! Although I teach at university, I have picked up ideas from a primary school teacher from another country. Most beneficial was learning that there is more than one way to reach an outcome.

**University professor  
from Turkey**





# VOCATIONAL EDUCATION

## Diogo Fialho, 19, Portugal

Informatics systems programmer

Attending a professional course in system management and programming allowed me to gain knowledge and technical skills which, otherwise, wouldn't be possible to obtain. Such courses are an asset in seeking and finding employment, because traineeship allows us a broader and better view of business and the labour market. In my case, it allowed me to participate in the development team of the land registry information system currently being implemented in Mozambique. Thanks to my performance, and my vocational and professional education, I am now employed in the same company where I was a trainee, with good prospects for the future.

## Sandra Taras, 27, Romania

Spa manager

I would like to thank Cedefop for the wonderful chance it gave me. In 2010, I had a traineeship with finance and procurement. I worked at Cedefop for six months and I met amazing people. This experience was the foundation of my professional career because I became more ambitious, more dynamic and self-confident. Currently, I am a spa manager in a four star hotel in Bucharest and very enthusiastic about my job. It gives me the chance to interact with people from all over the world.

## Maria Tsaklidi, 15 / Alkis Chryssanthopoulos, 15, Greece

High school students

We did a work placement at Cedefop for five days in February. We are from the German school of Thessaloniki and we came to Cedefop to see what it is like to be working. We really liked it; it was an interesting experience. Everyone was very polite. They explained a lot about Cedefop and we could honestly imagine ourselves working here one day.

## Dimitris Iliadis, 20, Greece

Vocational school graduate (Confectionary arts),  
3rd-year student (Library science, Technological Educational Institute of Thessaloniki)

Vocational training has, indeed, changed my life. I have managed to turn my hobby into a job. In parallel with my studies, even though I am not working this season, I have a job that I love. Although my higher education studies are not related to my work as pastry chef, I can easily combine the two. I believe that when you really love something you can make it.





## & TRAINING IN PRACTICE

### **Athanasios Konstantopoulos, Greece**

Chairman of the board, Centre of research and technology Hellas

I am very pleased to wish our very good neighbour, Cedefop, a happy 40th birthday. We are in the job of taking money and turning it into research and research into prototypes and products. We are very keen to be neighbours with Cedefop as it devises policies for jobs and vocational training; we look forward to continuing this collaboration for many more years, for more success and opportunities for everybody in Greece and all over Europe.

### **Ania Neumann, 29, Poland/UK**

Procurement analyst

In 2009, I was a trainee at Cedefop, working in communication and archive management. The experience was invaluable for my future. I learned a lot about communication strategy and European education structures. Procurement is my chosen career direction. Currently, I live in London and I work as a procurement analyst. I'm really enthusiastic and motivated about my job. Ever since I completed my placement at Cedefop, I had a chance to work with people from various nationalities and in different work cultures. I really value this and I think it was a great experience which allowed me to integrate better in my current multinational environment.

### **Madalena Relvão, 55 / Graça Trindade, 57, Portugal**

Teacher trainers, study visit coordinators

We had a wonderful week helping host 13 colleagues from Austria, the Czech Republic, France, Germany, Greece, Luxembourg, Italy, Poland, Romania, Slovakia and UK last May. Teacher trainers and decision-makers had the opportunity to share good practice and policies. We took part in seminars, debates and a conference with the President of the Portuguese continuous teacher training council. Every aspect was a very important learning curve. The Cedefop study visit was a success. We still keep in touch with our visitors, either applying for Erasmus+ or to share our practices. Cedefop: getting together for a better education!

### **Babis Papaioannou, Greece**

Coordinator, Thessaloniki European youth capital 2014

In 2014, when Thessaloniki had the pleasure of being European youth capital, we worked with Cedefop in a range of activities on vocational training in Europe. We learned a lot from that experience, and through this cooperation we learned about priorities; we learned about directions that we then passed on to other volunteer organisations and civil society groups, and implemented with them our thematic priority for youth entrepreneurship and innovation. The cooperation with Cedefop has been a very happy one, a rewarding and creative process, and I hope that we will be able to continue it in 2015.



The failings that spell trouble ahead for Britain - one in five can't read or write

Kathryn Hopkins Economics Correspondent

Politicians dreaming of a high-tech, skills-based economy leading a march to recovery suffered a rude awakening at the hands of the European Commission yesterday.

"Given the long-term trends in demand for higher skills, the UK has not yet addressed its basic skills problems sufficiently. Many challenges remain, and there is no certainty that the UK can ensure that enough of the young people entering the labour

"This is just the latest internal organisation to warn that the Conservative-led Government urgently need plan for jobs and growth."

According to research by the European Centre for the Development of Vocational Training, the number of low-skilled jobs will fall by 51 per cent this decade, while medium and high-skilled jobs will rise by 16 per cent and 21 per cent, respectively.

DIE WELT EG-Vizepräsident: „Berlin gehört zur Gemeinschaft“

GERHARD BESSERER, Berlin

Als erste deutsche Stadt ist Berlin seit gestern Sitz einer Einrichtung der Europäischen Gemeinschaft. Bei der Eröffnung des „Europäischen Zentrums für die Förderung der Berufsbildung“ erklärte der Regierende Bürgermeister Klaus Schütz, die Ansiedlung des Zentrums in Berlin sei „ein bedeutendes

DIE WELT Sowjet-Drohung gegen Errichtung eines EG-Zentrums in Berlin

DW/ASD, Berlin Nach dem Streit mit der Sowjetunion wegen der Einrichtung des Umweltbundesamtes in West-Berlin trifft auch die Errichtung des Europäischen Zentrums für Berufsbildung der EG in West-Berlin auf Kritik der Sowjetunion.

Der Erste Sekretär der sowjetischen Botschaft in Ost-Berlin, Alexander Budarkin, erklärte am Freitagabend auf einer Veranstaltung der Gesellschaft für deutsch-sowjetische Freundschaft in West-Berlin, die Haltung Moskaus werde auch in dieser Frage „negativ“ ausfallen. Budarkin betonte, die Botschaft habe zwar noch keine offizielle Mitteilung zu dieser Frage erhalten, es liege jedoch auf der Hand, da nur die Bundesrepublik und nicht West-Berlin Mitglied der EG sei. Da West-Berlin aber nicht zur Bundesrepublik gehöre,

log dem Bundesumweltamt bei Reisen von und nach West-Berlin ausgeschlossen werden können.

Die harte Haltung gegenüber West-Berlin von seiten der Sowjetunion kam auch in anderen Äußerungen des Ostberliner Sowjetbotschafters zum Ausdruck. Zur Frage der Einbeziehung West-Berlins bei wirtschaftlichen, kulturellen und sportlichen Veranstaltungen unter dem Dach der Bundesrepublik sagte er, die mit Moskau getroffenen Vereinbarungen über die Einbeziehung West-Berlins hätten „keinen Muß-Charakter, sondern nur einen Kann-Charakter“. Politische und wirtschaftliche Gründe hätten die Sowjets auch bewegen, in diesem Jahr an der „Grünen Woche“ in Berlin nicht teilzunehmen.

Auf die Frage des Kulturaustausches zwischen der Sowjetunion und westlichen Ländern eingehend, betonte Budarkin, daß die Sowjets „nicht alles

„Noch keine feste Meinung zum EG-Zentrum in Berlin“

Eine Erklärung Falins.

Bonn (dpa). Der sowjetische Botschafter Falin hat gestern im WDR erklärt, die sowjetische Regierung habe sich bis jetzt noch keine endgültige Meinung über die geplante Errichtung des EG-Zentrums für Berufsbildung in West-Berlin gebildet. Falin fügte hinzu, alle Seiten wären gut beraten, wenn sie „fest auf dem Grund des Viermächte-Abkommens“ blieben. Moskau verfolge die Entwicklung in West-Berlin mit großer Aufmerksamkeit.

Berlin wurde Sitz eines Instituts der EG

Zentrum für Berufsbildung durch den Vizepräsidenten der EG-Kommission eröffnet

Pop. Berlin. Das „Europäische Zentrum für die Förderung der Berufsbildung“ ist gestern in Gegenwart der EG-Vizepräsidenten Vredeling und weiterer prominenter Vertreter der Europäischen Gemeinschaften in der Bundeshalle eingeweiht worden. Vredeling betonte, daß der freie Teil Berlins zum Bereich der Europäischen Gemeinschaften gehöre.



CEDEFOP

Lavoro, come cambia il mercato

Meno artigiani e operai, più addetti alla finanza In sette anni in Italia 1,6 milioni di nuovi posti

Economie

«Même les activités élémentaires exigent des compétences plus élevées»

Aviana Bulgarelli, Centre européen pour le développement de la formation professionnelle

Salon le Cedefop, malgré les effets de la crise, 80 millions d'offres d'emploi seront disponibles en Europe dans les dix prochains années. Quels sont ces emplois ?

La comisaria de Educación fomentará la movilidad de los jóvenes y anuncia la creación de un «pasaporte» de destrezas europea de oportunidades laborales

J. C. VALERO

BARCELONA. La economía española creará 1,4 millones de nuevos puestos de trabajo en la década que acabamos de inaugurar frente a los 2,5 millones de empleos que fue capaz de generar entre los años 2000 y 2010, según la ac-

‘Illiterate and innumerate risk Britain’s economic success’

By Philip Aldrick

BRITAIN'S poor educational standards pose one of the biggest threats to the long-term success of the country's economy, a key report from the European Commission has warned. Too many UK school-leavers are "functionally illiterate and innumerate, with no qualifications" when the economy increasingly needs "medium and high-skilled workers."



The report said that better quality education was the solution

3.3 percentage points since 2005 to 14.9pc. The report cites a European Centre for the Development of Vocational Training study which found that the number of low-skilled jobs in the UK will decline by approximately 50 per cent by 2010.

the housing market was a long-term threat to economic stability. Household debt is too high and can only be rectified if house prices fall relative to disposable incomes, it warned. It said planning restrictions and the under supply of new homes had allowed the market to overheat, creating a dangerous "internal imbalance".

Ranking universitario

La española Fundación CYD y el alemán Center for High Education Development (CHE) colaborarán para elaborar un ranking «más preciso para la evaluación de universidades»

JOAQUIM JAMES CALLEJA Director de FP de la Unión Europea “La FP española no enseña lo que quiere el mercado”

ELISA SILVO, Madrid

El maltrató Joaquín James Calleja dirige desde octubre el Centro Europeo para el Desarrollo de la Formación Profesional (Cedefop), dependiente de la Comisión, que estudia la implantación de estos estudios medios en los 28 países comunitarios. Tiene un objetivo principal: que los ciudadanos entiendan que su capacitación laboral no termina con los estudios de la primera etapa de su vida.

P. Pero España no tiene grandes industrias como Alemania. R. Las empresas pequeñas también están apoyadas por los Gobiernos, y con el Erasmus+ y las opciones de fondos sociales europeos para luchar contra el desempleo juvenil hay mucho dinero que se puede gastar en capacitación. Hay que formar para atraer inversores más que esperar la inversión y luego formar. Es una estrategia política. ¿Por qué sectores quieres apostar para reactivar la economía? R. España tiene mucha población sobrecualificada o sin capacitación. Pero escasa con estudios medios. Se puede salir con estos miembros de la crisis? R. La educación por sí sola no resuelve, porque depende también de las inversiones, la regulación, las oportunidades... Pero es evidente que la crisis no ha golpeado tanto en países con altas tasas de FP: Alemania, Holanda, Luxemburgo o Austria. La formación atrae la inversión. Si soy un inversor que quiere levantar una compañía farmacéutica, lo primero que hago es ver dónde tienen gente con estudios en farmacia. P. En 2010, nueve de cada 10 trabajos exigían una cualificación. ¿Tiene España tiempo de ponerse al día? R. Los informes dicen que cada vez más gente se forma. Pero lo que muchos de quienes hoy no están cualificados lo estarán. Ustedes tienen un abanico de empresas no muy alto (la mayor de Europa, 23,5% según los datos de Eurostat de la semana pasada), pero está mejorando como en otros países (Malta y Portugal). La gente se está dando cuenta de que para encontrar un trabajo o conservar el que tiene necesita tener competencias. Los cursos de formación profesional



# Kobieta w zarządzie się opłaca

## Przeciętna kobieta musi wykazać się w

Ala gospodarka oparta na wiedzy to przede wszystkim konkurencja i rywalizacja. Nie chodzi więc o wyjątkowe kobiety, ale o konkurencyjne nastawienie kobiet-menedżerek.

„Z jednej strony konkurencyjność wymaga bycia najliczniejszym, zdolnym do realizacji celów organizacji. Niezależnie od tego, czy menedżerka jest mężczyzną, czy kobietą. W biznesie nie ma bowiem sztywnych modeli. Albo wygrywasz konkurencję, albo twoje miejsce zajmie konkurencja. Z drugiej jednak strony w gospodarce opartej na wiedzy zyski sąloga zmiennie. Wynika to z dużego wprzeżnia na organizację i zarządzanie.

Specjaliści są bardzo często lepiej przygotowani w swoich obszarach niż ich szefowie. Klientów nimi mogą wyliczanie liderzy o otwartych umysłach i wizjonerzy. Kobiety preferują partycypantryjny styl zarządzania, który daje zwiększającą rynek, ma większe szanse na sukces. Firma kierowana w różny sposób przez kobiety i mężczyzny będzie bardziej konkurencyjna.

Wyniki pani badań są jednoznaczne. Firmy nie wykorzystują obecnie potencjału, jaki stanowią kobiety.

„Tak. Pracuje znacznie mniej

Polowę miejsc w zarządach firm kobiety zdobędą dopiero w 2083 r., jeśli ich udział będzie się zwiększał w dotychczasowym tempie



### MOVILIDAD INTERNACIONAL

# Parados con rumbo a Europa

## Buscar trabajo en algún país comunitario gana atractivo para los desempleados más jóvenes

Nuria Peláez

Grandes males, grandes remedios. Aunque los trabajadores españoles han sido tradicionalmente fieles a la movilidad geográfica e incluso regional, un estudio de Monstet señala que la mitad de los parados (52%) estarían dispuestos a cambiar de país para buscar un empleo.



rea. Gutiérrez recomienda "trabajar sobre nuestras propias expectativas y saber que es lo que queremos buscar, desde una experiencia profesional relacionada con nuestra formación hasta un trabajo poco cualificado en el sector turístico simplemente para aprender idiomas".

Una excelente herramienta para empezar a informarse es el portal de la Unión Europea sobre movilidad profesional, la Red Eures (www.eures.europa). Ofrece

donde se desearía trabajar. El Ministerio de Asuntos Exteriores y de Cooperación también ofrece en su página web (www.mae.es) una sección de oportunidades profesionales en organizaciones internacionales donde se pueden consultar, entre muchas otras, las vacantes que ofrecen el Banco Mundial, el Fondo Monetario Internacional, las Naciones Unidas, la Organización Mundial de la Salud o la Organización Mundial del Comercio.

# Für Geringqualifizierte schrumpfen die Chancen

## bis 2020 werden in der EU acht Millionen neue Arbeitsplätze entstehen sind Fachkräfte, Dienstleister und Geschäftsleiter großer Unternehmen

Europa's Arbeitsmarkt werden bis zum Jahr 2020 rund acht Millionen neue Jobs entstehen. Dabei wird die Luft für geringqualifizierte jedoch immer dünner. Die Unternehmen werden weniger gut bei der Suche nach ausgebildeten Frauen und Männer nachfragen. Das ist das Ergebnis einer Zukunftsstudie des zur EU gehörenden Europäischen Zentrums für die Förderung der Berufsbildung (Cedefop).

„Für junge Menschen, die nur über ein niedriges Qualifikationsniveau oder über gar keine Qualifikation verfügen, wird es schwieriger werden, einen guten Arbeitsplatz zu finden“, lautet das Fazit der Studie. Viele manuelle oder Routinearbeiten werden demnach im fünftausendstel Jahrestakt aus dem Markt

trou de devenir lehen Arbeitsschichten in der Gemischtarbeit einzufügen. Umstellung betriebsbedingte sowie Geschlechtsschichtbereich (fachlich, tariflich, Tariflohn, in und der Inflation) durch Beschäftigung.

Der Strukturwandel wird hier, nach der schließlichen in Cedefop aber nicht befristeten aus Wirtschaftswachstum ausschließen. Die Prognostik zeigt die hohen Entlohnung

75 Mio. Jobs müssen in der EU bis 2020 neu besetzt werden, weil Arbeitsplätze aus dem Wirtschaftswachstum ausschließen. Die Prognostik zeigt die hohen Entlohnung

# Η αγορά εργασίας μετά την κρίση

## Ο διευθυντής του Cedefop, Τζέιμς Καλέγια, μιλάει στην «Κ» για το νέο περιβάλλον που διαμορφώνεται

Η πρόκληση του Ευρωπαϊκού Κέντρου για την Ανάπτυξη της Επαγγελματικής Κατάρτισης (Cedefop) αποτελείται από το 2020 στην Κοπή θα υπάρξουν εκατομμύρια αποσπασμένοι από τις επαγγελματικές αγορές. Η αγορά εργασίας, η.κ. για τον επόμενο χρόνο. Ο διευθυντής του Cedefop, Τζέιμς Καλέγια, μιλάει στην «Κ» για το νέο περιβάλλον που διαμορφώνεται μετά την κρίση.

«Οι πρόσφατοι μήνες έχουν δώσει μια νέα διάσταση στην αγορά εργασίας, αλλά μπορεί να υποστηρίξει μια νέα διάσταση. Η αγορά εργασίας, η.κ. για τον επόμενο χρόνο. Ο διευθυντής του Cedefop, Τζέιμς Καλέγια, μιλάει στην «Κ» για το νέο περιβάλλον που διαμορφώνεται μετά την κρίση.



Σημαντικό εργαλείο η κατάρτιση

«Σε αυτό το περιβάλλον που διαμορφώνεται, η Ευρωπαϊκή Ένωση συνειδητοποιεί τη σημασία της Επαγγελματικής Κατάρτισης και Κατάρτισης.

«Ορισμένες χώρες έχουν ήδη αναπτύξει κοινότητες δια βίου μάθησης και άλλες λειτουργούν σταδιακά για το 2020 είναι περίπου 15% των ατόμων ηλικίας 25-64 που συμμετέχουν στις δια βίου μάθησης. Η Αυστρία και η Δανία, για παράδειγμα, είναι δύο από τα κράτη που έχουν ήδη αναπτύξει κοινότητες δια βίου μάθησης. Η Αυστρία και η Δανία, για παράδειγμα, είναι δύο από τα κράτη που έχουν ήδη αναπτύξει κοινότητες δια βίου μάθησης.

# 7 εκατ. νέες θέσεις εργασίας στην Ε.Ε. έως το 2020

## Εκθεση του Cedefop

Επίσης, ο αριθμός των ειδικευμένων (μη χειρωνακτικών) υπαλλήλων δεν αναμένεται να αυξηθεί, ωστόσο θα αλλάξει η δομή των επαγγελματιών που ανήκουν σε αυτή την κατηγορία. Για τους ειδικευμένους εργάτες σε χειρωνακτική εργασία αναμένεται να σημειωθούν απώλειες τεσσάρων εκατομμυρίων, κυρίως σε θέσεις εργασίας που θα αντικατασταθούν από τις νέες τεχνολογίες.

Ιδιαίτερα ενδιαφέρον Η τάση που επικρατεί σήμερα, δηλαδή ζήτημα για υψηλά και μεσαία προσόντα, θα συνεχιστεί ακόμη και για το καλύτερο συνολικό.

# IN THE PRESS

# PAÍS



El maltés James Calleja, director del Cedefop.

**Estudios en ascenso**

Hay 697.408 estudiantes de Formación Profesional en España, 34.500 más que el curso anterior.

El 42,1% de los alumnos son mujeres.

Casi todos están en centros públicos (78,3%). En la enseñanza concertada son un 11,7% y apenas un 4,8% está en la privada.

El 11% de los mayores de 24 años se sigue formando.

473.507 adultos estudian enseñanzas regladas no universitarias. Desde primera a la Puerta de Acceso a la Universidad.

# ΜΑΚΕΔΟΝΙΑ

## Ποια είναι τα συμπεράσματα συνεδρίου της Κομισιόν στις Βρυξέλλες CEDEFOP Το «μαθαίνω στην πράξη» οδηγεί εύκολα στην αγορά εργασίας

Διαβητήριο απασχόλησης αποτελούν οι γνώσεις που αποκτά κάποιος στην πράξη, μέσω της επαγγελματικής κατάρτισης και της μαθητείας εντός των επιχειρήσεων.

Οι νέοι Ευρωπαίοι, που απέκτησαν σημαντικό μέρος των προσόντων τους από την επαγγελματική τους εκπαίδευση και κατάρτιση, επί το έργο, δηλαδή πέρα από τη σχολική, έχουν υψηλότερη ποσοστά απασχόλησης σε σχέση με εκείνους οι οποίοι προέρχονται από τη γενική εκπαίδευση ή παρακολούθησαν αντίστοιχα εκπαιδευτικά προγράμματα χωρίς ή έλαβαν χώρα στο σχολείο. Αυτό επισημάνει ο διευθυντής του Ευρωπαϊκού Κέντρου Ανάπτυξης της Επαγγελματικής Κατάρτισης (CEDEFOP), Τζέιμς Καλέγια, μιλώντας σε συνέδριο της Ευρωπαϊκής Επιτροπής στις Βρυξέλλες.

# ΝΕΥΑ ΦΑΣΗ ΔΕΛ ΔΙΑΛΟΓΟ ΣΟΑΛ.

# El despido será más barato para las empresas en los nuevos contratos

## El Gobierno propone varias medidas para bajar el gasto empresarial sin reducir la indemnización Trabajo quiere hacer más atractiva la modalidad de contratación indefinida con 33 días por año

**MERCEDES JANSÁ** (MADRID)

El Gobierno hizo ayer un ejercicio de equilibrio entre las reivindicaciones empresariales y sindicales con unas propuestas que a ninguna de las dos partes satisficen del todo ni pueden rechazar del todo. El objetivo de hacer más atractivo el contrato



# L'Echo

LES EMPLOYÉS DEMANDENT PLUS DE PERSONNEL HAUTEMENT QUALIFIÉ Polarisation en vue sur le marché de l'emploi en Europe

«Le visage du marché est en pleine mutations»

# YOUTH EMPLOYMENT

Why you're never too young to start preparing for work

Careers guidance should begin at 11, EU education chief says

DARREN EVANS

CHILDREN SHOULD be preparing for work from the age of 11, says a career guidance expert. The expert says that young people should be encouraged to start thinking about their future careers from a young age. The expert says that young people should be encouraged to start thinking about their future careers from a young age.

# el Periódico

# referentes

# NUEVO FONDO PARA DESPIDOS

COMO UN PLAN DE PENSIONES El sistema de indemnización por despido va a ser como un plan de pensiones en Austria



by JAMES CALLEJA  
CEDEFOP DIRECTOR

# A vision FOR CEDEFOP

BY 2020 AND beyond

## OLD ROOTS FOR NEW ROUTES

A European organisation which is 40 years old has stood firm over time and in purpose. This is the case with Cedefop, an agency which has evolved to become the European resource centre for vocational education and training (VET), skill needs anticipation and an *agora* for VET experts.

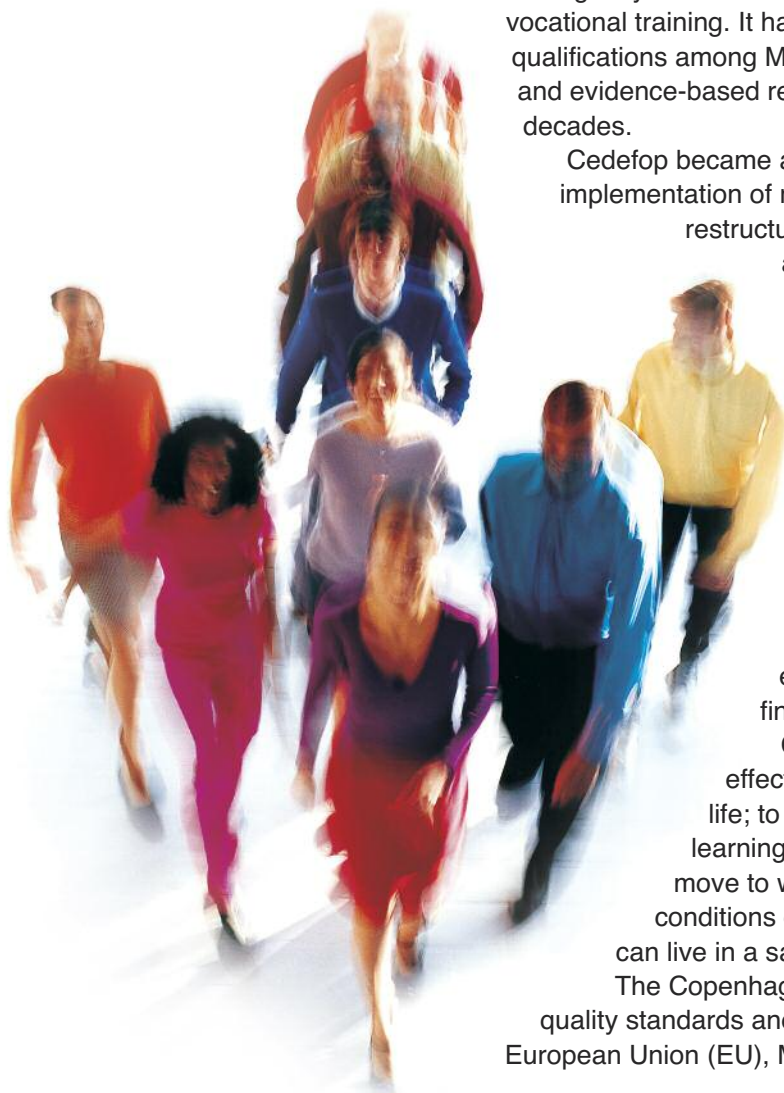
The agency has been a driving force of European developments in vocational training. It has supported structures for the recognition of qualifications among Member States. It developed policy-analysis and evidence-based research on VET-related issues for over three decades.

Cedefop became a reference point for VET reform, for the implementation of new tools for transparency, and the restructuring of VET programmes to make learning and teaching more relevant to labour market needs and economic growth. This is history, but also history in the making as more Member States and social partners are on the road to providing VET of the highest quality.

Europe's vision today is to transform vocational education and training into a natural choice for young people, and, for older persons, a regular choice for lifelong learning. Education in any sector is about people's lives and the skills they need to ensure quality of life and living healthy and financially secure.

Cedefop's role has been to make learning an effective tool that cuts across our entire working life; to provide insights and evidence of stimulating learning environments that support mobility. People move to where jobs are available, where working conditions generate career prospects, and where they can live in a safe environment.

The Copenhagen process (2002) lifted VET to higher quality standards and produced greater cooperation between the European Union (EU), Member States and social partners.





European tools, for instance, can empower citizens to move across education and training systems in flexible ways. Cedefop has shaped ample opportunities for peer learning over the past four decades, with its resources at the forefront of these developments.

Today, Cedefop is at the interface between education and training and the labour market. It is reaping from the old roots that moulded European VET the new routes that can support citizens to benefit from work on transparency, recognition, qualifications, learning, and skills anticipation.

As a European agency, Cedefop must continue to provide much-needed country data, policy analysis of VET systems and tools. It will continue to update transparency tools for the diverse systems of education in Europe; it will develop its work on skills forecasting by linking it to specific employment sectors.

The new development required of Cedefop in the years to come is to strengthen its support to Member States and social partners in implementing European policies and tools in effective ways, embedding them into different learning and employment cultures. By 2020 and beyond, Cedefop should become a point of reference not only to policy-makers and to ministries of education and employment but also for practitioners, learners and workers.

Is this challenge within Cedefop's sphere of activity? With its Founding Regulation about to be revised, one expects a wider remit for the Thessaloniki-based agency so it can narrow the gap between the worlds of education and labour market.

If Cedefop is to work closer with Member States and social partners, then its resources need to be rationalised and effectively deployed to meet wider

but, at the same time, more specific challenges such as the implementation of transparency tools in VET institutions or lifelong guidance anchored to labour market realities.

Cedefop's human capacity will also require new professional development and further capacity for impact research and training: job profiles need to include researchers who have had hands-on experience in VET-related environments; support for VET scholarships and fellowships; traineeships open to young and adult workers; policy and peer learning activities in all operational departments.

Cedefop's presence in Member States and with social partners would have to be more targeted towards EU countries requiring greater support in VET. The agency would be looked upon as an informal validation agency for transparency in VET qualifications, a reference point for monitoring and benchmarking VET at Member State level. Our web portal will be technically oriented (for policy-makers, VET experts and researchers) but also a user-friendly access point for end-users: learners, workers, employers, parents, VET teachers, VET trainers, guidance providers and counsellors.

With hindsight, learning for working was the mainstay upon which Cedefop's foundations were built in 1975. Forty years later, this base has become even more pertinent to Europeans than it possibly was in the 1970s. Looking ahead, Cedefop's role will be to continue empowering policy-makers with evidence-based research, but also intensify support in implementing VET policies and tools that give European citizens the means to learn and work in digital-dominated work environments and with shifting resources.

The discussion must go on. ■

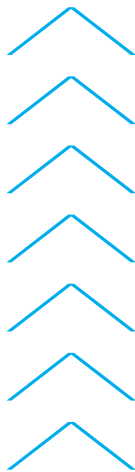




BY **BARBARA DORN**

CHAIR OF CEDEFOP'S GOVERNING BOARD,  
DIRECTOR EDUCATION / VOCATIONAL TRAINING OF BDA  
MEMBER OF BUSINESSEUROPE

# CEDEFOP: growing WITH THE challenges



Cedefop's anniversary comes at a crucial time, when vocational education and training (VET) is valued high on the policy agenda as a tool to support employability, competitiveness and job growth.

Looking back 40 years we can state that Cedefop has undergone a tremendous development from a team of one director and his deputy in a single room in the European Commission information centre in West Berlin to a fully grown agency with a multitude of excellent staff in its tailor-made premises in Thessaloniki.

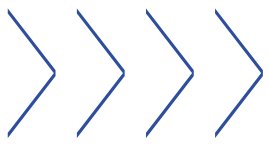
Cedefop has grown with its challenges and, due to its outstanding performance, it attracts more and more tasks and responsibilities. Besides its traditional strong profile in VET-related research, analysis and documentation, Cedefop today plays an important role in policy monitoring and advice at European and national levels and offers opportunities for mutual policy learning to all actors involved.

It is astonishing that some items which are important today were already part of the first work programme 40 years ago; for example, it was one of the first tasks 'to launch studies on youth unemployment, especially in relation to the transition from school to work.' Other challenges and new tasks have developed recently, like the skills panorama and a requested 'mobility scoreboard' for VET.

The Governing Board, Cedefop's attendant and adviser, is aware of its responsibility to prioritise thoughtfully and avoid overstraining and dissipating the Centre's capacities. Cedefop deserves every support to consolidate the financial and human resources, which are the basis and necessary condition of its continuing excellence.

The close and equitable cooperation of Member States, social partners and the Commission in Cedefop's Governing Board guarantees a singular merger of expertise of all VET key stakeholders, a unique selling point of the agency, and a strong pillar of its success.

Speaking for all members, I would like to congratulate Cedefop on its anniversary. Together we celebrate 40 years of close cooperation, of mutual support and enrichment. And we are looking forward to advising on the Centre's work and strengthening its output in the years to come. ■



# USING training systems



FOR NEW

pathways

TO jobs

BY **THOMAS HÄNDEL**

MEP, CHAIR OF EUROPEAN PARLIAMENT EMPLOYMENT  
AND SOCIAL AFFAIRS COMMITTEE



The rationale of the European Centre for the Development of Vocational Training is sound and simple: help people to get the right qualifications and they will find jobs.

Our work in the Committee on Employment and Social Affairs (EMPL) has been progressing since the elections and we are faced with the complexity of labour markets. We need the expertise of European agencies like Cedefop. Issues to be addressed include the need to adapt people's skills to newly emerging requirements, making the right choices so that education and training can contribute to the fight against youth unemployment, and increasing awareness of the importance of qualifications in a world of work exposed to continuous technological changes.

Three recent examples show how we are working together.

- In our work related to the youth employment initiative and youth guarantee, we appreciate the support of Cedefop in providing data on the attractiveness of vocational education and training, on the benefits of work-based learning, including apprenticeship schemes, and on prevention of early leaving from education and training.
- With regard to the green employment initiative, Cedefop's work on green skills and its research into labour market implications of the sustainable growth priorities of the European Union's (EU) 2020 strategy represents a valuable basis.
- In the context of the EMPL Committee's work on matching available skills with emerging jobs, Cedefop is providing a treasure of examples of cooperation between different labour market actors, drawn from best practice in several EU Member States, as well as pan-European forecasts on skill supply and demands, which inform about labour market trends, essential elements of any training system.

This year Cedefop celebrates 40 years and its motto – 'old roots for new routes' – says a lot about its willingness to extract the best from established European training systems to new pathways to jobs and careers. The Employment Committee will support Cedefop on this track and we trust in the continued substantial input of your agency into our work. ■



## DELIVERING

## results

BY **MARIANNE THYSSEN**EUROPEAN COMMISSIONER FOR EMPLOYMENT,  
SOCIAL AFFAIRS, SKILLS AND MOBILITY

This year marks Cedefop's 40th anniversary. No organisation understands better how Europe's vocational education and training (VET) systems are struggling to meet 21st century expectations.

As an expert centre, Cedefop knows the substantial efforts invested by the Commission, Member States and social partners in improving VET systems. These efforts are delivering results: reduced early leaving from education and training, better validation of non-formal and informal learning, and more opportunities for quality apprenticeships.

But many challenges remain. To make systems more flexible, and crossing borders for study or work easier, we must use the common European tools that Cedefop has helped to develop and that Member States have committed to.

We must further reinforce the link between vocational programmes and labour market needs to reduce skills mismatch and ensure that such programmes act as a bridge to work. We must also do more to increase the attractiveness of VET so that it becomes a first choice – not a second option – and to boost participation in lifelong learning so that no talents go untapped.

I look for Cedefop's support through its expert analysis of reforms in VET in Member States. I also look for its support through its insights into labour market trends such as forecasts of skills supply and demand and research on skill mismatch.

Cedefop remains as relevant today as it was 40 years ago. I look forward to us working together. ■



Watch the  
Commissioner's  
video message

18.35 million  
€

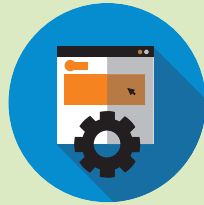
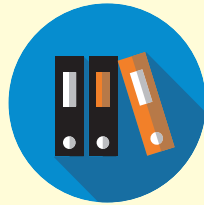
annual budget (2015)

employees



120

over 2.3 million

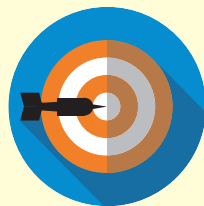
Cedefop publications  
downloaded from website since 2010publications  
produced in 2014

114

15 308  
participantsfrom 34 countries  
in 1 405 study visits  
(2008-14)meetings/events  
organised in 2014

69

50 million

Europass CVs generated  
through the online editor since 2005media stories on  
or citing Cedefop

over 2 900 since 2010

1 500

citations of Cedefop publications  
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Celebrating

40  
— years

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Publications Office

ISSN 2363-0183



9 772363 018008