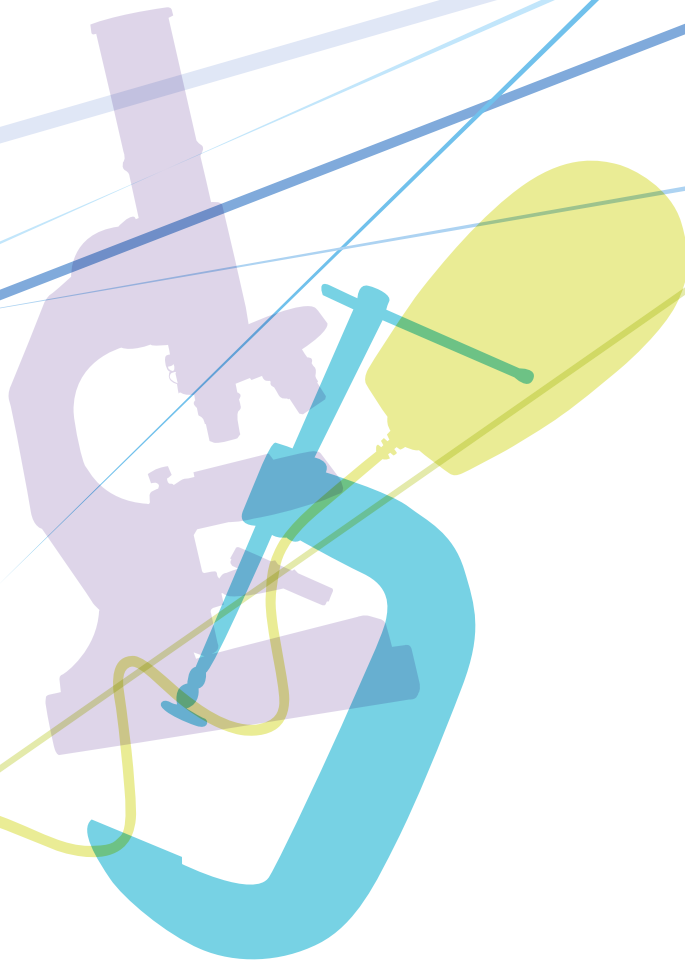




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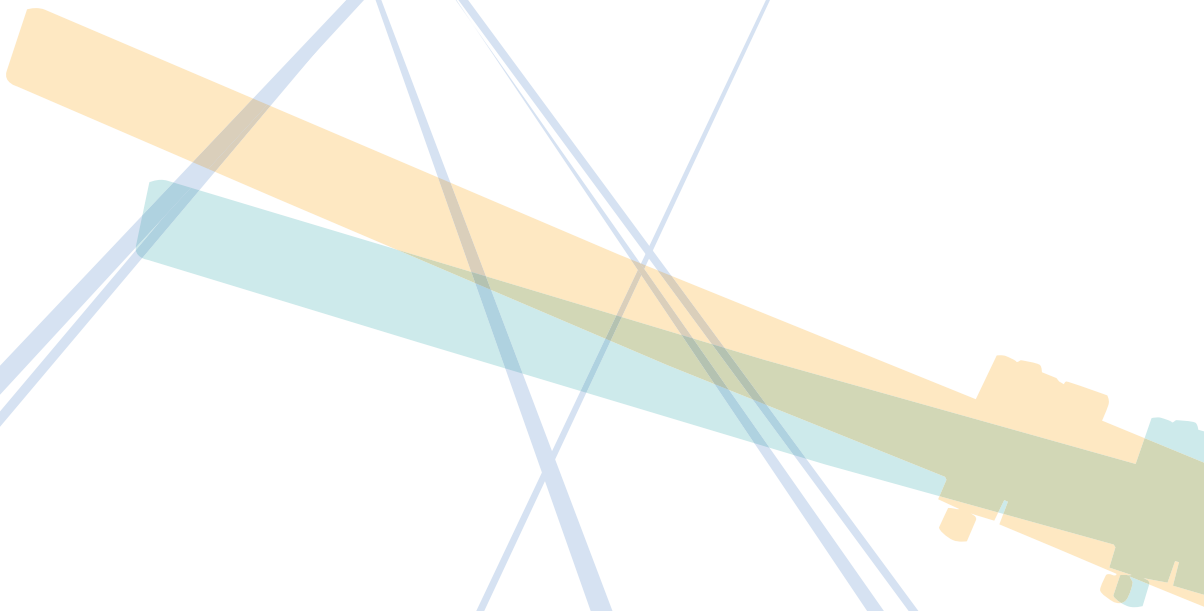
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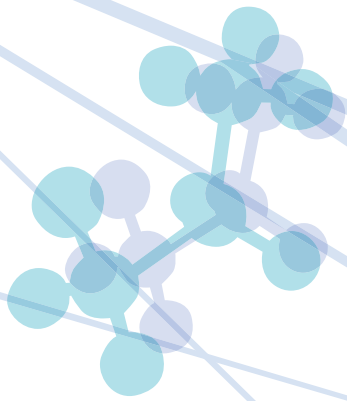
# work programme 2014

2014





# Work programme 2014



European Commission

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A great deal of additional information on the European Union  
is available on the Internet.  
It can be accessed through the Europa server (<http://europa.eu>).

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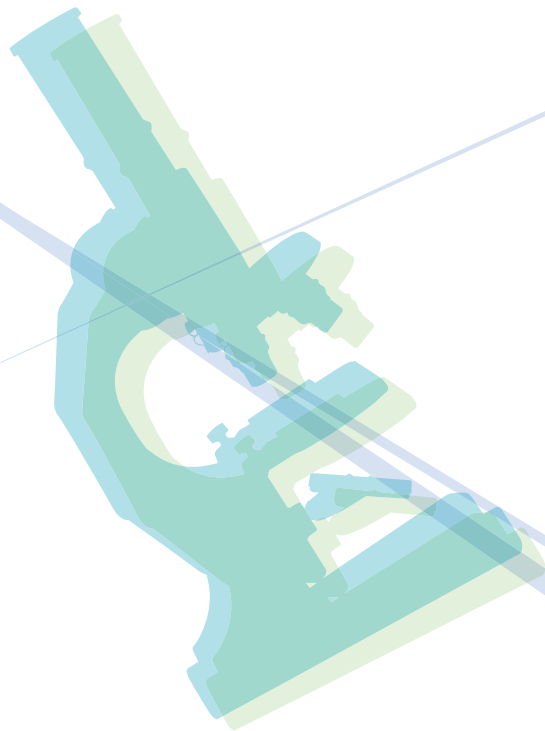
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The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training. We provide information on and analyses of vocational education and training systems, policies, research and practice. Cedefop was established in 1975 by Council Regulation (EEC) No 337/75.

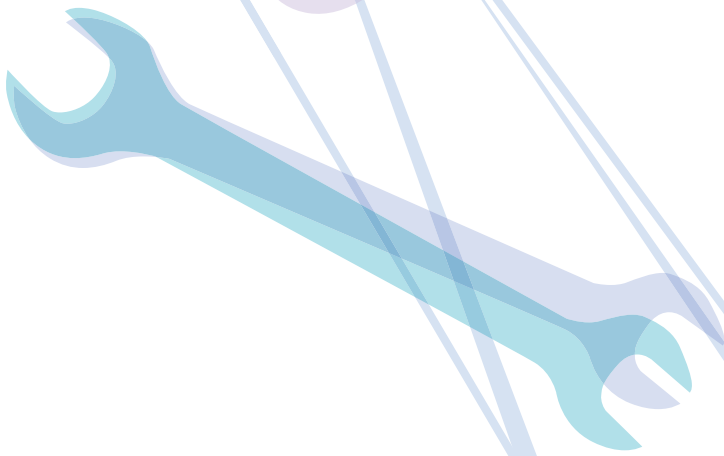
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Member states  
social partners



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# 1. Introduction

Cedefop's work programme 2014 is consistent with its medium-term priorities, its mission as laid down in the founding regulation and the European policy context, which is described in greater detail in Chapter 2, policy background. Chapters 3 to 5 describe planned activities by medium-term priority, Chapter 6 summarises the various communication activities and Chapter 7 refers to management and administrative issues. Results of the 2014 risk assessment and activities included in the risk management plan 2014 are presented in Chapter 8.

The work programme concludes with Chapter 9 which contains a detailed description of activities and projects in tabular form. Several annexes provide detailed background information and overviews, for example, distribution of financial and human resources, or planned procurements.

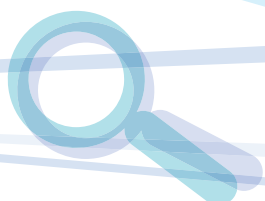
Despite vocational education and training policies' high priority on the European agenda and an urgent need to reduce youth unemployment rates, the Centre as most other agencies and the European institutions themselves is subject to a zero-growth budget and requirements to reduce staff.

Cedefop's work programme 2014 takes the final phase of the medium-term priorities 2012-14 into account in a European context of slow economic recovery, high youth unemployment, skills needs and gaps and the overall European policy framework for education and training.

Financial and human resource constraints are reflected in strategic and organisational changes in management of various projects. The work programme, thus, indicates how work will be streamlined by combining tasks of various projects and strands of research. Several ongoing activities will be cut or downsized. For example, Cedefop's involvement in the study visits programme will end by June 2014 and no analysis of skill needs in specific sectors will be conducted in 2014. There will be fewer outsourced studies and the Centre will rely more on internal experts' work.



# Introduction



At the same time the work programme takes into account requests made to Cedefop. New projects include the EU skills panorama (EUSP) and the inventory on validation. Following up a mandate from the Council, NQF mapping's scope will be broadened to include progress on validation systems in 33 countries; and the Centre will support the European alliance for apprenticeship.

In 2014, the Centre will continue to respond to increasing needs for country-specific information. One major deliverable will be the policy report, which will reflect progress in the Copenhagen process and provide evidence for revision of the objectives as formulated in the Bruges communiqué.

The Centre will closely cooperate with the European institutions and respond to needs of Member States and social partners. In cooperation with other agencies, the European Training Foundation and Eurofound, as well as OECD, Unesco and other supranational organisations the Centre will provide evidence on emerging skill needs and the consequences this has for provision of vocational education and training. Specifically, Cedefop will contribute to analysis of newly available data on adults' skills.

First steps in applying cloud technologies shall increase availability and attractiveness of Cedefop's website and aid communication activities. In 2014, new financial regulations and staff regulations will require the Centre to adapt its procedures and processes. In addition, management and the administration will follow up the common approach towards regulatory agencies and the action plan for the external evaluation.

Cedefop's work programme 2014 constitutes an ambitious attempt to preserve its core activities, respond to new requests and ensure previous quality standards while respecting resource constraints. Nevertheless, it also reflects the risk that the Centre's ability to deliver its mission and increasing demands may be affected by further budgetary constraints.

## 2. Policy background

po

Despite some indications of an upswing in employment, high rates of youth and long-term unemployment remain a threat to social cohesion in European societies. In September 2013, unemployment in the EU stood at 11%. Some 5.6 million young people below 25 were jobless <sup>(1)</sup>. In the Middle East and North Africa, in several of Europe's neighbourhood countries, youth unemployment rates were even higher (28.3% and 23.7% respectively in 2012). Overall, ILO estimates youth unemployment will not drop below 17% in developed economies and the European Union before 2016 <sup>(2)</sup>. In Cedefop's baseline scenario, employment in general is expected to recover to its 2008 pre-crisis level between 2017 and 2018. To reinforce monitoring of employment and social developments within its economic governance, the European Commission will use alert mechanism reports and a new scoreboard with a limited number of key indicators <sup>(3)</sup>.

Weak employment demand increases risk of skill mismatch, as Cedefop's 2013 skills forecast confirms. Research undertaken by Cedefop reveals an increase in mismatch by qualification

level of about 5% over the past decade. But even a good match in terms of educational qualifications does not mean that individuals have the skills required for their jobs and the labour market more generally. The reasons for mismatch are manifold. They include geographical barriers to mobility, unattractive working conditions, lack of involvement of social partners in defining and shaping VET curricula, limited opportunities to acquire skills outside formal education or lack of recognition. Mismatch can also be a consequence of personal educational choices, for fields of studies that provide fewer job opportunities than others; while many young people opt for humanities and social sciences, businesses in several countries face shortages in occupational areas related to science and technology (STEM).

Strengthening quality and relevance of education and training at all levels to address skills mismatches is one of three main challenges the European social partners' *Framework of actions on youth unemployment* <sup>(4)</sup> aims to tackle. While even the most labour-market-relevant

<sup>(1)</sup> Eurostat (2013). Euro area unemployment rate at 12.1%. *Eurostat newsrelease euroindicators, March 2013*. [http://epp.eurostat.ec.europa.eu/cache/ITY\\_PUBLIC/3-30042013-BP/EN/3-30042013-BP-EN.PDF](http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/3-30042013-BP/EN/3-30042013-BP-EN.PDF)

<sup>(2)</sup> ILO (2013). *Global employment trends for youth 2013. A generation at risk. Executive summary*. Geneva, 2013. [http://www.ilo.org/wcmsp5/groups/public/-/dgreports/-/dcomm/documents/publication/wcms\\_212899.pdf](http://www.ilo.org/wcmsp5/groups/public/-/dgreports/-/dcomm/documents/publication/wcms_212899.pdf)

<sup>(3)</sup> European Commission (2013). *Strengthening the social dimension of the economic and monetary union: communication from the Commission, the European Parliament and the Council of the European Union*. COM(2013) 690, 2.10.2013. [http://ec.europa.eu/commission\\_2010-2014/president/news/archives/2013/10/pdf/20131002\\_1-emu\\_en.pdf](http://ec.europa.eu/commission_2010-2014/president/news/archives/2013/10/pdf/20131002_1-emu_en.pdf)

<sup>(4)</sup> European social partners (2013). *Framework of actions on youth employment*. June 2013. <http://62.102.106.140/docs/1/DKKPNMKDBKINEGBN CKAIJCBPDW69DBNA19LTE4Q/UNICE/docs/DLS/2013-00635-E.pdf>



education and training cannot create sufficient jobs, apprenticeships and other forms of work-based learning can provide high-quality training and help match learning outcomes to the skills required. Whether apprenticeships are sufficiently implemented in respective countries, is now one of the questions addressed to about 5000 business executives per year for the IMD world competitiveness database <sup>(5)</sup>. The 2013 Davos World Economic Forum meeting and global social partner representatives within the G 20 process <sup>(6)</sup> also underlined the value of these schemes to promote transition to the labour market and activation of young people out of work.

Apprenticeships and other forms of work-based learning are a main pillar of the youth guarantee which the Council of the European Union recommends <sup>(7)</sup> that Member States should establish. Within four months of leaving formal education and training or becoming jobless, every young person under 25 should receive a good quality job offer, traineeship, apprenticeship or other opportunity to continue their education and training. In its communica-

tion *Working together for Europe's young people* <sup>(8)</sup>, the European Commission calls on Member States to implement reforms making use of EU funds. For the period 2014 to 2020, EUR 6 billion have been earmarked to fund the youth employment initiative <sup>(9)</sup> and support the youth guarantee. Member States with regions where more than 25% of young people are jobless were asked to submit an implementation plan by December 2013, and the other countries were invited to provide their plans in 2014. By pooling funding from the European Social Fund and a range of other sources, EUR 45 billion will be dedicated to training young people and help them set up their own enterprises.

The youth guarantee reinforces elements included in other EU policy documents, from the *Bruges communiqué* to the *Youth employment package* and the Commission staff working document *Vocational education and training for better skills, growth and jobs*. Thus, it will be linked to measures that aim at reducing the number of young people who leave education and training early and remain inadequately

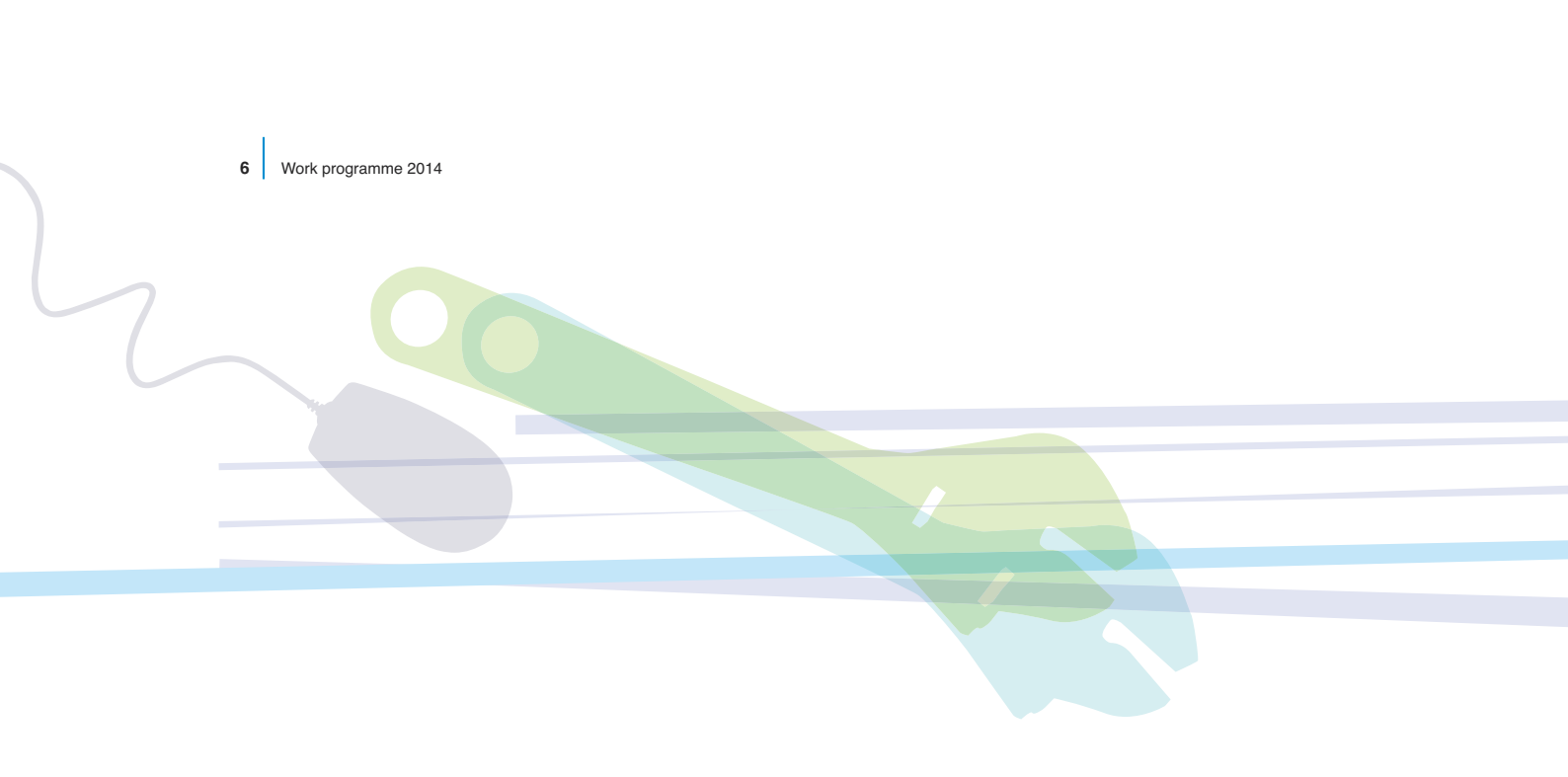
<sup>(5)</sup> *World competitiveness online* [database]. <https://www.worldcompetitiveness.com/OnLine/App/Index.htm>

<sup>(6)</sup> *B20-I20 call on G20 to support quality apprenticeships*. 18 June 2013. [http://www.tuac.org/fr/public/e-docs/00/00/0C/F3/document\\_news.phtml](http://www.tuac.org/fr/public/e-docs/00/00/0C/F3/document_news.phtml)

<sup>(7)</sup> Council of the European Union (2013). Council recommendation of 22 April 2013 on establishing a youth guarantee. *Official Journal of the European Union*, C 120, 26.4.2013, pp. 1-6. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:120:0001:0006:EN:PDF>

<sup>(8)</sup> European Commission (2013). *Youth employment initiative: communication from the Commission to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions*. COM (2013) 144 final. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52013DC0144:EN:NOT>

<sup>(9)</sup> Council of the European Union (2013). *European Council conclusions, 7 to 8 February 2013*. [http://www.consilium.europa.eu/uedocs/cms\\_Data/docs/pressdata/en/ec/135324.pdf](http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/ec/135324.pdf) and European Commission (2013). *Youth employment initiative*. Communication COM (2013) 144 final. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2013:0144:FIN:EN:HTML>



qualified. People need to acquire qualifications that give them job prospects and allow them to find personal fulfilment. Educational choices should be based on personal strengths and interests as well as good information and guidance on suitable occupations and sectors where job opportunities are most likely to be available. They also need support to understand how different types and levels of education and training and fields of study can benefit them to seize these opportunities. To this end, the EU Skills panorama <sup>(10)</sup>, which includes Cedefop data and forecasts, informs on short-term and medium-term skill needs in specific sectors and occupations, skill supply and mismatches.

The European Commission's policy initiative on *Rethinking education and training*, launched in 2012, focuses on the need to enable people to acquire the skills needed on the labour market. By supporting knowledge alliances through structured partnerships between universities and businesses as well as sector skills alliances for VET, the forthcoming 'Erasmus+' programme will help make education and training programmes more relevant and promote excellence.

In its conclusions on the economic and social situation and the annual growth survey of

March 2013, the European Council reiterated the need to raise performance of education and training systems, improve citizens' overall skill levels and bring worlds of education and work more closely together. Active employment, social and labour market policies should be given special attention <sup>(11)</sup>. Referring to OECD survey of adult skills (PIAAC) results, the 2014 growth survey <sup>(12)</sup> underlines the need to invest in modernising education and training, including lifelong learning, stepping up active labour market measures, notably active support and training for the unemployed and implementing the youth guarantee. According to PIAAC, 20% of the EU workforce has low literacy and numeracy skills and 25% of adults also lack the skills to make effective use of ICT which limits their ability to adapt and progress in the labour market. The European Commission's communication *Opening up education* <sup>(13)</sup> advocates a policy framework and stimuli to use the opportunities that ICT provides not only to improve digital literacy but also to develop open learning environments for young people and in adult learning. Older workers, and in particular those in low- or semi-skilled occupations, tend to have lower levels of proficiency in key information-processing skills and problem-

<sup>(10)</sup> European Commission. *EU skills panorama* [database]. <http://euskills Panorama.ec.europa.eu>

<sup>(11)</sup> Council of the European Union (2013). *European Council conclusions of 14 March 2013*. [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/ec/136151.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/136151.pdf)

<sup>(12)</sup> European Commission (2013). *Annual growth survey 2014*. Communication. COM (2013) 800 final. [http://ec.europa.eu/europe2020/pdf/2014/ags2014\\_en.pdf](http://ec.europa.eu/europe2020/pdf/2014/ags2014_en.pdf)

<sup>(13)</sup> European Commission (2013). *Opening up education: innovative teaching and learning for all through new technologies and open educational resources*. COM (2013) 654 final. [http://ec.europa.eu/education/news/doc/openingcom\\_en.pdf](http://ec.europa.eu/education/news/doc/openingcom_en.pdf)

# labour market

solving in technology-rich environments <sup>(14)</sup>. In 2010, two thirds of all enterprises with 10 or more employees in Europe provided continuing training to their staff <sup>(15)</sup>. Older age cohorts and formally low-qualified people tend to participate less in training. Demographic developments will make it even more important that they can easily update and upgrade their skills and acquire further qualifications.

The Council provides country-specific recommendations to support Member States in their national reform policies and programmes. These recommendations call on countries to invest in education and training, further skills development and active labour market policies. In many cases they point to the need to reduce early leaving from education and training, improve quality and relevance of vocational education and training (VET), increase work-based learning and apprenticeships or modernise higher education. To help Member States address the challenges identified by these recommendations issued in 2013, priorities for European structural and investment funds from 2014 to 2020 will be aligned accordingly.

Apprenticeship-type forms of learning need to be shaped within a country's education and

training system and award qualifications included in its national qualifications framework. They should be developed for different age groups and at different education levels. To make such schemes successful, legal provisions, a strong institutional framework and cooperation of all actors are important, in particular commitment of both the public sector and employers. In 2010, around a quarter of Europe's enterprises were training apprentices <sup>(16)</sup>. The *European alliance for apprenticeships* launched in 2013 <sup>(17)</sup>, will build on partnerships between countries and different education and labour market actors to develop or strengthen apprenticeships in their specific contexts. A Council declaration confirms Member States' commitment to developing high-quality apprenticeships and other forms of work-based learning outlining several concrete steps they intend to take. Action is also being taken to provide favourable working conditions and learning environments that allow them to acquire occupational skills, develop personally and contribute to a company's productivity: a quality framework for traineeships will be developed and countries' quality assurance frameworks for VET providers should also apply to associated in-company training <sup>(18)</sup>.

<sup>(14)</sup> OECD (2013). *Skills outlook 2013. First results from the survey of adult skills*. OECD Publishing.  
[http://www.oecd.org/site/piaac/Skills%20volume%201%20\(eng\)-full%20v12-eBook%20\(04%2011%202013\).pdf](http://www.oecd.org/site/piaac/Skills%20volume%201%20(eng)-full%20v12-eBook%20(04%2011%202013).pdf)

<sup>(15)</sup> Eurostat. *Continuing training survey 2010 (CVTS4), provisional results* [date of extraction: 30.4. 2013].

<sup>(16)</sup> Eurostat. *Continuing training survey 2010 (CVTS4), provisional results* [date of extraction: 30. 4. 2013].

<sup>(17)</sup> The European alliance for apprenticeship was launched in Leipzig on 2 July 2013 with the first ever joint declaration from the European social partners, European Commission and the Presidency of the Council of the EU.

<sup>(18)</sup> Council of the European Union; European Commission (2010). *The Bruges communiqué*.  
[http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf)



# VET systems

# modernis

As part of a concerted policy approach, the Council of the European Union proposes to link better education and training and employment policies to youth policy and to involve young people more in shaping the policies that affect them. Youth policy provides young people with a range of opportunities to develop transversal skills and gain practical experience in various fields. The entrepreneurial and creative skills they acquire through volunteer work and through other forms of non-formal learning need to be validated, recognised and used. Youth policy measures can also support young people with fewer opportunities, for instance those neither in a job nor participating in an education and training programme and may otherwise not easily be reached <sup>(19)</sup>.

By creating a European area of skills and qualifications, the European Commission intends to promote stronger convergence between existing EU transparency and recognition tools to ensure that European citizens can get their skills and qualifications more easily recognised across borders. This will

also help to link better related policy areas and help increase their contribution to goals of Europe's 2020 strategy. To respond to specific key priorities under Europe 2020 and Education and training 2020, the open method of coordination has been revised. Stronger guidance will be provided by new and fewer EU working groups. One will focus on VET, and in particular on apprenticeship and work-based learning, and another on adult learning which will work on strategies to reduce numbers of low-skilled adults.

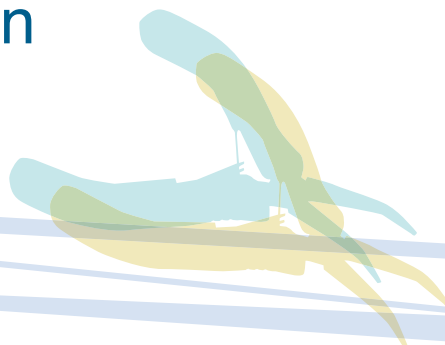
Education and training has been a main pillar of Europe's 2020 strategy since its beginning. In 2014, assessments of whether the work within education and training has been coherent with the overall strategy and provided the expected impact will allow adjustments of priorities, instruments and working methods. This also entails reviewing to what extent countries have put in place the VET-related actions they agreed in the Bruges communiqué in 2010 and to decide on future priorities.

<sup>(19)</sup> Council of the European Union (2013). *Council conclusions on maximising the potential of youth policy in addressing the goals of the Europe 2020 strategy*. [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/educ/137146.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/137146.pdf)

### 3. MEDIUM-TERM PRIORITY 1

## Supporting modernisation of VET systems

ation



#### 3.1. Policy analysis and reporting

Within the EU 2020 strategy objectives, Cedefop aims to support the European semester and the Copenhagen process with policy analysis as well as comparable data and evidence of developments in Member States. Cedefop also helps Member States, including social partners and other stakeholders, to implement policies and adapt them to national contexts and requirements.

According to its mandate, Cedefop will release in September a comprehensive report on **monitoring VET policy developments in Europe**. The report will discuss EU countries' actions to implement the short-term deliverables (STDs) defined in the Bruges communiqué and assess progress achieved towards the strategic objectives set for 2020 to modernise VET. The analysis will rely on ReferNet's input, Cedefop monitoring progress and implementation of common European tools, own studies and analysis, other sources, as well as views of Directors General for Vocational Training (DGVTs) and Advisory Committee for Vocational Training (ACVTs). The analysis will take due account of socio-economic developments and be underpinned by statistical evidence. In addition, Cedefop will provide systematic policy analysis by country and short-term deliverable. Findings will provide a basis for the European Commission, Member States and the social partners to agree upon focus of the next phase of the Copenhagen process.

To present and debate outcomes of its analysis, Cedefop will organise a high-level conference jointly with the European Commission under the auspices of the Italian Presidency of the EU.

To provide the European Commission with country-specific information to support preparation and follow-up of country-specific recommendations for the European semester, Cedefop was requested to reinforce its analysis of national VET systems and developments and present it in concise country by country reports. These reports will be based on a standard format and build on Cedefop's policy reporting and monitoring as described above. In addition, Cedefop will, with the European Commission, develop qualitative indicators for the joint assessment framework of progress in education and training policy. These qualitative indicators will be used for the first time in the education and training monitor 2014.

For the events organised under the 2014 EU Presidencies, Cedefop will publish descriptions of VET systems in Greece and Italy and 'thematic snapshots' for meetings of the Directors General for Vocational Training (DGVTs) and Advisory Committee for Vocational Training (ACVT).

To gather information on national VET policies and systems, Cedefop uses a network of national VET institutions: **ReferNet**. The network provides a large part of necessary input for Cedefop's monitoring and reporting on VET policy developments and progress, feeding directly into the European semester and the Copenhagen process. Deliverables from the



# learning

## outcomes

network also include descriptions of countries' VET systems, which provide their key features and are published online on Cedefop's website and in hard copy for Presidency countries.

To support analysis of policy developments with quantitative data, Cedefop will publish updated **VET statistical overviews**. These are country statistical snapshots focused on progress on VET and lifelong learning indicators selected for their policy relevance and contribution to Europe 2020 objectives. The indicators provide country-based evidence on:

- (a) access, attractiveness and flexibility of initial and continuous VET;
- (b) investment, skill developments and labour market relevance in VET; and
- (c) labour market transitions and employment trends.

In 2014, Cedefop will also publish results of its integrated analysis of the latest continuing vocational training (CVTS) survey and adult education survey (AES) data and will continue its work on improving availability and quality of data at European and international levels. Cooperation with other stakeholders (Eurostat, OECD, European Commission) through participation in working groups and task forces to support international statistical developments will continue. Focus in 2014 will be on devising indicators and analysing data from PIAAC on adult skills, skill mismatch and their economic and social outcomes, with the OECD INES network.

### 3.2. Common European tools, qualifications and learning outcomes

In 2014, Cedefop's work on EU tools will concentrate on two main strands:

- (a) support the political and institutional process underpinning implementation and further development of the individual tools and principles (EQF, ECVET, EQAVET, ESCO, Europass, guidance, validation); and
- (b) contribution to synergy and coherence of EU recognition and transparency tools.

#### **Supporting the political and institutional process underpinning the individual tools**

Following requests from the European Commission, Cedefop will continue to support directly the political and institutional process by providing coordination support, policy advice and expertise to EU working groups, committees and networks set up to help implement the tools. These are: the EQF advisory group, which Cedefop jointly coordinates with the European Commission, and EQF national coordination points; ECVET users and steering groups and forum; the EQAVET steering committee and working groups; the ESCO Board, maintenance committee and cross-sectoral reference group. As an integral part of the above process and to reflect directly implementation at national level, Cedefop will continue to map and analyse (cross-) country developments and challenges





# qualifications

by developing further the following three 'monitoring reports'.

First, building on results of the EQF evaluation, Cedefop's annual report on development of national qualifications frameworks in Europe ('NQF mapping') will be further developed and, in particular, focus on their impact on national policies and practice. Following the Centre's mandate to support implementation of the Council recommendation on **validation of non-formal and informal learning**, mapping will also reflect developments of national validation systems in 33 countries.

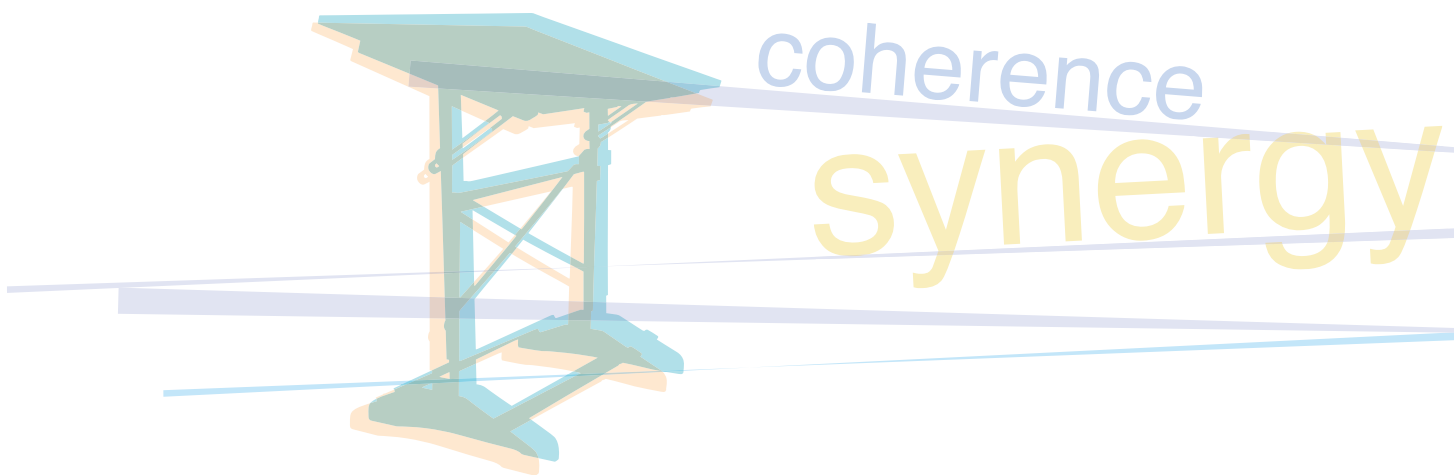
Second, updating the European inventory on validation, for which the Centre took overall responsibility as requested by the European Commission in 2013, will be finalised and published in 2014. Support will also be provided to an update of the European guidelines on validation.

Third, depending on outcomes of the **ECVET** evaluation expected in spring 2014, Cedefop's annual monitoring report will take stock of progress in implementing ECVET and inform future developments of credit (transfer) systems. Results of the ongoing study (started in 2012) which examines how VET programmes structured in modules and units promote flexibility and mobility will be published. Results are expected to address challenges of how to take forward unitisation of qualifications, modularisation of programmes and recognition of learning outcomes acquired in different settings and their interrelations, for mobility and lifelong learning purposes.

For implementation of the **EQAVET** recommendation, Cedefop will support the European Commission in elaborating guidelines for establishing a common quality assurance framework for VET providers at national level by 2015 (a strategic objective set in the Bruges communiqué). The study (initiated end-2012) on quality approaches in learning and training patterns in small enterprises (SMEs) will be finalised. It will provide an overview of initiatives which impact and/or govern support of continuing training (non-formal and informal) in small enterprises.

Following revamping of the **Europass** website and online editor (finalised in 2013), Cedefop will improve Europass web resources to meet users' needs better. Work to improve interoperability of Europass with other employment initiatives (such as EURES CV database, job portals) and integrate European tools (such as ECVET, ESCO, validation) better into the Europass framework will continue. Cedefop will integrate the tool for citizens' self-assessment of their ICT skills developed by the Joint Research Centre into the Europass CV.

Cedefop will provide targeted support to **ESCO** (European multilingual classification of skills, competences, occupations and qualifications). Work will focus on developing the qualifications pillar – that Cedefop shaped – and seek to improve coverage of international and sectoral qualifications. Cedefop will continue to support development of terminology for cross-sectoral (transversal) skills and competence. Overall, this work aims to link learning outcomes terminology used for education and training with



skills/competence terminology used by the labour market.

Building upon work on transversal skills and competences terminology developed within ESCO, Cedefop as requested by the European Commission, will also support activities on entrepreneurship by:

- (a) reporting on measures countries take to promote entrepreneurship, such as promoting acquisition of relevant key competences and enabling practical experiences in enterprises; and
- (b) providing expertise to the technical working group on transversal skills (being set up by the European Commission). Cedefop will also contribute to a collaboration project between the European Commission and OECD (local economic and employment development programme – OECD LEED) on a guiding framework to help VET institutions improve entrepreneurial learning.

The contribution to ESCO is partly based on Cedefop's work on learning outcomes. This includes a comparative study (initiated in 2013) analysing – in 33 countries taking part in the ET 2020 cooperation framework – how the learning outcomes approach has influenced education and training policies and how they are applied in different subsystems (VET, higher education, general education). The study gives particular attention to learning outcomes' impact on initial

teacher and trainer training, also building upon the Centre's findings on how they influence assessment and curriculum development. The study will be finalised and its outcomes published in 2015, updating the review Cedefop released in 2009 <sup>(20)</sup>. Cedefop will also continue to help implement and further develop the 2013-14 work programme on learning outcomes adopted by the EQF advisory group, thus contributing to increased coordination and consistency in this field of work.

Taking country-based information produced by the ELGPN network as a basis, Cedefop will analyse national guidance systems' main characteristics for its review of progress towards the related short-term deliverables and strategic objectives of the Bruges communiqué. The analysis will also put forward proposals on how to make **lifelong guidance** more available, accessible and effective for sustainable employment.

#### **Contributing to synergy and coherence of EU tools**

In 2014, the Centre will give high priority to strengthening synergy and coherence between the EU tools. This is critical for their further implementation and a condition for strengthening their relevance and usefulness to end-users. An overarching objective is to reduce obstacles to learning and make it possible for individuals to develop their knowledge, skills and

<sup>(20)</sup> <http://www.cedefop.europa.eu/EN/publications/12900.aspx>

# EU tools

competence across institutional, sectoral and national borders.

Contributing to the above, Cedefop will support the Commission's initiative to set up a European area of skills and qualifications. Consultation on the initiative is planned for end 2013, followed by an 'impact assessment' in 2014 and a (possible) Commission communication in 2015. This initiative aims to clarify how European tools can be better connected and developed further from 2015 to 2020. Cedefop has built up extensive in-house expertise covering most EU tools (Europass, ESCO, validation of non-formal and informal learning, guidance, credit systems, qualifications frameworks, quality assurance and learning outcomes) and will thus be able to provide active support at all relevant stages of the process.

In parallel to supporting the legislative initiative, Cedefop will initiate an 'umbrella-project' synthesising and analysing its experiences with EU tools so far. The project will systematically address existing and potential links between tools and indicate where simplifications and synergy are possible. It will also address convergence between EU and Bologna initiatives and instruments. This work will support the European Commission, Member States and social partners in taking forward common tools and principles. Analytical reports will be produced by Cedefop to identify the conceptual and technical conditions for further connecting and developing European tools.

In 2014, Cedefop will prepare five short analytical reports on the following themes:

- (a) learning outcomes. Increasing synergy between EU tools requires a clear and practically-oriented policy on how to take forward the learning outcomes perspective. Building on and synthesising Cedefop's extensive work in this area, this report will describe learning outcomes and seek to identify key principles to be applied;
- (b) individual learning experiences. Several learner-centred European initiatives have been taken, for example, in validation, guidance, credit transfer, skills audit and transparency (Europass). As they are being developed separately, Cedefop's report will look at how they can be better linked and possibly combined;
- (c) credit transfer. The two European credit systems (ECTS and ECVET) have been developed separately. Cedefop's report will analyse how links can be developed and to what extent they can be better connected or combined. It will also reflect the relationship between validation and credit transfer;
- (d) quality assurance. The report will compare European quality assurance initiatives for education and training to identify conceptual and institutional similarities and differences;
- (e) the labour market and lifelong learning. Several initiatives and mechanisms have been set up to ensure the link between education and training and the labour market. These initiatives have been taken forward as separate strands of work. The report will explore to what extent better

# career transitions



dialogue between EQF, ESCO, the EU skills panorama, 'common training platforms' of Directive 2005/36, European sector skills councils and sector social dialogue can be achieved.

Attention will be paid to rationalisation and streamlining of networks and web resources to ensure tools are useful for individual learners and workers. Cedefop will present and debate findings of its 'umbrella project' at a major conference planned in autumn 2014.

Outcomes of the following (ongoing) Cedefop studies will provide evidence for the above work.

The study on teaching and learning methods in initial VET (started in 2013) will be published in 2014. It will help to understand better the learning outcomes approach's impact on teaching and learning methods and point to conditions and success factors for applying effective learner-centered pedagogies. Analysis of partnerships for lifelong learning (started in 2012) will indicate how initial VET providers develop partnerships within and beyond their sectors and how this eases access and progression in VET and between VET and higher education. First results of the study on quality assurance of certification in initial VET will also become available. The study (started late 2013) examines to what extent the shift to learning outcomes influences quality assurance arrangements of IVET certification.

To support its host country, Cedefop will continue to provide guidance and expertise to the Hellenic qualifications framework advisory committee and help steer Greek NQF development.

### 3.3. Study visits

Cedefop's coordinating role of the study visits programme will come to an end in June 2014 after the last academic year covered by the lifelong learning programme (September 2013 to June 2014). About 160 study visits will take place between January and June 2014. Cedefop will work to ensure availability of study visits' main historical and content-related information on Cedefop's website and in its archives.

## 4. MEDIUM-TERM PRIORITY 2

# Career and transitions – CVET, adult and work-based learning

### 4.1. Empowering adults

The accelerated restructuring process brought about by the economic crisis increases the need for learning opportunities that empower adult citizens to manage **labour market transitions**. It is not only about equipping citizens with the right mix of generic and job-related skills but also how continuing education and training can help them to retrain and upskill in a knowledge society, to ensure that their skills and competences keep up with changing requirements.

In response to these challenges, and to help encourage participation in CVET towards the ET 2020 adult learning benchmark, Cedefop will in 2014, provide evidence and comparative analysis on adult and work-based learning and continuing training. For a comprehensive evidence base to support policy-making in adult learning and CVET, Cedefop will provide an integrated analysis of available data and evidence from Cedefop's previous and current work. This stocktaking exercise will focus on CVET and also build on other relevant sources (such as DG EAC studies), as appropriate.

This comprehensive analysis will lead to a Cedefop reference publication on adult learning in Europe (to appear in 2015) and will also provide the evidence base for a policy handbook on access to and participation in CVET. Supporting the European Commission, Cedefop will draft this handbook – a 2014 deliverable of the Bruges communiqué to be provided at EU level.

On top of this comprehensive review, outcomes of Cedefop's study on work-based learning approaches in CVET (initiated in 2013) will become available. This exploratory study analyses the political, institutional and statistical landscape of work-based learning in CVET in Europe. It also identifies, in several countries and sectors, the conditions required to provide effective work-based learning in CVET.

Pursuing work initiated in previous years, Cedefop will also publish and disseminate its research findings on lifelong learning's role in supporting career and working life transitions of adults. The research has investigated in a first phase the ways in which adult learning helps individuals better to manage careers and working-life transitions in different countries. In a second phase, it focuses on low-skilled adults to analyse under which conditions learning can contribute to improve their career trajectories and provide evidence for designing programmes targeted at low-skilled adults at risk of social exclusion. To complement qualitative analysis of individual trajectories, comparative data analysis of learning, skills and labour mobility (launched in 2013) will continue into 2014 and 2015.

# young people empowering

Acknowledging **lifelong guidance** for adults' key role in informing their decisions on education and training, careers and transitions, results of work on guidance's role in employers' age management strategies and supporting labour market integration of immigrants (studies initiated in 2012) will be published. In addition, a study on systematic use of skill needs intelligence to inform individual career and learning choices in regional labour markets will be launched.

To support professional development of in-company trainers throughout their careers, Cedefop will disseminate first results of a study it initiated in 2013. This study will complement Cedefop's work on work-based learning in CVET and its importance for companies' productivity and innovation. The study's results will feed into work of the thematic working group on trainers in VET, which Cedefop will continue to coordinate jointly with the European Commission until its mandate ends (end of February 2014). The group's task is to produce guiding principles for policy-makers, companies and trainers on the role, competence requirements and opportunities for continuing professional development of VET trainers (contribution to EU deliverables of the Bruges communiqué).

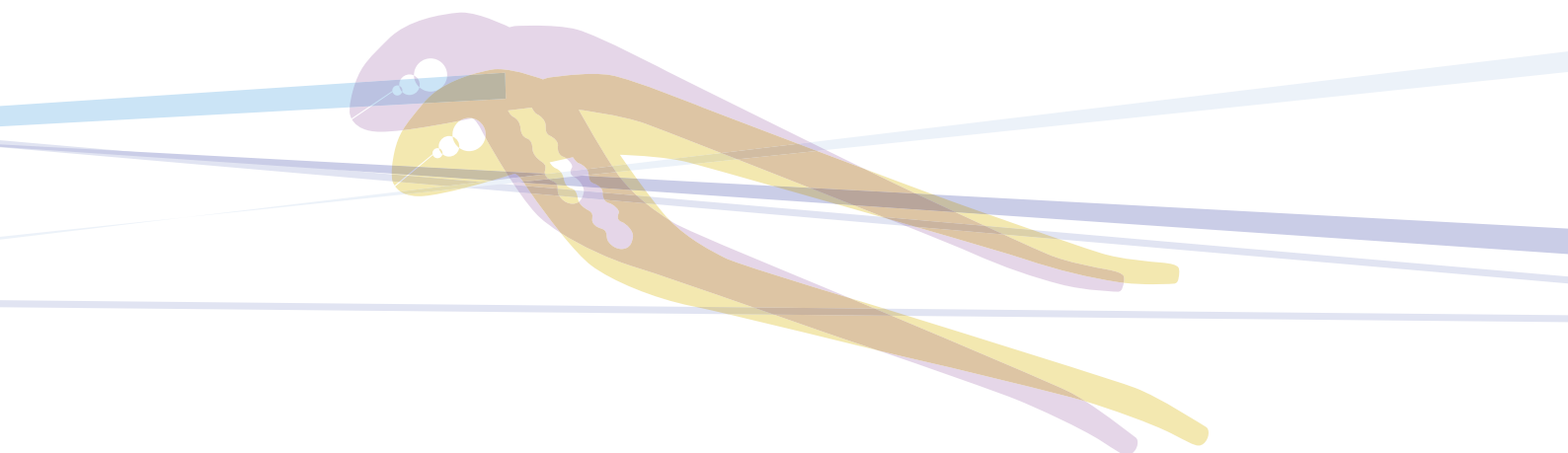
Based on the stocktaking exercise and considering outcomes of the above projects, as well as new data on adult skills from PIAAC, the Centre will be able to identify systematically gaps in available **evidence and data on adult learning** and contribute to policies for developing adult learning. The Centre will also investigate economic and social consequences of a too high proportion of low-skilled people in Europe. The purpose is to identify the costs associated with inactivity, unemployment and, more generally, labour market imbalances. Outcomes of this new study should make it easier to identify benefits of updating individuals' skills through adult learning.

## 4.2. Empowering young people

Apprenticeship-type **work-based learning** is one way to help young people's transition to work and reduce high youth unemployment in many European countries. It provides youth with a foothold in the labour market and equips them with skills and competences relevant for work.

In 2014, Cedefop will support cooperation at European level and among Member States to foster development of apprenticeship-type work-based learning. The Centre will accompany the European alliance for apprenticeship <sup>(21)</sup> (officially launched at *WorldSkills Leipzig* in July 2013) as requested. Cedefop will provide evidence and expertise to co-steer the (new)

<sup>(21)</sup> [http://ec.europa.eu/education/apprenticeship/index\\_en.htm](http://ec.europa.eu/education/apprenticeship/index_en.htm)



technical working group on VET (being) set up by the Commission to follow up this initiative and other priorities. To support Member States implementing *Youth guarantee schemes* <sup>(22)</sup>, Cedefop will support establishment of bilateral apprenticeship alliances (for instance, through ‘matching’ conferences) and will monitor developments and achievements.

**Apprenticeships**, through their combination of theory and practice, are key to increase relevance and quality of vocational education and training in Europe. As all education and training, however, apprenticeship standards and programmes need to be updated continuously and renewed to meet expectations of learners, employers and society. Efficiency and quality of this renewal process will influence the long-term impact of the apprenticeship model in Europe.

Recent Cedefop studies show that responsiveness to change of vocational education and training – including apprenticeship – partly depends on the way stakeholders are involved and how their dialogue is structured and resourced. A well-functioning feedback loop between education and training and the labour market allows standards and programmes to be reviewed continuously and forms a stable basis for cooperation between schools and enterprises and for learning of the apprentice.

As direct support to the European alliance for apprenticeship, Cedefop will in 2014 invite one country to engage in a voluntary review of its approach to apprenticeship systems. Depending on the results, the exercise might be extended to other interested countries. The review <sup>(23)</sup> will focus on interaction between the VET system and the labour market and seek to identify strengths and weaknesses in ability to respond to change. An initial analysis using quantitative and qualitative data will help (the country in question in cooperation with Cedefop) to define specific focus of the review, including identification of particular cases (sectors) to be analysed. Systematic dialogue with key national stakeholders, including social partners, will be vital. The review will support countries in modernising their VET systems and in responding to the country-specific recommendations from the EU semester. Cedefop’s final country report will suggest how identified weaknesses can be addressed. Based on the report’s conclusions, Cedefop will be ready to support national discussions.

<sup>(22)</sup> European Commission (2012). *Proposal for a Council recommendation on establishing a youth guarantee* COM(2012) 729 final. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0729:FIN:EN:PDF>

<sup>(23)</sup> Care will be taken to ensure that such reviews do not overlap OECD country reviews and cooperation possibilities with OECD will be explored. These reviews are complementary to recent OECD work that looked at VET in general, as they analyse apprenticeships and similar work-based learning schemes and also offer support as follow-up to the reviews.

# training competence



In addition, Cedefop will analyse systems of governance and financing of apprenticeship in Europe (study launched 2013). Considering each country's institutional features, the aim is to identify relevant conditions for upscaling apprenticeship systems, to help increase numbers of apprentices and employers providing apprenticeship places as well as spread this training practice across more sectors of the economy. Notably, the study will analyse strengths and challenges of current governance structures and financing arrangements in five countries and provide better understanding of necessary actions to develop further apprenticeship in these Member States. The study will contribute to policy learning within the countries since it is designed to engage relevant national stakeholders in assessing and discussing governance and financing scenarios. Study outcomes will also include evaluation tools and scenarios that can be used by other countries interested in reconsidering governance and financing structures for apprenticeship, with policy lessons and recommendations for expanding apprenticeship. Cedefop will also organise a policy workshop on costs and benefits of apprenticeship for companies.

To complement the above efforts with a comprehensive evidence base, Cedefop will provide an integrated analysis of available data and evidence from Cedefop's previous and current work (on policy reporting, VET governance, labour market outcomes of VET, etc.).

Young people who have left education and training early are at high risk of becoming trapped in long-term unemployment or low-skill/low-pay jobs. Combining quantitative and qualitative methods, a study launched in 2013 will provide new evidence to understand dropout and early leaving from VET phenomena in Europe and analyse VET's role in reducing early leaving from education and training. The study's findings aim to support the European Commission, Member States and social partners in their efforts to implement policies in response to country-specific recommendations and to achieve 2020 EU and national targets. This work is closely coordinated with Eurydice's work on early leaving from school and will lead to a Cedefop/Eurydice joint report in autumn 2014.



## 5. MEDIUM-TERM PRIORITY 3

# Analysing skills and competence needs to inform VET provision

### 5.1. Skills analysis

With this medium-term priority Cedefop contributes to the agenda for new skills and jobs, and in particular to monitoring and anticipation of skill needs in the EU to develop adequate education and training policies and better address skill mismatches in the labour market. From 2014 onwards, Cedefop will take over full responsibility for developing the EU skills panorama, in cooperation with DG EAC and DG EMP.

The **EU skills panorama** (EUSP) aims to improve capacity for skill needs assessment and anticipation, inform skills governance, increase responsiveness of education and training systems and improve matching supply and demand for labour across Europe. The EUSP does not only provide a central access point to information and intelligence on skills needs in occupations and sectors; it also provides a European perspective on trends in labour supply, demand and mismatches, references to national data and sources and describes methods used to anticipate skill needs. In 2014, Cedefop will take over maintenance, development and hosting of the tool, in cooperation with DG EAC and DG EMPL. This implies that the Centre will update EU data and

indicators, provide analysis of trends in EU countries, occupations, sectors and selected skills as well as prepare European level analytical highlights on issues of policy interest. In addition, and to develop the EUSP further, Cedefop will seek to:

- (a) exploit better available sources on skill needs (own research and surveys, other European and international data – in particular PIAAC – as well as national sources);
- (b) improve functionalities, accessibility and user-friendliness of the website; and
- (c) implement dynamic elements and interoperability to ease data updates. Developing the EUSP into a flexible platform providing information tailored to needs of various target groups will spread over three years, from 2014 to 2016. In 2014, Cedefop will maintain the current website and update its content while in parallel preparing a new platform for the EUSP in 2015 <sup>(24)</sup>.

Developing a sound understanding of skill needs in Europe, and drawing implications for education and training and for labour market and employment policies requires comprehensive analysis of trends in skills supply and demand and a good understanding of existing policies' effectiveness. Cedefop uses

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<sup>(24)</sup> As a resource-intensive project, especially funds for technical development need to be secured not only for 2014 but also 2015 and 2016.



# analyse

different methods (macro-level forecasting, analysis of specific sectors, and surveys, etc.) and information from various sources (such as employers and employees) to anticipate skill needs in the short and medium term. The Centre also considers current and future skill mismatches in the labour market by assessing probability and criticality of skill shortages and investigating economic and social drivers of overqualification and overskilling. Various activities described in more detail below complement one another and contribute to building a sound European evidence base on skill needs and mismatches. Data and analysis produced feed directly into the EUSP, which provides an excellent vehicle for their wide dissemination.

In 2014, the Centre will continue its forecasting work and analyse trends in skill supply and demand up to 2025. Cedefop's forecast, which forms a cornerstone of the EUSP, allows comparisons across 31 European countries and provides a European picture of mid-term trends in skill needs. Skills demand forecast is produced by sector, occupation and qualification. Skills supply forecast is available by gender, age group and qualification. In 2014, Cedefop will publish a new forecast which will benefit from advances in modelling methods and new classifications of occupations and sectors. The forecast will of course also reflect most recent economic developments. During the year, Cedefop will analyse forecast results and debate findings with policy-makers in a joint event with DG EAC and DG EMP. Finally, a publication will summarise findings and take a

special look at (future) imbalances between supply and demand for skills in the EU.

Sectors have different characteristics and respond to different degrees to change. For this reason, and to complement understanding of long-term trends provided by the forecast, short-term anticipation of labour market and skill needs provides timely information to institutions, sector skills councils, social partners and individuals to help them react quickly and efficiently to changing labour market conditions. The system will anticipate labour market developments within the next six months to two years and thus help mitigate risks of labour shortages or mismatch. In 2014, Cedefop will produce first results which will be debated with analysts and policy stakeholders.

How demand for different skills and qualifications is developing also depends on how demand for skills within occupations is changing and how employees' skills and qualifications are used and developed on the job. To complement anticipation exercises, Cedefop analyses forms and determinants of skill mismatch in the labour market.

In early 2014, Cedefop will carry out a **skill mismatch survey** in all EU countries. The survey will measure incidence of mismatch for particular types of skills, as well as drivers of mismatch. It will allow conclusions on the extent of skill mismatch in Europe and support recommendations for education, employment and skills strategies. Data analysis will be carried out in-house.

# Skill supply

To complement own survey data, Cedefop will:

- (a) analyse other European and international sources on skills mismatch and shortages (including PIAAC);
- (b) investigate the relationship between labour mobility (across occupations, sectors and countries) and skills mismatch in Europe;
- (c) identify skill mismatch or shortages which could constitute strategic priorities for action because of their magnitude and impact on the economy; and
- (d) evaluate policies aimed at job matching for unemployed people, as well as current or anticipated skill shortages. A research paper will be published and discussed in 2014. Key findings and policy recommendations will be disseminated in 2015. Following development of methodology and instruments (questionnaires) for a **European employer survey on skill needs** in 2013, the Centre will release the questionnaire and guidelines for implementing employer surveys on generic skills across occupations. These constitute tested and valid instruments and also include recommendations for sampling design.

Thus, they are ready to be used by countries interested in carrying out employer surveys. Specifically, the questionnaire is designed to assess if skill needs in occupations are changing, if employers find that workers are sufficiently skilled to meet emerging needs, whether skill gaps affect economic performance and what strategies companies are employing to remedy skills gaps. Cedefop will also present outcomes of a 2013 pilot survey.

To raise awareness of skills challenges for a more sustainable and greener economy, Cedefop will organise the second green skills forum with the OECD. Two themes have been retained for the forum: 'How can low carbon activities be key to competitive and inclusive growth?' and 'What are the new approaches for strategic policy coordination for a low carbon economy?' Under both themes, implications for skill needs and VET provision will be systematically considered. Cedefop will also foster cooperation and knowledge-sharing with international organisations through participation in the interagency working group on greening TVET.

To develop know-how and best practices on skill needs assessment and skills anticipation, Cedefop will pursue its cooperation with ILO and ETF to prepare a series of methodological guides on skills anticipation and matching. These guides are meant to be practical tools for countries wanting to assess their labour markets' skill needs.

# employability

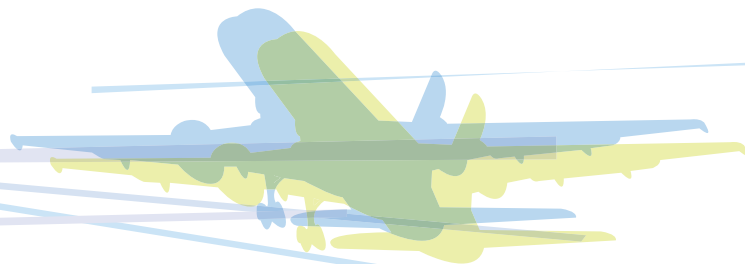


- They will cover the following topics:
- (a) sectoral approaches to skill needs anticipation;
  - (b) forecast and foresight;
  - (c) analysing labour market information and skill mismatch;
  - (d) role of employment services;
  - (e) surveying employers and enterprises;
  - (f) tracer studies.

In parallel, Cedefop will cooperate with the OECD, ILO and European Commission, to review systems of skills governance, making an inventory of the methods and tools used by countries to assess current and future skill needs and reviewing use of skills assessments by stakeholders to shape education, employment and migration policies. Each partner in this joint project will focus on its own institutional and geographical area. For instance, Cedefop will collect information for non-OECD EU countries, but will analyse comparatively practices and policies in the whole EU, benefiting from information collected by OECD on the remaining EU countries. Outcomes of the analysis will be published in 2015 alongside reports focusing on other geographical areas by other international organisations participating in the project.

To support the local community, Cedefop will continue to provide guidance and expertise to the Municipality of Thessaloniki for its initiative to set up a regional skills anticipation monitoring tool. Cedefop is part of the employment and lifelong learning commission, comprising representatives of the municipality and local stakeholders (such as employers, employees, VET providers), which was established to develop and steer the project.

## 6. Communication, information and dissemination



Cedefop's communications policy aims at disseminating clear, reliable, and timely information on VET developments. Cedefop balances specific information needs of policy-makers, including social partners, with being an open source of information for VET researchers and practitioners as well as the wider public. While reliable information on VET is part of Cedefop's mission, effective dissemination of results of Cedefop's work is important for VET stakeholders at both European level and in Member States.

Most communication today makes use of electronic media. The web has become the most important medium for Cedefop's communication. The web portal ([www.cedefop.europa.eu](http://www.cedefop.europa.eu)) is central to Cedefop's dissemination activities and is the Centre's window to the public. Web content management ensures best online access to all Cedefop publications, up-to-date information on VET, audio-visual material, conference presentations, debates and conclusions. Extranets and RSS feeds support Cedefop's networks and promote information exchanges. The web portal is constantly reviewed to make it more user-friendly. In 2014, web content management will migrate content of the website to a new platform and exploit new technologies' potential such as cloud computing for its CMS, in line with recommendations of the ICT strategy's transversal working group.

Cedefop also uses traditional media and various communication tools (publications, briefing notes, press releases, social media, and events such as conferences, workshops and video conferencing). In 2014, Cedefop will explore further ways to use effectively new media such as podcasts and videos to increase interactive communication with stakeholders and interested citizens.

Cedefop provides information to its stakeholders, including EU institutions, to support their work. This includes social partners and governments in Member States as well as practitioners and researchers. Through general media (local and European newspapers, radio and TV) Cedefop also addresses the wider public. In 2014, specific efforts will be made to increase press coverage of Cedefop's work and to engage prominent media on specific subjects. Pursuing synergy with Commission communication activities will contribute to increased impact.

Cedefop maintains one of the most well developed European libraries on VET. The documentation and information service not only supports Cedefop's activities but is also open for inquiries from policy-makers, experts and citizens and provides online access through its bibliographic database (VET-Bib) and other tools.

# management resource

N-VET – an observatory of national VET legislation, programmes and initiatives – is a new project which started in 2013 and will become available in 2014. N-VET will reflect VET and related policies and programmes in Member States and will thus support country-specific reports and monitoring progress towards objectives of the 2010 Bruges communiqué and VET developments in general. N-VET offers access to and systematically lists relevant documents from EU Member States.

The Centre regularly liaises with the European Parliament, EESC, the Committee of the Regions, as well as local stakeholders and coorganises workshops and conferences or supports events by providing content input. Regular events are organised for universities in Thessaloniki, local VET stakeholders and regional government on VET and labour market issues. In 2014, Cedefop will also support Thessaloniki as youth capital of the EU and continue its cooperation with the Thessaloniki Photo museum (fifth international photo prize).

The conference and publication services support operational units and management by ensuring quality in organisation of events and production of publications. Cedefop continually investigates new formats, for example video conferences and Skype meetings or ‘e-books’ which enable publications to be read on mobile devices, such as e-book readers, tablet PCs and smartphones, to meet stakeholders’ needs and extend its reach to a wider audience.

## 7. Management, resources, internal control and risk management

In 2014, work will continue to focus on delivering effective services to support the core business. Key concepts are customer service, efficiency and value for money. In response to operational priorities and within existing resource constraints, a range of specific projects will be carried out. In view of the upcoming retirement of the Deputy Director in 2014, a selection procedure for a new Deputy Director will be launched in 2013 and concluded in 2014.

In 2014, Human Resources (HR) will focus on implementation of the 'Staff Regulations reform' and work on implementation of relevant parts of the business continuity plan (such as scanning personal files) besides regular services.

Finance, ICT, and the accounting services will ensure appropriate follow-up of conclusions and recommendations of the 'Fibus versus ABAC' study carried out in 2013. As provisions of the new framework Financial Regulation are adopted, they will be implemented as required.

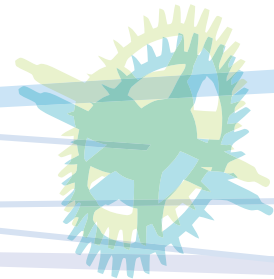
Early 2014, the Centre will start to implement the revised ICT strategy developed in 2013. Further follow-up actions beyond day-to-day business concern action plans in response to the 2013 internal working group's report on staff data and the 'Fibus versus ABAC' study.

Following 2013 developments, the last phase of the business continuity plan will be implemented and tested. The remote Cedefop information systems back-up, hosted at the Fundamental Rights Agency (FRA) in Vienna will become fully operational.

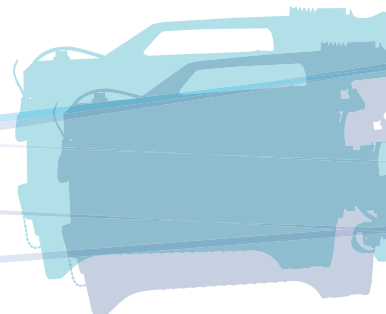
Renovations and maintenance activities initiated in 2013 will continue throughout 2014. These works will also include recommendations for improving energy efficiency of the building. Repairs to the building suffered from further delays in 2013 but should be concluded in 2014. The Centre is closely monitoring developments and progress and regularly informs the Governing Board.

Follow-up to the staff survey 2013 will include several actions to be implemented in 2014. (An action plan was presented to the Bureau in December 2013.)

The Commission's action plan on follow-up of work of the interinstitutional working group (IIWG) on agencies and forthcoming results of the (regular) external evaluation of Cedefop will also require follow-up actions by the Centre in 2014.



## 8. Risk management plan



The Centre's risk assessment exercise is a form of ex-ante evaluation of activities/projects and considers generic risks at organisational level.

Risks for which residual risk levels are 15 or higher become part of the risk management plan and are followed up by management closely, meaning regular checks on impact of mitigating actions and assessment of developments. Residual risks are a result of assessment of original risk levels and impact of mitigating actions.

Risks are evaluated based on their potential impact on the organisation (scale 1 to 5) and likelihood that risks will materialise (scale 1 to 5). Multiplication of the two indicators provides the risk level.

For the work programme 2014, management agreed that risks on activity/project level are well controlled and thus risk levels are below the benchmark. As regards generic risks two issues were identified which remain at 15 points or above.

In consequence, the 2014 risk management plan contains two issues <sup>(25)</sup>.

### 1. Risk management plan 1

#### Issue

Unforeseen (external) demands from stakeholders

#### Responsible in Cedefop Management

#### Risk

Such demands from stakeholders, including European institutions, cannot be backed up with the necessary resources, as available resources are overstretched. Cedefop, thus, may not be able to plan respective actions properly which may either affect quality of such actions or affect delivery of other actions from which capacities are detracted. This may affect quality of work and Cedefop's reputation.

#### Planned actions

Cedefop informs Governing Board/Bureau Members regularly about changes in its work programme. Close monitoring of developments allows the Centre to anticipate demands and thus enables the Centre to integrate such activities appropriately or adjust the annual work programme in line with available resources and such demands.

<sup>(25)</sup> A complete overview of risk assessments will be included in the annual management plan 2014. In the work programme, only issues included in the risk management plan are reflected.



# risk management plan

## 2. Risk management plan 2

### Issue

Restoration work on Cedefop's building

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### Responsible in Cedefop

Management/Resources

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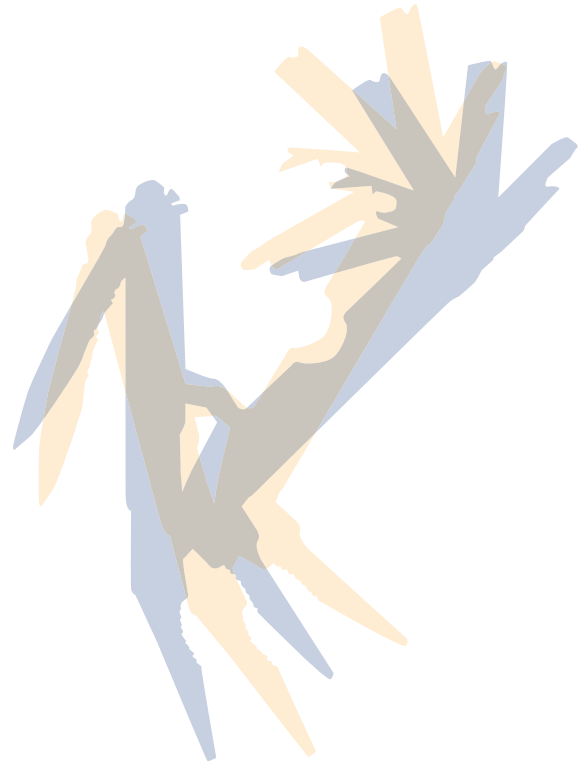
### Risk

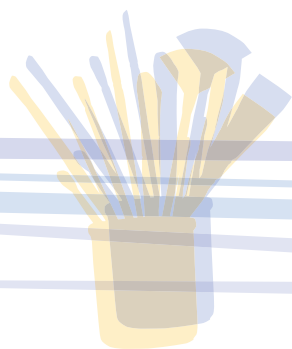
Further delays in construction works prolong the phase during which Cedefop cannot make full use of its conference facilities; works may only provide a temporary solution for the next couple of years without solving underlying problems of geological earth movements.

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### Planned actions

Cedefop is not directly responsible for the works overseen by Egnatia Odos on behalf of, and financed by the Greek government. However, Cedefop closely follows developments and whenever necessary informs the ministry of any problems. Cedefop discusses new findings and proposed solutions with Egnatia Odos and follows implementation of works. This issue has been part of Cedefop's risk management plans since 2009. The original date of completion has been seriously delayed (since June 2012). However, there are indications that the works can be finalised in 2014. The Governing Board is regularly updated on developments.





# priorities activities

## Relation of activities and projects to Cedefop's medium-term priorities 2012-14 and the activity-based budget (ABB)

	MEDIUM-TERM PRIORITY 1	MEDIUM-TERM PRIORITY 2	MEDIUM-TERM PRIORITY 3
<b>MTP</b>	<b>Supporting modernisation of VET systems</b>	<b>Career and transitions – CVET, adult and work-based learning</b>	<b>Analysing skills and competence needs to inform VET provision</b>
<b>ABB</b>	<b>Policy analysis and reporting</b>	<b>Empowering adults and young people</b>	<b>Skills analysis</b>
<b>Projects</b>	VET policies and systems	Work-based learning/apprenticeship	Skills forecasting
	ReferNet	Governance and financing of VET	Skill needs in enterprises
	Statistics and indicators	Trainers in VET	Skill mismatch
		Early leaving and VET	Sectoral and occupational skill needs
		Careers and transitions	EU skills panorama
		Lifelong guidance	
<b>ABB</b>	<b>Common European tools, qualifications and learning outcomes</b>		
<b>Projects</b>	European qualifications framework (EQF/NQFs/ESCO)		
	Validation		
	European credit system for VET (ECVET)		
	Europass		
	Quality assurance		
	Synergy between tools/learning outcomes		
<b>ABB</b>	<b>Study visits</b>		
<b>ABB</b>	<b>Communication, information and dissemination</b> (External communication, documentation and information, publications and content management)		
	<b>Resources, Directorate</b> (Human resources, Finance and procurement, Information and communication technology, Facilities)		

## 9. Activity fiches by medium-term priority, activity and project

MEDIUM-TERM PRIORITY:

### **SUPPORTING MODERNISATION OF VET SYSTEMS**

#### **Activity: Policy analysis and reporting**

Cedefop has been entrusted with reporting on Member States' progress in implementing the joint priorities for VET within the Copenhagen process. To fulfil this mandate, Cedefop prepares and disseminates VET policy analyses and reports assessing achievements in European VET cooperation and informing future VET policy developments.

The Bruges communiqué combines a long-term strategic vision for 2020 (11 strategic objectives) and a commitment to implement a series of actions at national level by 2014 (22 short-term deliverables) to modernise and further develop VET. Cedefop reports on progress at national level in implementing the short-term deliverables and assesses their contribution to reaching the strategic objectives set for VET in Europe. In addition, Cedefop examines selected issues with high relevance to VET policies and prepares thematic snapshots to support the European Commission and Presidency countries.

Providing the context for policy analysis, descriptions of national VET systems are updated annually by ReferNet and published by Cedefop. Cedefop also produces policy-aligned VET statistical reviews and indicators to provide evidence of progress on VET's contribution to reaching targets of Europe 2020.

Various strands of Cedefop's policy analysis support the European Commission through delivery of systematic and regular reviews of key VET developments in EU countries to inform the European economic coordination process (European semester) and the qualitative indicators developed for the joint assessment framework of progress in education and training policy. This work feeds in particular into country analysis and country-specific recommendations for education and training prepared by DG EAC (in the spring) and the annual growth survey carried out by the European Commission (in the autumn).

Cedefop's analysis of and reporting on VET policies and systems relies on regular input from ReferNet – Cedefop's European network for VET, composed of key national VET institutions in all EU Member States, Norway and Iceland.

#### **Desired impact**

Cedefop aims to support an evidence-based European VET policy agenda and stronger European cooperation between countries sharing common policy priorities. Cedefop also aims to be acknowledged as an authoritative source of expertise on European VET policies, with capacity to monitor progress in modernising European VET.

**Corresponding ABB activity:** Policy analysis

### Principal activity outcomes

Policy advice, new knowledge and insights for, and raised awareness among European and national policy-makers, including social partners, in particular stakeholders of the Copenhagen process of European cooperation in VET:

- Analysis of progress in achieving the 22 short-term deliverables and 11 strategic policies' objectives of the Bruges communiqué and related country-specific recommendations by the Council for the European semester
- Overviews of key features of national VET systems and trends in selected VET-related issues in line with the 2014 semester themes
- Evidence of progress and achievements in VET in Europe and VET's contribution to meeting the EU 2020 objectives

### Outcome indicators

(with reference to Cedefop's performance measurement system)

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#### Policy advice

- Citations in EU policy documents
- Mandates given to Cedefop in policy documents
- EU policy documents Cedefop helped prepare
- Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support implementation of policies

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#### New knowledge

- Downloads of publications/working and research papers/briefing notes
- Citations of publications/studies in the literature

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#### Raising awareness

- Website traffic
- Participation in conferences and events
- Usefulness/satisfaction with Cedefop's conferences and events
- Media coverage, take-up of articles and press releases

## Project 1: VET policies and systems

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In close consultation with the European Commission and other stakeholders, Cedefop assesses progress on the 22 short-term deliverables agreed in the Bruges communiqué. Cedefop collects, analyses and synthesises quantitative and qualitative information gathered through ReferNet, DGVTs and the ACVT, as well as various other sources within and outside Cedefop. With the statistical overviews (see Project 3), this work also informs the Commission's country analyses, VET-related specific recommendations and the annual growth survey.

In 2014, a comprehensive report on monitoring VET policies will discuss policy achievements and their contribution to the strategic objectives set for 2020. Alongside the report, Cedefop will update fiches summarising progress by short-term deliverable and by country. The findings will inform the debate on Council conclusions and the 2015 communiqué with a new set of short-term deliverables.

In addition, Cedefop will, with Eurydice, develop qualitative indicators for the joint assessment framework of progress in education and training policy of DG EAC. These qualitative indicators will be used for the first time in the education and training monitor 2014.

To provide the context for policy analysis, Cedefop also publishes descriptions, spotlights and news on VET systems prepared by ReferNet covering all EU Member States, Norway and Iceland. Country reports and spotlights on VET in Presidency countries are published in hard copy.

Depending on theme and data availability, Cedefop also provides input to meetings of DGVT and ACVT (such as ‘thematic snapshots’ on Presidencies’ semester themes to support the Copenhagen process), thematic working groups and other policy documents. Where relevant, Cedefop collects further information from ReferNet in articles or surveys.

<b>Principal output 2014</b>	<b>Timing/frequency</b>
Publication: VET in Greece (hard-copy country report and spotlight)	First quarter
Publication: updated fiches on progress per country and deliverables (online publication) – Cedefop input to the European Commission for the European semester	First quarter
Thematic snapshots (Greek and Italian Presidencies)	First and third quarters
Publication: VET in Europe – Spotlights (online publication) – Cedefop input to the EC for the European semester	Third quarter
Publication: Cedefop report on monitoring VET policy developments 2014 (reference publication and flyer)	Third quarter
Publication: VET in Italy (hard-copy country report and spotlight)	Third quarter
Publication: Modernising VET in Europe – State of play (briefing note)	Third quarter
Conference: Reforming VET in the EU – What next? (Joint conference with DG EAC under the Italian Presidency)	Third quarter
Publication: VET in Europe – Country reports (online publication)	Starting fourth quarter
Publication: National news on VET (online publication)	Ongoing
Advice and expertise provided to key stakeholders (Copenhagen working group, DGVTs, ACVTs, etc.)	Ongoing

## Project 2: ReferNet

ReferNet is Cedefop's network of national VET institutions. It is managed and coordinated by Cedefop which provides guidance, instructions and feedback to ensure relevance and quality of deliverables. Cedefop also organises the network's meetings.

In 2014, under the ongoing partnership framework (2012-15), ReferNet will continue to report on national VET systems and policies and their developments and on how VET-related objectives of Europe 2020's strategy and the Copenhagen process for enhanced cooperation in VET are being met at national level (see Project 1). Improving visibility of ReferNet and Cedefop deliverables and quality, governance and organisation of the network's activities will remain in focus.

Principal output 2014	Timing/frequency
Publication: ReferNet flyer (update)	First quarter
Workshops: Two regional meetings	First and second quarters
Workshops: Visibility and quality of ReferNet deliverables (two meetings)	First and third quarters
Conference: Annual plenary meeting	Fourth quarter

## Project 3: Statistics and indicators

The statistics and indicators project supports improvements in availability, relevance and quality of data as well as in methods and tools for data collection at European and international levels. It also provides sound statistical evidence on VET-related issues to support relevant research and analysis for policy.

In 2014, Cedefop will continue to improve dissemination of available statistics and indicators on VET, in particular through a policy-aligned VET statistical overview and by publishing results of an integrated analysis of the latest continuing vocational training survey and adult education survey data. Cedefop will also pursue its cooperation with Eurostat, the EC, the OECD and other international stakeholders to prepare and disseminate results of surveys and data collections.

Principal output 2014	Timing/frequency
Publication: Country statistical overviews (booklet)	First quarter
Publication: Job-related learning and vocational training in Europe – Synthesis report (research paper)	Third quarter
Publication: On-the-job learning in Europe (briefing note)	Second quarter
Cedefop contribution to OECD education at a glance 2014 (Indicators on labour market outcomes of VET)	Third quarter
Advice and expertise provided on statistical and indicator developments for key stakeholders	Ongoing

Cedefop statistics and indicators web pages updates – Tables and graphs	Ongoing
Statistics highlights – Short analytical publications published every three months	Ongoing

#### MEDIUM-TERM PRIORITY:

### SUPPORTING MODERNISATION OF VET SYSTEMS

**Activity: Common European tools, qualifications and learning outcomes (EQF/NQFs/ESCO, quality assurance (EQAVET), qualifications/learning outcomes, ECVET, Europass)**

Cedefop supports the European Commission, Member States, social partners and other stakeholders in developing and implementing commonly agreed European tools and principles ('Education and training 2020' framework for cooperation in education and training, the Bruges communiqué and relevant Council recommendations and resolutions) to make qualifications more transparent, ease mobility of learners and workers and promote lifelong learning. While implementation of single tools will continue, the European Commission's initiative to create a *European area of skills and qualifications* marks the start of a second development stage seeking better to simplify and connect the separate initiatives. Cedefop will support this initiative and carry out research addressing potential areas for further development and increased synergy.

Cedefop will continue its support for implementation of the European qualifications framework (EQF), notably by deepening analyses of NQF developments and supporting ongoing national referencing processes. Support for implementation of the European credit system for VET (ECVET) will increasingly focus on its link to national qualifications systems and frameworks and its link to the higher education credit transfer system (ECTS). Paying particular attention to ensuring a direct link to EQF and NQF developments, Cedefop will also continue to contribute to developing a European classification of skills, competences and occupations (ESCO). Work on shift to learning outcomes will, in particular, address its implications for quality assurance arrangements and teaching and training practices. Cedefop will continue to analyse roles and functions of qualifications and how the shift to learning outcomes may help to modernise VET and lifelong learning more generally. As an integral part of this, Cedefop's work on validation of non-formal and informal learning will also support the European Commission in following up the Council recommendation in this field. Quality assurance-related studies will support work on learning outcomes and qualifications frameworks, contribute to reinforcing learning mobility and complement work of the EQAVET network.

Cedefop will upgrade Europass web resources to meet end-users' requirements better. Work will also focus on interoperability of Europass with other employment initiatives (EURES CV database, job portals, etc.) as well as inclusion of the European tools (EQF, ESCO, validation, etc.) in the Europass framework.

#### Desired impact

Cedefop will support European cooperation in VET and lifelong learning by providing a strong evidence base for all stakeholders involved in shaping VET policies. Development and implementation of the tools stimulate VET and lifelong learning policies (reforms) at all levels, strengthen dialogue and interaction between education and training and labour market stakeholders, and ease mobility of citizens.

**Corresponding ABB activity:** Common European tools, qualifications and learning outcomes

### Principal activity outcomes

Generate knowledge and insight, provide policy advice and raise awareness of policy-makers and stakeholders at European and national levels, including social partners, researchers and practitioners on:

- implementation of EU tools and principles at national and sectoral levels and increased coherence and synergy between them;
- strengths and limitations of national qualifications frameworks (NQFs) as policy instruments for EQF implementation, follow-up to the Council recommendation on validation of non-formal and informal learning and for national education and training reforms in a lifelong learning perspective;
- transparent and trustworthy referencing of national qualifications levels to the EQF and promote systematic quality assurance of certification processes;
- opening up qualifications frameworks to non-formal and international qualifications;
- development and testing of ESCO common terminology on skills, competences, occupations and qualifications promoting dialogue between education and training and the labour market;
- development of ECVET implementation strategies;
- role of unitisation in VET in supporting implementation of credit arrangements for mobility and lifelong learning;
- quality approaches in learning and training patterns in small enterprises;
- optimisation of Europass web resources;
- application of the learning-outcomes approach across Europe, how it benefits learners and impacts on teaching and training practices.

### Outcome indicators

(with reference to Cedefop's performance measurement system)

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#### Policy advice

- Citations in EU and national policy documents
  - Mandates given to Cedefop in policy documents
  - EU policy documents Cedefop helped prepare
  - Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support implementation of policies
- 

#### New knowledge

- Downloads of publications/working and research papers/briefing notes
  - Citations of publications/studies in the literature
- 

#### Raised awareness

- Website traffic (broken down by theme and project pages)
- Participation in conferences and events
- Usefulness/satisfaction with Cedefop's conferences and events
- Europass outcomes among citizens (visits, downloads and creation of documents online)
- Media coverage, take-up of articles and press releases



Policy advice and analytical support provided to the following European Commission groups:

- EQF advisory group;
- ECVET users group, steering committee and forum;
- EQAVET network, steering committee and forum;
- ESCO board and its working groups;
- ET 2020 working group on transversal skills (entrepreneurship);
- steering committee on the European inventory on validation of non-formal and informal learning;
- task force/steering group on the 'European area of skills and qualifications'.

### Project 1: [European qualifications framework \(EQF/NQFs/ESCO\)](#)

Building on results of the EQF evaluation as well as Cedefop's own research and analysis, in 2014 this project will support implementation of EQF, NQFs and ESCO through four interlinked strands of work. First, analytical and coordination support will be provided to the EQF advisory group and EQF national coordination points. This work seeks to help ensure quality of ongoing EQF/NQF referencing processes necessary for the EQF to be trusted as a European reference framework. Second, analysis and mapping of NQF developments will be carried out with increased focus on their impact on national policies and practices. The mapping will also reflect how validation arrangements are embedded in and linked to NQFs. Third, analytical support will be provided to the ESCO project aiming for a common European classification of skills, competences, occupations and qualifications. Cedefop will focus on development of the qualifications pillar and its links to the EQF. Work will also include testing and further developing a terminology on transversal skills and competences, a task relevant to both ESCO and EQF. Fourth, closely connected to work on the latter terminology and NQF descriptors, Cedefop will support the Commission's activities on entrepreneurship by providing advice and expertise to the technical working group on transversal skills and reporting on the way VET systems deliver entrepreneurial skills.

This project will also provide evidence and content input to Cedefop's monitoring of the Bruges short-term deliverables.

Principal output 2014	Timing/frequency
Coordination, jointly with the European Commission, of the EQF advisory group (AG) and meetings of the NQF national coordination points (NCP)	Five EQF AG meetings, two NCP meetings
Analytical documents, syntheses, guidance and information material for the EQF AG and meetings of NCPs	Ongoing
Peer learning activities (PLAs) on EQF/NQF implementation (jointly with the European Commission)	Two PLAs

Publication: Analysis and review of NQF developments in Europe (briefing note and working paper)	Third and fourth quarters
Input to the EQF newsletter (articles)	Two articles
Advice and expertise provided to ESCO Board, ESCO maintenance committee and ESCO cross-sectoral reference group, in cooperation with the European Commission (DG EAC and DG EMP)	Ongoing (according to DG EAC and DG EMP schedule)
Input to and testing the ESCO qualifications pillar (focus on international qualifications)	Ongoing
Input to and testing of ESCO cross-sectoral skills and competence terminology	Ongoing
Input to various conferences	Ongoing

## Project 2: **Validation**

In 2014, Cedefop will continue to support implementation of the 2012 Council recommendation on validation of non-formal and informal learning. As requested by the European Commission, Cedefop will help steer and coordinate update of the European Inventory on validation providing an overview of policies and practices in this field. It will publish results of this update and link them to a revised version of the European guidelines on validation, to be finalised in 2014 following consultation with Member States and relevant stakeholders. In addition, Cedefop will monitor the links between NQF developments and national validation policies (see Project 1 above).

This project will also provide evidence and content input to Cedefop's monitoring of the Bruges short-term deliverables.

<b>Principal output 2014</b>	<b>Timing/frequency</b>
Analytical documents and information material for the EQF AG on issues related to validation in general and implementation of the 2012 recommendation in particular	Ongoing
Steering and coordination support to the steering committee of the European inventory on validation of non-formal and informal learning (with the European Commission)	Ongoing
Publication (jointly with the European Commission): An updated version of the European guidelines for validation of non-formal and informal learning (booklet)	Fourth quarter
Publication: The European inventory on validation of non-formal and informal learning (online publication on Cedefop's website and booklet on synthesis report) The inventory will include: 33 country reports, 33 country fiches, 10 in-depth thematic reports/case studies, and synthesis of main findings	Fourth quarter

Revamp of the web portal for the validation inventory	Fourth quarter
Publication: Validation of non-formal and informal learning: key achievements and challenges (briefing note)	Fourth quarter
Input to various conferences	Ongoing

### Project 3: [European credit system for VET \(ECVET\)](#)

This project supports implementation of the ECVET recommendation of April 2009. In 2014, Cedefop's work will focus on:

- (a) monitoring and assessing progress achieved by Member States in ECVET developments between mid-2013 and mid-2014 (2014 ECVET monitoring will build on results of the European Commission's ECVET evaluation expected in spring 2014); and
- (b) assessing state of progression opportunities between VET and higher education in Europe and (potential) role of ECVET and ECTS in this context (see Project 5 'Learning outcomes'). Cedefop will also publish its study examining how VET organised in units supports credit arrangements for mobility and lifelong learning.

This project will also provide evidence and content input to Cedefop's monitoring of the Bruges short-term deliverables.

Principal output 2014	Timing/frequency
Support for European ECVET governance through analytical documents, syntheses, guidance and information material	Ongoing (according to DG EAC schedule)
Workshop: Progression opportunities between VET and higher education in Europe and roles of ECVET and ECTS	Second quarter
Publication: ECVET developments in Europe (briefing note)	Fourth quarter
Conference: ECVET annual forum (jointly with the European Commission)	Fourth quarter
Publication: Role of unitisation in VET in supporting implementation of credit arrangements for mobility and lifelong learning (working paper)	Third quarter
Input for the ECVET magazine (articles)	One or two articles
Input for various conferences	Ongoing

## Project 4: **Europass**

In close cooperation with the European Commission, Europass work in 2014 will continue on upgrading Europass web resources better to meet end-user needs. This includes:

- (a) optimising the CV, language passport (ELP) and cover letter online editor;
- (b) improving the European skills passport (ESP) which allows citizens to annex documents to their CVs;
- (c) improving interoperability of Europass with employment services and businesses. Cedefop will also integrate the self-assessment tool developed by the Joint Research Centre into the Europass CV for citizens to self-assess their ICT skills. Cedefop will ensure, when applicable, integration of the European tools into the Europass framework and will continue to support national Europass centres. See Project 3 under Area Resources – Operations support.

Principal output 2014	Timing/frequency
The ICT tool is integrated into the Europass CV	Third quarter
Europass website and online editor (CV/European skills passport/language passport/cover letter) is continuously improved	Ongoing
Improved interoperability of the Europass website with other EU mobility and employment initiatives	Ongoing
Monitoring the Europass mobility management tool: national Europass centres (NECs) receive support in using the document	Ongoing
Advice and expertise provided to national Europass centres (NECs)	Two to three NEC meetings plus two or three workshops

## Project 5: **Quality assurance**

This project promotes implementation of the EQAVET recommendation (June 2009) and further knowledge of quality assurance (QA) in VET through research. In 2014, Cedefop will continue to support the EQAVET steering committee, annual forum and its two working groups. Building on its previous work on quality assurance in VET and higher education, the Centre will further support cooperation in this field, including in new forms of teaching and learning and at sectoral level. Work will continue to support the European Commission in elaborating guidelines for establishment of EQAVET compatible national quality assurance frameworks for VET providers by 2015 (Bruges communiqué strategic objective 2b). An analysis of EQAVET survey results and other sources will inform Cedefop's review of Member States' progress in implementing the EQAVET-related short-term deliverable of the Bruges communiqué.

Work will continue on the comparative study (launched late 2013) on quality assurance of certification processes in initial VET to generate trust and support qualifications' relevance to the labour market and individuals. The study (to be published in 2015) will examine to which extent emphasis on learning outcomes influences quality assurance arrangements of certifying initial VET.

Cedefop will conclude its study on quality approaches in learning and training patterns in European small firms.

Cedefop will also contribute to other events, as appropriate, including the EQAVET conference on sector approaches to quality in VET. It will further support European cooperation on quality in VET through its e-community.

This project will also provide evidence and content input to Cedefop's monitoring of the Bruges short-term deliverables.

Principal output 2014	Timing/frequency
Advice and expertise to EQAVET steering committee, working groups and annual forum	Ongoing (according to EQAVET schedule)
Workshop: Quality requirements for new forms of teaching and learning in VET	Second quarter

## Project 6: Synergy between tools/learning outcomes

This project aims to demonstrate how the shift to learning outcomes influences education and training policies as well as practices. Its results will help to understand better the necessary conditions for implementing and developing the European tools successfully and those that foster more permeable and learner-centred education and training systems in general. The work will be carried out in three main strands.

First, a general overview over the shift to learning outcomes in education and training policies and practices will be produced. This overview will be based on the study Cedefop initiated in 2013 as well as findings from other Cedefop research, including on: curriculum and assessment policies and practices; how learning outcomes influence pedagogies and learning environments in initial VET; how cooperation and partnership between VET stakeholders promote permeability of pathways; how the shift to learning outcomes influences quality assurance arrangements of certifying initial VET.

Second, findings of this work will feed into the work programme on learning outcomes agreed by the EQF AG in 2013. This work programme aims to ease coordination between different education and training areas and stakeholders and to make it possible to share experiences and join resources. Cedefop works closely with the European Commission in updating and implementing this work programme.

Third, to contribute to strengthening synergy between the European tools (see Projects 1 to 5), Cedefop will carry out targeted research supporting the Commission's initiative to create a European area of skills and qualifications. This will be a form of 'umbrella project' addressing the following themes:

- (a) learning outcomes;
- (b) individual learning experiences;
- (c) credit transfer;
- (d) quality assurance; and
- (e) the labour market and lifelong learning.

Throughout 2014, Cedefop will analyse a combination of sources to provide a basis for policy recommendations to be made in 2015. This approach provides added value by focusing on the interface between the different tools, 'pooling together' internal and external sources and exploring conditions for relevance and success. Results of the 'umbrella project' will be presented at a high-level conference in autumn 2014 and will also feed directly into the Commission's work on the European area of skills and qualifications.

This project will also provide evidence and content input to Cedefop's monitoring of the Bruges short-term deliverables.

Principal output 2014	Timing/frequency
Analytical documents, syntheses, guidance and information material for the work programme on learning outcomes of the EQF advisory group	Ongoing
Peer learning activities on learning outcomes (jointly with the European Commission)	One or two
Publication: Reporting on five thematic areas of the 'umbrella project' (five working papers): <ul style="list-style-type: none"> <li>• EU tools and learning outcomes;</li> <li>• EU tools and individuals;</li> <li>• EU credit systems in education and training;</li> <li>• EU quality assurance initiatives for education and training;</li> <li>• EU tools, the labour market and lifelong learning.</li> </ul>	Fourth quarter
Publication: Synergy between EU tools and principles (briefing note)	Fourth quarter
Conference: Synergy between the EU tools and principles	Fourth quarter
Publication: Teaching and learning methods in initial VET (research paper)	Fourth quarter
Input to various conferences	Ongoing

MEDIUM-TERM PRIORITY:

## SUPPORTING MODERNISATION OF VET SYSTEMS

### Activity: Study visits

The study visits programme for education and vocational training specialists and decision-makers is part of the lifelong learning programme (LLP) 2007-13. Study visits support policy developments and cooperation at EU level in lifelong learning. Since 2008, at the European Commission's request, Cedefop has coordinated the programme, supported and monitored visits' quality and ensured the programme's implementation (including preparation of the visits' catalogue, coordinating calls for applications and constituting groups). A specific focus of Cedefop's work is assessing implementation and impact and dissemination of results. Cedefop's coordinating role will come to an end in June 2014 upon completion of the last academic year (September 2013 to June 2014). The Centre's work will continue beyond programme closure to conclude the necessary administrative tasks.

### Desired impact

Cedefop aims to strengthen European cooperation through study visits participants, hosts and organisers taking part in European programmes and networking activities, develop awareness of common European education and training priorities and tools, and learn from national, regional and local lifelong learning policies and practices.

**Corresponding ABB activity:** Study visits

**Principal activity outcomes**

Raised awareness and generated new insights among stakeholders and the education and training community on:

- common EU education and training policy priorities identified in ET 2020 and Bruges;
- good practices, common challenges, solutions in lifelong learning.

**Outcome indicators**

(with reference to performance measurement system)

**Raised awareness**

- Proportion of participants satisfied with study visits
- Distribution of study visits by theme (between (a) general education, (b) VET and (c) mixed lifelong learning perspective)
- Distribution of participants by target group
- Media coverage, take-up of articles and press releases

**New insights generated**

- Downloads of study visits publications

**Project 1: Study visits**

Approximately 2 700 participants, 250 study visits on 35 topics in five categories of themes are expected for 2013/14.

Majority of the visits (160) will take place between January and June 2014 and Cedefop will continue to support implementation of the programme.

As the study visits programme comes to a close by June 2014 and after the last visits take place, Cedefop will review, compile and prepare for archiving all relevant documents of the programme; close the records bank's files of the programme and revise and restructure the main historical and content-related information available for the general public on Cedefop's and study visits' websites. Cedefop will assess impact of the programme on 2013/14 participants and organisers (October – mid-December 2014).

Cedefop will continue promoting and disseminating the programme's results.

**Principal output 2014****Timing/frequency**

All relevant documents of the programme are available in the records bank and archived

Fourth quarter

All relevant historical and content-related information is available to the general public on Cedefop's and study visits' websites

Fourth quarter

MEDIUM-TERM PRIORITY:

## CAREER AND TRANSITIONS – CVET, ADULT AND WORK-BASED LEARNING

### Activity: Empowering adults and young people

Work is organised according to two main strands. First, Cedefop reviews and analyses policies and strategies that help pursue adult and work-based learning. Priority is given to:

- (a) exploring how guidance and counselling can be better integrated into adult learners' career progressions;
- (b) investigating VET's role and various forms of skills development in adulthood in helping people to prepare better and manage careers and multiple working-life transitions, thus improving employability and easing social and labour market integration;
- (c) comparatively analysing policies, measures, incentives and support for adult learning and promoting access to and developing VET, with focus on work-based learning approaches in CVET;
- (d) analysing changing roles of in-company trainers, who support people at different stages of their careers and who are at the frontline for implementing policy initiatives related to lifelong learning, employment and VET reforms.

Second, to help young people's transition to work and reduce high youth unemployment, including young people who have left education and training early, Cedefop gives priority to:

- (a) accompanying the European alliance for apprenticeship by supporting cooperation at European level and among Member States to foster development of apprenticeship-type work-based learning as well as investigating the conditions for developing and expanding apprenticeship in different countries; and
- (b) analysing VET's role in reducing early leaving from education and training to help Member States and the social partners to achieve the 2020 EU and national targets.

### Desired impact

Develop a knowledge base and gather evidence informing directly policies promoting adult learning, CVET, apprenticeship-type work-based learning, helping retain young people in VET and supporting people to manage better careers and transitions during working life.

**Corresponding ABB activities:** Empowering adults and young people

### Principal activity outcomes

New knowledge and insights generated, policy advice provided and raised awareness of policy-makers, including social partners, researchers, and practitioners at EU and national levels on:

- national policies and strategies, institutional frameworks and conditions promoting development of adult learning in Europe;
- work-based learning approaches in continuing vocational education and training (CVET);
- role of guidance in supporting employers' active ageing strategies;

### Outcome indicators

(with reference to Cedefop's performance measurement system)

#### Policy advice

- Citations in EU policy documents
- Mandates given to Cedefop in policy documents
- EU policy documents Cedefop helped prepare
- Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support implementation of policies



- VET's and lifelong learning's roles in helping young people and workers to be mobile in the labour market, deal better with labour market transitions and achieve positive labour market outcomes;
- interaction between VET and the labour market for ensuring responsive and relevant apprenticeship-type work-based learning;
- governance and financing conditions for sustainable and innovative VET, in particular work-based, dual VET systems and apprenticeship;
- recognition, training and professional development of in-company trainers;
- reducing early leaving from education and training.

Policy advice provided to the following European Commission's working groups:

- ET 2020 working group on VET (with focus on apprenticeship until 2015);
- ET 2020 working group on adult learning;
- thematic working group on trainers in VET (the group's mandate ends February 2014).

#### **New knowledge**

- Downloads of publications/working and research papers/briefing notes
- Citations of publications/studies in the literature

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#### **Raising awareness**

- Website traffic
- Participation in conferences and events
- Usefulness/satisfaction with Cedefop's conferences and events
- Media coverage, take-up of articles and press releases

### Project 1: **Work-based learning/Apprenticeship**

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In 2014, work will focus on two main activity strands targeting: (a) adults; and (b) young people. Under the first strand, Cedefop will finalise its analysis (study initiated in 2013) of work-based learning approaches in CVET and discuss its outcomes at a workshop in the autumn. Building on outcomes of the above study and other related Cedefop analyses (such as benefits of CVET, financing and cost-sharing mechanisms, analysis of progress in related Bruges short-term deliverables), the Centre will also draft a policy handbook on access to and participation in CVET, a 2014 deliverable of the Bruges communiqué to be provided at EU level. To investigate economic and social consequences of increasing unemployment and inactivity of low-skilled adults in Europe, a new study will be initiated in 2014. Under the second strand, to support the European alliance for apprenticeship, Cedefop will monitor developments in establishing (bilateral) apprenticeship alliances and their implementation. It will also carry out, in one country, a review of the country's approaches in updating and renewing apprenticeship standards and programmes to meet expectations of learners, employers and society.

Principal output 2014	Timing/frequency
Analytical documents, syntheses, guidance and information material for the technical working groups on: (a) adult learning; and (b) VET (with focus on apprenticeship)	Ongoing
Publication: Why enterprises should train apprentices (briefing note)	First quarter
Conference: 'Matching' conference to monitor developments in establishing bilateral apprenticeship alliances	First quarter
Workshop: Work-based learning in CVET in Europe	Fourth quarter
Publication: Policy handbook on access to and participation in CVET	Fourth quarter
Publication: Country report (for one volunteer country) on efficiency and quality of renewing apprenticeship standards and programmes	Fourth quarter

### Project 2: Governance and financing of VET

Across Europe, there is renewed policy interest in dual systems of VET and apprenticeship training. Many countries have expressed their intention to put in place and/or expand apprenticeship systems. The European Commission supports the European alliance for apprenticeships and bilateral cooperation schemes have been agreed between countries.

In 2014, Cedefop will steer a study (launched in 2013) to investigate adequate governance and financing models to establish or expand apprenticeship in selected countries. The aim is to provide a theoretical framework and a tool for assessing countries' VET governance structures and financing arrangements, as well as to identify scenarios on how governance and financing could be further developed to support apprenticeship in a given country. Cedefop will also start reflecting on methods to assess costs and benefits of apprenticeship at enterprise level and debate existing tools' usefulness in a workshop.

Principal output 2014	Timing/frequency
Workshop: Costs and benefits of apprenticeship	Third quarter

### Project 3: Trainers in VET

Cedefop's study on competence requirements and professional development opportunities for in-company trainers (initiated in 2013) will complement its research on work-based learning in CVET. Preliminary results of this study will also feed into work of the European Commission's thematic working group on trainers in VET. The group will produce guiding principles for policy-makers, companies and trainers on these issues (contribution to an EU deliverable of the Bruges communiqué). Cedefop will continue to coordinate the working group jointly with the European Commission until its mandate ends (end of February 2014) and provide advice and expertise, where relevant and requested, to the new technical working groups on VET and adult learning set up by the European Commission.

This project will also provide evidence and content input to Cedefop's monitoring of Bruges short-term deliverables.

Principal output 2014	Timing/frequency
Analytical documents, guidance and information material for the thematic working group (TWG) on trainers in VET (until February 2014)	Ongoing
Conference: Final plenary meeting of the thematic working group on trainers in VET jointly coordinated with the European Commission	First quarter
Final report of the working group (in cooperation with DG EAC): guiding principles on changing competences and profiles, continuing professional development and recognition of trainers	First quarter
Publication: How learning outcomes affect teaching and learning in VET (briefing note)	Fourth quarter

#### Project 4: [Early leaving from VET](#)

In 2014, Cedefop will continue to support the European Commission, Member States, social partners and other stakeholders to inform policies that aim at improving learning outcomes of VET and reducing the share of young people who leave education and training early (Europe 2020 headline target). First stage of a Cedefop study initiated in 2013 will analyse VET's role in reducing numbers of young people leaving education and training early and improve the knowledge base on dropout and early leaving from VET. Drawing on quantitative and qualitative data, Cedefop will provide new evidence, propose how to improve data collection and identify VET system and contextual specificities that may lead to dropping out/early leaving from VET. Initial data and findings will be discussed and validated at an expert workshop. Findings, with those of related work in other projects (such as policy analysis and reporting, learning outcomes) will feed into a joint Cedefop/Eurydice report in autumn 2014.

This project will also provide evidence and content input to Cedefop's monitoring of Bruges short-term deliverables.

Principal output 2014	Timing/frequency
Workshop: VET's role in reducing early leaving from education and training	Second quarter
Publication: Joint report with Eurydice on early leaving from education and training	Fourth quarter

## Project 5: Career and transitions

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Pursuing work started in 2012, this line of research will continue to investigate VET's and lifelong learning's roles in helping young people and workers to manage labour market transitions and achieve positive labour market outcomes. Work relies on a combination of secondary data analysis using quantitative methods and qualitative analysis of individual narratives and biographies. In 2014, Cedefop will monitor two studies (launched in 2013) on:

- (a) the low skilled, and in particular how lifelong learning can improve their career prospects; and
- (b) occupational transitions and mobility in the labour market and its relation to skills development.

Principal output 2014	Timing/frequency
Publication: Using a career compass: learning for labour market transitions (research paper)	Second quarter
Publication: Guidance: a tool for labour market inclusion, successful careers and economic growth (briefing note)	Fourth quarter

## Project 6: Lifelong guidance

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In 2014, in cooperation with the European lifelong guidance policy network (ELGPN), Cedefop will monitor lifelong guidance policies across Europe to assess progress regarding short-term deliverables of the Bruges communiqué and support implementation of Council resolutions on lifelong guidance (2004, 2008). Cedefop will also publish and disseminate findings of its study on how lifelong guidance contributes to employers' active ageing strategies. Finally, the Centre will start preparatory work for a study on career development services' role in supporting labour market transitions of individuals and systematic use of labour market intelligence to inform individual career and learning choices. This project will also provide evidence and content input to Cedefop's monitoring of Bruges short-term deliverables.

Principal output 2014	Timing/frequency
Publication: Value of experience. Guidance in enterprises' active ageing policies (research paper)	Second quarter
Advice and expertise provided to the ELGPN network	Ongoing

MEDIUM-TERM PRIORITY:

## ANALYSING SKILLS AND COMPETENCE NEEDS TO INFORM VET PROVISION

### Activity: Skills analysis

In line with its mandate from the 'New skills for new jobs' initiative and to support the Europe 2020 flagship initiative 'An agenda for new skills and jobs', Cedefop maintains and develops the EU skills panorama (EUSP) in cooperation with DG EAC and DG EMP. The EUSP provides direct access to skill needs intelligence in Europe and highlights major trends in skills supply and demand.

To develop a sound understanding of trends in skill needs and reflect upon implications for education and training, Cedefop aims to provide a comprehensive evidence base combining:

- (a) analyses of current labour market needs and skills mismatch;
- (b) anticipation of sectoral and occupational skills shortages and surplus in the short term; and
- (c) mid-term forecasts of skill supply and demand in Europe.

Cedefop will extend its analysis to changing skills profiles in sectors and occupations, for instance in green jobs, ICT jobs, and in health and social care. The Centre collects its evidence using advanced modelling methods, quantitative and qualitative analysis of developments as well as surveys on skill needs and skill mismatch in Europe. Cedefop's skills and competence analysis feeds into and is informed by development of the European skills, competences and occupations taxonomy (ESCO).

Cedefop cooperates with Skillsnet, its network of researchers and experts, as well as other stakeholders and international organisations (such as the European Commission, OECD, the ILO, the ETF and Unevoc) to develop and promote methods, know-how and best practices in skill needs assessment and anticipation as well as skills governance.

### Desired impact

Cedefop aims to support an evidence-based European VET and skills policy agenda, while being acknowledged as an authoritative source on trends and methods in skill and competence needs and mismatch in Europe.

### Corresponding ABB activities: Skill needs analysis

#### Principal activity outcomes

New knowledge and insights generated, policy advice provided and raised awareness of policy-makers, including social partners, researchers, and practitioners at EU and national levels on:

- medium-term trends in skill demand and supply up to 2025, and analysis of potential labour market imbalances in Europe and Member States;
- short-term skill shortages and surplus in specific sectors and occupations in Europe;
- incidence, causes and consequences of skill mismatch in Europe and effective policy strategies;
- changing skills profiles in occupations and sectors;

#### Outcome indicators

(with reference to Cedefop's performance measurement system)

#### Policy advice

- Citations in EU policy documents
- Mandates given to Cedefop in policy documents
- Contributions to EU policy documents
- Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support implementation of policies

#### New knowledge

- Downloads of publications/working and research papers/briefing notes
- Citations of publications/studies in the literature

- methods and data requirements for analysing and anticipating skill needs.

Policy advice provided to the European Commission and the inter-institutional EU skills panorama steering group.

#### Raising awareness

- Website traffic
- Participation at conferences and events
- Usefulness/satisfaction with Cedefop's conferences and events

### Project 1: Skills forecasting

In 2014, Cedefop will release a new medium-term forecast of skills supply and demand forecasts up to 2025. The results will be available for all EU 28 Member States, Iceland, Norway and Switzerland and will include explorative indicators of future imbalances between supply and demand in the European labour market. The new forecasting results will be available for the public via Cedefop's web-based interface and in the EU skills panorama. Cedefop's analysis of the skills forecast will appear in a reference publication while a research paper will present the method used to apply new classifications of occupations (ISCO) and sectors (NACE) to labour market data and the skills forecast.

Principal output 2014	Timing/frequency
Publication: Skills forecasting – New results 2014 (online publication – web interface and EUSP)	First quarter
Publication: Applying new classifications of occupations and sectors to labour market data (research paper)	Second quarter
Workshop: Validation of forecast data by country	Second quarter
Publication: Methods in skills needs anticipation: a guide on foresights, scenario analyses and quantitative forecasting (with ILO and ETF)	Third quarter
Publication: Skill supply and demand in Europe – New forecast 2014 (reference publication)	Fourth quarter
Publication: Skill supply and demand up to 2025 – Country forecasts	Fourth quarter
Conference: Policy event to present new skills forecast 2014 results (in collaboration with DG EAC and DG EMP)	Fourth quarter

### Project 2: Skill needs in enterprises

Working with the European Commission, social partners and other international experts, Cedefop develops tools and instruments to identify changing skill and competence needs in enterprises. In 2014, Cedefop will deliver a survey instrument to capture changes in generic/transversal skills across occupations, skill gaps and drivers of changes in skill needs in enterprises. The instrument will be accompanied by guidelines for sampling design and survey implementation.

Principal output 2014	Timing/frequency
Workshop: Designing a European employer survey on skill needs – Instruments and sampling	First quarter
Publication: Designing a European employer survey on skill needs – Instruments and sampling (research paper)	Third quarter

### Project 3: Skill mismatch

This project investigates quantitative and qualitative imbalances between supply and demand for skills in the European economy, their determinants and their economic and social consequences. Early 2014, Cedefop will carry out a survey on skill mismatch in all 28 Member States. The survey aims to investigate causes of individual and cross-country differences in skill mismatch, and impact of individual and organisational learning opportunities on dynamic evolution of skill mismatch over time (results will be published in 2015). In parallel, Cedefop will monitor studies (launched in 2013) on:

- (a) effective public policies to tackle skill mismatch; and
- (b) development of a new system for prioritising and monitoring skill shortages in Member States.

Principal output 2014	Timing/frequency
Publication: Skills mismatch: more than meets the eye (briefing note)	First quarter
Publication: Addressing skill mismatch through VET (briefing note)	First quarter
Publication: Matching skills and labour market needs in the world economy (WEF policy paper with input from Cedefop)	First quarter
Publication: Matching and anticipation of skills – Role of employment services (with ILO and ETF)	Third quarter
Publication: Skill mismatch in Europe – Incidence, determinants and effective policy solutions (research paper)	Fourth quarter
Publication: Use of labour market information for matching and anticipating demand and supply of skills (with ILO and ETF)	Fourth quarter
Advise and expertise provided as part of steering group committees of the European Commission	Ongoing

## Project 4: Sectoral and occupational skill needs

Cedefop will continue developing a short-term anticipatory system for labour market and skills needs to provide timely information on emerging skill surplus and shortages in Europe. Based on the prototype developed in 2013, the system will be implemented and first results produced. Cedefop will also continue its work on implications of transition towards a greener economy for skills and VET by disseminating results of Cedefop's studies and fostering cooperation with international organisations. A joint event on green skills with OECD will be organised and will involve the interagency working group on greening TVET with Unesco-Unevoc and all main international organisations.

Principal output 2014	Timing/frequency
Workshop: OECD-Cedefop second green skills forum 2014	First quarter
Publication: Anticipating and matching skills at sector level (with ILO and ETF)	Third quarter
Workshop: Sectoral-based anticipatory system – SBAS – Validation of findings	Fourth quarter

## Project 5: EU skills panorama

The EU skills panorama (EUSP) is an online tool to improve transparency of skills and labour market intelligence in Europe. From 2014 onwards, Cedefop will be responsible for development of the EUSP, in cooperation with DG EAC and DG EMP. Work in 2014 will consist of maintaining the current website architecture, data and analysis, and content while in parallel paving the way and leading technical development for a new and better performing website to be available in 2015.

The EUSP relies heavily on outcomes of Cedefop's work on analysing skill needs and in particular the skills forecast, but it also provides access to data and evidence from other EU projects, such as the European vacancy monitor and EURES, as well as from national forecasts, labour market data and skills intelligence. To underpin future developments of the EUSP towards an online platform providing information for career and lifelong guidance of individuals and job-seekers, explorative work will be pursued on developments of occupational skills profiles and job requirements (launched in 2013).

Principal output 2014	Timing/frequency
Workshop: Joint Cedefop/ETF/ILO workshop on methods for anticipating skill needs (see above projects)	First quarter
EU skills panorama (website maintained and developed by Cedefop)	Ongoing
Publication: Analytical highlights and data input to the EUSP (online publication in EU skills panorama)	Ongoing



## COMMUNICATION, INFORMATION AND DISSEMINATION

### Activity: External communication

Cedefop's external communication services' main focus is raising VET's profile. In 2014, Cedefop will continue to communicate key messages on VET to its stakeholders and the media. Cedefop will also continue its close working relationships with European institutions and provide background information to support their debates on VET. Cedefop will organise events for MEPs and policy-makers as well as academic and VET communities to keep them up to date on VET issues and Cedefop's role.

#### Desired impact

Cedefop is acknowledged as an authoritative source of information on VET, skills and competences and a well-run organisation.

**Corresponding ABB activity:** External communication

#### Principal activity outcomes

Raising awareness of VET's importance, VET developments and policies, and results of Cedefop's work by:

- communicating selected VET themes highlighted in Cedefop's publications, conferences, web portal and press releases;
- focusing on key target groups, the wider VET community and citizens generally;
- interacting with the local community (visibility of EU policy).

#### Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

#### New knowledge and insights generated

- Downloads of briefing notes/publications/working papers/other

#### Raised awareness

- Website traffic (overall, broken down by section, database)
- Participation at conferences and events
- Usefulness/satisfaction of participants with meetings and events organised by Cedefop
- Media coverage (take-up of articles and press releases)

### Project 1: Stakeholders relations

This project communicates Cedefop's key messages on VET to key stakeholders and promotes a positive image of Cedefop at local, regional, national and European levels. Cedefop will follow closely agendas of European institutions to provide relevant information to support debate and policy-making. Events will also be held locally to maintain Cedefop's profile as an 'ambassador' of the EU in its host country.

#### Principal output 2014

#### Timing/frequency

Maintaining good relations to EP, EESC, Committee of the Regions, etc. through a regular information service and coorganisation of (at least) two events	Ongoing
Organisation of Cedefop's conferences and events and hosting external (mostly EU) stakeholders' events	Ongoing

Event for the local education and training community during the Greek Presidency and Thessaloniki youth capital 2014	First semester
Receive visiting groups of VET professionals from across Europe	Ongoing
Public relations, representing Cedefop externally and handling external requests	Ongoing
Exhibition at the Berlaymont building in Brussels (offered by the European Commissioner for Education, Culture, Multilingualism and Youth, Androulla Vassiliou) (to be confirmed)	First semester

## Project 2: [Press and news service](#)

In 2014, the press and news service will seek to engage stakeholders further by providing online news, press releases, briefing notes, newsletter articles and social media, improving its video offer, introducing a blog and webinars and targeting regular interaction with the media (including continuing to enlarge the media database, keeping it updated and monitoring uptake of Cedefop-related news). Experts embedded in the operational areas will continue to contribute to production and dissemination of relevant content.

Principal output 2014	Timing/frequency
Production, publication and monitoring of a continuous flow press releases	Minimum of 20-25 of press releases (up to eight languages) throughout the year, based mainly on material provided by the operational areas
Production, publication and monitoring of Cedefop briefing notes	10-12 briefing notes, each in up to eight languages, based mainly on text produced by the operational areas
Press conferences, technical briefings, articles and interviews	Ongoing
Production, publication and monitoring of: <ul style="list-style-type: none"> <li>• Cedefop electronic newsletter (8 issues)</li> <li>• new printed Cedefop magazine (2 issues)</li> </ul>	10 issues in total, throughout the year
Production, publication and monitoring of a continuous flow of social media postings (Facebook, Twitter, Blog)	Posting at least twice a week on average. Target: to expand Cedefop's social media audience by 20%

Update of media database and monitoring of Cedefop-related news	Ongoing
Management of framework contract for audio-visual production and production of audio-visual material for online distribution	Ongoing
Exploring usefulness of a new communication format: webinar pilot	Starting in first semester

### Activity: **Documentation and information**

Cedefop's documentation and information service responds to information needs of Cedefop and its diverse stakeholders and focuses on raising VET's profile.

The service consists of two projects:

- documentation and reference service;
- records management and archives.

#### **Desired impact**

The library contributes to Cedefop being acknowledged as an authoritative source of information on VET, skills and competences.

#### **Principal activity outcomes**

- Increase Cedefop's digital library (VET-Bib) with new published documents
- Operate the reference service, 'Ask the VET expert' available from Cedefop's web portal
- Develop Cedefop's multilingual European training thesaurus, for accurate use of VET concepts and definitions
- Launch N-VET gateway to national VET legislation, programmes and initiatives
- Assist research projects
- Record management and archives

#### **Outcome indicators/measures**

(with reference to Cedefop's performance measurement system)

- Provide information for indicators 1, 2, 6, and 12
- Website traffic (overall, broken down by section, database)
- Satisfaction of stakeholders with information services

## Project 1: Documentation and reference service

Cedefop's library will continue to support operational projects. It will provide updated and comprehensive information to policy-makers, researchers and practitioners through its platform VET-Bib.

The reference service 'Ask the VET expert' will continue to provide answers to VET questions from Cedefop's stakeholders. Replies will draw on Cedefop's comprehensive, multilingual and up-to-date databases on VET in the EU as well as its studies and comparative analysis.

The library will disseminate Cedefop's information to key 'multipliers' among Cedefop's stakeholders, for example libraries of the EP, EESC, CoR.

In 2014, the documentation and information service will be involved in follow-up of the Bruges communiqué and will monitor related data. Outcomes of the monitoring exercise will be disseminated through a new gateway N-VET – national VET legislation, programmes and initiatives.

The information service supports design, implementation and management of electronic information projects of operational areas.

Principal output 2014	Target/timing/frequency
Answer queries (reference service 'Ask the VET expert')	Respond to all incoming stakeholder queries within two weeks of receipt
Maintain and update content of Cedefop's digital library (VET-Bib) for EU stakeholders and practitioners.	All new key documents included regularly (more than 2 000 key documents)
Provide content for Cedefop operational projects and input for monitoring activities in VET policy development (Acquisitions) Improve the library collection on VET and related issues:	Timely provision
<b>Support research and policy development:</b>	
• Assist with monitoring and processing education and training information related to the European semester recommendations, including follow-up of the Bruges communiqué (N-VET). This task is performed in Cedefop's MTP framework 'Monitoring, analysing and reporting on policy developments'	New gateway available on web portal, June
• Direct support to research projects: assist research colleagues for content development, information needs, design and technical specifications for information systems and services	On request
Develop European training thesaurus and integration into EuroVoc, in line with terminology activities	New micro thesaurus at EU level, December
Disseminate thematic profiles and bibliographies based on medium-term priorities on Cedefop's web portal:	Real time information
• publish and disseminate the library's new acquisitions list VET alert;	10 per year
• provide EU news for Cedefop newsletter: select key documents, events and publications for each issue.	10 per year

<b>Provide information for the performance measurement system (PMS):</b>	Intermediary report every month:
<ul style="list-style-type: none"> <li>track developments on VET in EU institutions: providing information on events planned by EU institutions related to VET);</li> </ul>	PMS indicators 1 and 2
<ul style="list-style-type: none"> <li>on citations of Cedefop's work, web links from peer organisations, press clippings, citations in EU documents and VET literature, as well as links from other websites.</li> </ul>	PMS indicators 6 and 12
<b>ALEPH (integrated library system):</b>	
<ul style="list-style-type: none"> <li>maintain, improve and provide user support;</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>ensure that Cedefop has the legal base for maintaining and upgrading Aleph;</li> </ul>	April
<ul style="list-style-type: none"> <li>allow search and retrieval from other library catalogues from VET-Bib using standard protocols. Z 39.50 will enable VET-Bib to become a source for other libraries and citation tools.</li> </ul>	September
<b>VET-DET LiveLink:</b>	
<ul style="list-style-type: none"> <li>maintenance, improvements and user support;</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>all remaining ReferNet national members have accounts and use VET-DET Livelink normally.</li> </ul>	December
Training for VET experts and staff: induction seminars for new staff.	During the first month at Cedefop
Specific training for operational needs: reference management, indexing tools, document management, use of open data for Cedefop projects.	At least two specific trainings in 2014

## Project 2: [Records management and archives](#)

The records management and archives project follows best practice in providing access to records and preserving the Centre's 'memory'.

In 2014, this service will continue to ensure organisational records are authentic, reliable, and accessible to meet business, financial, and legal obligations and preserve records of historical value. The service will also support records bank correspondents in the operational areas.

Principal output 2014	Target/timing/frequency
Integrated registration of internal and external records in Cedefop EDRMS (Livelink)	All incoming mail registered on day of arrival. All outgoing mail (requiring registration) registered by the areas
Organisation and classification of Cedefop archives. Introduction of functionality in EDRMS to ease concurrent management of electronic and physical records	Ongoing Increasing number of records in the records bank (target 5%)  Improved inventory of physical records
Appraisal and preservation of historical records from VET experts (concerning Cedefop projects) and non-paper physical media (video/audio cassettes; slides, etc.)	Creation of guidelines for VET experts for appraising their records, June  All non-paper physical material appraised and relevant items digitised and properly stored by end of year
Seminars and training for VET experts and staff; training for records bank correspondents	At least twice a year, plus face-to-face training
Contribute to meetings of electronic records management systems (ERMS), and user group for international organisations	Once a year

### Activity: **Publications and content management**

Cedefop produces high-quality hard-copy and online material for publication and conferences. Electronic publications (working papers and research papers series) are the standard format. Printing focuses on a limited number of flagship publications. Web content management will present on Cedefop's web portal ([www.cedefop.europa.eu](http://www.cedefop.europa.eu)) information on VET, linked to particular themes, and provide access to the Centre's publications and conferences. Cedefop's networks will be supported through extranets and RSS feeds.

#### **Desired impact**

Cedefop is acknowledged as an authoritative source of information on VET, skills and competences and a well-run organisation.

**Corresponding ABB activity:** Publications – content management: indirect costs redistributed across other activities.

**Principal outcomes**

- Raised profile of VET through high-quality hard-copy and online information presented clearly in a user-friendly way, in a format appropriate for its various multilingual target audiences and major stakeholders
- Cedefop's operations supported by providing regular, efficient and effective internal publication policies, procedures and services

**Outcome indicators/measures**

(with reference to Cedefop's performance measurement system)

- Deadlines are kept; process is carefully monitored
- Services are provided on time
- Web statistics

**Project 1: Editing and translation**

In 2014, Cedefop will edit around 4 000 pages in English and translate 3 000 pages mainly from English. Products will include corporate publications, reference publications, research and working papers and briefing notes.

**Principal output 2014****Target/timing (indicative month)/frequency**

Editing, translation and 'language review' services provided to Cedefop's administration and operational areas.

About 4 000 pages edited. Products include: two Cedefop corporate publications (annual report, work programme); about five reference publications; a minimum of 10-12 briefing notes; research papers and working papers; administrative documents.

Ongoing

Approximately 3 000 pages translated/ revised on time. Products include: two Cedefop corporate publications (annual report and work programme); about two reference publications; a minimum of 10-12 briefing notes and administrative documents.

Ongoing

**Project 2: Layout, design, printing and dissemination**

This project will continue to provide graphic design concepts and identity systems that comply with Cedefop's corporate image. The service takes care of printing, dissemination and storage of Cedefop's publications. Print on demand is provided where hard copies are needed for conferences or other meetings. The target is to ensure that high quality hard-copy and online material is presented in a format appropriate for its various target audiences and major stakeholders, and contributes to Cedefop being recognised as a reliable source of useful information on vocational education and training.

Principal output 2014	Target/timing/frequency
<b>Layout and design:</b>	
Develop graphic design concepts for Cedefop publications: <ul style="list-style-type: none"> <li>• Two Cedefop corporate publications (work programme, annual report)</li> <li>• Four or five reference publications</li> <li>• Four or five information publications/booklets</li> <li>• Four or five working papers</li> <li>• Four or five research papers</li> <li>• 10-12 briefing notes</li> <li>• Flyers/promotional brochures</li> </ul>	Ongoing
Develop visual identity systems and promotional material for at least two large Cedefop conferences: programmes, folders, notepads, posters, banners	Ongoing
Develop promotional material for up to two PR events: advertisements, posters, banners, flyers	Ongoing
Develop graphic design concepts for web applications and online promotional materials	Ongoing
Organise with the Thessaloniki Photography Museum selection and nomination procedures for the (fifth) Cedefop Photomuseum Award 2014	Second semester
<b>Printing and dissemination:</b>	
• Print publications and flyers	Within three weeks of reception of final PDF file
• Produce material for conferences, promotional material	Material provided two days before the event (maximum production time two weeks)
• Disseminate publications to stakeholders, conferences and events	Within two weeks after delivery/request
• Process individual orders for publications	Within five working days
• Maintain publications mailing lists	Mailing lists are up to date
• Ensure stocks are at a reasonable level (Cedefop and Publications Office)	Run 'destockage' action annually and organise reprints as needed
• Provide statistics on electronic and hard-copy publications	Report to management team meetings
• Provide content management for Cedefop digital publications	Ongoing



### Project 3: **Web content and contact management**

Cedefop's web management presents a wide range of information on VET: the web portal is Cedefop's principal means of communication on the Internet. In 2014, Cedefop will continue its efforts to boost its web presence. It will further develop and adapt its web portal to satisfy the latest trends in online communication. This includes responsibility for the Centre's current contact database and its future integration into the online user management (in 2015).

Principal output 2014	Timing/frequency
• migrate content of the website to a new platform;	September
• improve usability of website functionalities and interfaces;	Ongoing
• evaluate and adapt Cedefop's social media strategy;	Ongoing
• provide statistical analysis of the web portal's users;	Quarterly
• manage Intranet;	Ongoing
• promote exchanges of information with ReferNet national websites;	Ongoing
• maintain the contact relationship management system (CRM), supervise import of contact data and ensure overall quality (technical support and helpdesk provided by ICT).	Ongoing

MEDIUM-TERM PRIORITY (TRANSVERSAL OBJECTIVE):

### **TO SUPPORT CEDEFOP'S OPERATIONS BY PROVIDING REGULAR, EFFICIENT AND EFFECTIVE INTERNAL POLICIES, PROCEDURES AND SERVICES**

#### **Activity: Area Resources – Operations support**

An efficient and effective administration makes a direct contribution to achieving Cedefop's operational objectives. It develops internal policies, procedures and services in line with strategic and operational objectives of Cedefop, based on the Staff Regulations and the Financial Regulation. The administration supports operations in human resources, finance, procurement, ICT and facilities. It develops in-house tools and procedures to streamline administrative tasks, optimise organisational efficiency and ensure clear and accurate reporting.

#### **Desired impact**

Cedefop aims to be acknowledged as a well-run organisation and provide good support services for its operations and staff.

**Corresponding ABB activity:** Indirect costs redistributed across other activities.

**Principal activity outcomes 2014**

Good support services provided and good administrative practice followed through:

- on-time provision of services (human resources, procurement and finance, accounting, ICT and facilities);
- human resource management;
- budget, financial and contractual management;
- facilities management;
- Cedefop business continuity plan (BCP) – Phase 2: implementation of the BCP in accordance with agreed priorities and availability of resources (human and financial);

Implementation of the Staff Regulations reform.

Implementation of the new financial rules.

Follow-up to 2013

conclusions/recommendations from:

- the interinstitutional working group's road map;
- the external evaluation;
- the staff survey;
- the Fibus/ABAC study.

**Outcome indicators**

(with reference to Cedefop's performance measurement system)

Efficient and effective support services:

- Establishment plan: 95% of occupation rate (including ongoing procedures);
- Timeliness and duration of selection procedures:
  - Target 1: on average 60 working days between deadline for applications and finalisation of selection board report;
  - Target 2: on average 120 working days between publication of vacancy notice and decision of Appointing Authority;
- Training provision meets targets set in the strategy: 10 days on average per staff member per calendar year;
- Total budget: 98% of execution rate;
- Average period for payments 28 days;
- Timeliness of procurement procedures: on average 150 days for open and 60 days for negotiated procedures;
- Procurement processes: 90% success rate;
- Availability of core ICT systems and services: 99% web access, Europass, Olive, Fibus, Livelink, e-mail and telecommunications.

**Project 1: Human resources**

This service provides a full range of centralised, comprehensive human resource management services for Cedefop staff and assists Cedefop's management in attracting and retaining qualified employees.

**Principal output 2014****Timing/frequency**

- | Principal output 2014   | Timing/frequency    |
|---|---------------------|
| • basic HR services (selection, recruitment, rights and obligations, appraisal and promotions, leaves and absences, statistics, etc.);  | Ongoing             |
| • recruitment of a new Deputy Director (and support for his/her induction);   | Second semester     |
| • implementation of the Staff Regulations reform; (Cedefop participates in the permanent group of the Agencies which works on the implementing provisions (DGEs) for the new Staff Regulations) | Throughout the year |

• follow up the staff survey action plan; (training strategy);	In line with the action plan
• support the business continuity plan (scanning personal files).	First semester

### Project 2: Finance and procurement (FP)

This service provides support to Cedefop staff in forecasting, implementing and monitoring budget appropriations. It ensures internal and external reporting on finance and budget-related matters. It further ensures centralised financial verification of all transactions.

It also provides support to Cedefop staff in planning, designing, and carrying out procurement and contracting procedures, and monitors administrative and financial aspects of contract execution.

Principal output 2014	Timing/frequency
• effective guidance for all involved in implementation of the 2014 budget to ensure optimal execution, also in the accompanying ABB;	Throughout the year
• implementation in collaboration with ICT of new provisions of the revised framework Financial Regulation;	First semester
• follow up conclusions and recommendations of the study 'Fibus versus ABAC';	First semester
• complete execution of procurement planning exploiting all features of ProLive;	Throughout the year
• delivery of training on finance and procurement matters to staff.	Throughout the year

### Project 3: Information and communication technology (ICT)

ICT provides underlying hardware, software, network infrastructure, and enterprise services. In 2014, work will also focus on implementing the revised ICT strategy, which considers new technologies and cloud computing.

Principal output 2014	Timing/frequency
• well-maintained core ICT infrastructure of core systems, workstations and operational services, such as Europass, Olive, Fibus, Livelink, contact and bibliographical databases, web services for internal and Internet users;	Ongoing
• support development of the EU skills panorama;	Throughout the year

<ul style="list-style-type: none"> <li>• implement the revised ICT strategy: <ul style="list-style-type: none"> <li>– improve user-friendliness and support,</li> <li>– formalise project management,</li> <li>– proactive and systematic (re)search for new products/solutions for increasing efficiency and user–friendliness,</li> <li>– technology watch for Fibus-related software;</li> </ul> </li> </ul>	Throughout the year
<ul style="list-style-type: none"> <li>• feasibility study for potential replacement of Livelink (document management system, collaboration tool);</li> </ul>	First semester
<ul style="list-style-type: none"> <li>• implementation of conclusions of the feasibility study for potential replacement of Livelink;</li> </ul>	Second semester
<ul style="list-style-type: none"> <li>• testing business continuity plan of ICT systems.</li> </ul>	Throughout the year

#### Project 4: **Facilities**

Facilities service strives within budgetary constraints to continue to ensure maintenance and security of the building and deliver adequate support to allow staff to achieve Cedefop’s objectives.

In 2014, this service will focus on follow-up of the additional repair works for the building disorders and standard maintenance of the infrastructure, as well as business continuity and contract procedures.

Principal output 2014	Timing/frequency
<ul style="list-style-type: none"> <li>• implementation and follow-up of the additional repair works for the building disorders (implementation by Egnatia Odos AE with Greek funding);</li> </ul>	First semester
<ul style="list-style-type: none"> <li>• basic facilities and security services, maintenance works;</li> </ul>	Throughout the year
<ul style="list-style-type: none"> <li>• painting internal surfaces of the building;</li> </ul>	Throughout the year <sup>(26)</sup>
<ul style="list-style-type: none"> <li>• completion of new audio-visual equipment for the conference rooms;</li> </ul>	First semester <sup>(27)</sup>
<ul style="list-style-type: none"> <li>• implementation of the new building monitoring system (BMS);</li> </ul>	First semester
<ul style="list-style-type: none"> <li>• follow up ongoing services contracts, draft technical specifications for new calls for tenders;</li> </ul>	Throughout the year
<ul style="list-style-type: none"> <li>• facilities contribution to business continuity plan.</li> </ul>	Throughout the year

<sup>(26)</sup> Implementation of this project is subject to completion of the repair works.

<sup>(27)</sup> Ibid.

# Annexes

work  
programme



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## ANNEX I

## Activity-based budget (ABB) 2014

Activity name	FTE (*)		Title 1	Title 2	Title 3	Total		
	Initial	Current				Initial	Current	(%)
Policy analysis and reporting	24.70	24.70	2 151 918.19	310 859.94	1 475 088.48	3 937 866.61	95 301.67	2.42%
Common European tools, qualifications and learning outcomes	26.10	26.10	2 508 631.71	328 608.76	1 125 919.97	3 963 160.44	103 382.03	2.61%
Study visits	4.95	4.95	425 545.05	62 219.11	46 102.68	533 866.84	18 764.79	3.51%
Empowering adults and young people	22.60	22.60	1 956 731.62	284 550.79	1 176 211.19	3 417 493.60	90 032.00	2.63%
Skills analysis	24.85	24.85	2 225 232.73	312 803.66	1 081 436.49 <sup>(1)</sup>	3 619 472.88	95 546.00	2.64%
External communication	7.17	7.17	685 164.22	90 040.02	112 998.13	888 202.37	27 337.96	3.08%
Documentation and information	12.79	12.79	1 166 775.06	160 917.58	284 159.94	1 611 852.58	64 168.71	3.98%
<b>ABB</b>	<b>123.16</b>	<b>123.16</b>	<b>11 119 998.59</b>	<b>1 549 999.86</b>	<b>5 301 916.88</b>	<b>17 971 915.33</b>	<b>494 533.16</b>	<b>2.75%</b>
<b>Budget 2014</b>			<b>11 120 000.00</b>	<b>1 550 000.00</b>	<b>5 301 917.00</b>	<b>17 971 917.00<sup>(2)</sup></b>		

(\*) FTE: The FTE comprises a) the direct staff allocation and b) the redistribution of the non-core activities. The initial redistribution key is based on the planned costs while the current is based on the activities' actual costs (blocked).

<sup>(1)</sup> Not included DG EMPL Delegation Agreement No VS/2013/0554 (BRS 1/2013): EUR 600 000 for the European skills panorama project.

<sup>(2)</sup> Total budget comprises:

EU subsidy	17 433 900.00	EUR
N&I (contributions 2013)	523 017.00	EUR
Cedefop own revenue (Title 2 & 3)	15 000.00	EUR
<b>TOTAL</b>	<b>17 971 917.00</b>	<b>EUR</b>

Budget 2014	Title 1	Title 2	Title 3	Total
Initial amount	11 120 000.00	1 550 000.00	5 301 917.00	17 971 917.00
Various transfers	0.00	0.00	0.00	0.00
BRS (supplementary amending budget)	0.00	0.00	0.00	0.00
<b>Final Amount</b>	<b>11 120 000.00</b>	<b>1 550 000.00</b>	<b>5 301 917.00</b>	<b>17 971 917.00</b>
Budget Execution 2014	Title 1	Title 2	Title 3	Total
Blocked	857 694.14	394 413.07	55 254.75	1 307 316.96
(Blocked/Final Amount) %	7.71 %	25.45 %	1.04 %	7.27 %
Paid	825 658.35	31 937.91	0.00	857 596.26
(Paid/Final Amount) %	7.42 %	2.06 %	0.00 %	4.77 %

**NB:** In addition to the committed and paid Title 3 direct cost as shown in the table on the top of the page, there are also transversal Title 3 costs which are not directly attributed to activities and which are included in the table on budget execution above. These account for the differences between the committed and paid direct costs for Title 3 and the committed and paid total costs for Title 3.

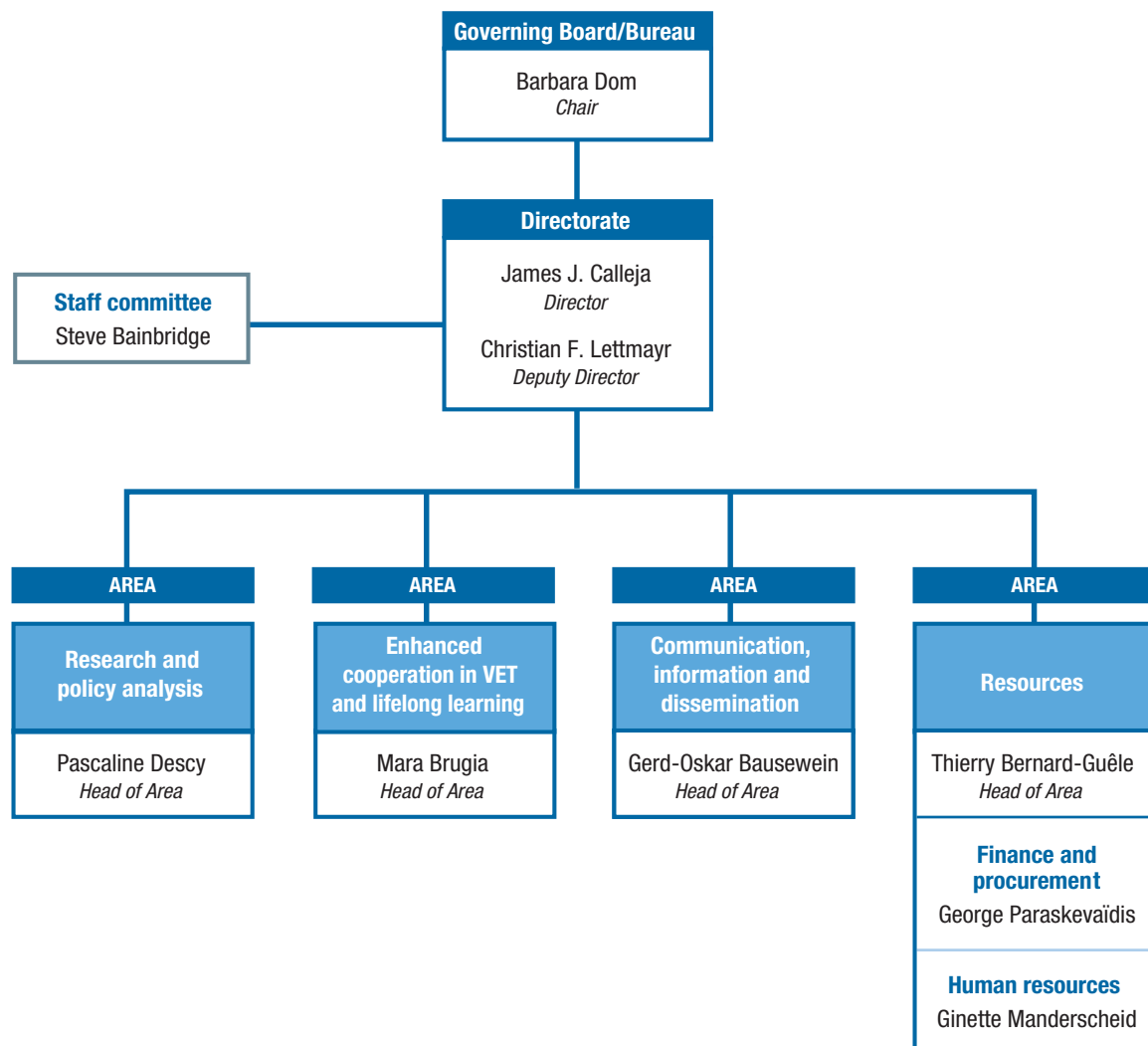
**Paid:** The final stage, that is, the payment run or physical payment which is made via the banking system.

**Blocked:** (Or legal commitment) is the act whereby the authorising officer enters into or establishes an obligation which results in a charge (for instance a contract, grant agreement or order form).

ANNEX II

# Cedefop organisation chart

(situation on 1 January 2014)

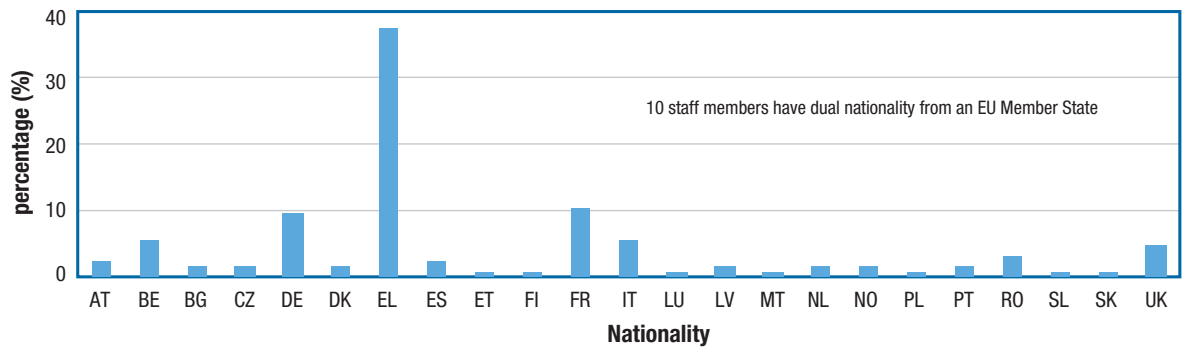


ANNEX III

# Human resources

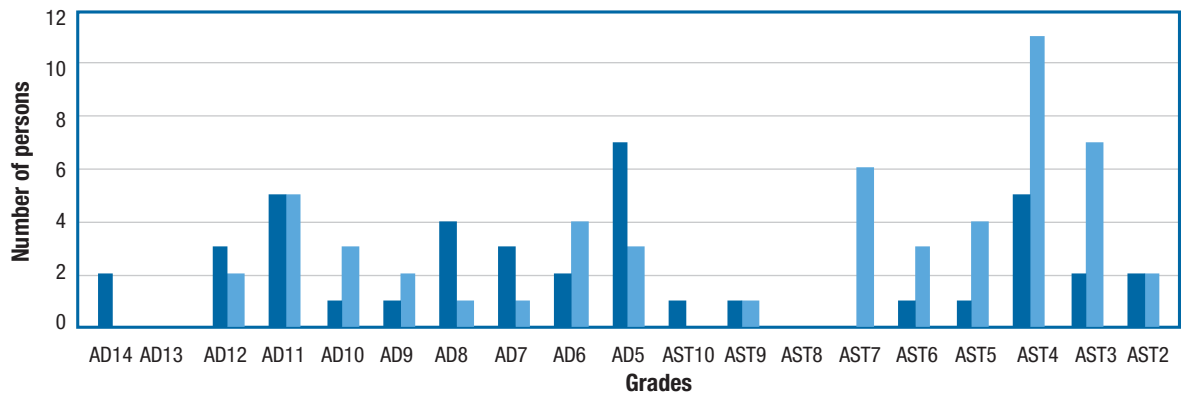
**Staff by nationality (31.12.2013)**

(includes officials, TAs, CAs and seconded national experts)

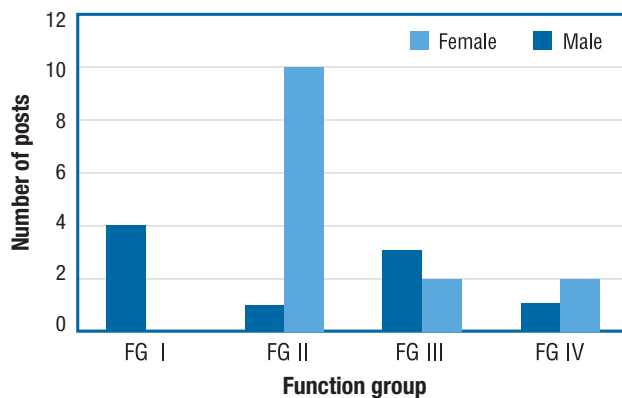


**AD and AST categories of temporary agents and officials by gender (for 2013)**

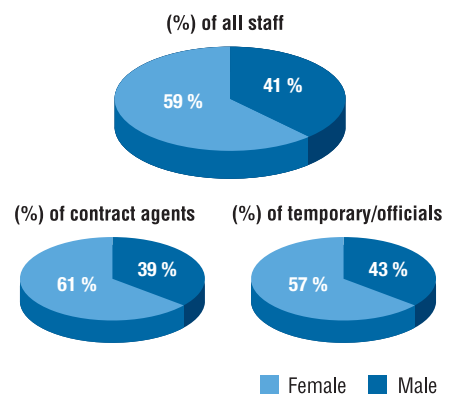
Female Male



**Category of contract agents by gender (for 2013)**



**Staff by gender**





# Indicative overview of 2014 grants and procurement

The following description of currently envisaged grants and procurements in 2014 is structured according to respective requirements of Article 55.1-2 of the Implementing Rules of the Financial Rules (Article 60.2-3) of Cedefop.

## A. Grants 2014

Cedefop provides grants exclusively to ReferNet partners. In 2012, Cedefop concluded a four-year framework partnership agreement (2012-2015) with ReferNet partner institutions. Cedefop will sign a specific grant agreement with all partners foreseeing implementation of the 2015 annual work plan outlined below.

### (a) **Basic act and budgetary line**

Award of EU grants is governed by legal basis of the programme and the Financial Regulations, and must respect the procedures laid down therein:

- Regulation (EEC) No 337/75 of the Council of 10 February 1975 establishing a European Centre for the Development of Vocational Training;
- Cedefop's work programme 2014;
- Cedefop's financial rules and Implementing rules (of 5 June 2009 and 17 December 2010 respectively);
- Council Regulation (EC, Euratom) No 1605/2002 of 25 June 2002 on the Financial Regulation applicable to the general budget of the European Union – *applicable until 31 December 2012, as last amended on 17 December 2007*;
- Commission Regulation (EC, Euratom) No 2342/2002 of 23 December 2002 laying down detailed rules for implementation of Council Regulation (EC, Euratom) No 1605/2002 on the Financial Regulation applicable to the general budget of the European Union – *applicable until 31 December 2012, as last amended on 23 April 2007*;
- Regulation (EU, Euratom) No 966/2012 of the European Parliament and of the Council of 25 October 2012 on the financial rules applicable to the general budget of the Union and repealing Council Regulation (EC, Euratom) No 1605/2002 – *applicable from 1 January 2013*;
- Commission Delegated Regulation (EU) No 1268/2012 of 29 October 2012 on the rules of application of Regulation (EC, Euratom) No 966/2012 of the European Parliament and of the Council on the financial rules applicable to the general budget of the Union – *applicable from 1 January 2013*.

The budget line for Cedefop grants is: 3250 (for the 28 EU countries and for associated countries Norway and Iceland).

(b) **Priorities of the year, objectives to be fulfilled and foreseen results with the appropriations authorised for the financial year**

1. **Priorities and objectives in 2015 (grant 2014)**

Priority will be given in 2015 to reporting on national VET systems and policy developments. This reporting corresponds to reinforced governance at EU level requiring continuous monitoring of VET policy developments. A second priority is to raise visibility of VET issues at national level and act as a multiplier and dissemination channel for Cedefop products.

2. **Foreseen results**

ReferNet members are required to deliver:

- progress of VET policies,
- VET in Europe country report spotlight flyer,
- two articles,
- national news on VET,
- bibliographic references.

ReferNet members are also expected to maintain a national ReferNet website and develop a visibility strategy for Cedefop/ReferNet products at national level.

(c) **Main selection and award criteria to select the proposals**

To select partners to conclude a framework partnership agreement (FPA) for 2012-15, professional competence and qualifications required to complete the activities requested for duration of the FPA, as well as the financial capacity, have been evaluated following the criteria below.

**Selection criteria**

*Technical and professional capacity*

The applicant must demonstrate competence in VET and capacity to network with national/international organisations. This has been assessed based on a detailed presentation of the institution, including an organisation chart showing positioning of the ReferNet team, description of regular contacts with other national/international VET institutions, and evidence of publications and databases on VET.

The applicant's team of experts proposed to carry out the activities must have relevant professional competence and qualifications to guarantee their successful implementation. In particular, they must meet the following requirements.

The ReferNet team coordinator must have a minimum of five years' professional experience in: (a) managing projects similar in scope and/or nature; (b) conducting policy analysis, research and/or evaluation of programmes and policies in VET or related fields at national level; (c) working on VET and lifelong learning, and have at least C1 level in English.

Members of the ReferNet team must have a minimum of three years' relevant professional experience and must, as a whole, demonstrate competence in: (a) collecting national information and data monitoring; (b) analysing and reporting on developments in national VET systems, arrangements and policies; (c) analysing and summarising large amounts of information; (d) drafting reports, articles and other material on national VET for publication online or in hard copy; (e) developing and managing website content. They must also have at least B2 level in English.

This has been assessed based on detailed CVs for each member proposed.

### *Financial capacity*

The applicant must be in a stable financial position and have the economic and financial capacity to carry out the requested tasks. This has been assessed based on the profit and loss accounts and balance sheet for the last two financial years for which the accounts have been closed.

Verification of financial capacity shall not apply to public bodies or international organisations; such status has been verified against the documentation provided by the applicant in relation to

### Award criteria

- Adequacy of the proposed approach to ensure broad cooperation with various national VET institutions and stakeholders; methods proposed to mobilise their expertise; cooperation with – and support from – national authorities demonstrated by a dedicated letter of recommendation issued by relevant government authorities
- Adequacy and efficiency of work organisation including task distribution between ReferNet team members
- Quality and relevance of working methods, data sources and quality assurance measures
- Relevance of risk analysis and adequacy of contingency measures

### Award criteria for the 2014 specific grant agreements

All applicants have been required to submit a proposal for the ReferNet work plan 2015 including an estimated budget in euro. This work plan will be cofinanced by a specific grant agreement. The proposal must fulfil the specifications outlined in the application form (annex).

Proposals for the ReferNet work plan 2015 will be evaluated using the following criteria:

- consistency of the proposal with Cedefop specifications and expected deliverables;
- quality of the proposal in terms of working methods, data sources, work organisation and project plan;
- timeliness and compliance with Cedefop's timetable;
- requested amount of the grant not exceeding ceiling and percentage set by Cedefop (70% of total eligible costs).

### (d) **Maximum possible rate of cofinancing and different rates envisaged**

In all cases, Cedefop's total contribution will not exceed **70%** of eligible costs. Therefore, 30% minimum of total estimated eligible expenditure must come from sources other than the European Union budget. Proposals must include evidence that cofinancing for the remainder of the total cost is available (secured).

The cofinancing amount has further maximum limits set by Cedefop for different country groups. The criterion for subdivision in the three country groups below is the population.

The total available budget for the ReferNet work plan 2015 (SGA 2014) is distributed as follows:

	<b>Maximum grant amount</b>
<b>Country group 1:</b> Croatia, Cyprus, Estonia, Latvia, Lithuania, Luxembourg, Malta, Slovenia and Iceland	EUR 23 615
<b>Country group 2:</b> Austria, Belgium, Bulgaria, Czech Republic, Denmark, Finland, Greece, Hungary, Ireland, Netherlands, Portugal, Romania, Slovak Republic, Sweden and Norway	EUR 33 625
<b>Country group 3:</b> France, Germany, Italy, Poland, Spain, United Kingdom	EUR 43 620

It is noted that in 2013 Cedefop launched two “double” calls for proposals, aiming at awarding a (reduced) FPA for two years (2014-15) and a SGA 2013 for Croatia (new EU Member State from 1 July 2013) and Denmark (following restructuring and change of status of the initial FPA 2012-15 partner). The FPAs and SGAs for Croatia and Denmark were signed on 31 October 2013 and 1 November 2013 respectively, so these two new partners are included in the table above and are expected to be awarded a SGA 2014 as all other current FPA partners.

However, Cedefop will have to relaunch in early 2014 a ‘double’ call for proposals for Romania, as the initial FPA 2012-15 partner declared inability to perform the second half of the FPA (actions 2014 and 2015).

(e) **Timetable and indicative amount of the calls for proposals for the SGAs 2014**

Following the above, Cedefop’s grant award activity in 2014 will only consist of launching a call aiming at concluding with each of the 30 ReferNet partners a specific grant agreement for a work plan to be carried out in 2015.

The timeframe spans from May to September 2014, and the maximum total value of the SGAs 2014 to be signed is EUR 978 630.

## B. Procurements 2014

(a) **Global budgetary envelope reserved for the procurements during the year**

The forecasted total amount of commitments is about EUR 4.5 million for 2014. It will result from procurement procedures of 2014, including first order form(s) on new framework contracts and (four) procedures started in 2013, of about EUR 2 050 000, and the forecast total value of order forms to be issued in 2014 on existing framework contracts, of about EUR 2 450 000.

As regards the total value of order forms on existing framework contracts, approximately EUR 830 000 (34%) concern Titles 1 and 2 expenditure and EUR 1 620 000 (66%) concern Title 3 expenditure.

**(b) Indicative number and type of contracts envisaged and their subject in generic terms**

It is planned to launch 15 to 16 open procedures (OPs) and 12 to 15 negotiated procedures (NPs) to cover contracting needs of Cedefop in line with the annual work programme. About half the OPs and almost all the NPs concern administrative (staff and operating) expenditure of Titles 1 and 2 of the budget. The remaining OPs concern operational expenditure (Title 3 of the budget). At this stage, it is therefore expected to administrate some 30 new procedures in 2014.

**(c) Indicative timeframe for launching the procurement procedures**

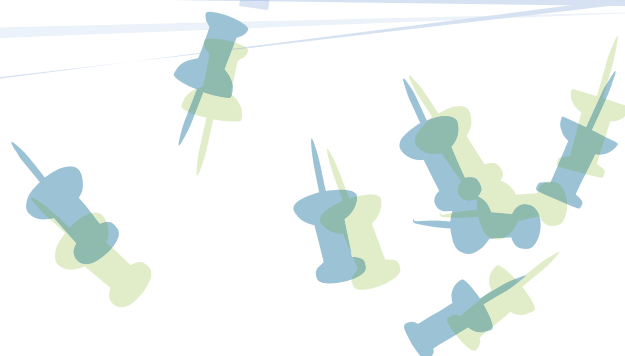
Timing of procurement and grant activities is organised to ensure the expected contracts are in place when needed by the services concerned and procurement service resources are properly used throughout the year.

In consequence, about 15 (50%) of the procedures are planned to start in the first quarter and be concluded in the second, and that in each of the following three quarters about 5 (17%) procedures will be started per quarter and concluded in the next one. Those of the last quarter will be due to be concluded in first three months of 2015. More detailed procurement planning is reflected in the annual management plan.

Implementation is reported to the Governing Board in the progress report and the annual activity report.

Finally ProLive, an automated online tool used to carry out and monitor electronically all procurement and grant activity at Cedefop, will, from the 2014 exercise, produce the procurement planning table and its regular updates as required.

open procedures



ANNEX V

## Cedefop networks

Network title	For more information see:
<b>ReferNet</b> – The European network of reference and expertise	<a href="http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx">http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx</a> <a href="http://extranet.cedefop.europa.eu/">http://extranet.cedefop.europa.eu/</a>
<b>Skillsnet</b> – Network on anticipation of skill needs	<a href="http://www.cedefop.europa.eu/EN/about-cedefop/networks/skillsnet/index.aspx">www.cedefop.europa.eu/EN/about-cedefop/networks/skillsnet/index.aspx</a>

networks



# Cooperation with the European Training Foundation (ETF)

## FRAMEWORK FOR COOPERATION BETWEEN CEDEFOP AND THE EUROPEAN TRAINING FOUNDATION

under the education and training 2020 programme and the strategic framework for European co-operation in education and training

### 1. Background

Cedefop's mission is to support the development of European vocational education and training policies and contribute to their implementation. Cedefop works with the European Commission, the Member States and social partners and responds to their distinct needs as they develop and implement different aspects of European VET policy.

ETF operates under the framework of the EU's external relations policies and provides support to the European Commission and countries and territories outside the EU that receive assistance through the EU's Enlargement, Neighbourhood and Development and Cooperation policies.

Both Cedefop and ETF support the European Commission in the field of vocational education and training in a lifelong learning context. The respective operations of Cedefop and ETF are distinguished by distinct mandates established by their Founding Regulations.

The differences in the operational focuses of Cedefop and the ETF are also delineated in the functions that they conduct under their mandates. The ETF carries out activities involving the following key actions: thematic and technical advice in human capital development to EU services (European Commission: DG Education

and Culture, DG Enlargement, DG Development and Cooperation, DG Employment, Social Affairs and Inclusion, DG Enterprise and Industry, DG Home Affairs; and the European External Action Service) and in support of the external relation programmes (IPA, ENPI, DCI) in programming and project cycle; policy advice to partner country governments and stakeholders on policy solutions appropriate to the problems they face and capacity building of key actors, including governments, in the field of education and training and employment. The ETF also disseminates information on approaches and trends in vocational education reform being followed in the EU. Cedefop aims to generate new insights and fill knowledge gaps undertaking strategic research and comparative analyses to support EU objectives in VET, providing policy advice to and raising awareness among stakeholders and the wider public. Cedefop's work aims to:

- (a) promoting European VET and lifelong learning policy by providing evidence and analysis; and
- (b) strengthen European cooperation, by supporting Member States to implement common European tools and principles, share policy priorities, and exchange experience.

Without prejudicing the distinctive mandates and functions of either Cedefop or ETF, the shared focus on vocational education and training offers potential synergies through co-operation. Cedefop offers information and reports on EU experiences that can be useful to guide Candidate and neighbouring Countries on how they may be able to follow EU trends in education and training during the Enlargement process. Likewise, ETF's work supports Candidate Countries during reporting of progress being made under the Copenhagen process. More generally, Cedefop's work provides a pool of European research on vocational education and training policies that can be partially shared with partner countries and territories.

The potential for the synergies and complementarities is recognised in the Founding Regulations of both agencies. In particular, ETF's Council Regulation requires ETF and Cedefop to systematise their co operation in the framework of a joint annual work programme annexed to their annual work programmes. This report is subsequently provided to the European Parliament as part of their annual reporting processes.

## 2. Cooperation between Cedefop and the ETF 1997-2009

Since 1997, Cedefop and the ETF, have developed a formal cooperation within the framework of their own specific missions and responsibilities. Co-operation between the two agencies is defined through an agreement <sup>(1)</sup> which was developed in 2001 in advance of the EU enlargements of 2004 and 2007. The agreement facilitated effective working arrangements between the two organisations during the Enlargement process, including the introduction of the new Member States to Cedefop's Refer networks, as well as reporting and research processes.

Between 2001 and 2009, the ETF and Cedefop have co operated in:

- ETF support to candidate countries for their participation in Cedefop projects and initiatives;
- the joint development and parallel implementation of projects through a series of joint activities for candidate countries as part of each agency's annual work programme;
- the involvement of Cedefop and ETF experts in events and projects of mutual interest organised by both agencies;
- regular exchange and use of each other's publications during the implementation of their own work programmes: for example, ETF staff have drawn on Cedefop's national and topical reports within the context of the various VET reform programmes for which it has been responsible; similarly, Cedefop makes good use of the various candidate country reports produced by the ETF in the preparation of its Study Visits Programme;
- Cedefop representation on the ETF's Editorial Board and vice versa.
- exchanges of information, covering two meetings per year to ensure knowledge sharing, on different policy options which can help advance reforms in national education and training systems in the EU and in third countries as part of Education and Training 2010 work programme.
- participation in Learning Cluster Meetings in support of the Education and Training 2010 work programme (to which Member States, the candidate and EFTA/EEA countries participate)
- collaborations and exchange of experiences and good practices on administrative issues.

Since 2009 and following the inclusion of Romania and Bulgaria in the EU, Cedefop has concluded its project on familiarization of candidate countries to Cedefop's activities.

<sup>(1)</sup> Framework for Co-operation between ETF and CEDEFOP, June 2001.



### 3. Cooperation between Cedefop and the ETF 2010-2013

Co-operation between the two agencies was reconfirmed through an agreement <sup>(2)</sup> which was developed in 2009. The agreement facilitated effective working arrangements between the two organisations. Between 2010 and 2013, the ETF and Cedefop have co-operated in:

- Exchanges of information and experiences on key EU and third countries policy issues of mutual interest which are of relevance in each agency's mandate. Two meetings per year (one in Thessaloniki and one in Turin) ensured knowledge sharing.
- Cooperation on the EQF/NQF implementation activities. Cedefop and ETF have also cooperated to integrate and align their analyses of NQF developments into a world-wide overview of developments prepared in cooperation with UNESCO in 2013. Cedefop covered the EU2020 countries, ETF the partner countries and UNESCO the third countries developments. Cedefop was also involved in the development of the ETF Qualifications Platform which is a communication tool on qualifications and framework developments worldwide. ETF also contributed to the Cedefop monitoring of National Qualifications Frameworks development in Europe by providing information on candidate countries.
- ETF also contributed to the Cedefop monitoring of ECVET implementation developments in Europe by providing information on candidate countries.
- Regular citations of each other's work, materials and publications where relevant to the implementation of the Education and Training 2020 programme, the strategic framework for EU cooperation in education and training ("ET 2020") and its tools, the Instrument for Pre-Accession (IPA) and the European Neighbourhood and Partnership Instrument (ENPI);
- Cooperation for the reporting progress of Candidate Countries as part of the follow up of the Bruges communique on reinforcement of cooperation in VET. Cedefop cooperated with ETF in the context of the Copenhagen working group on how to include progress of candidate countries in the synthesis report which was drafted by Cedefop on progress across the EU and in candidate countries.
- Both Cedefop and ETF are establishing members of the Interagency group on "Greening TVET and skills development" together with UNEVOC, OECD, ILO and other international agencies. The Inter-agency Working Group meets on a regular basis with the aim to enhance cooperation among members by building on on-going projects and activities. Cedefop and ETF together with ILO were also engaged in a joint venture to publish series of guides on skills anticipation and matching.
- Candidate Countries that are involved in the Lifelong Learning programme participated in the study visit programme of Cedefop on the same basis as Member States.
- Cooperation and exchange of information and good practices on administrative issues. Ad hoc procedures on specific issues.

### 4. Cooperation between Cedefop and the ETF 2014-2017

In the context of the institutional mandate and the geographical scope of each agency, Cedefop and ETF will continue their cooperation in the period 2014-2017. Following past experience and cooperation between the two agencies and also the comments by the European Parliament, the agencies will continue, to fully exploit possibilities for synergies between them, while respecting their mandates. The two agencies aspire to further strengthen their synergy through more structured and medium-term cooperation in projects and joint activities of common concern to the Commission and to each of the agencies' stakeholders and regulatory functions.

<sup>(2)</sup> Framework for Co-operation between ETF and CEDEFOP, November 2009.

This should ensure the complementarity of the activities of the two agencies in the following areas of cooperation and knowledge sharing.

- VET policy reporting as part of the follow up of the Bruges communique on reinforcement of cooperation in VET and follow up action on entrepreneurial learning.
- Qualifications and other EU tools. Cooperation will cover the external dimension of the EQF including international qualifications, the development of the Qualifications Platform, the referencing of NQFs to the EQF and the development and implementation of the European Area of Skills and Qualifications focusing on permeability and in particular EQF levels 5 and 6.
- Work based and work place learning
- Validation of non-formal and informal learning
- Skills matching and anticipation
- Involvement of Cedefop and ETF experts in events and projects of mutual interest organised by both agencies
- Cooperation regarding information and library services: agencies representatives will assess potential for development of increased collaboration, looking for economies of scale and increased service levels.
- Innovation in VET (pedagogical, organisation, finance, management *(ETF proposal)*).

**Madlen Serban**  
Director ETF

**James Joachim Calleja**  
Director Cedefop

## 5. Implementing the framework for cooperation

Cedefop and the ETF will implement the framework through a joint annual work programme annexed to the annual work programmes of each agency. Cedefop and ETF will convene two joint thematic meetings per year to ensure knowledge sharing and complementarity in their activities. ETF and Cedefop will provide an annual report to the European Parliament concerning the implementation of the framework of cooperation. This will be included in the Annual Activity Report of both agencies. Ongoing strategic collaboration between the two agencies will be maintained through co-operation at the Director level and the attendance of the Board meetings of the two agencies. The framework for co-operation will be reviewed at the request of either agency's Governing Board at the latest by 2017.

## Cedefop–ETF work programme 2014

Core themes	Specific themes for 2014	Exchange of information and good practices	Joint actions	Knowledge-sharing seminars
<b>Vocational education and training system development and provision</b>	VET policy reporting, including lessons learned and follow-up action on entrepreneurial learning	Exchange of information and experience on EU and third country policy and operational issues	Follow-up of the 2012-13 stocktaking exercise and 2014 policy reporting on the Copenhagen process	<p>Thessaloniki KSS (ETF-Cedefop) – June 2014</p> <p>Torino KSS seminar (ETF-Cedefop) – October 2014</p> <p>2014 corporate ETF conference on qualifications</p> <p>2014 Cedefop Agora conference on skills mismatch – June 2014</p>
	Work-based and workplace learning			
	Qualifications development		<p>Cooperation on:</p> <ul style="list-style-type: none"> <li>external dimension of the EQF including international qualifications</li> <li>development of the qualifications platform</li> <li>development and implementation of the European area of skills and qualifications focusing on permeability and in particular EQF levels 5 and 6</li> <li>referencing NQFs to the EQF</li> <li>validation of non-formal and informal learning</li> </ul>	
	Skills matching and anticipation		Cooperation in development of methodologies Iterative process	
<b>Administrative issues</b>	HR, procurement, finance, budget, ABAC implementation	Exchange of good practices		
<b>Strategic issues</b>	Participation in Governing Board meetings PMS	Cedefop GB: June 2014 ETF GB: June 2014 and November 2014		

# Cooperation Cedefop – Eurofound



## ANNEX TO THE COLLABORATION AGREEMENT

BETWEEN THE EUROPEAN FOUNDATION FOR THE IMPROVEMENT OF LIVING AND WORKING CONDITIONS (EUROFOUND) AND CEDEFOP

### ACTION PLAN – JANUARY TO DECEMBER 2014

ACTIONS	ACTIVITIES
<p><b>Information sharing on analytical work and on-going research</b></p>	<ol style="list-style-type: none"> <li>1. EUROFOUND will share with Cedefop information and experience resulting from its research on 'Sustainable work throughout the life course'.</li> <li>2. EUROFOUND will share with Cedefop information and experience resulting from its research on 'Improving Working Conditions in occupations for persons with multiple disadvantages'.</li> <li>3. Both Agencies will inform each other on work related to Career work life transitions (Cedefop) and Mid-career review (EUROFOUND).</li> <li>4. The two Agencies will alert each other regarding forthcoming work that might be of interest to each other, particularly in relation to the Skills Panorama <sup>(1)</sup>. In particular, Cedefop and EUROFOUND will co-operate to complement their respective expertise at EU and sectoral level.</li> </ol>
<p><b>Participation in surveys carried out by the respective Agency</b></p>	<ol style="list-style-type: none"> <li>1. Participation of EUROFOUND in Cedefop's survey on skill mismatch and obsolescence (Steering Committee).</li> <li>2. Participation of Cedefop in EUROFOUND's European Company Survey and European Working Conditions Survey working groups.</li> </ol>

<sup>(1)</sup> In line with the Employment Package and 'Towards a job-rich recovery' EC Communication (p. 14, 15, 24).

# cooperation agreements

## ACTIONS


## ACTIVITIES

<p><b>Cooperation regarding information and library services</b></p>	<p>In 2014, the library services of Cedefop and EUROFOUND will organise a meeting in order to establish an action plan looking for economies of scale and increased service levels. The main aim is to coordinate strategies.</p>
<p><b>Organisation of one annual review meeting</b></p>	<p>Organisation of one annual review meeting (possibly in the form of a teleconference) of the joint work programme.</p>
<p><b>Exchange of draft work programmes before their approval by the respective Administrative/Governing Boards</b></p>	<p>Both agencies, Cedefop and EUROFOUND will inform their Administrative/Governing Boards on the implementation of the action plan.</p>

On behalf of EUROFOUND Stavroula Demetriades has been nominated as the contact person for this Agreement. Eleonora Schmid will be Cedefop's contact person.

The action plan will be included in the annual work programme of Cedefop and EUROFOUND.

  
FOR EUROFOUND  
**Juan Menendez-Valdes**  
Director

  
FOR CEDEFOP  
**James Joachim Calleja**  
Director

# Planned publications and events 2014

## Planned publications list 2014

<b>1st</b> QUARTER	Activity: <b>Policy analysis and reporting</b>
	• VET in Greece, short description
	• VET in Greece, spotlight
	• Country statistical overviews
<b>2nd</b> QUARTER	Activity: <b>Empowering adults and young people</b>
	• Value of experience. Guidance in employers' active ageing strategies
	• Using a career compass: learning for labour market transitions
	Activity: <b>Skills analysis</b>
	• Applying new classifications of occupations and sectors to labour market data
<b>3rd</b> QUARTER	Activity: <b>Policy analysis and reporting</b>
	• VET in Europe – Spotlights on VET
	• Cedefop policy report 2014
	• Job-related learning and vocational training in Europe – Synthesis report
	• VET in Italy, short description
	• VET in Italy, spotlight
	Activity: <b>Common European tools, qualifications and learning outcomes</b>
	• Role of unitisation in VET in supporting implementation of credit arrangements for mobility and lifelong learning
	Activity: <b>Skills analysis</b>
	• Anticipating and matching skills at sector level (jointly with ETF, ILO)
	• Designing a European employer survey on skill needs – Instrument and sampling
• Matching and anticipating skills –Role of employment services (jointly with ETF, ILO)	
• Methods for skills needs anticipation: a guide on foresights, scenario analyses and quantitative forecasting (jointly with ETF, ILO)	

# publications



## 4th QUARTER

### Activity: **Common European tools, qualifications and learning outcomes**

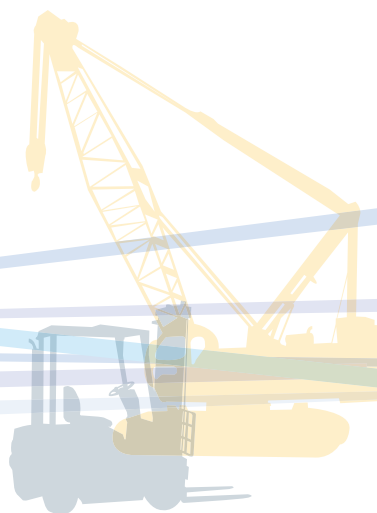
- Analysis and review of NQF developments in Europe
- EU credit systems in education and training
- EU quality assurance initiatives for education and training
- EU tools and individuals
- EU tools and learning outcomes
- EU tools and the labour market
- Teaching and learning methods in initial VET
- The European inventory on validation of non-formal and informal learning
- Update of the European guidelines for validation of non-formal and informal learning (jointly with EC)

### Activity: **Empowering adults and young people**

- Country report on efficiency and quality of renewing apprenticeship standards and programmes
- Policy handbook on access to and participation in CVET
- Report on early leaving from education and training (jointly with Eurydice)

### Activity: **Skills analysis**

- Skill supply and demand up to 2025 – Country forecasts
- Skill mismatch in Europe – Incidence, determinants and effective policy solutions
- Skill supply and demand in Europe – New forecast 2014
- Use of labour market information for matching and anticipating demand and supply of skills (jointly with ETF, ILO)



## Planned events list 2014

<b>1st</b> QUARTER	<ul style="list-style-type: none"> <li>• ReferNet: Visibility and quality of ReferNet deliverables – First meeting</li> <li>• Final plenary meeting of the thematic working group on trainers in VET (jointly coordinated with the European Commission)</li> <li>• Joint Cedefop/ETF/ILO workshop on methods for anticipating skill needs</li> <li>• OECD-Cedefop green skills forum 2014</li> <li>• Designing a European employer survey on skill needs – Instrument and sampling</li> <li>• Event for the local education and training community during the Greek Presidency and Thessaloniki youth capital 2014</li> <li>• ‘Matching’ conference to support developments in establishing bilateral apprenticeship alliances</li> </ul>
<b>2nd</b> QUARTER	<ul style="list-style-type: none"> <li>• ReferNet regional meetings</li> <li>• Progression opportunities between VET and higher education in Europe and role of ECVET and ECTS (workshop)</li> <li>• ECVET annual forum (jointly with the European Commission)</li> <li>• Quality requirements for new forms of teaching and learning in VET (workshop)</li> <li>• Role of VET in reducing early leaving from education and training (workshop)</li> <li>• Validation of skills forecast data by country (workshop)</li> </ul>
<b>3rd</b> QUARTER	<ul style="list-style-type: none"> <li>• Reforming VET in the EU – What next? (Joint conference with DG EAC under the auspices of the Italian Presidency)</li> <li>• ReferNet: Visibility and quality of ReferNet deliverables – Second meeting</li> <li>• Costs and benefits of apprenticeship (workshop)</li> </ul>



# meetings events conferences

- 
- 4th** QUARTER
- Policy event to present new skills forecast 2014 results (in collaboration with DG EAC and DG EMP)
  - ReferNet annual plenary meeting
  - Synergy between EU tools and principles
  - Work-based learning in CVET in Europe (workshop)
  - Sector-based anticipatory system – SBAS implementation and first results (workshop)
- 

## Publications and information available for EU Member States, Norway and Iceland

- 
- Spotlight on VET <sup>(28)</sup>
  - Country report on VET <sup>(29)</sup>
  - Country statistical overviews – 2013 update
  - Cost-sharing mechanisms to finance CVET/adult learning
  - Validation of non-formal and informal learning
  - Review of NQF developments
- 

Information available on Cedefop's web portal at:  
<http://www.cedefop.europa.eu/EN/Index.aspx>

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<sup>(28)</sup> In 2013, Cedefop published spotlights for Croatia, Iceland, Czech Republic, Cyprus and Slovakia.

<sup>(29)</sup> In 2014, Cedefop will prepare hardcopy publications on VET in Greece and VET in Italy.

# Performance measurement and continuous improvement at Cedefop

In 2014, Cedefop's performance measurement system (PMS) will continue to measure impact, efficiency and relevance of Cedefop's work. Steered by the overall strategic context, it safeguards alignment of activities in the annual work programme with Cedefop's strategic objective and medium-term priorities 2012-14.

Cedefop is one of the first European agencies to have used performance measurement since 2009 to support transparent reporting to stakeholders and promote a culture of continuous improvement among its staff. The PMS sets the proper context to analyse and provide evidence on the added value of Cedefop's work while communicating at the same time the direction the organisation is going in.

Cedefop's performance measurement framework concentrates on three types of results:

- the organisation's impact in helping develop European VET policy;
- outcomes or achievements of Cedefop's activities;
- its output.

These types of results need to be measured in different ways. While Cedefop has direct control of its output, outcomes and impact are less tangible and depend on several external factors.

Cedefop's desired impact is to promote an evidence-based European VET and skills policy agenda, strengthen European cooperation and be acknowledged as an authoritative source of information on VET, skills and competences, as well as a well-run organisation. This impact can be realised in the medium to long term and is due to situational changes in European VET and related policy achieved through direct and indirect use of Cedefop's work by policy-makers.

Systematic external and internal evaluations, mostly based on assessments by Cedefop's stakeholders or qualitative assessment of PMS indicators, try to capture the long-term impact of Cedefop. As impact is linked to a combination of projects or activities, frequently evidence of impact can only be attached to Cedefop at organisational level <sup>(30)</sup>.

Outcomes of Cedefop's activities are defined as observable results that Cedefop's work is having an effect on external stakeholders. They focus on the degree to which the organisation provides policy advice, generates new knowledge or raises awareness of VET issues among different target groups. They are designed to support Cedefop's medium-term priorities and they become visible in a short to medium-term perspective.

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<sup>(30)</sup> Activities are groups of related projects.



# performance measurement

Outcomes are measured by performance indicators and provide evidence of the degree to which Cedefop's information and expertise is used, is of interest and reaches its target groups. Sixteen outcome indicators provide the backbone for the PMS. They measure, for example, the policy and academic citations of Cedefop's work, publication downloads, media coverage or quality of Cedefop's events.

Qualitative analysis is an integral part of the PMS approach, making results more meaningful and helping the organisation to understand certain trends. For example, the type and range of European institutions using Cedefop research and the context of its use complements more quantitative information on the number of citations of Cedefop's work. Also, information related to coverage of Cedefop's work in the European press complements quantitative information on downloads of Cedefop publications to understand the effect of Cedefop's communication strategy in reaching its stakeholders.

Finally, the PMS measures and monitors output <sup>(31)</sup> which is mostly defined at project level. Project output includes studies, publications and conferences or workshops (such as on skills analysis and forecast, European tools and principles like the EQF). They should mostly be produced within the operational year and they are monitored through the organisation's annual management plan <sup>(32)</sup>. Project output provides information on what is produced and when but not what effect it has. For this reason, the performance measurement analysis gives comparatively less emphasis to reporting on output.

Performance measurement also pays attention to efficiency and effectiveness of Cedefop as a well-run organisation. It provides an insight into performance of its internal services and administration and helps to ensure they are aligned with Cedefop's objectives and priorities. Indicators measure, for example, average time taken for core administrative business such as paying invoices, undertaking procurement or organising.

<sup>(31)</sup> Project input (financial and human resources) is monitored separately through Cedefop's activity-based budget.

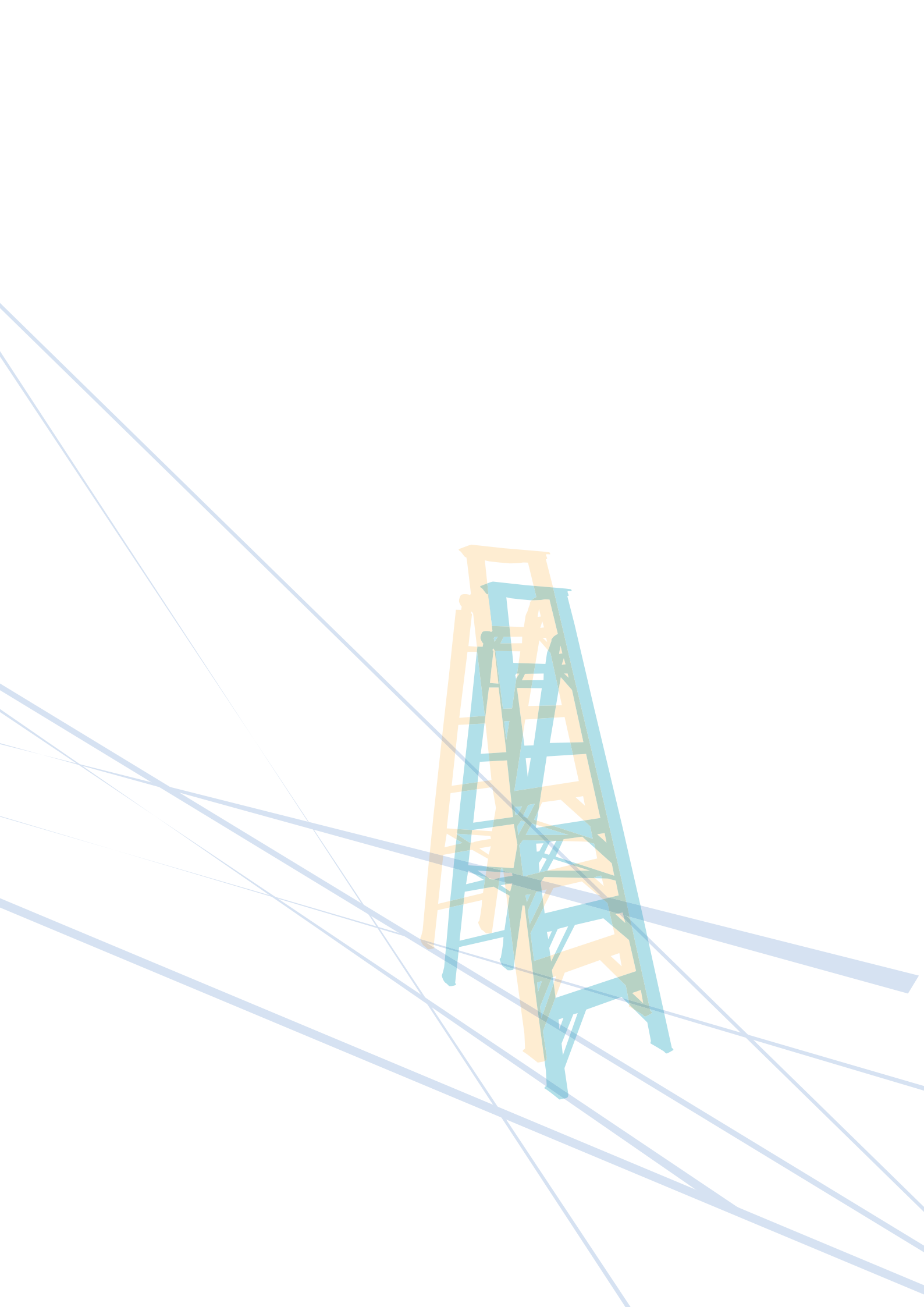
<sup>(32)</sup> The annual management plan is an internal working document which provides detailed information on project output set out in the work programme.

training

skills

qualifications

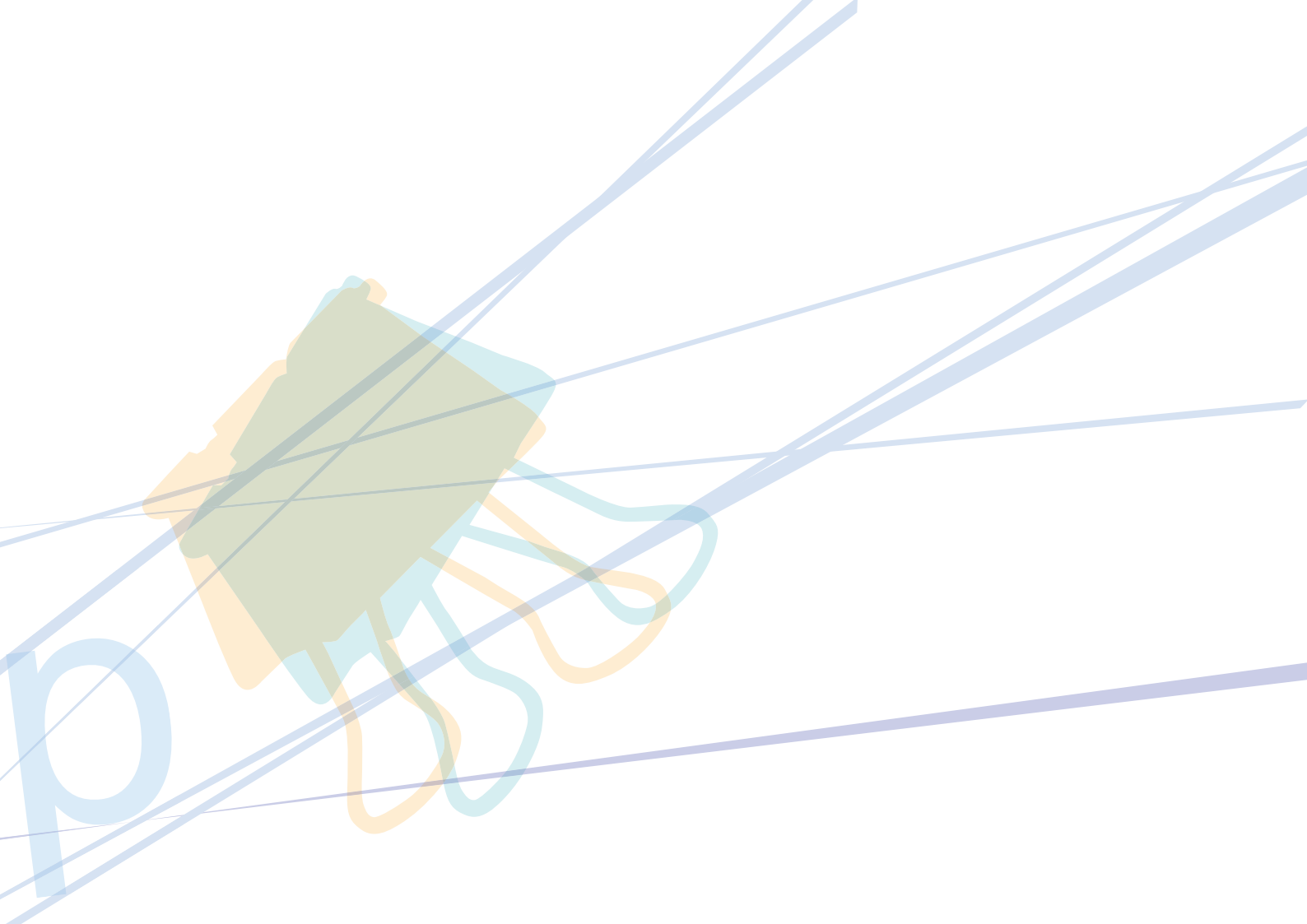
employability



The image features an abstract background with several thin, light blue lines that create a sense of movement and depth. The lines are mostly diagonal, sloping upwards from left to right. In the center, the word "cedefo" is written in a large, light blue, sans-serif font. Below it, the word "employment" is written in a smaller, green, sans-serif font, rotated diagonally to follow the path of the lines. The overall aesthetic is clean and modern, with a focus on geometric shapes and a limited color palette.

cedefo

employment



**CEDEFOP**

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