

DIRECTORATE FOR EDUCATION
EDUCATION POLICY COMMITTEE

SKILLS BEYOND SCHOOL: POST-SECONDARY VET PROPOSED REVIEW PROJECT PLAN

OECD Conference Centre, 2 rue André Pascal, 75016 Paris, from 9:30 on Thursday, 18 November to Friday, 19 November, 2010.

This paper sets out the proposed project plan for the thematic review of postsecondary vocational education and training (VET), which will be part of the OECD's programme of work for 2011 and 2012.

EDPC delegates are invited to:

- *COMMENT on the policy issues identified in the paper.*
- *AGREE to the overall project plan.*
- *INDICATE their interest in participating, whether through a full country review, or a background report and commentary.*

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Summary

1. A thematic review of postsecondary vocational education and training (VET), *Skills Beyond School*, will form part of the OECD's programme of work for 2011-12. This study will cover policies specifically targeted on post-secondary vocational programmes and post-secondary vocational institutions. In addition the review would take account of policies which, while not specifically targeted at vocational programmes, bear on them significantly – for example, government financial support for tertiary education. This paper sets out proposals for how the work should be undertaken.

2. There is growing demand in OECD labour markets for the higher level technical and professional skills for which post-secondary VET prepares, and rapid growth in this sector. These developments raise major policy challenges, such as:

- Whether the balance is right between more vocational institutions and programmes on the one hand, and more academic ones on the other.
- Whether the postsecondary VET programmes on offer are of sufficient quality.
- Whether the links between postsecondary VET and industry are sufficiently strong to deliver programmes which are responsive to labour market needs.

Other challenges relate to inclusion, access, finance, governance, teaching quality, integration with workplace learning, articulation with other sectors of education, qualifications and assessment.

3. *Skills Beyond School* will provide policy advice to countries on how to address these challenges, building on the success of *Learning for Jobs* which examined vocational education and training policy through 17 country reviews and a comparative report. The new thematic review will also be conducted through comparative analysis across all OECD countries and country reviews in individual countries. A final comparative report will draw together key policy messages with an initial draft made available to countries by the end of 2012.

4. All countries will be invited to prepare background reports. Countries may then opt for a country review, which requires a voluntary contribution of EUR 98 000, or they may provide a voluntary contribution of EUR 28 000 in return for which the Secretariat will provide a short commentary on the country background report after a short visit.

5. EDPC delegates are invited to:

- COMMENT on the policy issues identified in the paper.
- AGREE to the overall project plan.

- INDICATE their interest in participating, whether through a full country review, or a background report and commentary.

Introduction

6. A thematic review of postsecondary vocational education and training (VET), *Skills Beyond School*, will form part of the OECD's programme of work for 2011-12; preparatory work is now under way. This paper sets out proposals for how the work should be undertaken. An earlier draft was discussed on 27 September by the Group of National Experts on Vocational Education and Training. The Group welcomed the proposal, and requested some further details regarding the scope of the work [see EDU/EDPC/CERI/M(2010)2]. This draft aims to provide these details. A final version of this paper reflecting the additional guidance of the Education Policy Committee, will become the agreed project plan and be presented to the Group of National Experts on Vocational Education and Training on 10-11 January 2011.

7. The project plan is in three parts. The first part deals with the substantive policy challenge – why the work is needed, the scope and objectives, and the policy issues which might usefully be examined. The second part describes the proposed outputs and the third part addresses practical arrangements such as governance, financing and timetables.

The policy challenge

Why the work is needed

8. Increasingly OECD countries look beyond secondary school to higher institutions of learning to provide the skills needed in many of the fastest growing technical and professional jobs. The broader growth of education means that increasing proportions of the youth cohort seek postsecondary (rather than just upper secondary) qualifications as the final stage of education before entering the labour market. This reflects growing demand for higher level skills in many countries. In the US, for example, recent research suggests that the proportion of jobs requiring postsecondary education more than doubled between 1973 and 2008, from 28% to 59 %, and this trend looks likely to continue (Carnevale, Smith and Strohl, 2010). In Germany projections to 2020 suggest that nearly all the increases in demand for labour between now and 2020 will be for occupations requiring postsecondary qualifications, while demand for those with intermediate or low skills will stagnate or fall (Autorengruppe Bildungsberichterstattung, 2008). This suggests that many countries may need to give increased emphasis to vocational education and training at postsecondary level, both to fill the required skills needs, and to meet student demand.

9. Some countries are meeting these needs through a special tier of institutions, but traditional and non-traditional universities also house many vocational programmes. Nearly everywhere, the expansion of vocational programmes has been a major driver in the broader growth of tertiary and other forms of postsecondary education. This includes some major emerging economies. In China enrolment in postsecondary vocational colleges rose to around 3 million students in 2007, a dramatic expansion from less than half a million in 1998 (Shouguang, 2008).

10. These developments raise major policy challenges, such as whether the balance is right between more vocational institutions and programmes on the one hand, and more academic ones on the other; whether the postsecondary programmes on offer are of sufficient quality; and whether the links between postsecondary VET and industry are sufficiently strong to deliver programmes which are responsive to labour market needs. Other challenges relate to inclusion, access, finance, governance, teaching quality, integration with workplace learning, articulation with other sectors of education, qualifications and assessment.

11. *Skills beyond School* will provide policy advice to countries on how to address these challenges. It will build on the success of *Learning for Jobs*¹ – which examined vocational education and training policy through 17 country reviews and a comparative report - and also draw on the OECD Review of Tertiary Education (*Tertiary Education for the Knowledge Society*).² It will also feed into the horizontal OECD *Skills Strategy*, which will provide a link to PIAAC and other initiatives related to skills across the OECD. It will therefore fill a gap, exploiting recent experience, but not being limited to it.

Scope and main objective

12. It is proposed that the main objective of *Skills Beyond School* should be to help countries make their postsecondary VET systems respond better to labour market needs. This goal, in the context of *Learning for Jobs*, received wide support from OECD countries. To this end, the study will be concerned with policies bearing on a set of programmes and institutions.

- **Postsecondary vocational programmes** of one year or more (full-time equivalent) in length, beyond upper secondary level (ISCED 4, 5 and 6) leading to recognised qualifications. They would be vocational in that they are designed for, and typically lead to, a particular job or type of job. They would therefore include, for example a one year diploma in engineering, a two year associate degree in dental hygiene and some professional bachelor degrees – for example a four year programme in food science. The study would not be concerned with programmes in the arts and sciences providing a general educational preparation. Postgraduate programmes, requiring a previous qualification at bachelor level would also be excluded.
- **Postsecondary vocational institutions** where the majority of teaching is on postsecondary vocational programmes as described above. These would include, for example, community colleges in the United States, polytechnics in Finland, junior colleges in Korea, technical and further education (TAFE) institutions in Australia, instituts universitaires de technologie (IUTs) in France, and Fachhochschulen in the Germanophone countries.

13. Policies specifically targeted at such programmes and the associated institutions would be the prime target for the review. In addition the review would take account of policies which, while not specifically targeted at vocational programmes, bear on them significantly – for example government financial support for tertiary education. Individual country reviews will often address only a subset of such programmes and institutions, according to the particular policy priorities of the countries concerned.

Policy questions to be addressed

14. To deliver relevant and constructive policy advice, the review will be designed to address the most pressing policy concerns of countries, both in the comparative analysis and individually in the country reviews. These will be identified in dialogue with countries. In the first instance, some suggested policy questions grouped around four themes are set out below, drawing on the analysis of VET in *Learning for Jobs*, of *Tertiary Education for the Knowledge Society*, and other OECD activities.

Effective institutional frameworks, funding and governance

15. Countries use a variety of institutional arrangements for post-secondary education and with a general trend towards greater autonomy for education institutions, the range of offerings is becoming more complex and dynamic. Vocational preparation in postsecondary programmes may be offered at dedicated

1. www.oecd.org/edu/learningforjobs

2. www.oecd.org/edu/tertiary/review

vocational institutions, within regular universities, or in multi-purpose institutions. Some countries provide a unified governance, funding and strategic oversight framework while others have distinct approaches for each type of institution.

16. The cost drivers in provision are not always well understood, and when funding is tightly regulated there may not be sufficient incentives for countries to innovate, or seek out more cost-effective means of delivering their programmes.

17. Different forms of vocational and academic postsecondary education are often poorly articulated. Transfers across institutions and between different study programmes at the same level are often made difficult and transition to a higher level (*e.g.* from a VET diploma to a university degree) may be difficult or impossible.

Questions:

- How can institutional frameworks, funding and governance arrangements be designed to:
 - Encourage the appropriate and efficient balance between post-secondary VET and academic programmes?
 - Ensure that providers respond to labour market needs?
 - Offer adequate incentives for innovation and efficient provision of programmes?
- Which tools (*e.g.* qualification frameworks, articulation agreements, recognition of prior learning) are most effective in facilitating sideways and upwards mobility within postsecondary education?

A better match of supply and demand for skills

18. Getting a good match of supply and demand for skills requires both an effective flow of information and the ability to respond to it. The demand factors include changing skill requirements within jobs – often driven by technology; increased demand for certain existing occupations (*e.g.* health sector workers as the population ages); and new types of jobs, driven by innovation in products and services or by societal demands (*e.g.* for greener growth).

19. High quality information is needed about shifting patterns of occupational demand and the labour market outcomes of different study programmes at different institutions. Supported by strong career guidance to interpret such information in relation to the needs and concerns of individual students, this should allow students to make better-informed choices when they invest in further education and make career choices.

20. Post-secondary VET providers need to be able to adjust their programmes quickly and flexibly in response to shifts in demand. This requires autonomy but also a thorough understanding of labour market developments, linkages with employers and the capacity to manage student demand for places with longer-term and strategic decision-making. Effective career guidance can also help to match the mix of provision to labour market needs, by encouraging students to invest in relevant skills

21. As well as requiring technical skills, employers are often concerned about the job-readiness of postsecondary graduates. Close relationships between providers and employers can help strengthen providers' understanding of job-readiness skills and facilitate the work placements that offer a strong learning environment and facilitate transition to employment. But relationships between providers and

employers may be too distant for effective communication and many VET programmes lack the substantial, good quality workplace learning necessary to build effective workplace skills.

Questions:

- What steering mechanisms are most effective in reconciling student preferences and employer needs?
- How can career guidance services be developed to assist both individual students in their career plans and study choices, and help to meet labour market needs?
- How can providers become more responsive to labour market needs both in the mix of programmes they offer and in the content of each programme?
- What are the most effective ways to blend programmes and workplace learning to strengthen job-readiness skills?
- What are the most effective channels for getting employers and trade unions effectively engaged with the postsecondary VET system?

Better quality in postsecondary VET

22. VET programmes need to offer high quality teaching and learning and produce graduates with a clear set of competencies. Many of the proxies used to assess quality in universities, such as publication rates, ability to compete for research funding and academic qualifications of faculty, are even less relevant to VET programmes and measuring the quality of vocational teaching is challenging. The quality of VET programmes needs to be verified whether through internal and external review, or other means.

23. Teachers and trainers are the key to quality in postsecondary VET as in general education. They need a career structure designed to help them develop an appropriate mix of pedagogical skills, academic knowledge and up-to-date industry experience.

24. Making quality transparent is a first step. The next step is to provide incentives for quality improvement. Often this will be through well-informed students choosing better institutions. But local monopolies in provision abound, and many students may find it difficult to move residence to study.

Questions:

- Which quality assurance tools are best adapted to vocational programmes, to support quality improvement and underpin accountability?
- How can career management arrangements for postsecondary VET teachers and trainers ensure that they have the right mix of skills, including relevant industry experience?
- How can funding and governance arrangements provide sufficient incentives for improvements in the quality of postsecondary vocational programmes?

Equity, access and completion

25. Alongside the need to provide skills for the labour market, postsecondary VET in many countries often aims to provide educational opportunities for those less academically inclined, non-traditional

students and those wishing to pursue a new career as adults. Meeting multiple objectives and expectations may present particular challenges to VET providers. At the same time, many entrants lack information on postsecondary options and are poorly prepared for postsecondary studies: drop-out rates are often high.

26. Many postsecondary vocational students come from disadvantaged backgrounds and they do not always have access to the same sources of financial support as their peers in more academic programmes. Differences in access to public funding reflect sometimes historical factors and insufficient policy responses to the expansion of a new postsecondary sector, rather than a rationale based on some principles.

Questions:

- How can selection criteria, student support and guidance ensure flexible pathways of entry, while maximising successful completion?
- How can common principles be developed to underpin the funding of postsecondary education and ensure that resources are distributed across providers and students in ways that promote equity and efficiency?

Wider contexts in the OECD and other international organisations

27. The capacity of postsecondary VET systems to meet labour market needs is one element of the broader challenge of how to meet the skills needs of the economy. Many strands of OECD work are addressed to this question and in recognition of this an OECD Skills Strategy proposal is under development, which would group the *Skills Beyond School* project with other OECD outputs in a cross-sectoral approach (see Box 1).

28. If the OECD Skills Strategy is agreed, it will provide some modest additional funding for the *Skills Beyond School* project allowing the preparation of an analytic report covering available evidence on higher level technical and professional skills (focusing on those delivered by postsecondary vocational programmes) and their utilisation in the labour market, including evidence on trends over time.

Box 1. The OECD Skills Strategy Proposal

The OECD Skills Strategy is a proposal for OECD work put forward by the Secretary-General. The OECD Council will discuss the proposal in the final quarter of 2010 and make a decision on its inclusion in the Organisation's programme of work and its funding.

The Skills Strategy will build on a range of existing and planned OECD activities, including the new *Skills Beyond School* proposal, the completed *Learning for Jobs* project and other EDU country reviews, ELS projects on *New Skills for New Jobs* and *Jobs for Youth*; PISA, which examines the effectiveness of school systems to generate foundation skills; the LEED projects on *local skill strategies, training and skills development in SMEs* and *skills for competitiveness*; and the STI *skills for innovation project*. The OECD Skills Strategy provides an opportunity to link these activities effectively and to build synergies to strengthen their impact.

The **strategy** seeks to assist countries in improving economic and social outcomes through better skills and their effective utilisation. More specifically, it seeks to support: responsiveness, quality and efficiency in learning provision, flexibility in provision, transferability of skills, ease of access and low costs of early exit.

From 2013, a regularly published **OECD Skills Outlook** with a combination of comparative analysis and country studies, will seek to: *i)* review and anticipate the evolution of labour demand together with the factors driving this demand; *ii)* assess to what extent the right mix of skills is being taught and learned so that employers find workers with the skills they need; *iii)* examine equitable and efficient approaches to developing skills, that also establish who should pay for what; and *iv)* assist countries to deploy their talent pool effectively, including existing skills currently outside the labour force.

29. Many international organisations are giving increasing attention to vocational education and training – UNESCO, in particular, has launched a new and expanded programme of work in this area. *Skills Beyond School* will take systematic account of the wide range of work being undertaken in other international organisations and agencies. Co-ordination of VET work between international organisations will be ensured not only through ad hoc bilateral discussions, but also more systematically through the Inter-Agency Working Group on VET, initially convened by UNESCO and involving, at recent meetings, representatives of the World Bank, the European Commission, the European Training Foundation and the ILO. The group meets a few times a year to explore matters of common interest and share experience.

Proposed outputs

30. This review will involve three types of output – *comparative analysis*, looking at postsecondary VET across all OECD countries, *country studies* involving country reviews and other work addressed to individual participating countries and a *final comparative policy report* drawing together policy lessons from country experiences.

Comparative analysis

31. The comparative analysis will involve several elements:

- An *initial mapping exercise* covering the provision of postsecondary VET and the issues arising. This will include descriptive country profiles describing provision in a sample set of countries and a special study of Korea undertaken by the Korean Research Institute on VET (KRIVET). This exercise is being supported through an OECD-Korea (KRIVET) collaborative exercise and a voluntary contribution generously provided by Korea (see Box 2).
- Development of postsecondary VET indicators including:
 - A stock-take of existing internationally comparable main postsecondary VET indicators, based on the *Education at a Glance* database and available labour market statistics.
 - Assessment of the scope for further analysis of the international data; development of more relevant international indicators, in collaboration with OECD colleagues responsible for education indicators; and using national data as case studies to illustrate broader themes in the international study.
- Background/analytical reports and/or working papers on key policy questions in postsecondary VET.
- A *review of trends in demand for skills* provided by postsecondary VET, if funding is provided as part of the OECD Skills Strategy.

Box 2. The OECD-KRIVET study

Korea, through KRIVET has generously provided a voluntary contribution to the OECD to allow preliminary work on postsecondary VET to be carried out in 2010 in close collaboration with KRIVET.

The OECD-KRIVET study of post-secondary education will contain three components:

- Description of postsecondary VET systems in a sample set of OECD countries according to an agreed template. Draft summaries of each country system will be submitted to each country for verification.
- Discussion of key policy issues and questions facing postsecondary VET.
- A special survey of the issues facing Korea in the field of postsecondary VET, prepared by KRIVET researchers.

Some outcomes from the OECD-KRIVET study will be presented and discussed at an OECD-KRIVET international seminar to be held in Paris on the afternoon of 17 November.³ All OECD countries and regular observers of the OECD's Education Policy Committee along with the Group of National Experts on VET will be invited to participate in this event.

Country studies

32. The country studies outputs include two elements: Country Background Reports and Commentaries, and Country Reviews.

Country Background Reports and Commentaries

33. All OECD and regular observer countries will be invited to prepare a country background report following agreed guidelines. The aim of these reports will be to provide key data to underpin the international review. It should also provide each country with the opportunity to undertake an initial self-assessment to highlight policy challenges. It should contain:

- A succinct description of the postsecondary VET system.⁴ The aim would be to avoid unnecessary duplication of existing material in English or French. So the background report might include a sequence of links and references to such material, if it adequately covers the ground.
- An assessment of strengths, challenges and policy priorities. These could also include examples of particular innovations and practices which are of wider international interest.
- Statistical data and research evidence bearing on the performance of the system.

34. A short published OECD commentary on the background report can be prepared for countries that choose not to opt for a full country review (but contribute to the financial baseline). These would involve a short visit to the country by the OECD Secretariat to explore the issues described in the country background report and provide the basis for the OECD commentary. The commentary would place the

3. This seminar is scheduled to take place the day before the Education Policy Committee meeting.

4. This may build on any description of the system prepared by the OECD as part of the initial mapping exercise.

country's postsecondary VET system as described in the country background report in a broader international context. It would not provide policy recommendations.

Country reviews

35. Country reviews are at the heart of the activity and are designed to provide major benefits to participating countries. They offer countries the opportunity to obtain OECD policy advice, tailored to their particular needs, drawing on a wide range of international experience and high quality analysis. The advice is developed in partnership between the OECD Secretariat and the country. In some federal countries, it may make sense to conduct a review for one or more regions, states or provinces rather than at country level.

36. Country reviews also serve the wider objectives of the exercise, allowing effective policies and practices in reviewed countries to be shared with other countries, and providing the foundation of concrete experience to ensure that the policy advice in the final OECD comparative report is not only analytically solid, but also practically realistic and sensitive to the diverse circumstances of individual countries.

37. The focus of each review will be determined by the country in consultation with the Secretariat. Country reviews will involve two visits to the country by an OECD team followed by delivery of a draft review to the country on a strict timetable four months after the second visit. Detailed guidance on the arrangements for the review will be provided to the country and its national co-ordinator by the Secretariat.

Final comparative report

38. The final comparative report will draw together the comparative analysis and the country studies to identify general policy messages for OECD countries, illustrated by examples of policy and practice. It will in particular aim to provide a framework for countries to examine their systems of postsecondary VET and identify points of strength, potential weaknesses and potential options for reform. An initial draft will be delivered to countries by the end of the biennium in 2012.

Practical arrangements

Governance

39. The project will be carried out under the oversight of the Group of National Experts on Vocational Education and Training. The Group of National Experts is open to all OECD member countries and regular observers of the Education Policy Committee. Given different responsibilities, some countries may wish to send different delegates to the Group of National Experts for the post-secondary VET work than those who participated in the Group of National Experts during the work on *Learning for Jobs*.

40. It is proposed that the Group of National Experts would have meetings on a regular cycle throughout the life of the project:

- on January 10 (afternoon) and January 11 (morning) 2011 to launch the project
- in September 2011 to review progress
- in June 2012 to take stock of emerging findings
- in early 2013 for a final conference and launch of the comparative report.

41. As well as providing oversight of the OECD work, the meetings of the Group of National Experts also provide occasions for substantive exchange on matters of common interest between countries, both providing immediate benefits to meeting participants and countries involved and informing the policy thinking of the review. They would also provide a framework in which bilateral contacts and exchanges between countries can be facilitated, encouraging peer-learning. With those ends in mind the meetings will be planned so as to identify policy topics of particular interest for debate and discussion.

Country participation and financing options

42. While all countries are part of the Group of National Experts, the outputs are designed around different levels of country participation. All countries will be invited to prepare a country background report. Countries may also opt for a full country review. They may also simply contribute to the financial baseline, and obtain a commentary on their background report. This project has limited funding from the OECD's general budget (approximately EUR 450 000 over two years), and country-specific outputs will require voluntary contributions from countries.

43. All countries opting for a country review would be expected to make a baseline voluntary contribution of EUR 28 000, designed to help fund the analytical and cross-country comparative work as well as some country-specific work. The cost to countries for a full country review is EUR 98 000 (comprising the EUR 28 000 baseline contribution, plus EUR 70 000 to cover the costs of the full review). Those countries making a baseline contribution with a background report and commentary would pay EUR 28 000. These figures have been carefully estimated, recognising the current financial pressures on member governments, and have been held to the absolute minimum consistent with the delivery of high quality results. The working assumption for the budget of the project is that eight countries will opt for a full country review, and a further eight countries will make a voluntary contribution of EUR 28 000. In addition, if countries wish to provide voluntary contributions to support further analytic work on postsecondary VET over and above that programmed they are invited to contact the Secretariat. Further budgetary details are at Annex A.

44. The Secretariat is inviting countries to confirm their interest in having a country review (or contributing a background report and requesting a commentary) as soon as possible but in any event no later than 10 February 2011 following the January meeting of the Group of National Experts.⁵ At the same time countries are invited to designate an individual national co-ordinator to be the lead point of contact with the Secretariat. Switzerland has already confirmed that it will undertake a full review and a number of other countries have expressed strong interest. In the coming months the Secretariat will be making bilateral contacts with as many countries as possible to ascertain their interest in participating and interested countries are also invited to contact the Secretariat. The aim will be to offer reviews to all countries that wish one, and at the same time encourage the representation of a diverse mix of countries from different parts of the world, reflecting different approaches to postsecondary VET. Countries confirming review participation early will have more choice over the timing of their review.

The Secretariat team

45. The Secretariat team responsible for the review will be led by Simon Field and include several staff who undertook the *Learning for Jobs* review. It will therefore be in a strong position to build on the experience of the *Learning for Jobs* exercise and the 17 country reviews involved.

5. Countries wishing to do so should contact the Secretariat (jennifer.gouby@oecd.org). They will then be asked for a signed commitment letter on a template that will be provided to them.

Timetable

46. A provisional timetable is set out in Annex B on the assumption of eight country reviews. If there is demand for more reviews, then the timetable for reviews may be extended. Irrespective of the number of country reviews eventually carried out, a draft comparative report will be made available on OLIS by the end of 2012.

REFERENCES


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ANNEX A. ILLUSTRATIVE BUDGET OVER PROJECT LIFETIME

This budget has been prepared on the assumption of 8 country reviews and an additional 8 country commentaries.

	Thousands of Euros
Budget for each country review	
contribution to comparative work	16
direct mission costs (average)	15
analyst costs for country review (approximately 100 - 110 analyst days)	52
administrative costs and overhead charges	15
Total	98
 Budget for each other contributing country (background report and commentary only)	
contribution to comparative work	16
direct mission costs for country commentary	3
analyst costs for country commentary (approximately 10-12 analyst days)	6
administrative costs and overhead charges	3
Total	28
 Expenditure on comparative work (including both preparatory work and final report)	
analyst costs	450
experts and commissioned papers	100
direct mission and meeting costs	30
communications and dissemination	50
administrative costs and overhead charges	150
Total	780
 Income available for comparative work	
Korea KRIVET contribution	88
Country review contributions (8 reviews assumed)	128
Other contributing countries (8 assumed)	128
Part I	450
Total	794

ANNEX B. PROVISIONAL TIMETABLE ASSUMING 8 COUNTRY REVIEWS

Quarter	Meetings	Reviews
2010 Q3	5th meeting of the Group of National Experts (GNE), Leipzig	
Q4	Discussion of project proposal at EDPC. Half day conference on 17 November to discuss outcome of KRIVET-OECD project	
2011 Q1	6th meeting of the GNE	Country reviews under way, starting with Switzerland 
Q2		
Q3	7th meeting of the GNE	
Q4		
2012 Q1		
Q2	8th meeting of the GNE	
Q3		
Q4	Initial draft of the comparative report delivered	
2013 Q1	9th meeting of the GNE	
Q2	Final comparative report published	