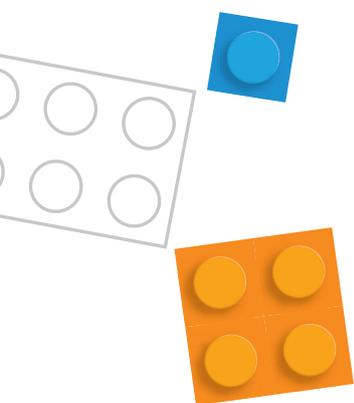
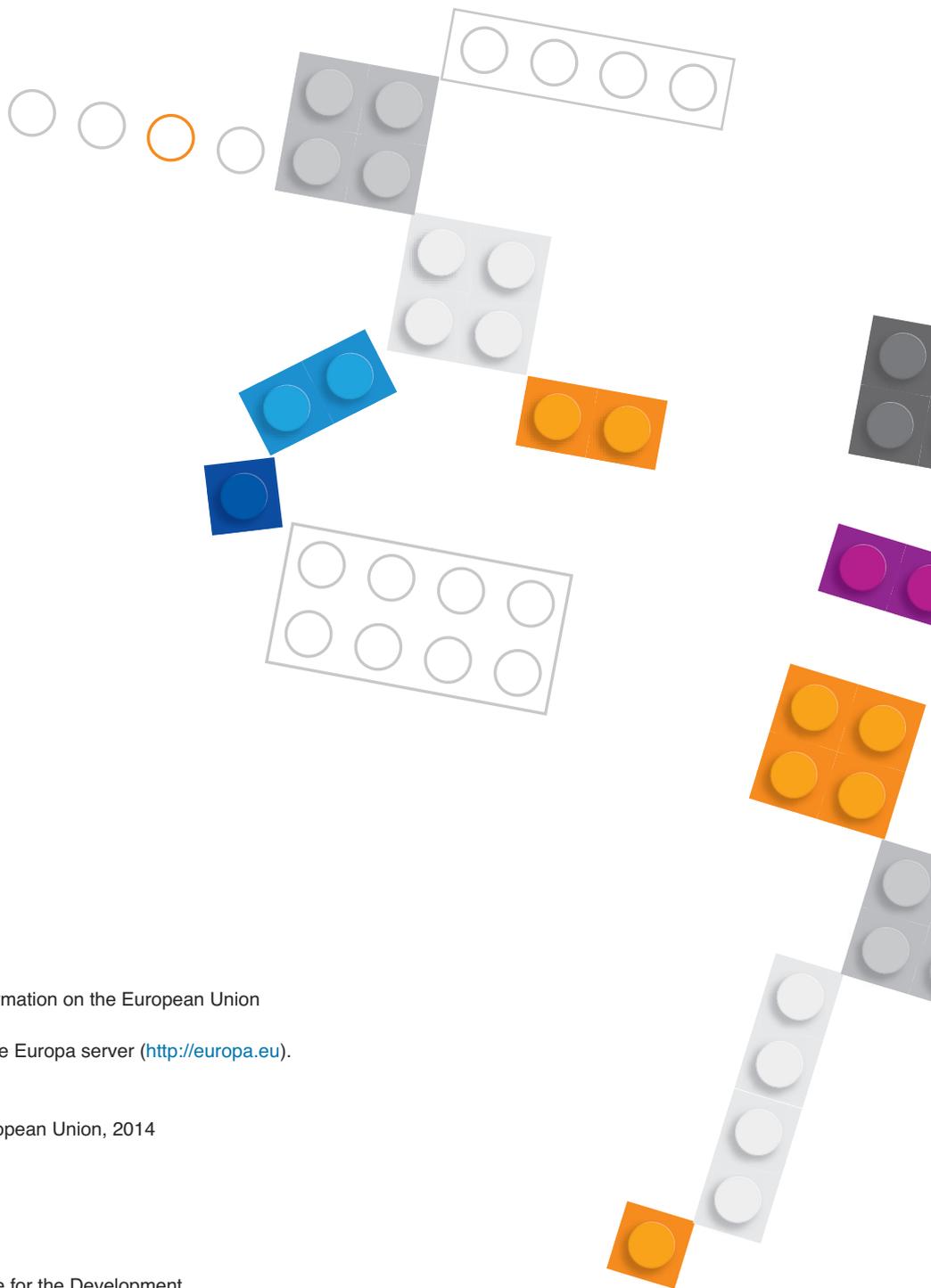




# Annual report 2013





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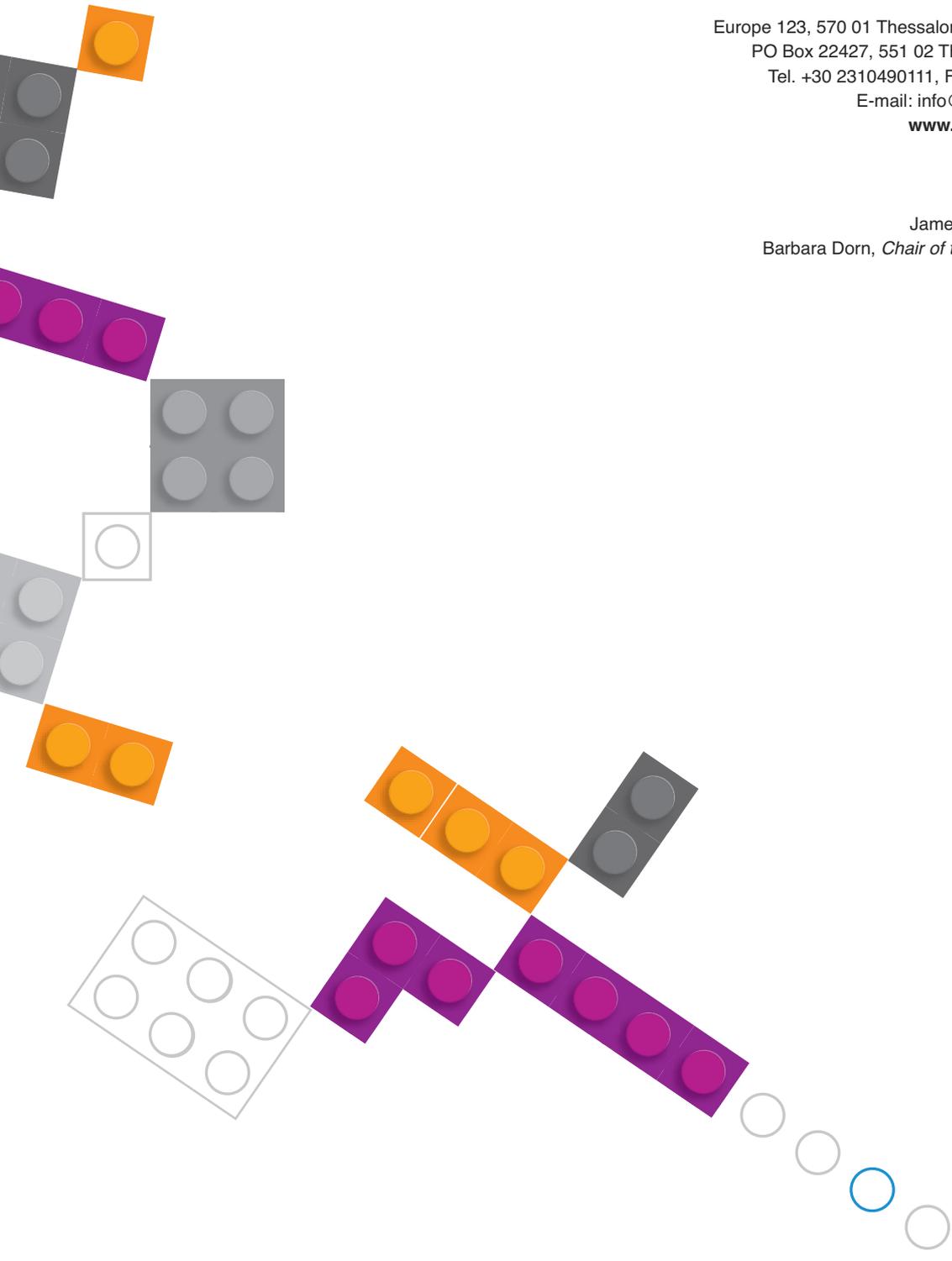
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The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training. We provide information on and analyses of vocational education and training systems, policies,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

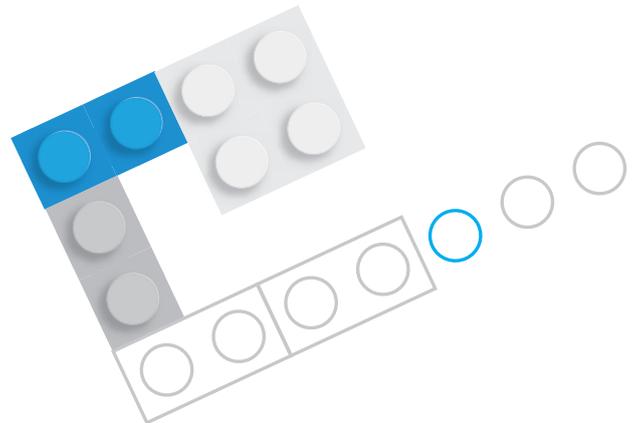
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Barbara Dorn, *Chair of the Governing Board*



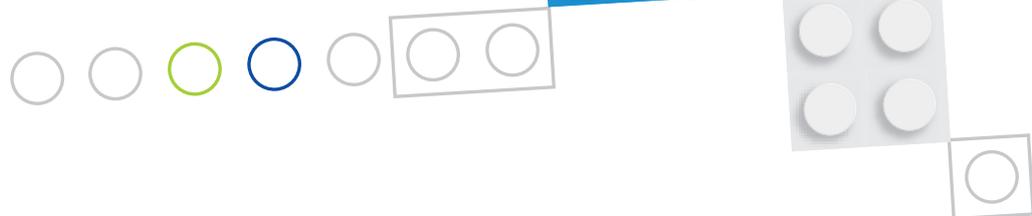


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## Foreword



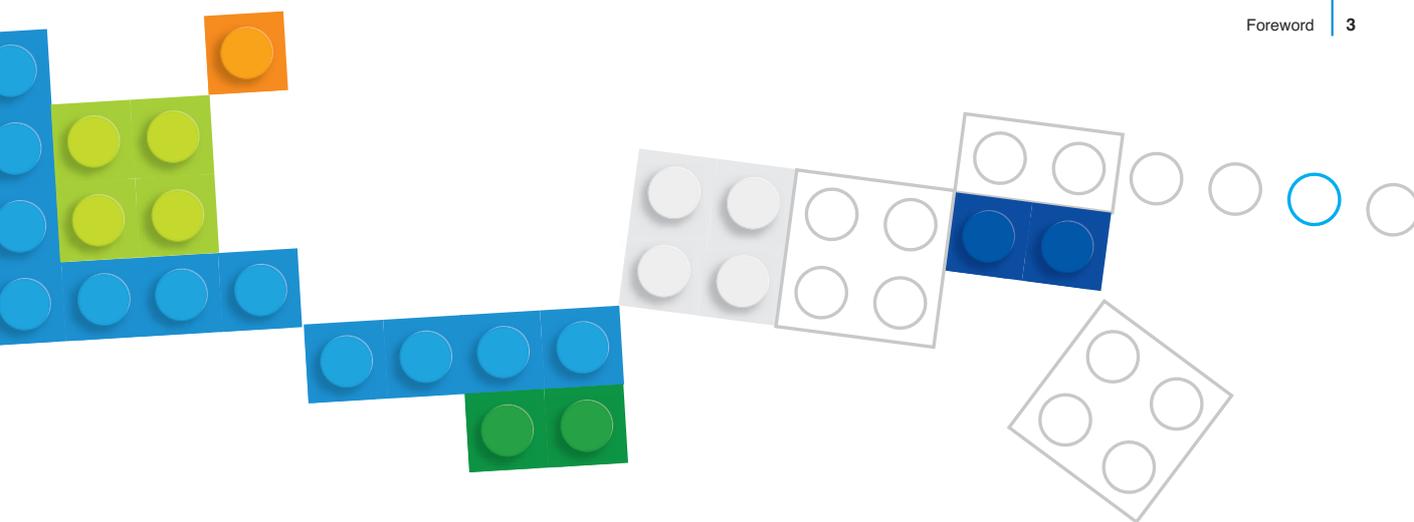
In 2013, European-level action to tackle the worryingly high levels of youth unemployment took concrete shape. Demand for Cedefop's support and expertise at the interface between education and training and needs of the labour market has grown even further. Improving employment prospects for young people and adults through better VET is central to its medium-term priorities. They focus on supporting VET systems' reform, empowering individuals and understanding better Europe's skill demand and supply. With its flagship conference in June 'Renewing VET to tackle skill mismatch – work-based learning and apprenticeship for all', Cedefop highlighted the need for skills intelligence to inform education and training and for the two worlds to communicate more closely with each other – one of the prerequisites to make apprenticeships a success.

While policy-making has focused mainly on youth, results of OECD's PIAAC survey (programme for international assessment of adult competences) revealed serious skills deficits among Europe's working age population. Faced with a mismatch challenge and an ageing labour force that needs to keep up with technological and organisational developments, Europe cannot afford to neglect adult learning. We are pleased to see that the Centre's continued work on careers and transition was taken up in several EU reports on adult learning. But people do not only acquire new knowledge, skills and competence through (vocational) education and training. Validation of non-formal and informal learning makes their potential

visible and offers another route to qualifications. The mandate to support implementation of the Council recommendation is not only an acknowledgement of Cedefop's expertise on validation. It is also a call to make benefits of validating people's knowledge, skills and competences better understood among education and training and labour market actors. The more so as countries' national qualifications frameworks are increasingly opening up to include qualifications people can acquire outside formal education and training systems.

Being uniquely positioned at the interface between these worlds, Cedefop has supported endeavours to increase VET's visibility and relevance and empower European citizens to improve their job prospects by making informed education and career choices. Besides comparative analyses, the European Commission's close follow-up of countries' progress towards the common 2020 goals, also requires more country-specific information. Adjusting to this new demand, Cedefop reinforced its work on country-specific data and analyses of VET policies, European tools and skills in 2013. With Member States cruising at different speeds and requiring varying levels of support, the Centre will expand its country-focused work over the coming years.

We are therefore pleased to note the 2013 external evaluation conclusions, which assessed Cedefop's role in supporting European VET policy-makers between 2007 and 2012. Stating that the Centre's work on modernising VET systems and analysing skills is highly esteemed, the evaluators attested that



Cedefop has been highly successful in achieving its objectives. Cedefop has had an important impact on strengthening cooperation between European VET policy stakeholders, including social partners, does not duplicate activities of any other actors at European, national or international levels, and is recognised worldwide as a leading centre of expertise on qualifications frameworks and skills.

Responding to increasing importance to understand which skills today's and tomorrow's jobs require, the European Commission has asked us to take over responsibility for the EU skills panorama, a central access point for information on skill needs in Europe. We take this new task, which we will carry out in close cooperation with the European Commission, as a sign of trust and confidence in the Centre's expertise.

To tackle the challenges Europe faces, education and training and employment need to be embedded in countries' socioeconomic

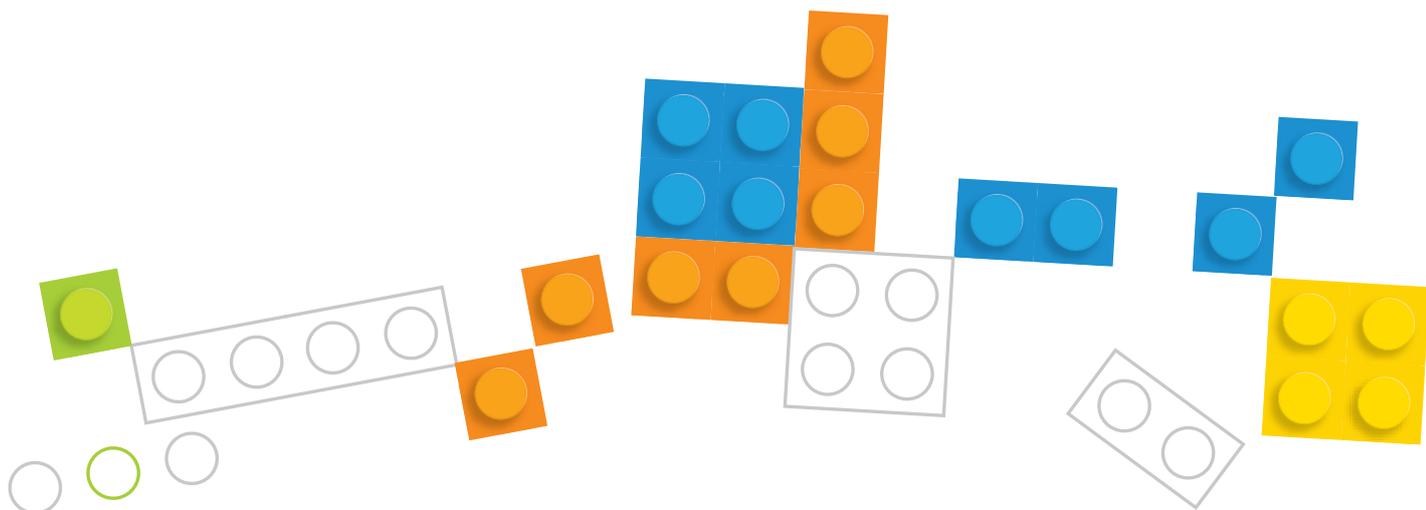
contexts and should not be seen in isolation. In the future, Cedefop's research and analyses will need to reflect this holistic approach even further. This will require pooling our internal expertise to provide more comprehensive and targeted evidence to policy-makers as well as more in-depth sharing of good practice and training.

Despite the challenges it has faced due to financial and human resource constraints, 2013 has been another successful year for the Centre. Not only has Cedefop's staff achieved the objectives set in the work programme, they have also responded effectively to numerous new demands.

These new tasks indicate that Cedefop – despite being one of the two oldest EU agencies – is not just cruising. So far, facing growing demand for its expertise, it has been stemming the tide, all hands on deck. Keeping up the high standards achieved in 2013 will be another challenge ahead of us.

**James Calleja**  
*Director*

**Christian Lettmayr**  
*Deputy Director*



### Box 1. Cedefop's annual report

Accountability and dissemination of its work are important elements of Cedefop's policy to provide assurance to stakeholders for resources used and results achieved. Especially for a centre of expertise and policy advice like Cedefop, the impact of which is hard to gauge for the common European citizen, legitimacy of public expenditure is important and even more important in time of crisis and budget constraint.

Cedefop's annual report is intended as a presentational and accountability tool which can help stakeholders and the general public to understand Cedefop's priorities and specific objectives, analyse main output and outcomes from its work, present information on each project in a standard format, and monitor and review project implementation.

#### Cedefop fast facts

The European Centre for the Development of Vocational Training (Cedefop) is an agency of the European Union (EU) supporting European vocational education and training (VET) policy development. Its strategic objective is to strengthen European cooperation and support the European Commission, Member States and social partners in designing and implementing policies for an attractive VET that promotes excellence and social inclusion.

**Established:** 1975

**Governance:** national governments, trade unions, employers' organisations and the European Commission are represented in Cedefop's Governing Board

**Location:** Thessaloniki, Greece

**Directorate:** James Calleja (Director), Christian Lettmayr (Deputy Director)

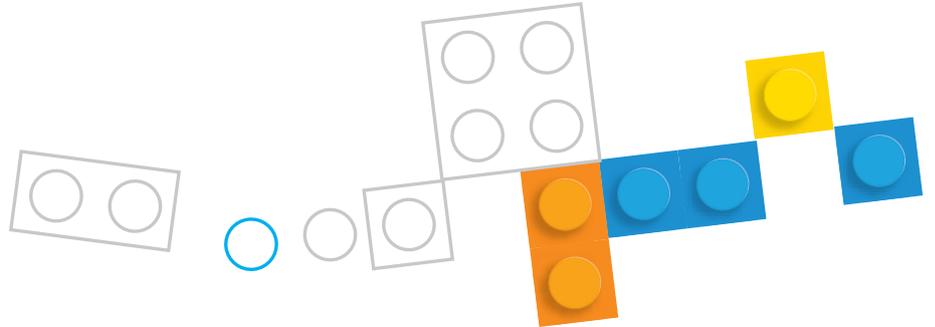
**Countries:** EU-28 Member States, Iceland and Norway

**Contacts:** [www.cedefop.europa.eu](http://www.cedefop.europa.eu)  
Cedefop is on Facebook at <http://www.facebook.com/Cedefop> and on Twitter at <http://twitter.com/#!/cedefop>

**Staff:** 100 (establishment plan)

**Budget 2013:** EUR 17 433 900 million (EU subsidy)

# Key achievements in 2013



## 1.1. Supporting modernisation of VET systems

### ACTIVITY

#### Policy analysis and reporting

In 2013, country fiches informing on progress towards the short-term deliverables agreed in the Bruges communiqué were finalised for all EU Member States, Norway and Iceland. After validation by Directors General for VET (DGVTs), the fiches were first made available to the European Commission in February for preparation of country-specific recommendations for the European semester. As agreed with the European Commission and DGVTs, Cedefop monitors progress regularly. To do so, in spring 2013, ReferNet (Cedefop's network of national VET institutions <sup>(1)</sup>) was asked to update and complement information on national policy progress. Analysis of the responses, followed by several consultation rounds with ReferNet partners, led to updated country fiches being uploaded into Cedefop's dedicated web platform. To prepare for Cedefop's 2014 VET policy monitoring report, focus groups were held with members of the Advisory Committee on Vocational Training (ACVT) in the margins of their December meeting. Discussions included effectiveness of policies, measures and initia-

tives in relation to the Bruges strategic objectives. One of the main questions was the social partners' role in initiating and implementing policy measures and their involvement in strategic decision-making.

In 2013, descriptions of national VET systems prepared by ReferNet partners were published online for 29 countries <sup>(2)</sup>. 'Spotlights' summarising key features, challenges and developments of national VET systems were also published online.

To offer special support to Presidency countries, hard-copy publications describe the main features of their national VET systems. The *Spotlight on VET in Ireland* <sup>(3)</sup> was prepared to support the Irish Presidency and distributed at the March meeting of DGVTs. To support the Lithuanian Presidency, Cedefop released *Vocational education and training in Lithuania – Short description* <sup>(4)</sup> and a *Spotlight on VET in Lithuania* <sup>(5)</sup> for the DGVTs meeting in November and the Presidency conference 'Role of VET in making education more inclusive'.

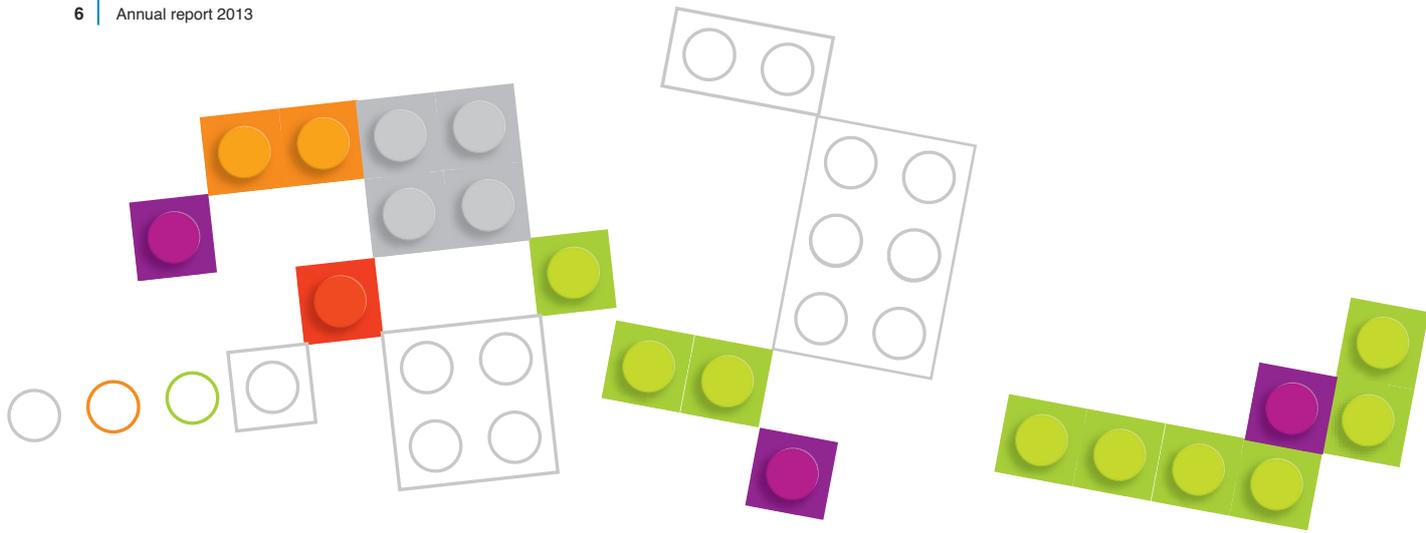
<sup>(1)</sup> <http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx>

<sup>(2)</sup> All countries participating in ReferNet except Greece and Ireland.

<sup>(3)</sup> <http://www.cedefop.europa.eu/EN/publications/21006.aspx>

<sup>(4)</sup> <http://www.cedefop.europa.eu/EN/publications/21774.aspx>

<sup>(5)</sup> <http://www.cedefop.europa.eu/EN/publications/21776.aspx>

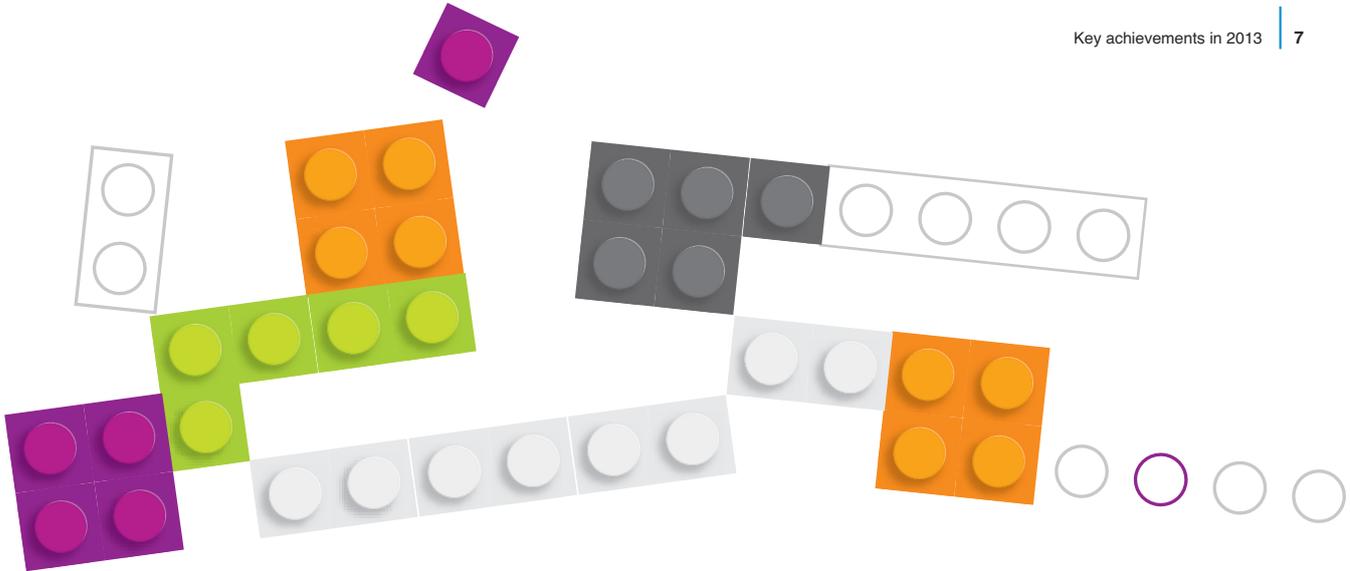


### Box 2. VET challenges in Presidency countries

Recent reforms of VET in Ireland focused on improving transparency and progression opportunities by aligning almost all State-sponsored training, and much in the private sector, with the national framework of qualifications and on improving VET relevance to labour market needs. Although Ireland has made steady progress in improving its dropout rate and compares favourably to most EU countries, there is a gender gap to address as the male proportion of early school-leavers is much higher than that of females. In addition, the unemployment rate among those with less than upper secondary education is very high and a significant challenge over the next few years will centre on funding effective labour market activation measures against a background of declining public expenditure. Finally, increasing LLL participation in the coming years is recognised as a key measure for Ireland to continue to compete internationally as a knowledge economy.

In Lithuania, the share of the population aged 18 to 24 with at best lower secondary education is considerably lower than the EU-27 average but increasing adult participation in CVET remains a challenge. The share of adults who participate in learning (5.9% in 2011) is below the EU average (8.9%) and the EU 2020 benchmark (15%). To encourage more employees to take up learning, the government foresees a system that allows them to upgrade their qualifications through recognition of knowledge and skills they have acquired on the job and through non-formal learning. Another challenge for VET in Lithuania is to become more attractive. Only 28.2% of students in upper secondary education are enrolled in vocationally-oriented programmes. To address this issue, the national vocational guidance programme focuses on developing guidance tools, training guidance practitioners, providing and monitoring career education and counselling services for learners in general education, VET and higher education.

*Sources: Spotlight on VET in Ireland; Spotlight on VET in Lithuania.*



In a constant effort to inform on national VET developments, ReferNet partners prepare *National news on VET* <sup>(6)</sup>, which are published online by Cedefop. In 2013, 58 editions were released and covered various issues. Spain, for instance, presented its entrepreneurship and youth employment strategy for the period 2013-16. Key aspects include: incentives for enterprises to hire young workers, increasing labour market relevance of education and training and reducing numbers of early leavers from education and training. The Netherlands reported on actions taken to tackle rising (youth) unemployment. These include: better information for young people on job prospects of VET courses; increased investment in (training) schemes to reduce youth unemployment in 2013-14; keeping VET students longer in education and training, and supplying apprenticeships and work placements to ease youth transition into the labour market.

Cedefop's *On the way to 2020: data for vocational education and training* uses 31 statistical indicators to quantify key policy objectives for VET and lifelong learning such as: (a) access, attractiveness and flexibility; (b) skill development and labour market relevance, (c) transitions and employment trends. The indica-

tors are presented in two complementary publications which compare European countries and monitor their progress towards EU objectives. *Country statistical overviews* <sup>(7)</sup> benchmark each country with the EU average for all indicators. *Indicator overviews* <sup>(8)</sup> offer a set of 'traditional' indicator snapshots allowing direct comparisons across countries.

Statistical highlights are short articles of policy and public interest analysing statistical indicators and data. In 2013, to mark Croatia's accession of to the EU (see Box 3), one article presented a statistical overview of this country <sup>(9)</sup>. Other statistical highlights addressed unemployment growth in the EU <sup>(10)</sup>, access to further education after graduating from VET <sup>(11)</sup>, and progress in the EU regarding tertiary education attainment rates <sup>(12)</sup>. Building on first findings from the OECD survey of adult skills (PIAAC) published in October and Cedefop's analysis of the headline figures for VET, a statistics highlight *A picture of skill: OECD's adult skills survey* was published in December <sup>(13)</sup>. The highlight focused on the relationship between skills, educational orientation and labour market entry. It shows that literacy levels vary across countries and between VET and general education graduates at upper-sec-

<sup>(6)</sup> <http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/refernet-national-news-on-vet.aspx>

<sup>(7)</sup> <http://www.cedefop.europa.eu/EN/publications/21373.aspx>

<sup>(8)</sup> <http://www.cedefop.europa.eu/EN/publications/21408.aspx>

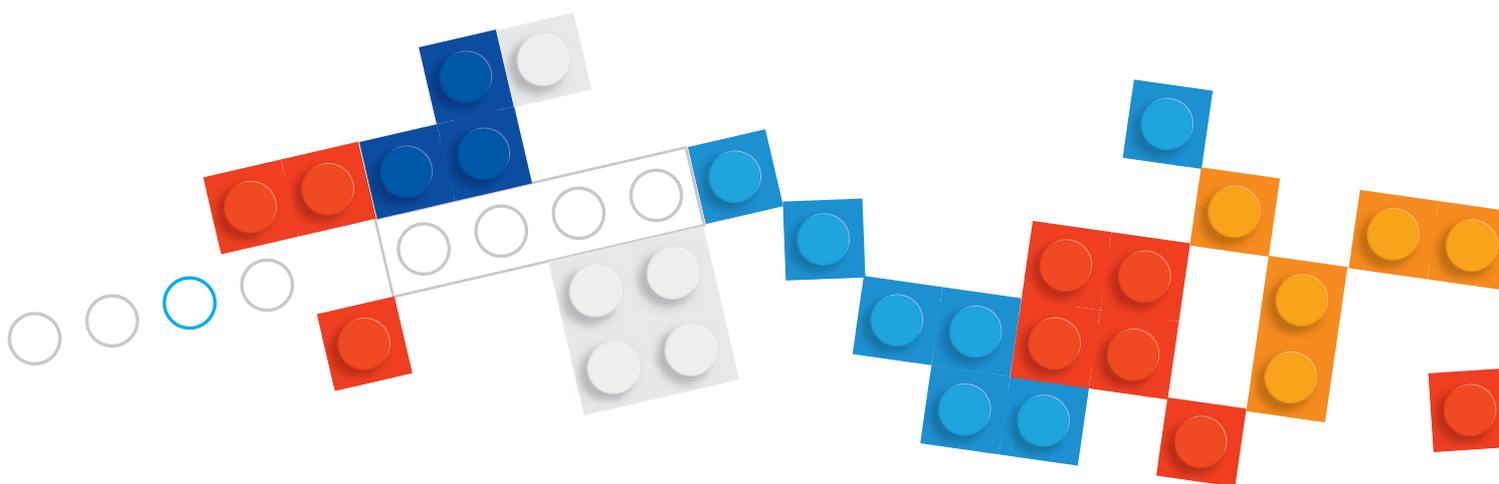
<sup>(9)</sup> <http://www.cedefop.europa.eu/EN/articles/21604.aspx>

<sup>(10)</sup> <http://www.cedefop.europa.eu/EN/articles/21060.aspx>

<sup>(11)</sup> <http://www.cedefop.europa.eu/EN/articles/20870.aspx>

<sup>(12)</sup> <http://www.cedefop.europa.eu/EN/articles/21302.aspx>

<sup>(13)</sup> <http://www.cedefop.europa.eu/EN/articles/22178.aspx>



### Box 3. Celebrating Croatia's accession to the EU

To mark Croatia's accession to the EU, Cedefop prepared jointly with ETF a *Spotlight on VET in Croatia* <sup>(14)</sup>. The Centre also published a statistical overview <sup>(15)</sup> and analysis of future skills supply and demand for this country <sup>(16)</sup>. These publications portray the country's situation regarding the EU's strategic objectives in education and training as well as key features and challenges of its VET system and future trends in the Croatian labour market.

Although generally similar to the EU, Croatia's labour market has some interesting differences. Croatia suffers from a relatively high youth unemployment rate of about 20%. But in comparison to other EU countries, Croatia's labour force is slightly younger and has a higher proportion of people with medium-level and a lower proportion of people with low-level qualifications than the EU averages. In Croatia, early leaving from school is well below the EU target as it amounted to only 4.2% in 2012 and the percentage of young people (aged 30-34) with a university degree or equivalent is in line with the EU average of 9%. By 2020, most job opportunities in Croatia are forecast to be in distribution and transport, and non-marketed services. Compared to the rest of the EU Croatia has a relatively high share of employment in agriculture and manufacturing. Replacement demand (the need to replace people leaving the labour market) is forecast to provide almost seven times more job opportunities than newly-created

jobs up to the year 2020. In this context, a challenge for Croatia is to raise participation in lifelong learning, which is among the lowest across the EU and lies at 2.4%. Encouraging participation in lifelong learning among those with a low level of formal education and training and the unemployed is particularly difficult.

The government's development strategy for VET focuses on quality assurance, teacher and trainer competence development and labour market relevance of VET. Recent developments include: a move towards outcome-based curricula and qualifications, supported by the Croatian qualifications system; design of a national strategic quality assurance framework for VET, informed by EQAVET principles and indicators; building a provision for recognition of prior learning/validation of non-formal and informal learning in the law establishing the qualification system; and a joint initiative by the Ministry of Education, the Agency for Vocational Education and Training and Adult Education (ASOO) and the Chambers of Economy, Trade and Crafts, to create a more robust evidence base for policy using a combination of sector and macroeconomic data.

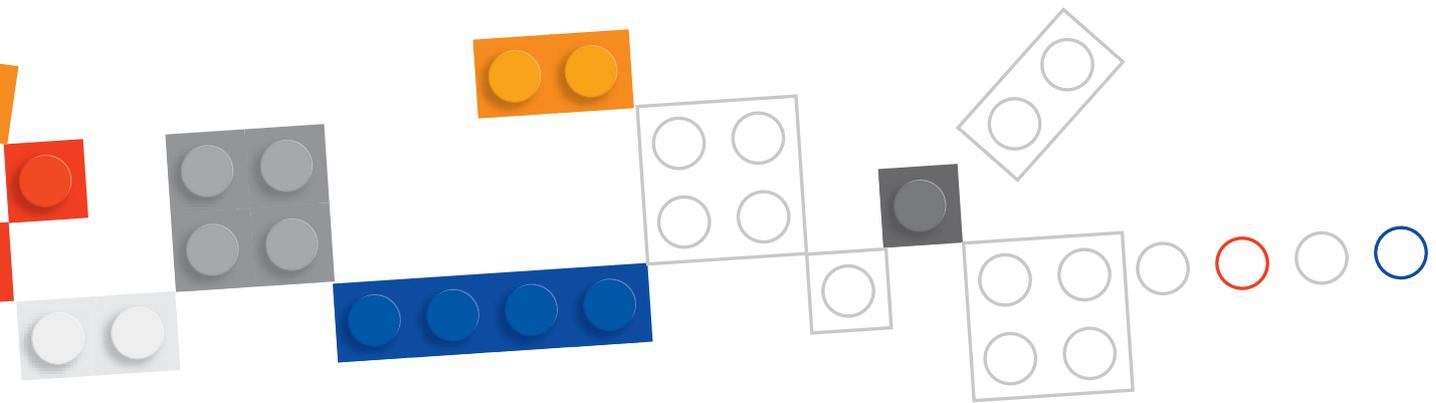
In 2013, ASOO became a member of Cedefop's ReferNet. It will therefore report on VET policies and developments in Croatia informing Cedefop's policy analysis and various publications on the Croatian VET system.

Sources: *Spotlight on VET in Croatia*, *Croatia country statistical overview*, ReferNet.

<sup>(14)</sup> <http://www.cedefop.europa.eu/EN/publications/22036.aspx>

<sup>(15)</sup> <http://www.cedefop.europa.eu/EN/articles/21604.aspx>

<sup>(16)</sup> [http://www.cedefop.europa.eu/EN/Files/2013-10-21\\_Croatia\\_Skill-supply-and-demand-up-to-2020\\_EN.pdf](http://www.cedefop.europa.eu/EN/Files/2013-10-21_Croatia_Skill-supply-and-demand-up-to-2020_EN.pdf)



ondary level. For young adults aged 16 to 29 whose highest level is vocationally-oriented upper-secondary education, the average literacy score is 273 out of a possible 500.

To develop indicators for the 2014 education at a glance and further analyse findings from the PIAAC survey, Cedefop and OECD-INES network on labour market, economic and social outcomes of learning (LSO) organised a joint workshop in Thessaloniki in December 2013.

Results of Cedefop's pan-European study on attractiveness of IVET fed discussion at the ACVT meeting in July. The study concludes that many policies to improve VET's attractiveness have focused on improving specific characteristics of IVET systems – such as permeability of pathways, opportunities for transition to higher education, standardisation of qualifications systems, or quality assurance. But while these features are important, it is a wider and complex interplay of contextual factors that make an IVET system attractive or not. Demand drivers, such as composition and strength of the labour market, may have a strong pull or push effect. Across Europe, employment has shifted towards occupations most closely connected to upper and post-secondary education (including IVET). In the past 10 years, there has been a growth of both technicians and associate professional occupations and lower-skilled service occupations, and a decline in clerical workers, skilled trades and manual operatives. As IVET is closely linked to particular occupations, these structural changes are an important determinant of attractiveness of particular IVET courses, as they affect graduates' earnings and

employment prospects. Taking the debate on attractiveness of IVET further and devising policies to improve the image and parity of esteem requires improved understanding of how demand for skills is changing, in particular how demand for intermediate-skilled jobs is affected by sectoral shifts and progressive upgrading of the population's skill level. Societal factors which may influence students' choice, such as views and background of family members and social norms, may also play a strong role. These should be addressed too when devising policy packages to make VET more attractive.

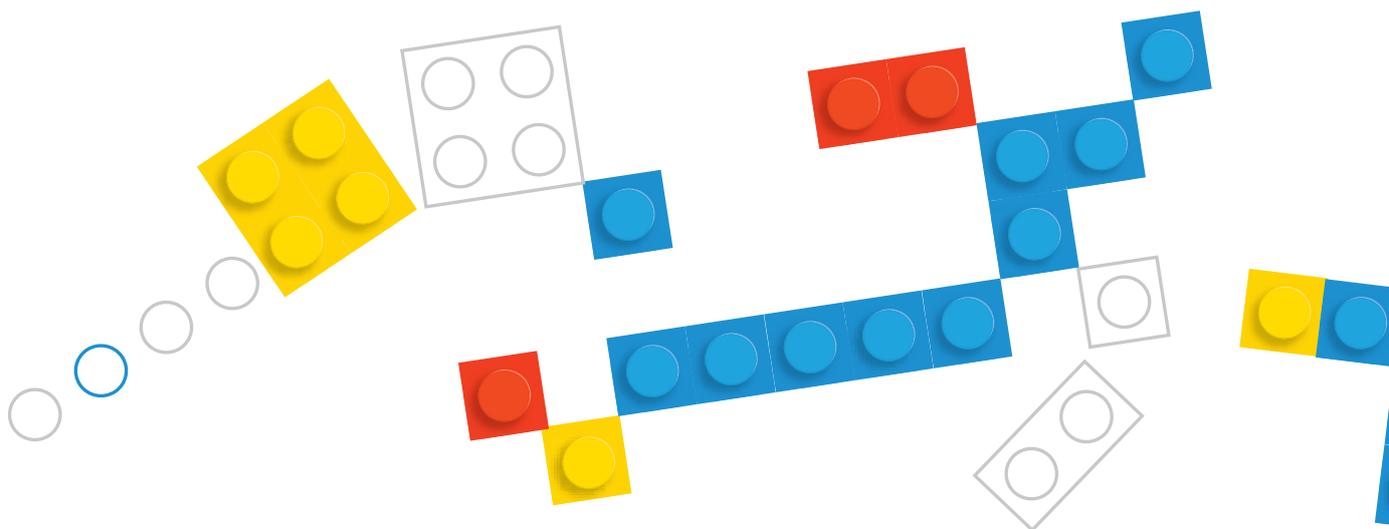
#### ACTIVITY

### Common European tools, qualifications and learning outcomes

In 2013, Cedefop's work increasingly focused on supporting implementation of the common European tools and principles at national and sectoral levels along with initiatives to contribute to their coherence and overall effectiveness.

To support the EU political and institutional process underpinning implementation of the tools, Cedefop continued to provide coordination support, policy advice and expertise to EU working groups, committees and networks. These are: the EQF advisory group; the ECVET users and steering groups and forum; the EQAVET steering committee, thematic groups and forum; the ESCO Board, maintenance committee and cross-sectoral reference group.

Through its analytical and conceptual work, Cedefop promoted policy/peer learning among



Member States and social partners and provided a strong evidence base to policy-makers on key issues and challenges related to implementation of the tools. Outcomes of peer learning (PLA) organised by the EQF advisory group on opening up NQFs to qualifications acquired in non-formal learning contexts – content of which Cedefop coshaped – fed directly into NQF developments and deepened its analysis. Cedefop also supported the EQF advisory group in developing the 2013-14 work programme on learning outcomes, to support increased coordination and consistency in this field of work.

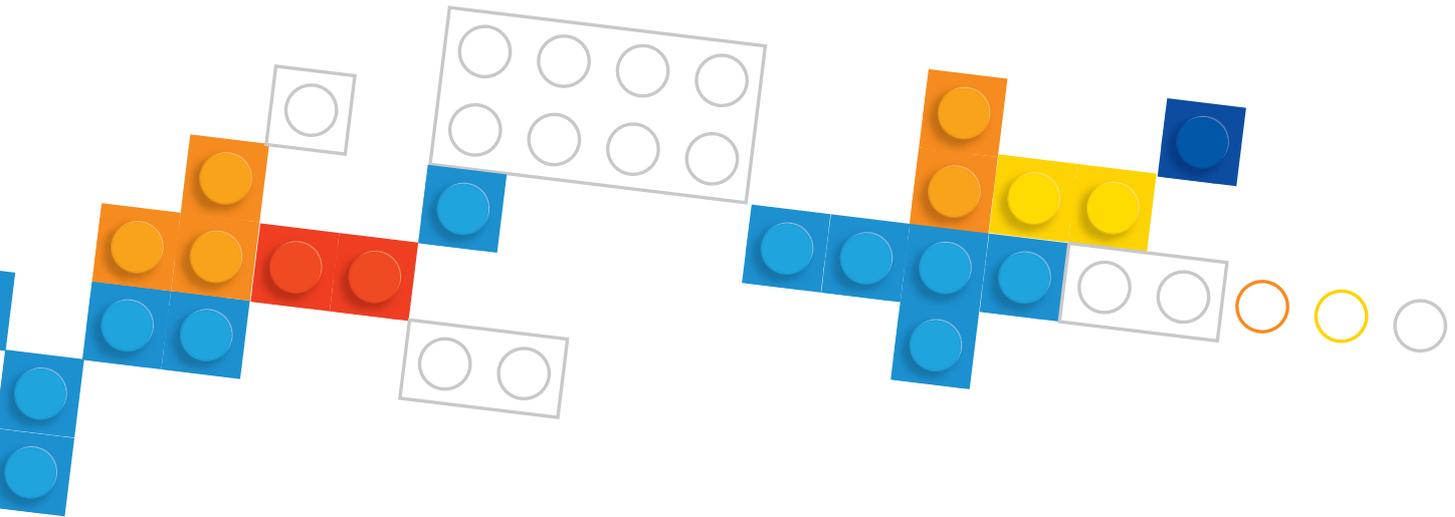
Similarly, outcomes of Cedefop's study on qualifications at EQF level 5 helped implementation of EQF/NQF by demonstrating how 15 countries apply the learning-outcomes approach when assigning qualifications to NQFs. While most EQF level 5 qualifications have their own profile and labour market relevance, namely give access to and help people advance on the labour market, others are seen as a step towards another qualification. The study demonstrates that level-5 qualifications play an increasingly important role in European countries, as they are at the crossroads of general, vocational and higher education. While operating as a stepping-stone to further learning, the labour market relevance of level-5 qualifications is particularly noteworthy. Increasing importance attributed to qualifications at this level reflects

increasing demand for advanced vocationally-oriented qualifications responding directly to needs of employers. The study's outcomes were debated at several EU and international events (such as the joint meeting of the EQF advisory group and the EHEA working group on structural reforms in higher education in Brussels on 25 September 2013, and the Global HR forum in Seoul from 5 to 7 November 2013) <sup>(17)</sup>.

Cedefop also deepened its analysis of NQF developments by drafting in-house the *Analysis and overview of NQF level descriptors in European countries* <sup>(18)</sup>. Results show that most of the 36 countries taking part in EQF implementation have defined – and in most cases adopted – their levels of learning outcomes. Level descriptors can be seen as the most important element in promoting the shift to learning outcomes. As Cedefop's analysis illustrates, national descriptors are influenced by the EQF but countries have adjusted and further developed them according to national needs and priorities. This is particularly visible in the 'competence' category of NQFs and several countries have broadened the EQF descriptors to mirror better complexities of their national systems or emphasise national priorities. The study's analytical approach and outcomes formed the basis for discussions with Unesco, the European Commission and the ETF on how to take forward ongoing work on global reference levels for qualifications. They also

<sup>(17)</sup> <http://www.cedefop.europa.eu/EN/news/22145.aspx>

<sup>(18)</sup> <http://www.cedefop.europa.eu/EN/publications/21919.aspx>



informed work of the Commission's thematic working group on entrepreneurship, in particular in relation to application of the learning-outcomes approach in entrepreneurship education in Member States.

The above comparative analyses and studies fed directly into Cedefop's substantial analytical work for (draft and final) national EQF referencing reports drafted by Belgium (W), Bulgaria, Cyprus, Greece, Iceland, Italy, Poland, Slovenia and Romania. Cedefop's analysis shows that countries are putting considerable effort into preparing credible and reliable reports explaining how they assign national qualification levels to the EQF. However, they encounter several challenges, including: how learning outcome-based levels are quality assured; how to involve all relevant stakeholders, including social partners; and how to improve cooperation between the EQF referencing and Bologna self-certification processes.

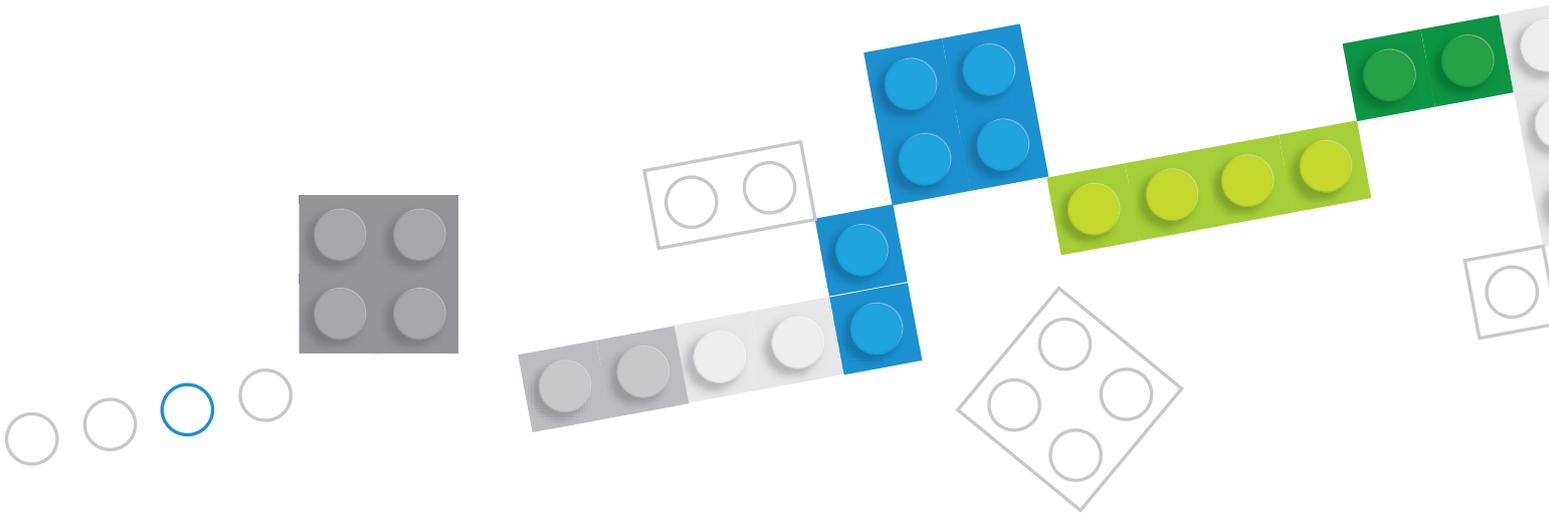
Cedefop contributes to development of European standard terminology for skills, competences, occupations and qualifications (ESCO). Work focuses on the relationship between the skills and competence approach applied by ESCO and the learning-outcomes approach underpinning the EQF. In 2013, Cedefop contributed to developing a terminology on transversal (cross-sectoral) skills and competences. The ESCO qualifications pillar, which Cedefop shaped in 2012, was tested and

taken forward by Cedefop in close coordination with its work on international qualifications. To show practical relevance of this work for European citizens, Cedefop prepared 'mock-ups' to illustrate how ESCO skills, occupations and qualifications can be integrated into the Europass CV online tool. The mock-ups were presented at the conference 'ESCO goes live' (Brussels, 23 and 24 October) which marked launch of the first public version of ESCO (version 0) and gathered more than 250 labour market and education and training stakeholders.

Results from Cedefop's study *The role of qualifications in governing professions and occupations* <sup>(19)</sup> feed directly into EQF/NQFs and ESCO developments. While the study shows that qualifications play an important role in regulating labour markets, it also highlights that forms of regulation are changing and that the level/extent of regulation varies significantly between countries. Evidence from the study shows that sectoral and international bodies play an important and increasing role, while national authorities only partially control this area. The study points to tension between regulation as a way of safeguarding quality (and health and safety) and as a way of protecting particular interests.

The European credit system for vocational education and training (ECVET) entered its fourth year of implementation in 2013. Cedefop's input comprised monitoring develop-

<sup>(19)</sup> <http://www.cedefop.europa.eu/EN/publications/21922.aspx>



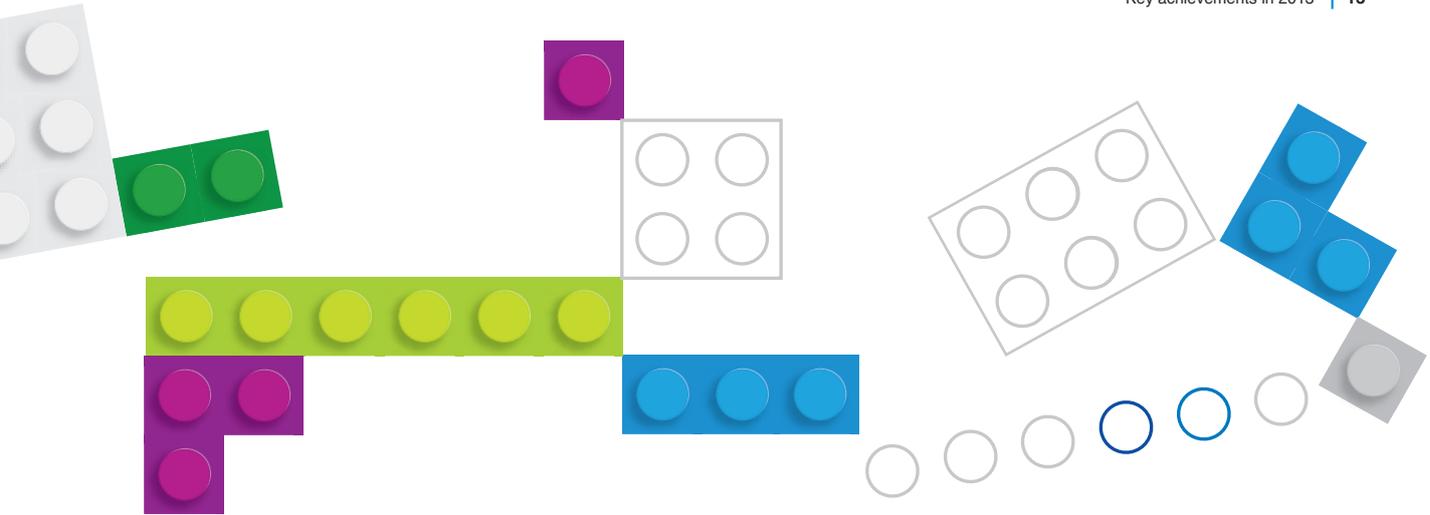
ments, policy advice and analytical work. Taking stock of latest developments, Cedefop published the briefing note *Opportunities and challenges for ECVET, the vocational credit transfer system* <sup>(20)</sup> and disseminated it at the ECVET forum (Prague, 13 and 14 June) that the Centre organised jointly with the European Commission. Building on past experience, and to capture better heterogeneous ECVET purposes and developments across European countries and sectors, Cedefop revamped its monitoring approach. The aim was to consider ECVET 'status' in the countries in a better way. Outcomes from the study, which investigates how VET programmes organised in units can support credit arrangements, informed debates of the ECVET users' group. They point to widespread use of VET qualifications that are modularised, consist of units, responding to needs or demands of employers and stakeholders.

In 2013, the Europass website registered 20.85 million visits (compared to 14.8 million in 2012) and 10.16 million CVs were generated online (compared to 8.3 million in 2012). In 2013, work focused on upgrading web resources. A new portal dedicated to Europass interoperability was launched in August, and a new language passport and online editor were launched in December. Cedefop finalised the template and online management tool 'Europass experience', the new Europass tool to record non-formal and informal learning

European citizens acquire in their home country or abroad. On request of the European Commission, however, testing and further development are still on hold. The European skills passport – developed by Cedefop and launched in December 2012 to provide citizens with a portable dossier – has been improved based on users' feedback. Statistics confirm this tool's relevance to European citizens, especially if attached to the Europass CV (in 2013, over 1.3 million European skills passports were generated online, most of which were attached to the Europass CV). Cedefop also extensively commented on development of a tool to support citizens in self-assessing their ICT skills and competences based on a common set of standard levels and descriptors, devised by the Joint Research Centre (JRC) in cooperation with DG EAC. As requested by the Commission, Cedefop is integrating the self-assessment grid developed by the JRC into the Europass CV.

Cedefop's technical advice and support to the European Commission in implementing the EQAVET recommendation focused on a strategic objective of the Bruges communiqué: preparation of guidelines to assist countries in establishing national common quality assurance frameworks for VET providers. Continuing its work to help strengthen synergy and coherence between quality assurance and qualifications frameworks, Cedefop supported the Irish Presidency conference on this issue (Dublin, 12 and 13 March). It also released the briefing note

<sup>(20)</sup> <http://www.cedefop.europa.eu/EN/publications/21517.aspx>



#### Box 4. Learning outcomes – good, irrelevant, bad or none of the above

This was the main question in a lively panel discussion at Cedefop's conference 'the shift to learning outcomes and its impact: taking stock of European policies and practices'. Participants concluded that there is no alternative to learning outcomes. The question is how this principle is applied to be fit-for-purpose at the relevant level. It is not enough to operate with intended outcomes of qualifications frameworks, standards, and curricula. It is also necessary to monitor, review and evaluate how these intentions are translated into practice; influencing teaching, training and learning; and, most importantly, affecting people's knowledge, skills and competences.

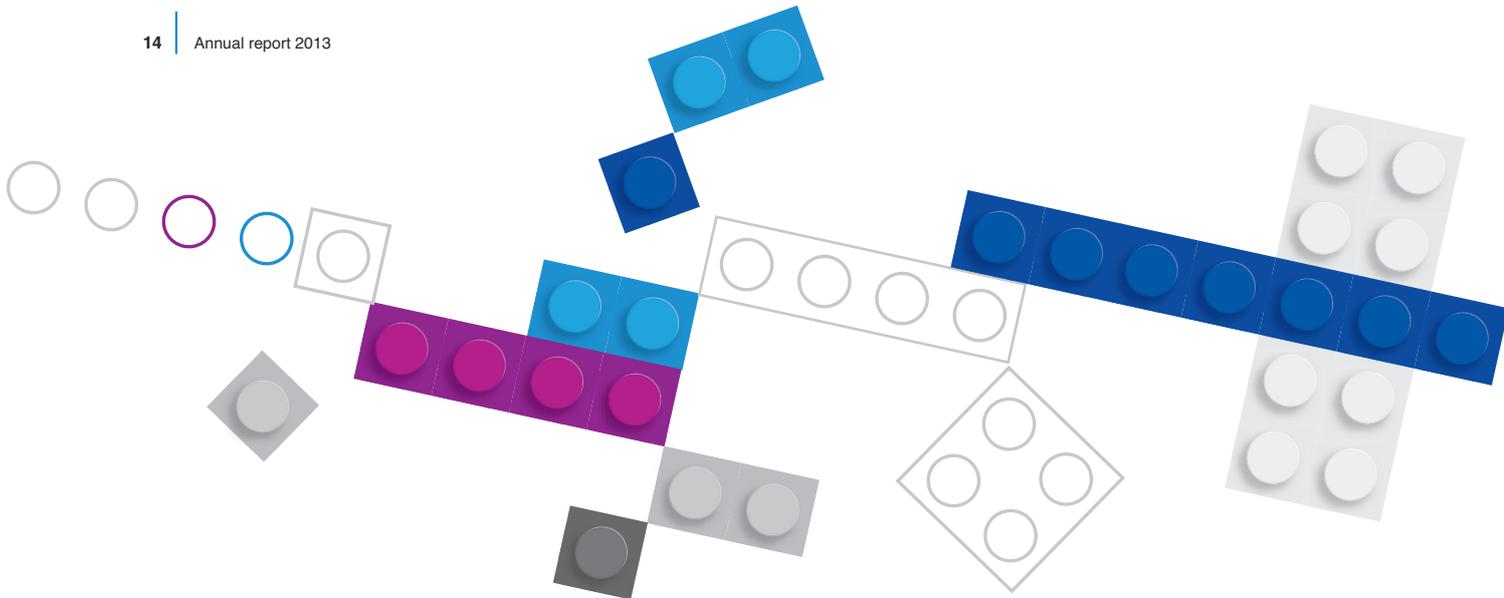
The event on 21 and 22 November in Thessaloniki brought together 160 experts, policy-makers, social partners and teachers and trainers from 27 different countries. They discussed how increasing emphasis on learning outcomes has changed education and training policies and practices in the past decade. A key question asked throughout the conference was whether the shift to learning outcomes can promote a learning culture responsive to people's needs. Adding a forward-looking perspective, the event focused on three themes: learning outcomes as a prerequisite for flexible (lifelong) learning, if and how the learning outcomes approach is reshaping governance and what its implications are for teaching and assessment.

*Quality: a requirement for generating trust in qualifications* <sup>(21)</sup>. In addition, Cedefop helped shape the peer learning activity of the EQF advisory group on how Member States can better link implementation of the learning outcomes approach and quality assurance arrangements (Leuven, 28 and 29 November 2013). Discussions confirmed this link is key for promoting trust in qualifications. Describing and assessing learning outcomes was identified as a possible area of cooperation between VET and higher education in this respect. Jointly with the European Commission and the EQAVET secretariat, Cedefop organised an expert seminar 'Quality assurance in VET and higher education

for improving their permeability' (Brussels, 22 and 23 October). Discussions focused around three emerging challenges shared by both sectors and arising from the tension between learning and working: quality-assured work-based learning and work-based assessment; quality assurance of new forms and contexts of learning; quality assurance and accreditation.

Evidence from Cedefop's research and analysis of the European tools formed the basis for discussions at the EP working dinner on 'the European tools in education and training: what has been achieved and where do we go from here?' (Brussels, 23 January). The event was hosted by Thomas Mann, Vice-Chair of the

<sup>(21)</sup> <http://www.cedefop.europa.eu/EN/publications/21183.aspx>



Employment Committee of the European Parliament and debated how best the European tools can promote mobility and lifelong learning across Europe.

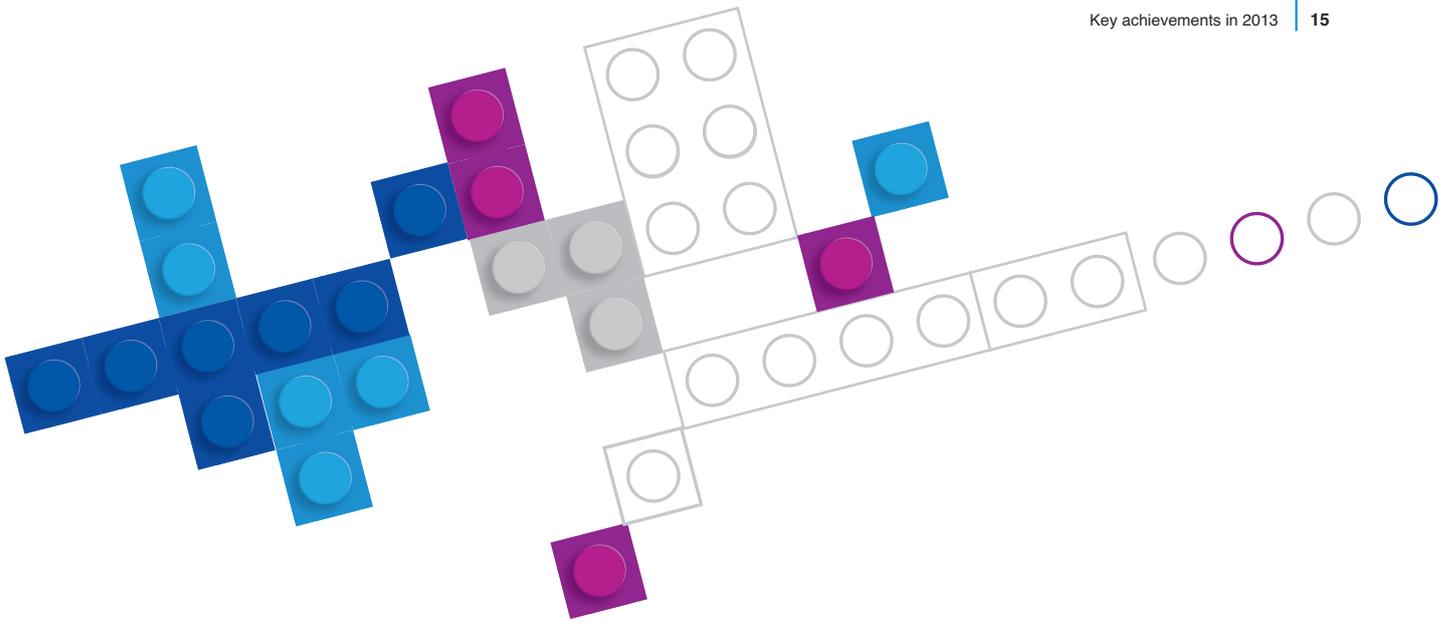
Continuous renewal and reform of VET is important to help Europe recover from the current crisis. An important question is better coordination and governance of VET to ensure quality, relevance and inclusion. Cedefop's study *Renewing VET provision: understanding feedback mechanisms between initial VET and the labour market* <sup>(22)</sup> illustrates diverse solutions European countries apply and how they are embedded in national traditions and education/training philosophy. Analysing 15 countries, the study makes it clear that interaction between VET providers and labour market stakeholders must be given increased attention. Irrespective of the solutions countries choose, missing links in feedback mechanisms between VET and the labour market and vice versa, seriously limit capacity for review and renewal. This makes it difficult to ensure that VET qualifications remain relevant and needs of the labour market are reflected in education and training provision.

With worryingly high numbers of jobless youth, especially among the low-qualified, Cedefop reinforced its work on VET's role in helping reduce early leaving from education and training. Besides its contribution to the Commission's thematic working group report on early leaving from education and training, Cedefop

provided coordination support, policy advice and expertise to the meeting that focused on VET (Brussels, 1 March). To tackle early leaving, participants concluded, it takes strong education and career guidance, flexible VET that includes work-based learning and allows learners to remedy wrong choices. But VET cannot be the sole remedy; labour market prospects also need to be favourable. Taking the issue further, Cedefop asked its ReferNet to provide articles on the relationship between VET and early leaving in their countries. These articles also looked at structural features of education and training systems, labour market characteristics and social welfare systems that may influence young people's decisions to take up, remain in or discontinue VET. With information from the related Bruges deliverable, these articles formed the basis for Cedefop's briefing note ('thematic snapshot') *Keeping young people in (vocational) education: what works?* <sup>(23)</sup>. The briefing note was used as 'scene setter' for the thematic workshop Cedefop was invited to moderate at the Presidency conference 'The role of VET in making education more inclusive' (Vilnius, 12 and 13 November).

<sup>(22)</sup> <http://www.cedefop.europa.eu/EN/publications/22084.aspx>

<sup>(23)</sup> <http://www.cedefop.europa.eu/EN/publications/22244.aspx>



## ACTIVITY

**Study visits**

Cedefop continued to coordinate the study visits programme for education and vocational training specialists and decision-makers.

In the academic year 2012/13, 225 study visits took place in 32 countries with 2 513 participants from 34 countries, with an increasing share of visits on VET and lifelong learning (69% in 2012/13 compared to 65% in the previous year). Two study visits supported peer learning of policy- and decision-makers on the social partners' role in implementing national qualification frameworks and improving quality of VET through cooperation of schools and enterprises.

Impact assessment of the academic year 2011/12 highlighted once again a high level of participant satisfaction (98.7%) and impact on their professional development.

Study visit results from the three academic years, 2008/09, 2009/10 and 2010/11 were summarised in the flyer *Study visits: unlocking the potential for better education and training in Europe* <sup>(24)</sup>. The study visits conference 'Promoting change in education and training policy and practice: value of peer learning' (September, 2013) reflected on benefits of the programme for different groups of education and training specialists and decision-makers and on the opportunities they can draw from the Erasmus+ programme.

1.2. **Career and transitions: CVET, adult and work-based learning**

## ACTIVITY

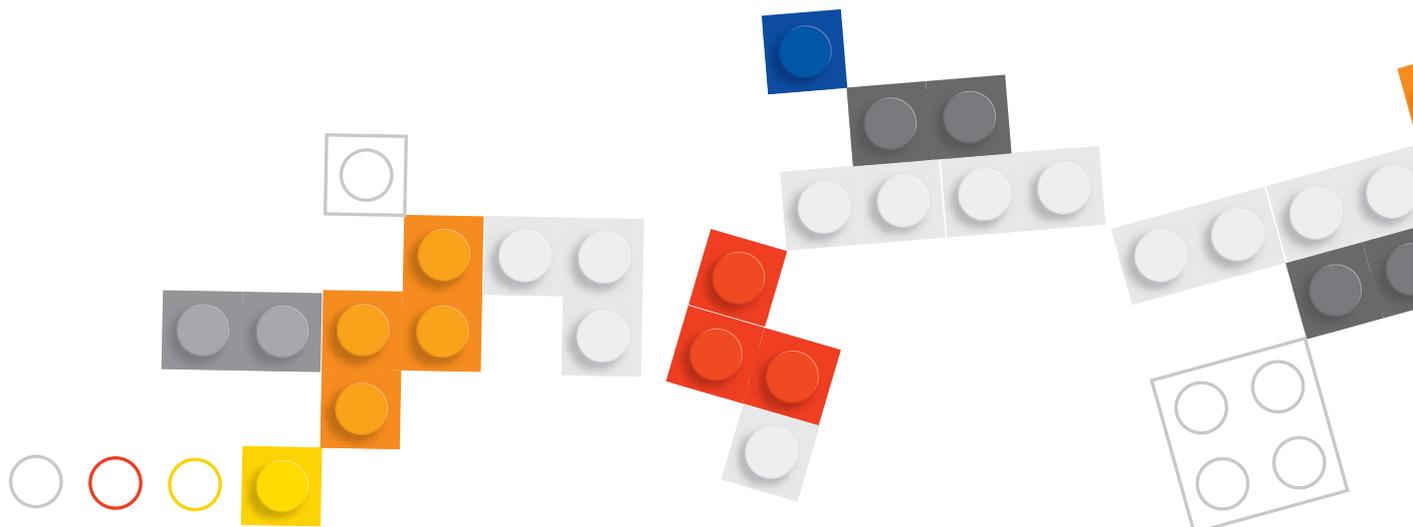
**Adult learning and transitions**

Cedefop directly supported implementation of the priorities set in the Bruges communiqué for continuing vocational education and training (CVET), adult and work-based learning as well as the renewed European agenda for adult learning. It provided expertise and policy advice to the European Commission and its two working groups on quality assurance and financing of adult learning.

CVET for adults, and in particular its work-based forms, are important in the current European economic and social context. In times of economic crisis, increasing human capital in the workforce is key for Europe's sustainable growth and a competitive and inclusive economy, with high levels of employment, productivity and social cohesion.

Work-based learning programmes can play a key role in getting low-qualified unemployed adults back to learning and into the labour market. Many low-skilled adults have negative prior experience with more traditional, classroom-based learning settings. Work-based learning offers a way of learning more suitable to them. Not only can it systematically foster development of job-specific knowledge, skills and competence; it also enables socialisation

<sup>(24)</sup> <http://www.cedefop.europa.eu/EN/publications/21039.aspx>



into roles, behaviour and norms at the workplace, which are important to employers. According to Cedefop's study *Return to work – Work-based learning and reintegration of unemployed adults into the labour market* <sup>(25)</sup>, there are three main success factors: focus on key competences, customised delivery mode and a close link with the workplace. Despite their potential, however, work-based learning programmes that emphasise key competence development are only used to a limited extent in national labour market policies. The study's outcomes were presented and debated at a VET conference during the Lithuanian Presidency, 'The role of VET in making education more inclusive' (Vilnius, 12 and 13 November 2013). The briefing note *Return to learning, return to work* <sup>(26)</sup>, which was distributed at the same conference, aims to disseminate the study findings to a wider circle of policy-makers.

The in-house study on guidance's role for labour market integration of migrants was finalised. It points to importance of public commitment and resources as well as relevance of multicultural skills for guidance practitioners and the need for their active engagement with migrant communities in local initiatives. To discuss the study results, a peer learning event was held at Cedefop (Thessaloniki, 2 December 2013) with policy representatives from Member States, social partners and researchers. Results

were also discussed with the European lifelong guidance policy network (ELGPN). Cooperation with the network continued throughout 2013, including towards establishment of a shared EU-level evidence base to improve monitoring of national guidance systems.

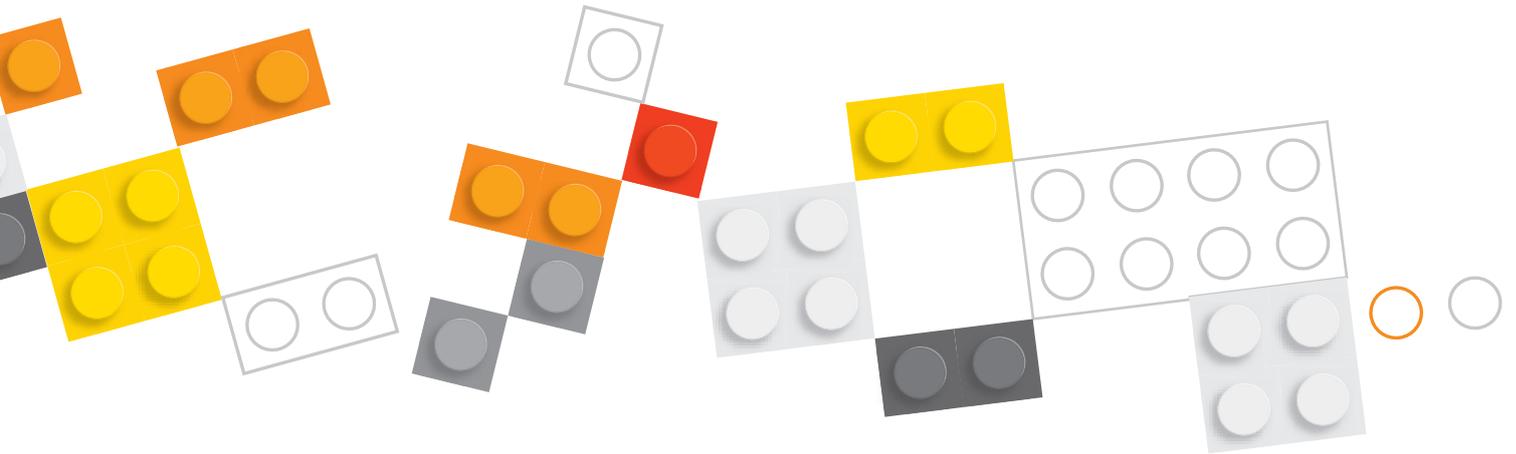
Developments in CVET are diverse, rapidly changing and less understood than in initial VET. This affects ability to support developments and ease cooperation. To fill this gap and get a more systematic picture of the political and institutional landscape of work-based learning approaches in CVET in Europe, in 2013 Cedefop initiated a new strand of research. Preliminary findings were discussed at the workshop Cedefop organised (Thessaloniki, 19 November 2013) <sup>(27)</sup>. Discussions highlighted that while several countries have made progress towards implementing national policies of work-based learning in CVET, much remains to be done. Action is needed to combine better various forms of learning, to cover the widest range of skills and to accommodate diverse needs. The workshop also revealed that governments' intervention tends to depart from direct regulation and increasingly develops through collective agreements and promotion campaigns.

Investment in CVET/adult learning must also increase but there are financial constraints, aggravated by the economic crisis. Public

<sup>(25)</sup> <http://www.cedefop.europa.eu/EN/publications/22082.aspx>

<sup>(26)</sup> <http://www.cedefop.europa.eu/en/publications/21952.aspx>

<sup>(27)</sup> <http://www.cedefop.europa.eu/EN/events/22057.aspx>



budgets are tight. To ensure sustainable financing for CVET/adult learning, closer cooperation and shared responsibility between all – national governments, employers and individuals – is needed more than ever before. To provide recommendations on how to step up investment in adult learning and highlight the need for concerted efforts, cost-sharing and a better understanding of the returns and benefits to adult learning and CVET, outcomes of the 2012 joint European Commission-Cedefop conference ‘Adult learning – Spotlight on investment’ were published online <sup>(28)</sup>.

As many of VET’s benefits, perhaps the most important, are intangible and difficult to express in monetary terms, they are not well documented and often underestimated. Cedefop’s *Benefits of vocational education and training in Europe for people, organisations and countries* <sup>(29)</sup> compensates for this gap and systematically attempts to demonstrate what they are, how they are generated and how to maximise them. In doing so, the publication hopes to influence how decisions are taken when investing in education and training and how to make the most of that investment. Building on Cedefop’s 2012 report *From education to working life*, the research paper *Labour market outcomes of vocational education in Europe* <sup>(30)</sup> provides further evidence on the returns to VET. Confirming that medium-level

VET graduates move faster into work than their peers from general education, are more likely to have a first job that matches their skills and is permanent, the report, however, reveals substantial cross-country differences. Young people in countries with strong VET systems, with a close connection between school and work-based components, are much more likely to find – and stay in – employment. Conversely, young adults in countries where the work-based component of VET is less developed experience a lower VET employment premium and greater difficulties when entering the labour market.

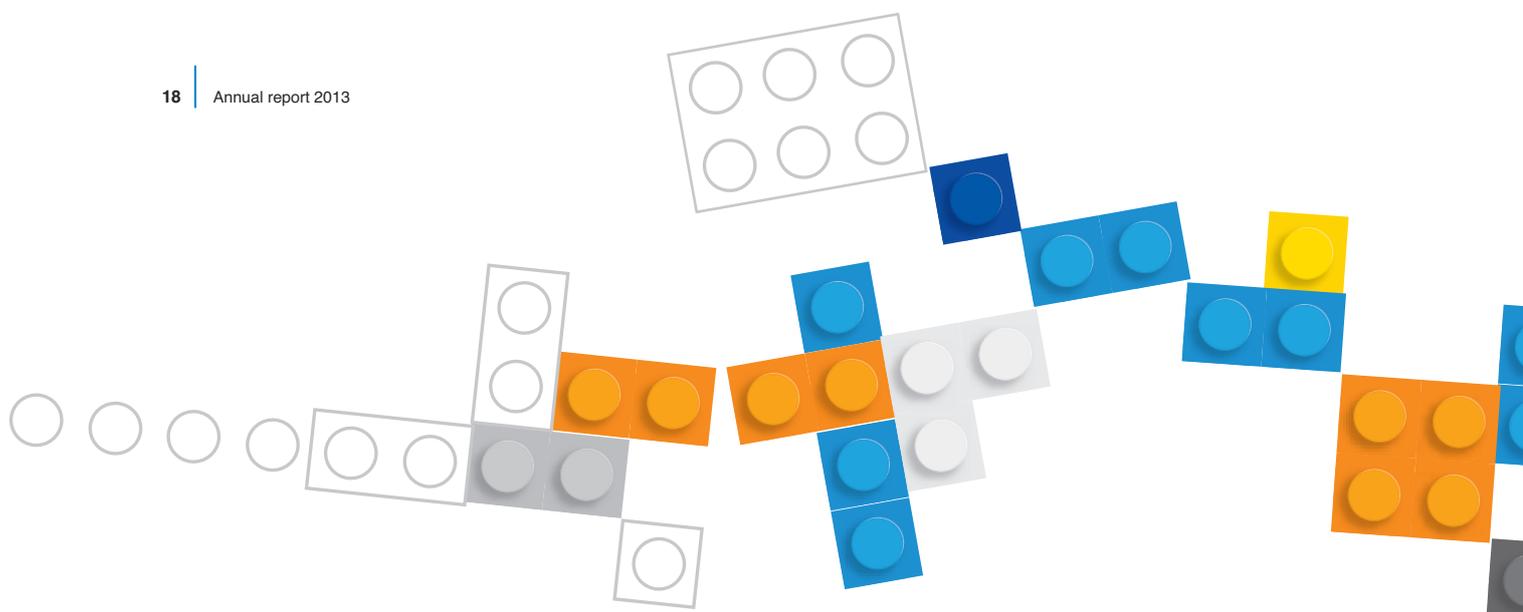
Validating outcomes of non-formal and informal learning can play an important role in helping adults improve their careers and manage labour market transitions. Analysing 400 enterprises, Cedefop’s study *Validation of non-formal and informal learning in European enterprises* reveals that a large proportion have systems in place to assess and record their staff competences. However, these systems are mostly firm-specific. Appraisal results are hardly used across companies (such as for a job application at another firm). Hardly any of these systems interact with public validation systems developed in recent years. The study highlights the need to enable employees to transfer skills and competences to education and training and back to employment. A summary of the study’s findings was released for the seminar <sup>(31)</sup> that

<sup>(28)</sup> <http://www.cedefop.europa.eu/EN/events/20767.aspx>

<sup>(29)</sup> <http://www.cedefop.europa.eu/EN/publications/21465.aspx>

<sup>(30)</sup> <http://www.cedefop.europa.eu/EN/publications/21556.aspx>

<sup>(31)</sup> <http://www.cedefop.europa.eu/en/events/21149.aspx>



Cedefop organised jointly with the European Commission, (Mechelen, 9 and 10 April 2013) to mark start of follow-up to the 2012 Council recommendation on validation. The seminar conclusions informed revision of the *European validation guidelines* (Cedefop, 2009 <sup>(32)</sup>) that the Centre is carrying out with the European Commission. In addition, analytical work focused on updating the European inventory on validation of non-formal and informal learning for which Cedefop took responsibility in 2013 at the request of the European Commission. Integration of these two instruments (planned in 2014) should help Member States achieve the goal set by the Council recommendation to establish national validation arrangements by 2018.

The Bruges communiqué identifies work-based learning as one of the areas that require increased political attention and strategic action, in IVET and in CVET. In follow-up to the European Commission's annual growth survey, several countries received recommendations to step up measures to tackle youth unemployment. Apprenticeship-type forms of learning and internships are major elements of the youth guarantee that the Council of the European Union recommends Member States to reduce shares of young people not in education, employment or training (NEETs). To assist Member States in these efforts, the European Commission launched a European alliance for apprenticeship in July, which is supported by the

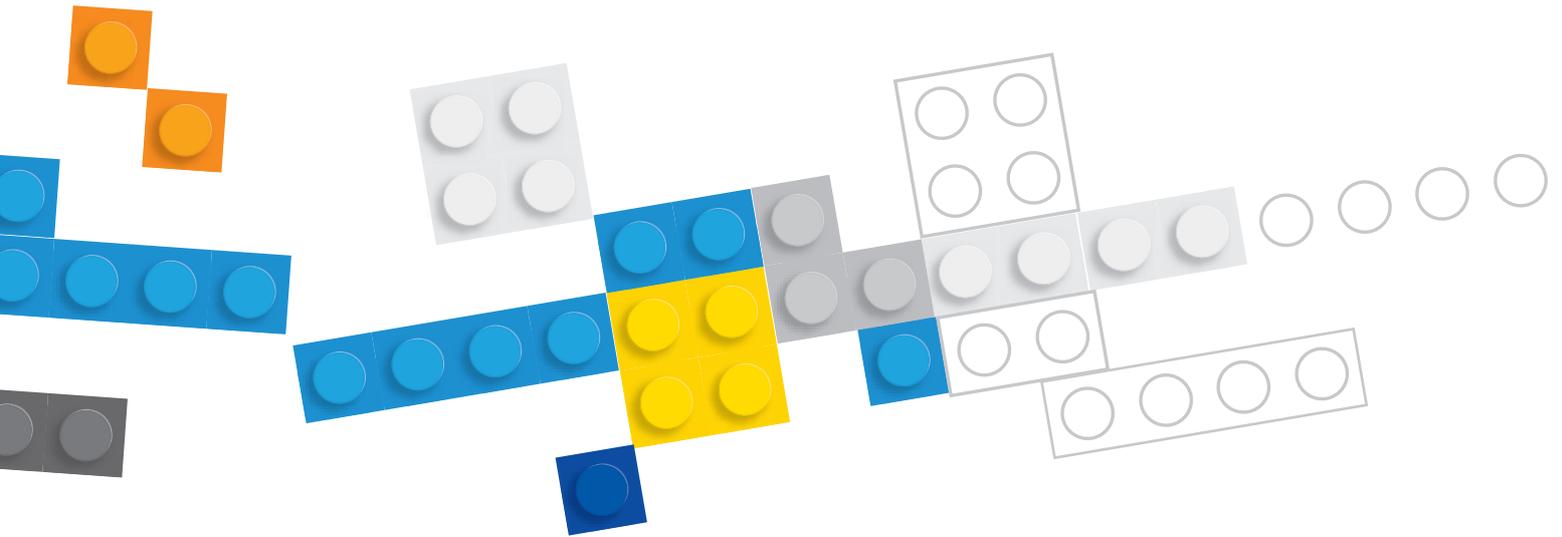
European social partners, to promote cooperation among stakeholders and countries. Cedefop was asked to support the alliance and related initiatives. As a contribution to the alliance and to stimulate policy discussion, Cedefop organised a major conference 'Renewing vocational education and training to tackle skill mismatch – Work-based learning and apprenticeship for all' (see Box 5).

To support discussions at the peer review on VET organised at the DGVT meeting under the Lithuanian Presidency (Vilnius, 11 and 12 November 2013), Cedefop also drafted background papers for the four thematic clusters around which the review was organised: *Introducing apprenticeship-type schemes; Increasing labour market relevance of VET; Making work-based learning and apprenticeships attractive for learners and companies; Introducing the youth guarantee*. The background papers, available online <sup>(33)</sup>, provide an integrated analysis of available data and evidence from Cedefop's previous and current work as well as other sources. They also address key issues reflected in the 2013 country-specific recommendations (CSR) and the Bruges communiqué. Cedefop also supported peer review discussions in one of the thematic clusters by acting as an expert and providing a broader comparative perspective.

Cedefop's expertise on apprenticeship-type work-based learning was also acknowledged in

<sup>(32)</sup> <http://www.cedefop.europa.eu/EN/publications/5059.aspx>

<sup>(33)</sup> <http://www.cedefop.europa.eu/EN/news/22077.aspx> [accessed on 21.1.14].



international settings. At the vocational skills development forum organised by the Korean research institute on VET (Krivet) and the Korean Ministry of Employment and Labour, Cedefop was invited to present European perspectives and experiences in implementing and developing apprenticeship training. Korean stakeholders were keen to benefit from Cedefop's expertise in introducing their own apprenticeship system. Subsequently, the Global HR forum in Korea also invited Cedefop to share its experience on apprenticeship and other forms of dual training.

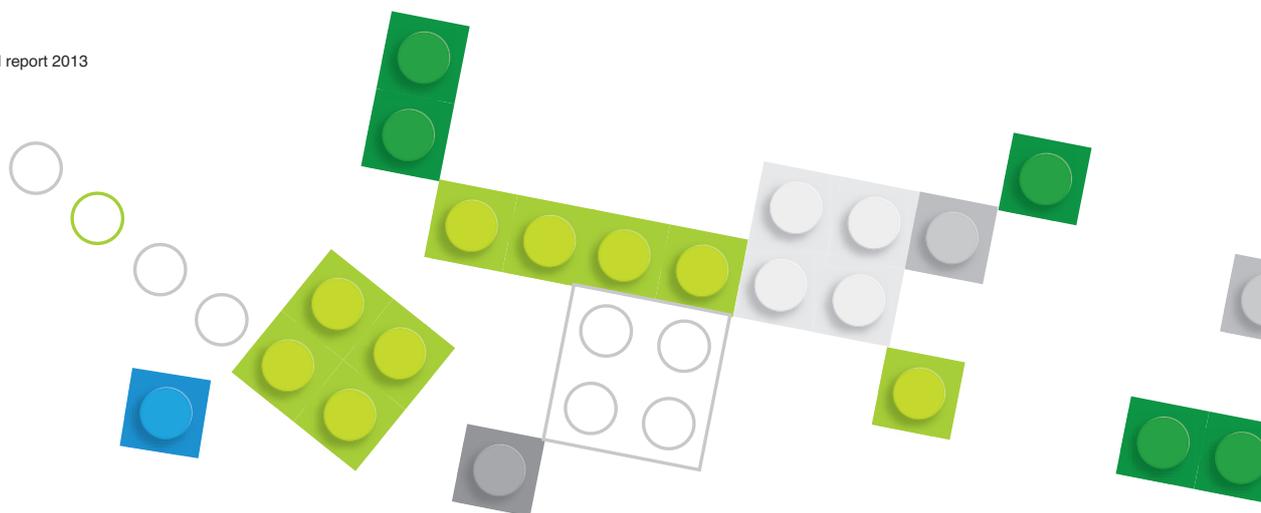
Participants at the workshop 'Apprenticeship: governance modes and financing approaches' (Thessaloniki, 20 and 21 May 2013<sup>(34)</sup>) discussed methods for evaluating governance and financing arrangements, identifying success factors and challenges, and exploring conditions to expand apprenticeship.

Quality and relevance of work-based learning require that trainers are supported

throughout their careers to update their knowledge and skills. Trainers are at the front line of current initiatives aiming to upgrade skills of the workforce, promote lifelong learning, employability, and VET reforms. Cedefop continued to coordinate – with the European Commission – the thematic working group on professional development of trainers in VET. This group was launched in February 2012 as part of the overall agenda of increasing employability and training opportunities for adults. In 2013, through peer learning activities, the group examined how professional development is provided to trainers in enterprises (by the State, sectors, professional associations and companies), in initial and continuing VET. Participants also discussed schemes to validate competences that trainers have acquired on the job. As small and medium-sized enterprises form the backbone of Europe's economy, the group also looked at specificities of trainers' needs and professional development in this type of company.

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<sup>(34)</sup> <http://www.cedefop.europa.eu/EN/events/21500.aspx>



**Box 5. Renewing vocational education and training to tackle skill mismatch: work-based learning and apprenticeship for all**

To contribute to the European alliance for apprenticeship and stimulate policy discussion, Cedefop organised a high-level conference ‘Renewing vocational education and training to tackle skill mismatch – Work-based learning and apprenticeship for all’<sup>(35)</sup> (Thessaloniki, 12 and 13 June 2013). Commissioner for Education, Culture, Multilingualism and Youth, Androulla Vassiliou, German Parliamentary Secretary of State, Thomas Rachel, and Thessaloniki Mayor Yiannis Boutaris were keynote speakers at the event which gathered more than 150 experts and policy-makers from the European Commission, Europe and around the world as well as social partner representatives.

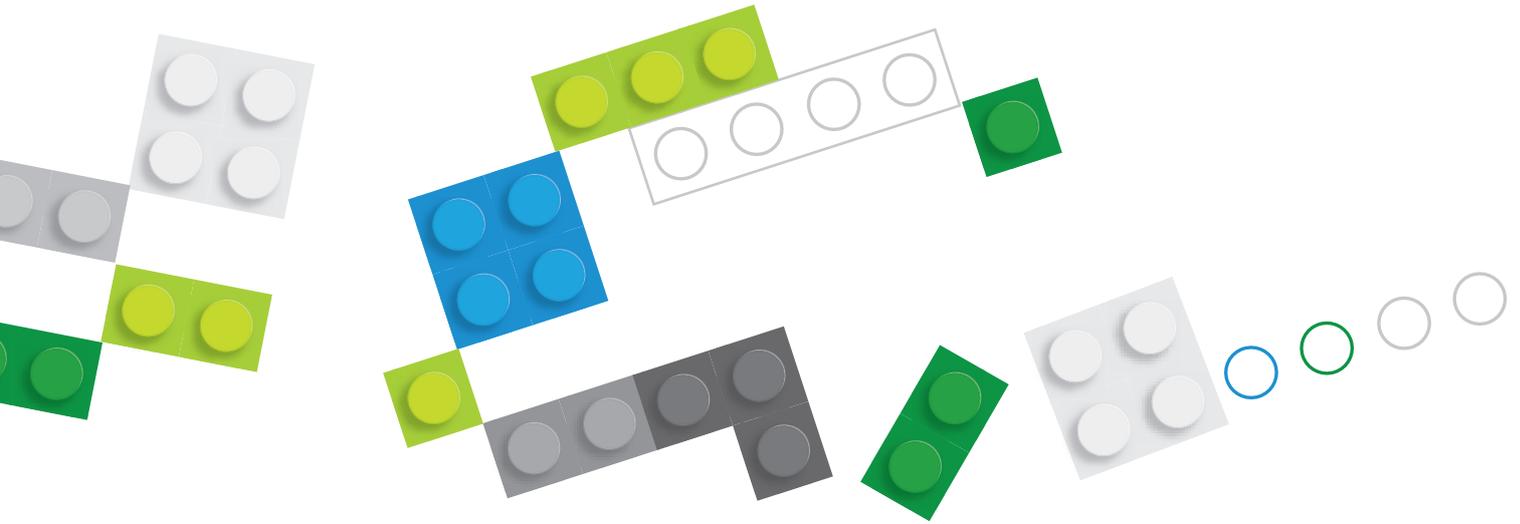
Debates were underpinned by Cedefop input bringing together findings of its analyses of future skills needs and skill mismatch and VET policy developments in Europe, in particular work-based learning and its benefits. Panellists discussed how information on labour-market trends can help improve VET, how various forms of apprenticeship at secondary and higher levels can contribute to alleviating youth unemployment and how peer learning and alliances can

help develop schemes which suit respective country contexts.

The conference confirmed that apprenticeship-type schemes can be one successful way to ease young people’s entry into the labour market and help employers find the staff they need. It is, however, not a quick fix, as Cedefop’s Acting Director, Christian Lettmayr, also underlined. Nevertheless, the current global trend towards reinforcing work-based learning and concrete actions that several countries have taken in a comparatively short period of time are promising. To be successful, reforms require a systemic approach and involvement of social partners. It is also key that evidence on current and future skills requirements as well as on how VET graduates fare on the labour market inform provision more systematically.

‘It will be only by pooling efforts of Member States, social partners, business, other relevant actors and the European Commission that we will be able to develop high-quality apprenticeships across Europe’, stated EU Commissioner for Education, Culture, Multilingualism and Youth, Androulla Vassiliou.

<sup>(35)</sup> <http://events.cedefop.europa.eu/VET-conference-2013/en/programme>



### 1.3. Skills and competence analysis

#### ACTIVITY

#### Skills analysis

Throughout the year, Cedefop supported development of the EU skills panorama (EUSP). The Centre ensured that updated skill supply and demand forecast results were integrated into the EUSP in March and provided regular input for analytical highlights on trends in skill needs in particular occupations and sectors. Cedefop also made a proposal to improve and further develop the platform and its functionalities. The feasibility study, also considering budgetary implications, informed the European Commission's decision to transfer responsibility and hosting of the EU skills panorama to Cedefop from January 2014.

In line with earlier forecasts, Cedefop's 2013 projections for skill supply and demand in the European Union (published online in spring 2013 and now including Croatia) foresee a gradual return to job growth and an older, but better qualified workforce. The latest forecast extends the time horizon from 2020 to 2025 and differs from its predecessors in seeing demand for high-level qualifications speeding up. *Roads to recovery: three skill and labour market scenarios for 2025* <sup>(36)</sup> summarised key findings

of the forecast. Two events were organised by Cedefop in October 2013: 'Forecasting skill supply and demand in Europe', and the expert seminar on 'methodology and new ideas' <sup>(37)</sup> which discussed Cedefop's approaches with experts to get a critical view and inspiration for future work. The seminar gathered about 80 participants and provided an opportunity for common learning, pointing out possible synergies or areas of future cooperation between ongoing forecasting initiatives. In a restricted technical validation workshop <sup>(38)</sup>, a new group of country experts and Cedefop's representatives discussed the latest forecast results for individual countries, working methods and new project avenues.

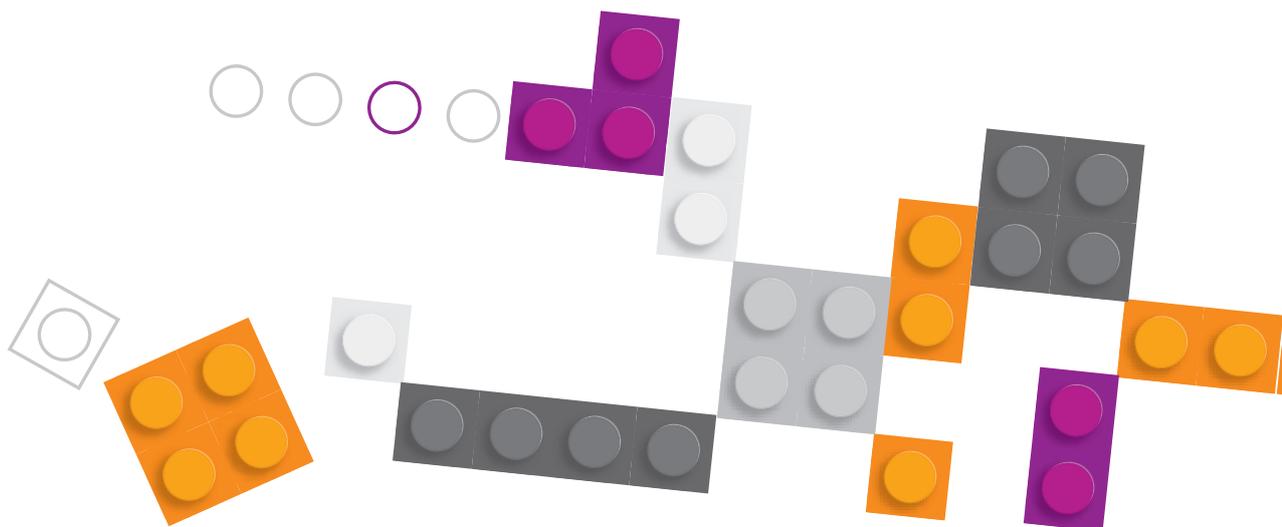
As shown in Cedefop's research paper *Quantifying skill needs in Europe – Occupational skills profiles: methodology and application* <sup>(39)</sup>, it is possible to develop occupational skills profiles by mapping, matching and integrating existing data. These profiles summarise key characteristics required for a given occupation in terms of qualifications (level and field), knowledge, skills, personal abilities, attitudes and values. They can be used to compare skills requirements across sectors, countries and over time. They have the potential to provide essential information for labour market analysis and skills forecasting.

<sup>(36)</sup> <http://www.cedefop.europa.eu/EN/publications/21513.aspx>

<sup>(37)</sup> <http://www.cedefop.europa.eu/EN/events/21344.aspx>

<sup>(38)</sup> <http://www.cedefop.europa.eu/EN/events/21343.aspx>

<sup>(39)</sup> <http://www.cedefop.europa.eu/EN/publications/21142.aspx>



In the briefing note and publication *Skills for a low-carbon Europe* <sup>(40)</sup>, Cedefop identified a blueprint for VET to support transition to a low-carbon economy. The Centre concludes that EU 2020 green and employment targets can be complementary and therefore that moving to a low-carbon economy can foster employment creation. But this requires innovative and concerted employment and VET policies to help create jobs and people acquire the skills needed for the green economy. Otherwise, pursuing green targets may actually destroy jobs in the brown sectors and occupations thus leading to an overall negative employment balance. The full report <sup>(41)</sup> – which was presented in Leipzig in July at the global partner event on green skills and greening VET organised jointly by the Federal Institute for Vocational Education and Training (BIBB) and Unesco-Unevoc – draws on evidence from 16 case studies. They illustrate how VET has responded to developments in skill needs in different industrial sectors. The report also provides a scenario analysis of the labour market impacts of EU policy interventions designed to support transition to a high employment, low-carbon economy, with particular focus on establishing adequate strategic responses at sector level.

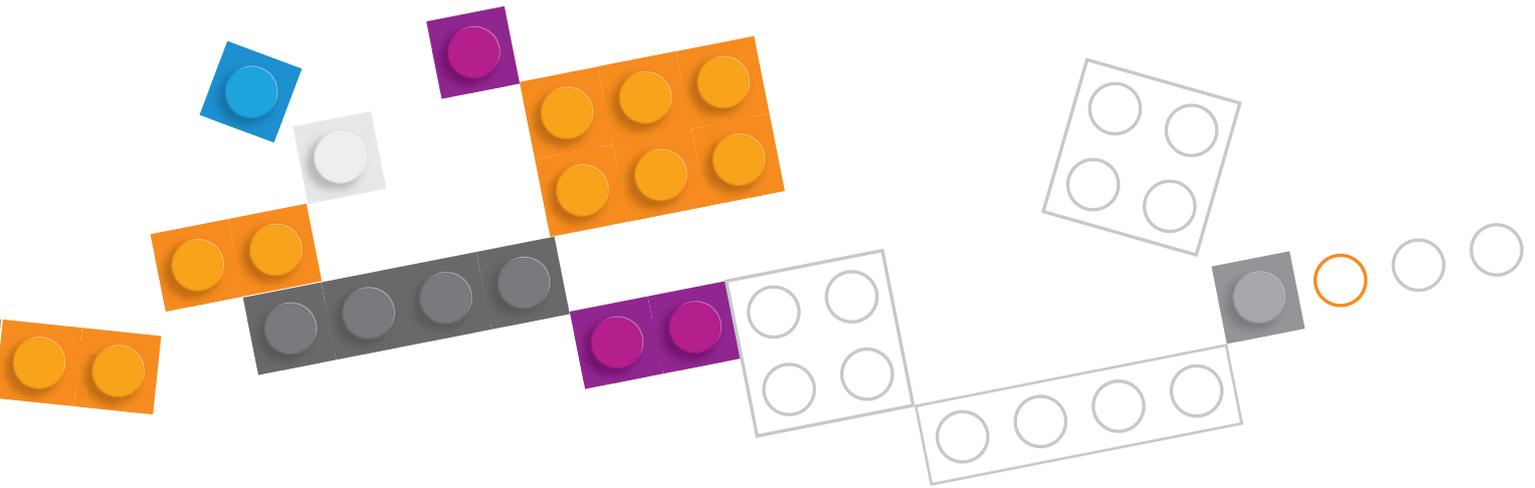
The project to develop a short-term sector-based anticipatory system aims at identifying emerging competences and short-term skill needs at EU and Member State levels taking into account distinctive characteristics and responsiveness of different sectors to the business cycle. To obtain feedback from experts on the project's first outcomes, a workshop was held in April in Brussels. The first phase of the study will be finalised in 2014.

In 2012, the European Training Foundation (ETF), the International Labour Organisation (ILO) and Cedefop decided to pool together their expertise and knowledge to prepare a series of guides on methods to anticipate skill needs in the labour market. The guides are intended to provide a comprehensive toolbox to support countries which aim to develop a sound evidence base on skill supply and demand in the labour market. Guides will cover methods and topics such as: forecasting and foresight, sectoral anticipation of skill needs, analysing skills mismatch, employers and enterprise surveys as well as tracer studies of entrants to the labour market. On 4 and 5 July, a seminar <sup>(42)</sup> with worldwide experts took place in Thessaloniki to discuss validity and usefulness of the guides which will appear in 2014.

<sup>(40)</sup> <http://www.cedefop.europa.eu/EN/publications/21369.aspx>

<sup>(41)</sup> <http://www.cedefop.europa.eu/EN/publications/21701.aspx>

<sup>(42)</sup> <http://www.cedefop.europa.eu/EN/events/21304.aspx>



Piloting a *European employer survey on skill needs – Illustrative findings* <sup>(43)</sup> describes the measurement concept and methodology tested in the 2012 pilot survey, which successfully validated the approach taken to measuring changing skill needs from the employers' perspective in various occupations and sectors in nine countries. The publication presents illustrative findings and assesses practicability and options for moving to a large-scale employer survey on skill needs in Europe. The companion volume entitled *User guide to developing an employer survey on skill needs* <sup>(44)</sup> offers conceptual and design considerations as well as specific recommendations for preparing a practical employer survey looking at skill needs in occupations in selected sectors. The guide reviews issues such as sampling principles, response rates maximisation, and ensuring validity of the instrument and subsequent inferences derived from it. Taken together, both publications aim to support institutions willing to implement an employer survey by showing how to conduct such a study and the findings it will likely generate.

In 2013, Cedefop finalised, tested and translated in all EU languages the questionnaire of the first pan-European skill mismatch survey (EU-MISS), which will be

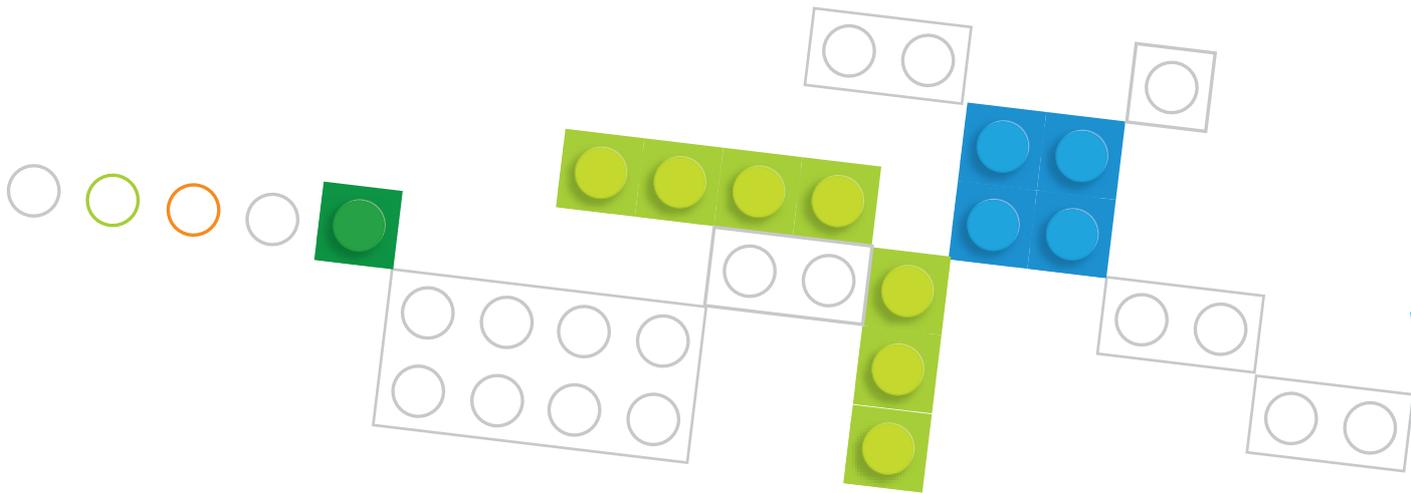
carried out in all EU countries in spring 2014. In parallel, the Centre launched a review of skill mismatch policies in Member States focusing on matching unemployed workers to available vacancies and on mitigating current or anticipated skill shortages. Finally, with its data and analysis on skill mismatch, the Centre strongly contributed to work of the global agenda council (GAC) on employment of the World Economic Forum (WEF) and was represented at the summit on the global agenda 2013 in Abu Dhabi <sup>(45)</sup>. In collaboration with the OECD and benefiting with input from other members of the GAC, Cedefop prepared and delivered the core of a policy paper on skill mismatch to be presented at the WEF meeting at Davos in 2014.

Cedefop made a substantial contribution at the skill mismatch session of the EU's expert conference on the employment and social developments in Europe report in February. Cedefop also participated in expert and advisory committees of two DG EMPL studies: 'Mapping and analysis bottleneck vacancies in the EU' and '2014 European vacancy and recruitment report' and gave regular input to the DG EAC study on 'Employability of higher education graduates in the EU: the employer's perspective'. In addition, findings of

<sup>(43)</sup> <http://www.cedefop.europa.eu/EN/publications/22092.aspx>

<sup>(44)</sup> <http://www.cedefop.europa.eu/EN/publications/22090.aspx>

<sup>(45)</sup> <http://www.weforum.org/events/summit-global-agenda-0>



Cedefop's analysis on skill mismatch were presented to the Employment Committee ad hoc group (EMCO) in March and to the European Presidency event of the European migration network held in Vilnius in November 2013.

#### 1.4. **Communication, information, and dissemination**

##### ACTIVITY

##### **External communication**

Communication activities have been further embedded into the Centre's operational activities, communication channels have diversified further and now include systematic production of videos which can be downloaded from Cedefop's website.

Building on achievements of previous years, focus on cooperation – at European, national and local levels – has also been reinforced, leading to stronger integration of Cedefop's different audiences (the European Parliament and other EU bodies/agencies, local government organisations, social partners and representatives of the academic world and/or think tanks, etc.).

To increase visibility of the Centre's expertise and encourage knowledge-sharing, Cedefop organised 135 conferences, events and meetings attended by 2 578 participants. Results from the performance measurement system (PMS) reflect continuing high satisfaction of participants (94% of participants

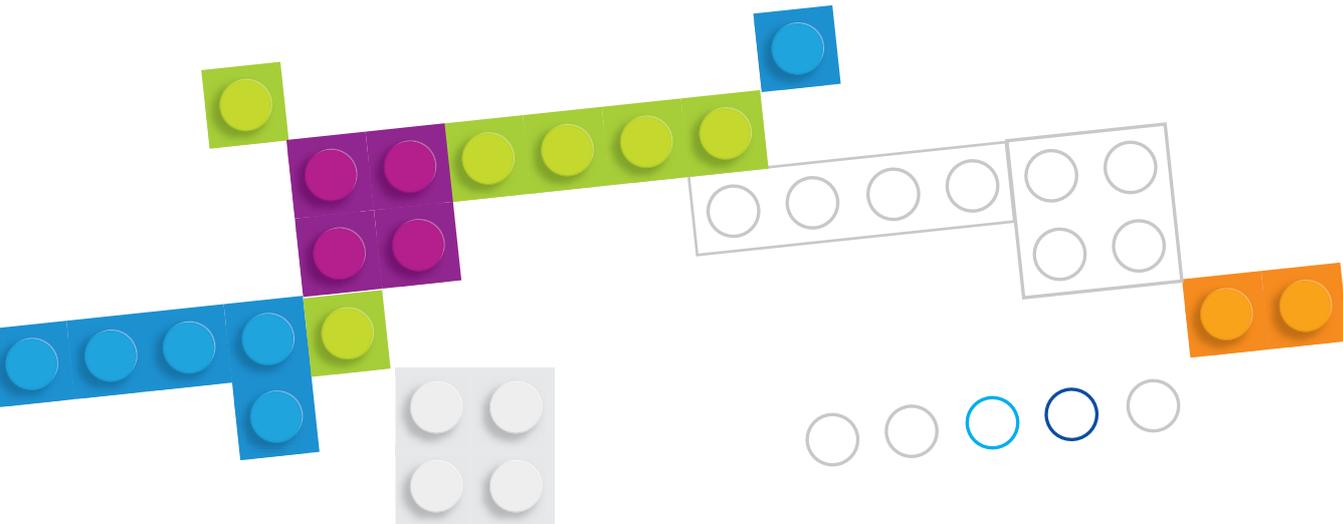
assessed Cedefop's events as good/very good).

Continuous efforts have been made towards a coordinated approach to Cedefop's promotion activities, using various channels and including new initiatives (such as videos). For instance, the conference organised by Cedefop attended by Androulla Vassiliou, European Commissioner for Education, Culture, Multilingualism and Youth, (see Box 5), was promoted via press releases, social media, website articles, newsletter items, video clips and interviews, a picture gallery as well as an interactive newspaper.

For specific information needs of its various target groups, the Centre published 22 issues of electronic newsletters, 23 press releases and nine briefing notes, supporting major conferences, events and publications. Published in eight languages (nine languages in the second semester), briefing notes achieved 69 000 downloads in 2013, surpassing the figures for 2012 by 14%. For the broader public, Cedefop's media coverage recorded around 500 press clippings.

Numbers of Cedefop's followers on social media (Facebook, Twitter) increased by more than 50% compared to 2102 thus surpassing the target of 20% set for 2013.

Last but not least, Cedefop continued its cooperation with Thessaloniki and the Thessaloniki photo museum. The 2012 international THP-Cedefop photo award, which went to a Turkish photographer, was handed over by Cedefop's new Director in autumn 2013. Cedefop also liaised with local authorities in promotion of Thessaloniki's role as EU youth



capital in 2014, which will lead among other actions to a mutual conference at end February 2014 in Thessaloniki. Large posters in the arrival and departure halls of Thessaloniki's airport now advertise not only European presence but also close cooperation with the municipality.

#### ACTIVITY

### Documentation and information

To respond directly to the European VET policy agenda and support Cedefop's policy monitoring and reporting activities, N-VET – national policy monitoring to support EU 2020 – was implemented as a gateway on Cedefop's web portal. The prototype with 15 countries was presented at the ReferNet annual plenary meeting (Thessaloniki, 5 November) and discussed with the Bureau at its December meeting. Depending on results of the pilot, more countries will be added in 2014. By offering access to selected key primary documents from all Member States (such as national legislation, policies, initiatives and strategies in VET), N-VET is designed as a dynamic entry point providing evidence of progress made towards the priorities set for VET at EU level.

Cedefop improved its digital library – VET-Bib – the reference bibliographic database on VET issues for the past 30 years. With 2 500 new records in 2013, VET-Bib provides public access to more than 85 800 records. Citizens

interested in specific VET-related questions made increasing use of the reference service 'Ask the VET expert', which received 531 information requests in 2013.

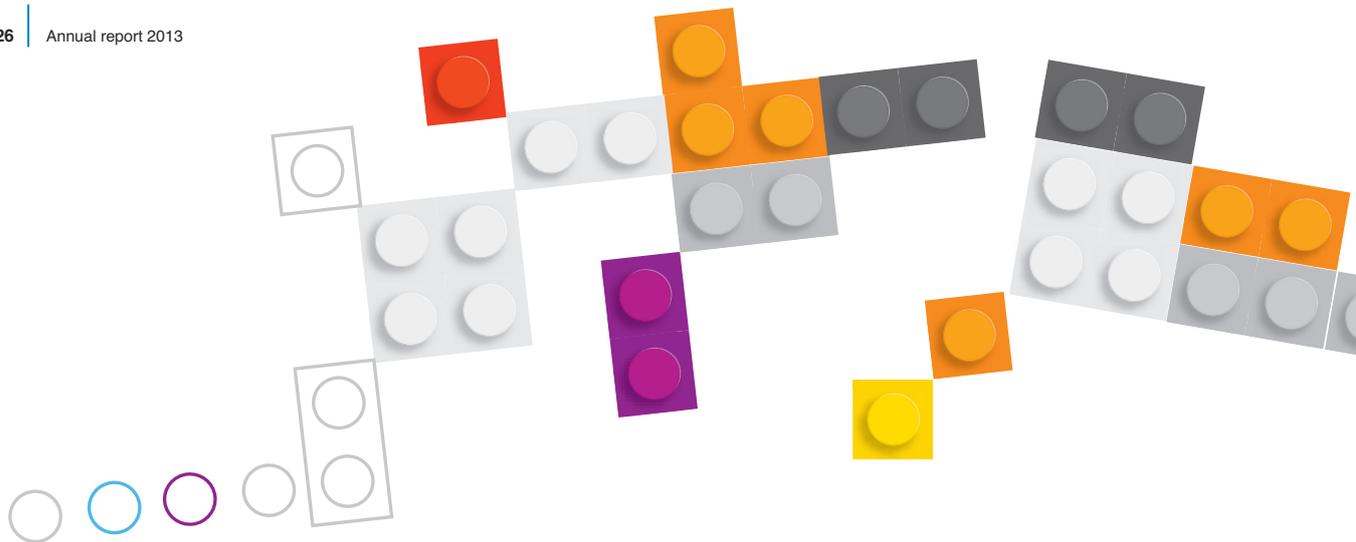
Regarding records management and archives service, Cedefop deployed an outgoing mail registration system in LiveLink (Registration PLUS) which integrates both incoming and outgoing mail registration in line with internal control standard (ICS) 11. Cedefop's contacts database is a centralised repository of contact details and is available to all staff.

#### ACTIVITY

### Publications and content management

In line with Cedefop's communication policy, most publications were published online only (research and working papers), followed by a limited number of printed flagship publications (including printed flyers and brochures). In 2013, 43 manuscripts were edited and/or translated: approximately 3 740 pages were edited in English, 2 272 pages were translated, mainly from English to French, German, Greek, Italian and Spanish. E-book production continued for online publications. In 2013, 13 publications in English and nine briefing notes in eight languages (nine in the second semester <sup>(46)</sup>), were made available as e-pub files, the international standard format for e-books.

<sup>(46)</sup> Lithuanian, language of the Presidency country of the Council of the European Union, was added.



Despite the shift to electronic publishing and dissemination, hard-copy dissemination was still remarkable: around 22 000 printed publications and 29 000 flyers were distributed at events and conferences, shipped on order or disseminated via stakeholder mailing lists.

Compared to 2012, numbers of downloads on Cedefop's web portal increased by 23% and publication downloads by 12%. The web portal registered 413 000 visits, an increase of 1% over 2012.

### 1.5. Management, resources and internal controls

The third recruitment procedure for the new Director was successful and the Director took up duties on 16 October 2013. On 31 December 2013, the Centre's establishment plan stood at 98% occupancy (97% in 2012). Some 96 posts were filled and two offers were sent of a total of 100 posts. Two posts have been kept vacant so they can be cut in 2014 in response to the Commission's request for a 5% staff cut over the next years.

Cedefop reached a budget execution of 99.7% <sup>(47)</sup> with the EU subsidy and the Norway and Iceland 2013 contributions both implemented at 99.7% (as in 2012). Procurement planning was also well executed: 74 of 78 procedures (95%) launched were successfully concluded and the

resulting contracts or grants equalled 93.5% of the relevant initial estimated value.

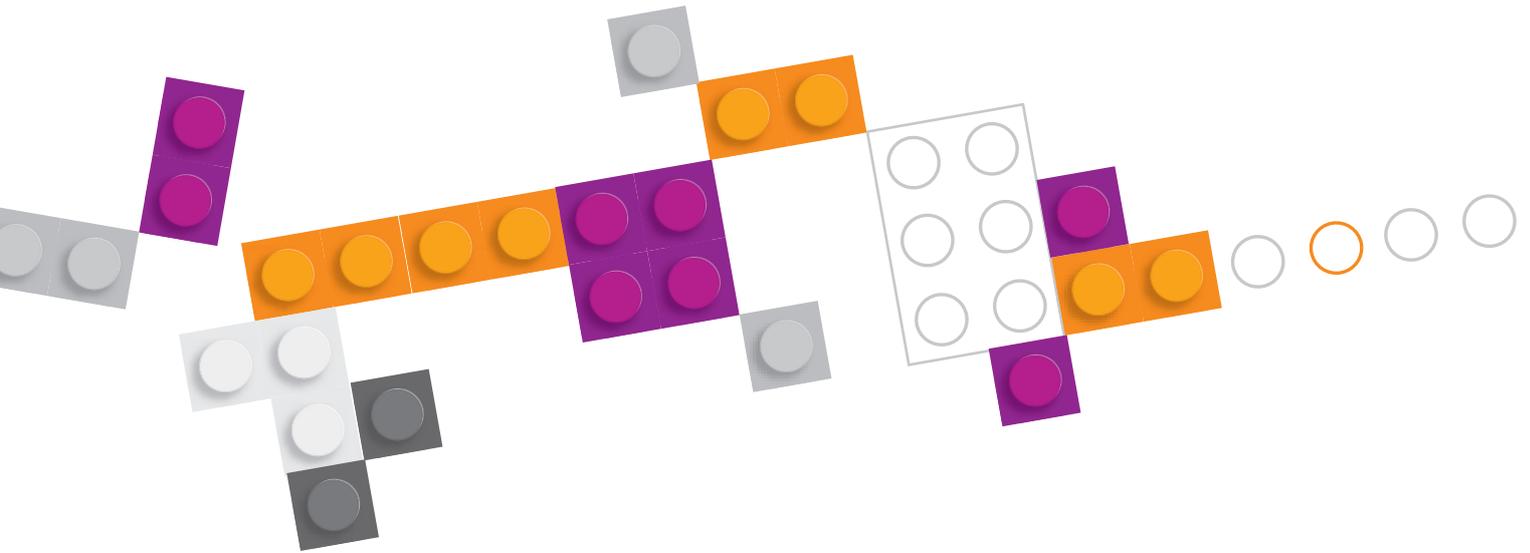
The career development review (CDR) 2013 and the 2013 promotion round were completed in July and September respectively.

The internal staff survey – aimed at improving human resource management and ensuring that working conditions support an efficient working climate – was completed and results presented to staff and Governing Board members in June. A follow-up action plan was presented at the December Bureau meeting. Bureau and Governing Board members will be kept up to date on its implementation.

A working group on a roadmap for cloud technology was appointed. It studied Cedefop in-house ICT services, new ICT technologies such as cloud technology and drafted a comprehensive and long-term strategy for Cedefop's ICT architecture. The revised ICT strategy will be implemented in 2014.

Concerning facilities, Egnatia Odos SA was expected to finish repair works of the building in spring 2013 but implementation suffered further delays and was not completed by end of December 2013. Nevertheless, several maintenance works and renovations were successfully implemented. Slabs in the Montessori and Rousseau conference rooms were reinforced and the main part of the circular access road was built. The revised design for the former day-care centre is expected to be completed by

<sup>(47)</sup> Without the BRS (supplementary and amending budget) for the delegation agreement signed with DG Employment, which was adopted by the Governing Board on 19 December 2013.



September 2014. Cedefop closely monitors progress and will keep the Governing Board informed.

As part of internal control standards (ICS), Cedefop is implementing a business continuity action plan. Work on scanning personal files is on track and preparation for creating a back-up IT infrastructure in the European Union Agency for Fundamental Rights (FRA) in Vienna is in progress. Impact of a possible server disaster on Fibus was successfully tested in September and key disaster recovery procedures for HR, ICT and facilities have been drafted.

Following its December 2012 visit, the European Court of Auditors (ECA) audited closure of the 2012 accounts during its visit in March 2013. ECA observations on the 2012 accounts gave Cedefop a clean bill of health. In December 2013, ECA also carried out its first visit on the 2013 accounts. This audit focused on procedures for commitments, payments, procurement and recruitment and did not lead to any preliminary findings. The second visit mainly on closure of the 2013 accounts will take place in March 2014.

The internal audit service (IAS) acknowledged progress in implementation of past audit recommendations in its 2012 'Budgeting and budget execution monitoring' audit report. The remaining very important recommendation was related to reevaluation of the migration from Fibus (Cedefop's financial and budgeting system) to ABAC (the European Commission's financial and budgeting system). Cedefop carried out a study in 2013 and the final report was presented at the Bureau meeting in

December 2013. The study concluded that no change is currently necessary but that Cedefop should conduct an annual technical review of the Fibus platform. This IAS recommendation was subsequently closed. The remaining seven important recommendations were also closed by end 2013.

The IAS desk review in early 2014 officially confirmed that no recommendations were open on 31 December 2013.

Internal audit capability (IAC) functions are covered either by external contractors or by ad hoc in-house working groups. Some three-and-a-half years after its introduction, this approach has proven effective.

Following a recommendation from the European Court of Auditors, Cedefop carried out ex-post controls on a sample of three ReferNet partners. The final report will be available in early 2014. The methodology used for the sample will be applied in future ReferNet ex-post controls. Cedefop also introduced a system of ex-post controls and applied it to five high-value payments selected by the internal control coordinator. Sample selection took account of the size and complexity of the underlying transaction and of the annual risk assessment. Cedefop's accountant designed a comprehensive checklist to validate every aspect of the transaction from contract to payment. The ex-post control confirmed that all transactions had been processed in line with Cedefop's internal controls.

Following a call for volunteers, a working group on green initiatives was appointed in December 2013. Its findings will support drafting a road map for Cedefop.



## 2. Monitoring performance and assessing implementation of the 2013 work programme by medium-term priority, activity and project

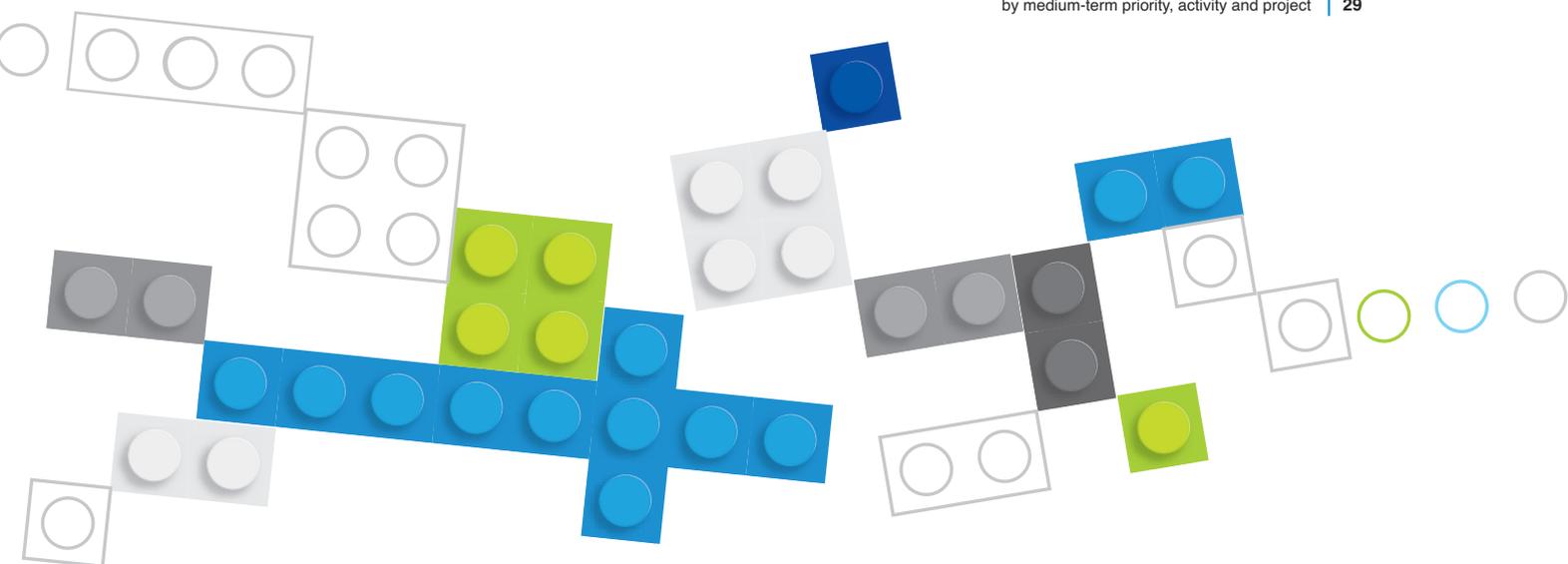
To understand strengths and weaknesses of its work and support continuous improvement, Cedefop regularly measures and analyses its performance. A performance measurement system (PMS) is used to help manage and evaluate its impact, efficiency, effectiveness and relevance. Performance indicators show how and by whom Cedefop's work is used and the effect it has. They focus on outcomes of Cedefop's work: providing policy advice; generating new insights; raising awareness among Member States, social partners, other stakeholders as well as the wider public on VET and VET-related issues. Cedefop also monitors how its administration and internal services contribute to achieving Cedefop's objectives.

Every five years or so, the European Commission organises an evaluation of Cedefop. In 2013, the period 2007-12 was evaluated. As well as carrying out specific surveys, interviews, case studies and desk analysis, the evaluation used Cedefop's PMS data to assess Cedefop's relevance and coherence with European policies, its efficiency and impact (Box 6).

### Performance highlights in 2013

Internal analysis of outcomes of Cedefop's work in 2013 indicates that performance has improved in most areas compared to previous years. The Centre was again successful in achieving its strategic objective and medium-term priorities. It has achieved this in spite of continuous challenges it has faced in the past years due to financial and human resource constraints:

- Cedefop's work remains highly relevant to the European VET and skills policy agenda. Cedefop's stakeholders continue to seek and use its expertise, in particular EU policy-makers (European Commission, European Parliament, the European Economic and Social Committee, European social partners) in line with its strategic objective. Use of Cedefop's work and expertise by international organisations strengthens its position as a worldwide leading centre of expertise on VET, skills and competences;
- varied use of communication channels and targeted promotion of Cedefop's work has generated growing demand for Cedefop's research and analysis and helped raise awareness among its stakeholders. Citations of Cedefop's work in the literature remains consistently high while popularity of its downloadable content continue to increase;
- Cedefop's internal services and administration support the core business efficiently, exceeding in most cases the targets set and making the Centre a well-run organisation.



## Providing policy advice

In 2013, 173 EU policy documents (compared to 169 in 2012) cited Cedefop's findings or included references (543) to its work. Key policy user was by far the European Commission with 115 documents. Strands of research in all three medium-term priorities, in particular its work on common European tools and skills analysis, and its work on VET benefits and labour market outcomes of VET were quoted in the *2013 Education and training monitor*.

Cedefop's work on skill mismatch also informed thematic summaries of the Europe 2020 strategy, which complement more detailed analyses underpinning the Commission's proposals for country-specific recommendations. An increasing trend to draw on Cedefop's policy analysis and reporting on VET developments and systems (such as Cedefop and ReferNet VET in Europe country reports) has become evident.

Apart from citations in European Parliament questions, opinions and reports, policy briefings of its research service make ample reference and provide links to Cedefop publications. In the second half of the year, these briefings, for instance, focused on modernising VET, in particular common European tools and policy analysis and reporting.

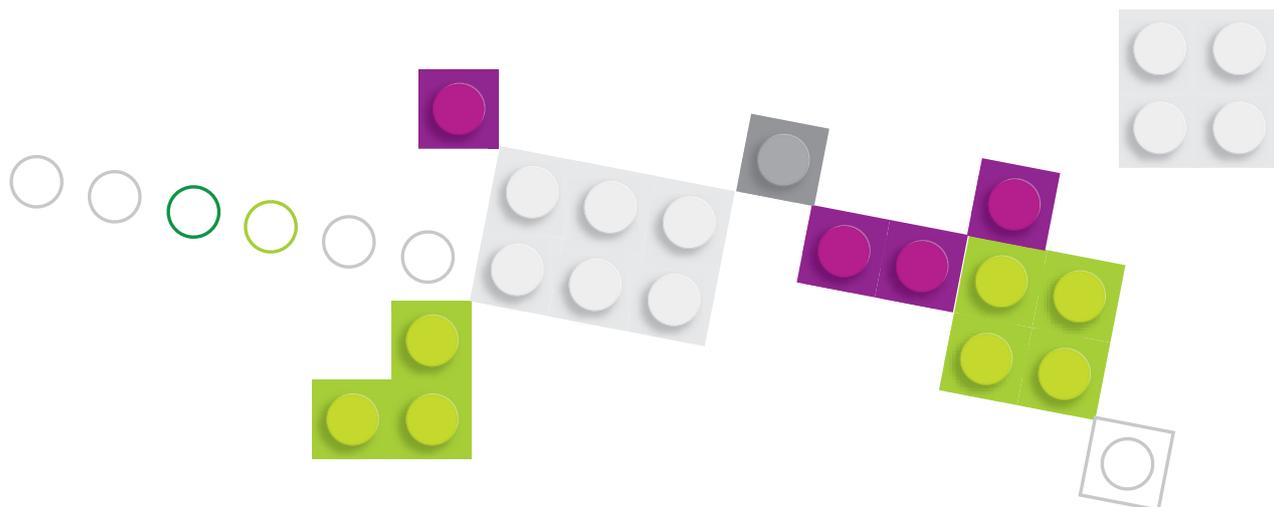
Cedefop's work on skills analysis, which continues to be cited most frequently (48%), including by Eurostat, was reflected in a wide

### Box 6. Cedefop evaluation for the period 2007-12

The evaluation looked at Cedefop's coherence with European policies, efficiency, impact and synergy with four other EU agencies<sup>(46)</sup>. The evaluation's main findings were that:

- Cedefop was highly successful in implementing the objectives in its Founding Regulation;
- Cedefop's work on modernising VET systems and analysing skills is highly esteemed. Cedefop is recognised as a leading centre of expertise worldwide on qualifications frameworks and skills;
- thematic expertise of its staff is Cedefop's key source of added value;
- Cedefop's impact was mostly evident in its support for the open method of coordination in VET policy;
- Cedefop also had an important impact on strengthening cooperation between VET policy stakeholders in Europe;
- Cedefop's work did not duplicate activities of any other actors at European, national or international levels;
- popularity of Cedefop's output and download content increased significantly, helped by Cedefop's new web portal launched in 2010;
- Cedefop's events were of high quality and participants' satisfaction was very high;
- Cedefop's operations were cost-effective.

<sup>(46)</sup> The European Training Foundation, Eurofound and the European Agency for Safety and Health at Work.



range of policy areas. Citations and references in this strand of research relate mainly to skills anticipation, mismatch and green skills. Some 22% of citations can be attributed to adult learning and transitions, as several policy documents focused on learning among adults. Work referred to under this activity cover mainly financing, work-based learning, VET benefits and validation, as, for instance, the European Commission report *Recognition of qualifications and competences of migrants* <sup>(49)</sup>.

Qualitative analysis shows that several policy documents expressly acknowledge Cedefop's work. Some recommend further use of its expertise and indicate areas for cooperation, such as the Employment Committee of the Council's work programme, or the Presidency document on quality assurance in qualifications frameworks. The European social partners' framework of actions on youth employment, which also makes use of Cedefop findings, proposes that 'Eurostat and Cedefop should cooperate to provide accurate and harmonised data and policy analysis on the share of work-based training at all levels of education and training' <sup>(50)</sup>. The European Parliament's research service brief on rethinking education refers to Cedefop as 'the principle institution for research on vocational education and training (VET)' - a clear acknowledgement as an authoritative source in this field <sup>(51)</sup>.

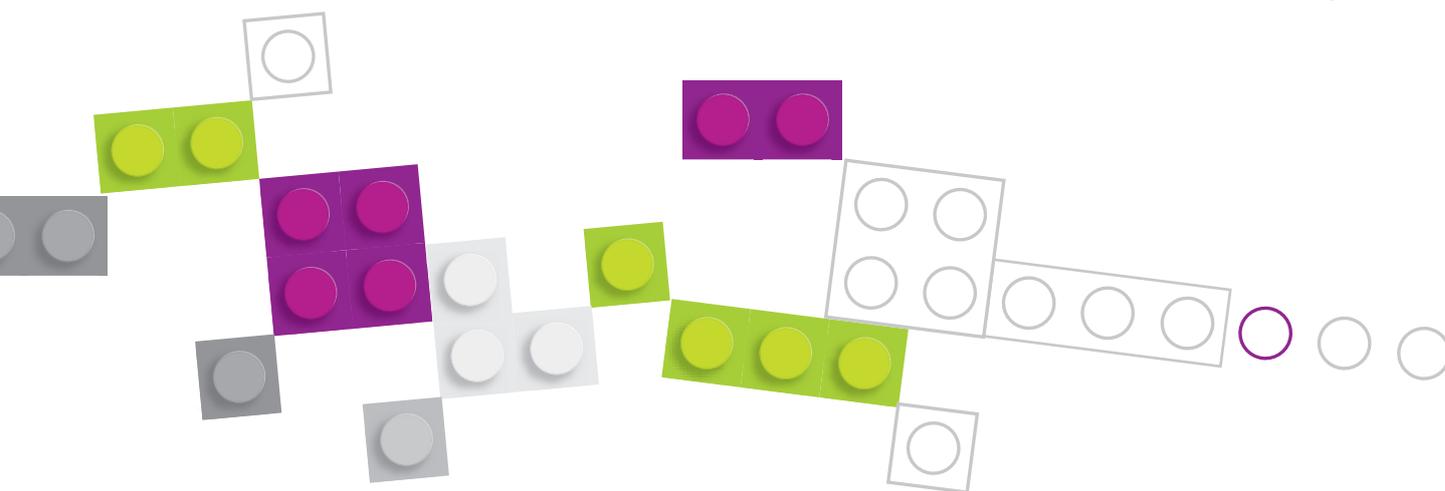
In their discussions in May 2013, Education Ministers of ASEM countries (EU Member States, Norway, Switzerland and 20 countries from the Asian region), considered it useful to explore ways to include cross-references between regional qualifications frameworks in Asia and Europe. The chair's conclusions refer to the *Global NQF inventory* that Cedefop, ETF and Unesco, including its Institute for Lifelong Learning, compiled – another indication that Cedefop is recognised as an authoritative source on qualification frameworks beyond the European Union. In 2013, 43 documents of international organisations – such as Unesco, OECD, ILO, Council of Europe, World Bank and the World Economic Forum – were informed by Cedefop's work or referred to it (70 references). The main areas covered are skills analysis, European tools, adult learning and transition and policy analysis and reporting.

Cedefop's policy advice, expertise and coordination support continues to be sought after and valued by its stakeholders. Among the Centre's contributions to EU policy documents (indicator 3), Cedefop's support to modernising VET features prominently. This includes Commission documents accompanying the public consultation on the envisaged European area for skills and qualifications, six reports on the processes countries use to link their NQFs to EQF and conceptual input into papers on

<sup>(49)</sup> <http://ec.europa.eu/social/BlobServlet?docId=9933&langId=en>

<sup>(50)</sup> European social partners. *Framework of actions on youth employment*. Brussels, June 2013. [http://www.etuc.org/IMG/pdf/201306\\_Framework\\_of\\_Actions\\_Youth\\_Employment.pdf](http://www.etuc.org/IMG/pdf/201306_Framework_of_Actions_Youth_Employment.pdf)

<sup>(51)</sup> <http://epthinktank.eu/2013/05/25/rethinking-education>



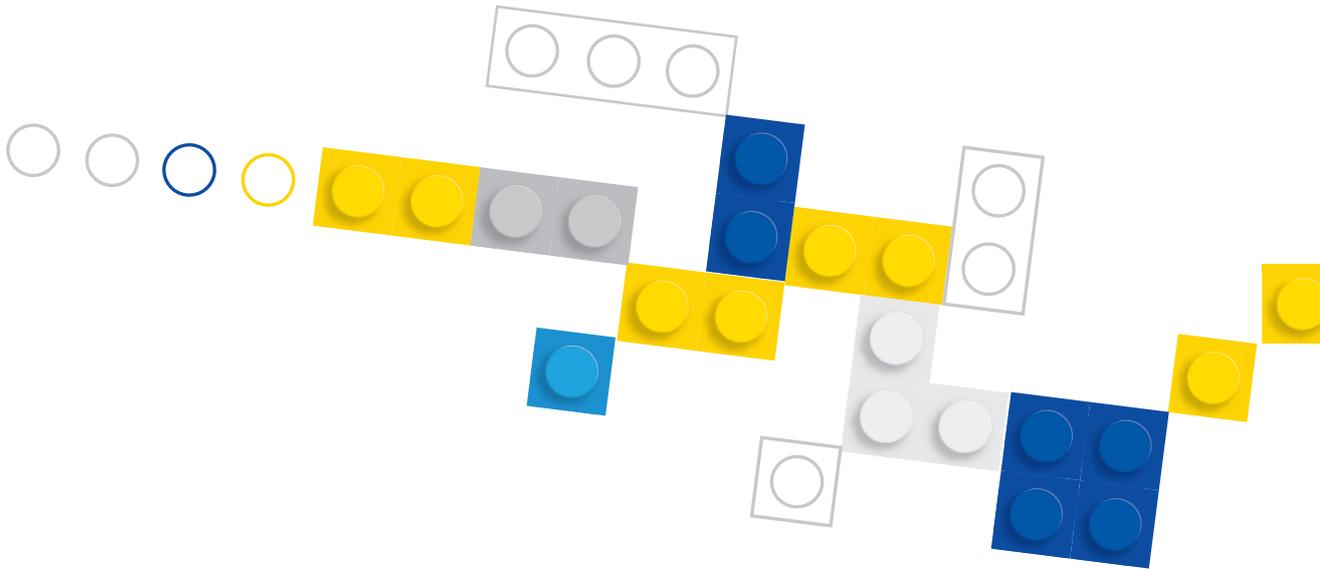
ESCO. At international level, Cedefop's contribution to the *Global national qualifications inventory* (see above), the internal scoping paper on skills mismatch and the joint policy paper with OECD on skill mismatch for the World Economic Forum meeting at Davos in 2014 are most noteworthy.

In 2013, Cedefop staff continued to support senior stakeholder meetings (166), EU expert working groups or Presidency events (indicator 4). More than half (56%) supported Commission working or expert groups. In 52% of cases Cedefop contributed to common European tools, qualifications and learning outcomes, 16% to policy analysis and reporting. In over half the cases (55%), Cedefop chaired meetings, gave presentations or acted as rapporteur. In about half the cases Cedefop drafted concept papers or provided other written contributions. These include, for instance, joint papers with the European Commission for the April seminar launching the 2012 recommendation on validating non-formal and informal learning and the ESCO launching conference in October as well as peer learning activities on learning outcomes, and training trainers. In addition to several papers for events and conferences on European tools and principles, Cedefop also contributed to conclusions of the Presidency conference 'Quality assurance for qualifications', presented its findings at the Lithuanian

VET conference and provided input to ACVT meetings. Cedefop also contributed to the European skills policy agenda by presenting its findings on skills mismatch to the Employment Committee ad hoc group (EMCO).

The work Cedefop has been entrusted with is a clear indication of confidence in its expertise in VET policy, skills and qualifications. In addition to its longer-term mandates (indicator 2), such as those on costeering the EQF advisory group, monitoring progress in deliverables of the Bruges communiqué and contributing to the EU skills panorama, several new ones were assigned to the Centre. Cedefop was asked to take over responsibility for the EU skills panorama and the European inventory of validating non-formal and informal learning. In addition, the European Commission invited Cedefop to prepare papers for the peer review on work-based learning/apprenticeship organised for the DGVT meeting in November.

Some of Cedefop's mandates to contribute to thematic working groups (TWG) at European level came to an end, as the Commission decided on a new generation of TWG under the open method of coordination (OMC) in education and training. Cedefop was invited to support the new groups to be set up in 2014 on VET, adult learning and transversal skills.



## Generating new insights

Downloads of Cedefop publications (indicator 5) indicate the extent to which Cedefop has generated new knowledge and insights. Results from 2013 show an increase of 12% (636 000 downloads <sup>(52)</sup>) across all Cedefop major publication series compared to last year. User interest according to Cedefop's three medium-term priorities 2013-15 was:

- supporting modernisation of VET systems (71%);
- analysing skills and competence needs to inform VET provision (16%);
- careers and transitions – continuing VET, adult and work-based learning (9%).

The high figure for the first medium-term priority is due to study visits publications which account for a majority of 2013 downloads (46%). Downloads reached a peak in March and October when education and training specialists were applying for study visit grants.

Apart from study visits the most popular publications released in 2012 and 2013 were about skills analysis and on common European tools, qualifications and learning outcomes. Each topic accounted for around 30% of total downloads of publications. The most popular 2013 publication was *On the way to 2020* which outlines data for a series of statistical indicators related to vocational education and training for 30 countries. The publication had more than

5 000 downloads in eight months, which are also attributed to targeted promotion and mailing strategy used to disseminate the data to national and European stakeholders.

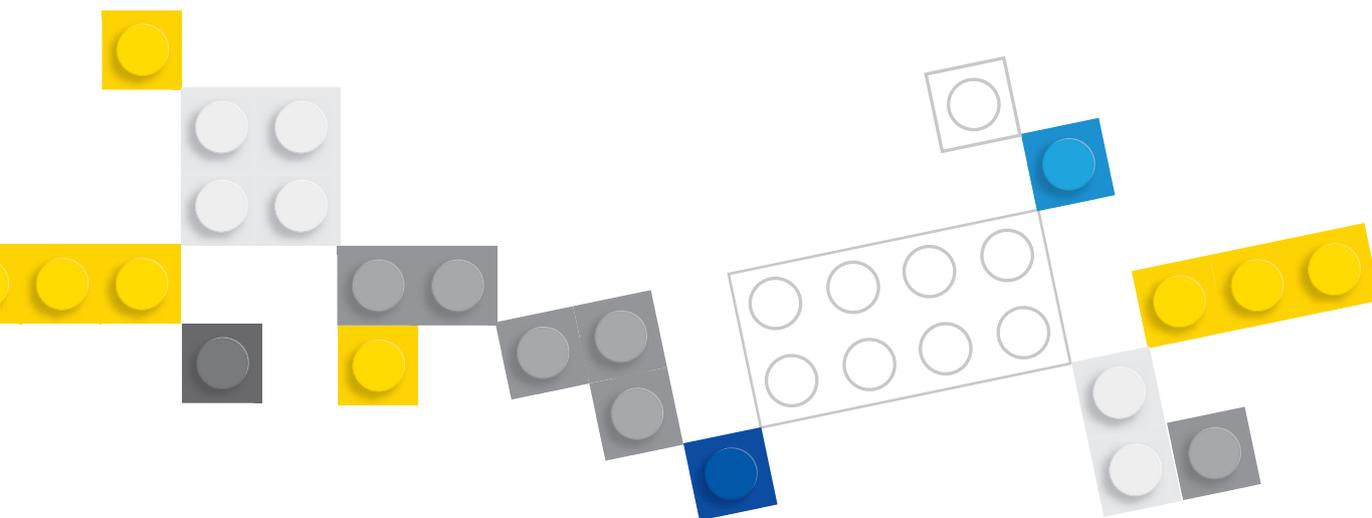
Continued, systematic targeted promotion and dissemination also helped increase downloads of briefing notes (short format publications for policy- and decision-makers) by 14% in 2013 compared to 2012. Five briefing notes appear in the top 10 of the most downloaded publications in 2013, for instance, *Roads to recovery: three skill and labour market scenarios for 2025* and *Return to learning, return to work*.

Citations of Cedefop publications and studies in academic literature (431 in the period 2012-13) continue to demonstrate the Centre's capacity to generate new knowledge and insight on skills, VET and lifelong learning. Most frequently quoted topics are those related to the shift to learning outcomes, skills supply and demand in Europe, skills for green jobs and on validation of non-formal and informal learning.

## Raising awareness among stakeholders

Cedefop has seen, for the first time since 2010, increased interest in its website content (indicator 7). Returning visitors (6% increase in the past two years) indicate a trend towards more people coming back to use Cedefop's website.

<sup>(52)</sup> A more accurate measure to count downloads was introduced in 2013 which reduced absolute numbers by 10-12% but trends remain positive.



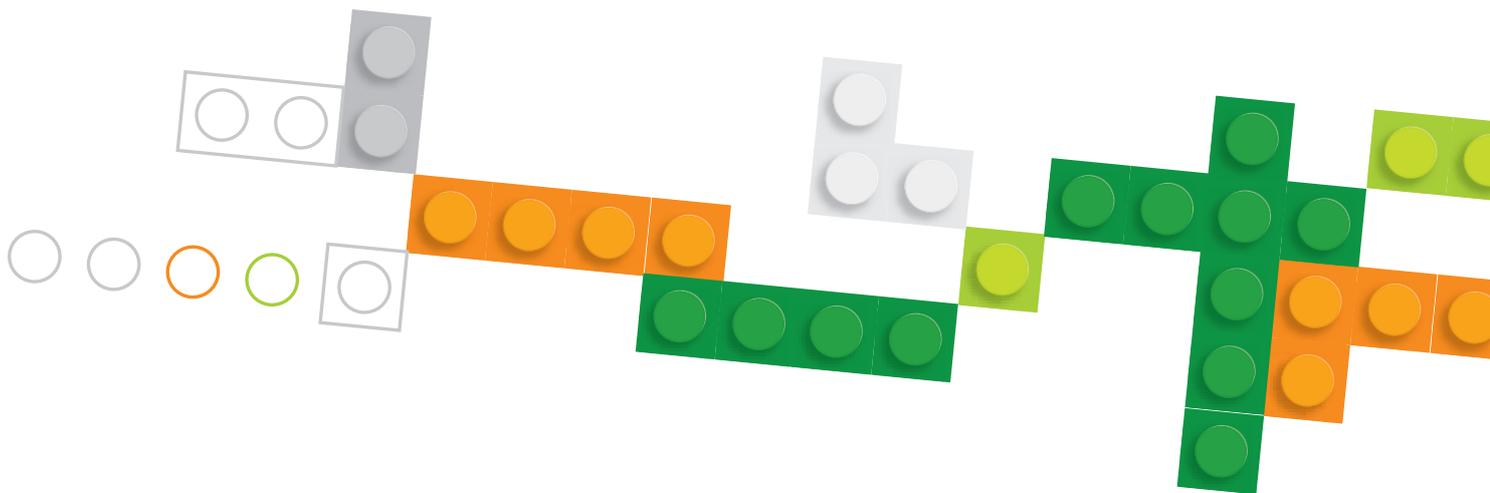
Use of social media (Facebook and Twitter) to disseminate output of Cedefop's work drives new traffic to the website contributing to 8% increase in unique visitors compared to 2012. More people follow Cedefop content in Facebook (4 300 people) and Twitter (2 000 people), an increase of more than 50% compared to last year, sharing mostly the homepage, opportunities for traineeships, call for tenders and publications.

Demand for Cedefop expertise at conferences remained at similar levels (88 times in 2013) compared to 2012 (indicator 8). Of these, 36% were related to skills analysis, 21% to common European tools, qualifications and learning outcomes, 16% to policy analysis and reporting and 16% to adult learning and transitions. Some of the major conferences at which Cedefop presented its expertise were organised by DG Employment, which discussed skill mismatch, by OECD and Germany 'Skilling the future: VET and workplace learning for economic success' and the global HR forum in Seoul. Its analysis of EQF/NQF developments and presentations on apprenticeship and higher vocational education and training met with great interest. In December, Cedefop's new Director shared his views on adult learning in a panel of the conference 'Equipping adults for the 21st century' which was organised by the European Commission and Unesco during the Lithuanian Presidency. Cedefop also contributed to several social partner events, especially on green skills and apprenticeship such as the Berlin conference 'Perspectives for the young generation from a trade union point of view' organised by

DGB, the 'Forum on jobs and skills for tomorrow' organised by the Hellenic Federation of Enterprises in Athens, the ETUC's lifelong learning committee meeting and the ETUCE event 'Teacher unions preventing ESL through use of ICT for education'. In December, Cedefop stimulated discussions at an event of the European Economic and Social Committee's Labour Market Observatory. This conference on skills and mobility for competitiveness was hosted by Cedefop.

Cedefop successfully coordinated exchanges between education and training policy- and decision-makers in the study visits programme, a programme which comes to an end in June 2014 as the EU's lifelong learning programme 2007-13 closes. The conference 'Promoting change in education and training policy and practice – The value of peer learning' celebrated success of the study visits programme in enabling 15 000 people over the past five years to set up networks, review their practices and influence policy change in education and training at local, regional or national levels. Satisfaction with study visits by participants in the academic year 2012-13 remained very high (97%).

Quality of Cedefop events is perceived to be high (indicator 9). As last year, participants continued rating events as good or very good (94%). Growing demand for more discussion also brought more interactive formats to 2013 events. Cedefop's flagship conference 'Renewing VET to tackle skill mismatch - Work-based learning and apprenticeship for all', which Commissioner Vassiliou attended, was very well



received. The majority of participants, who responded to the conference evaluation questionnaire, support policy development and implementation in their countries (63%) and attended the event to obtain new knowledge and share new ideas (60%).

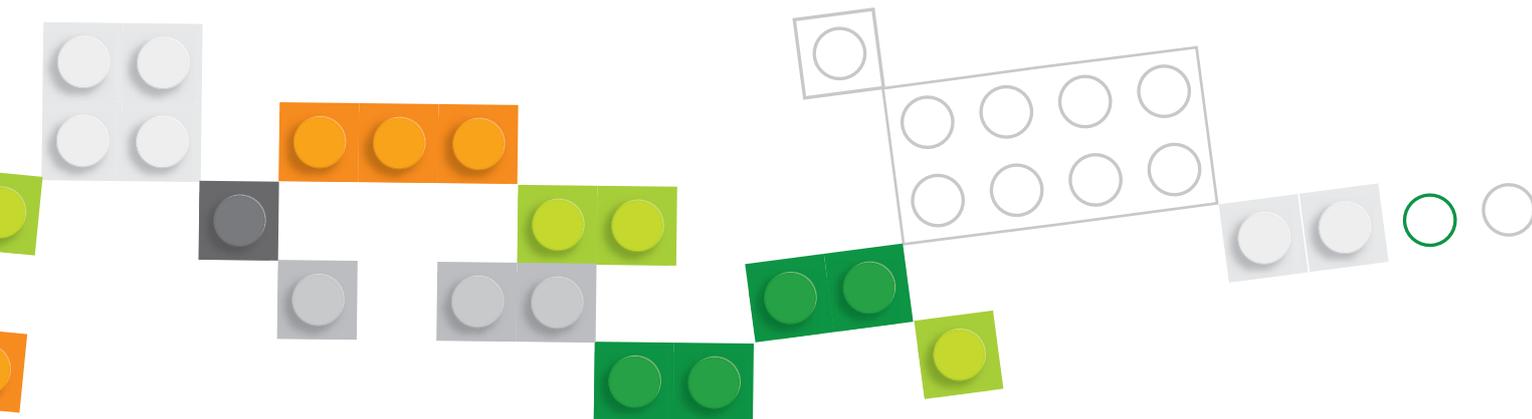
### Raising awareness among citizens

Nine years after its launch, 35 million people have used Europass to present their qualifications and skills to employers across Europe in a standard format (indicator 11). European citizens – particularly young ones – are using the Europass portfolio at a growing rate of 32% on average in the past three years. More than 10 million CVs were generated online in 2013. Improvements to the Europass CV and language passport, and launch of the European skills passport in December 2012 contributed to a 41% increase in visits compared to 2012: over 20.85 million compared to 14.81 million in 2012.

Press coverage (indicator 12) gives some indications of Cedefop's work among European citizens. About 500 articles were recorded during 2013 (similar to 2012). Most refer to the latest update of the skills forecast up to 2025 (about one quarter of Cedefop media coverage). Cedefop participated in a debate

organised by *The Economist* on whether the younger generation is sufficiently skilled to meet tomorrow's challenges, which was covered by the press and a video of the event was published. Articles on study visits and Europass have had a steady presence in European press throughout the year (about 10% and 5% respectively of the total number of press clippings). High coverage (about 10%) is observed for briefing notes. Media interest in Cedefop's work has continued to spread beyond Greece (42% of media articles in Greek press), in particular to Germany and Spain, but also France, Italy, Portugal, UK, Belgium and Austria (representing another 45% of media coverage in 2013). The new Director gave several interviews to European and Member States media. Interviews were widely published or broadcast.

The joint conference Cedefop organised with the EP Employment and Social Affairs Committee and three other EU agencies – ETF, Eurofound and EU-OSHA – on 'the European social model – a key driver for competitiveness' was communicated via press releases, Cedefop's Facebook page and website and live updates via Twitter during the conference. Combination of these different channels brought many visitors to the Cedefop website (about 2 000 downloads of its programme and background information) and drew attention of the media.



Cedefop continued its interaction with Greek government organisations, universities and labour market actors (inter alia the Ministries of Education and Employment, National Organisation for the Certification of Qualifications and Guidance (EOPPEP), Regional Directorate of Education, Greek International Business Association (SEVE), Hellenic Confederation of Professionals, Craftsmen and Merchants (GSEVEE)). Cedefop's commitment to reach out to its host country is highly appreciated by local stakeholders especially in the current crisis. Cedefop's expertise fed directly into development of the Hellenic qualifications framework (presented in December 2013 to the EQF advisory group) and work of the Greek Ministry of Education on skill needs scenarios, thus increasing Cedefop's visibility and acknowledgment in its host country.

### Efficient and effective support

Cedefop's administration and internal services continue to support operations effectively and efficiently. A comprehensive staff survey which took place in 2013 indicated operational staff satisfaction with administrative and support services. Improvements in internal services (indicator 14) are evident in 2013. Average time

to pay invoices was reduced, reaching 11 days in 2013 compared to 14.10 days in 2012, well below the target of 28 days. Budget execution of the EC financial subsidy was implemented at 99.7% (as in 2012) staying above the target of 99%. Occupation of the establishment plan (98%) and duration of selection procedures (94 days) consistently outperform targets in line with previous years' performances. Availability of Cedefop's core ICT systems and services is at 99.90%, above the target of 99%. The European Court of Auditors which carried out its visit on the 2013 accounts late in the year did not lead to any preliminary findings. In addition, all recommendations of the internal audit service on Cedefop's 2012 'Budgeting and budget execution monitoring' audit report were closed by end of 2013.

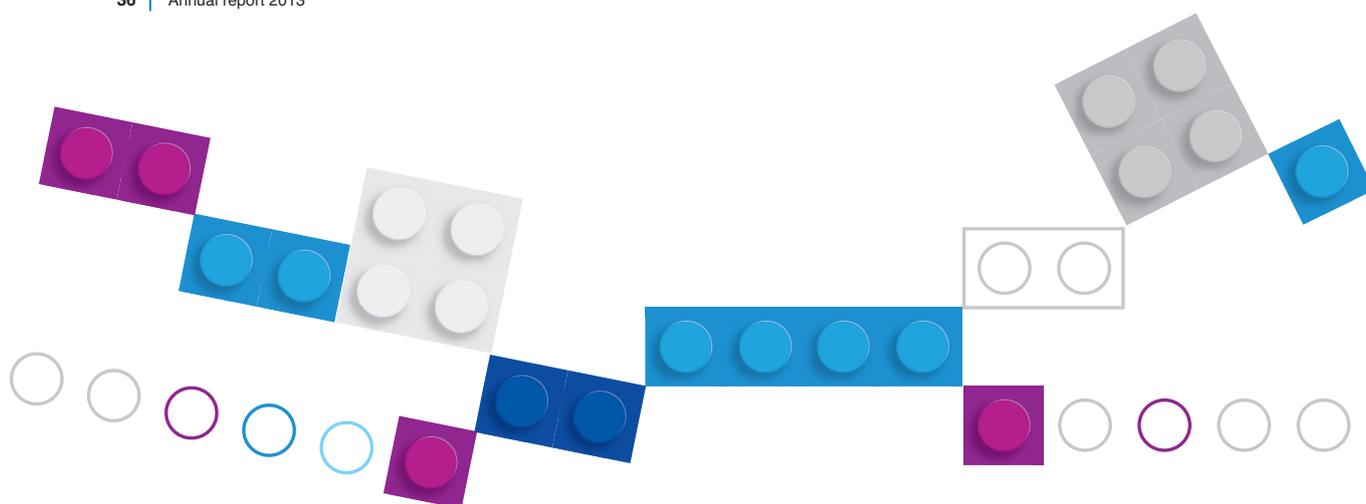
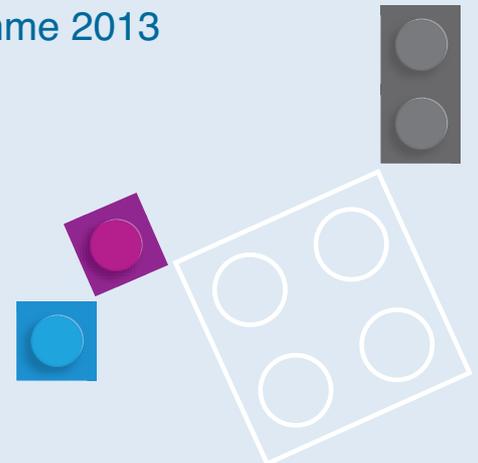


Table 1. **Work programme 2013 logical framework: projects, activities and medium-term priorities 2012-14**

MTP	MEDIUM-TERM PRIORITY 1 Supporting modernisation of VET systems	MEDIUM-TERM PRIORITY 2 Career and transitions – CVET, adult and work-based learning	MEDIUM-TERM PRIORITY 3 Analysing skills and competence needs to inform VET provision
<b>ABB</b>	<b>Policy analysis and reporting</b>	<b>Adult learning and transitions</b>	<b>Skills analysis</b>
Projects	Policy reporting	Work-based learning	Skills forecasts
	Describing VET systems	Validation	Skill needs in enterprises
	ReferNet	Lifelong guidance	Skill mismatch and obsolescence
	Statistics and indicators	Trainers in VET	Sectoral and occupational skill needs
		Financing VET	Skills panorama and Skillsnet
		Career and transitions – VET benefits	
<b>ABB</b>	<b>Common European tools, qualifications and learning outcomes</b>		
Projects	EQF/NQFs/ESCO		
	Quality assurance		
	Qualifications/learning outcomes/permeability		
	ECVET		
	Europass		
<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>ABB</b>	<b>Resources, Directorate</b> (Human resources, Finance and procurement, Information and communication technology, facilities)		

Source: Work programme 2013.

## 2.1. Monitoring implementation of the work programme 2013 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 investigates selected key 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 compile further evidence of progress on VET's contribution to reaching the targets of Europe 2020.

The various strands of Cedefop's policy analysis, in particular review of progress in VET policy, support the European Commission through delivery of systematic and regular reviews of key VET developments in EU countries to inform the process of European economic coordination (European semester). 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 realised 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, which is 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 who share common policy priorities. Cedefop also aims to be acknowledged as an authoritative source of expertise on European VET policies, with a capacity to monitor progress in modernising European VET.

**Corresponding ABB activity:** Policy analysis

### Principal activity outcomes

New knowledge and insights generated and raised awareness among European and national policy-makers, including social partners, in particular stakeholders of the Copenhagen process (European cooperation in VET) on:

- evidence of progress in implementing the 2011-14 short-term deliverables of the Bruges communiqué and related strategic policies objectives and on measures taken by countries to address country-specific recommendations as endorsed by the Council for the European Semester;
- trends in 'Quality assurance in VET' and 'VET preventing early leaving from education and training' in line with the 2013 semester themes;
- factors and determinants of IVET attractiveness, innovative and effective policies to raise participation in IVET;
- barriers to VET learner's mobility and countries' strategies and initiatives to overcome them;
- key features of national VET systems

### 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

## Activity: Policy analysis and reporting – Progress on outcomes 2013

To provide evidence of progress towards the short-term deliverables of the Bruges communiqué and inform the Commission's work on the European semester, Cedefop prepared detailed country fiches for all Member States, Norway and Iceland (available in February and updates in December). To illustrate policy trends across countries, a blueprint for reporting on progress per short-term deliverable was developed and a first draft of short-term deliverable fiches was prepared in December. Both outputs were based on Cedefop's analysis of ReferNet 2013 information and of developments in putting the European tools and principles in place. Preparation of the 2014 Bruges review started in autumn.

Up-to-date descriptions of VET systems in all Member States, Norway and Iceland – prepared in close cooperation with ReferNet – provide information on structure, governance and challenge of VET systems across Europe. To meet demand for more country-specific information, Cedefop reorganised its work on VET policies and systems developments to increase synergy between the two projects.

A selection of policy-relevant VET indicators was published in two separate reports. The first provides a snapshot by country, allowing review of the situation in each Member State with the EU average for all indicators, while the second uses a 'traditional' indicator format allowing direct comparisons across all countries. This statistical material is also used for analysis of progress towards strategic objectives of Europe 2020 and the Bruges communiqué. Cedefop's participation in task

forces and working groups contributed to refinement and development of relevant statistical data for VET. The new *Statistics highlights* have had a good impact in promoting Cedefop's work in the field complementary to Eurostat data. With thematic work on skills with the OECD using PIAAC-based indicators, Cedefop has also consolidated its position and strategic partnership at international level.

Outcomes of Cedefop's policy analysis informed policy discussions at several events. For example, findings of the 2012 report *Trends in VET policy 2010-12* formed the basis for discussions of members of the European Parliament, the European Economic and Social Committee, an ETUC working group and the Commission's thematic working group on early leaving from education and training. Updates in 2013 on countries' progress with short-term deliverables contributed to various events, articles in media and also background papers Cedefop drafted for the annual peer review on reforming VET organised by the European Commission on apprenticeship/work-based learning for the Directors General for VET meeting in autumn; findings of the pan-European study on attractiveness of IVET supported debates at the ACVT meeting in July.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 26 meetings of senior stakeholders and Presidency events and 14 other events. About 17 500 publication downloads were recorded under this activity in 2013.

Top three publications for this activity were: *On the way to 2020: data for vocational education and training policies* (5 300 downloads); *Vocational education and training in Cyprus* (3 500 downloads) and *Trends in VET policy in Europe 2010-12* (3 300 downloads).

## Project 1: Policy reporting

In close consultation with the European Commission and other stakeholders, Cedefop will continue assessing progress in the 22 short-term deliverables agreed in the Bruges communiqué. Based on the 2012 intermediary review, Cedefop will collect, analyse and synthesise quantitative and qualitative information and update fiches presenting progress by short-term deliverable and by country.

A large share of the work in 2013 will be dedicated to preparing the next comprehensive policy report in 2014. As appropriate, the Centre will adjust its approach to gathering evidence from various sources within and outside Cedefop (mostly through ReferNet, see Project 3 below). Collecting information from relevant stakeholders will start in autumn 2013. Depending on theme and data availability, Cedefop will also provide selected input to meetings of Directors General for VET ('thematic snapshots').

### Principal outputs 2013

### Timing/frequency

Publication: Updated fiches on progress per country (online publication in a dedicated interface)	Ongoing as new information becomes available
Review of key VET developments in EU countries – Cedefop input to the European Commission for the European semester	February and October
Publication: Improving conditions for learner's mobility in VET (working paper)	August
Publication: IVET attractiveness in Europe (research paper)	September

Thematic snapshots on quality assurance (Irish Presidency) and the role of VET in reducing early leaving from education and training (Lithuanian Presidency)	April and October
Advice and expertise provided to key stakeholders for various meetings and events (Copenhagen working group, DGVTs, ACVTs, etc.)	Ongoing

### Project 1: Policy reporting – Progress on outputs 2013

Following validation by DGVTs, country fiches updated in 2012 for EU Member States, Norway and Iceland on progress towards the short-term deliverables of the Bruges communiqué were made available to the European Commission in February in a dedicated web interface. In February, ReferNet was asked to update and complement the 2012 information on policy progress regarding the Bruges communiqué. Analysis of responses took place during the summer followed by several rounds of feedback and verification with ReferNet partners to ensure consistency between the information delivered in 2012 and 2013. As this process lasted longer than envisaged, a second update of country fiches was made available on Cedefop's web platform only in December (change compared to work programme <sup>(53)</sup>).

A separate review of key VET developments related to country-specific recommendations (CSRs) foreseen for February/March was put on hold as several Member States would provide this information in April in their national reform programmes (change). However, available data fed into update of the country fiches, which summarise key VET developments and establish relevant links between Bruges communiqué short-term deliverables and country-specific recommendations.

To prepare for 2014 monitoring of policy progress (Bruges review), ReferNet was asked in November to prepare a further update of progress with the deliverables. In addition, focus groups with ACVT members were held in the sidelines of their December meeting and preparations for phone interviews with DGVTs started. Input from DGVTs and ACVTs will be used to complement information from ReferNet and other sources and will focus on policies and measures used to reach the strategic objectives set up in Bruges.

In April, Cedefop participated in a meeting with ETF and Croatian representatives to inform the latter on future work on policy reporting (see *Work programme 2013, Annex VII*). In June, Cedefop made a presentation at the 'handover' conference in Zagreb.

The working paper on improving conditions for learners' mobility in VET was cancelled due to quality concerns (change).

Findings of the study on attractiveness of IVET formed the basis for Cedefop's presentation and background paper at the ACVT meeting (Leipzig, 2 and 3 July). The study will be released early 2014 (change).

Advice and expertise was provided to key stakeholders, Member States and social partners, for various meetings and events (such as DGVTs, ACVTs).

In agreement with DG EAC, the thematic snapshot on quality assurance (paper and presentation) for the May DGVT meeting of the Irish Presidency was cancelled to avoid overlaps with the European Commission document and the presentation on the EQAVET 2012 survey results. Instead, Cedefop was asked to provide country examples on EQAVET implementation (change). See 'Quality assurance' project under Activity 'Common EU tools, qualifications and learning outcomes'.

<sup>(53)</sup> This change, as well as all following changes were communicated to Cedefop's Bureau (Governing Board).

For the November DGVT meeting under the Lithuanian Presidency, Cedefop's contribution included: (a) drafting four thematic background papers for the peer review on apprenticeship (change/new action); (b) acting as expert and rapporteur in the session 'Making WBL and apprenticeships attractive for learners and companies'; (c) drafting and presenting, together with ETF, the *Spotlight on VET in Croatia* (see Project 2: Describing VET systems).

The briefing note *Keeping young people in (vocational) education: what works?* was prepared for and presented at the Lithuanian Presidency conference 'The role of VET in making education more inclusive' in the workshop on 'VET and early school leaving' which Cedefop also chaired. Findings were based on ReferNet information collected in the Bruges monitoring and through specific thematic articles (see Project 5 under Activity 'Common EU tools, qualifications and learning outcomes'); Cedefop's expertise provided at the conference included a summary of the study on competence assessment in enterprises and a presentation and briefing note *Return to learning/return to work* (see Projects 1 and 3 under Activity 'Adult learning and transitions').

Cedefop was also invited to present its approach and interim monitoring results at a meeting of the ETUC lifelong learning group in November. In addition, findings of Cedefop's policy reporting also informed presentations and interventions at a range of thematic or more general conferences related to VET.

### Articles published

Schmid, E. (2013) Cedefop: Qualität, Vergleichbarkeit und Vertrauen. 10 Jahre europäische Kooperation in der Berufsbildung – ein Jubiläum in aller Stille. In: *Wissenplus: Österreichische Zeitschrift für Berufsbildung, Heft 3, 12/13*, p 31. Wien: Manz Verlag Schulbuch.

## Project 2: Describing VET systems

Within this project a set of outputs dedicated to describing the main features of VET systems and their reforms in the EU are produced: VET in Europe – Country reports, Spotlights on VET and National news on VET.

VET in Europe – Country reports are brief but comprehensive descriptions of national VET systems in 29 European countries including Iceland and Norway. They explain the system and provide insights into national characteristics, developments and challenges. Country reports are authored by ReferNet partners based on a common structure provided by Cedefop.

Spotlights on VET are leaflets summarising key features, challenges and developments of each national VET system. They accommodate readers who need a brief but legible introduction to VET in a specific country.

For Presidency countries, VET in Europe – Country reports and Spotlights on VET are also published in hard-copy to be distributed during Presidency conferences and events.

To inform on the latest developments in VET and related labour market issues in EU Member States, Norway and Iceland, ReferNet provides short national news on VET throughout the year. From 2013, national news on VET will also be used to supply information on measures taken by countries as a response to country-specific VET recommendations within the European semester.

### Principal outputs 2013

### Timing/frequency

Publication: Spotlight on VET in Ireland

February

Publication: VET in Lithuania

July

Publication: Spotlight on VET in Lithuania	July
Publication: VET in Europe – Spotlights (online publication in a dedicated interface)	May
Publication: VET in Europe – Country reports (online publication in a dedicated interface)	December
Publication: National news on VET (online publication in a dedicated interface)	Ongoing

### Project 2: Describing VET systems – Progress on outputs 2013

The *Spotlight on VET in Ireland* was published in January in English, German and French (<http://www.cedefop.europa.eu/EN/publications/21006.aspx>).

*VET in Lithuania* suffered slight delays due to technical issues linked to the VET system chart. It was published in September (<http://www.cedefop.europa.eu/EN/publications/21774.aspx>).

The online VET in Europe – Spotlights for all EU countries, Norway and Iceland was postponed. The publication required developing a common approach for presenting concise information and for harmonising design of VET systems charts in consultation with ReferNet partners. Seven spotlights were completed and published in 2013 (Slovakia, Czech republic, Cyprus, Iceland, Croatia, Ireland, Lithuania) and the spotlights for the remaining countries will follow in 2014 (change).

VET in Europe country reports were published online for all countries, except Greece and Ireland (due to absence of ReferNet partners) (<http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>). By end of the year, a majority of ReferNet members had submitted their 2013 updates.

Some 58 'national news on VET' were selected from ReferNet's input and published on Cedefop's website (<http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/refernet-national-news-on-vet.aspx>).

Based on a request from the European Commission, Cedefop and ETF jointly prepared *Spotlight on VET in Croatia* on its accession to the EU. The spotlight was disseminated at the DGVT meeting in autumn (<http://www.cedefop.europa.eu/EN/publications/22036.aspx>) (change/new action).

### Project 3: ReferNet

ReferNet is Cedefop's European network for VET. ReferNet supports Cedefop by reporting on national VET systems and policy developments. Set up in 2002 to meet growing demand for comparative information on VET systems and policies, the network has signed a new framework partnership agreement for 2012-15.

In 2013, ReferNet partners will continue to report on VET policy in their countries and on how the strategic objectives of the Copenhagen process for enhanced cooperation in VET are being met at national level (see Project 1 above). ReferNet partners will also provide up-to-date information on VET systems and reforms in their countries (see Project 2 above).

Cedefop manages and coordinates the network as well as ensures the network's presence on Cedefop's website. It provides templates, guidelines and feedback to ensure quality and relevance of the network's deliverables and organises the network's meetings. Particular attention will be

devoted in 2013 to improving visibility of ReferNet and Cedefop deliverables, and to improving quality, governance and organisation of the network's activities.

Principal outputs 2013	Timing/frequency
Publication: Handbook on administrative and financial procedures for ReferNet partners	April
Workshop: Two regional meetings	April
Workshop: Visibility and quality of ReferNet deliverables (two meetings)	April-June
Conference: Annual plenary meeting	October

### Project 3: [ReferNet – Progress on outputs 2013](#)

ReferNet now counts a partner from Croatia as well as a new partner from Denmark (the current Danish partner withdrew from January 2014). Another partner (Romania) will also terminate its partnership agreement in December 2013. A new call for proposals will be launched in 2014 to select a new partner.

A handbook on administrative and financial procedures (*ReferNet Quick guide 2012-15*) was drafted to help partners comply with the new 2012-15 contractual set-up. The handbook also includes technical guidelines (such as deliverables submission workflows on the ReferNet extranet) and is available both in electronic and hard-copy formats.

Cedefop coorganised regional meetings in Paris and Vienna in April focusing on improving quality through peer review and providing support to partners for financial reporting under the new framework partnership agreement.

A working group on quality was held in June to capitalise on outcomes of the regional meetings. It focused on improving VET in Europe country reports and the peer review process as a quality assurance mechanism. The second working group was cancelled and replaced by sessions on quality during the plenary meeting, involving all network partners (change).

The annual plenary meeting took place in Thessaloniki on 5 and 6 November with representatives from DG EAC, Eurydice and ETF. Discussions focused on the continuity between 2013 and 2014 deliverables as well as maintaining and/or further improving their quality. The peer-review exercise was finalised. The plenary meeting was preceded by an induction meeting for the new Croatian and Danish partners and for new team members of existing partner organisations.

### Project 4: [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 issues.

In 2013, Cedefop will continue to improve dissemination of available statistics and indicators on VET, in particular through a policy-aligned VET statistical overview and by undertaking an integrated analysis of the latest continuing vocational training survey and adult education survey data (publication scheduled for 2014).

Principal outputs 2013	Timing/frequency
Publication: VET country overviews (online publication of concise statistical report by country)	February
Publication: VET statistical overviews (research paper)	April
Workshop: Defining indicators for PIAAC's analysis (jointly with OECD INES-LSO)	December
Advice and expertise provided on statistical and indicator developments to key stakeholders (Eurostat, Commission, OECD, etc.)	Ongoing
Cedefop statistics and indicators web pages updates – 'Statistics of the month', tables and graphs	Ongoing

#### Project 4: **Statistics and indicators – Progress on outputs 2013**

The publication *VET country overviews* was released in April in two formats: a set of concise statistical reports by country and a research paper providing additional methodological background (<http://www.cedefop.europa.eu/EN/publications/21373.aspx>). A targeted dissemination campaign took place.

The research paper *VET statistical overviews* was released in May ([www.cedefop.europa.eu/EN/publications/21408.aspx](http://www.cedefop.europa.eu/EN/publications/21408.aspx)).

Delegates from six OECD member countries, OECD staff and Cedefop experts attended the three-day joint Cedefop-OECD workshop 'Defining indicators for PIAAC's analysis' hosted by Cedefop from 4 to 6 December 2013 to examine findings from the OECD survey of adult skills (PIAAC) and advance work on PIAAC indicator development.

Cedefop further contributed to development of statistics and indicators on education, training and skills at various meetings, including: implementation of ISCED 2011; preparation of the 2016 ad hoc module of the EU LFS on young people on the labour market; preparation of the 2016 adult education survey; revision of the continuing vocational training survey; 35th and 36th meetings of the standing group for indicators and benchmarks; 10th meeting of the OECD-INES LSO network; DG EAC meeting on the joint assessment framework (JAF).

Tables and charts in the statistics and indicators webpage on Cedefop's website were updated continually. To balance efforts and results better, it was decided to reduce frequency of 'Statistics of the month' and to rename the website section 'Statistics highlights'. Five highlights were released in 2013:

- (a) *Life after initial VET can also lead to further education* (<http://www.cedefop.europa.eu/EN/articles/20870.aspx>);
- (b) *Unemployment continues to grow in the EU, but at a slower pace now* (<http://www.cedefop.europa.eu/EN/articles/21060.aspx>);
- (c) *Tertiary attainment – Sustained progress by European Union Member States* (<http://www.cedefop.europa.eu/EN/articles/21302.aspx>), which achieved high media coverage with 13 articles published in the European press;
- (d) *Croatia – Country statistical overview* (<http://www.cedefop.europa.eu/EN/articles/21604.aspx>);
- (e) *A picture of skill: OECD's adult skills survey* (<http://www.cedefop.europa.eu/EN/articles/22178.aspx>), based on PIAAC data.

Another statistics highlight on STEM graduates was finalised and will be published early 2014. This will replace the planned briefing note on this topic (change) (see Project 5: Skills panorama and Skillsnet).

A press release on the statistical highlight was published in July to mark Croatia's accession to the EU (<http://www.cedefop.europa.eu/EN/news/21621.aspx> and <http://www.cedefop.europa.eu/EN/articles/21604.aspx>). Another press release on the statistical highlight on PIAAC was published in December (<http://www.cedefop.europa.eu/EN/news/22212.aspx>).

#### 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 and ease mobility of learners and workers. In 2013, increasing attention will be paid to developing synergy between the different European instruments.

Cedefop will also increase its efforts to help put the European qualifications framework (EQF) into practice, notably by deepening analyses of NQF developments and supporting ongoing national referencing processes. NQF monitoring will inform on the inclusion of EQF levels in new certificates, diplomas and/or Europass documents. Priority will also be given to strategies that help implement the European credit system for VET (ECVET) and its links to the credit system in higher education (ECTS). Cedefop will also contribute to developing a European taxonomy of skills, competences and occupations (ESCO) paying particular attention to ensuring a direct link to EQF and NQF developments. Work will consider implications of the shift to learning outcomes promoted by EQF for quality assurance arrangements. Cedefop will upgrade Europass web resources to meet end-users' requirements better. It will also play a key role in further developing the European skills passport (ESP) and Europass experience. Jointly with the European Commission, the Centre will also envisage implementing a module that allows citizens to self-assess their ICT skills.

To inform directly implementation of common tools and principles, in 2013 Cedefop will continue to analyse roles and functions of qualifications and how the shift to learning outcomes may promote modernisation of VET and lifelong learning more generally. As an integral part of this, Cedefop will continue its work on validation of non-formal and informal learning and support the European Commission in following up the recommendation in this field.

#### 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:

- strengths and limitations of national qualifications frameworks (NQFs) as policy instruments for EQF implementation and 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;
- reliability of learning outcomes-based levels used at national and European levels with particular reference to EQF level 5;
- role of qualifications in governing professions and occupations;
- trends in cooperation between education and training and labour market stakeholders;
- governance patterns and VET providers partnerships to support individual learning progression and permeability at system level;
- development of ECVET implementation strategies;
- role of unitisation in VET in supporting implementation of credit arrangements for mobility and lifelong learning;
- optimisation of Europass web resources and further development of the European skills passport (ESP) and of the Europass experience to ease recording and validation of learning acquired from mobility within and between Member States;
- improvement of quality culture in training institutions through implementation of internal quality management systems and development of quality approaches to learning and training patterns in small enterprises;
- application of the learning-outcomes approach across Europe and how it benefits learners;

### 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
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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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#### 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

- the factors causing early leaving from VET;
- implementation of EU tools and principles at national and sectoral levels and increased coherence and synergy between them.

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

- EQF advisory group;
- ECVET users group, steering committee and forum;
- EQAVET network, steering committee and forum;
- ESCO board and its working groups;
- working group on synergies between tools (EQF/ECVET/EQAVET);
- thematic working group on early school leaving;
- thematic working group on entrepreneurship education.

### Activity: **Common European tools, qualifications and learning outcomes – Progress on outcomes 2013**

Demand for Cedefop's expertise and in-house analytical capacity increased in 2013.

Supporting implementation of EQF/NQFs required substantial analytical work to help systematically Member States in linking their qualification levels to the EQF (nine countries in 2013). It also required analysis of NQF level descriptors in 36 countries (the in-house report *Analysis and overview of NQF level descriptors*) and conceptual input (such as for the peer learning activity of the EQF advisory group on opening up NQF to qualifications awarded in non-formal settings). EQF/NQF work also extended to cooperation with international organisations (such as the Cedefop/ETF/Unesco publication on global NQF developments or content input to the first meeting of the Unesco working group on global reference levels for qualifications). Similarly, the ESCO project is in full development and required important conceptual work from Cedefop in 2013. The first public version of ESCO (version 0), made available online in October 2013, largely reflects Cedefop's work.

For Europass, additional resources were devoted to developing a new document 'Europass experience' (new task in 2013) set as a priority by the European Commission in early 2013. Its request later in the year to stop development and testing of the new tool generated difficulties for the Centre in efficiently (re)allocating human and financial resources.

To foster synergy between EU tools, several activities were carried out in 2013, including: (a) a working dinner on 'EU tools in education and training: what has been achieved and where do we go from here?', hosted by the Employment Committee of the European Parliament; (b) a briefing note on quality assurance in national qualifications frameworks released for the Irish Presidency conference in March; (c) a conference 'the shift to learning outcomes and its impacts: taking stock of European policies and practices'; (d) policy advice and written input for the Commission's concept note(s) and public consultation on a European area of skills and qualifications, launched by the

Commission on 17 December 2013. From autumn 2013 Cedefop is a member of the steering committee of the EASQ initiative.

Additional conceptual and methodological input was requested to support ongoing evaluations of implementation of EQF, ECVET and EQAVET recommendations. As a member of the evaluation steering committees (EQF, ECVET), the Centre helped shape terms of reference, contributed to background studies (EQF, EQAVET), commented on (draft) outcomes of the evaluations (EQF, EQAVET) and provided substantial written input to the draft report from the Commission to the European Parliament and the Council (EQF).

Cedefop provided substantial input for the 2013 ECVET forum, which it coorganised with the European Commission, and continued to support the ECVET steering group, working group and users' group. The Centre's findings of its work on management approaches to establish a quality culture in VET and its expertise on quality assurance in VET informed several events, including the EQAVET annual forum, steering committee and working group meetings.

Continuous steering and support for VET-related activities of the Commission's thematic working group on early school leaving required intensive conceptual work and included new research the Centre initiated on VET's role in reducing early leaving from education and training.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 86 meetings of senior stakeholders and Presidency events and 18 other events, including the senior officials' meeting preparing the *Asia-Europe Meeting of Ministers for Education (ASEMME4)* (Kuala Lumpur, 12 to 14 May) and the Global HR forum (Seoul, from 6 to 8 November). Over 35 000 publication downloads were recorded under this activity in 2013. Top three publications were: *Curriculum reform in Europe* (4 700 downloads); *Analysis and overview of NQF developments in European countries* (4 200 downloads) and *Necessary conditions for ECVET implementation* (4 200 downloads).

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

To support implementation of EQF (European Council recommendation of May 2008), NQFs and ESCO, in 2013 the project will focus on four interlinked strands: (a) analytical and coordination support to the EQF advisory group and EQF national coordination points; (b) analysis and mapping of NQF developments; (c) analysis of EQF-level 5 qualifications; and (d) conceptual and analytical support to the ESCO board with focus on the relationship between ESCO and EQF and on developing a terminology of transversal skills and competences. Cedefop will also support content-wise development of the EQF portal to make sure it is linked to the ESCO qualifications pillar.

#### Principal outputs 2013

#### Timing/frequency

Coordination, jointly with the European Commission, of the EQF advisory group. Support to the EQF web-portal steering group

Five EQF AG meetings, two meetings of the EQF web-portal steering group

Analytical documents, syntheses, guidance and information material for the EQF AG

Ongoing

Peer learning activities on use of learning outcomes to support understanding and recognition of qualifications, within and outside formal education and training systems (jointly with the European Commission)

Two to three

Publication: Analysis of NQFs level descriptors (working paper)	October
Publication: Analysis and review of NQF developments in Europe (briefing note and working paper)	November/December
Publication: Qualifications at EQF level 5 (research paper)	November
Input to 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 Employment)	Ongoing (according to DG EAC and DG Employment schedule)
Input to and testing of 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
Input to monitoring short-term deliverables of the Bruges communiqué	Ongoing

### Project 1: [European qualifications framework \(EQF/NQFs/ESCO\) – Progress on outputs 2013](#)

Cedefop supported five meetings of the EQF advisory group (February, March, May, September and December) by: (a) drafting background documents, such as on international qualifications, ESCO, NQF developments and validation; (b) analysing and commenting on EQF/NQF referencing reports submitted by Belgium (W), Bulgaria, Cyprus (draft), Greece (draft), Iceland, Italy, Slovenia, Poland and Romania. Due to lack of capacity, Cedefop was not able to contribute to meetings of the EQF web-portal steering group (change). At the request of DG EAC, Cedefop contributed to the April and November meetings of EQF national coordination points. As a member of the steering group for the EQF external evaluation, Cedefop contributed to the terms of reference and commented on findings of the external contractor. Cedefop also supported the Commission in preparing its report to the European Council and Parliament on follow-up to the EQF.

Cedefop coshaped with the European Commission the PLA concept on opening up NQFs to private and non-formal qualifications (Västerås, 28 February to 1 March) and conducted a preparatory survey among EQF advisory group members to collect preliminary information on challenges and opportunities in this field. Cedefop also coshaped and contributed substantially to the PLA on increasing synergy between implementation of the learning-outcomes approach and quality assurance (Leuven, 28 and 29 November).

The working paper *Analysis and overview of NQF level descriptors in European countries* was released in October as planned (<http://www.cedefop.europa.eu/en/publications/21919.aspx>).

To use resources more efficiently and provide more user-friendly information better targeted to needs of end-users, a decision was taken to replace Cedefop's regular annual report on NQF

developments with the following distinct but interlinked deliverables: (a) synthesis of developments pointing to common trends and key challenges across countries; (b) country fiches updated online; (c) a briefing note targeted at policy-makers. As a result, and also considering that the 2012 annual report on NQF developments was released in April 2013 (from work programme 2012) (<http://www.cedefop.europa.eu/en/publications/21311.aspx>), the working paper highlighting NQF developments for 2013 was cancelled (change). The briefing note *Qualifications frameworks: forging the right links* (<http://www.cedefop.europa.eu/EN/publications/22181.aspx>) was released in December as planned.

The study on qualifications at EQF level 5 was finalised but its publication postponed to 2014 due to the need for substantial editing (change). The study's executive summary was distributed at Cedefop's conference on learning outcomes (see Project 5 – Qualifications/learning outcomes/permeability).

With ETF and Unesco, Cedefop codrafted the global inventory on NQF developments (<http://www.cedefop.europa.eu/en/publications/21958.aspx> and [http://www.cedefop.europa.eu/EN/Files/2212\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/2212_en.pdf)). The chapters drafted by Cedefop focus on NQF developments in Europe and on learning outcomes in NQFs. The three institutions presented findings of the joint report to senior officials preparing the Asia-Europe ministerial meeting (Kuala Lumpur, 12 to 14 May 2013) (change/new action). Cedefop also contributed to the first meeting (Brussels, September) of the working group on global reference levels for qualifications set up by Unesco as follow-up to the 2012 Unesco Shanghai conference on TVET (change/new action).

Outcomes of Cedefop's work on EQF/NQF were also presented at several national and international conferences to which Cedefop was invited to contribute, for example in Slovenia, Poland and Seoul (Global HR forum). Outcomes were also shared with members of the European Parliament at a working dinner organised in cooperation with Thomas Mann, Vice-Chair of the Employment Committee of the European Parliament (Brussels, 23 January) on 'European tools in education and training: what has been achieved and where do we go from here?' (change/new action, postponed from 2012 due to unavailability of MEPs). See project 'Stakeholders relations' under Activity 'External communication'. Cedefop helped shape content of the study visit 'the role of social partners in developing national qualification frameworks' (Berlin, 21 to 25 October 2013) and provided content support to the Irish Presidency conference 'Quality assurance in qualifications frameworks' (Dublin, 12 and 13 March). See Project 4 under this activity and Project 1 under activity Policy analysis.

Cedefop drafted two articles for the EQF newsletter but the Commission did not publish any issues of the Newsletter in 2013.

The first public version of ESCO (v0) was launched at the conference 'ESCO goes live' (Brussels, 23 and 24 October) gathering more than 250 labour market and education and training stakeholders (<https://ec.europa.eu/esco/home>). Cedefop contributed to development of ESCO by supporting the ESCO secretariat and taking part in particularly relevant working groups. Extensive work was carried out on development and implementation of the qualifications pillar. The data model for the qualifications pillar, developed by Cedefop, was completed at end 2012 and tested during spring 2013. This is now used as the basis for ESCO v0. More than 100 international qualifications were gathered and are being fed into the model, partly reflecting previous work (2012) of Cedefop on international qualifications. Work also focused on development of terminology on cross-sectoral (transversal) skills and competences for ESCO published in ESCO v0. During 2013, Cedefop increasingly worked on defining and implementing the skills and competence pillar of ESCO, in particular documenting relevance of the learning-outcomes approach to terminology applied in this area, arguing that ESCO must be based on terminology reflecting labour market as well as education and training needs.

## Project 2: European credit system for VET (ECVET)

This project supports implementation of the ECVET recommendation of April 2009. In 2013 Cedefop will focus on: (a) assessing progress achieved by Member States by 2012 (deadline set by the recommendation) and preparing the ground for the major evaluation of ECVET in 2014; and (b) increasing coherence between ECVET and ECTS. Technical and analytical support to the ECVET steering committee and ECVET users' group will continue. Cedefop will also finalise its study on the role of unitisation in VET in supporting implementation of credit arrangements for mobility and lifelong learning.

Principal outputs 2013	Timing/frequency
Advice and expertise provided to ECVET European governance	Ongoing (according to DG EAC schedule)
Analytical documents, syntheses and information material for the ECVET steering committee, users' group and forum	Ongoing
Publication: ECVET added value and implementation progress (briefing note)	July
Publication: ECVET added value (booklet)	October
Publication: Monitoring ECVET implementation strategies in Europe (working paper)	December
Input to the European ECVET magazine (articles)	Two articles
Input to various conferences	Ongoing
Input to monitoring short-term deliverables of the Bruges communiqué	Ongoing

## Project 2: European credit system for VET (ECVET) – Progress on outputs 2013

Cedefop contributed to meetings of the ECVET working group (February and March), ECVET steering group (March), ECVET users' group (May, December) by providing policy advice, methodological expertise, analytical documents and background material. In addition, Cedefop was involved in preparing ongoing evaluation of ECVET (concept, terms of reference) and is a member of the steering committee. Cedefop participated in the inception and interim meetings with the contractor who is carrying out the ECVET evaluation on behalf of the European Commission and provided information, and advice to support the evaluation exercise (change/new action).

Jointly with the European Commission, Cedefop organised the annual 2013 ECVET forum (Prague, 13 and 14 June): it (co)drafted all background material, participated in the plenary introduction panel, delivered a presentation and moderated two workshops. The English version of the briefing note *Opportunities and challenges for ECVET, the vocational credit transfer system* was released for the forum. The briefing note was published in July ([http://www.cedefop.europa.eu/EN/Files/9080\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/9080_en.pdf)), and registered 2 539 downloads in 2013. The booklet on ECVET added value was cancelled at the request of the European Commission (change).

The 2012 annual report on ECVET developments in Europe was released in March (<http://www.cedefop.europa.eu/EN/publications/21204.aspx>) (from work programme 2012).

To reflect better the different stages of ECVET implementation across European countries, in 2013 Cedefop decided to apply a new approach to its annual monitoring of ECVET developments. The approach was discussed at the March ECVET steering committee, piloted in four countries and launched in May. Preliminary findings were presented to the users' group meeting (May 2013) and the annual forum (June 2013). Final results of the analysis were presented to the users' group in December. The manuscript was finalised and entered the publication process in December.

The study on the role of unitisation in VET in supporting implementation of credit arrangements for mobility and lifelong learning was finalised and results presented at the ECVET users' group meeting on 14 and 15 May (the publication will be released in 2014 as planned).

### Articles published

- Lettmayr, C. (2013). European tools and principles need to be implemented in an integrated process. *ECVET magazine*, No 13. ([www.cedefop.europa.eu/EN/Files/ECVET\\_Mag\\_13\\_Final.pdf](http://www.cedefop.europa.eu/EN/Files/ECVET_Mag_13_Final.pdf))
- David, R.; Villalba-Garcia, E.; Zahilas, L. (2013). State of play of ECVET developments in Europe: a brief summary of Cedefop's monitoring of ECVET. *ECVET magazine*, April 2013, No 14. ([http://www.cedefop.europa.eu/EN/Files/ecvet\\_mag\\_14\\_-\\_04\\_2013.pdf](http://www.cedefop.europa.eu/EN/Files/ecvet_mag_14_-_04_2013.pdf))
- Zahilas, L. (2013). The quiet revolution: modular structures and units within European vocational training. *ECVET magazine*, No 15. ([http://www.cedefop.europa.eu/EN/Files/ECVET\\_Mag\\_15\\_June\\_2013.pdf](http://www.cedefop.europa.eu/EN/Files/ECVET_Mag_15_June_2013.pdf))

Work under this project feeds directly Cedefop's monitoring of the Bruges short-term deliverables related to ECVET.

### Project 3: Europass

In close cooperation with the European Commission, Europass work in 2013 will continue on upgrading Europass web resources, better to meet end-user needs. This includes: (a) developing the CV and language passport (ELP) online tool further; (b) revising the Europass experience template (to record learning outcomes of non-formal and informal learning) and adapting the relevant online management system; (c) improving the European skills passport (ESP) which allows citizens to annex documents to their CV; (d) developing a self-assessment module for ICT skills. Work will also extend to interoperability of Europass with employment services and businesses. Cedefop will ensure, when applicable, integration of the European tools into the Europass framework and will continue to support national Europass centres. See also Project 3 under Area Resources – Operations support.

#### Principal outputs 2013

#### Timing/frequency

Europass website and CV/ELP online tools continuously improved

Ongoing

European skills passport (ESP) improved

Ongoing

Management system for issuing Europass experience improved

Ongoing

• prototype tool launched

February

• final tool launched

November

Handling the Europass experience management tool: European citizens receive support in using the document

Ongoing

Management of the Europass web portal: interoperability of the Europass website with other EU mobility and employment initiatives reinforced	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)	Three NEC meetings plus two or three workshops

### Project 3: Europass – Progress on outputs 2013

Several improvements were made to the CV and the language passport, following launch of the new online editor in December 2012.

The Europass experience online management tool prototype was completed according to the schedule agreed with the European Commission. However, testing and development of the tool were put on hold at the Commission's request.

To support development of a concept for the ICT tool, Cedefop provided extensive comments and support to DG EAC and the Joint Research Centre on the framework for digital competence for all citizens, as well as on the study 'e-competence framework for ICT users' carried out by CEN. In November, as requested by DG EAC, Cedefop started work to integrate into the Europass CV the grid developed by the Joint Research Centre. Integration will be completed in 2014.

Management of the Europass web portal ensured a continued good level of service, reflected by users' positive feedback and increased statistics (20.85 million visits in 2013, an increase of 41% compared to 2012 - 14.8 million). New language passport template and editor were launched in December. Changes include: new graphical identity; more user-friendly online interface; improved tutorials for better structured information. Since October 2013, Europass has also been made available in Macedonian thus bringing the number of languages available up to 27.

A new website dedicated to interoperability was launched in August. A proposal on how to promote use of Europass by public and private employment services was submitted to DG EAC in December.

National Europass centres received continued support in using the Europass mobility and the CV. Cedefop participated in two Europass NEC meetings (Groningen, 6 and 7 May, Brussels, 6 November) and two ESCO technical meetings (25 and 26 June, 18 November). For the conference 'ESCO goes live' (Brussels, 23 and 24 October), Cedefop prepared and presented mock-ups to illustrate how ESCO skills, occupations and qualifications can be integrated into the Europass CV online tool. See Project 3 (ICT) under Area Resources – Operations support.

As agreed with DG EAC, Europass developments will only focus on (evolutive) maintenance until the public consultation on a European area of skills and qualifications is finalised (in 2014, DG EAC will carry out a feasibility study on synergy between EU tools and networks).

#### Articles published

- Siaperas, A.; Tissot, P.; Villalba-Garcia, E. (2013). The (e-)portfolio to promote mobility of workers and learners in Europe. In: Miller, D.; Volk, B. (eds). *E-Portfolio an der Schnittstelle von Studium und Beruf*. Münster: Waxman. (available in hard-copy only)
- Europass team (2013). Paul, his motorcycles and his toolbox – An example of how Europass can help a young European in the first years of his career. *Europass magazine*, July 2013, No 5. [http://europass.cedefop.europa.eu/newsletters/Europass\\_Magazine\\_30\\_July\\_2013.pdf](http://europass.cedefop.europa.eu/newsletters/Europass_Magazine_30_July_2013.pdf)

## Project 4: Quality assurance

This project promotes implementation of the EQAVET recommendation of June 2009. In 2013, Cedefop will continue to support the EQAVET steering committee set up by the European Commission and analyse national and sectoral approaches to quality in VET. Work will start to support the setting up at national level of EQAVET-compatible quality assurance frameworks for VET providers by 2015 (Bruges communiqué strategic objective 2b).

Cedefop will also conclude its study on quality approaches in learning and training patterns in European small firms (publication in 2014).

A new study will be launched on how certification processes are underpinned by quality assurance to support common trust and, thus, ease recognition of qualifications.

Jointly with the European Commission and EQAVET, the Centre will organise an expert seminar to discuss priorities and partnerships between VET and higher education for quality assurance to promote permeability and mobility. Its contributions to other events and its e-community will also support European cooperation on quality in VET.

Principal outputs 2013	Timing/frequency
Advice and expertise provided to EQAVET steering committee, thematic groups and annual forum	Ongoing (according to DG EAC schedule)
Publication: Quality assurance of qualification frameworks (briefing note)	March
Workshop: Fostering cooperation between VET and higher education on quality assurance to promote permeability and mobility within the EU (jointly with the European Commission and EQAVET)	October
Publication: Management approaches to establish a quality culture within VET institutions (research paper)	November
Input to various conferences	Ongoing
Input to monitoring short-term deliverables of the Bruges communiqué	Ongoing

## Project 4: Quality assurance – Progress on outputs 2013

Continuous advice and expertise were provided to the EQAVET steering committee and two working groups on: (a) helping with development of a quality approach for VET providers and (b) supporting VET systems to address the interrelation between the EQAVET framework and existing quality management systems/instruments.

Cedefop also supported the EQAVET annual forum (Dublin, 14 and 15 March) where draft outcomes of its study on management approaches to establishing a quality culture within VET institutions were presented.

The briefing note *Quality: a requirement for generating trust in qualifications* was released for the Irish Presidency conference on quality assurance in qualifications frameworks (Dublin, 12 and 13 March) and registered 3 300 downloads in nine months (<http://www.cedefop.europa.eu/en/publications/21183.aspx>).

The joint expert seminar on quality assurance in VET and higher education for improving their permeability took place as planned (Brussels, 22 and 23 October). A working group between the European Commission (Units B2/VET and C1/higher education), EQAVET secretariat and Cedefop was set up and met three times.

Cedefop provided input to several conferences, including the European conference on quality in VET (Brussels, 17 and 18 January 2013) and the DGVT meeting under the Irish Presidency (Dublin, 21 and 22 May). For the latter, country examples on EQAVET implementation in Member States were provided at request of the European Commission which will also feed into Cedefop's monitoring of the Bruges short-term deliverables related to quality assurance (see 'policy reporting' project under activity 'Policy analysis and reporting').

Cedefop's e-community on quality assurance in VET was continuously updated to stimulate expertise and knowledge-sharing.

The research paper on management approaches to establish a quality culture within VET institutions was cancelled. Instead, Cedefop decided to produce a handbook for VET providers to equip them with a practical tool to help implement internal quality management and foster a quality culture. The handbook will be published in 2014 (change).

A new comparative study was launched on how certification processes are underpinned by quality assurance to support common trust and, thus, support relevance of qualifications for individuals and the labour market. The study's kick-off meeting took place in November 2013.

Finalisation of the study on quality approaches in learning and training patterns in European small firms was delayed due to major changes in the research consortium of the external contractor. The final report is expected mid-2014 (change).

Substantial analytical work was devoted to commenting on the (draft and final) national EQF referencing reports (criteria 5 and 6 related to quality assurance) by Belgium (W), Bulgaria, Cyprus (draft), Greece (draft), Iceland, Italy, Slovenia, Poland and Romania (see Project 1 under this activity).

Content input was also provided to background studies and (draft) outcomes of the EQAVET evaluation (change/new action).

## Project 5: [Qualifications/learning outcomes/permeability](#)

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This project aims to demonstrate the significant and changing role qualifications and learning-outcomes orientation play in education and training systems, and in sustaining learning pathways in the labour market. In 2013, a comparative study will be carried out on practical implementation of the learning-outcomes approach and how it is influencing education and training policies and practices across Europe. Work will also focus on: (a) how curriculum and assessment policies and practices are aligned; (b) how VET systems are governed and renewed and how they interact with other parts of education and training and the labour market; (c) how learning outcomes influence teaching and learning methods in initial VET.

To help 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), a new strand of work (and a new study) will focus on preventive and remedial measures that encourage learners to stay in or return to VET and will draw on information provided by ReferNet and Cedefop's own research work. Outcomes will feed into work of the Commission's thematic working group on early school leaving.

Principal outputs 2013	Timing/frequency
Analytical documents, syntheses, guidance and information material for the work on learning outcomes coordinated by the EQF Advisory Group and the thematic working group on early school leaving	Ongoing
Publication: Role of qualifications in governing occupations and professions (research paper)	July
Conference: Role and application of learning outcomes across Europe	November
Publication: Cooperation between education and training and the labour market in renewing VET (research paper)	September
Publication: Assessing learning outcomes in VET (briefing note)	October
Publication: Early leaving from VET (briefing note)	October
Publication: Aligning curriculum and assessment policies and practices (working paper)	December
Input to various conferences	Ongoing
Input to monitoring short-term deliverables of the Bruges communiqué	Ongoing

### Project 5: [Qualifications/learning outcomes/permeability – Progress on outputs 2013](#)

Cedefop helped conceptualise and shape the work programme on learning outcomes (2012-14) prepared by the Commission in cooperation with the Council of Europe. It provided background information, analytical documents and information material including an extensive list of Cedefop's studies on learning outcomes. A new comparative study on learning outcomes approaches across Europe was launched and the kick-off meeting took place in October.

The research paper *The role of qualifications in governing occupations and professions* was finalised in July as planned. Online release was postponed to October (<http://www.cedefop.europa.eu/EN/publications/21922.aspx>) to incorporate latest developments in relation to ESCO and Directive 2005/36 (change).

The conference 'The shift to learning outcomes and its impacts: taking stock of European policies and practices' took place in Thessaloniki on 21 and 22 November. Conference material available at: <http://www.cedefop.europa.eu/events/LearningOutcomes-2013/index.html> (see Box 4).

The research paper *Renewing VET provision: understanding feedback mechanisms between initial VET and the labour market* was published in November (<http://www.cedefop.europa.eu/EN/publications/22084.aspx>).

The briefing note on assessing learning outcomes in VET was cancelled as it will become part of the briefing note on teaching and learning (change).

Alongside its input into the European Commission's thematic working group on early school leaving, Cedefop conceptualised the work programme of a new VET-focused group and drafted background documents for the group's first meeting (Brussels, 1 March). The Commission dismissed the group end 2013. Based on information collected through ReferNet thematic articles, the briefing note *Keeping young people in (vocational) education: what works?* (<http://www.cedefop.europa.eu/>)

[EN/publications/22244.aspx](#)) was disseminated at the Lithuanian Presidency conference on VET (Vilnius, 12 and 13 November) (see Project 1 under activity 'Policy analysis and reporting').

A new study was launched on VET's role in reducing early leaving from education and training. The study will bring new evidence to understand the drop-out phenomenon and early leaving from VET in Europe and analyse VET's role in reducing early leaving from education and training. The study's kick-off meeting took place in December.

To streamline resources and strengthen impact, the working paper on aligning curriculum and assessment policies and practices was cancelled. Its outcomes will be included in the ongoing study on how learning outcomes approaches are used and influence education and training policies and practices across Europe (change).

Work under this project also provides input for Cedefop's monitoring of the Bruges communiqué short-term deliverables.

## 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.

#### 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:

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

Advice and expertise provided to the lifelong learning programme (LLP) committee

#### 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 groups
- Media coverage, take-up of articles and press releases

#### New insights generated

- Downloads of study visits publications

## Activity: Study visits – Progress on outcomes 2013

Since 2008, over 15 000 decision-makers and experts in education and training have participated in the programme, learned about education and training systems, policies and practice in Europe, got new ideas and inspiration for changes and improvement. Most of all, they built up contacts for future institutional cooperation. This impact has been confirmed by results of the annual impact assessment exercise conducted by Cedefop.

- **Proportion of participants stating their satisfaction with study visits**

Data from participants' questionnaires 2011/12 show that 98.7% of participants are very satisfied or satisfied with study visits (compared to 97% in 2010/11). Data from group reports show that 97% were very satisfied and satisfied with study visits in 2012/13.

- **Distribution of study visits themes between general education, VET and a mixed lifelong learning perspective**

Distribution of study visits by theme/topic, type and working language followed previous years' patterns. The proportion of visits on VET and lifelong learning perspective increased by 3%: in 2012/13, of 225 visits 70 were on general education (31%), 57 on VET (25%), and 98 took a lifelong learning perspective (44%).

- **Distribution of participants by the programme's target groups, including social partners**

In 2012/13, largest groups of participants continued to be head teachers and teacher trainers (25%), directors of educational and training institutions, guidance and validation centres (16%) and representatives of local, regional and national authorities (9%) (2012/13 study visits). Representatives of the social partners remained stable at 6.2%.

- **Downloads of study visits publications**

Study visits publications accounted for 46% of all Cedefop's publication downloads, (56 000 downloads for the study visits catalogue 2013/14, 24 000 for its short version).

### Project 1: Study visits

As the LLP programme will come to its final stage, in 2013 Cedefop will review experience, outcomes and impact of the study visits programme. Based on this review, Cedefop will organise a conference on achievements and outcomes of the study visits programme and its role in promoting change in education and training policy and practice.

Cedefop will continue promoting and disseminating the programme's results to its target groups and more specifically to policy- and decision-makers, including social partners. Cedefop will cooperate with DG EAC and contribute to LLP events, publications and other activities.

Approximately 2 700 participants, 260 study visits with 35 topics under five categories of themes are expected for 2013/14. Cedefop will continue to support quality of study visits with activities targeting representatives of national agencies, organisers and participants of study visits. Two calls for applications will be held for the 2013/14 academic year.

Cedefop will maintain its specific support for the social partners by involving them in all events and activities of the SV programme.

Principal outputs 2013	Timing/frequency
<b>Evaluation and dissemination</b>	
• Conference: Annual meeting of national agencies	November
• Conference: Promoting change in education and training policy and practice (with specific focus on the social partners)	November
• Key results of study visits in 2008-13 (flyer)	November
<b>Implementation of programme and quality support</b>	
• Publication: Catalogue 2013/14 study visits	January/February
• Calls for application launched (including press releases and targeted mailing)	January and July
• Allocation of participants into groups (two matching meetings)	May and November
• Expertise provided to the lifelong learning programme (LLP) committee	According to DG EAC schedule

### Project 1: **Study visits – Progress on outputs 2013**

In the academic year 2012/13, 225 study visits took place in 32 countries with 2 513 education and vocational training specialists from 34 countries. Two study visits were specifically addressed to policy- and decision-makers (one group was cancelled by the organiser). The following organisers of visits received support from Cedefop in preparing content and programmes: (a) Group 110 - Role of social partners in implementing national qualifications frameworks (Germany); (b) Group 146 - Approaching schools and enterprises: how to improve quality in VET (Spain).

The conference 'Promoting change in education and training policy and practice: value of peer learning' took place in Thessaloniki on 26 September 2013. It focused on how outcomes and lessons learned from study visits can be taken into account in Erasmus+. Some 54 former study visits organisers and participants, 34 representatives of national agencies, two representatives of social partners, five members of the lifelong learning programme committee, and two representatives of the European Commission attended. The conference material/conclusions are available at: <http://www.cedefop.europa.eu/EN/events/21772.aspx>

The programme's annual meeting took place on 27 September 2013. Representatives of national agencies discussed implementation of the study visits programme in 2012/13. Maintenance and availability of study visits products, tools and outcomes was also requested.

The flyer 'Study visits: unlocking the potential for better education and training in Europe' based on impact assessment results of three years, 2008/09, 2009/10 and 2010/11 was published in April 2013 (in EN, DE, FR, and ES). The planned flyer on results of the study visits programme 2008-13 was cancelled as most information had been already included in the April flyer (change).

An estimated 246 study visits will take place in 2013/14 covering 31 topics grouped under five thematic categories that reflect most recent policy developments in education and training in Europe. Some 17 visits will not take place.

Two calls for applications took place in 2013 and 17% more applications were received than in the year before (6 600 for 2013). In 2013, data were collected from 2011/12 participants: 2 448 questionnaires sent, 1 055 responses received (43% response rate), demonstrating participants' willingness to share their experiences. Data were also collected from 2011/12 organisers of study visits: 237 questionnaires sent, 79 responses received (34% response rate). Many participants and organisers expressed their regret about discontinuation of the programme.

Study visit results and impact were presented to the LLP committee at its June meeting.

#### MEDIUM-TERM PRIORITY

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

#### Activity: Adult learning and transitions

Cedefop reviews and analyses policies and strategies that help people 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 the role of VET and various forms of skills development in adulthood, in particular work-based learning, 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) examining how work-based learning is combined with other types of skills development strategies of employees and with a larger set of human resource management practices, including validation of non-formal and informal learning, to help enterprises to face technological change and increase competitiveness; (d) comparatively analysing policies, measures, incentives and support for adult learning and promoting access to and developing VET, with a focus on financing mechanisms; (e) analysing changing roles of trainers in VET, 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.

#### Desired impact

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

#### Corresponding ABB activities: Adult learning and transitions

##### 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:

- contribution of work-based learning to reintegration of unemployed adults into the labour market;
- work-based learning approaches in continuing vocational education and training (CVET);

##### 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

- recognition, training and professional development of trainers in VET, focusing on in-company trainers;
- the conditions for strengthening use of validation in national VET and lifelong learning policies, as well as in enterprises for human resource development purposes;
- role of learning and guidance in active age management strategies in Europe and in fostering employability of adult immigrants;
- effective, efficient and equitable cost-sharing and other financing models to promote VET, in particular work-based, dual VET systems and apprenticeship;
- labour market outcomes of VET at the time of school-to-work transition and role of learning in promoting successful careers and labour market transition, with particular focus on low-skilled adults.

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

- quality assurance in adult learning;
- financing adult learning;
- trainers in VET.

#### **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

### **Activity: Adult learning and transitions – Progress on outcomes 2013**

Cedefop's analytical work directly supported implementation of the priorities set at European level, including the Bruges communiqué, the Council resolution on a renewed European agenda for adult learning and the Council recommendation on validation of non-formal and informal learning.

How work-based learning can help unemployed adults to reenter the labour market was at the centre of a Cedefop's study discussed at a VET conference of the Lithuanian Presidency in November. As in the past, Cedefop provided continuous advice and expertise to the European Commission and its thematic working groups on quality assurance in adult learning, financing adult learning and trainers in VET. In parallel, Cedefop finalised its collection and analysis of individual biographies, analysing across seven EU countries learning's role in support of labour market transitions and careers. Cedefop also completed its work on effectiveness of financing policies and mechanisms to support provision, participation and private investment in CVET/adult learning, and provided recommendations for policy-makers – including social partners – researchers and practitioners at EU and national levels.

Trainers' professional development opportunities and schemes to validate the competences they acquire on the job were discussed in the thematic working group which the Centre continued to support conceptually and coordinate with the European Commission.

The booklet published on the economic and social benefits of VET summarises knowledge and insights acquired through several studies systematically analysing and measuring outcomes of VET for individuals, enterprises, economies and societies.

A summary of Cedefop's study exploring how enterprises assess competences for recruitment and career management of staff, informed the debate at the launching event for the Council recommendation on validation of non-formal and informal learning of December 2012.

Cooperation with and contribution to discussions in the European lifelong guidance policy network continued. Work in 2013 focused on (a) how enterprises use guidance to support active age management and improve employability of their staff and (b) how guidance is used to support labour market integration of migrants.

To support policy developments that help alleviate high youth unemployment in Europe, in 2013 Cedefop put a new focus on apprenticeship-type work-based learning. Activities included: (a) a high level conference 'Renewing vocational education and training to tackle skill mismatch – work-based learning and apprenticeship for all' (see Box 5); (b) a workshop and study analysing governance and financing of apprenticeship in some EU countries; (c) policy advice, background papers and presentations provided at several key stakeholder meetings, including: at the European Parliament, the European Economic and Social Committee, ETF, the European Association of Institutes for Vocational Training, in several Member States (such as Austria, Bulgaria, Germany, Greece); at the ACVT seminar 'SMEs and apprenticeship: setting the scene', Brussels, 5 March; at the workshop 'VET in Europe – Perspectives for the young generation from a trade union point of view', Berlin, 13 May; at the conference 'Skilling the future: VET and workplace learning for economic success' organised by the OECD and Germany during World skills in Leipzig in July; at the peer review on apprenticeship organised at the DGVT meeting under the Lithuanian Presidency; at the global HR forum 'The secret of VET in Germany, Switzerland and Singapore: How did they achieve world's lowest youth unemployment rate?', Seoul, 6 and 7 November; at the vocational skills development forum organised by the Korean research institute on VET (Krivet) and the Korean Ministry of Employment and Labour, Seoul, 23 to 25 October.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 23 meetings of senior stakeholders and Presidency events and 14 other events. About 19 800 publication downloads were recorded under this activity in 2013. Top three publications for the activity were: the briefing notes '*Silver workers – Golden opportunities*' (3 300 downloads), *Return to learning, return to work* (2 600 downloads) and *Benefits of vocational education and training in Europe for people, organisations and countries* (2 400 downloads).

## Project 1: [Work-based learning](#)

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Cedefop will intensify its work on adult learning, focusing in particular on work-based learning to reflect its increased importance in lifelong and lifewide learning. Work will focus on: (a) disseminating outcomes of Cedefop's analysis on how work-based learning programmes contribute to reintegrating low-skilled unemployed adults into the labour market; and (b) investigating work-based learning approaches in CVET. Cedefop will initiate systematic work and launch a study on CVET to understand better profile and functions of CVET across countries and ease European cooperation. Building on and complementing Cedefop's analysis of secondary quantitative data (mainly CVTS4 and AES), this work will serve as a basis for a more comprehensive study to follow in 2014/15.

Cedefop will continue to support the European Commission in implementing the renewed European agenda for adult learning of January 2012. The Centre will also continue to provide advice and expertise to the European Commission's thematic working group on quality assurance in adult learning.

Principal outputs 2013	Timing/frequency
Publication: Return to work – Reintegrating unemployed adults into the labour market (briefing note)	July
Publication: The European landscape of work-based learning in CVET (briefing note)	November
Workshop: The European landscape of work-based learning in CVET	November
Publication: Return to work – Work-based learning and the reintegration of unemployed adults into the labour market (working paper)	December
Advice and expertise provided to the European Commission's thematic working group on quality assurance in adult learning	Ongoing

### Project 1: [Work-based learning – Progress on outputs 2013](#)

The briefing note *Return to work, return to learning* was published in September (<http://www.cedefop.europa.eu/EN/publications/21952.aspx>) and registered 2 600 downloads until December 2013.

A new study on work-based learning approaches in CVET in Europe – policies and practices was launched and the kick-off meeting took place in June 2013. A workshop to discuss the study's interim findings took place on 19 November. Workshop material is available at: <http://www.cedefop.europa.eu/EN/events/22057.aspx>.

The briefing note 'The European landscape of work-based learning in CVET' was cancelled as work on the study was still at an intermediate phase and results not solid enough (change).

The working paper *Return to work – Work-based learning and reintegration of unemployed adults into the labour market* was published in November ahead of schedule (<http://www.cedefop.europa.eu/EN/publications/22082.aspx>) and presented at a VET conference during the Lithuanian Presidency on 'VET's role in making education more inclusive' (Vilnius, 12 and 13 November).

Continuous advice and expertise was provided to the European Commission and its thematic working group on quality assurance in adult learning. In addition, Cedefop contributed to various conferences on adult learning/work-based learning (such as the international HELIX conference 'Innovative practices in work, organisation and regional development', Linköping, Sweden, 11 to 14 June; and European conference on educational research, Istanbul, 10 to 13 September).

Regarding bilateral cooperation between Germany and several EU countries in the European alliance for apprenticeship framework, the conference 'Renewing vocational education and training to tackle skill mismatch – Work-based learning and apprenticeship for all' was held in Thessaloniki on 12 and 13 June. Commissioner Vassiliou and representatives from the German and Greek governments attended the event that brought together more than 150 participants from Europe and beyond (change/new action) (see Box 5).

Work under this project also provides input to Cedefop's monitoring of the Bruges communiqué short-term deliverables.

#### Articles published

- Dehmel, A.; Lettmayr, C. (2013). Dem globalen Wettbewerb begegnen. Analysen des Cedefop zur beruflichen Weiterbildung in Europa. *Zeitschrift Weiterbildung*, 6/2013, pp. 8-12.

## Project 2: Trainers in VET

In 2013, Cedefop will continue to monitor trends and developments which affect roles and competences of VET trainers, focusing on in-company trainers. In particular, the Centre will continue to coordinate, jointly with the European Commission, the thematic working group (TWG) on trainers in VET, established in 2012 to promote knowledge-sharing and increase policy action on VET trainers' competences and professional development throughout their careers. The group will continue to identify examples of effective policies and practice which support in-company trainers in IVET and CVET. It will also draft guiding principles on changing competences and profiles, continuing professional development and recognition of trainers to inform short-term deliverables of the Bruges communiqué. A study will be launched to analyse successful approaches to support the professional development of in-company trainers.

Principal outputs 2013	Timing/frequency
Analytical documents, syntheses, guidance and information material for the thematic working group (TWG) on trainers in VET	Ongoing
Plenary meeting of the TWG on trainers in VET (joint Cedefop/DG EAC)	February
Peer learning activity of the TWG on effective approaches and support for continuing professional development of trainers, career opportunities and recognition (jointly with DG EAC)	May
Plenary meeting of the TWG on trainers in VET	September
Peer learning activity of the TWG on trainers' competences needed for meeting training needs of SMEs	November
Input to monitoring short-term deliverables of the Bruges communiqué	Ongoing

## Project 2: Trainers in VET – Progress on outputs 2013

Cedefop continued to provide expertise and coordinate jointly with the European Commission the thematic working group on professional development of trainers in VET. Work included preparing background materials/reports, drafting agendas, coordinating participants' contributions, and moderating sessions. Cedefop also ensured timely publication of working materials in the group's space in Sinapse and final products on Cedefop's website.

The group's second plenary meeting took place as planned (Brussels, 7 February). Participants shared information on latest EU developments in education and training and discussed preparation of the next peer learning activity (PLA) and the group's final deliverable (guiding principles for changing competences and profiles, continuing professional development and recognition of trainers). Materials are available online.

Discussions at the second PLA (Louvain-la-Neuve, Belgium, 28 to 30 May 2013) focused on opportunities provided by the State, sectoral and professional associations for in-company trainers' professional development; and on validation of competences acquired on the job and its link to continuing professional development of in-company trainers (<http://www.cedefop.europa.eu/EN/events/21417.aspx>). The third PLA (Strasbourg, France/Offenburg, Germany; 28 to 30 October 2013)

focused on specificities and challenges of competence development in SMEs, roles and tasks of their trainers and examined more examples of support measures to training and trainers in SMEs (<http://www.cedefop.europa.eu/EN/events/22215.aspx>).

In agreement with DG EAC, the third (and last) plenary meeting was postponed to February 2014 (change).

The publication *Trainers in continuing VET: emerging competence profile* was released in April (<http://www.cedefop.europa.eu/EN/publications/21313.aspx>) and registered 2 200 downloads until end 2013 (from work programme 2012).

A new study on supporting continuing professional development of trainers in enterprises was launched and the kick-off meeting took place in October. The study will bring evidence on how enterprises support trainers in companies and develop and upgrade their competences. Work under this project also provides input for Cedefop's monitoring of the Bruges communiqué's short-term deliverables.

### Articles published

- Lettmayr, C.; Jemeljanova, I.; Schmid, E. (2013). Für mehr Qualität in der betrieblichen Weiterbildung. Kompetenzentwicklung für Trainer. *Zeitschrift Weiterbildung*, 5/2013, pp. 38-41.

### Project 3: Validation

Cedefop will support the European Commission and Member States in implementing the recommendation of end 2012. Cedefop will provide expertise and advice to help develop and implement arrangements for validation of non-formal and informal learning in Europe. Work will include: (a) support the European Commission and Member States in implementing the Council recommendation on validation; (b) further develop and disseminate the European inventory and European guidelines on validation; (c) use of validation for recruitment and career management in enterprises.

Principal outputs 2013	Timing/frequency
Publication: Validation in enterprises (reference publication)	April
Seminar: Launching the recommendation on validation of non-formal and informal learning (jointly with the European Commission)	April
Publication: Guidelines on validation of non-formal and informal learning (booklet)	December
Peer learning activities on validation (jointly with the European Commission – EQF advisory group)	Two
Input to monitoring short-term deliverables of the Bruges communiqué	Ongoing
Input to various conferences	Ongoing

### Project 3: Validation – Progress on outputs 2013

Cedefop organised, jointly with the European Commission, a seminar launching the recommendation on validation (Mechelen, 8 and 9 April). The seminar gathered 120 experts and practitioners from more than 30 countries (over 300 applications received). The event focused on updating the European guidelines on validation, one of the main tools (with the inventory) to support Member States in implementing the recommendation. The seminar pointed to a few priority areas to be addressed; notably the need to improve information on and access to validation; the need to strengthen professionalism in validation; the need to improve guidance and counselling; and the need to apply quality assurance more systematically. As input to the discussions, a summary of the reference publication ‘Validation in enterprises’ focusing on involvement of the private sector in validation practices was disseminated. The main publication was delayed to lack of capacity and entered the publication process in December (change). The planned PLA was cancelled by the Commission.

Cedefop prepared (November) a proposal for updating the guidelines as a basis for consultation to be launched by the Commission in January 2014. Publication of the guidelines was postponed to 2014 to involve fully Member States and stakeholders in their revision (change).

The tendering procedure for updating the European inventory on validation was launched in spring 2013 by the European Commission. At the Commission’s request, Cedefop took over responsibility for steering the work. For updating the inventory, Cedefop’s annual mapping of NQFs will be used where particular attention will be paid to the link between frameworks and validation arrangements (see EQF project under activity ‘Common European tools, qualifications and learning outcomes’). The inventory will be published in 2014 as planned. Analytical work to integrate the guidelines into the inventory will be finalised in 2014.

Work under this project also provided input for Cedefop’s monitoring of the Bruges communiqué’s short-term deliverables.

### Project 4: Lifelong guidance

In 2013, Cedefop will continue its research and analysis on population ageing and the role of learning in enabling longer, satisfying and successful working lives. Cedefop will organise and provide expertise for several events and finalise its study on how lifelong guidance systems contribute to employers’ active ageing strategies (publication in 2014). Cedefop will also conclude and disseminate its research on the role of lifelong guidance in supporting labour market integration and successful career management of migrants in Europe.

Cedefop will continue supporting implementation of Council resolutions on lifelong guidance (2004, 2008) in cooperation with European Commission and the European lifelong guidance policy network (ELGPN). Pending final agreement with DG EAC, cooperation with ELGPN might lead to a Cedefop’s comparative analysis of lifelong guidance policies to be made available in 2014.

#### Principal outputs 2013

Principal outputs 2013	Timing/frequency
Publication: Guidance for supporting the labour market integration of migrants (working paper)	December
Peer learning activity on the role of guidance in supporting labour market integration of migrants	December
Advice and expertise provided to the ELGPN network	Ongoing (according to ELGPN schedule)

Input to various conferences	Ongoing
Input to monitoring short-term deliverables of the Bruges communiqué	Ongoing

#### Project 4: Lifelong guidance – Progress on outputs 2013

Publication of the in-house analysis on guidance supporting labour market integration of migrants was postponed to 2014 to reflect outcomes of discussions that took place at the peer learning event Cedefop organised on 2 December 2013) (change). Interviews and case studies were carried out in collaboration with national representatives in the European lifelong guidance policy network (ELGPN). Continued cooperation with the European Commission and the ELGPN network was ensured via participation in the plenary meetings held in Dublin (27 and 28 February 2013), Tallin (6 and 7 June 2013) and Vilnius (12 and 13 December 2013). Priority was given to areas of expertise and interest to Cedefop, namely development of a European evidence-base for guidance policy and work on development of common guidelines for lifelong guidance systems.

Work continues on reviewing developments of national guidance systems as input for Cedefop's monitoring of the Bruges communiqué's short-term deliverables.

#### Project 5: Financing VET

Funding models for dual-based VET and apprenticeships are varied and complex, they also entail substantial private investment. In 2013, Cedefop will launch a study to examine financing models as well as private and public costs of work-based and dual VET in European countries. The aim is to promote a better understanding of the requirements for developing work-based models in VET and of the cost of a stronger collaboration between the State and employers in training delivery.

Principal outputs 2013	Timing/frequency
Publication: Cost-sharing mechanisms to finance VET and promote participation in adult learning in Europe (research paper)	September
Workshop: Financing models and public and private costs of dual VET system and apprenticeship	April

#### Project 5: Financing VET – Progress on outputs 2013

The workshop 'Apprenticeship: governance modes and financing approaches' (<http://www.cedefop.europa.eu/EN/events/21500.aspx>) took place in Thessaloniki on 20 and 21 May, gathering experts and researchers from EU and non-EU countries, the European Commission and ETF. Knowledge and expertise shared during the workshop provided the basis for launching a new study. The call for tender was launched in July and the kick-off meeting will take place in January 2014.

Outcomes of the conference 'Adult learning: spotlight on investment' (organised jointly with the European Commission in December 2012 (<http://www.cedefop.europa.eu/EN/events/20767.aspx>))

were prepared in collaboration with DG EAC and disseminated during the first semester 2013 (follow-up of 2012 work programme).

The planned publication 'Cost-sharing mechanisms to finance VET and promote participation in adult learning in Europe' will become an online database. Country fiches on cost-sharing measures in each EU country (except Croatia) are ready. The database is being developed and will be deployed on Cedefop's website during the first quarter 2014 (change).

Cedefop continued to support the European Commission in implementing the renewed European agenda for adult learning by providing advice, expertise and content input to the thematic working group on financing adult learning.

### Project 6: [Career and transitions – VET outcomes and benefits](#)

This line of research will continue to investigate the role of VET and lifelong learning in helping young people and workers to manage labour market transitions and achieve positive labour market outcomes. It relies on secondary data analysis and on qualitative research using narrative accounts and individual biographies. In 2013, a study will be launched to focus on the low-skilled, and in particular how lifelong learning can improve their career prospects.

Principal outputs 2013	Timing/frequency
Publication: Benefits of vocational education and training (booklet)	March
Publication: The labour market outcomes of vocational education and training in Europe: evidence from the labour force survey (research paper)	May
Publication: Macroeconomic benefits of VET (research paper)	August
Workshop: The role of lifelong learning in promoting successful careers	October

### Project 6: [Career and transitions – VET outcomes and benefits – Progress on outputs 2013](#)

The booklet *Benefits of vocational education and training in Europe for people, organisations and countries* (<http://www.cedefop.europa.eu/EN/publications/21465.aspx>) was published in June.

The research paper *The labour market outcomes of vocational education and training in Europe* was released in June (<http://www.cedefop.europa.eu/EN/publications/21556.aspx>).

The publication on macroeconomic benefits of VET was finalised and is being prepared for publication. The slight delay is due to extra work needed to prepare the study outcomes for publication (change).

The workshop 'The role of lifelong learning in promoting successful careers' was cancelled because options for next steps of the research project are not yet mature enough for discussion with external experts and researchers (change).

A study on learning's role in careers of low-skilled workers was initiated and reached the interim stage. It will complement the previous one on learning in support of career transitions planned to be published in 2014.

A tendering procedure was launched for a new study on the relationship between labour market transitions and skill mismatch (change). The study will provide evidence on dynamics of career transitions and how they relate to skills mismatch in the EU (see Project 3 ‘Skill mismatch and obsolescence’ under Activity ‘Skills analysis’).

## MEDIUM-TERM PRIORITY

### ANALYSING SKILLS AND COMPETENCE NEEDS TO INFORM VET PROVISION

#### Activity: Skills analysis

Following its mandate from the ‘New skills for new jobs’ initiative and the Europe 2020 flagship initiative ‘An agenda for new skills and jobs’, Cedefop supports development of a European skills panorama, which will provide direct and easy access to skill needs intelligence.

Cedefop aims to bring together a comprehensive evidence base on skill needs in Europe and develops methods and tools for skill needs analysis and anticipation. Cedefop not only produces regular European medium-term forecasts but also explores feasibility for short-term anticipation of needs in specific sectors. Cedefop extended its analysis to changing skills profiles in sectors and occupations and is preparing a European employer on emerging skill needs in enterprises. The Centre’s work on skills mismatch includes an investigation of European countries’ differences, research on the economic and social costs of mismatch and an individual survey on skills obsolescence and mismatch. 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 to develop methods and tools, validate results and disseminate findings.

#### 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;
- incidence of skill mismatch and skills obsolescence in Europe and assessment of its economic and social consequences as well as remedial 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
- 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

- skill needs and skill gaps in European workplaces from the point of view of employers;
- skills requirements for creating a more sustainable, low carbon and resource-efficient Europe;
- data needs and methods for skills analysis, including medium-term forecasting, short-term sectoral anticipation and skill surveys.

Expert and technical advice provided to the European Commission's interinstitutional steering group on the EU skills panorama. Cedefop data are provided as necessary and in an appropriate format for the panorama.

#### 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 at conferences and events
- Usefulness/satisfaction with Cedefop's conferences and events

### Activity: Skills analysis – Progress on outcomes 2013

In 2013, Cedefop continued to contribute to the European skills policy agenda by: providing updated results for the pan-European forecast of skill supply and demand; developing further research and a survey on skill mismatch in the European Union; piloting an European employer survey on skill needs as requested by the European Commission; and participating in the interinstitutional steering group for the EU skills panorama.

Results from Cedefop's skills analysis were presented at a high-level conference 'Renewing vocational education and training to tackle skill mismatch: work-based learning and apprenticeship for all?' organised by Cedefop in June 2013 (see Box 5).

Cedefop participated in several working and expert groups and other meetings of senior stakeholders related to skill needs and policy in Europe. These included: a keynote speech for the skill mismatch session of the EU expert conference organised by DG Employment in February 2013 to debate findings of the employment and social developments report in Europe, in which Cedefop contributed a chapter on skill mismatch; a presentation of findings on skill mismatch to the Employment Committee ad hoc group (EMCO) in March. Cedefop's work on the green economy and green skills also received growing recognition attested by numerous invitations to events and Cedefop's growing involvement in international networks. The second Cedefop/OECD Green skills forum (2014) will be supported by DG Employment and the European Environment Agency.

Cedefop also contributed to work of the global agenda council (GAC) on employment of the world economic forum (WEF). To support work of the GAC, the Centre prepared an internal scoping paper on skills mismatch and was asked to prepare (with OECD) the GAC's policy paper on skill mismatch for the WEF meeting in Davos in 2014.

Results of Cedefop's skills analysis were cited in various policy documents, including the staff working documents on assessment of the 2013 national reform programmes. More than 35 000 skills analysis publications were downloaded from Cedefop's website in 2013 and future skill supply and demand forecast activity ranked first in media coverage (about 120 press articles).

Top three publications were: *Future skills supply and demand in Europe* (6 400 downloads); *Briefing note – Roads to recovery: three skill and labour market scenarios for 2025* (5 000 downloads);

*Skills supply and demand in Europe* (3 000 downloads). Skillsnet network reached over 540 registered members.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 22 meetings of senior stakeholders and Presidency events and 32 other events.

## Project 1: Skills forecast

Cedefop provides regular pan-European forecasts of skill supply and demand, and analyses potential labour market imbalances. Forecasts are updated on a yearly basis and a new set of results will be released in early spring 2013, extending the forecast up to 2025. From July 2013 the forecast will also include Croatia, as the country will join the EU. The forecast is available to the public via Cedefop's web-based interface and through the European skills panorama.

Principal outputs 2013	Timing/frequency
Publication: Skills supply and demand in Europe up to 2025 (briefing note)	April
Publication: Skills forecasting results 2013 (online publication in a dedicated web interface and in the European skills panorama)	March (adding Croatia in July)
Publication: Skills forecast online (flyer)	May
Workshop: Skills supply and demand forecast technical/experts workshop	September
Publication: Analysing skills imbalances in Europe and designing adequate indicators (research paper)	October
Publication: A guide to skills forecasting and foresight (jointly with ETF and ILO)	December

## Project 1: Skills forecast – Progress on outputs 2013

Results of the skills supply and demand forecast were published online in March both on Cedefop's website and in the EU skills panorama. Data for Croatia were made available from 1 July.

The briefing note *Roads to recovery: three skill and labour market scenarios for 2025* was published in June (<http://www.cedefop.europa.eu/EN/publications/21513.aspx>), to link it to the conference 'Renewing vocational education and training to tackle skill mismatch: work-based learning and apprenticeship for all?' (<http://events.cedefop.europa.eu/VET-conference-2013/en/>). The flyer *Skills forecast online tool* (<http://www.cedefop.europa.eu/EN/publications/21571.aspx>) was also prepared to fit the conference timetable.

The research paper 'Analysing skills imbalances in Europe and designing adequate indicators' is postponed to 2014 as new evidence expected by end 2013 will add significant value to results. The research paper will be reshaped as a chapter of the reference publication planned for 2014 (change).

An expert seminar on skills forecasting (<http://www.cedefop.europa.eu/EN/events/21344.aspx>) and the workshop to validate the latest skill supply and demand forecast (<http://www.cedefop.europa.eu/EN/events/21343.aspx>) took place on 3 and 4 October 2013.

The guide to skills forecasting and foresight (jointly with ETF and ILO) was finalised in December and will be published by ETF in early 2014.

## 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. Following a pilot survey, Cedefop has finalised an enterprise survey instrument and relevant methodology. In view of fully deploying a European-wide employer survey on skill needs in 2014, Cedefop will adapt the survey design and implement a large-scale test of the instrument at EU-27 level in 2013.

Principal outputs 2013	Timing/frequency
Publication: Piloting a European employer survey on skill needs – Methods and findings (booklet)	May
Publication: Employer survey on skill needs – Tool kit and user manual (research paper)	May
Workshop: Validation of survey instruments and large-scale testing	November

## Project 2: Skill needs in enterprises – Progress on outputs 2013

The research papers *Piloting a European employer survey on skill needs – Illustrative findings* (<http://www.cedefop.europa.eu/EN/publications/22092.aspx>) and *User guide for developing an employer survey on skill needs* (<http://www.cedefop.europa.eu/EN/publications/22090.aspx>) were released simultaneously as companion volumes in November (change). Delays originate from poorly prepared initial material from the external contractor which required substantial unplanned additional work by Cedefop. In addition, priority was given to extensive design and instrument modifications, essential for preparing the pilot employer survey which took place in the autumn.

The revised questionnaire for the pilot European employer survey focusing on generic/transversal skills was prepared and tested in eight countries. To allow for thorough analysis of outcomes of the pilot and finalisation of the sampling design, the expert meeting to validate the survey instrument and sampling design was postponed to February 2014 (change).

## Project 3: Skill mismatch and obsolescence

This project investigates the incidence and determinants of quantitative and qualitative imbalances between supply and demand for skills in the European economy and assesses the economic and social consequences of skill mismatch. In 2013, Cedefop will conduct a survey focused on skills obsolescence and skill mismatch in all EU-27 Member States. Analysis of the survey data will derive

implications and recommendations for education, employment and lifelong learning policies in Europe (to appear in a publication in 2014).

Four years of research on the incidence and consequences of skill mismatch for individuals, particularly vulnerable groups (such as ageing workers, migrants and ethnic minorities), and on the relation between labour market mobility and skill mismatch will be synthesised in a publication, together with new evidence on sectoral and cross-country differences in labour market and skill imbalances. This evidence will also form the basis for Cedefop's contribution to the World Economic Forum (global agenda council on employment).

An Agora conference, attended by key experts and policy-makers, will discuss the main implications and propose appropriate policy actions to mitigate the extent and cost of skill mismatch for individuals, enterprises and EU economies.

Principal outputs 2013	Timing/frequency
Publication: Skill mismatch in Europe: what can policy-makers do? (briefing note)	November
Publication: Skill mismatch in Europe: what do we know and what can policy-makers do? (reference publication)	November
Conference: Addressing skill imbalances in Europe: designing efficient policies in imperfect labour markets	November

### Project 3: Skill mismatch and obsolescence – Progress on outputs 2013

The questionnaire for the first pan-European skill mismatch survey (EU-MISS) was prepared and revised following thorough cognitive interviewing and pilot testing. Due to difficulties with translations into EU languages, the fieldwork was delayed to February-March 2014 in all EU countries (change). Due to constraints on human resources imposed by new activities (see below), and the need to allow for a comprehensive analysis of the data from Cedefop's forthcoming European skill mismatch survey, the reference publication on skill mismatch was postponed to 2015 (change).

A new study was launched on collection and review of policies and practices on skill mismatch in the EU. It will provide an inventory of skill mismatch policies in Member States focused on matching unemployed workers with available vacancies and on mitigating current or anticipated skill shortages.

A scoping paper 'Matching skills and labour market needs' was prepared by Cedefop to inform work of the global agenda council (GAC) on employment of the World economic forum (WEF). In collaboration with OECD, Cedefop prepared and delivered the core of a policy paper on skill mismatch to be presented by the GAC at the WEF meeting at Davos in 2014. The briefing note on skills supply and demand in Europe was postponed to February 2014 (change) to coincide with publication of the paper on skill mismatch.

Cedefop made a substantial contribution to the skill mismatch session at the EU's expert conference on the employment and social developments in Europe report in February. To avoid duplication it was decided to postpone the planned Agora conference on skill mismatch (change).

Cedefop also participated in expert and advisory committees of two DG EMPL studies: 'Mapping and analysis bottleneck vacancies in the EU' and '2014 European vacancy and recruitment report', providing regular feedback and content input. Input was also given to the DG EAC study on 'employability of higher education graduates in the EU: the employer's perspective'.

Findings of Cedefop's analysis on skill mismatch were presented to the Employment Committee

ad hoc group (EMCO) in March and to the European Presidency event of the European migration network held in Vilnius in November 2013.

A new study was launched in December 2013 on prioritisation and risk assessment of skill mismatches in Member States (change/new action). The study will collect data on indicators of skill supply and demand to construct a skill monitoring index to evaluate performance of Member States' skill systems. It will also pilot and implement an early warning approach to skill shortages or surpluses in EU countries.

#### Project 4: Sectoral and occupational skill needs

In 2013, this project will focus on developing an anticipatory system for labour market and skills needs to provide short-term information on emerging competences and skill needs by occupation and qualification, taking as a basis specific economic trends affecting sectors and occupations.

Exploring implications of transition towards a greener economy for skills and VET will also continue to be a relevant area of research for Cedefop. Following establishment of the interagency working group on greening TVET (IWG), Cedefop will organise in cooperation with the OECD a knowledge-sharing conference involving all members of the IWG.

Principal outputs 2013	Timing/frequency
Publication: Green skills forum proceedings (joint publication Cedefop-OECD, e-book)	February
Workshop: Sectoral-based anticipatory system – Methodology and technical approaches	April
Publication: Skills for a low carbon Europe (briefing note)	June
Workshop: Knowledge-sharing conference on greening TVET and skills development	September
Publication: Skills for a low carbon Europe (research paper)	September

#### Project 4: Sectoral and occupational skill needs – Progress on outputs 2013

The joint Cedefop/OECD publication based on the green skills forum proceedings was published in November following delays attributable to OECD organisational problems (*Greener skills and jobs for a low-carbon future*) (change).

The workshop on a 'short-term sector-based anticipatory system' was held in April (<http://www.cedefop.europa.eu/EN/events/21071.aspx>).

The briefing note *Skills for a low-carbon Europe* was published in May (<http://www.cedefop.europa.eu/EN/publications/21369.aspx>).

Due to understaffing, it was agreed to cancel the knowledge-sharing conference on greening TVET and skills development (change). A second Cedefop/OECD forum on green skills was scheduled for 14 February 2014, for which a call for papers was launched in June.

The research paper *Skills for a low-carbon Europe – VET's role in a sustainable energy scenario* was published in August (<http://www.cedefop.europa.eu/EN/publications/21701.aspx>). Hard copies were distributed at an event organised by Germany and Unesco-Unevoc in the fringes of Leipzig world skills 2013 where Cedefop also contributed to a panel discussion.

## Project 5: Skills panorama and Skillsnet

Cedefop supports and participates in the inter-institutional steering group for development of the EU's skills panorama. The panorama, available online, aims to improve transparency of skills and labour market intelligence in Europe. Various strands of Cedefop's work on analysing skill needs feed into the panorama, in particular Cedefop's pan-European forecasts.

Skillsnet is a Cedefop network which brings together researchers and experts in early identification of skill needs to discuss methods and outcomes of skill needs analysis and anticipation. Special Skillsnet panels of experts support and advise various strands of Cedefop's work on skills.

Principal outputs 2013	Timing/frequency
Publication: Analytical briefs based on data available in the EU skills panorama (online publication on the EU panorama website)	Ongoing
Publication: Skills shortages in Europe – Focus on STEM (briefing note)	September
Workshop: Joint Cedefop/ETF/ILO workshop on methods for anticipating skill needs	September

## Project 5: Skills panorama and Skillsnet – Progress on outputs 2013

Throughout the year, Cedefop continued to provide input and advice to the steering group for development of the EU skills panorama. Input included comments on content and structure of analytical briefs published online (<http://euskillsparorama.ec.europa.eu/>) and integration of the 2013 Cedefop skill supply and demand forecast into the EU skills panorama website.

At its October meeting, Cedefop's Enlarged Bureau agreed for Cedefop to take over responsibility, management and further developments of the European skills panorama from 2014. Following that decision, Cedefop made all necessary preparations for the EUSP to be online and function at <http://euskillsparorama.cedefop.europa.eu/> from January 2014.

The briefing note on STEM was transformed into a statistics highlight following lack of a substantial body of hard data (see Project 4: Statistics and indicators) (change).

The joint Cedefop/ETF/ILO seminar on guides to skills anticipation and matching took place in July. It brought together 40 experts with various profiles from all over the world (<http://www.cedefop.europa.eu/EN/events/21304.aspx>).

Skillsnet has over 540 registered members. *Skillsnet newsletter 1/2013* appeared in April and e-bulletins were released monthly since May and disseminated via e-mail to all Skillsnet members.

## COMMUNICATION, INFORMATION AND DISSEMINATION

### Activity: External communication

Raising the profile of VET is the main focus of Cedefop's external communication services. In 2013, 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 the importance of VET, 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)

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#### New knowledge and insights generated

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

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#### 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)

### Activity: External communication – Progress on outcomes 2013

Work focused on raising VET's profile and better communicating key messages on VET to Cedefop's stakeholders and the media. Restructuring of the external communication team and integration of communication activities into operational areas led to an improved alignment between production and communication of content as well as increased visibility of Cedefop's work. The new initiative on regular production of short videos proved successful. PMS results show Cedefop's expertise is increasingly valued by and useful to key policy-makers, at European (such as MEPs), national and local levels.

Efforts continued to bring together different stakeholders and foster cooperation on joint events and conferences, both at local and European levels.

Support was provided for 135 Cedefop meetings and conferences, attended by 2 578 external participants.

## 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 outputs 2013	Timing/frequency
Support organisation of Cedefop's attendance and representation at meetings of European institutions	Ongoing
Support organisation of Cedefop conferences and workshops	Ongoing
Organise events for MEPs and social attachés in Brussels	Two events in 2013
Organise a Cedefop event for the local academic community	June
Receive visiting groups of VET professionals from across Europe	Ongoing
Ongoing contacts with MEPs and other stakeholders	Ongoing

## Project 1: Stakeholders relations – Progress on outputs 2013

### Conference service:

Throughout the year, policies and procedures for organising conferences were streamlined (evaluation of conferences and participants' feedback; updates of procedures and workflows for external meetings hosted at Cedefop; updates of conference service pages on Intranet, work on data protection issues, etc.).

In 2013, 135 meetings attended by a total of 2 578 external participants were organised.

A working dinner 'European tools in education and training: what has been achieved and where do we go from here?' was organised on 23 January in cooperation with MEP Thomas Mann (DE, EPP, vice chair of Employment Committee), to reach out to more MEPs and discuss outcomes of Cedefop's work on EU tools and principles. Some 12 MEPs participated (see EQF/NQFs/ESCO project under Activity 'Common European tools, qualifications and learning outcomes').

Cedefop was coordinator of a joint event organised with the European Parliament's EMPL Committee, Eurofound, ETF and EU-OSHA on 'the European social model, a key driver for competitiveness – the four agencies' contribution' (Brussels, 25 September). The event was hosted and moderated by Ms Pervenche Berès, chair of the EMPL Committee. Keynote speakers included László Andor, EU Commissioner for Employment, Social Affairs and Inclusion, and Xavier Prats-Monné, Deputy Director-General for Education and Culture, European Commission. The topic was closely linked to policy priorities of the Employment Committee and allowed the agencies to present their expertise and showcase their complementarity. Some 20 MEPs participated; this is highly valuable for Cedefop since they rely on Cedefop's expertise for their parliamentary activity, as confirmed by MEP Kinga Göncz, Hungary.

A major conference was organised during Commissioner Vassiliou's visit in June, taking care of VIPs, invitations (local stakeholders including politicians and academia, communication (see press service) and side visits (delegation from Kazakhstan).

Cedefop also supported preparations for Thessaloniki European youth capital (EYC) in 2014. This included a welcome address at the European youth forum (opening event of the EYC), two visits by the vice-mayor for youth, as well as the regional Directorate of Education representative.

A keynote speech was delivered by Cedefop at a large event organised by the Region of Attica/Athens University on 'climate change: environmental and health impact' during the 11th European week of regions and cities (<http://www.blod.gr/lectures/Pages/viewlecture.aspx?LectureID=1075>) and a speech at the Erasmus + programme by IKY (Greek Scholarship Foundation) in Thessaloniki.

In 2013, Cedefop received seven groups of visitors: Mannheim university, department of adult learning (4 April, 13 participants); VET Development and Qualifications Centre Kazakhstan (14 June, seven participants); president of Krivet, South Korea (8 July, two participants) to discuss and revise the memorandum of cooperation with Cedefop and HRD Korea (8 August, two participants); social attaché of the Embassy of France, Athens (15 October, one participant); the Regional Director of Education from Epiros (8 November, one participant); and the Korean Employment Service (21 November, two participants).

Five external meetings were hosted at Cedefop's premises. On Europe day, in May Cedefop hosted: (a) an event for the local academic and NGO community, organised by the local youth chess organisation with support of the Commission and EP representations in Athens, for the European initiative 'Youth for Europe/youth in action; and (b) a conference organised by the Consul General of Romania; a conference on the relationship between vocational training and employment, organised by the Greek Confederation of Trade Unions (GSEE) (November); a conference of the Labour Market Observatory of the European Economic and Social Committee with content support provided by Cedefop (November); workshop of German and Greek trade unions, organised by the German employees' representative in Cedefop's Governing Board (December).

Contacts with MEPs and other key stakeholders were maintained regularly.

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

In 2013, the press and news service will publish news items regarding major developments in VET in various formats (online news, press releases, briefing notes, newsletter articles and social media), oversee thematic campaigns bridging all communications activities, and maintain regular contact with the media to draw attention to the findings of Cedefop's work. Work will focus on expanding international distribution and coverage of the Centre's press releases, enlarging the media database and keeping it updated, monitoring uptake of Cedefop-related news, and collecting business intelligence.

### Principal outputs 2013

### Timing/frequency

Production, publication and monitoring of a continuous flow of press releases

Minimum of 20-25 press releases (up to six languages) throughout the year

Production, publication and monitoring of Cedefop briefing notes

10-12 briefing notes, each in six languages, throughout the year

Press conferences, technical briefings and interviews	Ongoing
Production, publication and monitoring of Cedefop newsletter (online)	10 issues, throughout the year
Production, publication and monitoring of a continuous flow of social media postings (Facebook, Twitter, Blog)	Posting twice a week. Target: to expand Cedefop's social media audience by 20%

## Project 2: Press and news service – Progress on outputs 2013

### Press releases

A total of 22 press releases were issued in English and in up to eight languages. Topics included: older workers; conference on work-based learning and apprenticeship to help combat youth unemployment; Croatia's VET performance; announcing appointment of new Director; four-agency event in Brussels; study visits final event; learning outcomes conference. Press releases accompanying publication of briefing notes (in all briefing-note languages) were introduced in the second half of the year. This multilingual approach aims to raise visibility of topics covered by Cedefop briefing notes to the media at Member State level.

Nine briefing notes were published in eight languages as well as in the rotating EU Presidency language: *Cedefop 2012-13: More effective VET and lifelong learning policies: awareness raising, analysis and advice*; *Silver workers – Golden opportunities*; *Quality: a requirement for generating trust in qualifications*; *Skills for a low-carbon Europe*; *Roads to recovery: three skill and labour market scenarios for 2025*; *Opportunities and challenges for ECVET, the vocational credit transfer system*; *Return to work – Reintegrating unemployed adults into the labour market*; *Qualifications frameworks in Europe: forging the right links*; *Keeping young people in (vocational) education: what works?*. All briefing notes are available from Cedefop's website in pdf and e-pub formats (<http://www.cedefop.europa.eu/EN/publications.aspx>).

Cedefop interviews and articles were widely published/broadcast in 2013. The new Director gave several interviews to European and Member States' media on the occasion of his appointment. The published/broadcast interviews given by Cedefop are: *JFDaily* newspaper (China), *98.4* radio station (Greece), ETF magazine *Live and learn*, influential *EurActiv* website (UK/Europe), *Die Welt* newspaper (Germany), *Aggelioforos* newspaper (Greece), *Kathimerini* newspaper (Cyprus), *Times of Malta* newspaper. An article by the Deputy Director was published in *Public service Europe* magazine (UK). The Deputy Director also gave an interview to *Reflex magazine* (Switzerland), to be published in January 2014. Media monitoring registered a total of 491 articles based on Cedefop information.

Some 10 Cedefop newsletters were published in 2013 and 4 971 subscriptions were recorded (4 215 in 2012).

By end 2013, 109 posts on Facebook and 464 tweets on Twitter were published with 4 347 individuals following Cedefop's postings on Facebook and 2 058 on Twitter (compared to 2 715 Facebook and 1 300 Twitter followers by end 2012), an increase of 60% and 58% respectively, well above target (20% increase in social media set for 2013). Live tweeting and posting from major conferences and events was introduced during the year, resulting in better interaction (more shares, retweets, comments, etc.) and more followers.

A total of seven videos for Cedefop's conference on 12 and 13 June were produced (such as interview with EU Commissioner Androulla Vassiliou, other officials participating in the conference

and Cedefop Acting Director). The videos are available from Cedefop's website and Facebook page: <http://www.cedefop.europa.eu/EN/articles/21606.aspx> (change/new action). For the same event, a four-page conference newspaper was published in print and electronic form as well as a second edition that includes readers' comments (electronic form only) [http://www.cedefop.europa.eu/EN/Files/Newspaper\\_Interactive\\_COMMENTS\\_final.pdf](http://www.cedefop.europa.eu/EN/Files/Newspaper_Interactive_COMMENTS_final.pdf) (change/new action).

New media contact lists were created for Croatia and Cyprus and other lists were updated with new contacts.

### Activity: Documentation and information

Cedefop's library and documentation service focuses on raising VET's profile and supporting Cedefop's operations. The service supports Cedefop's external communication policy and provides content for the projects in the operational areas. In 2013, the library and documentation service will be involved in follow-up of the Bruges communiqué and will monitor related data.

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

It will also run Cedefop's contacts database to send information to Cedefop's main target groups. 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.

Records management and archiving will follow best practice in providing access to records and preserving the Centre's 'memory'. The service will also continue to develop and maintain electronic information systems to support Cedefop communication activities.

### Desired impact

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

### Principal activity outcomes

- Updating Cedefop's digital library (VET-Bib)
- Operating a reference service, 'Ask the VET expert' available from Cedefop's web portal
- Developing Cedefop's multilingual European training thesaurus, for proper use of VET concepts and definitions
- Managing the contact database
- Record management and archives

### Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

- Website traffic (overall, broken down by section, database)
- Satisfaction with targeted services (targeted collection beyond the performance measurement system)

## Activity: Documentation and information – Progress on outcomes 2013

Work in 2013 focused on: (a) responding directly to the European VET policy agenda and supporting Cedefop's reporting activities, the (new) project *N-VET – national policy monitoring to support EU 2020* offers access to selected key primary documents from all Member States (national legislation, policies, initiatives and strategies in VET, etc.) and provides links to data from other European sources; (b) full deployment of the outgoing mail registration system in LiveLink (Registration PLUS) which integrates incoming and outgoing mail registration in line with internal control standard 11; (c) collecting regularly accurate information for Cedefop's performance management system (PMS); (d) ensuring targeted dissemination of Cedefop's key publications through EU stakeholders' libraries (European Parliament, European Commission, Council, European Economic and Social Committee, Committee of Regions, EU agencies, etc.) using Cedefop's contacts database.

All foreseen output was delivered as planned, with additional activities requested by the Directorate.

### Project 1: Documentation and reference service

In 2013, Cedefop's library will continue to support the operational projects by providing selected content. It will provide updated and comprehensive information to policy-makers, researchers and practitioners through its digital library, the largest on VET in Europe. Questions on VET will be answered through the library's reference service.

Principal outputs 2013	Target/timing/frequency
Answer queries (reference service 'Ask the VET expert')	Respond to all incoming stakeholder queries within two weeks of receipt
Update and maintain Cedefop's digital library (VET-Bib)	Ongoing
Several marketing actions to promote VET-Bib	Ongoing
Provide content for Cedefop operational projects and input for monitoring activities in VET policy development	Ongoing
Assist with monitoring and processing education and training information related to the European semester' recommendations, including follow-up of the Bruges communiqué	Ongoing
Develop European training thesaurus and integration into EuroVoc	Ongoing
Create thematic profiles and bibliographies based on medium-term priorities: <ul style="list-style-type: none"> <li>• produce two new dynamic bibliographies;</li> <li>• update all dynamic bibliographies in real time.</li> </ul>	Ongoing
Improve the library collection on VET and related issues: publish and disseminate 12 issues of the library's new acquisitions list VET alert	12 times a year

Provide EU news for Cedefop newsletter: select key documents, events and publications for each issue	10 times a year
Provide information for the performance measurement system 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	Ongoing
Track developments on VET in EU institutions: report on events planned by EU institutions related to VET for the next six months to identify potential communication opportunities for Cedefop	Monthly
Metadata for web portal project and/or controlled vocabularies for the web portal and other Cedefop information systems as needed	Ongoing
Seminars and training for VET experts and staff: two induction seminars for all new staff	June and November

### Project 1: [Documentation and reference service – Progress on outputs 2013](#)

Some 531 information requests (41% from Cedefop staff and 59% from external users) were answered in 2013.

Some 11 issues of VET alert (May/June was a double issue) were published and disseminated to subscribers. In 2013, there were 2 999 VET alert subscribers (2 190 in 2012, 1 975 in 2011 and 534 in 2010). English and French copies of nine briefing notes were sent to all Eurolib libraries, to be displayed in libraries' entrances.

Cedefop's bibliographic database on VET (VET-Bib) increased and contains more than 85 800 records. In 2013, 2 500 new records were added. As follow-up to the 2012 VET-Bib user survey, the VET-Bib homepage was redesigned and simplified. A VET-Bib banner is prominently placed on Cedefop's web portal and Intranet; VET alert newsletter links directly to VET-Bib in its footer.

To monitor national policies, the N-VET project (national policy monitoring to support EU 2020) entered its implementation phase. It contains 1 024 legal and policy documents from 15 selected countries. The N-VET prototype (draft) webpage is available at: <http://www.cedefop.europa.eu/EN/national-VET-legislation-programmes-initiatives.aspx>

Two meetings were held between Cedefop's library and the Eurovoc team to discuss further integration of Cedefop's thesaurus into Eurovoc. It was agreed that Cedefop will provide terms and structure for a Eurovoc microthesaurus on VET, which currently is non-existent. On a technical level, and due to the European training thesaurus (ETT) changing its thesaurus management system from ITT to Vocbench (a user-friendly open source thesaurus management system), second-phase development of the project will start in 2014 and specific vocabularies, such as Cedefop's European training thesaurus, will be integrated fully into Eurovoc. A collaborative module will be developed.

N-VET contains the thematic profiles developed in 2013 and all other dynamic bibliographies were updated.

Data was collected for several indicators of the performance measurement system. Indicator 1 – Cedefop citations in EU policy documents – resulted in 613 references from 216 EU and international documents. Indicator 6 – Citations of Cedefop publications/studies in the literature – resulted in 174 citations for the year 2013 and 431 citations for the reporting period 2012/13. Indicator 12 – Media coverage, take-up of articles and press releases – generated 491 mentions in the media.

All items published on Cedefop's web portal are indexed with keywords provided by the library. In 2013, changes to existing keywords were introduced (controlled vocabulary list: <http://www.cedefop.europa.eu/EN/Browse-by-keyword.aspx>).

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

In 2013, 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 outputs 2013	Target/timing/frequency
Integrated registration of internal and external records in Livelink	All incoming mail registered on the day of arrival
Organisation of Cedefop archives	Ongoing
Seminars 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

## Project 2: [Records management and archives – Progress on outputs 2013](#)

Integrated registration of internal and external records in the electronic document management system (Livelink) was completed with a central registry in place for all documents. This has allowed the Centre to implement fully the IAS recommendation regarding ICS 11.

Staff members were given further training on document/records management issues, and 34 000 documents were saved in Livelink. Some 14 000 of these documents were declared as records, and 2 985 were registered with additional metadata. Some 3 260 items of incoming mail were registered.

Work progressed well on organisation of Cedefop archives and appraisal of historical material. All post-1995 hard-copy files in the archives room were sorted and classified in accordance with the 2012 classification plan. All hard-copy documents requiring destruction for data protection reasons were shredded and each elimination documented and registered.

Cedefop contributed to the electronic records management systems user group for international organisations (Ermsugio) meeting organised by the Council of Europe (Strasbourg, 16 and 17 May). Outcomes underlined that LiveLink is still acknowledged as one of the most complete solutions for document management, records management and document workflow (use of LiveLink is being reviewed for a revised Cedefop ICT strategy).

### Project 3: Information services/databases

Continued development and maintenance of the most appropriate (web-based) information and communication tools to support Cedefop communication activities. In 2013, work will focus on migrating Cedefop's contact data into the CRM (customer relationship management).

Principal outputs 2013	Target/timing/frequency
CRM/contacts database: <ul style="list-style-type: none"> <li>• Maintenance, improvements and user support</li> <li>• Provide training to contact and activity managers in CRM 2011</li> </ul>	Ongoing March
ALEPH: <ul style="list-style-type: none"> <li>• Maintenance, improvements and user support</li> <li>• Complete upgrade to ALEPH 20 and migration to ALEPH Direct v. 20 (cloud technology)</li> </ul>	Ongoing December
VET-DET Livelink: <ul style="list-style-type: none"> <li>• Maintenance, improvements and user support</li> <li>• All remaining ReferNet national members have accounts and use VET-DET Livelink normally</li> </ul>	Ongoing December

### Project 3: Information services/databases – Progress on outputs 2013

Contacts database/CRM: over 500 new individuals and over 1 000 institutions were added in 2013. In addition to press releases and briefing note mailings, various dissemination activities took place, including: Cedefop external evaluation survey; announcement of VET bibliographic input tool to ReferNet; invitation to Eurolib plenary; announcement of Eurolib vacancy notice; invitation and agenda – 25 September 2013 – joint seminar European Parliament and EU agencies; communication of VET-Bib user survey 2012 results.

Training: the contacts database was presented to all staff. Additional training was provided to several staff and ReferNet members. Updated training manuals and guides were produced (such as *How to manage individual contacts using the Cedefop contacts database* and *How to send CRM mailings from communications*) and several procedures were documented ('Contacts management using the Cedefop contacts database CRM'; 'Communication activity management using the Cedefop contacts database CRM').

ALEPH (integrated library system): improvements include Z35-50 gateway, web OPAC improvements following user survey comments; continual processing of bibliographical references (more than 85 800 records to date), performed maintenance, and compiled monthly statistics.

A decision was taken not to launch a procedure for upgrading to ALEPH 20 and migrating to ALEPH Direct v. 20 (cloud technology). Instead, the Centre will join the Commission's framework (change).

VET-DET continual maintenance, improvements and user support: all ReferNet national members have accounts and use it normally. The procedure 'Submit bibliographical references using VET bibliographic input tool in LiveLink' was documented.

## 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)

- Efficient and effective support services; agreed deadlines are kept; process is carefully monitored
- Services are provided in the time agreed with colleagues
- Web statistics

## Activity: Publications and content management – Progress on outcomes 2013

Cedefop continued to produce high-quality and online material for publication and conferences. Publishing activities continued to focus on electronic publication formats while information booklets and flyers were printed. E-book production continued for online publications. By 31 December, 13 publications and nine briefing notes (in eight languages for the first semester and nine for the second) were made available in e-pub format. Despite the shift to electronic publishing and dissemination, hard-copy dissemination is still a major communication tool to supplement online formats (one content-many formats). In 2013, more than 22 000 printed publications and 29 000 flyers were distributed at events and conferences or disseminated to stakeholders through mailing lists.

In 2013, the web portal registered 413 000 visits, same levels as last year.

Note: English editing, layout and printing may report different numbers of publications because not all printed publications in English pass through English editing; some publications appear in several language versions in addition to English; and some publications are printed after (possible) editing and layout, but others are not. Electronic publications can be printed on demand.

## Project 1: Editing and translation

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In 2013, Cedefop will edit around 4 000 pages in English and translate 4 500 pages mainly from English. Products will include corporate publications, reference publications, research and working papers and briefing notes.

### Principal outputs 2013

**Target/timing** (indicative month)/frequency

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

Ongoing

About 4000 pages edited. Products include: three Cedefop corporate publications (annual report, annual activity report, work programme); five reference publications; a minimum of 10-12 briefing notes; research papers and working papers

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Approximately 4 500 pages translated/revised on time.

Ongoing

Products include: two Cedefop corporate publications (annual report and work programme); two reference publications; a minimum of 10-12 briefing notes and administrative documents

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## Project 1: Editing and translation – Progress on outputs 2013

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By 31 December, English editing received 43 manuscripts for editing, totalling 3 740 pages: two corporate publications (*Work programme 2013*, *Annual report 2012*), two reference publications, three information series publications, nine research papers, five working papers, 10 briefing notes, 13 flyers (mostly spotlights), two executive summaries and a database. In addition, 44 documents amounting to 323 pages not destined for publication were revised (language review).

By 31 December, 2 272 pages were translated (1 513 pages from English and 759 from Greek). The principal target languages were English (703 pages mainly for legal purposes), French and German (641 and 432 pages respectively), Greek (204 pages), Italian (128 pages) and Spanish (121 pages). Target languages also included Lithuanian (42 pages for the Lithuanian Presidency).

Manuscript of the new glossary *Terminology of European education and training policy* was finalised and translated (EN/ES/DE/FR/IT/PL/PT).

## Project 2: [Layout and design](#)

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This project will continue to provide graphic design concepts and identity systems that comply with Cedefop's corporate image. Layout and design ensures 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 outputs 2013	Target/timing/frequency
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

## Project 2: [Layout and design – Progress on outputs 2013](#)

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Graphic design and layout concepts (including language adaptations) were developed for the following publications:

- corporate publications: six (three titles, three language adaptations);
- information series publications/booklets: 21 publications (eight titles and 13 language adaptations);
- working papers: four titles;
- research papers: five titles;
- promotional brochures/flyers: four (three titles and one language adaptation);
- briefing notes: 76 publications (nine titles, 67 language adaptations).

Visual identity systems were developed for promotional material related to four conferences/workshops (three conference programmes, four web banners, 12 banners, 11 posters, 1 050 stickers, one conference newspaper). Other: 11 complex graphs, one exhibition catalogue, one newsletter, two skyscrapers and two web buttons, one e-invitation, five XL promotional banners, two web advertisements, one electronic Christmas card, one calendar, one publication series prototype, Cedefop exhibition stand.

### Project 3: **Printing and dissemination**

Content management for Cedefop publications. Print, disseminate and stock Cedefop's publications and organising print on demand where hard copies are needed for conferences or other meetings.

<b>Principal outputs 2013</b>	<b>Target/timing/frequency</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: **Printing and dissemination – Progress on outputs 2013**

#### **Dissemination:**

A total of 22 505 publications, 29 782 flyers and 5 692 miscellaneous items were distributed as follows:

<b>Type of dissemination</b>	<b>Items (*)</b>			
	<b>Books</b>	<b>Flyers, BN</b>	<b>Misc. (**)</b>	<b>Jobs</b>
<b>A. Events/conferences</b>	4 545+3 462 in USB	11 713+5 912 in USB	5 045	49
<b>B. Orders</b>	3 607+1 244 in USB	3 187+1 244 in USB	203	83
<b>C. Mailing list distribution</b>	8 893	7 400	0	59
<b>D. Miscellaneous (***)</b>	574	326	444	120
<b>Total</b>	<b>22 505</b>	<b>29 782</b>	<b>5 692</b>	<b>311</b>

(\*) Total figures: Cedefop plus OPOCE data of 31 December 2013.

(\*\*) Non-Cedefop publications, stationery, folders, gifts, etc.

(\*\*\*) Miscellaneous request from colleagues, in-house dissemination on delivery.

<b>New publications:</b>	five working papers, eight research papers, eight Information series (11 translations), nine flyers (eight translations), nine briefing notes (67 translations).
<b>E-PUB production:</b>	13 publications (EN) and nine briefing notes in DE/EL/ES/FR/IT/PI/PT (and LT in second semester).
<b>Copyright:</b>	six copyright issues treated. Two publications were licensed for translation and publication.
<b>Stock management:</b>	stock was kept at a reasonable level.
<b>Statistics:</b>	a first draft of the new online system for hard-copy dissemination statistics (both aggregated and title-specific) was created.

#### Project 4: [Web content management](#)

Cedefop's web content management presents a wide range of information on VET: the web portal is Cedefop's principal means of communication on the Internet. In 2013, 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 and plan a revamping of its Intranet to increase usability and ease access to available information and administrative tools.

Principal outputs 2013	Timing/frequency
Define and implement a content marketing strategy for Cedefop website	May
Define Cedefop digital strategy refining use of social media	September
Improve usability of the website improving its interfaces, such as search functionality	Ongoing
Provide analysis of users' segmentation data of Cedefop web portal	March
Better users' experience by improving the Intranet	Ongoing
Promote exchanges of information with ReferNet national websites (RSS news exchange plus evaluation of national websites)	Ongoing
Evaluate and revise business processes and workflows of Cedefop web portal	Ongoing

#### Project 4: [Web content management – Progress on outputs 2013](#)

A draft content strategy plan for the web portal was defined in May. The proposed plan will be further developed in line with the new communication strategy. Following conclusions of the working group revising Cedefop's ICT strategy (change/new action), implementation of the strategy is postponed to 2014 until the new CMS system is in place (change).

To refine use of social media and establish the most effective social digital strategy for Cedefop, use of social networking sites such as Facebook and Twitter was assessed (September 2013) and results integrated into the communication strategy.

Various tasks were implemented to improve usability of some web portal interfaces or functionalities, including: the DOI number appears in publications; e-mail alerts for publications and their translations; semantic web tagging of relevant publication pages; cookie law policy and fly-out messages to inform users. All tasks performed were documented in the tracking system (JIRA).

Analysis of web portal users, using a basic users' segmentation (new versus returning visitor) was set up in March 2013 to establish 'user-behaviour' based on existing knowledge and demand for online content. To provide a better users' experience of Intranet, an upcoming events' calendar and a new news channel to list VET-related news and announcements were created.

Additional RSS news feeds were created to allow ReferNet members to retrieve information easily from the web portal. Evaluation of ReferNet national websites was carried out in September 2013, as part of the ongoing task to promote exchanges of information with ReferNet national websites.

Eight business procedures and workflows specific to web management were evaluated and revised – six were signed and placed in the records bank in June. Two additional procedures (website headlines and newsletter) were finalised in the last quarter of 2013, signed and placed in records bank in January 2014.

A working group was set up to revise Cedefop's ICT strategy and to analyse the feasibility of cloud-based solutions for various applications. A subworking group was entrusted with the task of defining the best course of action for developing the web portal. A tendering procedure for the provision of web development, maintenance and support services to the web portal was launched and the contract signed in December (change/new action).

#### RESOURCES – ADMINISTRATIVE SERVICES

### 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 the strategic and operational objectives of Cedefop, based on the Staff Regulations and the Financial Regulation. The administration supports operations in the areas of human resources, procurement, finance, 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

With this activity, 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 2013

Good support services provided and good administrative practice followed through:

- on-time provision of services (human resources, procurement and finance, ICT and facilities);
- human resource management;

#### Outcome indicators

(with reference to Cedefop's performance measurement system)

Efficient and effective support services:

- **Establishment plan:** 95% of occupation rate (including ongoing procedures)

- 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).
- **Timeliness and duration of selection procedures:**
  - Target 1: on average 60 working days between deadline for applications to finalisation of selection board report;
  - Target 2: on average 120 working days between publication of vacancy notice to 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 portal, Europass, Olive, Fibus, Livelink, e-mail and telecommunications.

### Activity: Area Resources – Operations support – Progress on outcomes 2013

All basic services were provided efficiently and effectively according to targets. Key outcome indicators include: (a) over 99.9% availability of core ICT systems and services; (b) 98% occupation rate of the establishment plan; (c) above 99.7% budget implementation rate.

The report from the European Court of Auditors on budget execution 2012 and the Internal Audit Service annual report continued to acknowledge Cedefop as a well-run organisation.

The building repair works were, however, not completed and are suffering further delays. A new work schedule was provided. The works should be completed by September 2014.

Despite a few adjustments, in the whole foreseen outputs have been delivered as planned.

#### 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 outputs 2013

Principal outputs 2013	Timing/frequency
Basic HR services (selection, recruitment, rights and obligations, appraisal and promotions, leaves and absences, statistics, etc.)	Ongoing
Recruitment of a new Director and Deputy Director (and support for the Director's induction)	Ongoing

Implementation of the Staff Regulations reform	Ongoing
Follow-up of the staff satisfaction survey (subject to management decision)	Ongoing
Relaunch a procurement procedure for medical provider (medical examinations)	June
Refinement of training needs assessment and delivery	Ongoing
Support to business continuity through scanning of personal files	November
Review of the selection process	June

### Project 1: [Human resources – Progress on outputs 2013](#)

In 2013, Cedefop's establishment plan had 100 posts (compared to 101 in 2012). On 31 December 2013, occupation rate of the establishment plan was 98% (in line with the MASPP approach: posts offered equal posts filled). Two posts have been kept vacant so they can be cut in 2014 in response to the Commission's request for a 5% staff cut over the next years.

Eight selection procedures (launched in 2012) were finalised in 2013 and 10 staff members were recruited. The new Cedefop Director took up duties on 16 October 2013. Three selection procedures were launched in 2013, and two were finalised by end December. The third selection procedure was launched in November 2013 for recruitment of a Deputy Director, following a Governing Board decision. Average duration of selection procedures was consistent with levels of the previous two years and is well below target levels: 49 working days from the deadline for applications to finalisation of the selection board report (60 days target), and 94 working days from publication of vacancy notice to decision of Appointing Authority (120 days target).

New Staff Regulations were adopted in October 2013 and entered into effect on 1 January 2014. To acquaint staff with the major changes an information meeting with staff was held in November. Additional information is provided when available and individual consultations are scheduled as needed. Work on implementation of the new Staff Regulations will continue in 2014. Cedefop is a member of the permanent group of agencies which discussed and negotiated with the Commission application of Article 110 in connection with the specific implementing provisions.

Following a comprehensive staff survey from December 2012 to January 2013, an action plan with specific measures was drafted and work started on its implementation.

The procurement procedure for a medical provider was relaunched in June 2013 and the kick-off meeting took place in December. Staff members were informed about the new provider.

Following appointment of a new learning and development officer, the function underwent significant reorganisation and restructuring. Learning and development needs were systematised and requirements for key functions revised. First phase of automation of data processing for the learning and policy development function is underway. Learning and development policy is being revised and a learning and development strategy for the following years is being developed.

As foreseen, the tender procedure for scanning personal files was finalised and the contract signed in November. Scanning will take place in the second quarter of 2014. Staff files are being checked and reorganised (where necessary) to unify their structure prior to scanning.

Review of the selection process involved revision of vacancy notices to improve clarity for both potential candidates and selection boards (a summary table to help candidates assess relevance of the vacancy notice and indicative number of people to be invited for written tests and interviews was added to manage candidates' expectations). A declaration of commitment to serve the public interest independently was included.

## 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, and collaborates with ICT for continuous availability, improvement and updating of corresponding tools (Fibus, PAME, ABB).

It provides support to Cedefop staff in planning, designing, and carrying out procurement and contracting procedures, through ProLive (procurement online application), for operational and administrative needs.

It also monitors administrative and financial aspects of contract execution and controls legal requirements through ex-post checks.

In 2013, FP services in collaboration with ICT will introduce a consolidated budget monitoring and reporting tool with integrated information on procurement activity and payments that allows swift, comprehensive monitoring and reporting on the three Cedefop's financial management components: procurement activity, budget execution and payments.

### Principal outputs 2013

### Timing/frequency

Effective guidance for all involved in implementation of the 2013 budget, to ensure execution of the Cedefop budget, this also being reflected in the accompanying ABB	Following the calendar of the internal (GB) and external (EC, budget authority) budget procedure
Training on finance and procurement matters to (new) staff	Ongoing
Updating, simplification and compilation of the FP guidance material in user-friendly manuals should ensure adherence to all applicable rules and contribute to fast and efficient processing of calls for tenders and payments to support optimal execution of the work programme and smooth budget implementation	Ongoing

## Project 2: Finance and procurement – Progress on outputs 2013

In 2013, the following improvements to the two main monitoring and reporting tools were introduced: (a) in the budget execution table, import of data on actual execution is made directly from Fibus and data are visible in separate spreadsheets, while forecast (to year end) expenditure is imported from the regularly updated automated tool PayApEx; (b) in the procurement planning table, each procedure's initial schedule is also imported directly from the automated tool ProLive. As foreseen in regular reviews of budget implementation, the final budget implementation rate 2013 is close to last year's (99.7%).

Induction and personalised or small team follow-up training was provided to newcomers in the first semester of 2013. An interactive practical procurement workshop attended by 23 staff members took place in April. Conclusions were integrated into the updated guidelines for opening and evaluation committees and the model tender specifications.

Removal of obsolete documentation and transfer/filing of necessary material in the archives was completed. The next phase, establishment of an up-to-date, comprehensive and user-friendly finance and procurement manual, started in September 2013. The first stage was completed in December and is being followed by preparation of the manual, both in electronic (by end of the first quarter 2014) and (as required) printout formats.

The procedure for adoption of the supplementary and amending budget (BRS) for 2013, concerning the corresponding delegation agreement with DG EMPL for skill analysis activities, was concluded in time for approval by the Governing Board before end of the year. Similarly, new (revised) financial rules based on the new framework Financial Regulation for the Agencies adopted by the Commission at end of September 2013, involving negotiations with DG BUDG on several adaptations proposed by Cedefop, were adopted on 9 January 2014 by decision of the new Governing Board). Cedefop also participated in the working group on 'common implementing rules to the framework Financial Regulation for the Agencies' initiated by coordination of the Agencies.

While the 2013 plan was successfully executed (75 of 78 procedures ended with a contract or grant), to improve efficiency and allow real-time monitoring and reporting, the procurement planning table for 2014 will be available directly from ProLive, with forecasting functions providing improvements in budget execution (fewer and more timely transfers, lower year-end carryovers).

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

ICT provides underlying hardware, software, network infrastructure, and enterprise services. In 2013, work will also focus on defining and starting implementation of an ICT strategy, which takes into consideration new technologies and cloud computing.

<b>Principal outputs 2013</b>	<b>Timing/frequency</b>
Well-maintained core ICT infrastructures and services of core systems and services, such as Europass, Olive, Fibus, Livelink, web portal and services for internal users	Ongoing
Europass: upgrade of web resources and ICT support towards further improvement of all Europass tools (see also Project 3 – Activity common European tools)	Ongoing
Support administrative procedures to improve efficiency	Ongoing
Reassess migration to ABAC	June
To build on the e-procurement application, consider development of an e-tendering tool	June
Business continuity and contingency site is set up with ICT infrastructure (subject to resources availability)	November

### Project 3: Information and communication technology – Progress on outputs 2013

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ICT infrastructure and services have been well maintained, ensuring maximum availability and user support throughout the year. A series of works took place that increased capacity of the e-mail system, upgraded the software and enabled additional functionality for easier access to e-mail over the Internet. Web-conferencing and video-conferencing services were acquired enabling easier communication between Cedefop staff and external stakeholders.

On Europass, the ICT service ensured technical development of the language passport (online tool launched on 9 December), cover letter (prototype tool delivered for internal testing), and interoperability site (launched in August). Work on the new tool 'Europass experience' was stopped at the European Commission's request. The infrastructure was monitored and tuned to support a constant increase and peaking of traffic. A prototype integration of ESCO taxonomy was developed and presented at the ESCO launch conference in October. A proposal for launching a targeted interoperability campaign was submitted to the European Commission (see Project 'Europass' under Activity 'Common European tools, qualifications and learning outcomes').

The following administrative procedures were improved: automation of follow-up of budget execution; TEAMS (translation workflow); clocking system; Prolive (procurement); simplification of administrative workflow for purchase orders; managing individual training records through Fibus; new telephone cascade module; improvement of the Fibus meetings module. A user-friendly online tool (JIRA) for organising and following up issues and tasks was presented and made available to Cedefop staff, to improve efficiency (November). The new Staff Regulations were also reflected in the Fibus module for working hours before end of the year.

While the tender procedure was delayed because the new DG Budget framework contract only became available in early 2013, reassessment of migration to ABAC was completed as planned in November, and the Bureau endorsed its conclusions at its meeting in December.

Development of an e-tendering tool was cancelled, since it is expected that the European Commission will provide this service in 2014 (change).

The remote site for Europass servers, which is part of the ICT business continuity plan, was implemented. It was tested to support full traffic of Europass, when the Cedefop site is not available. Disaster site servers should have been installed at the Fundamental Rights Agency (FRA) in Vienna before end of the year. However, the Vienna site was not readily available to accept the migration, postponed to spring 2014 (change). Fibus was successfully tested for a server disaster in September; disaster-recovery procedures were written for the customer relationship management application.

The working group on ICT strategy finalised the strategy and ICT priorities. Implementation started with launch of a feasibility study for continuation of Livelink in November).

ICT contributed substantially to the call for tender to support the web portal (see Project 4 – Web content management – under Activity Publications and content management), as well as the call for scanning personal files (HR). Support was also provided to operational areas on various new projects (N-VET, the EU skills panorama, upgrade of Stata/SPSS, revamp of the ReferNet site).

## Project 4: **Facilities**

To continue ensuring maintenance and security of the building and deliver adequate support to allow staff to achieve Cedefop's objectives.

In 2013, work will focus on energy efficiency, improvement and follow-up of standard maintenance of the infrastructure as well as business continuity.

<b>Principal outputs 2013</b>	<b>Timing/frequency</b>
Basic facilities and security services, maintenance works	Regular reporting
Painting of the metallic surfaces and surrounding fences of the building	June
Completion of installation of new audiovisual equipment for the conference rooms	June
Proposals for improvements (energy saving, health, safety, and security matters)	June and November
Facilities contribution to business continuity plan	ad hoc

## Project 4: **Facilities – Progress on outputs 2013**

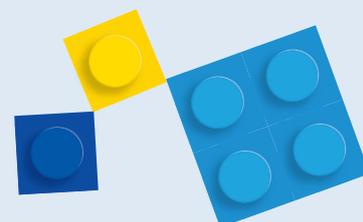
All basic facilities, security services and maintenance works were closely followed up.

Painting the metallic surfaces and metallic surrounding fences of the building was completed as planned.

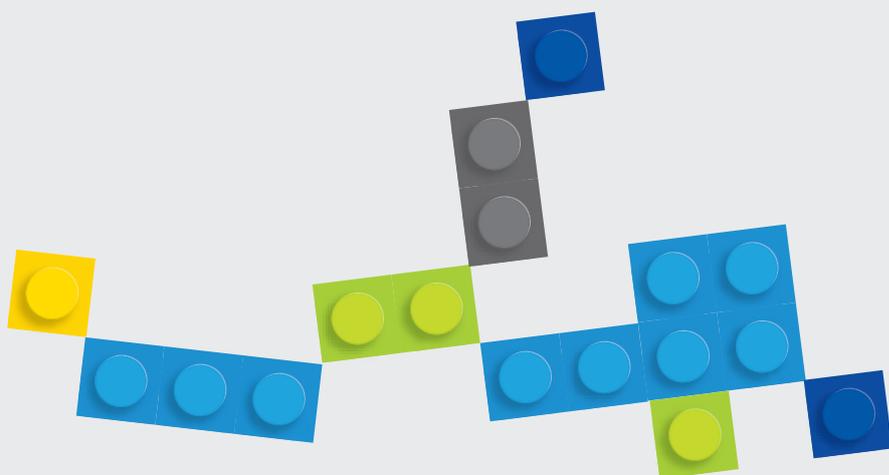
Revamping the Europa conference room was finalised in March 2013. Revamping the two remaining conference rooms had to be postponed, due to delays in completion of the building repair works. It is expected that the Montessori room will be finished in February 2014 and the Rousseau room in March 2014 (change). Remaining disorders of Cedefop's building and Cedefop's need of meeting rooms were addressed by reinforcing the slabs in Montessori and Rousseau conference rooms. Completion of the revised design for the former day-care centre area is foreseen by September 2014.

Cedefop received its 'energy performance certificate' in November.

All projects related to implementation of the business recovery plan progressed as planned.

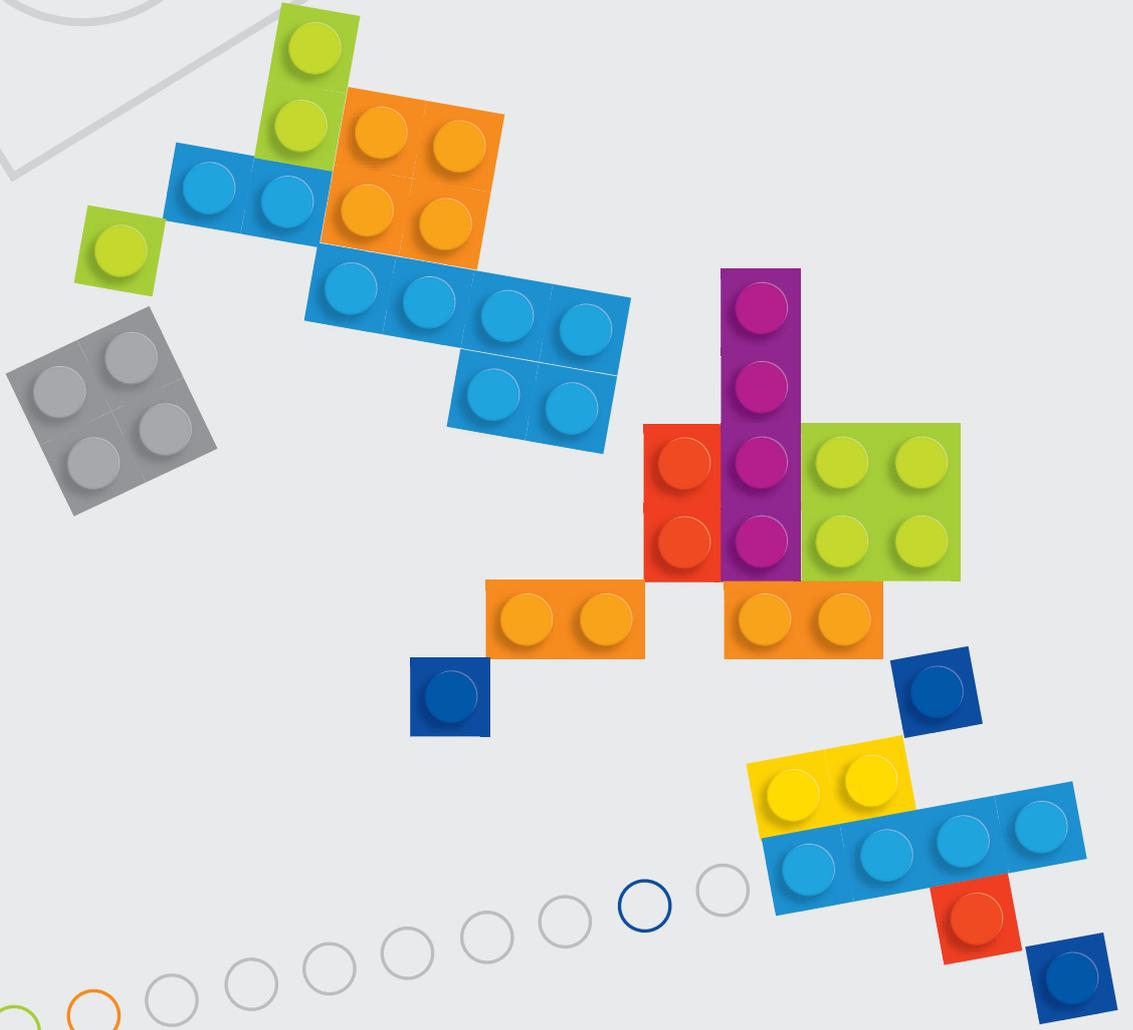
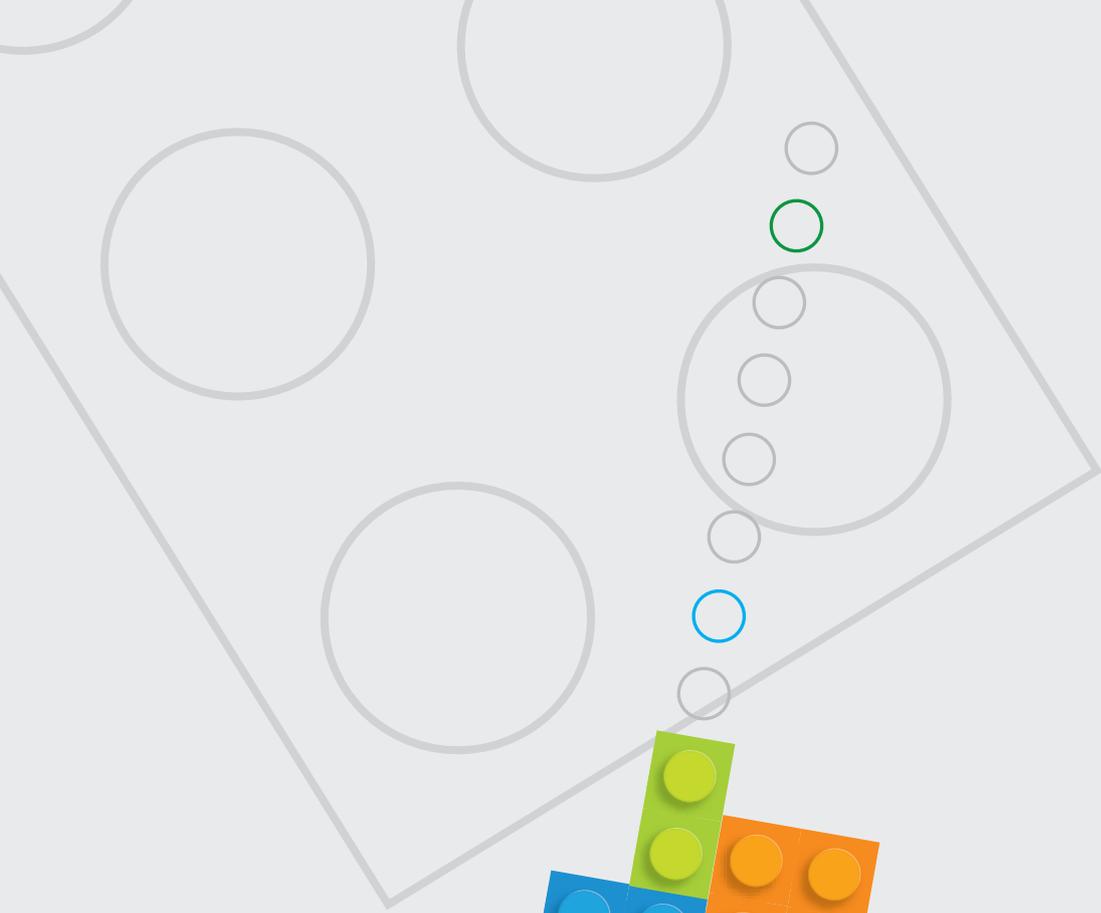


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## ANNEX I

# Cedefop Governing Board

## (at 31 December 2013)

An updated list can be found on Cedefop's website:

<http://www.cedefop.europa.eu/EN/about-cedefop/governance/governing-board.aspx>

### Participating in the Bureau meeting

Chair Employers' organisations	Ms <b>Barbara Dorn</b> BDA – Confederation of German Employers' Associations Director Education – Vocational Training Germany
Vice-chair Government representative	Ms <b>Micheline Scheys</b> Ministry of Education and Training Secretary General Belgium
Vice-chair Representative of Employees' organisations	Ms <b>Laurence Martin</b> Force Ouvrière – F.O. Conseillère Technique Nationale Formation Professionnelle France
Vice-chair European Commission	Mr <b>António Silva Mendes</b> European Commission Directorate-General Education and Culture Director DG EAC/B
European Commission	Mr <b>Pierre Mairesse</b> European Commission Directorate-General Education and Culture Director DG EAC/A
European Commission	Ms <b>Dana-Carmen Bachmann</b> European Commission Directorate-General Education and Culture Head of Unit DG EAC/B2
Representative in Bureau of the Employers' Group	Mr <b>Gerhard Riemer</b> Industriellenvereinigung Head of the Division Education, Innovation and Research Austria

Coordinator Government Group	<b>Ms Gabriela Ciobanu</b> National Centre for Technical and Vocational Education and Training Development Head of Unit Development of training programmes Romania
Coordinator Employers' Group	<b>Mr Robert Plummer</b> The Confederation of European Business – BUSINESSEUROPE
Coordinator Employees' Group	<b>Ms Agnes Roman</b> European Trade Union Confederation – ETUC
European Commission	<b>Ms Ana-Maria Stan</b> European Commission Directorate-General Education and Culture Policy Officer DG EAC/B2
European Commission	<b>Ms Isabelle Mazingant</b> European Commission Directorate-General Education and Culture Desk Officer DG EAC/B2
European Commission	<b>Mr Pedro Chaves</b> European Commission Directorate-General Education and Culture Policy Officer DG EAC/A3
Observer EEA representative	<b>Ms Ásta Sif Erlingsdóttir</b> Ministry of Education, Science and Culture University of Iceland – Research Liaison office Iceland

### Cedefop Governing Board Members <sup>(a)</sup>

	<b>Government representatives</b>	<b>Employees organisations' representatives</b>	<b>Employers organisations' representatives</b>
<b>BE</b>	(rota system) <b>Ms Micheline Scheys</b> Vice-Chair Government Group Ministry of Education and Training	<b>Mr Jef Maes</b> FGTB/ABVV	<b>Mr Jan Delfosse</b> Asbl Comeos vzw
	<b>Ms Isabelle Voiturier</b> FOREM		

	<b>Government representatives</b>	<b>Employees organisations' representatives</b>	<b>Employers organisations' representatives</b>
<b>BG</b>	Ms <b>Emilia Valchoska</b> Ministry of Education, Youth and Science	<i>Will be appointed at a later stage</i>	Ms <b>Daniela Simidchieva</b> Bulgarian Industrial Association Union of the Bulgarian Business
<b>CZ</b>	Mr <b>Jakub Stárek</b> Ministry of Education, Youth and Sports	Mr <b>Petr Pečenka</b> CMKOS	Mr <b>Milos Rathouský</b> Confederation of the Industry of the Czech Republic
<b>DK</b>	Mr <b>Lars Mortensen</b> Ministry of Children and Education	Mr <b>Erik Schmidt</b> FTF – Confederation of Professionals in Denmark	Mr <b>Henrik Bach Mortensen</b> Dansk Arbejdsgiverforening
<b>DE</b>	Mr <b>Peter Thiele</b> Bundesministerium für Bildung und Forschung	Mr <b>Hermann Nehls</b> Deutscher Gewerkschaftsbund – DGB	Ms <b>Barbara Dorn</b> Chair BDA – Confederation of German Employers' Associations Director Education – Vocational Training
<b>EE</b>	Mr <b>Kalle Toom</b> Estonian Ministry of Education and Research	Ms <b>Kaja Toomsalu</b> Confederation of Estonian Trade Unions	Mr <b>Marek Sepp</b> Estonian Employers' Confederation
<b>IE</b>	Mr <b>John Mc Grath</b> SOLAS Head Office	Mr <b>Frank Vaughan</b> Irish Congress of Trade Unions	Ms <b>Tony Donohoe</b> IBEC Irish business and employers
<b>EL</b>	Mr <b>Dimitrios V. Skiadas</b> <sup>(b)</sup> University of Macedonia Department of International and European Studies	Mr <b>Michalis Kouroutos</b> <sup>(c)</sup> KANEP-GSEE	Mr <b>Evangelos Boumis</b> K.E.K. – IVEPE
<b>ES</b>	Mr <b>D Jesús Barroso Barrero</b> Ministerio de Empleo y Seguridad Social	Mr <b>Francisco Janiver López</b> <sup>(d)</sup> CCOO Confederación Sindical de Comisiones Obreras	Mr <b>Juan Carlos Tejeda Hisado</b> Confederación Española de Organizaciones Empresariales – CEOE
<b>FR</b>	Mr <b>Jean-Marc Huart</b> Ministère de l'éducation nationale de la Jeunesse et de la Vie Associative	Ms <b>Laurence Martin</b> Vice-Chair Employees'group Force Ouvrière – F.O.	Ms <b>Siham Saïdi</b> Mouvement des Entreprises de France – MEDEF
<b>IT</b>	Ms <b>Lucia Scarpitti</b> Ministero del Lavoro e delle Politiche Sociali	Mr <b>Bruno Vitali</b> FIM CISL Nazionale	Mr <b>Claudio Gentili</b> Confindustria

	<b>Government representatives</b>	<b>Employees organisations' representatives</b>	<b>Employers organisations' representatives</b>
<b>CY</b>	Mr <b>George Panayides</b> <sup>(e)</sup> Human Resource Development Authority of Cyprus	Mr <b>Nikos Nikolaou</b> Cyprus Workers' Confederation SEK	Mr <b>Michael Pilikos</b> Cyprus Employers & Industrialists Federation
<b>LV</b>	Ms <b>Sanda Liepina</b> <sup>(f)</sup> Ministry of Education and Science	Ms <b>Ruta Porneice</b> Free Trade Union Confederation of Latvia – LBAS	Ms <b>Marina Sklara</b> LDDK – Employers' Confederation of Latvia
<b>LT</b>	Mr <b>Saulius Zybartas</b> <sup>(g)</sup> Ministry of Education and Science	Ms <b>Tatjana Babrauskiene</b> Lithuanian Trade Union Confederation	Ms <b>Dovile Baskyte</b> Lithuanian Confederation of Industrialists
<b>LU</b>	Mr <b>Antonio De Carolis</b> Ministère de l'Education nationale et de la Formation professionnelle	Ms <b>Danièle Nieves</b> OGB-L	Mr <b>Paul Krier</b> Chambre des Métiers du Grand Duché du Luxembourg
<b>HU</b>	Mr <b>László Odrobina</b> Ministry of National Economy	<i>Will be appointed at a later stage</i>	Ms <b>Adrienn Bálint</b> Confederation of Hungarian Employers and Industrialists – MGYOSZ
<b>MT</b>	Dr <b>Tanya Sammut-Bonnici</b> <sup>(h)</sup> University of Malta	Mr <b>Kevin Bonello</b> Forum of Maltese Unions (FOR.U.M)	Mr <b>John Huber</b> <sup>(i)</sup> Malta Business Bureau (MBB)
<b>NL</b>	Mr <b>Peter van IJsselmuiden</b> Ministerie van Onderwijs, Cultuur en Wetenschap	Mr <b>H.A. (Bert) Van der Spek</b> Christelijk Nationaal Vakverbond (CNV)	Mr <b>G.A.M. van der Grind</b> LTO Nederland
<b>AT</b>	Mr <b>Reinhard Nöbauer</b> Bundesministerium für Bildung und Frauen	Mr <b>Alexander Prischl</b> Österreichischer Gewerkschaftsbund – ÖGB	Mr <b>Gerhard Riemer</b> Representative of the Employers in the Bureau Industriellenvereinigung
<b>PL</b>	Mr <b>Piotr Bartosiak</b> Ministry of National Education – Ministerstwo Edukacji Narodowej	<i>Will be appointed at a later stage</i>	Mr <b>Andrzej Stepnikowski</b> ZRP – Polish Craft Association
<b>PT</b>	Ms <b>Isilda Fernandes</b> Ministry of Economy and Employment	Mr <b>Antonio Louis Correia</b> UGT	Ms <b>Ana Maria Santos Gouveia Lopes</b> CARRISTUR – Formação

	<b>Government representatives</b>	<b>Employees organisations' representatives</b>	<b>Employers organisations' representatives</b>
<b>RO</b>	<b>Ms Gabriela Ciobanu</b> Coordinator for the Government Group National Centre for Technical and Vocational Education and Training Development	<b>Mr Gheorghe Simon</b> National Confederation of Free Trade Unions in Romania – CNSLR-FRATIA	<i>Will be appointed at a later stage</i>
<b>SI</b>	<b>Mr Anton Simonič</b> Ministry of Education and Sport Division for European Affairs	<b>Mr Anton Rozman</b> Association of Free Trade Unions of Slovenia – ZSSS	<b>Mr Anze Hirs</b> Association of Employers of Slovenia
<b>SK</b>	<b>Mr Juraj Vantuch</b> State Institute of VET Slovak National Observatory of VET	<b>Mr Alexander Kurtanský</b> Confederation of Trade Union of the Slovak Republic (KOZ SR)	<b>Mr Martin Hošták <sup>(i)</sup></b> Republikova unia zamestnavateľov
<b>FI</b>	<b>Ms Tarja Riihimäki</b> Ministry of Education	<b>Ms Kirsi Rasinaho</b> The Central Organisation of Finnish Trade Unions (SAK)	<b>Ms Satu Agren</b> Confederation of Finnish Industries EK
<b>SE</b>	<b>Ms Carina Lindén</b> Swedish Ministry of Education and Research	<b>Mr German Bender</b> TCO Sweden	<b>Ms Karin Thapper</b> The Swedish Food Industry
<b>UK</b>	<b>Ms Marilyn East</b> Department of Business, Innovation and Skills	<b>Mr Iain Murray</b> Trade Union Congress – TUC	<b>Ms Kate Ling</b> Confederation of British Industry – CBI

### European Commission representatives <sup>(k)</sup>

**Mr Jan Trzuszczński**  
Directorate-General Education and Culture  
Director-General for Education and Culture

**Mr António Silva Mendes**  
Vice-Chair European Commission  
Directorate-General Education and Culture  
Director DG EAC-B  
Education and vocational training; Coordination of Erasmus+

**Mr Pierre Mairesse**  
Directorate-General Education and Culture  
Director DG EAC-A  
Europe 2020: Policy development and country analysis

**Ms Dana-Carmen Bachmann**  
 European Commission  
 Directorate-General Education and Culture  
 Head of Unit DG EAC/B2  
 Vocational training and adult education; Erasmus+

Also attending meetings:

**Ms Ana-Maria Stan**  
 Directorate-General Education and Culture  
 Policy Officer DG EAC-B4

**Ms Isabelle Mazingant**  
 Directorate-General Education and Culture  
 Desk Officer DG EAC-B4

**Mr Pedro Chaves**  
 European Commission  
 Directorate-General Education and Culture  
 Policy Officer DG EAC-A3

## Coordinators

Government representatives	Employees organisations' representatives	Employers organisations' representatives
	<b>Ms Agnes Roman</b> European Trade Union Confederation – ETUC	<b>Mr Robert Plummer</b> BUSINESSEUROPE The Confederation of European Business

## Observers

<b>IS</b>	<b>Ms Ásta Sif Erlingsdóttir</b> EEA Representative in the Bureau Ministry of Education, Science and Culture University of Iceland – Research Liaison office		
<b>NO</b>	<b>Ms Kristin Evensen</b> Royal Ministry of Education, Research and Church Affairs	<b>Mr Tor-Arne Solbakken</b> Norwegian confederation of Trade Unions	<b>Mr Kristian Ilnér</b> The Confederation of Norwegian Enterprise

<sup>(a)</sup> Council decision of 16 July 2012 renewing Cedefop Governing Board (OJ C 228, 31.7.2012, p.3).

<sup>(b)</sup> OJ C 308, 12.10.2012.

<sup>(c)</sup> OJ C 174, 20.6.2013.

<sup>(d)</sup> OJ C 159, 5.6.2013.

<sup>(e)</sup> OJ C 317, 31.10.2013.

<sup>(f)</sup> OJ C 317, 31.10.2013.

<sup>(g)</sup> OJ C 30, 1.2.2013.

<sup>(h)</sup> OJ C 340, 21.11.2013.

<sup>(i)</sup> OJ C 340, 21.11.2013.

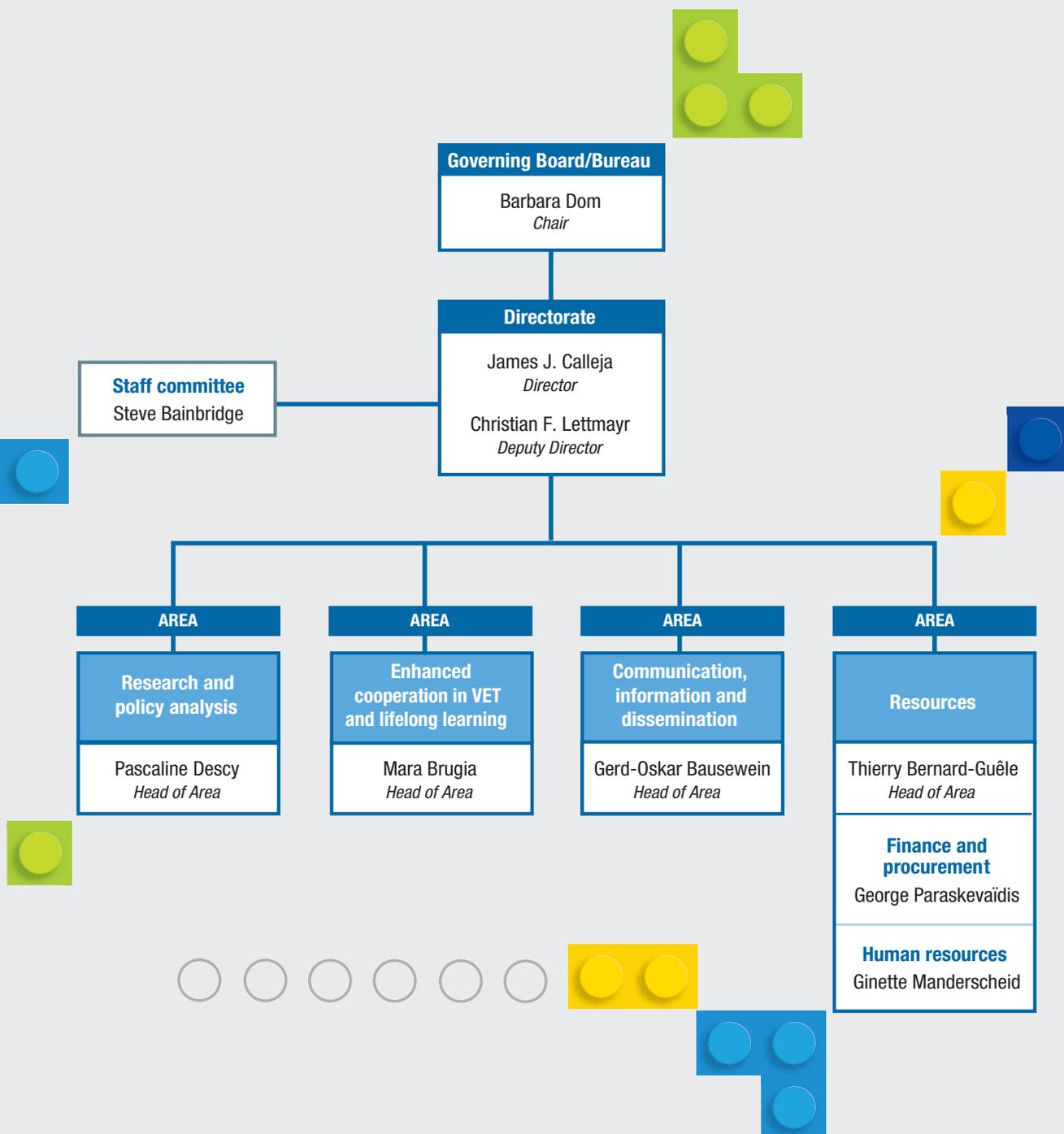
<sup>(j)</sup> OJ C 382, 12.12.2012.

<sup>(k)</sup> Communication – Appointment of Commission representatives (OJ C 88, 25.3.2000, p. 6).

ANNEX II

# Cedefop organisation chart

## Situation at 31 December 2013



## ANNEX III

# Human resources

## Staff situation at 31 December 2013

The establishment plan 2013 had 100 posts (51 AD and 49 AST). There were more temporary than permanent posts, both in the AD function group (44/7) and in the AST function group (34/15).

On 31 December 2013, Cedefop employed 96 staff based on the establishment plan and two job offers were made for the vacant AD posts. Two posts were kept vacant so they can be cut in 2014 in response to the Commission request for a 5% staff cut over the next years.

Cedefop's 2014 establishment plan foresees 98 posts (18 permanent posts and 80 temporary posts). Numbers reflect the following changes to the 2013 establishment plan: two permanent posts were transformed into temporary posts (written procedure in December 2013) and two permanent posts were cut.

On 31 December 2013, there were 123 staff members working at Cedefop, including:

- four seconded national experts;
- 23 contract agents.

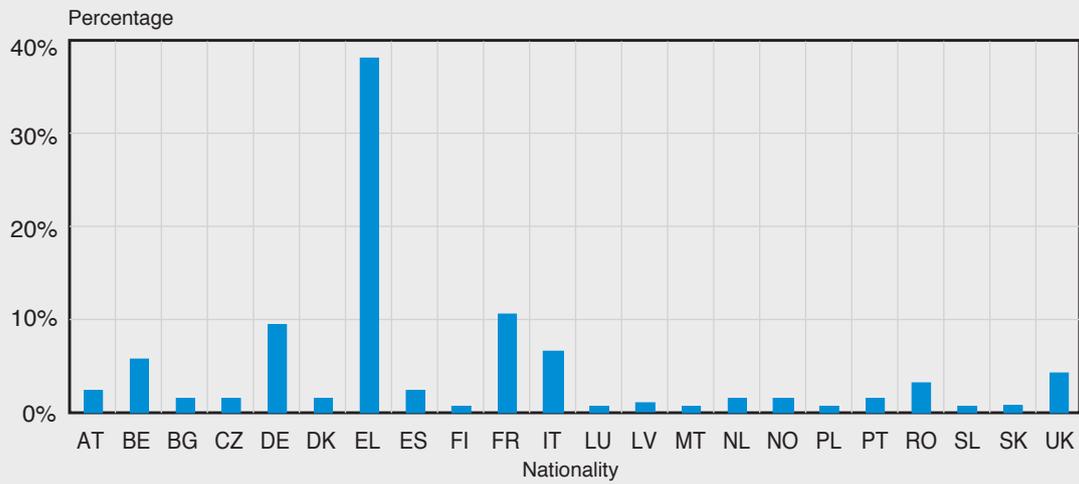
In addition, the following non-statutory intramuros staff also worked at the Centre:

- medical officer;
- ICT helpdesk support;
- security guards working in three shifts under a specific service contract that provides security services to Cedefop 24 hours a day. The same company also provides the Centre with switchboard operators;
- cleaning services;
- contractors that maintain the building and grounds.

The following charts show composition of the statutory staff by nationality, age, gender and years of service at Cedefop.

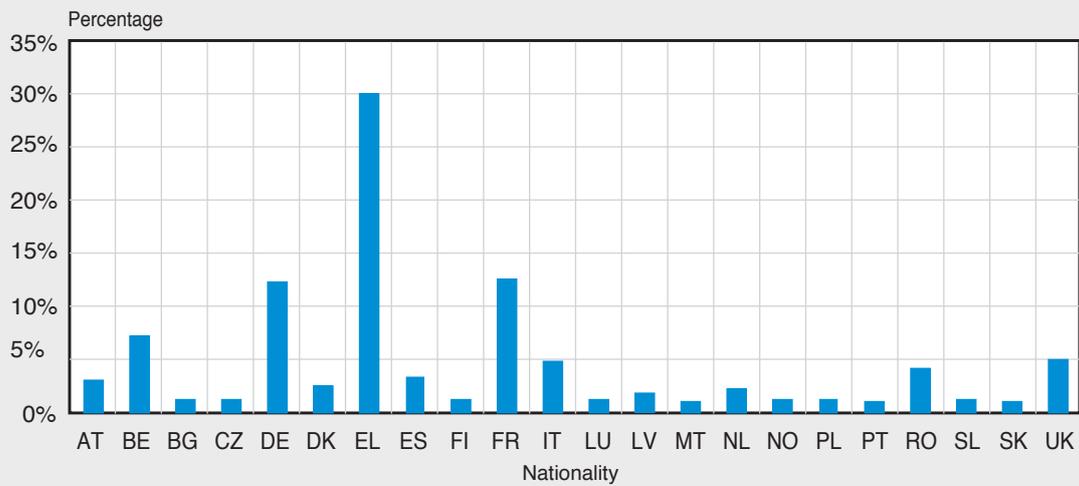
## Nationality

### Staff (\*) by nationality

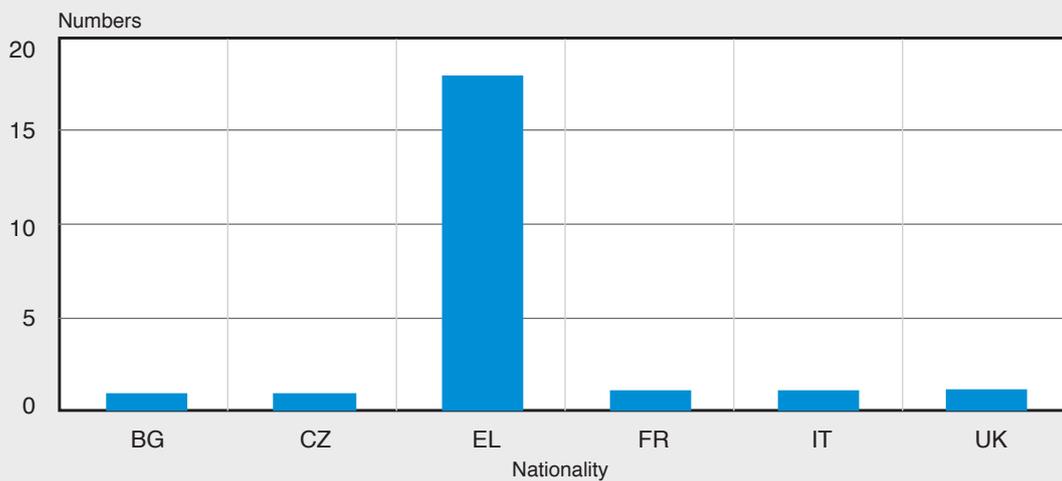


(\*) Includes officials, temporary agents, contract agents and seconded experts.

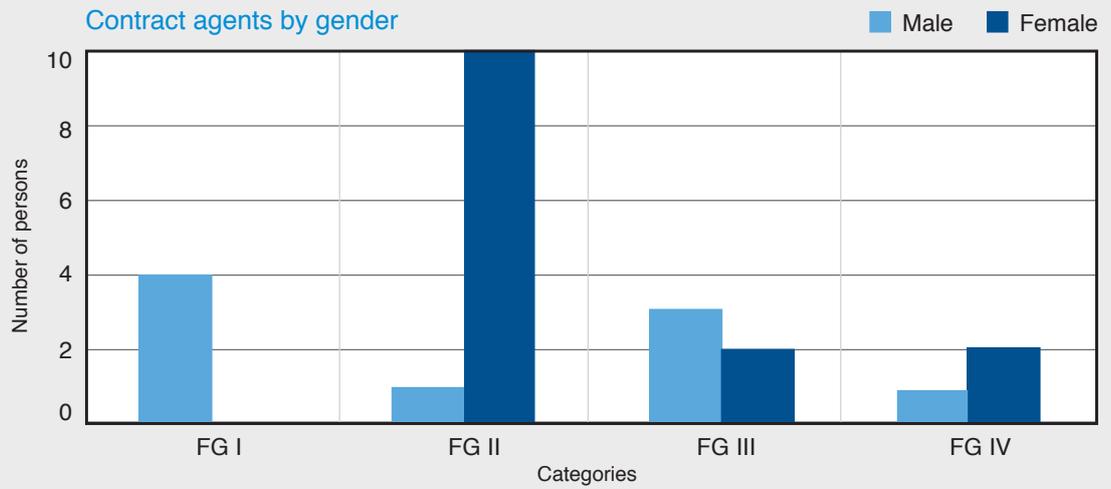
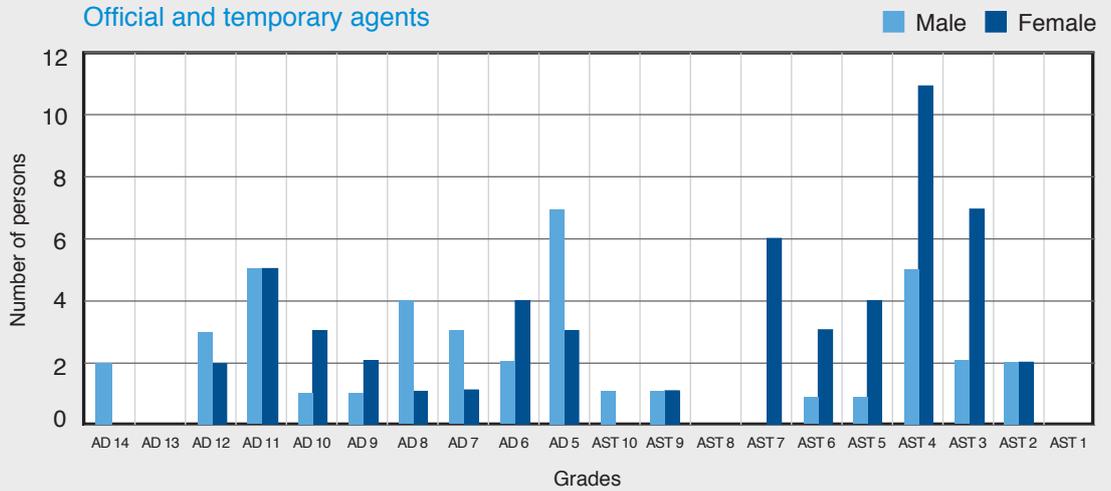
### Officials and temporary agents by nationality



### Contract agents by nationality

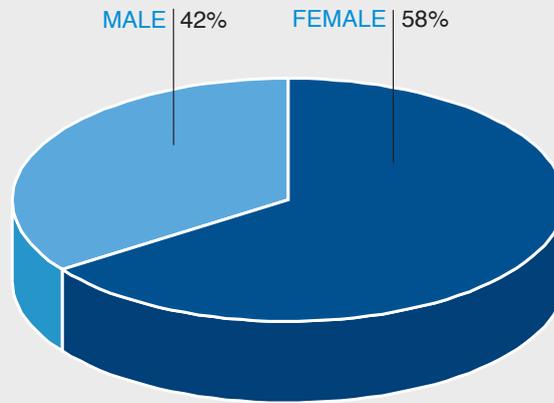


### Cedefop occupied posts (male/female)



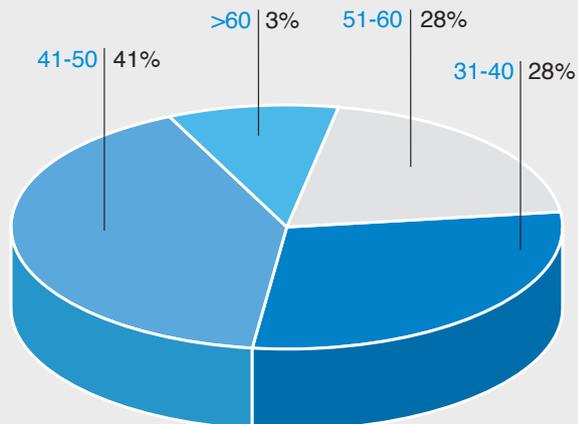
### Gender distribution

All staff (excluding SNEs) by gender



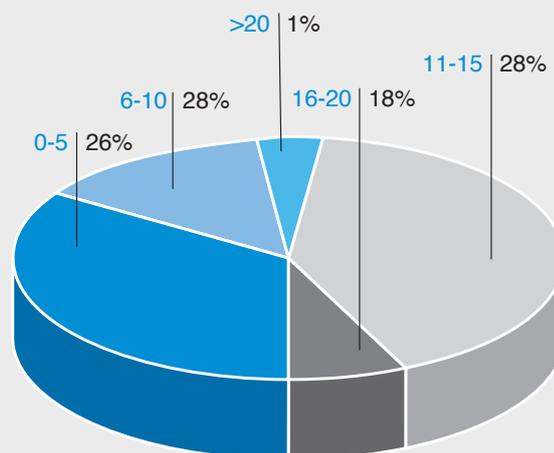
### Age distribution

Officials, temporary agents, contract agents and SNEs by age



### Years of service

Officials, temporary agents and contract agents by years of service



## ANNEX IV

## Cedefop staff by Area (at 31 December 2013)

### Directorate

Director	<b>Calleja James Joachim</b>	
Deputy Director	<b>Lettmayr Christian</b>	
Senior assistant	Boucouvala-Ketterer Michèle	
Assistant	Soerensen-Ballis Tine	
Assistant	Vlahiotis Christina	
Assistant to the Director	Schmid Eleonore	(50%)

### Legal services, data protection and performance measurement system (PMS)

Legal advisor	Fuchs Miriam	
Assistant	Karamanoli Maria	
Data protection officer	Antoniou Spyros	(25%)
Data protection officer	Bustamante Jesus	(20%)

#### 1. Area Research and Policy Analysis

Head of Area	<b>Descy Pascaline</b>	
Senior assistant/area management	Puurunen Rauni-Helena	
Expert	Badescu Mircea	
Senior expert	Bainbridge Steve	(95%)
Expert	Barabasch Antje	
Assistant	Berkat Maria	
Senior expert/ReferNet coordination	Bousquet Sylvie	(70%)
Senior assistant	Graziosi Adriano	
Assistant	Herpin Béatrice	
Assistant	Katsikis Ioannis	
Assistant	Korovilos Vlasis	
Expert	Kulss Dmitrijs	

Senior expert	Kvetan Vladimir	
Expert	Lipinska Patrycja	
Expert	Moreno da Fonseca	
Assistant	Panagiotou Roula	
Expert	Pouliakas Konstantinos	
Senior expert	Ranieri Antonio	(30%)
Expert	Raudsepp Kersti	
Expert	Rego Valente Ferreira Fernanda	
Senior expert	Russo Giovanni	
Expert	Scheuregger Daniel	
Expert	Serafini Marco	
Expert	Sofroniou Nicholas	
Assistant	Van de Veerdonk Eleonore	
Senior expert	Van Loo Jasper Bastiaan	
Senior assistant	Zoppi Marena	
Senior expert	Zukersteinova Alena	

## 2. Area Enhanced Cooperation in VET and LLL

Head of Area	<b>Brugia Mara</b>	
Senior assistant/area management	Katsaouni Pelagia	
Assistant/Publications	Bara Evangelia	
Assistant	Basiakou Joanne	
Senior expert	Bertzeletou Tina	
Senior expert/Brussels office	Bjornavold Jens	
Expert	Christensen Hanne	
Expert	David Craescu Ramona Carmen	
Assistant	De Martino Alessia	
Expert	Dehmel Alexandra	
Senior expert/Study visits coordination	Feuerstein Michaela	
Assistant	Gadji Silke	
Senior expert/Study visits programme	Hamers Hélène	
Expert/Study visits programme	Jemeljanova Irina	
Senior essistant/Study visits programme	Karagiozopoulou Mary	
Expert/Study visits programme	Kostakis George	
Senior expert	Nezi Ioanna	(70%)
Assistant	Noutsia Yvonne	
Assistant	Oraiopoulou Vasiliki	
Senior expert	Pevec Grm Slava	
Expert	Psifidou Irene	
Senior expert	Ranieri Antonio	(70%)

Assistant	Rusu Andreea	
Senior expert	Schmid Eleonora	(50%)
Senior expert	Tchibozo Guy	
Senior expert	Tissot Philippe	
Expert	Villalba-Garcia Ernesto	
Senior expert	Zahilas Loukas	
Assistant/Study visits programme	Zekou Chryssa	

### 3. Area Communication, Information and Dissemination

Head of Area	<b>Bausewein Gerd Oskar</b>	
Assistant/area management	Wintrebert Catherine	
Senior expert/stakeholder relations	Bainbridge Steve	(85%)
Assistant/Editing	Bochori Stella	
Senior expert/Translation	Bousquet Sylvie	(30%)
Senior assistant/English editing	Bond David	
Senior assistant/Library and documentation	Brenner Bettina	
Senior expert/System librarian	Bustamante Jesus	(80%)
Assistant/Printing and distribution	Fotopoulou Zacharoula	
Senior expert/Public relations and events	Frey Corinna	
Assistant/Web content management	Ioannides Michael	
Assistant/Mail registration	Kanakoglou Vania	
Senior expert	Mughini Clara	
Senior expert/News service	Nezi Ioanna	(30%)
Assistant/Library and documentation	Roman Cosmin	
Senior assistant/Library and documentation	Santos Maite	
Assistant/Printing and distribution	Seiffert Peter	
Archivist	Stowell Robert	
Assistant/Printing and distribution	Tanakidis Michalis	
Senior assistant/Web content management	Toussaint Nancy	
Senior assistant/Library and documentation	Tsaika Annie	
Senior assistant/Conference organisation	Tzolas Ekaterina	
Journalist/Press and news service	Voudouri Rozalia	
Assistant/Translation	Wehrheim Stéphanie	
Head of library and documentation	Willem Marc	
Assistant	Zaveska-Deligiani Sarka	

#### 4. Area Resources

Head of Area	<b>Bernard-Guêlle Thierry</b>	
Assistant/area management	Kiorpelidou Josephina	
Head of human resources	Manderscheid Ginette	
Head of finance and procurement	Paraskevaïdis George	
Senior expert/ICT operations and infrastructure	Antoniou Spyros	(75%)
Administrative assistant/Procurement	Assumel-Lurdin Clotilde	
Administrative assistant/Procurement	Bacharidou Glykeria	
Administrative assistant/Human resources	Bassou Dimitra	
Cook	Delipoulos Aris	
Technical Assistant/General support services	Dimakopoulos Dimitris	
Senior administrative assistant/Imprest account	Dovas Kalliope	
Administrative Assistant/Procurement	Eletheroudi Dimitra	
Learning and development officer/ Expert/HR policy and reporting	Germanova Rayna	
Senior administrative assistant/Finance	Joureau Philippe	
Deputy accountant	Kalpakidi Athanasia	
Administrative assistant/Human resources	Koufa Christina	
Technical assistant	Kyparissa Martha	
Administrative assistant/Finance	Lantzoni Alexandra	
Technical assistant/General support services	Markoglou Anastassios	
Assistant/Information systems development and administration	Mellios Thomas	
Senior administrative assistant/Finance	Mouffe Bernadette	
Restaurant manager	Nikolaïdis Dimitris	
Technical assistant	Papadopoulos Alexandros	
Senior assistant/IT development	Papargeris Stella	
Administrative assistant/Human resources	Pedersen Trine	
Expert/Facility management and security	Sainidou Areti	
Senior assistant/Systems administration	Sakellariou Theodoros	
Expert/Web technologies	Siaperas Athanassios	
Administrative assistant/Procurement	Sirakov Yancho	
Administrative assistant/Procurement	Stogianou Elena	
Cook	Tanis Dimitris	
Accountant	Temkow Stephen Rocco	
Administrative assistant/Human resources	Theodoridis Theodoros	
Senior expert/Information systems	Thomas-Kollias Isabelle	
Assistant/ICT	White Caroline	
Technical assistant	Ziogas Konstantinos	

## ANNEX V

## Budget implementation 2013

The table show Cedefop's budget 2013 was implemented at a rate of 99.71%, same as in 2012. This refers to execution of the EC contribution, own miscellaneous revenue and 2013 budgetary contributions of associated States Norway and Iceland.

The planned underspending in Title 1, due to savings on some departures, postponement of recruitment procedures and effective entry into function of the new Director in mid-October, has covered expenditure in Title 2 and Title 3 linked to requirements for services/deliverables foreseen in the work programme.

Following the European Court of Auditors 2012 remarks, the carry-forward of Title 2 commitment appropriations was brought below the 20% threshold, (17% in 2013 compared to 37% in 2012).

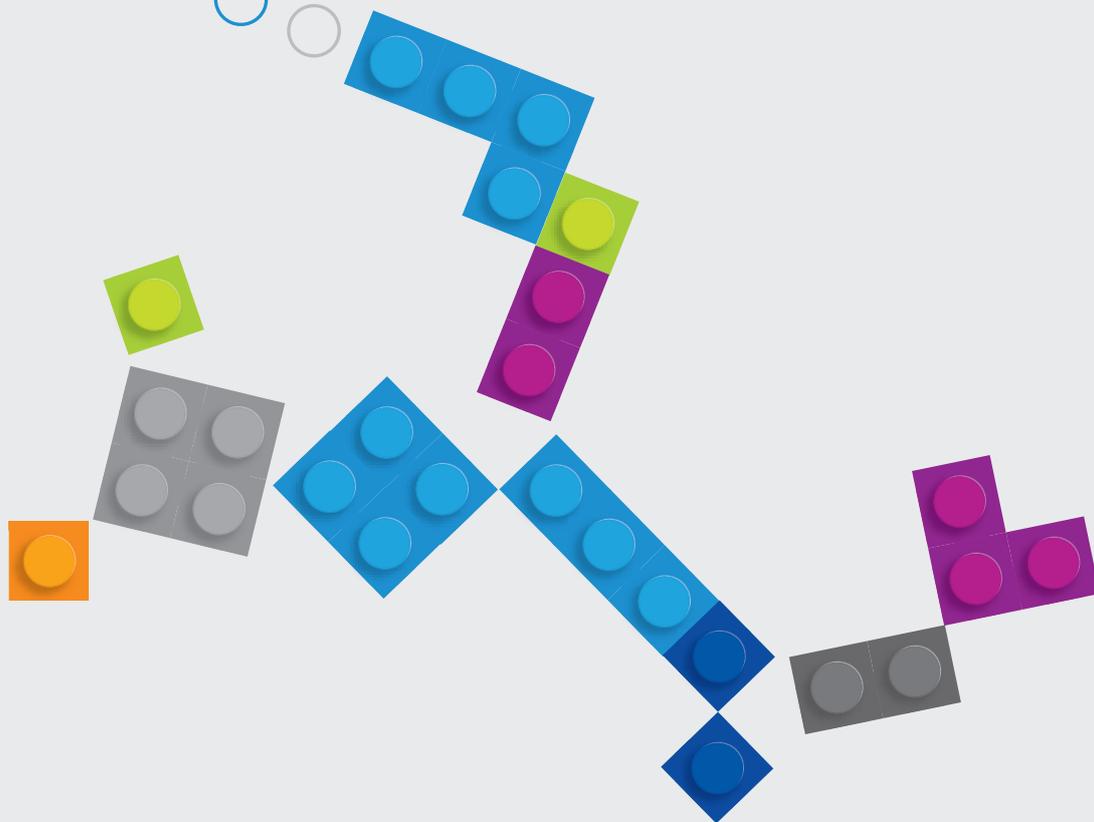
The late decision of DG EMPL of the European Commission to proceed with a delegation agreement with Cedefop for the implementation of 'Labour skills demand and supply – Anticipation tools' studies, led to adoption by the Governing Board on 19 December 2013 of BRS (supplementary and amending budget) 1/2013 of EUR 1.1 million to finance this action over three years (2014-16). The first instalment of EUR 600 000 is due to be implemented by Cedefop in the summer of 2014, after conclusion of the procurement procedure. As this delegation agreement does not apply to 2013, the corresponding amount is not included in this budget implementation report.

Headings	A – Initial budget	B – Transfers	C – Final budget = A+B
<b>Title 1</b> (Staff)	11 285 000	-323 600	10 961 400
<b>Title 2</b> (Buildings equipment operating expenditure)	1 486 000	0	1 486 000
<b>Title 3</b> (Operational expenditure without BRS)	5 154 075	323 600	5 477 675
<b>Total budget</b> (without BRS)	<b>17 925 075</b>	<b>0</b>	<b>17 925 075</b>

### Implementation of European Union contributions

European Union contribution	17 433 900
Participation of non-Member States (Norway and Iceland)	481 175
Own resources	10 000
<b>Total</b>	<b>17 925 075</b>
of which implemented in 2013	17 873 744
	99.71%





D – Blocked on provisional and specific commitment	E – Remaining budget at year end = C-D	F – Effective execution (blocked as % of final budget) = D/C	G – Automatic carryovers to 2013	H – Final budget execution = D+G	I – Budget execution rate = H/C
10 876 454	84 946	99.23%	54 551	10 931 005	99.72%
1 460 714	25 286	98.30%	18 017	1 478 731	99.51%
5 400 393	77 282	98.59%	63 615	5 464 008	99.75%
<b>17 737 561</b>	<b>187 514</b>	<b>98.95%</b>	<b>136 183</b>	<b>17 873 744</b>	<b>99.71%</b>





## ANNEX VI

## Activity-based budget 2013

This table shows the status of ABB implementation at 31 December 2013.

Cedefop's budget (EU, Norway and Iceland contributions and own revenue) implementation rate at year end (before automatic carryovers) was 99.0% (see tables in Annex V, column F).

A DG Employment delegation agreement was signed end of December 2013 to a value of EUR 1.1 million. EUR 600 000 of this was added to the budget via a BRS (supplementary and amending budget) but is not included in the ABB as it is only intended for execution in 2014.

As regards human resources allocated to the various activities, some shifts occurred because of personnel changes, additional activities and related reallocation of staff. Unforeseen departures and postponement of recruitment procedures led to a total reduction of more than two full-time employees (FTEs).

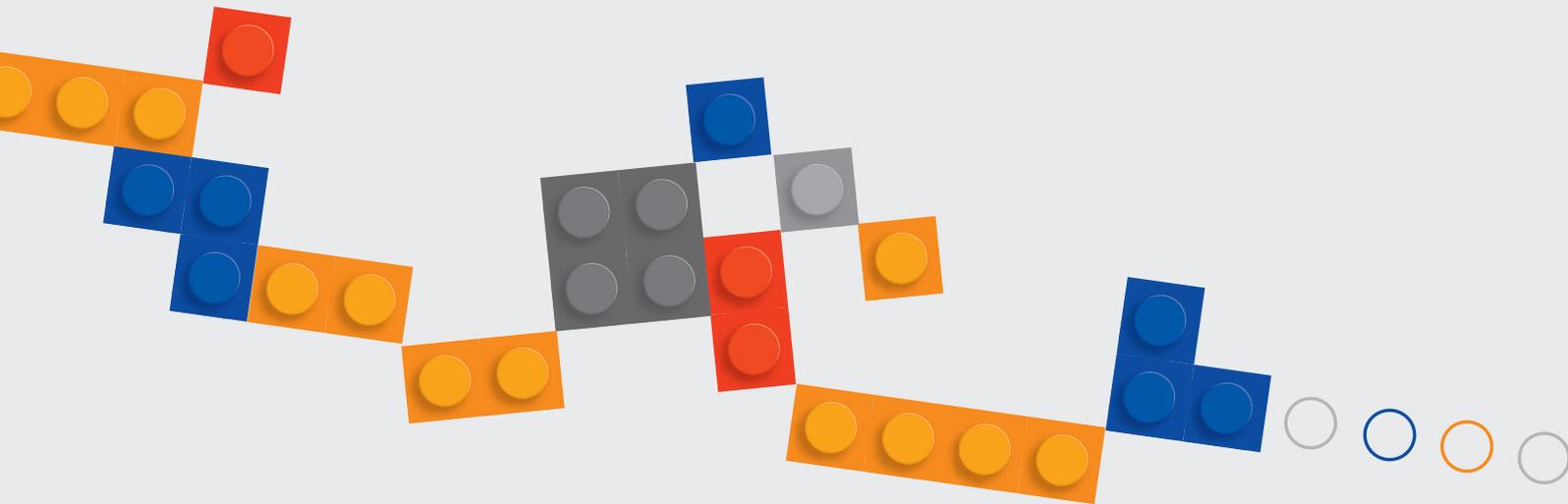
Activity name	FTE (*)		Title 1	Title 2	Title 3	Total		
	Initial	Current				Initial	Current	(%)
Policy analysis and reporting	29.54	26.44	2 631 630.36	358 031.77	1 191 654.30	4 181 316.43	3 795 337.45	90.77
Common European tools, qualifications and learning outcomes	23.29	24.97	2 279 540.68	282 284.84	1 272 544.01	3 834 369.53	4 165 451.03	108.63
Study visits	9.63	9.41	873 204.45	116 718.28	149 766.45	1 139 689.18	1 148 072.61	100.74
Adult learning transitions	18.80	18.15	1 721 603.39	227 864.15	1 099 939.94	3 049 407.48	3 172 406.48	104.03
Skills analysis	17.69	18.95	1 621 013.04	214 471.50	824 677.80	2 660 162.34	2 834 018.99	106.54
External communication	9.89	8.29	871 083.18	119 929.50	280 950.12	1 271 962.80	961 525.51	75.59
Documents and information	13.75	13.93	1 253 512.42	166 699.92	334 542.32	1 754 754.66	1 638 454.06	93.37
<b>ABB</b>	<b>122.59</b>	<b>120.14</b>	<b>11 251 587.52<sup>(1)</sup></b>	<b>1 485 999.96</b>	<b>5 154 074.94</b>	<b>17 891 662.42</b>	<b>17 715 265.84</b>	<b>99.01</b>
<b>Budget 2013</b>			<b>11 285 000.00</b>	<b>1 486 000.00</b>	<b>5 154 075.00</b>	<b>17 925 075.00<sup>(2)</sup></b>		

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

<sup>(1)</sup> Differences between the ABB and the final budget 2013 in Title 1 (EUR 33 412) correspond to unforeseen staff development.

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

EU contribution	17 433 900.00
Norway and Iceland (contributions 2013)	481 175.64
Cedefop own revenue (Titles 2 & 3)	10 000.00
<b>Total</b>	<b>17 925 075.64</b>



## Compact report

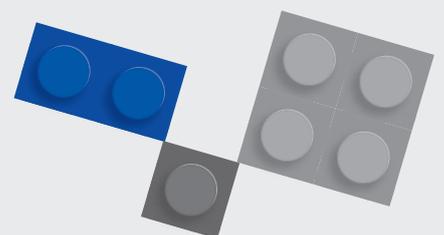
Budget 2013	Title 1	Title 2	Title 3	Total
Initial amount	11 285 000.00	1 486 000.00	5 154 075.00	17 925 075.00
Various transfers	-323 600.00	0.00	323 600.00	0.00
Final amount	<b>10 961 400.00</b>	<b>1 486 000.00</b>	<b>5 477 675.00</b>	<b>17 925 075.00</b>

Budget execution 2013	Title 1	Title 2	Title 3	Total
Blocked	10 876 453.20	1 460 715.72	5 400 394.17	17 737 563.09
(Blocked/final amount) %	99.23	98.30	98.59	98.95
Paid	10 699 853.49	1 227 313.75	2 252 849.69	14 180 016.93
(Paid/final amount) %	97.61	82.59	41.13	79.11

**NB:** In addition to the committed and paid Title 3 direct costs 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):** 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 VII

## Performance indicators Cedefop 2013

Type	Indicator	2013	Trend 2011-13		
			2011	2012	2013
<b>Policy advice provided to stakeholders</b>	EU policy documents citing Cedefop work	173			
	EU mandates and assignments given to Cedefop in policy documents (new ones)	5			
	EU policy documents to the preparation of which Cedefop has participated	55			
	Participation in Presidency events and meetings of senior stakeholders or which support policy	166			
<b>New knowledge and insights generated</b>	Downloads of publications/working papers/other				
	Total downloads	857 000			
	Publication downloads	636 000			
	Citations of Cedefop publications/studies in the literature	431			
<b>Raised awareness among stakeholders and the education and training or wider VET community</b>	Website traffic				
	Visits	413 000			
	Unique visitors	269 000			
	Visits by returning visitors	156 000			
	Returning visitors	54 000			
	Page views	1 119 000			
	Participation in conferences and events	88			
	Quality of events organised by Cedefop (participants thought event was very good or good)	94 %			
Study visit outcomes among stakeholders and the education and training community (satisfaction rate)	97 %				
<b>Raised awareness among citizens</b>	Europass outcomes among citizens				
	Visits	20.85 m			
	Downloads	13.45 m			
	Creation of documents online	10.16 m			

Type	Indicator	2013	Trend 2011-13		
			2011	2012	2013
<b>Raised awareness among citizens</b>	Media coverage take-up of articles and press releases	492			
	Quality of events for the local community (in Cedefop in Greece)	–			
<b>Efficient and effective support services</b>	Internal support services – Resources				
	Percentage of establishment plan filled	98 %			
	Duration of selection procedures	94			
	Training intensity	8.00			
	% of budget executed	99.77 %			
	Timeliness of payments (number of days to make payments)	11			
	Timeliness of procurement procedures (number of days for open procedures)	178			
	Success rate of procurement processes (for open and negotiated procedures)	94.87 %			
	ICT system and service availability	99.90 %			

**Output PMS indicators**

	Number of publications/working papers 5 working papers 8 research papers 8 information series 22 newsletters 9 briefing notes 9 flyers 86 translations (including briefing notes)	147			
	Number of meetings/events organised by Cedefop	135			
	Number of news items published on website	322			
	Number and types of visitors at Cedefop events (some visit more than once)	2 578			
	Number of study visits	225			

## ANNEX VIII

## Major publications 2013

Title	Description
<p><i>Benefits of vocational education and training in Europe for people, organisations and countries</i></p>	<p>People, organisations and governments invest in VET because of its positive outcomes, such as higher wages, improved productivity and economic growth. But VET also brings non-economic benefits, such as lower absenteeism and less crime. Cedefop's publication argues that some of VET's most important benefits are difficult to express in monetary terms and have been underresearched. Organisations, individuals and governments, consequently, may not take full account of VET's benefits when deciding to invest in it. The publication attempts to fill this gap.</p>
<p><i>Empowering vulnerable adults to tackle labour market challenges. Findings from study visits 2010/11 and 2011/12</i></p>	<p>Findings from study visits 2010/11 and 2011/12 Some 25 study visits held between 2010 and 2012 focused on helping vulnerable adults tackle the labour market. They covered, among other things, how to access guidance services; how to make full use of knowledge, skills and competences, and how to get them recognised; how to participate in training, and how to find rewarding employment. This publication collects findings from these study visits, and features 29 successful initiatives from all over Europe.</p>
<p><i>Trainers in continuing VET: emerging competence profile</i></p>	<p>This publication analyses 19 Member State initiatives which aim to set out competence requirements for trainers in adult learning and continuing training. The analysis, which also covers validation of non-formal and informal learning, forms the basis of a proposed emerging competence profile for trainers.</p> <p>The publication contributes to work of the thematic working group on professional development of trainers in vocational education and training, which the European Commission set up in 2012 and jointly coordinates with Cedefop.</p>
<p><i>Vocational education and training in Lithuania. Short description</i></p>	<p>As one of the fastest growing economies of Europe, Lithuania considers investment in human resources paramount. This requires making IVET more attractive to young people and, despite high educational attainment levels, encouraging more adults to develop their skills further. Improved vocational guidance, more professional development opportunities for VET teachers and more attention to quality assurance are some of the current policy priorities in Lithuania.</p>
<p><i>Quantifying skill needs in Europe. Occupational skills profiles: methodology and application</i></p>	<p>Occupational skills profiles describe the skill requirements for individual jobs.</p> <p>These profiles have been developed for several purposes: analysing, projecting and forecasting skill needs; determining and measuring skill mismatches in different countries, sectors, or occupations; comparing skill needs across European countries; and determining change over time.</p>

Languages	Bibliographical reference	Link
English	Cedefop. Luxembourg: Publications Office, 2013	<a href="http://www.cedefop.europa.eu/EN/publications/21465.aspx">www.cedefop.europa.eu/EN/publications/21465.aspx</a>
English, French, German, Spanish	Cedefop. Luxembourg: Publications Office, 2013	<a href="http://www.cedefop.europa.eu/EN/publications/21318.aspx">www.cedefop.europa.eu/EN/publications/21318.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013	<a href="http://www.cedefop.europa.eu/EN/publications/21313.aspx">www.cedefop.europa.eu/EN/publications/21313.aspx</a>
English, Lithuanian	Cedefop. Luxembourg: Publications Office, 2013	<a href="http://www.cedefop.europa.eu/EN/publications/21774.aspx">www.cedefop.europa.eu/EN/publications/21774.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop research paper, No 30)	<a href="http://www.cedefop.europa.eu/EN/publications/21142.aspx">www.cedefop.europa.eu/EN/publications/21142.aspx</a>

Title	Description
<i>On the way to 2020: data for vocational education and training policies. Country statistical overviews</i>	Cedefop's publication provides a statistical overview of vocational education and training and lifelong learning in European countries. Data are based on international statistics enabling comparisons of countries and statistical averages for the European Union. Taking 2010 as the baseline year, to coincide with launch of the strategy and revised European VET policy framework, 31 core indicators are published for each country.
<i>Labour-market outcomes of vocational education in Europe. Evidence from the European Union labour force survey</i>	Relative to medium-level general education, there is evidence that vocational graduates enjoy a faster transition to work and are more likely to have a permanent first job in line with their qualifications. But there are substantial differences between countries. Benefits for vocational graduates are most prominent in countries with strong vocational education and training systems with a close connection between school- and work-based learning. However, as people age and gain experience, differences between medium-level general education and vocational graduates diminish. This report aims to improve our understanding of labour-market outcomes for vocational education graduates.
<i>On the way to 2020: data for vocational education and training policies. Indicator overviews</i>	This publication offers a set of indicator snapshots. A defined set of 31 core statistical indicators quantify key aspects of vocational education and training and lifelong learning to help describe, monitor and compare European countries and their progress.
<i>Skills for a low-carbon Europe. The role of VET in a sustainable energy scenario. Synthesis report</i>	<p>The current economic crisis has not weakened Europe's commitment to combating climate change and promoting sustainable development. But there are concerns that costs of Europe's transition to a low-carbon economy will reduce job growth and that the European Union's targets for reducing energy consumption conflict with its target for increasing employment.</p> <p>Cedefop's study 'Skills for a low-carbon Europe' explores scenarios for achieving a sustainable and energy-efficient economy at the same time as employment growth.</p>
<i>User guide to developing an employer survey on skill needs</i>	This Cedefop publication is part of a toolkit, including questionnaire and data set, for researchers to carry out employer surveys in international or national contexts. It illustrates an approach tested in 2012 for identifying employer's skill needs, in nine Member States. The guide offers recommendations for a survey covering a range of occupations, sample size calculations, maximising response rates, and ensuring validity of the instrument as well as subsequent inferences.
<i>Piloting a European employer survey on skill needs. Illustrative findings</i>	The European economy's competitiveness is affected by its capacity to prevent skill gaps and shortages in the labour market, especially when enterprises and their investments are major contributors to faster economic recovery. The European employer survey on skill needs makes an innovative contribution to linking the world of employers with that of education and training, offering skill needs identification and anticipation at European level and in Member States. This publication presents results from a pilot survey in 2012.

Languages	Bibliographical reference	Link
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop research paper, No 31)	<a href="http://www.cedefop.europa.eu/EN/publications/21373.aspx">www.cedefop.europa.eu/EN/publications/21373.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop research paper, No 32)	<a href="http://www.cedefop.europa.eu/EN/publications/21556.aspx">www.cedefop.europa.eu/EN/publications/21556.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop research paper, No 33)	<a href="http://www.cedefop.europa.eu/EN/publications/21408.aspx">www.cedefop.europa.eu/EN/publications/21408.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop research paper, No 34)	<a href="http://www.cedefop.europa.eu/EN/publications/21701.aspx">www.cedefop.europa.eu/EN/publications/21701.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop research paper, No 35)	<a href="http://www.cedefop.europa.eu/EN/publications/22090.aspx">www.cedefop.europa.eu/EN/publications/22090.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop research paper, No 36)	<a href="http://www.cedefop.europa.eu/EN/publications/22092.aspx">www.cedefop.europa.eu/EN/publications/22092.aspx</a>

Title	Description
<i>Renewing VET provision. Understanding feedback mechanisms between initial VET and the labour market</i>	If vocational education and training (VET) is to contribute to economic recovery and sustainable development, it must respond to changing needs of the labour market. This report examines 15 national approaches to ensuring feedback between VET and the labour market, and explores how transparent, inclusive and responsive these different solutions are.
<i>Analysis and overview of NQF developments in European countries. Annual report 2012</i>	Cedefop's fourth annual report on developments in national qualification frameworks (NQFs) in Europe confirms that frameworks are considered key to make qualifications easier to understand and compare within and between countries. It also confirms that NQFs are increasingly used to support reforms in education and training. The report shows that NQFs increasingly interact with and link to arrangements for validating non-formal and informal learning.
<i>Monitoring ECVET implementation strategies in Europe</i>	This is Cedefop's third annual report on ECVET developments and covers progress from June 2011 to September 2012 in 32 countries. The report shows that while many countries are well on their way to implementing ECVET, credit transfer is still not an integral part of vocational education and training systems. There is still work to be done on making all common European tools – the European qualifications framework, quality assurance mechanisms and lifelong guidance, as well as ECVET – work as a seamless whole.
<i>Analysis and overview of NQF level descriptors in European countries</i>	<p>The analysis shows that most of the 36 countries involved in implementing the EQF have defined, and largely adopted, level descriptors of learning outcomes.</p> <p>While the EQF has influenced national level descriptors, countries have adjusted the learning outcomes approach to their own needs and priorities. The descriptors have mostly been fruit of extensive discussions between government, social partners, and education and training providers.</p>
<i>The role of qualifications in governing occupations and professions</i>	This report analyses developments and emerging trends in 10 European countries and five sectors. It seeks to reveal how the link between qualifications and the labour market is changing and especially how qualifications govern access to, and practice within, occupations and professions.
<i>Return to work. Work-based learning and the reintegration of unemployed adults into the labour market</i>	Low-qualified jobless adults have suffered a greater rise in unemployment than any other group in Europe. This report shows how programmes combining key competence development, contacts with employers and hands-on learning can be of value in helping these adults rejoin the labour market.

Languages	Bibliographical reference	Link
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop research paper, No 37)	<a href="http://www.cedefop.europa.eu/EN/publications/22084.aspx">www.cedefop.europa.eu/EN/publications/22084.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop working paper, No 17)	<a href="http://www.cedefop.europa.eu/EN/publications/21311.aspx">www.cedefop.europa.eu/EN/publications/21311.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop working paper, No 18)	<a href="http://www.cedefop.europa.eu/EN/publications/21204.aspx">www.cedefop.europa.eu/EN/publications/21204.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop working paper, No 19)	<a href="http://www.cedefop.europa.eu/EN/publications/21919.aspx">www.cedefop.europa.eu/EN/publications/21919.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop working paper, No 20)	<a href="http://www.cedefop.europa.eu/EN/publications/21922.aspx">www.cedefop.europa.eu/EN/publications/21922.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2013 (Cedefop working paper, No 21)	<a href="http://www.cedefop.europa.eu/EN/publications/22082.aspx">www.cedefop.europa.eu/EN/publications/22082.aspx</a>

## ANNEX IX

## Major conferences 2013

Title	Short description
<b>Working dinner with MEPs on EU tools</b>	Event coorganised with MEP Thomas Mann. Aim: to discuss latest developments of the common EU tools and key challenges linked to implementation.
<b>Seminar on validation of non-formal and informal learning – Joint seminar of the European Commission (DG EAC) and Cedefop</b>	The seminar marked start of follow-up to the 2012 Council recommendation on validation. It observed that validation of non-formal and informal learning is perceived differently in countries, reflecting differences in cultures and institutional set-ups. These differences underline the need for clear strategies when setting up validation. Revision of European guidelines (Cedefop 2009) on validation was seen as key to achieving this.
<b>Renewing vocational education and training to tackle skill mismatch: work-based learning and apprenticeship for all? Conference with European Commissioner for Education and Culture Androulla Vassiliou</b>	<p>To contribute to the European alliance for apprenticeship and stimulate policy discussion, the conference debated on how vocational education and training can be improved by information on labour market needs, how various forms of apprenticeship can address youth unemployment and how peer learning and alliances can help to develop work-based learning.</p> <p>It gathered more than 150 experts and policy-makers from the European Commission, Europe and around the world as well as social partner representatives.</p> <p>Debates were underpinned by Cedefop input bringing together findings of its analyses of future skills needs and skill mismatch and VET policy developments in Europe, in particular work-based learning and its benefits.</p>
<b>Annual ECVET forum Joint event of the European Commission, Cedefop and the ECVET team</b>	<p>The fourth ECVET annual forum brought together more than 300 VET policy-makers, VET providers, practitioners, social partners, and representatives from sector organisations and regions. Discussions focused on ECVET implementation and importance of communication and networking in supporting it. The online communities of practice portal was launched to help members of ECVET communities stay connected and support increased collaboration.</p>
<b>Cedefop, ETF and ILO workshop on skills anticipation guides</b>	<p>Cedefop, in cooperation with the European Training Foundation (ETF) and the International Labour Organisation (ILO) organised an expert seminar to discuss guides on skill anticipation methods to be produced in cooperation between the three institutions and experts and policy-makers.</p>

Date	Place	Link
23.1.2013	Brussels, Belgium	
9-10.4.2013	Mechelen, Belgium	<a href="http://validation-nfil-seminar.teamwork.fr/en/programme">http://validation-nfil-seminar.teamwork.fr/en/programme</a>
12-13.6.2013	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/EN/events/21109.aspx">www.cedefop.europa.eu/EN/events/21109.aspx</a>
13-14.6.2013	Prague, Czech Republic	<a href="http://www.cedefop.europa.eu/EN/events/21466.aspx">www.cedefop.europa.eu/EN/events/21466.aspx</a>
4-5.7.2013	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/EN/events/21304.aspx">www.cedefop.europa.eu/EN/events/21304.aspx</a>

Title	Short description
<p><b>The European social model, key driver for competitiveness – The four agencies’ contribution</b></p>	<p>Competitiveness of economic sectors and enterprises is increasingly dependent on skills, competences and experience of their employees and managers to create competitive advantages, at all levels of the value chain. Against this background, Cedefop, Eurofound, OSHA and ETF, under a remit of the Employment and Social Affairs Committee, presented a multidimensional perspective of competitiveness-related challenges today in Europe and its neighbourhood.</p>
<p><b>Promoting change in education and training policy and practice</b></p>	<p>The conference aimed at summarising and sharing outcomes of the study visits programme 2008-13 for education and vocational training specialists and decision-makers. It discussed how the study visits programme contributed to peer and policy learning to improve education and training in Europe and presented changes and initiatives implemented at local, regional and national levels. The conference also reflected on the opportunities former participants can draw from the Erasmus+ programme.</p>
<p><b>Forecasting seminar – Improving cooperation and common learning</b></p>	<p>The seminar focused on Cedefop’s skills supply and demand forecast and other quantitative skills anticipation activities to seek synergy between different approaches and compare results obtained.</p>
<p><b>Quality assurance in VET and HE for promoting their permeability Joint event of the European Commission, EQVET secretariat and Cedefop</b></p>	<p>The aim was to discuss the challenges underpinning sustainable cooperation between vocational education and training and higher education on quality assurance.</p>
<p><b>ReferNet plenary meeting</b></p>	<p>The annual meeting provided ReferNet members with up-to-date information to put into context and optimise preparation of the 2014 work plan. Networking, common feedback and constructive experience-sharing also help the network to improve its performance.</p>
<p><b>Cedefop conference: the shift to learning outcomes and its impact: taking stock of European policies and practices</b></p>	<p>The conference addressed the ongoing shift to learning outcomes across European education and training systems. Gathering 160 experts, policy-makers, social partners and teachers and trainers from 27 different countries, it took stock of European developments in the shift to learning outcomes during the past decade, and discussed its impact on policies and practices in education and training.</p>
<p><b>Workshop on indicators of adult skills Joint event of Cedefop and OECD-INES network on labour market, economic and social outcomes of learning (LSO)</b></p>	<p>The workshop aimed at developing indicators for the 2014 education at a glance publication based on data from the OECD survey of adult skills (PIAAC).</p>

Date	Place	Link
25.9.2013	Brussels, Belgium	<a href="http://www.cedefop.europa.eu/EN/events/21628.aspx">www.cedefop.europa.eu/EN/events/21628.aspx</a>
26.9.2013	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/events/StudyVisits-2013/index.html">www.cedefop.europa.eu/events/StudyVisits-2013/index.html</a>
3.10.2013	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/EN/events/21344.aspx">www.cedefop.europa.eu/EN/events/21344.aspx</a>
17-18.10.2013	Brussels, Belgium	<a href="http://www.cedefop.europa.eu/EN/events/21340.aspx">www.cedefop.europa.eu/EN/events/21340.aspx</a>
5-6.11.2013	Thessaloniki, Greece	
21-22.11.2013	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/EN/events/21611.aspx">www.cedefop.europa.eu/EN/events/21611.aspx</a>
4-6.12.2013	Thessaloniki, Greece	

## ANNEX X

# Europass statistics 2013

## Introduction

Launched in February 2005, the Europass website (<http://europass.cedefop.europa.eu>), developed and hosted by Cedefop on behalf of the Commission, is available in 27 languages.

## Statistics 2013

Use of the Europass portal (<http://europass.cedefop.europa.eu>) is constantly rising:

- 20.8 million visits in 2013 (against 14.8 million in 2012), and a total of 80.4 million visits since its launch;
- 13.4 million documents downloaded in 2013 (against 10.5 million in 2012), and a total of 61.2 million downloads since its launch; top downloaded documents are CV template, instructions and examples;
- 10.1 million documents generated online in 2013 (against 8.3 million in 2012): 8.2 million CVs and 78 000 language passports; a total of 35.3 million documents were generated online since its launch.

## Developments in 2013

In August, Cedefop launched a new portal dedicated to Europass interoperability, linking with job portals, human resources systems and employment agencies.

In October, Cedefop put the Macedonian version of the Europass website online. This brings to 27 the languages in which Europass is available.

In December, the Centre launched a redesigned language passport template and editor, with a modern layout and user-friendly interface.

### Total visits since launch

**(February 2005): 80.4 m**

(by year/in millions)

Year	Total visits
2005	1.2
2006	2.7
2007	4.1
2008	6.0
2009	7.4
2010	10.0
2011	12.9
2012	14.8
2013	20.8

### Documents downloaded since launch

**(February 2005): 61.2 m**

(by year)

Year	Total downloads
2005	518 520
2006	2 623 052
2007	3 916 107
2008	5 625 527
2009	6 505 213
2010	8 105 172
2011	9 929 998
2012	10 539 285
2013	13 450 258



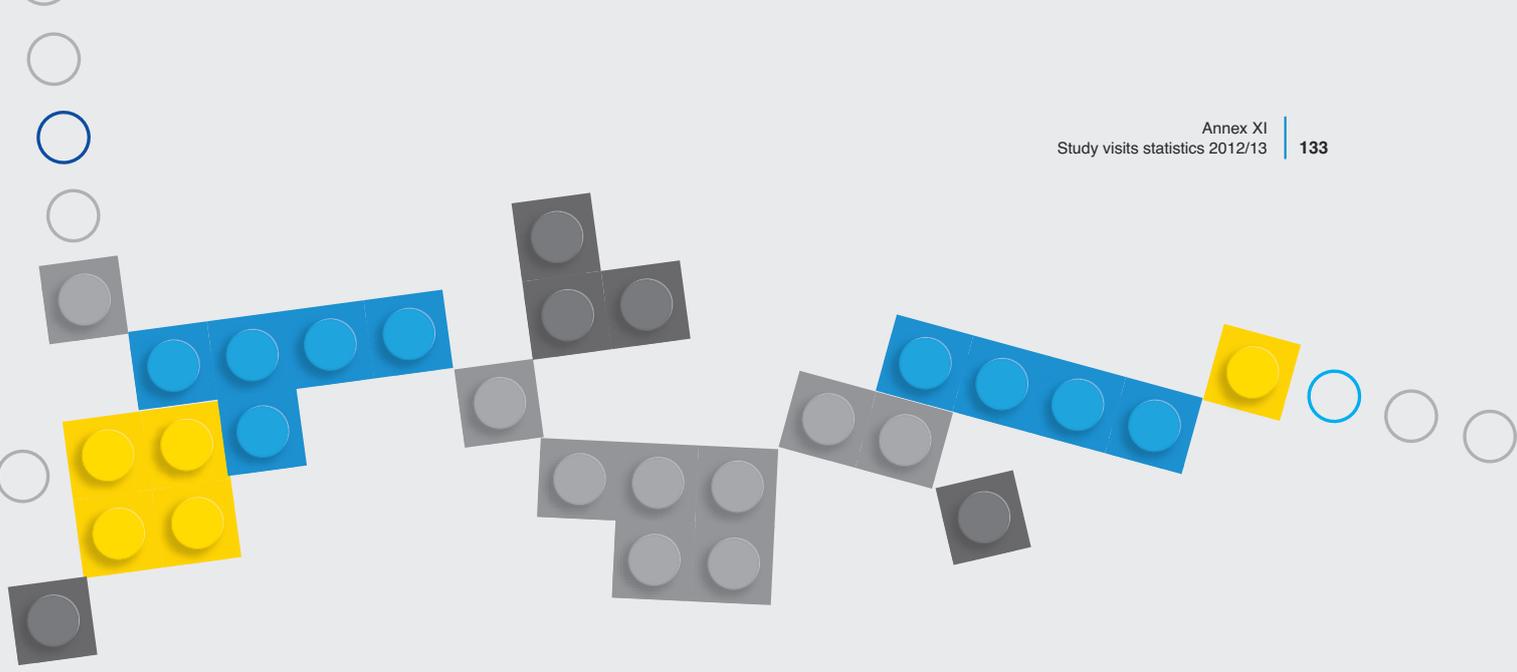
## ANNEX XI

## Study visits statistics 2012/13



Table 1. Study visits 2012/13 – Distribution by theme

Category of themes	Topics	No of visits
1. Encouraging cooperation between the worlds of education, training and work (62)	Transition from education and training to the world of work	13
	Workplace learning	3
	Integration of disadvantaged groups into the labour market	4
	Increasing attractiveness of VET	4
	Social partners' contribution to lifelong learning	3
	Cooperation between education and training institutions, enterprises and local communities	27
	New skills for new jobs	4
	Fostering entrepreneurship and employability	4
2. Supporting initial and continuous training of teachers, trainers and education and training institutions' managers (33)	Quality assurance mechanisms in schools and training institutions	13
	Teachers' and trainers' initial training, recruitment and evaluation	4
	Teachers' and trainers' continuing professional development and career opportunities	11
	Leadership and management in schools and training providers	5
3. Promoting acquisition of key competences throughout the education and training system (70)	Increasing literacy and numeracy levels	1
	Language teaching and learning	21
	Use of ICT in learning	15
	Education for entrepreneurship	7
	Education for active citizenship and sustainable development	12
	Developing creativity in learning and teaching	10
	Learning mathematics and science	4



Category of themes	Topics	No of visits
<b>4. Promoting social inclusion and gender equality in education and training, including integration of migrants</b> (35)	Early learning opportunities	0
	Measures to prevent early school leaving	9
	Personalised learning approaches	5
	Equal opportunities for disadvantaged groups	21
<b>5. Developing strategies for lifelong learning and mobility</b> (25)	National and sectoral qualifications frameworks linked to EQF	4
	Tools to promote transparency of qualifications and mobility of citizens	2
	Validation of non-formal and informal learning	1
	Reforms in national education and training systems	2
	Implementation of flexible learning pathways	1
	Developing links between VET and higher education	1
	Increasing adult participation in education and training	5
	Lifelong guidance for learning and working	4
	Learning mobility in education and training	5
<b>Total</b>		<b>225</b>

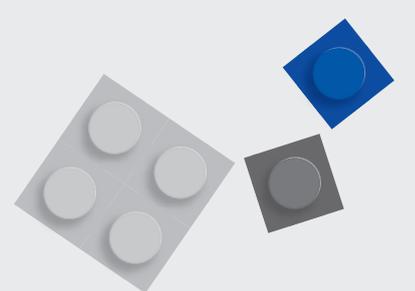


Table 2. Study visits 2012/13 – Distribution by sector

Economic sector	No of visits
Accommodation and food service activities	2
Agriculture, forestry and fishing	4
Arts, entertainment and recreation	6
Electricity, gas, steam and air conditioning supply	1
Human health and social work activities	4
Manufacturing	4
<b>Total</b>	<b>21</b>

Table 3. Study visits 2012/13 – Distribution by type

Type of visit	No of visits
General education	70
Vocational education and training	57
Mixed	98
<b>Total</b>	<b>225</b>

Table 4. Study visits 2012/13 – Distribution by working language

Working language	No of visits
English	197
French	20
German	7
Spanish	1
<b>Total</b>	<b>225</b>

Table 5. 2012/13 participants and visits – Distribution by country (\*)

Country	Number of participants	Number of visits
Austria	53	4
Belgium	79	10
Bulgaria	62	3
Croatia	24	2
Cyprus	15	1
Czech Republic	82	3
Denmark	36	4
Estonia	36	4
Finland	54	6
France	162	20
Germany	199	15
Greece	71	4
Hungary	91	5
Iceland	14	1
Ireland	67	6
Italy	240	20
Latvia	38	3
Liechtenstein	1	0
Lithuania	54	3
Luxembourg	4	1
Malta	21	1
Netherlands	33	7
Norway	13	3
Poland	176	12
Portugal	88	10
Romania	139	7
Slovakia	47	1
Slovenia	41	2
Spain	228	20
Sweden	53	6
Switzerland	8	3
Turkey	88	16
United Kingdom	170	22
former Yugoslav Republic of Macedonia	26	0
<b>Total</b>	<b>2 513</b>	<b>225</b>

(\*) Participating countries are in alphabetical order.

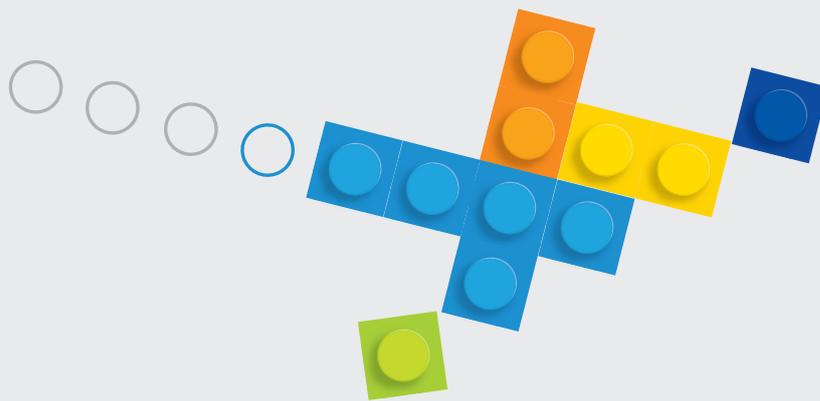
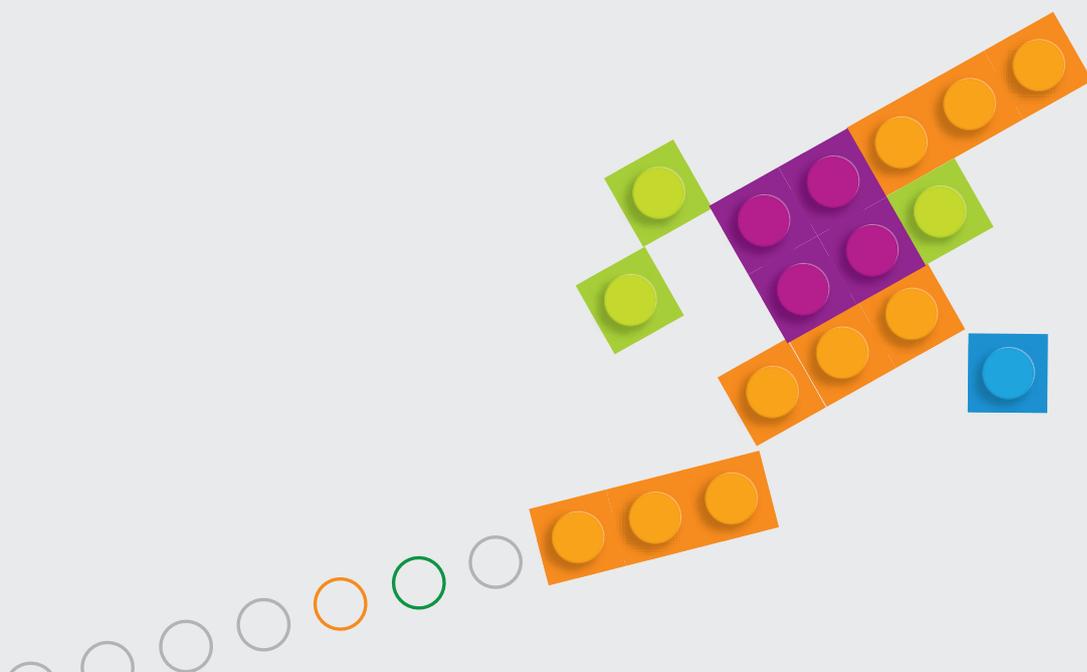


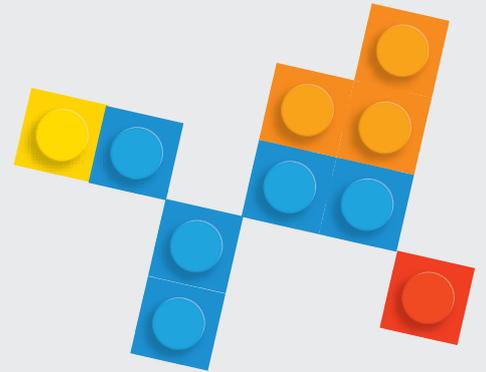
Table 6. Participants 2012/13 – Distribution by category

Category of education and training specialists	Number of participants	% of participants
Directors of education and vocational training institutions, centres or providers; guidance centres; validation or accreditation centres	403	16.0
Educational and vocational training inspectors	108	4.3
Head teachers, teacher trainers	634	25.2
Heads of departments	269	10.7
Pedagogical or guidance advisers	206	8.2
Representatives of education and training networks and associations	106	4.2
Representatives of educational services, labour offices or guidance centres	75	3.0
Representatives of local, regional and national authorities	230	9.2
Representatives of social partners	157	6.2
Researchers	82	3.3
Other	243	9.7
<b>Total</b>	<b>2 513</b>	<b>100.0</b>



## ANNEX XII

# ReferNet – Cedefop's network for VET



## ReferNet national coordinators

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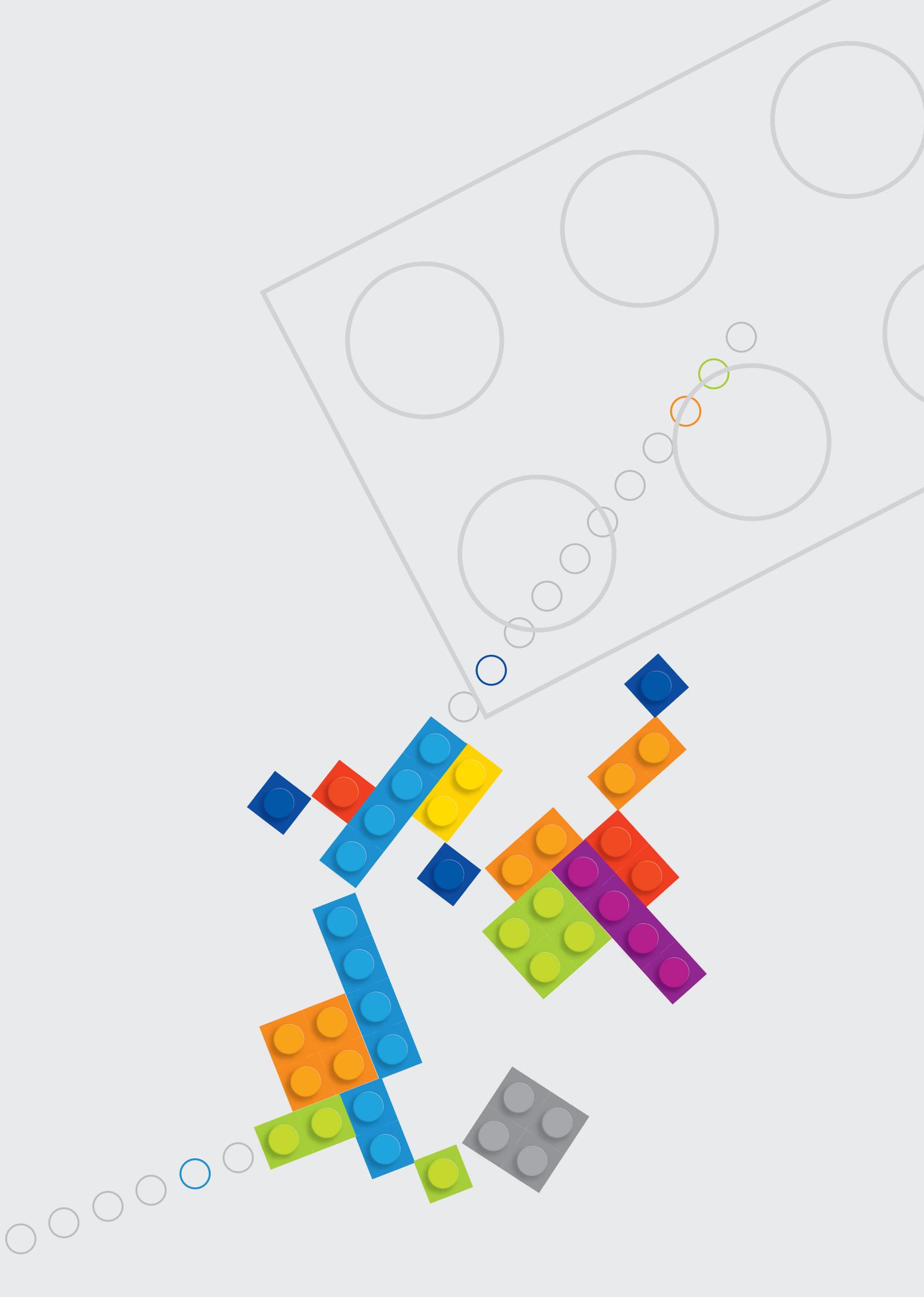
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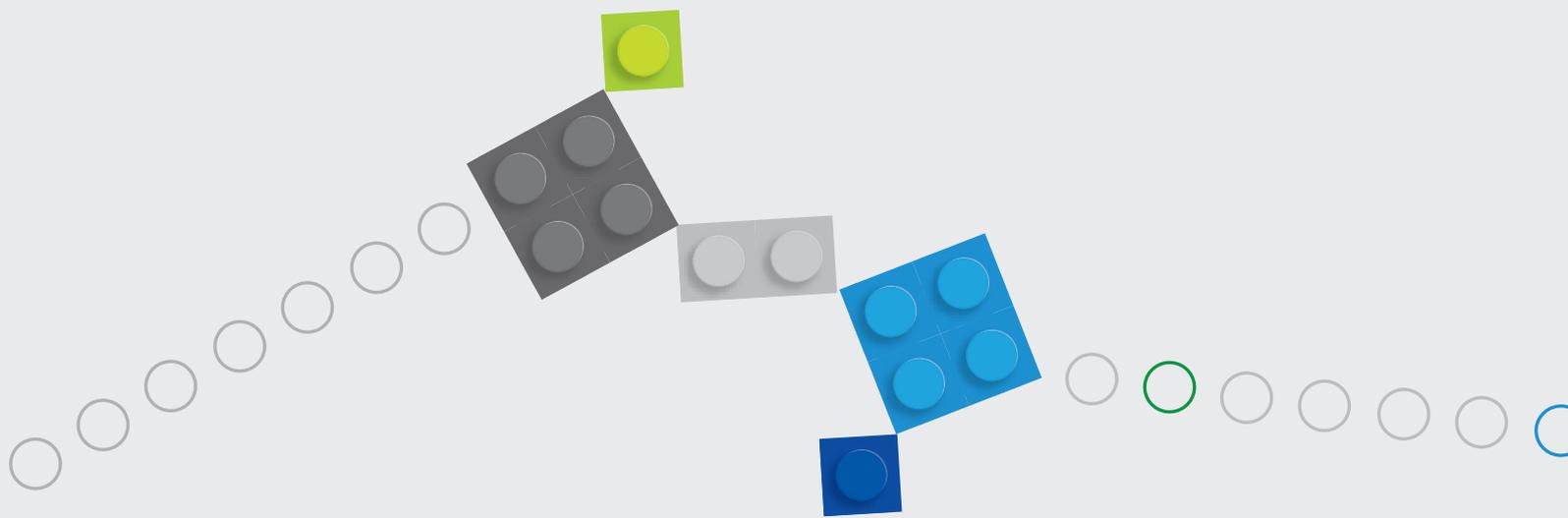
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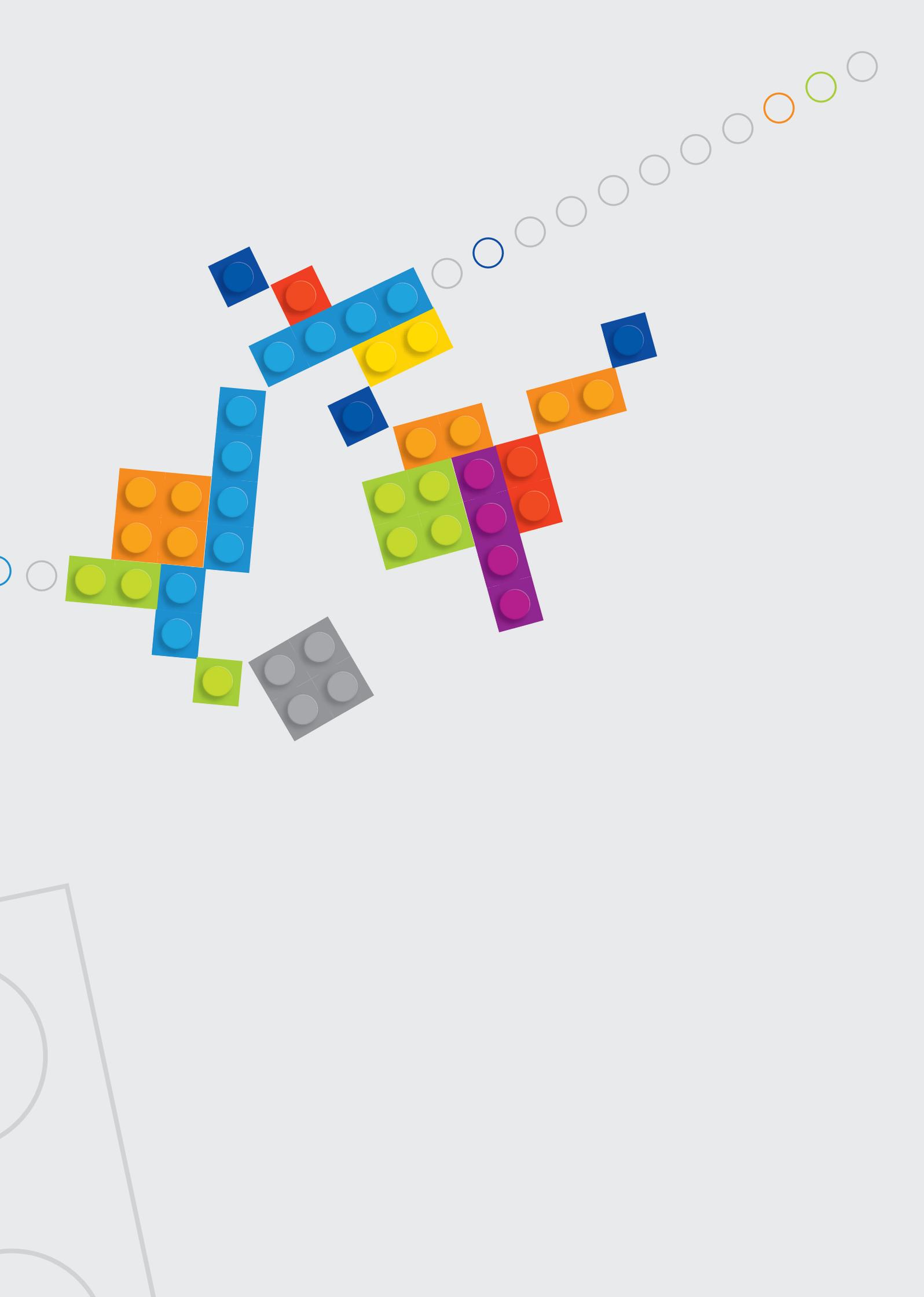
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