



CEDEFOP

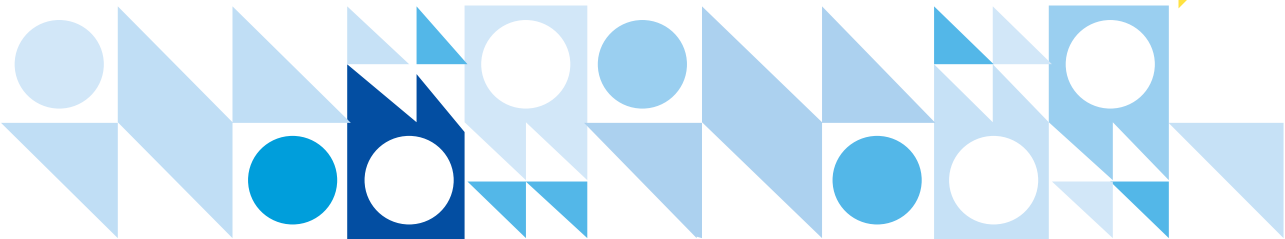
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**The European Centre for the Development  
of Vocational Training** (Cedefop) is the European Union's  
reference centre for vocational education and training.  
We provide information on and analyses of vocational  
education and training systems,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

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# FOREWORD

Looking back to look ahead. Just over a year ago, I joined this agency, which is very relevant to the key issues that Europe is dealing with today: the need to address youth unemployment and skills mismatch, encourage job creation and improve competitiveness. Vocational education and training (VET), though not the sole remedy, has the potential to contribute to the aims at both ends of the scale – economic excellence and social inclusion. These were the main forces that attracted me to Cedefop.

A transitional period in EU-level VET policy-making, my first full year as the agency's director gave me ample opportunity to participate in discussions at European and national events on how VET and Cedefop can help to tackle these challenges. These discussions confirmed that the content Cedefop generates for policy-makers and the support it gives to its key stakeholders, Member States, social partners and the European Commission, are highly relevant. The reputation the agency has acquired among international organisations such as OECD, Unesco or the World Economic Forum, in particular through its expertise in skills anticipation and mismatch and qualifications frameworks, also prove this.

However, in terms of European vocational training policy, we are probably cruising at a height which sometimes is not visible enough to Member States and social partners. Voluntary cooperation on common priorities for VET and the Bruges communiqué gave clear indications on how VET could be improved to respond better to labour market needs and empower people to adapt to a rapidly changing world of work. Cedefop's review showed that many countries have worked to improve their VET systems, not least because of pressing youth unemployment and complementary initiatives by the European Commission and the Council in education and employment. Renaissance of apprenticeships and other endeavours to give more young people a chance to acquire skills and experience in or through collaboration with enterprises are clear evidence.

Nevertheless, implementation seems to be lagging behind in several areas. Changing mind-sets and ensuring that all education and training and labour market actors are on board takes time. To reach Europe's 2020 education and employment targets, communication between policy and provision will need reinforcing. This was also confirmed at Cedefop's conference 'Stepping up the pace', which discussed how to take the common European tools forward to ensure they are used by teachers and trainers, guidance and counselling and employment service staff and employers and help citizens progress in their educational and professional careers. Reaching end-users should be a priority. To achieve this, tripartite relationships, as reflected in national representation of Cedefop's board, are crucial for success.

To help this process, Cedefop took its first steps to support Member States more directly, as recommended in its 2013 external evaluation. The Greek EU Presidency concern to boost job creation and faced with youth unemployment helped to put VET high on the political agenda of our host country, where higher education traditionally enjoys much higher esteem than VET. An opportunity to present its work to the Greek parliament in October was the first time that Cedefop was invited to discuss with national parliament members how it can contribute to VET development. Budget committee representatives of Germany's Bundestag visiting Cedefop with General Consul Ingo von Voss was another opportunity to discuss how Cedefop can support Member States.

The need to understand better how VET works in other countries at technical and practitioners' levels and demand for assistance was also evident at the conference 'Steering partnerships for growth' that Cedefop organised jointly with the European Commission in spring to support the European alliance for apprenticeships. Understanding other countries' education and training systems to encourage collaboration and take common tools and principles on board was the EU study visits programme objective for education and training specialists. Regretted by many, programmes which inspired and encouraged numerous policy-makers, practitioners and social partners came to an end in 2014. While study visits, which Cedefop had the honour to coordinate for the European Commission, focused on potential of individual players to act as multipliers, our new approach promotes collective peer learning.

As 'transferring' approaches that have proved successful in some countries to others is high on the agenda, policy learning is key for success. Simply taking one model as a blueprint will not work. Policy learning and individualised support, as not all countries require the same type of assistance, were at the heart of apprenticeship reviews we piloted in Lithuania and Malta in the past year. As results so far indicate this is a constructive way to support our stakeholders, and we plan to intensify this in the years to come. Cedefop experts are ready to embark on this new challenge to conduct thematic reviews and moderate policy forums.

Our work on VET policies and, in particular, apprenticeships, skills and the common European tools also attracted interest of high-level visitors: outgoing President of the Progressive Alliance of Socialists and Democrats in the European Parliament, Hannes Swoboda and Greek MEP Sylvana Rapti discussed benefits of VET with Cedefop man-

agement and senior staff in January. In March, we had the honour to welcome Commissioner for Employment, Social Affairs and Inclusion, László Andor who discussed the potential of youth guarantees and advantages and drawbacks of labour mobility with all staff.

Little did we know at this stage that this visit would be followed by a major change to Cedefop's governance. In the new European Commission, responsibility for skills, qualifications, VET and adult learning lies now with Commissioner Marianne Thyssen and the Directorate General for Employment, Social Affairs, Skills and Labour Mobility. The year 2015 will show what this new parent DG and revised Founding Regulation will hold in store for Cedefop's work.

The year 2014 also marked a change in Cedefop's management. Christian Lettmayr, Cedefop's deputy director since 2005 and acting director in the three-year interim period before I got the opportunity to join the agency, set sail to new shores. I would like to thank him for his support and his dedication to the agency and its cause. On behalf of all staff, I would like to wish him all the best for his retirement. With Mara Brugia, I was happy to welcome a highly experienced Cedefop staff member as deputy director.

Looking back at a year of change, I would like to thank all staff for their commitment to reach Cedefop's objectives. The EU Institutions' audits have confirmed that it is a well-run and effective organisation. The many tasks Cedefop has been entrusted with show our work is appreciated within and beyond the European Union. Together, we are now steering Cedefop on a new course closer to Member States and European citizens. Building new capacity to interact more effectively with our stakeholders will be one of our main challenges in times when tighter EU budgets require cuts of financial and human resources. The next landmarks on this new route will be a new set of priorities for VET, Cedefop's 40th anniversary in 2015 which we are all looking forward to, a new lease of life for our ReferNet and a stronger and more focused commitment towards teachers and trainers in VET, guidance and the role VET providers can play to implement European policies and tools that contribute to employability and employment.

**Joachim James Calleja**  
*Director*

# 2014 AT A GLANCE

Better links between education and training and the labour market was a main thread of the Greek and Italian EU Presidency programmes of 2014. This thread guided Cedefop's work and demand for its expertise throughout the year.

With youth unemployment rates at more than 40%, improving young people's employability through more work-based learning was central to both Presidency policy agendas. Skill mismatch and labour market imbalances have become a main concern. The EU, OECD, ILO and World Economic Forum are discussing how to close the gaps. In 2014, two thirds of Member States were recommended to make their VET more relevant, effective and efficient. Countries began to put youth guarantees in place as recommended by the Council <sup>(1)</sup>. Developing and extending apprenticeships is a main feature of this work and a strand that Cedefop reinforced substantially in 2014.

As the EU's agency for VET, Cedefop assisted the Commission, Member States and social partners in their efforts to empower young people and adults to manage education and career transitions. To improve VET's quality and relevance, policy-makers require better evidence and labour market information. Take-up of Cedefop's skills forecasts and analyses in media and policy documents and downloads of its briefing notes illustrate this demand: *Skills mismatch: more than meets the eye* <sup>(2)</sup> was by far the most popular, and with 8 000 downloads also top of all other publications; *Keeping young people in education and training* <sup>(3)</sup> and *Developing apprenticeships* <sup>(4)</sup> came equal second among the briefing notes (5 000 downloads).

Besides the mandate from 2010 to conduct regular skills and supply forecasts, since 2014 Cedefop has also been responsible for developing and maintaining the EU skills panorama <sup>(5)</sup> in cooperation with the European Commission. Outcomes have helped improve Europe's quantitative and qualitative information base on trends in skills and jobs.

Support for the European alliance for apprenticeships <sup>(6)</sup> also went into full swing in 2014. The European Commission asked Cedefop to contribute to this initiative when it was launched in 2013. Besides its assistance to European and international initiatives, Cedefop piloted an interactive conference format to promote policy learning and a new strand of work: supporting Member States and social partners more directly, as proposed by its recent external evaluation.

<sup>(1)</sup> Council of the European Union (2013a). *Recommendation of 22 April 2013 on establishing a youth guarantee*. Luxembourg, 22 April 2013. [http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C\\_.2013.120.01.0001.01.ENG](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2013.120.01.0001.01.ENG)

<sup>(2)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/en/publications-and-resources/publications/9087>

<sup>(3)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/en/publications-and-resources/publications/9084>

<sup>(4)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/en/publications-and-resources/publications/9088>

<sup>(5)</sup> The EU skills panorama is an online platform aimed at improving transparency of skills and labour market intelligence in Europe.

<sup>(6)</sup> Council of the European Union (2013b). *Council declaration of 15 October 2013 on a European alliance for apprenticeships*. Luxembourg, 15 October 2013. [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/lsa/139011.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/139011.pdf)



# PERFORMANCE

114 PUBLICATIONS

69 MEETINGS/EVENTS  
ORGANISED

2 098 VISITORS  
AT CEDEFOP EVENTS

22 million VISITS  
TO EUROPASS WEBSITE

2 700 PARTICIPANTS

FROM 34 COUNTRIES  
IN 245 STUDY VISITS TAKING PLACE  
IN 32 COUNTRIES

331 000 VISITS  
TO CEDEFOP WEBSITE

## REFERENCES

TO CEDEFOP'S WORK IN

97 EU POLICY DOCUMENTS  
AND IN

31 POLICY DOCUMENTS  
OF INTERNATIONAL ORGANISATIONS  
(OECD, COUNCIL OF EUROPE, UNESCO)

## KEY POLICY USER

■ EUROPEAN COMMISSION 64% FOLLOWED BY  
■ THE EUROPEAN PARLIAMENT 8% AND  
■ EU SOCIAL PARTNERS 5%

CONTRIBUTIONS 164  
TO EU SENIOR STAKEHOLDER MEETINGS (\*)  
THAT SUPPORT POLICY IMPLEMENTATION

78 CONTRIBUTIONS  
TO OTHER CONFERENCES  
AND EVENTS

including keynote speeches to major events such as EU OECD dialogue on international migration and mobility, the European jobs and skills summit, the World Economic Forum summit on the global agenda and the meeting on global NQF inventory and global reference levels for qualifications with ETF and Unesco

600 000  
DOWNLOADS OF CEDEFOP  
PUBLICATIONS

413 CITATIONS  
IN ACADEMIC LITERATURE  
IN 2013-14

Most frequently quoted topics are those related to skills supply and demand in Europe, the shift to learning outcomes, skills for green jobs and on validation of non-formal and informal learning

BUDGET EXECUTION AT 99%  
97% OCCUPATION OF THE  
ESTABLISHMENT PLAN  
AVERAGE TIME  
TO PAY INVOICES 12.5 DAYS

HIGH LEVELS OF  
EFFECTIVENESS AND EFFICIENCY  
OF CEDEFOP'S ADMINISTRATION  
AND INTERNAL SERVICES

(\*) These include meetings of the Advisory Committee and Director Generals for VET (ACVT, DGVT), the European Parliament, the European Economic and Social Committee, the Committee of the Regions, Commission, Commission working groups, such as the advisory group for the European qualifications framework (EQF), Presidency and European social partner events. Contributions include presentations, acting as chairs, rapporteurs.

The joint Cedefop/European Commission conference ‘Steering partnerships for growth’<sup>(8)</sup> encouraged bilateral and multilateral cooperation on apprenticeships. Several initiatives that originated at this event are supported by Erasmus+. In Lithuania and Malta, Cedefop piloted thematic country reviews to help them in their work to develop and expand apprenticeships taking account of their specific economic, labour market, and education and training characteristics. A joint meeting in autumn promoted policy learning between government representatives and social partners of the two countries. Since then, other countries have also signalled interest in this new country-specific approach.

The year 2014 also saw a review of what EU Member States, Iceland and Norway had achieved in commonly agreed priorities. Based on its extensive and systematic analyses of countries’ progress towards the 22 deliverables and overall objectives set in 2010, Cedefop prepared its report ‘Stronger VET for better lives’. Report findings, in particular the areas for improvement it identified, were discussed at a conference ‘Building European VET – Time to move on’<sup>(9)</sup>. Report and event results informed discussions of Directors General and the Advisory Committee for VET (DGVT<sup>(10)</sup> and ACVT<sup>(11)</sup>) on a set of new deliverables for the coming years that will be decided under the Latvian Presidency.

VET-related statistical data by country complemented Cedefop’s qualitative analyses. Together, Cedefop’s quantitative and qualitative work contributed to the ‘Education and training monitor’ and the European Commission’s joint assessment framework. It also served as a source for the European Commission’s discussions on specific recommendations that countries receive in follow-up of their economic reform programmes. Besides statistical data, the information drew in particular on: Cedefop’s skills anticipation work, its analyses of countries’ achievements in national qualifications frameworks (NQFs), as well as information about VET systems, one of Cedefop’s core tasks since its foundation in 1975.

Cedefop analyses, presentations and publications informed debates at events organised by or



under auspices of EU Presidencies. These included a workshop on apprenticeship and a VET conference on addressing skills mismatches through work-based learning in Athens. The Italian Presidency conference ‘Youth guarantee: first results’ gathered policy-makers from VET and employment and experts involved in Social Fund initiatives. This enabled Cedefop to reach out to a wider audience at a time when the European Commission had decided to integrate its units on qualifications, VET and adult learning into the General Directorate for Employment.

Input that Cedefop was asked to provide for ACVT and DGVT meetings covered a range of different themes related to early leaving from education and training, CVET, teachers and trainers and VET-business partnerships. Around 25% of Cedefop’s contributions to all senior stakeholder meetings and Presidency events focused on empowering young people and adults, thus reflecting and informing priority themes of EU Presidencies.

While many events centred on supporting Europe’s youth, DGVT and ACVT also considered the need to address skill mismatch in the adult labour force and enable them to refresh and replenish their skills. Cedefop’s policy handbook *Access*

<sup>(8)</sup> <http://www.cedefop.europa.eu/EN/events/22591.aspx>

<sup>(9)</sup> <http://www.cedefop.europa.eu/en/events-and-projects/events/building-european-vet-time-move>

<sup>(10)</sup> Advisory Committee on Vocational Training. Established to assist the Commission in implementing a Community vocational training policy, the ACVT consists of three members per Member State, representing governments, employers and employees.

<sup>(11)</sup> Directors General of Vocational Education and Training.





to and participation in continuous vocational education and training (CVET) in Europe as well as *Guiding principles on professional development of trainers in VET* <sup>(12)</sup>, which the Centre was asked to produce as follow-up to the Bruges communiqué, provided a comprehensive evidence base. *Valuing diversity: guidance for labour market integration of migrants* <sup>(13)</sup> highlighted the importance of guidance to support adults and specific target groups.

For EU-level education and training policy development, 2014 was a transitional year. The policy framework was under scrutiny: from Europe's 2020 strategy, to the Education and training framework (ET 2020) and the deliverables and objectives for VET set out in the Bruges communiqué. Decision-making has been postponed to 2015, as the new European Commission only took office in autumn. This limited numbers of policy documents likely to take up findings of Cedefop's work, entrust the agency with new tasks or extend its mandates.

<sup>(12)</sup> Cedefop (2014).

<http://www.cedefop.europa.eu/EN/news/24007.aspx>

<sup>(13)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12036>

Nevertheless, the European Commission, as in previous years, used Cedefop's findings extensively. The European Parliament, European Economic and Social Committee (EESC), European social partners and 'sister agencies' also use them regularly. Commission papers made up nearly two thirds of those citing Cedefop's work. The areas they cover include: assessment of national reform and stability programmes, industrial policy implementation and monitoring, reporting and evaluation frameworks for the EU's multiannual financial framework 2014-20. This clearly signals and confirms trust in Cedefop's work, as do proposals by the Commission, the EESC and European social partners to tap Cedefop's expertise for future tasks. The EESC expressly acknowledged Cedefop's role in underlining VET's potential to contribute to economic recovery <sup>(14)</sup>. BusinessEurope called for the Commission and Cedefop to help policy learning in short-term skill need anticipation. In its communication *Tapping into the job creation potential of the green economy* the Commission states that it 'will work with [...] sector skills councils and [...] alliances to encourage development of green skills intelligence, and strengthen links with ESCO and the EU skills panorama [and] promote exchange of good practice on skills-based strategies under the mutual learning programme of the European employment strategy and in cooperation with Cedefop' <sup>(15)</sup>.

Explicitly, this statement refers only to the agency's work on skills. Nevertheless, it also confirms that Cedefop's medium-term priorities, activities and projects are fully aligned with the EU policy agenda and complement one another. Closer analysis of citations corroborates this. Skill and competence needs analyses continued to be cited most frequently. Use of forecast results and findings of sector skills analyses (green skills) has become 'common standard', in particular in Commission papers. Cedefop's support for modernising VET systems follows closely its work on European tools, qualifications and learning outcomes and policy analysis and reporting. Within this area, citations reflect increased attention paid to validation of non-formal and informal learning since the 2012 Council recommendation and countries' initiatives to open up their NQFs to qualifications acquired outside formal education and training.

<sup>(14)</sup> European Economic and Social Committee (2014). *Draft opinion of the section for transport, energy, infrastructure and the information society on the digital society: access, education, training, employment, tools for equality.*

<sup>(15)</sup> COM/2014/0446 final. <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1400658727626&uri=COM:2014:446:FIN>

Demand for Cedefop's expertise at meetings and conferences of senior stakeholders shows the reverse, even though influence of Presidency priorities is clearly visible. More than half the meetings were dedicated to helping implement policies. This reflects Cedefop's continued support and advice for European cooperation in VET, mainly the work on common tools and learning outcomes: in particular the EQF <sup>(16)</sup>, ESCO <sup>(17)</sup>, Europass, ECVET <sup>(18)</sup> and validation of non-formal and informal learning; all areas where the agency has been entrusted with specific responsibilities. Cedefop's contributions to EU policy papers demonstrate this markedly. Around two thirds are linked to activities and projects under its medium-term priority 'Supporting modernisation of VET systems', nearly all to the European tools.

Most of Cedefop's mandates in this context have their roots in the years before 2010. This reflects appreciation for the agency's help in developing the tools and shaping EU policy. Since its beginning, the European Commission and Cedefop have jointly coordinated work of the EQF advisory group. As in the past, this support made up a substantial share of its work. The more so, as it entailed following up the 2012 Council recommendation on validating non-formal and informal learning. Closely linked to this, Cedefop was asked to take care of the 2014 validation inventory update. Cedefop's work also focused on taking the European tools forward to make them more coherent.

Contributions to Commission initiatives linked to these mandates illustrate the value attributed to Cedefop's long-standing expertise in these fields:

- comprehensive analyses of countries' reports explaining how they link their NQFs to the EQF. The support package also included a briefing note *Qualifications frameworks: expanding influence, persisting obstacles*. Underpinning extensive analysis of NQF developments revealed that NQF and EQF levels need to be made more visible to benefit citizens. A working paper and a briefing note on level 5 qualifications and their potential to act as a bridge to the labour market and further learning complemented the picture;
- coordination and contributions to the 2014 update of the *European inventory on validation of non-formal and informal learning* <sup>(19)</sup> which went online in November. It includes individual

country reports and thematic analyses such as the link between guidance and counselling and validation. Relevant activities outside the public sector were reviewed in Cedefop's report *Use of validation by enterprises for human resource and career development purposes*;

- a conference 'Stepping up the pace – European tools: relevant to citizens and the labour market' <sup>(20)</sup> at end of November. A series of Cedefop studies informed this debate complementing findings of a public consultation the European Commission had conducted earlier in the year.

In addition, Cedefop continued its work to widen the evidence base on learning outcome approaches which are becoming more common in Europe but vary across and even within countries. A workshop discussed quality requirements for e-learning and other forms of technology-enhanced learning. This was a contribution to the work on EQAVET and the Commission's initiative promoting use of new technologies and open educational resources for innovative teaching and learning. Further, Cedefop contributed to Commission initiatives related to ICT skills, jobs and growth and the ET 2020 working group on digital skills.

## THE LEARNING OUTCOMES APPROACH

Learning outcomes are defined as a set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal <sup>(21)</sup>.

<sup>(16)</sup> European qualifications framework.

<sup>(17)</sup> European skills, competences, qualifications and occupations.

<sup>(18)</sup> European credit system for VET.

<sup>(19)</sup> <http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory>

<sup>(20)</sup> <http://www.cedefop.europa.eu/en/events-and-projects/events/cedefop-conference-stepping-pace>

<sup>(21)</sup> European Parliament; Council of the European Union (2008). Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning. *Official Journal of the European Union*, C 111, 6.5.2008 – Annex 1.

<http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF> and Cedefop (2008). *Terminology of European education and training policy. A selection of 100 key terms*. Luxembourg: Publications Office of the European Union. [http://www.cedefop.europa.eu/files/4064\\_en.pdf](http://www.cedefop.europa.eu/files/4064_en.pdf) See also second edition 2014. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/411>

Invitations to national events from public or social partner organisations show that the work Cedefop carried out under all three medium-term priorities was of topical interest. Its keynote speech at the conference ‘Keeping young people in employment, education and/or training: common challenges – shared solutions’, organised by Romanian ministries jointly with the European Commission, is an example. It combined findings on skills, early leaving from education and training and VET, apprenticeship and European tools and principles, in particular validation of non-formal and informal learning.

Invitations from international organisations prove that Cedefop has built a reputation as a centre of expertise on interaction between skills, training and the labour market beyond the EU's borders. Besides an opportunity to share its expertise at a meeting of the European Association of Institutions in Higher Education, Cedefop was also invited to discuss European NQFs in a publication by Korean researchers.

With OECD, ILO, IMF and other world-leading institutions, Cedefop participated in the World Economic Forum's global agenda councils on employment and the future of jobs (2012-14 and 2014-16). The agency helped shape the report *Matching skills and labour market needs – Building social partnerships for better skills and better jobs*, a theme discussed extensively at Davos in January 2015. Cedefop also contributed to the joint OECD/European Commission round table and publication on *Matching economic migration with labour market needs*. Collaboration with OECD, ILO and ETF included input into a survey on skills anticipation arrangements and their use to inform education, employment and migrations policies.

Following release of OECD's adult skills survey, Cedefop analysed data from the VET perspective and helped prepare relevant information for the 2014 edition of *Education at a glance*. Joint work in the inter-agency working group on green skills with participants from Unesco-Unevoc, Unitar <sup>(22)</sup>, OECD, ILO and ETF continued. In February, the second Cedefop/OECD ‘Green skills forum’ <sup>(23)</sup> was held in Paris. The joint publication *Greener skills and jobs* based on the first forum in 2012 was released for this event.



**Matching skills and labour market needs – Building social partnerships for better skills and better jobs.**

The past year also marked the end of an era: the study visits programme for education and vocational training specialists and decision-makers, and specifically social partners, came to an end. From 1985 onwards, Cedefop had managed the programme dedicated to VET and, since 2008, coordinated its successor programme for education and training more generally. Over these years, more than 27 000 education and training specialists and decision-makers participated in over 2 600 visits. The wealth of experience gained, however, will not be lost. Outcomes of the last round of visits will feed into related Cedefop activities, as did previous ones. Cedefop's nearly 30 years of experience and enabling dialogue between different actors from the worlds of education and training and employment will feed into its new strands and ways of working: thematic country reviews and policy learning forums.

<sup>(22)</sup> United Nations Institute for Training and Research.

<sup>(23)</sup> <http://www.oecd.org/innovation/greenskillsforum2014.htm>





## CEDEFOP

Cedefop is one of the EU's decentralised agencies. Founded <sup>(24)</sup> in 1975 and based in Greece since 1995, Cedefop supports development of European vocational education and training (VET) policies and contributes to their implementation. The agency is helping the European Commission, EU Member States and the social partners to develop the right European VET policies.

Cedefop's activities are guided by its strategic objective and medium-term priorities. Cedefop's strategic objective is to contribute to designing and implementing policies for attractive VET that promotes excellence and social inclusion and strengthening European cooperation in developing, implementing and analysing European VET policy. The strategic objective is supported by three medium-term priorities 2012-14:

1. supporting modernisation of VET systems;
2. careers and transitions – Continuing VET, adult and work-based learning;
3. analysing skills and competence needs to inform VET provision.

The medium-term priorities steer activities of Cedefop's annual work programmes and ensure continuity in its work allowing necessary flexibility to respond to changing needs.

<sup>(24)</sup> Council of the European Union. Regulation EEC No 337/75 of the Council of 10 February 1975 establishing a European Centre for the Development of Vocational Training (Cedefop). *Official Journal of the European Communities*, L 39, 13.2.1975 as last amended by Council Regulation EC No 2051/2004. [http://www.cedefop.europa.eu/EN/Files/Consolidated\\_version\\_Founding\\_Regulation\\_EN\\_01975R0337-20041221-en.pdf](http://www.cedefop.europa.eu/EN/Files/Consolidated_version_Founding_Regulation_EN_01975R0337-20041221-en.pdf)

## CEDEFOP GOVERNANCE

### GOVERNING BOARD

Cedefop is governed by a board made up of three members from each Member State representing the government, employers' and employees' organisations; and three members representing the European Commission.

Member States' representatives are appointed by the Council for three years (renewable). Commission's representatives are appointed by the Commission.

The Governing Board convenes once a year.

### BUREAU

To operate and be more closely involved in monitoring the agency's activities, with a view to reinforcing supervision of administrative and budgetary management, the Governing Board established a smaller-sized Bureau. The Bureau usually meets five times a year. The Governing Board may decide to enlarge the Bureau for meetings with strategic issues for future Governing Board decisions.

Cedefop Governing Board – 2014.





## THE MATCHING GAME

Cedefop/European Commission apprenticeship conference: 'Steering partnerships for growth to support the European alliance for apprenticeship'

On 7 and 8 May 2014, government and social partner representatives from EU and other countries participating in Erasmus+ engaged in cross-country dialogue at Cedefop. Decision-makers and experts shared their experience aiming to identify potential partners to work jointly on apprenticeships across borders. This interactive event was the first in Cedefop's new strand of work to support countries more directly through policy learning.

Debates in small groups centred on three main threads: attractiveness, quality assurance, governance and financing of apprenticeships. Participants discussed policies, showcased approaches and programmes related to more than 20 subthemes looking into success factors and challenges they encounter. Cedefop experts steered discussions.

The event showed that potential project partners still needed more information about other countries' apprenticeships and VET more generally to understand commonalities and differences to identify suitable areas for collaboration. While for some exchange of experience was an initial step, others found partners or consolidated earlier ideas

for cooperation. Areas ranged from aligning training standards better to labour market needs to integrating dual learning approaches into tertiary education. Subsequently, some partnerships received Erasmus+ support.

Through quality apprenticeships young people acquire skills that may help them find jobs more easily, European Commissioner Androulla Vassiliou underlined in her video message. The European alliance for apprenticeships<sup>(25)</sup> and European funding support such initiatives. Commission representatives stressed that public support and partnerships with social partners are essential to make them work. In the margins of the conference EU social partners confirmed their commitment to the alliance. However, more training places and monitoring would be needed. In his plenary statement, Peter Thiele (government group on Cedefop's Governing Board) underlined that the Commission's and Cedefop's support is needed to make the alliance work.

See: *Cedefop Skillset and match*, Issue 2, September 2014.

<sup>(25)</sup> Joint declaration by the European social partners, the European Commission and the Lithuanian Presidency of the Council of the EU in July 2013 and Council declaration in October 2013.



## COUNTRY-SPECIFIC RECOMMENDATIONS 2014 RELATED TO:



<sup>(26)</sup> Greece and Cyprus are not included as they have specific economic adjustment programmes.

## SPECIFIC TASKS ENTRUSTED TO CEDEFOP

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

#### INITIATIVES/TASKS:

- support to European alliance for apprenticeship

#### CONTRIBUTIONS TO WORKING/EXPERT GROUPS:

- thematic working group on trainers (joint coordination; closed in 2014)

#### NEW SINCE 2014 (\*):

##### ET 2020 working groups on:

- VET with focus on apprenticeships
- adult learning (also previously)
- transversal skills

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

#### INITIATIVES/TASKS:

- Biennial pan-European skills and supply forecasts (since 2010)
- EU skills panorama

#### CONTRIBUTIONS TO INTERNATIONAL WORKING/EXPERT GROUPS:

- World Economic Forum global agenda council on employment (2012-14)
- World Economic Forum global agenda council on the future of jobs (2014-16)
- Interagency working group on greening TVET and skills development

(\*): invitation to contribute to groups in 2013.



**EUROPEAN EDUCATION AND TRAINING TOOLS AND HOW THEY CAN WORK TOGETHER TO HELP LEARNERS AND WORKERS PROGRESS**

'We have not managed to reach end-users in the ways we aspired to; there is still too wide a gap' director James Calleja said in his speech opening Cedefop's conference on 27 and 28 November. To progress in learning and work, citizens must be able to move within and across countries, education and training sectors and employment. European cooperation in VET has led to a range of instruments and principles to help achieve this objective. Developed on a 'tool-by-tool' basis, they are at advanced though still different stages. Citizens are not yet well aware of their benefits.

Some tools clearly act as bridges between education and training programmes, across national borders and from the world of education to work and vice versa. Others focus on VET relevance. More than 100 policy-makers, social partners and experts from 20 countries discussed how to make the tools more relevant for citizens and better known among teachers, trainers, employment service and guidance staff, employers, learners and workers. Time has come to move from a 'tool-by-tool' to a more integrated approach that explicitly

## COMMON EUROPEAN TOOLS, QUALIFICATIONS AND LEARNING OUTCOMES

### INITIATIVES/TASKS:

- Help support follow-up to the recommendation on validation
- Validation inventory

### CONTRIBUTIONS TO WORKING/EXPERT GROUPS:

- EQF advisory group (content support)
- EQF national coordination point group
- ECVET steering group, forum and user group
- EQAVET steering committee, thematic groups, forum
- ESCO board

### SINCE 2014 (\*):

- EQF advisory subgroup on international sectoral qualifications
- EQF external dimension
- EASQ task force (closed in 2014)

### ET 2020 working groups on:

- digital learning
- transversal skills

### CONTRIBUTIONS TO INTERNATIONAL WORKING/EXPERT GROUPS:

#### Interagency working groups on:

- global NQF development
- world reference levels

(\*) invitation to contribute to groups in 2013.

## SUPPORTING MODERNISATION OF VET SYSTEMS, POLICY ANALYSIS AND REPORTING

### INITIATIVES/TASKS:

- Reporting on progress on common priorities for VET (Copenhagen process/Bruges communiqué)
- Mobility scoreboard

### CONTRIBUTIONS TO WORKING/EXPERT GROUPS:

- Enlarged ACVT bureau (previously Copenhagen group)



addresses users' needs, participants agreed.

Discussions built on Cedefop's extensive work over the past two decades, in particular five recent studies which examined: how tools address and serve citizens at different stages of their lives; their labour market relevance; how learning outcomes are applied in practice; in what way credit systems can help people to transfer, combine and build on learning experiences and outcomes; critical role of quality assurance for generating trust between institutions, education and training sectors and countries.

Just like with mobile phone apps, ordinary users do not need to understand the technology behind them. Instead, they need to know how they can benefit from them, where to get them, how to use them and if they are free of charge or not. People also need advice and guidance to select the right ones, when to use what and how to combine them. Cedefop, therefore, proposed to create a 'front office' and a 'back office'. The 'front office' could be a virtual and institutional reception area giving end-users access to the services and help

them understand how the tools work and can add value to their education and employment careers.

To offer good services, the 'front office' requires a 'back office', based on solid technical, conceptual and organisational elements. This is where the work to link the tools has to take place and where challenges have to be addressed. To achieve the core objectives – transparency, representation, valuing and guidance – a series of questions need to be asked: are specific tools still needed? Does the original design need adjusting? Which combinations/links could be beneficial? Who needs to be involved and at what level?

Praising Cedefop's work on the tools and the event, Karin van der Sanden, detached national expert at the European Commission, explained that the Commission intends to work on creating a single access point to bring different tools together, making them more coherent for the end-user.

See: Cedefop *Skillset and match*, Issue 3, January 2015.



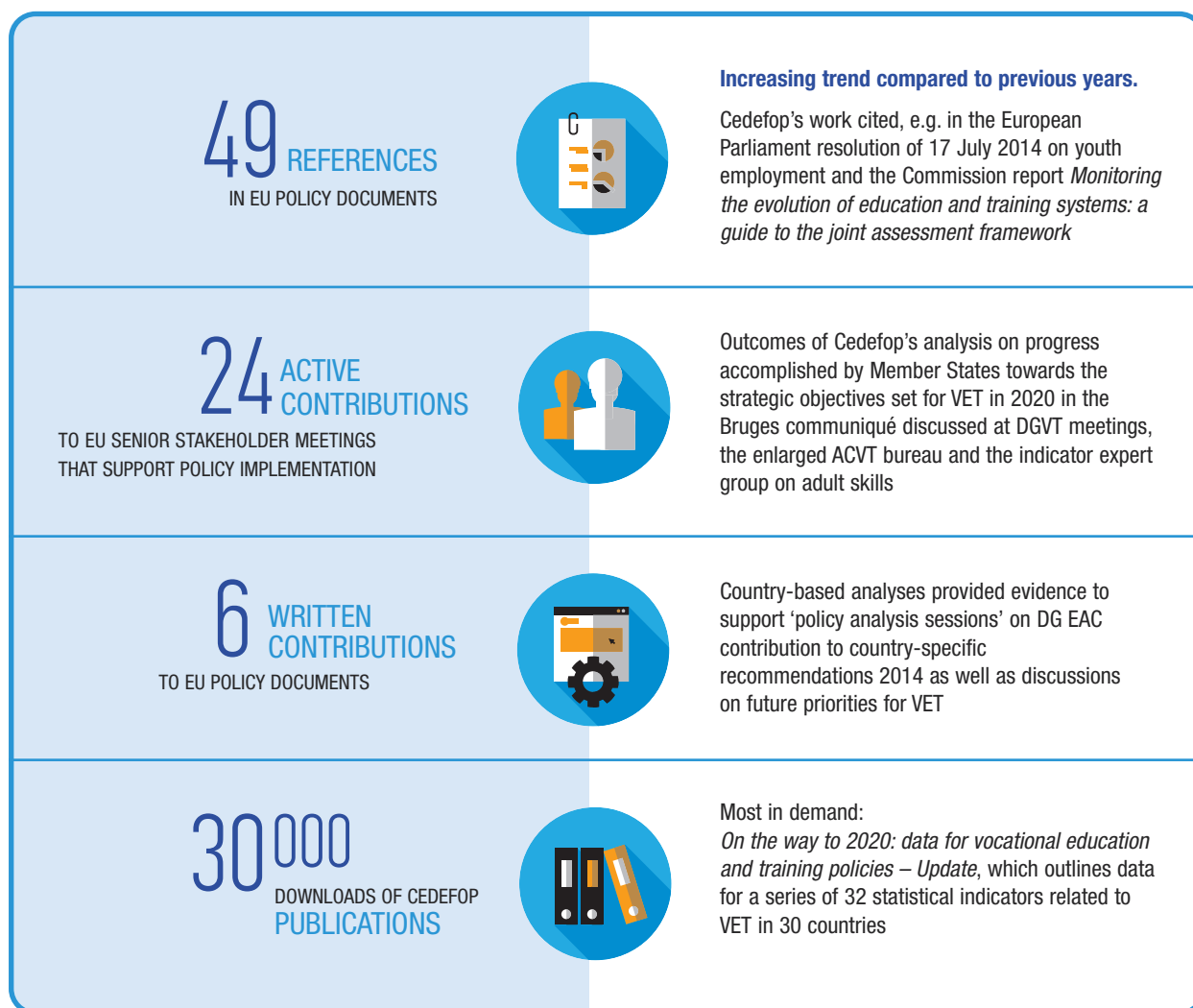
# RESULTS ACHIEVED

## 2.1. SUPPORTING MODERNISATION OF VET SYSTEMS

### 2.1.1. ACTIVITY: POLICY ANALYSIS AND REPORTING

The year 2014 took stock of progress accomplished by countries and at European level towards the strategic objectives set for VET in 2020 in the Bruges communiqué <sup>(27)</sup> and actions in Member States to implement agreed short-term deliverables. Cedefop's analysis of the main developments in VET over the past four years highlights the communiqué's strong impact and shows increasing emphasis on work-based learning and

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<sup>(27)</sup> [http://ec.europa.eu/education/policy/vocational-policy/doc/brugescom\\_en.pdf](http://ec.europa.eu/education/policy/vocational-policy/doc/brugescom_en.pdf)



apprenticeships and more focus on measures to reduce early leaving from education and training. These and other findings of Cedefop's 2014 analysis informed discussions at the ACVT enlarged bureau and meetings of the DGVTs and the ACVT.

Findings of Cedefop's monitoring and analysis of VET policy developments were presented at a conference 'Building European VET – Time to move on' <sup>(28)</sup> organised jointly by Cedefop and the European Commission (29 and 30 September, Thessaloniki). The event gathered VET experts, policy-makers, social partners and other representatives responsible for implementing policy measures and initiatives from all over Europe to debate progress and obstacles to reforms and discuss priorities for 2015-17.

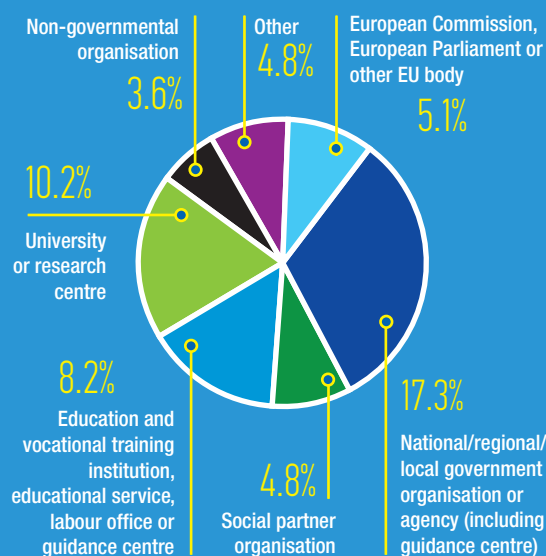
The conference concluded that pursuing common priorities within a voluntary framework has made European VET stronger in the past years. To reflect on possible ways forward, discussions in small working groups zoomed in on four areas where achieving progress appears challenging: monitoring labour market outcomes and ensuring feedback on VET provision, use of incentives in VET, VET's role in innovation and key competences in VET.

Cedefop's analysis on the key developments in VET, along with results of the conference and feedback received from Directors General for VET were reflected in Cedefop's report *Stronger VET for better lives* which was finalised in November and will be published in print and online early in 2015.

Description of the national VET system in Greece <sup>(29)</sup> was published in March with the spotlight <sup>(30)</sup>. Hard copies were distributed at events organised by the Greek Presidency <sup>(31)</sup>. The description contributes to a better understanding of the VET system in Greece and the challenges ahead, such as high youth unemployment and other labour market imbalances. Reforms aim to raise attractiveness of VET and recent legislation aims to reinforce work-based components of education and training thus strengthening links with the labour market. *Vocational education and training in Italy* <sup>(32)</sup> and the *Spotlight on VET in Italy* <sup>(33)</sup>, published in September, highlight several reforms carried out to make VET more flexible and respond



Some 110 external participants from about 20 countries.



Profile of participants at 'BUILDING EUROPEAN VET – TIME TO MOVE ON'

better to labour market needs. In Italy, VET is characterised by multilevel governance with broad involvement of national, regional and local stakeholders. Ministries of Labour and Education define the general framework and policies. Regions and autonomous provinces are in charge of providing several vocational programmes and most apprenticeship-type schemes.

In addition to the above publications dedicated to Presidency countries, in 2014, 25 country spotlights were published online. They summarise key features, challenges and developments of national VET systems in European countries <sup>(34)</sup>. The VET

<sup>(28)</sup> <http://www.cedefop.europa.eu/events/BuildingEuropeanVET2014/index.html>

<sup>(29)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12004>

<sup>(30)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12006>

<sup>(31)</sup> Greek Presidency conference/DGVT meeting 26 to 28 March 2014.

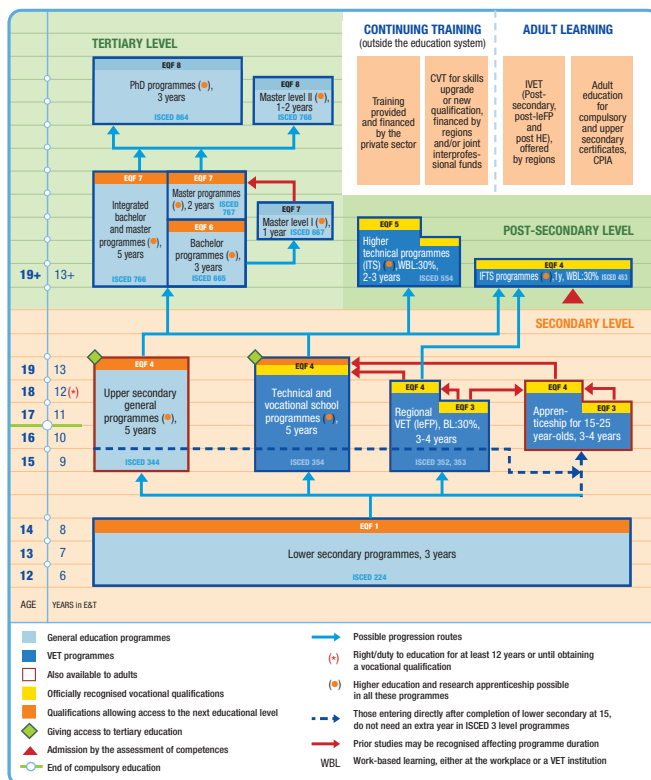
<sup>(32)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12038>

<sup>(33)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12040>

<sup>(34)</sup> Estonia, Finland, Greece, Hungary, Latvia, Luxembourg, Malta, the Netherlands, Norway, Poland, Romania, Slovenia and the United Kingdom.



Spotlight on VET – Greece.



VET system chart – Italy.

system charts in the spotlights were developed using a new and unified approach to displaying VET within education and training systems which make it easier to get a quick impression of VET in a particular country and eases cross-country comparisons.

Throughout the year, 66 national news on VET <sup>(35)</sup> were published. Examples include: outcomes of a pilot project conducted by Audi Brussels to alternate onsite training and education in vocational schools, based on Germany’s proven dual training system model (Belgium) <sup>(36)</sup>; worrying PISA and PIAAC results in Slovakia <sup>(37)</sup>; new guidelines to improve VET provision to prison inmates to promote successful reintegration into society (Germany) <sup>(38)</sup>; inclusion of incentives in the new employment promotion law for employers to provide jobs and apprenticeships to young unemployed (Bulgaria) <sup>(39)</sup>; and reform of national apprenticeship schemes (Malta) <sup>(40)</sup>.

The research paper *Attractiveness of initial vocational education and training* <sup>(41)</sup>, published in March, investigates the state of play in EU Member States as well as in selected non-EU countries. The study concludes that many policies aiming at improving attractiveness of VET 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 IVET systems’ features are important, a wider range of factors make an IVET system attractive. In particular exogenous demand drivers, such as labour market composition and strengths, or wider societal factors may influence students’ choices, such as the educational context, views of family members, perceptions about VET quality, and norms within countries.

<sup>(35)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet/news>

<sup>(36)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12718>

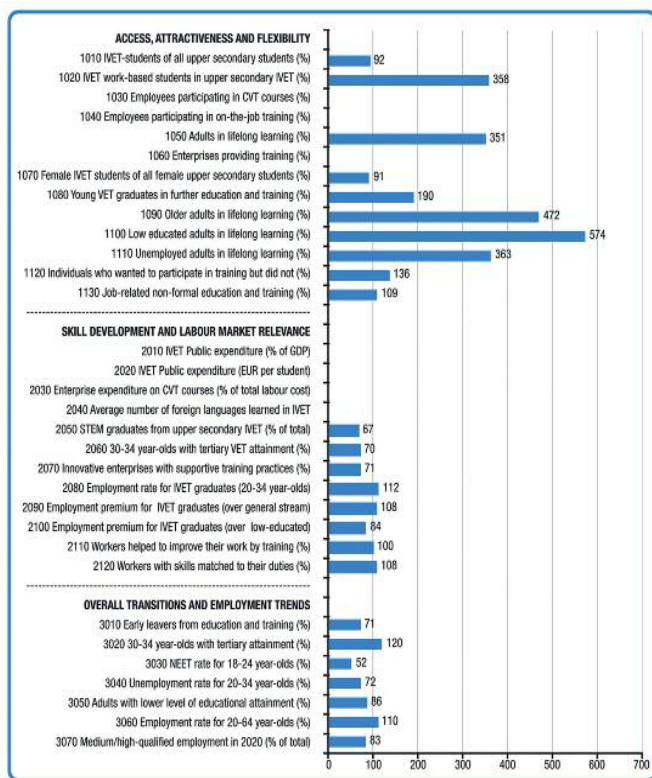
<sup>(37)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12724>

<sup>(38)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12729>

<sup>(39)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12755>

<sup>(40)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12772>

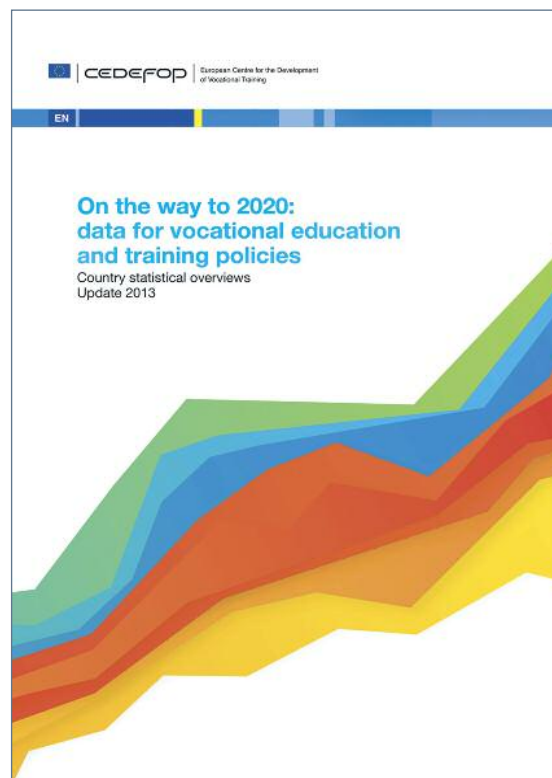
<sup>(41)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12000> (deliverable from 2013).



VET indicators for Denmark for the most recent year available – Index numbers (EU=100).

As requested, Cedefop provided analytical input and country-based information for ‘policy analysis sessions’ held in February at the Commission as contributions to country-specific recommendations 2014. Cedefop’s information drew on its intelligence on VET policies and systems in EU countries gathered through follow-up of the Bruges communiqué. Later in the year, Cedefop provided the Commission with updated country fiches summarising achievements towards the Bruges short-term deliverables. Further, the agency contributed to discussions on potential new short-term deliverables and presented its ideas on how to monitor progress in the future to DGVT and ACVT.

Cedefop’s reporting on VET systems and policies relies strongly on input from its network, ReferNet. Cedefop and its ReferNet partners continuously strive to improve work processes to ensure country-based information provided is up to date, reliable and as comparable as possible. ReferNet partners peer reviewed VET systems’ descriptions drafted by their counterparts. The annual plenary meeting (17 and 18 November) provided an opportunity to reflect on the first three years’ (2012-15) cooperation (framework partnership agreement) and draw lessons on how to increase its effectiveness and efficiency in providing ample evidence on VET policy developments.



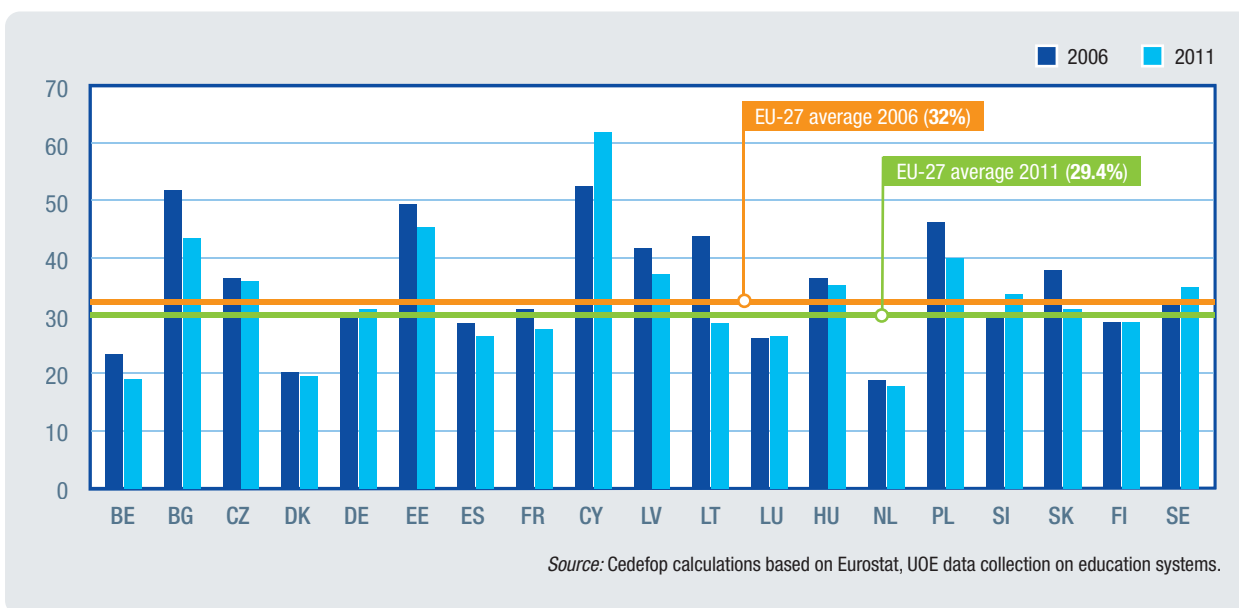
On the way to 2020

*On the way to 2020: data for vocational education and training policies – Update* <sup>(42)</sup>, published in February, presents 32 indicators to provide critical information on each country’s position in relation to European VET and lifelong learning policy priorities. Indicators inform on: access, attractiveness and flexibility of initial and continuous VET; investment, skill developments and labour market relevance of VET; and labour market transitions and employment trends. This statistical material is also available in an online interface that allows easy comparisons between countries.

The first ‘Statistical highlight’ published in 2014 year focuses on increase in demand for science, technology, engineering and maths (STEM) skills <sup>(43)</sup>. Despite the economic crisis, in 2013, employment of physics, mathematical and engineering science professionals and associate professionals was around 12% higher in the European Union (EU) than it was in 2000, and this trend

<sup>(42)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/11984>

<sup>(43)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/en/publications-and-resources/statistics-and-indicators/statistics-and-graphs/rising-stems>



STEM graduates from upper secondary vocational programmes (%).

is expected to continue. VET is traditionally an important supply line for STEM skills, but there are concerns that this supply may be insufficient and constrain Europe’s economic growth, also in light of competition for highly skilled STEM professionals from countries outside the EU (such as the United States, Canada and Australia).

The second highlight <sup>(44)</sup>, which reports on OECD’s survey of adult skills (PIAAC), shows that, unsurprisingly, adults with upper secondary VET qualifications generally have lower levels of literacy and numeracy proficiency than people with general upper secondary education. PIAAC’s findings signal importance of fostering information-processing skills, such as literacy and numeracy, to have more adaptable VET graduates in the labour market.

The third highlight <sup>(45)</sup> reports on early school-leaving and rates of young people not in employment, education or training and highlights some recent policy measures that countries have taken. The findings illustrate the difficulties young people face in today’s world, as well as economic and social consequences of their being cut off from the labour market and education. They also underline importance of keeping young people in education and training.

<sup>(44)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/en/publications-and-resources/statistics-and-indicators/statistics-and-graphs/adult-skills-and-vet>

<sup>(45)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/en/publications-and-resources/statistics-and-indicators/statistics-and-graphs/keeping-young-people>

### 2.1.2. ACTIVITY: COMMON EUROPEAN TOOLS, QUALIFICATIONS AND LEARNING OUTCOMES

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; VET communiqués since 2002 with the Bruges communiqué in 2010; and relevant Council recommendations and resolutions). This work aims to make qualifications more transparent, ease mobility of learners and workers and promote lifelong learning. Cedefop’s work provides a strong evidence base for all who (co)shape VET policies. Its analyses show that development and implementation of the tools has stimulated (reforms of) VET and lifelong learning policies at all levels, strengthening dialogue and interaction between education and training and labour market stakeholders.

Cedefop’s fifth annual review and analysis of NQF developments in Europe, which includes 36 updated country reports, was carried out and drafted in-house. The analysis shows that qualifications frameworks are increasingly becoming an integral part of Europe’s education and training systems. More countries refer to NQF levels when developing new or updating qualification standards and curricula. Increasingly, countries see NQF as a tool for reform in education and training. However,



## PERFORMANCE

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### REFERENCES

IN EU  
POLICY DOCUMENTS



Cedefop's work on NQFs and validation of non-formal and informal learning cited, for example, in:

- a Commission staff working document impact assessment, accompanying a proposal for a regulation of the European Parliament and of the Council on a European network of employment services
- European Trade Union Institute (ETUI) report on challenges, actors and practices of non-formal and informal learning and its validation in Europe

66

### PARTICIPATIONS

IN EU SENIOR STAKEHOLDER  
MEETINGS THAT SUPPORT  
POLICY IMPLEMENTATION



- EQF advisory group and its subgroup on international sectoral qualifications
- ECVET users and steering groups and forum
- EQAVET steering committee, thematic groups and forum
- ESCO board, maintenance committee and cross-sectoral reference group
- Cedefop's contribution to senior stakeholders' meetings and EU expert working groups had the highest demand (40%)

80

### WRITTEN CONTRIBUTIONS

TO EU POLICY DOCUMENTS



- Reports on the processes countries use to link their NQFs to EQF ('referencing reports')
- Analytical notes on state of play on countries validation systems for non-formal and informal learning
- Conceptual input on ESCO and international sectoral qualifications

39000

DOWNLOADS OF CEDEFOP  
PUBLICATIONS



#### TOP THREE PUBLICATIONS:

- *Analysis and overview of NQF developments in European countries*
- *Qualifications frameworks in Europe: forging the right links*
- *Monitoring ECVET implementation strategies in Europe*

22 million

VISITS  
TO THE EUROPASS WEBSITE



- AVAILABLE IN 27 LANGUAGES
- 102 million VISITS SINCE ITS LAUNCH IN 2005
- 13 million CVS COMPLETED ONLINE IN 2014 (47 MILLION SINCE ITS LAUNCH)

to reach its full operational stage all relevant users – learners, parents, teachers, employers, and guidance and counselling practitioners – need to be aware of their added value and use them. Including NQF and EQF levels on certificates, diplomas and in qualifications databases is critical for achieving this. Countries such as the Czech Republic, Denmark, Estonia, Ireland, France Germany, Lithuania, Malta and Portugal have made significant progress in this area. For NQFs to benefit end-users, the learning outcomes approach needs to be applied. Learning-outcomes-based NQF levels clarify what is expected from the person who holds a specific qualification. It is a description of learning outcomes which makes qualifications more transparent. Results of the above analysis were published in the briefing note *Qualifications frameworks: expanding influence, persisting obstacles* <sup>(46)</sup> in November. NQFs closely related to arrangements for validation of non-formal and informal learning are more relevant to individual learners. As Cedefop's evidence shows, in half the countries, NQF implementation has led to discussions on how to ensure links with validation. The other half have already established them, at least partly or for specific qualifications. Some countries, such as the Netherlands, have made significant progress to include qualifications from the non-formal and private sectors.

Outcomes of other Cedefop studies and analyses also informed implementation of EQF/NQF. The working paper *Qualifications at level 5: progressing in a career or to higher education* <sup>(47)</sup> and the briefing note *The hidden potential of level 5 qualifications*, published in June <sup>(48)</sup>, showed that these qualifications play an important role in providing access to employment and career advancement. They also enable further learning and progression to higher education. This double function makes them attractive to learners and employers. Acting as a bridge between education and training institutions and subsystems, level 5 qualifications support vertical and horizontal mobility. This allows learners to enrich their educational and professional profiles. Cedefop's analysis concludes that policy-makers may want to explore EQF level 5 qualifications. Under-

standing types and purposes can help them determine whether their qualifications landscape lacks options which combine labour market and higher education appeal. It can also help them identify and develop qualifications required by the labour market, as is already the case in some countries.

Cedefop's increased analytical work in 2014 also fed into the EQF referencing process. Cedefop drafted comments on 10 countries' national reports (draft and final) explaining how they relate their national qualification levels to the EQF: Cyprus, Greece, Hungary, Montenegro, Norway, Romania, Slovakia, Spain, Sweden and Turkey. Cedefop's analysis shows that countries are putting considerable effort into preparing credible and reliable reports explaining in detail terminological and conceptual links to the EQF. However, they encounter several challenges such as use of learning outcomes when assigning qualifications to NQF levels; or how to involve all stakeholders, including social partners, and improve cooperation with those verifying that higher education qualifications are in line with the three-cycle Bologna framework. To inform the next stage of work, Cedefop analysed comments made by the EQF advisory group on the 26 national reports submitted between September 2009 and June 2014. This analysis shows that the referencing process has worked in line with the EQF recommendation (2008) and the 10 referencing criteria. Several challenges remain: many reports are 'work in progress'; others do not explain how decisions to assign levels to qualifications have been reached; often reports fail to describe whether and how quality assurance allows establishment of levels of qualifications, or not. Findings show that referencing reports should be considered as a first phase of a continuous process that should be systematically reviewed and renewed.

NQFs are being increasingly used to strengthen cooperation between countries and regions. Through its analysis of risks and benefits of relating national frameworks of non-European countries to the EQF, Cedefop also supported the Commission and Member States in their discussions on how to align NQFs of Australia, New Zealand and Hong Kong to the EQF. The analysis confirmed that extended zones of common trust between EQF and non-European NQFs are important for recognition and mobility.

Discussions within the EQF advisory group pointed to a need for better understanding of international sectoral qualifications (ISQ) awarded by bodies operating outside direct jurisdiction of national authorities. To help understand better different national policies and approaches used to relate these qualifications to NQFs, a subgroup

<sup>(46)</sup> <http://www.cedefop.europa.eu/en/publications-and-resources/publications/9091>

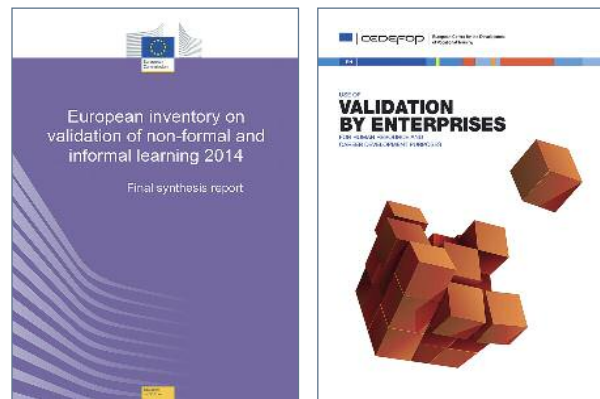
<sup>(47)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/EN/publications/23886.aspx>

<sup>(48)</sup> Cedefop (2014). *The hidden potential of level 5 qualifications*. <http://www.cedefop.europa.eu/EN/publications/24057.aspx>

was set up in March. Cedefop was invited to provide analytical support for its work. The agency proposed a common definition of ISQ illustrated with concrete examples and analysed how European welding certificates are linked to EQF levels.

Cedefop continued to support development of a standard European classification of skills, competences, occupations and qualifications (ESCO). Work in 2014 focused on conceptual development of the skills and competence pillar. This entailed continued work on terminology for transversal skills and competences and preparatory work to develop a methodology for using learning outcomes in the skills and competence pillar. Cedefop's analysis informed discussions of two workshops organised in February by the Commission. The learning outcomes approach is now being applied by ESCO sectoral reference groups. Drawing on conclusions of the workshops, Cedefop drafted a series of notes for the ESCO board as a basis for work towards a fully operational ESCO in 2017.

The *European inventory on validation of non-formal and informal learning 2014* update was published<sup>(49)</sup> on Cedefop's website in November and includes 36 reports for 33 countries, eight thematic reports and two case studies<sup>(50)</sup>. It shows that countries are progressing towards a goal of establishing validation arrangements by 2018 as stipulated in the 2012 Council recommendation<sup>(51)</sup>, although at a slow pace. More countries are developing or reviewing their national strategies for validation but awareness of its benefits still remains weak among citizens and other stakeholders in most European countries. This is also linked to lack of consistent data on use of validation. Validation arrangements seem more common in VET and for qualifications closely related to specific occupations, like those provided by public employment services. Increasingly, however, higher education institutions are waiving formal requirements. Voluntary and third sector organisations are also increasingly involved in validating non-formal and informal learning. Outcomes of the inventory were summarised in the briefing note *The validation challenge: how close is Europe to recognising all learning?*, released in November.



European inventory on validation of non-formal and informal learning (left) and Use of validation by enterprises (right).

The inventory is complemented by and corroborates findings from a reference publication *Use of Validation by enterprises for human resource and career development purposes*<sup>(52)</sup>, published in May. Based on interviews in 10 selected European countries<sup>(53)</sup>, 20 case studies and a survey of more than 400 European enterprises, the publication provides one of the first reviews of validation activities outside the public sector. It reveals that correctly assessing skills and competence is important in European companies' recruitment and human resource management. Outcomes are mostly firm-specific and employees will normally not be able to use them outside the company in question. This leads to a multiplicity of firm-specific standards within the business community. The study also reveals that enterprises' efforts in competence assessment are not really linked to public validation arrangements.

The European credit system for vocational education and training (ECVET) entered its fifth year of implementation in 2014. Using information provided by social partners, national and regional authorities and experts on credit transfer systems, Cedefop's report *Monitoring ECVET implementation strategies in Europe in 2013*<sup>(54)</sup> was published in February. It looked into how far 38 countries/regions have come in testing, using, and committing to applying ECVET in qualifications. Cedefop's

<sup>(49)</sup> <http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory>

<sup>(50)</sup> Thematic reports: *Awareness raising; Competence assessment in the private sector; Current approaches to skills audits in the public sector; Multilevel governance; Guidance and counselling; Research themes on validation; Validation and early school-leavers; Validation methods*. Case studies: *Kompetenz mit System Austria; validation of self-acquired learning and credits transfer in web design and computer animation (Create)*.

<sup>(51)</sup> <http://www.cedefop.europa.eu/en/news-and-press/news/council-recommendation-validation-non-formal-and-informal-learning>

<sup>(52)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/EN/publications/23963.aspx>

<sup>(53)</sup> Denmark, Finland, France, Germany, Ireland, Lithuania, the Netherlands, Norway, Romania, Spain.

<sup>(54)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/EN/publications/22409.aspx>



**Nevena Vuksanović, European Students Union, at Cedefop's expert workshop 'Role of credit transfer systems in opening access, admission and exemption between vocational education and training (VET) and higher education'.**

analysis shows mixed support for ECVET in relation to national VET reforms. Only a few countries are committed to its implementation and not all of these have actually started implementation. In most cases, transfer of learning outcomes was reported to be difficult, thus ECVET's potential and added value was easily acknowledged. ECVET seems not to reach those countries that already have credit transfer systems for VET in place and those with predominantly apprenticeship-based IVET. Outcomes of Cedefop's analysis informed the European Commission's external evaluation of ECVET implementation.

In May, Cedefop held a workshop 'Role of credit transfer systems in opening access, admission and exemption between vocational education and training (VET) and higher education' <sup>(55)</sup>. Participants discussed to what extent it is necessary and possible to make the two credit transfer systems compatible, comparable and complementary, and how they interact with validation of non-formal and informal learning. Key messages from the workshop show the following: while keeping their distinctive features in terms of learning types, VET and higher education are becoming increasingly intertwined and complementary. Higher education tends to include more work-based/practical learning while VET is increasingly catering for analytical, critical thinking, active citizenship and values essential for today's society.

In 2014, the Europass website registered 22 million visits (20 million visits in 2013), and 13 million CVs were generated online (10 million in 2013). Following revamping of the site and online editor in 2013, Cedefop focused on continuous improvement of Europass web resources to meet users' needs better. Content of the ICT self-assessment grid was finalised and the tool will be integrated into the Europass CV in early 2015 to help citizens self-assess their ICT skills and competences based on a common set of standard levels and descriptors. A cover letter online editor was launched in April and a more intuitive, optimised, online editor with responsive layout compatible with tablets was launched in October. A prototype of a CV template for blind and visually impaired users was developed in cooperation with the Thessaloniki school for the blind. Cooperation with DG EMPL on implementation of common ESCO taxonomies is ongoing and interoperability of Europass with other employment initiatives <sup>(56)</sup> is improving (CV export in Europass format from Eures, import LinkedIn profile to the online editor, import/export of Europass CV from and to cloud storage services, etc.).

In 2014, Cedefop continued to support the European Commission in implementing the EQAVET recommendation and generated further knowledge on quality assurance in VET through research. Cedefop contributed to work of the EQAVET steering committee, annual forum and its two working groups on: (a) helping with development of a quality approach for VET providers in line with EQAVET; and (b) supporting VET systems to address the interrelation between the EQAVET framework and existing quality management systems/instruments.

Although learning in small firms usually takes place informally and on the job, the training process is not necessarily less structured than in bigger enterprises. This is one conclusion of Cedefop's study *Quality approaches in learning patterns in EU small firms*. While public policies, campaigns and incentives encourage acquisition of skills in small enterprises, potential of such programmes is underestimated as small firms lack information about these campaigns. Informal learning, which dominates the scene in small enterprises, is difficult to address with current quality assurance approaches. As a result, quality assessment criteria and descriptors adapted to specific needs and characteristics of small firms need to be developed.

<sup>(55)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/EN/events/22602.aspx>

<sup>(56)</sup> EURES CV database, job portals.



The workshop on quality requirements of new forms and contexts of teaching and learning (23 and 24 October) brought together higher education and VET teachers with longstanding experience in e-learning, policy-makers and EU stakeholders. Participants reflected on the advantages and challenges that media-driven learning presents for students, teachers and educational institutions. The workshop confirmed that quality plays a key role in this type of education. Quality matters also because there is an increased need to reassure students and society of the real value and currency of qualifications. Discussions also concluded that qualitative e-learning costs more than generally thought.

A series of complementary studies that provided evidence on how the shift to learning outcomes is taking place across European education and training systems and practices reinforced Cedefop's research and analytical work in this field. First, preliminary results of the study on the use of learning outcomes in 33 European countries demonstrate that this approach is increasingly gaining ground. How it is used, however, varies between countries, education and training sectors and institutions. Second, a study on writing learning outcomes analysed cases from VET and higher education in 10 countries. It demonstrates a lack of consistency across countries and institutions. This is also mirrored in guidance material produced in different countries and points to a need for more systematic cooperation and sharing of experiences in this field. Third, the study on teaching and learning methods in initial VET analyses the role learning outcomes approaches play in pedagogical change and presents evidence of good practice in vocational pedagogy in 15 EU Member States. It examines benefits of learner-centred pedagogies and identifies obstacles to using it as well as other

innovative pedagogies more widely in initial VET. Based on evidence from the above studies – to be published in 2015 and 2016 – Cedefop provided analytical papers, syntheses, and guidance and information material to support implementation of the EQF advisory group's work programme on learning outcomes, thus contributing to increased coordination and consistency in this field of work.

In addition to help implement the tools, Cedefop examined the 'bridging function' the tools need to have to assist progression in learning and work.

To show which technical and conceptual conditions would be necessary to simplify and better focus the European tools and principles, Cedefop examined the EU tools from the following perspectives: (a) learning outcomes; (b) individual learning experiences; (c) credit transfer; (d) quality assurance; and (e) the labour market. Cedefop's outcomes were debated at a high-level conference 'Stepping up the pace: the European tools: relevant to citizens and the labour market' (28 and 29 November) and fed directly into the Commission's work on the next stage of EU tools and principles.

Stepping up the pace conference.



### 2.1.3. ACTIVITY: STUDY VISITS

Cedefop's coordinating role of the transversal key action 1: study visits for education and vocational training specialists of the lifelong learning programme 2007-13 ended in June 2014. The last study visits took place from 16 to 20 June in Portugal on encouraging cooperation between the worlds of education, training and work, and in Spain and France on promoting acquisition of key competences throughout the education and training system. During 2014, a total of 143 study visits took place.

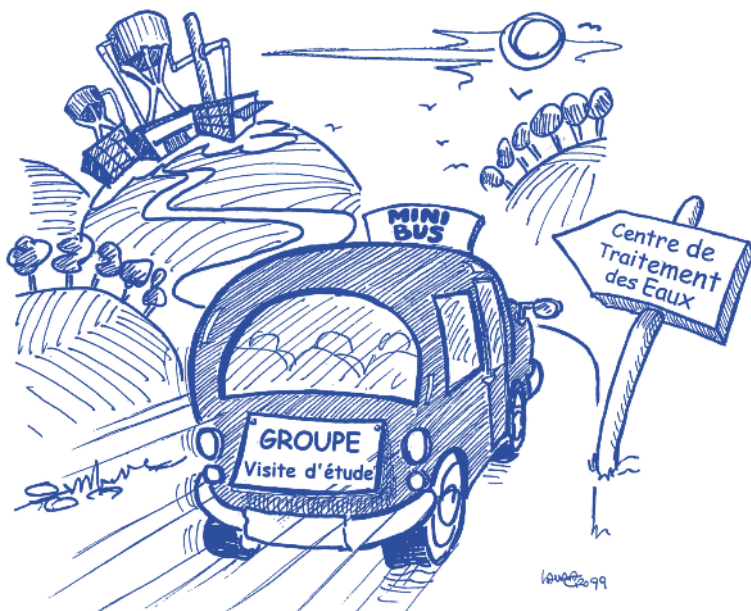
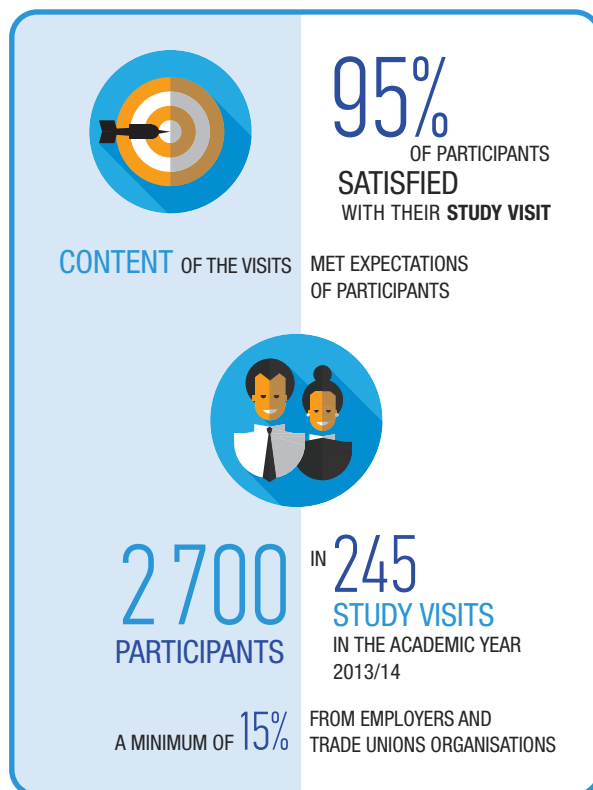
In the academic year 2013/14, 245 study visits took place in 32 countries with 2 709 education and vocational training specialists from 34 countries. Among the four study visits specifically for policy- and decision-makers, one focused on the social partners' role in developing NQFs.

Assessment of the programme's impact on participants shows that it consistently met its objectives of promoting the quality and transparency of education and training systems of participating countries, and providing opportunities to establish professional contacts potentially useful for developing new projects and creating networks. Analysis of the participants' questionnaires of the 2012/13 study visits shows that:

- 95% of respondents became more aware of education and training systems in European countries;
- 32% made suggestions concerning education and training policy in their country;
- 26% developed and submitted proposals for a cooperation project as a result of their study visit.



## PERFORMANCE



These findings are based on data collected from 2012/13 participants: 2 512 questionnaires were sent out (42% response rate), demonstrating participants' willingness to share their experiences and confirming results of previous years. Data were also collected from 2012/13 organisers of study visits: 204 questionnaires were sent out (40.2% response rate). Results confirmed a very high level of satisfaction (97.6%) and a positive impact on host organisations.

Study visits publications continued to be popular on Cedefop's web portal, accounting for 16% of all Cedefop publications. The study visits catalogue 2013/14 scored highest in terms of downloads, although displaying a significant decrease compared to previous years due to discontinuation of the programme.

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

### 2.2.1. ACTIVITY: EMPOWERING ADULTS AND YOUNG PEOPLE

#### PERFORMANCE

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REFERENCES

IN EU POLICY DOCUMENTS



Cedefop's work on apprenticeship cited for example in:

- Commission's report *Return on investment of apprenticeship systems for enterprises: evidence from cost-benefit analyses*
- ETUC resolution on improving quality of apprenticeship and work-based learning

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PARTICIPATIONS

IN EU SENIOR STAKEHOLDER MEETINGS THAT SUPPORT POLICY IMPLEMENTATION



- ET 2020 working groups on VET, adult learning and thematic working group on trainers in VET
- Direct contribution to the European alliance for apprenticeships – Focus on development and implementation in countries undergoing reform (Lithuania and Malta)

13

WRITTEN CONTRIBUTIONS

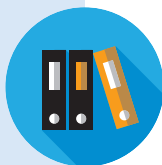
TO EU POLICY DOCUMENTS



- *Guiding principles on professional development of trainers in VET* (drafted for the Commission's thematic working group on professional development of trainers in VET) – one objective of the Bruges communiqué
- *The policy handbook on access to and participation in CVET* <sup>(57)</sup> – an EU-level deliverable of the Bruges communiqué

36 000

DOWNLOADS OF CEDEFOP PUBLICATIONS



TOP THREE PUBLICATIONS:

- *Keeping young people in (vocational) education: what works?*
- *Developing apprenticeships*
- *Macroeconomic benefits of vocational education and training*

Cedefop in 2014 directly contributed to the European alliance for apprenticeships by: (a) stimulating policy discussion and policy learning; (b) supporting cooperation at European level and among Member States; (c) investigating the conditions for developing and expanding apprenticeship in different countries.

The alliance promotes partnerships and cooperation between Member States, social partners and other labour market actors, as apprenticeships'

<sup>(57)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/en/publications-and-resources/publications/6125>





**Steering partnerships for growth – Thessaloniki, 7 and 8 May.**

potential is still underused in many countries. Within this framework Cedefop carried out several activities.

First, it organised with the European Commission a European conference 'Steering partnerships for growth' <sup>(58)</sup> (Thessaloniki, 7 and 8 May) to help countries find potential partners willing to cooperate in developing apprenticeship schemes.

On the eve of the above conference, Cedefop published a briefing note *Developing apprenticeships* <sup>(59)</sup>. It underlines that despite their advantages as a way of aligning VET to labour market needs, apprenticeships are still overall underused. Employers often remark that school graduates entering the labour market lack job readiness. Apprenticeships, by combining school-based learning with learning in an enterprise, can help overcome this problem. They provide work experience and so improve young people's job prospects, as well as paying them a wage during their training. Yet, apprenticeships, like VET generally, seem to have an image problem in some countries. The briefing note confirms that development of apprenticeships heavily depends on employers' commitment to provide training places and in-company training, and design curricula in cooperation with schools and training centres.

In May 2014, Cedefop launched thematic country reviews looking into apprenticeship systems of

Lithuania and Malta on a pilot basis. The reviews were officially launched by Cedefop's Director, competent ministers and relevant VET stakeholders in both countries. To support the review, Cedefop prepared country background papers focusing on quality apprenticeships' role to: combat youth unemployment and attract more people to work-based learning (Lithuania); and integrate apprenticeship programmes better into formal education and training, and certified through qualifications referenced to the qualifications framework (Malta). Country background papers and quality frameworks for apprenticeships were discussed during the first policy learning event which gathered stakeholders from both countries in Thessaloniki on 8 and 9 September 2014.

Cedefop, in close coordination with the Commission, also continued to provide strategic and expert input to the ET 2020 working group on VET, focusing on apprenticeship until 2015. For a country workshop organised in Paris on 26 and 27 June, as well as working group meetings held in Brussels in March and November, Cedefop contributed to preparing the agendas and drafted background documentation on attractiveness, guidance and support to SMEs based on findings of several Cedefop activities and projects.

To increase take-up of training and apprenticeships by companies, especially SMEs, Cedefop began to evaluate the possibility of making a business case for training. A workshop 'Costs and benefits of apprenticeship' <sup>(60)</sup>, organised on 24

<sup>(58)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/EN/events/22591.aspx>

<sup>(59)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/EN/publications/23915.aspx>

<sup>(60)</sup> <http://www.cedefop.europa.eu/en/events-and-projects/events/costs-and-benefits-apprenticeship-company-perspective>



and 25 November aimed to debate different methods and tools for measuring costs and benefits of apprenticeship at company level and test their applicability in different European contexts (countries or sectors). The workshop reviewed approaches for studying costs and benefits of apprenticeship for companies, discussed examples of tools developed to calculate costs and benefits of (apprenticeship) training including the tools designed for individual use by employers, and finally discussed relevance and feasibility of devising a cost-benefit tool that could be applied on a wider scale and put at the service of European companies as an incentive to take on apprentices.

With worryingly high numbers of jobless youth, Cedefop reinforced its work on VET's role in helping reduce early leaving from education and training. A workshop (Thessaloniki, 3 and 4 June) brought together national policy-makers, experts in charge of national statistics, practitioners and international experts to discuss early findings of Cedefop's study on VET's effect on the dropout rate. Early findings reveal that in countries where vocational pathways account for a large share of education and training, rates of early school leaving are below the EU target for 2020 (10%). The study highlighted that over 97% of early leavers are dropouts, with the remainder being young people who never start post-compulsory education and training. It also found that one in five dropouts eventually achieve upper secondary qualifications, with 77% doing so within three years. Building on Cedefop's research, a joint Eurydice-Cedefop report *Tackling early leaving from education and training in Europe: strategies, policies and measures* was published in November <sup>(61)</sup>.

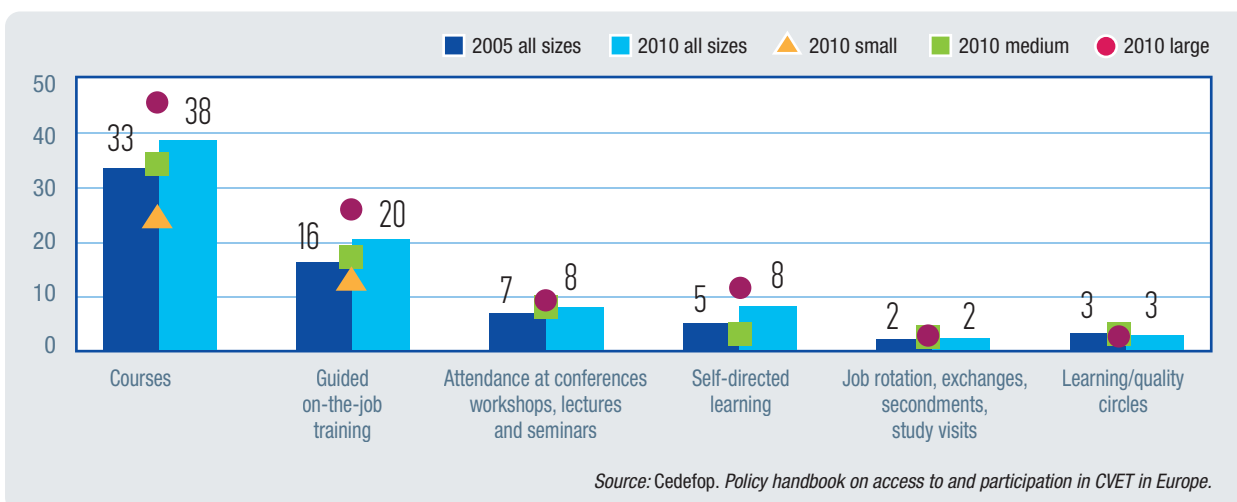
'Designing, implementing and supporting effective work-based learning' workshop – Thessaloniki, 21 and 22 October.

## EMPOWERING ADULTS

To address challenges adults are facing in the labour market, Cedefop also provides evidence and comparative analysis on work-based learning in CVET. Outcomes of the study *Work-based learning approaches in CVET in Europe: policies and practices* were discussed at a workshop in Thessaloniki on 21 and 22 October). Draft findings indicate that work-based learning appears to be framed by policies and governance systems. Policies are influenced by governments' strategies, national legislation, EU funding and sector organisations and social partners. The study highlights areas for improvement in functioning of work-based learning in CVET, including: trainers' qualifications, strengthening roles of training providers (such as through closer cooperation with employers), and simplifying funding mechanisms (especially for SMEs).

Taking stock of a selection of Cedefop's past work and latest outcomes of its monitoring of VET policy report, as well as Commission studies, preliminary results of Cedefop's 'stocktaking in CVET' informed discussions at the DGVT's meeting under the Italian Presidency in October. Results reveal that CVET benefits for individuals, companies and society need to be better promoted to stimulate concerted action. Areas for further action include:

<sup>(61)</sup> European Commission/EACEA/Eurydice/Cedefop (2014). [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/175EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/175EN.pdf)



**Employee participation in CVET by size of enterprise and form of learning**  
 (% of all employees in all training and non-training enterprises), EU 2005 and 2010.

stimulating interest and motivation of individuals, companies and VET providers to embark on and participate systematically in CVET; widening and easing access to CVET, in particular for small enterprises; ensuring continuous competence development for in-company trainers, VET teachers and guidance counsellors.

The policy handbook on access to and participation in CVET<sup>(62)</sup> was finalised and widely disseminated. An EU-level deliverable of the Bruges communiqué, the handbook provides policy guidance illustrated by examples of effective practices. It is addressed to Member States, social partners, enterprises and other VET stakeholders to help them extend access to and increase participation in CVET, and to reinforce high-quality provision.

During the first semester, Cedefop also launched a new database on financing adult learning<sup>(63)</sup>. The database provides information on design and performance of cost-sharing schemes implemented in 27 EU countries<sup>(64)</sup>. These measures are put in place to help individuals and firms to overcome financial barriers to participation in adult education to increase participation and private investment in adult learning. The database covers training funds, tax incentives, grants, vouchers/individual learning accounts, loans, training leave and payback clauses.

individual learning accounts, loans, training leave and payback clauses.

Cedefop continued to coordinate jointly with the Commission the thematic working group (TWG) on professional development of trainers in VET until end of its mandate in February. Resulting from contributions of the European Commission, Cedefop and the thematic working group<sup>(65)</sup> to the objective set in the Bruges communiqué, *Guiding principles on professional development of trainers in VET*<sup>(66)</sup> was published in May followed by a promotional flyer *EU, be proud of your trainers*<sup>(67)</sup>, released in October.

The guiding principles point to in-company trainers' key role and summarise legislative provisions, national and local approaches, programmes and initiatives. Outcomes of the thematic working group were discussed at a Greek Presidency conference 'Addressing skills mismatches through work-based learning in VET' (March) and at an ACVT meeting (June).

The research paper *Macroeconomic benefits of vocational education and training*<sup>(68)</sup>, published in January, builds on and expands a body of research on the relationship between education and productivity growth. The analysis carried out in six EU

<sup>(62)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/en/publications-and-resources/publications/6125>

<sup>(63)</sup> <http://www.cedefop.europa.eu/FinancingAdultLearning/> (deliverable from 2013).

<sup>(64)</sup> Croatia not covered.

<sup>(65)</sup> Thematic working group aiming at collecting good practice and developing guiding principles on the changing roles, competences and professional development of VET teachers and trainers.

<sup>(66)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/EN/news/24007.aspx>

<sup>(67)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/EN/publications/24580.aspx>

<sup>(68)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/11982> (deliverable from 2013)





EU, be proud of your trainers.

Member States representing different types of VET systems <sup>(69)</sup> suggests that general and vocational skills complement each other although skills' impact on productivity is more pronounced in countries where VET is based on apprenticeship training. The analysis further suggests that developing a mix of vocational and general qualifications at various levels will ultimately increase productivity performance.

The research paper *Navigating difficult waters: learning for career and labour market transitions* <sup>(70)</sup> presents 125 individual biographies in five EU countries <sup>(71)</sup>. They show there is ample room for policy intervention to help adults in successfully managing career changes. Career guidance and counselling, in particular, can be very effective. The study identifies four critical dimensions to successful management of career changes and transitions: development of occupational identity as individuals move through the labour market; lifelong learning; roles of educational institutions to support mid-career development or changes; and career development and management skills.

Although labour demand will continue to be weak in the coming years, Cedefop skill forecasts point to another challenge already visible in some countries: falling labour supply and shortages as the

<sup>(69)</sup> Denmark, Germany, France, the Netherlands, Sweden and the United Kingdom.

<sup>(70)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12024>

<sup>(71)</sup> Denmark, Germany, Spain, France and Italy.

population ages. Tackling lack of labour and addressing skill shortages may require not only bringing more inactive people and women into the labour force, but also encouraging economic migration. The working paper *Valuing diversity: guidance for labour market integration of migrants* <sup>(72)</sup>, published in September, raises awareness of the critical contribution that guidance services can make to migrants' integration, analysing all aspects which affect quality of their provision. The study identifies challenges and actions in: target group identification and stakeholders' engagement; evidence and accountability of guidance provision; sustainability and innovation as well as quality of services.

Outcomes of Cedefop's activities on empowering adults fed directly into work of the European Commission's ET 2020 working group on adult learning to which the Centre provided continuous advice and expertise.

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

### 2.3.1. ACTIVITY: SKILLS ANALYSIS

Less than three months after formally taking over responsibility for the EU skills panorama project and prototype website, Cedefop launched both an improved panorama website <sup>(73)</sup> and an open call for tender to redesign the web portal prototype in the medium term. The ambition is to transform the panorama into a new dynamic, interactive web platform to serve as a reference portal for information on skills, job prospects and labour market intelligence in Europe and support informed decision-making by policy-makers and career advisors. The ultimate goal is to help increase transparency in European labour markets, and thus contribute to reducing skills mismatch. To improve accessibility to data and intelligence on skill needs for non-expert users and provide concise factual and relevant information on trends in occupations, sectors and

<sup>(72)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12036>

<sup>(73)</sup> <http://euskillspanorama.cedefop.europa.eu/>

# PERFORMANCE

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REFERENCES

IN EU POLICY DOCUMENTS



### CEDEFOP'S WORK ON SKILLS ANALYSIS

cited most, for example in:

- Council conclusions on improving social inclusion of young people not in employment, education or training;
- European Commission staff working documents on macroeconomic imbalances;
- joint report of ETUC, BusinessEurope, CEEP and UEAPME on skills needs in greening economies.

13

PARTICIPATIONS

IN EU SENIOR STAKEHOLDER MEETINGS THAT SUPPORT POLICY IMPLEMENTATION



- European skills panorama steering group
- DG CNECT – DG JRC meeting on ICT, skills and employment issues
- a conference 'Sustainable economy and sustainable employment' of the European network on regional labour market monitoring
- ETUI-ETUC conference 'Europe at a crossroads'

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WRITTEN CONTRIBUTIONS

TO EU POLICY DOCUMENTS



Numerous contributions to analytical highlights on the EU skills panorama website providing information on occupations, sectors and skills to non-expert readers

36 000

DOWNLOADS OF CEDEFOP PUBLICATIONS



### TOP THREE PUBLICATIONS:

- *Skill mismatch: more than meets the eye* – most popular publication in 2014;
- *Future skills supply and demand in Europe*;
- *Roads to recovery: three skill and labour market scenarios for 2025*.



LEFT: Analytical highlight on construction sector.



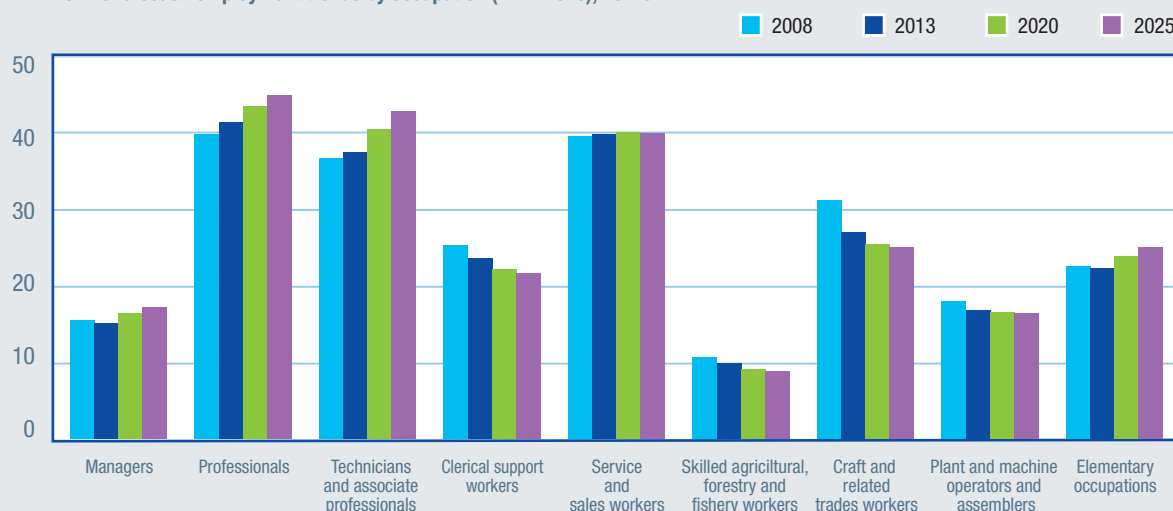
RIGHT: Analytical highlight on skills and learning: foreign languages.

skills, the improved panorama prototype website provides 'analytical highlights'. In 2014, more than 40 highlights were published on various topics, such as occupations, sectors or skills and learning issues. Another 28 country analytical highlights will be published early in 2015.

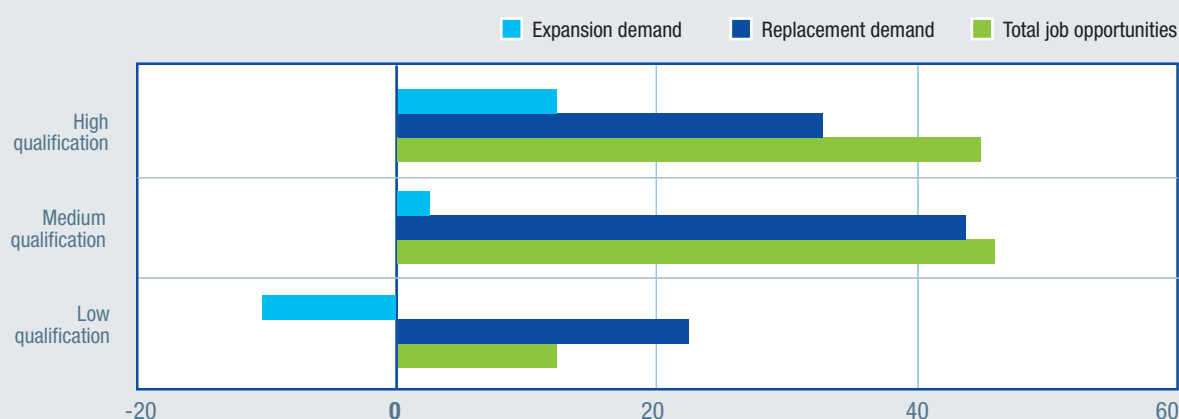
Cedefop also carried out a feasibility study to assess availability and fit-for-purpose of labour market information (LMI) on skills and related issues at pan-European level for supporting career advisors and employment services in their daily work at national level. The study provides recommendations on how such support through LMI can be achieved. Based on outcomes of the feasibility study, a new tool for career advisors and employment services will be developed and launched in 2016 to extend and improve the panorama.



Skills forecast: employment trends by occupation (in millions), EU-28+



Skills forecast: job opportunities by qualification (in millions), EU-28+ (2013-25)



Source: Cedefop – Data published in 2014.

Cedefop's latest skill supply and demand forecasts<sup>(74)</sup> highlight Europe's employment challenge for the period 2013 to 2025. As the mid-point of Europe's 2020 strategy approaches, forecast data indicate that employment in the EU is projected to grow by about 2% over the period 2013 to 2020 but the EU's target of 75% of people aged 20 to 64 being in a job by 2020 looks beyond reach. Member States are expected to exceed the European average employment growth of around 0.35% per annum during 2013-20. Unemployment will fall by 2020, but not only because people will find jobs. The labour force will also shrink. Discouraged

unemployed people may also become inactive and progressively socially marginalised. On the bright side, everything indicates that the EU is on course to surpass educational attainment of 40% of 30 to 34 year-olds having a tertiary level qualification and the benchmark on early school leaving is also likely to be met. However, a slowdown of job creation in high-skilled jobs and a strong and continuous rise in educational attainment, increase incidences of overqualification, especially as, at times of weak employment demand, people are more willing to accept jobs below their qualification level. Most job opportunities will continue to be in services.

Although the trend towards a high skill-intensive labour market is slowed down by lower economic growth, the forecast indicates that shares of jobs employing higher-qualified labour will continue to increase between now and 2020 (and

<sup>(74)</sup> <http://www.cedefop.europa.eu/en/events-and-projects/projects/forecasting-skill-demand-and-supply/skills-forecasts-main-results>

beyond). Despite this clear trend, when expansion (new jobs created) and replacement (job openings because people leave the labour market) demand are combined, around half of jobs will continue to require medium-level qualifications, many of which are vocational.

The research paper *Coping with changes in international classifications of sectors and occupations* <sup>(75)</sup> highlights technical difficulties caused by changes in international classifications of sectors (NACE) and occupations (ISCO) and how these changes were managed in Cedefop's skill forecasts' results.

A technical workshop 'Forecasting skill supply and demand in Europe: setting the scene for 2016 forecasts' <sup>(76)</sup> aimed to involve national experts in the forecasting process, drawing on their general knowledge and expertise, as well as obtaining substantial country-specific insights. Key topics covered: new Eurostat population projections (Europop 2013) and their impact on forecasting results; economic developments in Member States; improvements in estimation of replacement demand and indicators of imbalances.

In 2013, Cedefop tested its revised employer survey instrument in eight countries to measure changing skill needs in Europe and explore the optimal survey sampling design. A workshop 'Employer survey on skill needs in Europe: survey instrument and sampling design' <sup>(77)</sup> aimed to make a final review of the instrument and sampling design and discuss recommendations for full-scale implementation. The major concern raised by Cedefop after pilot testing and assessment of sampling design was ensuring value for money in rolling out a complex survey at pan-European level while ensuring sufficient precision of estimates for all occupations in all countries. Based on Cedefop recommendations, and despite the survey's potential, the European Commission considered that the costs and risks associated with the survey would likely outweigh the benefits and so decided not to proceed at this stage. The difficulties encountered at European level would be considerably reduced at national or sectoral levels so Cedefop will make the questionnaire and guidelines on how to carry how the survey available to interested parties.

Employer survey pilot results and the Centre's latest skill forecast were presented at various events, including a conference on matching educa-

tion with needs of public services in the labour market, coorganised by the European centre of employers and enterprises providing public services (CEEP) and the European Federation of Education Employers (EFEE) <sup>(78)</sup>.

Matching skills and jobs has become a high-priority policy concern, as mismatches, occurring when workers have either fewer or more skills than jobs require, may result in underutilisation of human capital and in job vacancies not being filled. Since the global economic crisis, skills mismatch has become more prominent and many employers report difficulties in finding suitably skilled workers, even in economies with high levels of employment. In this context, the report produced by the World Economic Forum's global agenda council on employment (of which Cedefop was a member from 2012 to 2014), *Matching skills and labour market needs in the world economy – Building social partnerships for better skills and better jobs* <sup>(79)</sup>, presents a set of policy recommendations to improve skills matching to labour market needs by building social partnerships.

First, action is needed to reduce the gap between knowledge generated within formal education and training and the skills demanded by employers. Second, continuing intervention is necessary during the employment life cycle, targeting continuous skill development and use. Third, to make education systems more responsive to labour market needs, and ensure that students complete their schooling with skills needed to find work, requires collaboration between employers and public authorities.

Employers need to be more involved and have stronger ownership of skills. Social dialogue can promote high-quality jobs and stable employment relationships, as well as help employers and workers recognise importance of continuous skills development. Governments should provide financial incentives to support employer-provided training, particularly for occupations in shortage or for workers that otherwise would not benefit from it. Activation strategies should not only focus on immediate benefits of filling a job vacancy. Decisions on training and placements should also consider employability and adaptability in a long-term perspective. Finally, a well-designed and well-managed migration policy is also important in tackling skill shortages.

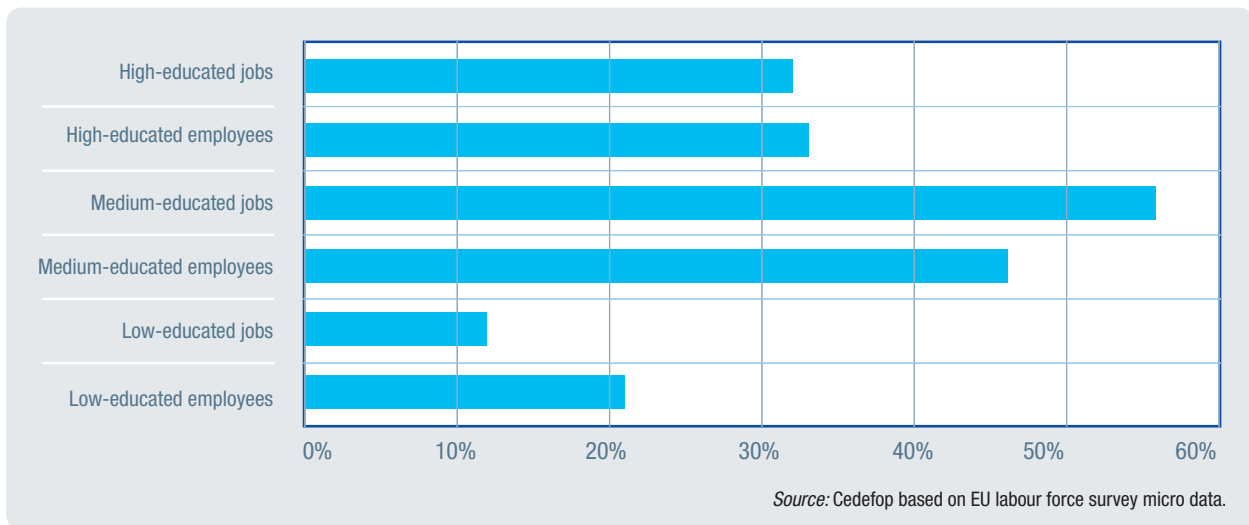
<sup>(75)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12034>

<sup>(76)</sup> <http://www.cedefop.europa.eu/node/10596>

<sup>(77)</sup> <http://www.cedefop.europa.eu/node/10581>

<sup>(78)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/8681>

<sup>(79)</sup> [http://www3.weforum.org/docs/GAC/2014/WEF\\_GAC\\_Employment\\_MatchingSkillsLabourMarket\\_Report\\_2014.pdf](http://www3.weforum.org/docs/GAC/2014/WEF_GAC_Employment_MatchingSkillsLabourMarket_Report_2014.pdf)



Imbalances in the EU labour market, adult employees (aged 25-64), 2011.

These recommendations are developed in the above-mentioned WEF policy paper presented in January in Davos-Klosters, which Cedefop's expertise in skill mismatch contributed to shape. From 2014 to 2016, Cedefop will continue its collaboration with the WEF through participation, with other leading world institutions and experts, in the global agenda council on the future of jobs. The council started its work in the autumn and met at the summit on the global agenda organised by the WEF in November in Dubai.

A briefing note *Skills mismatch: more than meets the eye*<sup>(80)</sup>, published in March, sheds light on mismatch rooted in education and training as well as economic developments and labour market structures. To ensure that young people can acquire skills in demand, and adults can refresh and replenish them, it calls for employer commitment and reinforced cooperation between governments and social partners.

Such cooperation should develop at all levels and subsectors of education and training. It should aim to develop short-term training to address swiftly skill deficits, for example in innovative sectors, as well as tackling longer-term changes in labour market needs.

To deepen understanding of skills and skill mismatch in Europe, Cedefop undertook in the first semester of 2014 the first pan-European skills survey<sup>(81)</sup>. The survey asked some 48 000 adult employees across all 28 Member States about their

skills, how they use them in their jobs and how they have developed over their careers. The aim is to understand better how individuals' qualifications and skills are matched (or not) with changing skill demand and complexities of their jobs. The survey also looks at the extent to which their skills are developed and used in their workplaces. Survey results – to be released in 2015 – will help develop European policies on initial and continuing VET and for employment. They will also provide useful evidence on the best human resource development practices in European enterprises.

Experts from international organisations including ILO, Unesco, Unitar, the World Bank and universities, as well as country delegates, met at the second Cedefop/OECD green skills forum<sup>(82)</sup> in Paris in February, to discuss how environmental policies can successfully be implemented in combination with policies for job creation and social inclusion. In his opening speech, OECD Deputy Secretary-General underlined the need to share experience and cooperate in creation of knowledge as we move from a high-carbon to a low-carbon society. Cedefop's Deputy Director stressed the pivotal role of the EU in sustainable development. He pointed out that combination of greener jobs and more jobs is also about better-quality jobs. Even though progress had been made, environmental progress is still driven by policy and regulation rather than market demand. The tipping point from which green will be the new mainstream

<sup>(80)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/12002>

<sup>(81)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/node/8702>

<sup>(82)</sup> <http://www.oecd.org/innovation/greenskillsforum2014.htm>

has not yet been reached. Only then will we see substantial creation of new greener jobs, and possession of green skills will be required in many professions and honoured by employers. Throughout the year, Cedefop also contributed to the interagency working group on greening TVET and skills development <sup>(83)</sup>, DG CNECT – DG JRC meeting on ICT, skills and employment issues <sup>(84)</sup>, the European network on regional labour market monitoring conference on sustainable economy and sustainable employment, and the ETUI-ETUC conference ‘Europe at a crossroads’.

Cedefop contributed to the OECD and European Union publication *Matching economic migration with labour market needs* <sup>(85)</sup> with a chapter on projected labour market imbalances. The chapter investigates the extent to which economies of EU Member States are likely to encounter aggregate skill imbalances by the year 2020, and assesses necessity of appropriate policies. Results highlight that meeting the respective EU 2020 employment targets is dependent on considerable activation efforts by several EU Member States, which will have to outweigh existing policies.

Throughout the year, Cedefop participated in several working and expert groups related to skill needs in Europe as well as in Latin America, where Cedefop was invited to participate in four international seminars on skills for productivity (Peru, Chile, Brazil, Mexico) organised jointly by the Inter-American Development Bank and the European Union, Latin America and the Caribbean Foundation (EU LAC). Cedefop contributions focused on skills anticipation methods, the link between skills and productivity, and how to ensure coordination with the labour market to promote development of sustainable and productive skills ecosystems. Invited by OECD, Cedefop made a written and keynote contribution to the EU-OECD roundtable on economic mobility and migration with an analysis of future labour supply imbalances in the EU. Cedefop was also invited to attend the ‘European jobs and skills summit’ hosted by the Institute for Public Policy Research (IPPR) and the JP Morgan Foundation. The summit launched a major multi-year project on future of employment, and skills policy and practice across Europe.

<sup>(84)</sup> DG CNECT/DG JRC/IPTS digital economy research programme workshop on ICT skills, jobs and growth.

<sup>(85)</sup> [http://www.oecd-ilibrary.org/social-issues-migration-health/matching-economic-migration-with-labour-market-needs/projected-labour-market-imbalances-in-europe-policy-challenges-in-meeting-the-europe-2020-employment-targets\\_9789264216501-12-en](http://www.oecd-ilibrary.org/social-issues-migration-health/matching-economic-migration-with-labour-market-needs/projected-labour-market-imbalances-in-europe-policy-challenges-in-meeting-the-europe-2020-employment-targets_9789264216501-12-en)



# COMMUNICATION, INFORMATION AND DISSEMINATION

## 3.1. ACTIVITY: EXTERNAL COMMUNICATION

Communication activities focused on raising VET's profile and communicating key messages to Cedefop's stakeholders and the media. Following revision of Cedefop's communication strategy, a new integrated communication plan (including briefing notes, press, social media, web news, newsletter, video clips and interviews) was introduced and successfully implemented. It

### PERFORMANCE

**72000**  
DOWNLOADS OF CEDEFOP  
BRIEFING NOTES  
(4% INCREASE OVER LAST YEAR)



Continued, systematic and targeted promotion and dissemination of Cedefop publications succeeded in increasing demand for briefing notes targeting policy-makers and published in eight languages

**745** ARTICLES  
REFERRING TO CEDEFOP  
IN EUROPEAN MEDIA  
(AN INCREASE OF 52% OVER 2013)



*Die Welt, the Times Educational Supplement, El Pais.* Most articles refer to Cedefop's skills forecasting, work-based learning/apprenticeships, careers and transitions in the labour market

**5800**  
FOLLOWERS ON  
FACEBOOK  
(INCREASED BY 33% OVER 2013)



**2800**  
FOLLOWERS ON  
TWITTER  
(INCREASED BY 36% OVER 2013)

**69** EVENTS  
ORGANISED BY CEDEFOP



92% of participants rated Cedefop's events as GOOD or VERY GOOD  
44% are POLICY-MAKERS at EU/national level  
16% RESEARCHERS  
12% PRACTITIONERS and  
4% SOCIAL PARTNERS

led to improved alignment and efficiency of Cedefop's external communication activities, as well as to increased visibility of the Centre's work. Media monitoring registered a total of 745 press clippings in 2014, an increase of 52% over 2013. Cedefop's followers on social media (Facebook, Twitter) increased by more than 33% over 2013.

In May, Cedefop's first issue of a new magazine *Skillset and match* was published; a second issue followed in September. Disseminated to about 1 500 Cedefop key stakeholders, both issues were very well received by the target groups. Efforts continued to bring together different stakeholders and foster cooperation on joint events and conferences, both at local and European levels. Following European elections in May, Cedefop maintained and renewed its contacts with MEPs and the EMPL Committee. It paved the way for cooperation in 2015 on matching skills and jobs. Contacts with the EESC were also renewed and cooperation for 2015 was put in place. Key visiting groups in 2014 comprised a group of members of the German Parliament and a high-level group from Argentina. In 2014, Cedefop organised 69 events, attended by more than 2 000 participants from all over Europe and beyond. Evaluation of conference participants' surveys shows that Cedefop's expertise and knowledge-sharing is of high value and increasingly useful to key policy-makers and social partners, both at European, national and local levels.

### 3.2. ACTIVITY: DOCUMENTATION AND INFORMATION

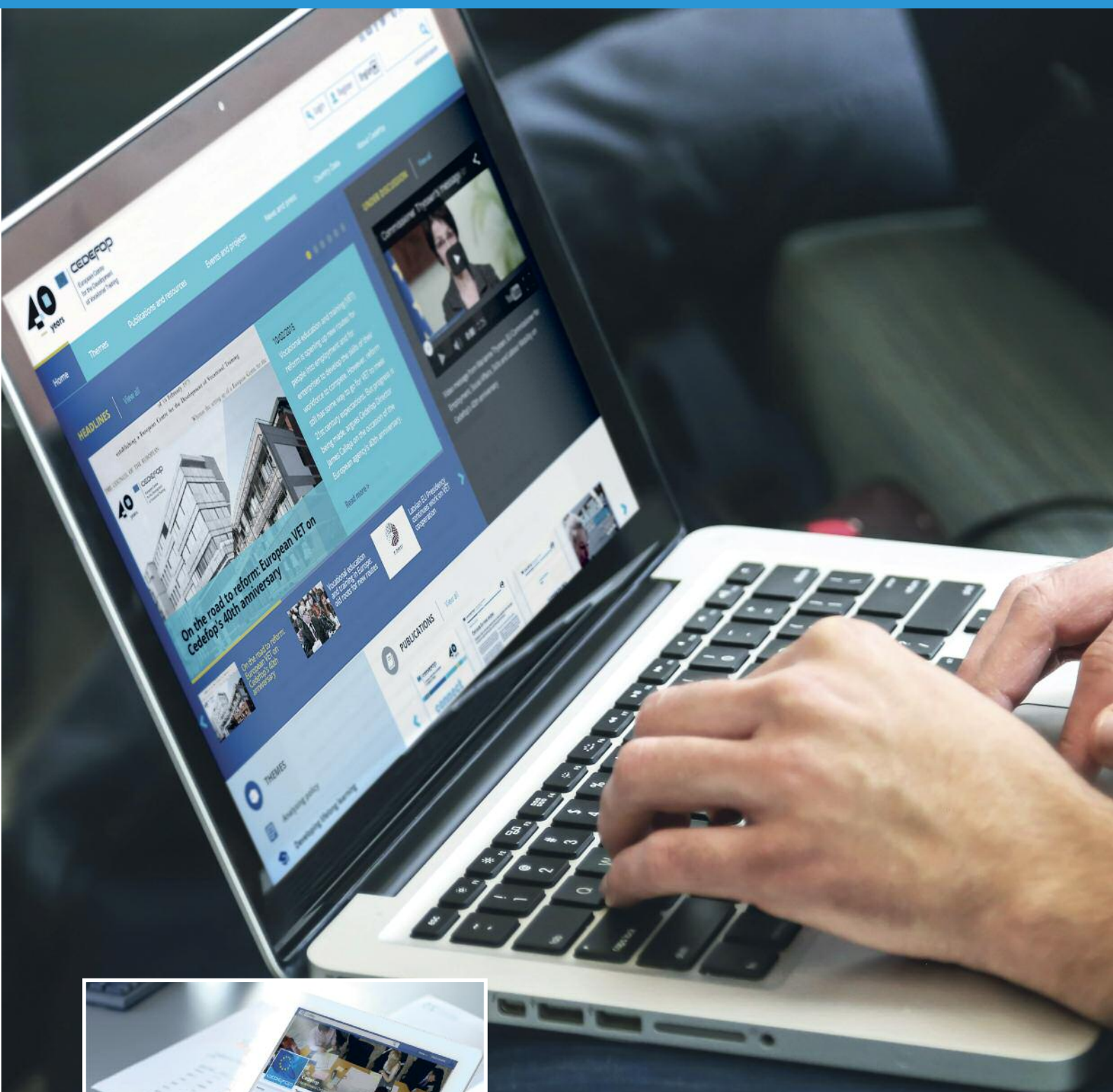
To streamline activities and pursue further efficiency gains, in 2014 the library service underwent a major reorganisation, following a Director's decision to discontinue the physical library. Defining itself as a 'research support centre' the new service focuses on a limited number of support activities to Cedefop experts: a discovery tool, enabling staff to search concurrently all electronic sources subscribed to and other open access databases; subscription, acquisition and articles delivered on request; impact analysis of Cedefop publications in scientific literature; a limited reference collection, including the most recent and important publications in the library. The reorganisation also led to termination of several services (European training thesaurus, online bibliographies, VET alert newsletter, etc.). As a result of reassessment of documentation activity, Aleph, a resource-intensive library software, was replaced by a lighter solution, called KnowAll, using a framework contract from

DGIT. The new cloud-based solution provides improved search capabilities and also requires less financial and human resources. The biggest challenge was converting 87 000 records of Cedefop's bibliographical database VET-Bib, which was mastered successfully. Records management and archives activities continued to provide in 2014 a unified incoming and outgoing mail registration system and ensured access to authentic and reliable records, preserving the Centre's 'memory'.

### 3.3. ACTIVITY: PUBLICATIONS AND CONTENT MANAGEMENT

Publishing activities continued to focus on electronic publication formats while only the *Annual work programme*, *Annual report*, information booklets and flyers were printed. Addressing specifically needs of e-readers and other mobile devices, Cedefop produced 32 e-books, complementing the standard pdf-format of its electronic publications (research and working papers). Despite a strategic shift to electronic publishing and dissemination, hard-copy dissemination still remained a major communication tool to supplement online formats. In 2014, more than 7 300 printed publications and 8 000 flyers were distributed at events and conferences or disseminated to stakeholders through mailing lists.

Cedefop's web portal underwent a major makeover and the new platform was launched as planned in November 2014. The new web portal provides several new interactive features (integrated twitter feed, interactive maps, etc.), new content types (photo galleries, videos clips, databases, country data, etc.), easier navigation and also allows interlinking of content (such as video linked to presentation files, photo galleries linked to events) to improve content discovery. The new platform allows faster web development, which will enable the Centre to achieve a steady delivery flow of new functionalities and improvements. In 2014, the web portal counted a traffic decrease of about 20%, largely due to closure of the study visits programme. However, engagement of Cedefop's online users in terms of page views and visit duration improved.



[facebook.com/Cedefop](https://facebook.com/Cedefop)  
[www.cedefop.europa.eu](http://www.cedefop.europa.eu)



# RELATIONS WITH EU AGENCIES

## 4.1. COOPERATION WITH ETF

Since 1997, Cedefop and ETF have developed a formal cooperation within the framework of their own specific missions and responsibilities. This systematic collaboration leads to more efficiency, economies of scale and increased service levels. According to the framework of cooperation covering the period 2014-17 the two agencies aim to strengthen their synergy further through more structured and medium-term cooperation in projects and joint activities of common concern to the Commission and to each of the agencies' stakeholders and regulatory functions. This ensures complementarity of activities of the two agencies in VET policy reporting, EU tools and qualifications, work-based and workplace learning, skills matching and anticipation.

Cedefop and ETF experts were involved in events and projects of mutual interest organised by both agencies. Two joint thematic meetings were convened in 2014 to ensure knowledge-sharing and complementarity in activities. The first was organised in Turin in January and the issues discussed were: EQF/NQF developments focusing on qualifications EQF level 5; learning outcomes approach; and skills matching and anticipation. The second was organised in Thessaloniki and discussed capacity-building and communication strategies.

Cedefop, ETF and ILO have been engaged since 2013 in a joint endeavour to promote learning about skills anticipation and matching. Part of this effort is preparation of six guides on various methods and approaches that will be used to anticipate skill needs. The guides take a very practical stance and are aimed at national/regional authorities, sector organisations and/or public employment services. The joint Cedefop/ETF/ILO workshop on methods for anticipating skill needs<sup>(86)</sup> held in Prague in March 2014 aimed to present and validate final drafts of three guides of the compendium<sup>(87)</sup>. The full compendium (six volumes) will be released in 2015.

Cedefop, ETF and ILO teamed up with the International Training Centre of the ILO (ITC-ILO) to organise a training course on skills needs anticipation and matching. The course aimed to share knowledge on methods and practices for skills anticipation and matching that the three institutions jointly possess. The course was designed to help participants obtain a good understanding of drivers of change which impact skills demand and the reasons why imbalances occur in the labour market and their consequences. It offered an opportunity to understand critical questions, objectives and components of LMI, institutional roles and responsibilities, various quantitative and qualitative methods used as well as tools for skill needs anticipation and matching of skills supply and demand in the labour market.

Joining an OECD initiative, Cedefop, ILO and ETF contributed to finalising a questionnaire for countries on activities carried out to anticipate and analyse skill needs in the labour market and how the results are used to shape education, employment and migration policies. Based on the information collected, Cedefop will prepare an EU-wide analysis, which will be published in 2015.

## 4.2. COOPERATION WITH EUROFOUND

As agreed in their action plan for 2014, the two agencies shared information and experience on Cedefop's skill mismatch survey and Eurofound's European company and working conditions surveys. Following a confidentiality agreement, Cedefop received access to company survey data for its work on skills mismatch. As in previous years, Cedefop and Eurofound exchanged their draft work programmes and discussed areas for synergy and cooperation in the following year. Outcomes of discussions fed into the joint action plan for 2015 which was included in both agencies' work programmes. As part of this action plan Cedefop and Eurofound agreed to organise a joint event to mark the 40th anniversary of both agencies

<sup>(86)</sup> Cedefop (2014). <http://www.cedefop.europa.eu/EN/events/22430.aspx>

<sup>(87)</sup> Guide on tracer studies, guide on use of labour market information (LMI) and guide on employers' skills surveys.





founded in 1975 following a proposal by the European Economic and Social Committee.

Planning for the joint event 'Workplace learning and innovative work organisation: a benefit for both employers and employees', which will be held in cooperation with the EESC at its premises in Brussels in November 2015, commenced at the end of the year.

Looking for economies of scale and increased service levels through coordinated strategies, the library and information services of both agencies exchanged practice and experience and discussed a possibility of applying common approaches when cooperating with information vendors. They also explored whether using a common platform would be feasible and useful. In a context of Cedefop's work to revise its performance measurement system, the agencies also exchanged information and experience on the EU agencies' network on performance development.

### 4.3. COOPERATION WITH THE EU AGENCIES' PERFORMANCE DEVELOPMENT NETWORK

In 2014, Cedefop contributed to work of the EU agencies' performance development network (PDN). The network's work feeds directly into the common approach on EU decentralised agencies endorsed by the Commission, the Council and the Parliament in 2012 to set the tone for streamlining governance of the agencies and improving efficiency and coherence. The network develops templates, guidelines, and toolkits as follow-up to the European Commission's roadmap. Cedefop contributed to the network's work on performance development and measurement cooperating with another 15 EU agencies to produce a handbook on performance indicators and a repository of performance indicators used in EU agencies. It also contributed and continues to follow up work related to collecting examples of good practice and developing a toolkit for activity-based management in EU agencies. Exchange of ideas and practices with other EU agencies on the above topics is very beneficial to streamlining activities and increased

efficiency. It informed directly an internal review of Cedefop's performance measurement system which took place in 2014.

### 4.4. JOINT PRESENTATION OF CEDEFOP, ETF, EUROFOUND AND EU-OSHA TO THE NEW EUROPEAN PARLIAMENT

On 4 November in Brussels <sup>(88)</sup>, Cedefop Director James Calleja presented the agency's work to the European Parliament Committee on Employment and Social Affairs. Mr Calleja stressed that 'employability of European citizens' is at the core of Cedefop's work, adding: 'We want to help with our expertise, on the ground, by reaching out to policy-makers in Member States. For this we need you, members of the European Parliament'. This presentation was made to inform the new Committee on Employment and Social Affairs about work of the four European agencies of direct interest to the committee.

**Cedefop Director James Calleja and Directors of three other EU agencies (ETF, Eurofound, EU-OSHA) presenting their agencies' work to the European Parliament Committee on Employment and Social Affairs, Brussels 4 November**



© Juha Roininen, EUP&images.

<sup>(88)</sup> <http://www.cedefop.europa.eu/EN/news/24680.aspx>

# MANAGEMENT, RESOURCES AND INTERNAL CONTROL

Cedefop's administration and internal services support operations effectively and efficiently. The Centre conducts its operations in compliance with applicable rules and regulations, working openly and transparently and meeting expected high levels of professional and ethical standards.

Improvements in efficiency of internal services are evident in 2014. Average time to pay invoices reached 12.5 days in 2014, well below the 28 days target. Budget execution of the EC financial subsidy was 99%. Occupation rate of the establishment plan (97%) and duration of selection procedures (104 days) consistently outperform targets as in previous years. Availability of Cedefop's core ICT systems and services was 99%.

Selection of a new Deputy Director was successfully finalised in June and the successful candidate took up duties on 1 September 2014.

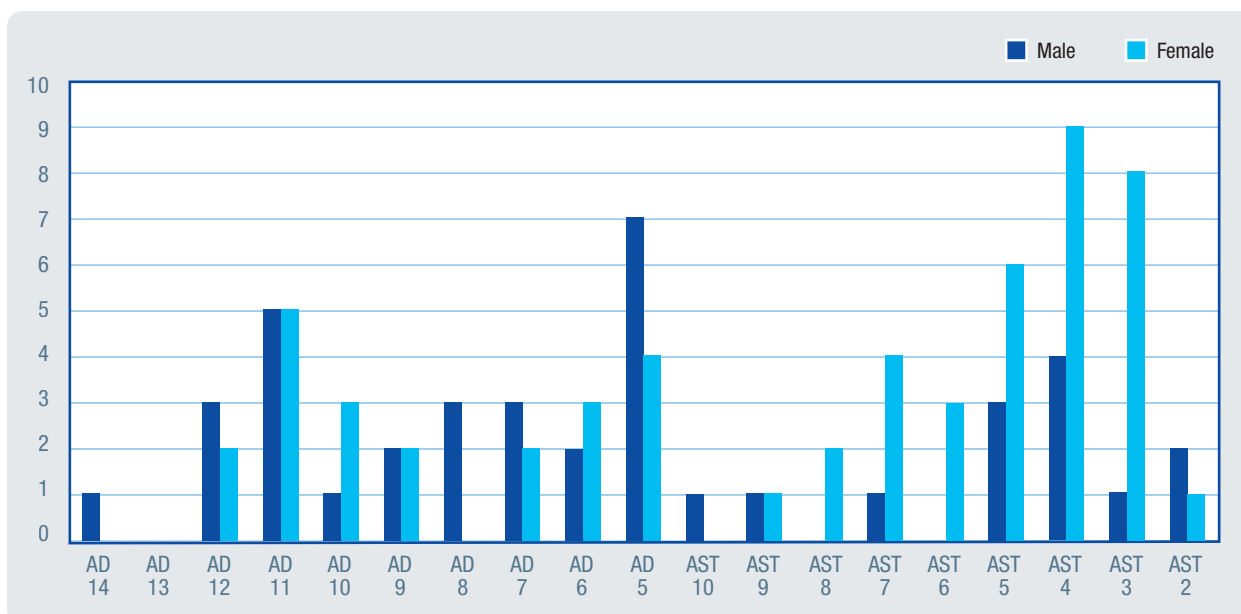
Implementation of the Staff Regulations reform progressed through adoption of several new rules, including increasing working hours to 40 per week. In the work-life balance perspective, special part-time arrangements in form of time credits were

introduced. In parallel, Cedefop started applying from 1 January revised Financial Rules and their Implementing Rules. The revised regulatory framework required increased efforts and several adaptations.

In 2014, Cedefop remained committed to equal opportunities in recruitment and employment. On 31 December 2014, the overall gender balance at Cedefop was 59% female to 41% male. Women are well represented in all grades, including at middle and senior management levels.

Cedefop also aims to ensure a geographical balance.

Cedefop's learning and development policy was refocused to free additional resources for staff professional development. Emphasis was placed on experts' communication and transversal skills in a perspective of increased support for Member States. Internal peer learning activities complement these efforts. Project management training was organised to promote efficiency and effectiveness across staff categories. Learning and development strategy was updated to reflect these new priorities.



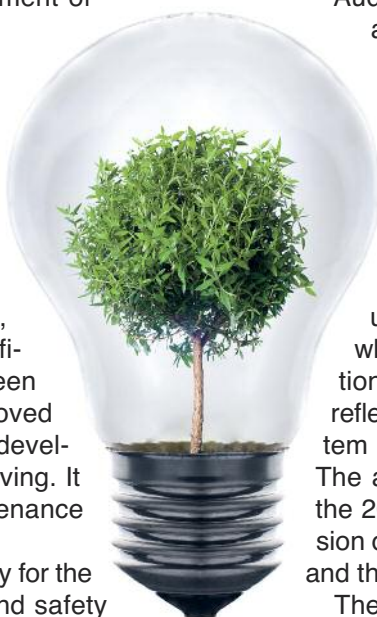
Gender distribution among officials and temporary agents, Cedefop 2014

Efficiency of ICT infrastructure was further increased. The Centre has developed a new ICT strategy to ensure ICT infrastructure provides quality services. User-friendliness approaches were developed to support experts better. Proactive and cost-efficient solutions were proposed to support implementation of Cedefop's activities.

In 2014, Cedefop focused on 'Egnatia Odos' repair works and providing automated operation, management and energy measurement of building systems.

Cedefop is also strongly committed to green issues. A project group on green initiatives was appointed in December 2013. Its work resulted in a Cedefop environmental policy and an action plan for 2014-15. Environmental performance targets were established in energy efficiency, water use, waste management, material efficiency, nuisances and green procurement. Cedefop further improved the staff working environment and developed green initiatives for energy-saving. It also ensured cost-effective maintenance and security of the building.

Health and safety is a high priority for the Centre. A project team on health and safety was appointed in November. A methodology for health and safety risk assessment was developed. The risk assessment will provide the basis for an action plan and for development of a health and safety policy in 2015.



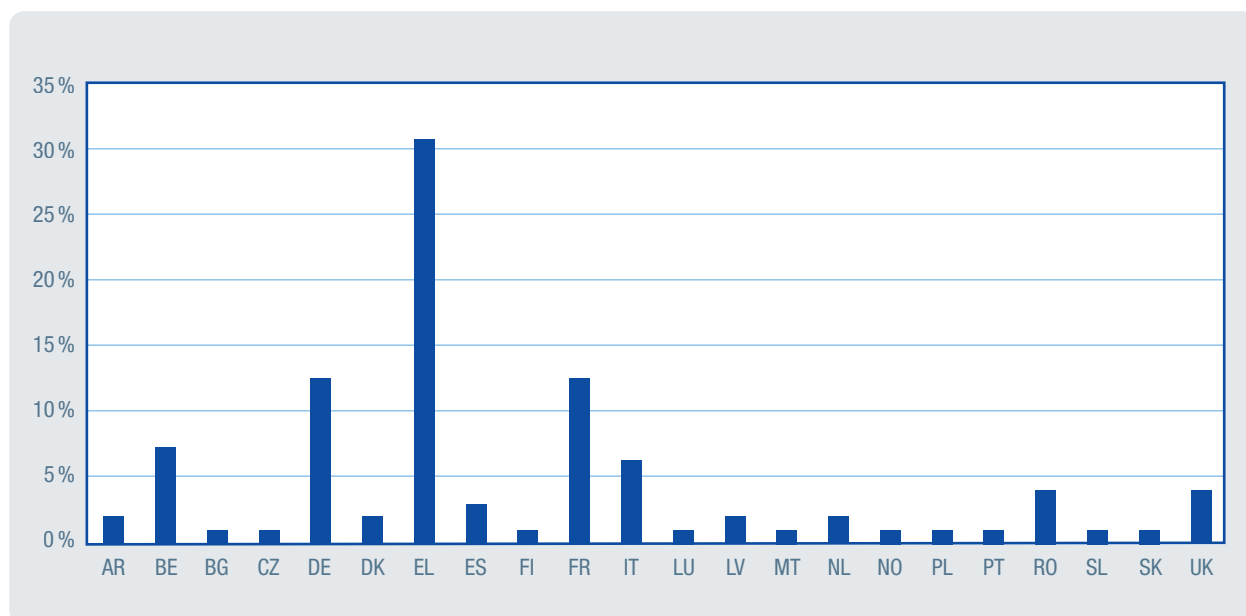
Progress was also made in implementing an action plan to follow up recommendations made after a 2012 evaluation of Cedefop carried out by external auditors on behalf of the European Commission, as required by the Financial Regulation. Seven of the 23 recommendations and related actions have already been fully implemented and therefore 'closed'.

Cedefop is audited by the European Court of Auditors (ECA) and the Centre's internal auditor is the Internal Audit Service (IAS) of the European Commission. The Centre informs the European Parliament annually on results of the audits through a note on audits.

The European Court of Auditors' (ECA) opinion on the annual accounts 2013 <sup>(89)</sup> confirms that the Centre's accounts are reliable and the underlying actions were, taken as a whole, legal and regular without reservation or qualification. The ECA's report reflects that Cedefop's internal control system and administration are working well. The auditors carried out their first visit on the 2014 accounts in December. This mission did not lead to any preliminary findings and the draft report is pending.

The IAS performed an audit on external

<sup>(89)</sup> The final report contains no specific comments and acknowledges that the Centre has implemented all comments of previous years.



Geographical distribution among officials and temporary agents, Cedefop 2014

communication and stakeholder management in Cedefop. As a result, an action plan was agreed and all the recommendations should be implemented by end of 2015.

Following a recommendation of the ECA, 2013 ReferNet ex-post controls on a sample of three partners were undertaken following a methodology developed by an external consultant. The final report was provided early 2014. The 2014 ReferNet sampling and ex-post controls will follow the same methodology and be implemented during the first quarter 2015. Feedback from all audits confirms that Cedefop's internal control system and administration are working well.

Cedefop also introduced a system of ex-post controls and applied it to five high-value payments selected by the internal control coordinator. Cedefop's accountant designed a comprehensive checklist to validate every aspect of the transaction from contract to payment. Five payments selected at random were reviewed by Cedefop's accountant and found compliant.

An internal working group (WG) reviewed Cedefop's performance measurement system, focusing on cost-efficiency of indicators, the relationship between indicators and intended use, their validity and reliability as well as their possible interpretations and use by different target groups. Preliminary findings were validated with management. The WG drafted recommendations to review

the performance measurement framework, to reduce and focus indicators better, review the data collection process, improve communication to staff and inform management and external stakeholders better. Recommendations are expected to be adopted by the Directorate in the first quarter of 2015 and proposed changes to the system will be implemented in 2015.

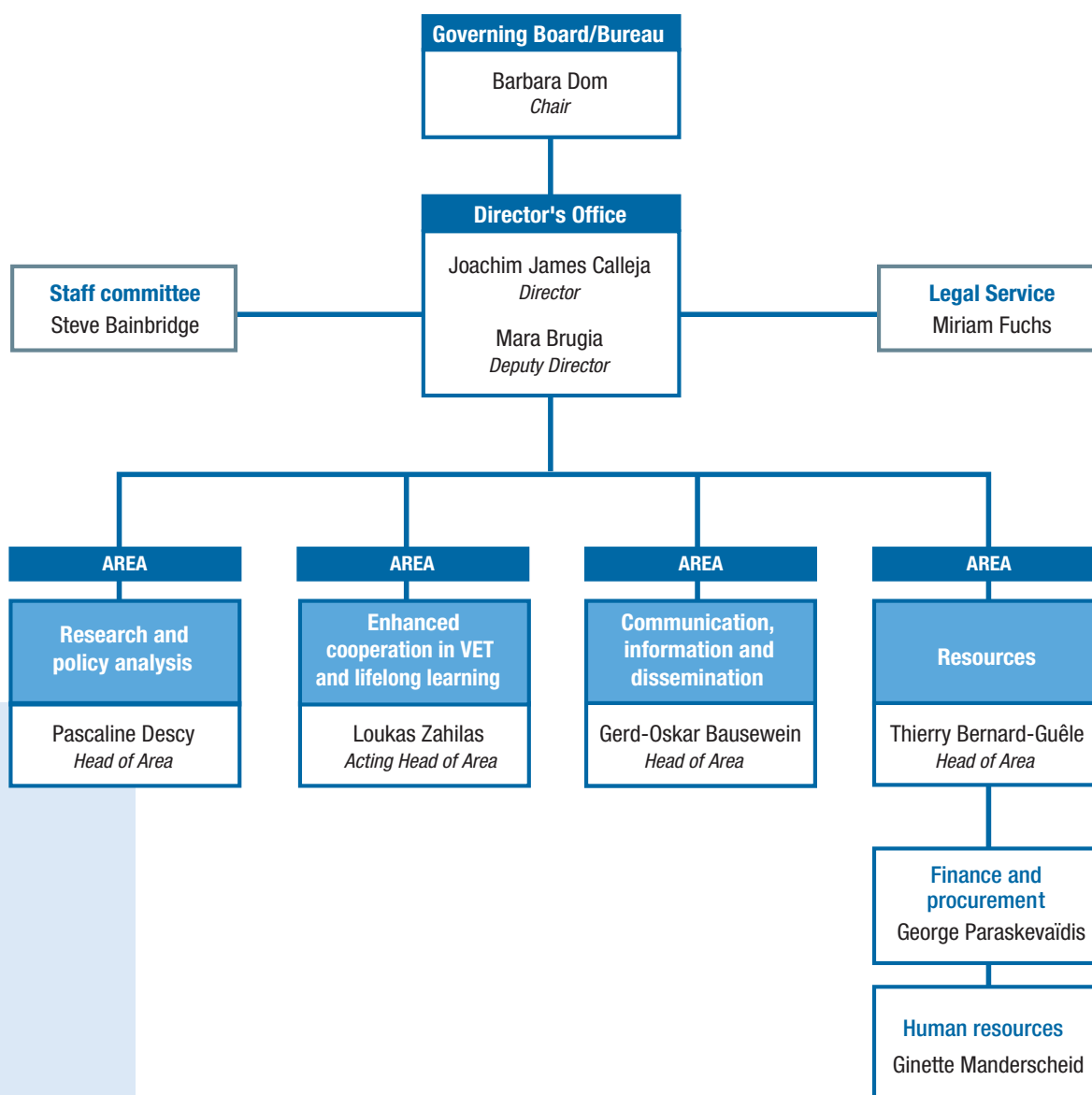
Cedefop staff – Thessaloniki, 12 June 2014.





# ANNEXES

## I. ORGANISATION CHART SITUATION ON 31 DECEMBER 2014



## II. SELECTED PERFORMANCE INDICATORS – 1 JANUARY TO 31 DECEMBER 2014

OUTCOME INDICATORS	2012	2013	2014	
<b>Policy advice provided to stakeholders</b>	Policy documents citing Cedefop work			
	by EU institutions	169	173	97
	by international organisations	68	43	31
	Policy documents to which Cedefop has contributed			
	of EU institutions	26	55	127
	of international organisations	2	4	7
	Participation in Presidency events and meetings of senior stakeholders or which support policy	158	166	164
<b>New knowledge and insights generated</b>	Downloads of publications/working papers/other			
	Total downloads	764 000	857 000	802 000
	Publication downloads	569 000	636 000	600 000
	Citations of Cedefop publications/studies in the literature	479	491	413
<b>Raised awareness among stakeholders and the education and training or wider VET community</b>	Website traffic			
	Visits	410 000	413 000	331 000
	Page views	1 201 000	1 119 000	929 000
	Participation in conferences and events	91	88	78
	Quality of events organised by Cedefop (participants thought event was very good or good)	94%	94%	92%
	Study visit outcomes among stakeholders and the education and training community (satisfaction rate)	93%	97%	95%
<b>Raised awareness among citizens</b>	Europass outcomes among citizens			
	Visits to Europass website	14.81 m	20.85 m	21.75 m
	Downloads of Europass documents	10.54 m	13.45 m	15.98 m
	Creation of Europass documents online (including CV, skills passport, language passport)	8.31 m	10.16 m	13.63 m
	Media coverage, take-up of articles and press releases	525	492	745
<b>Efficient and effective support services</b>	Internal support services – Resources			
	Percentage of establishment plan filled	97%	98%	97%
	% of budget executed	99.76%	99.77%	99.10%
	Timeliness of payments (number of days to make payments)	14.10	11	12.5

### III. REFERNET



**R**eferNet, Cedefop's reference network on vocational education and training, was set up in 2002 to meet growing demand for comparative information on national vocational education and training (VET) systems and policies in EU Member States, Iceland and Norway.

Each ReferNet member is a key national institution involved in VET-related issues, well placed to collect first-hand information from different stakeholders on VET's role, governance and structure.

ReferNet's work informs Cedefop activities and, in particular, provides a large part of necessary input to Cedefop's monitoring and reporting on countries' progress in implementing common priorities for VET agreed under the Copenhagen process.

ReferNet's annual work plan includes:

- reporting on national policy measures and actions which countries have agreed to carry out. This input informs detailed country fiches and cross-country overviews of developments and helps build the evidence base for Cedefop's review of progress in implementing the Bruges communiqué;
- 'VET in Europe country reports' which describe key features of countries' VET systems in their socioeconomic contexts. They are validated at national level and peer-reviewed before being

published online on Cedefop's website and in hard copy for Presidency countries;

- 'Spotlight on VET' flyers, which summarise key features, challenges and developments of national VET systems and are meant for readers who need a concise introduction. They are published online for all countries and in hard copy in several languages for Presidency countries;
- thematic information on issues featuring high on VET agendas of EU Presidencies (early leaving from VET, apprenticeships, innovation, etc.). This information complements the general context provided in country reports and spotlights for policy analysis;
- maintaining and updating national ReferNet websites, which help raise Cedefop's visibility, its products and more generally VET issues in Member States, Norway and Iceland. In this way, ReferNet partners act as multipliers and dissemination channels in their countries.

ReferNet activities are cofinanced by Cedefop and Member States on an annual basis under a four-year framework partnership agreement (2012-15). In 2015, a new call for proposals will be launched to select partners for the period 2016-19.



**AUSTRIA**

ABF Austria – Arbeitsgemeinschaft  
Berufsbildungsforschung Austria  
[www.refernet.at](http://www.refernet.at)

**BELGIUM**

IBFFP – Institut Bruxellois Francophone pour la  
Formation Professionnelle (Bruxelles formation)  
[www.refernet.be](http://www.refernet.be)

**BULGARIA**

NAVET – Национална агенция за  
професионално образование и обучение  
[www.refernet.bg](http://www.refernet.bg)

**CROATIA**

AVETAЕ – Agencija za strukovno obrazovanje i  
obrazovanje odraslih  
[www.refernet.hr](http://www.refernet.hr)

**CYPRUS**

ΑνΑΔ – Αρχή Ανάπτυξης Ανθρώπινου  
Δυναμικού της Κύπρου  
[www.refernet.org.cy](http://www.refernet.org.cy)

**CZECH REPUBLIC**

NÚV – Národní ústav pro vzdělávání  
NVF – Národní vzdělávací fond  
[www.refernet.cz](http://www.refernet.cz)

**DENMARK**

Professionshøjskolen Metropol  
[www.phmetropol.dk/refernet](http://www.phmetropol.dk/refernet)

ReferNet partners attending the network's annual plenary meeting – Thessaloniki, 18 and 19 November.





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**ESTONIA**

INNOVE – Sihtasutus INNOVE  
[www.innove.ee/refernet](http://www.innove.ee/refernet)

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**FINLAND**

OPH – Opetushallitus/Utbildningsstyrelsen  
[www.oph.fi/tietopalvelut/kansainvalinen\\_koulutusti\\_eto/cedefop/refernet](http://www.oph.fi/tietopalvelut/kansainvalinen_koulutusti_eto/cedefop/refernet)

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**FRANCE**

Centre Inffo – Centre pour le développement de l'information sur la formation permanente  
[www.centre-inffo.fr/refernet](http://www.centre-inffo.fr/refernet)

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**GERMANY**

BIBB – Bundesinstitut für Berufsbildung  
[www.refernet.de](http://www.refernet.de)

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**GREECE**

(no partner in 2014)

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**HUNGARY**

Oktatásfejlesztési Observatory Központ – Budapesti Corvinus Egyetem  
[www.refernet.hu](http://www.refernet.hu)

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**IRELAND**

SOLAS – An tSeirbhís Oideachais Leanúnaigh agus Scileanna  
[www.fas.ie/en/Refernet/Default.htm](http://www.fas.ie/en/Refernet/Default.htm)

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**ICELAND**

Rannís – Rannsóknamiðstöð Íslands  
[www.refernet.is](http://www.refernet.is)

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**ITALY**

ISFOL – Istituto per lo sviluppo della formazione professionale dei lavoratori  
[www.isfol.it/isfol-europa/reti/refernet](http://www.isfol.it/isfol-europa/reti/refernet)

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**LATVIA**

AIC – Akadēmiskās informācijas centrs  
[www.aic.lv/refernet](http://www.aic.lv/refernet)

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**LITHUANIA**

KPMPC – Kvalifikacijų ir profesinio mokymo plėtros centras  
[www.kpmc.lt/refernet](http://www.kpmc.lt/refernet)

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**LUXEMBOURG**

INFPC – Institut national pour le développement de la formation professionnelle continue  
[www.refernet.lu](http://www.refernet.lu)

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**MALTA**

NCFHE – Kummissjoni Nazzjonali għal Edukazzjoni Avanzata u Oghla  
[www.refernet.org.mt](http://www.refernet.org.mt)

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**NETHERLANDS**

ECBO – Expertisecentrum Beroepsonderwijs  
[www.refernet.nl](http://www.refernet.nl)

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**NORWAY**

Utdanningsdirektoratet  
[www.udir.no/Spesielt-for/Fag-og-yrkesopplaring/NRP/ReferNet1](http://www.udir.no/Spesielt-for/Fag-og-yrkesopplaring/NRP/ReferNet1)

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**POLAND**

FFW – Fundacja Fundusz Współpracy  
[www.refernet.pl](http://www.refernet.pl)

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**PORTUGAL**

DGERT – Direcção-Geral do Emprego e das Relações de Trabalho  
[www.dgert.mtss.gov.pt/refernet](http://www.dgert.mtss.gov.pt/refernet)

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**ROMANIA**

(no partner in 2014)

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**SLOVAKIA**

SNO – Slovenské národné observatórium odborného vzdelávania a prípravy – Štátny inštitút odborného vzdelávania  
[www.refernet.sk](http://www.refernet.sk)

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**SLOVENIA**

CPI – Center RS za poklicno izobraževanje  
[www.refernet.si](http://www.refernet.si)

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**SPAIN**

SEPE – Servicio Público de Empleo Estatal  
[www.sepe.es/refernet](http://www.sepe.es/refernet)

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**SWEDEN**

SKOLVERKET – Statens skolverk  
[www.skolverket.se/refernet](http://www.skolverket.se/refernet)

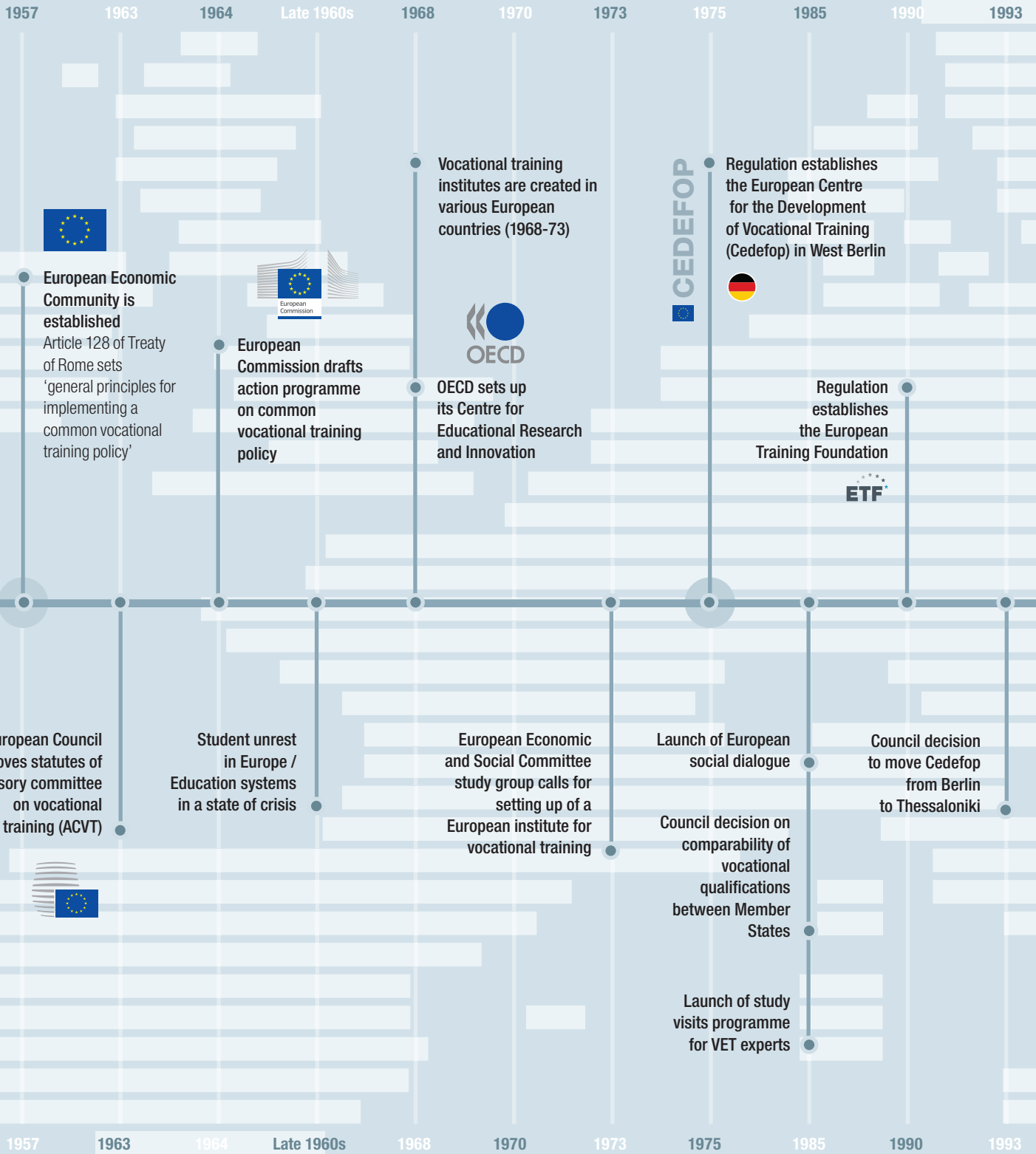
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**UNITED KINGDOM**

ECCTIS Ltd  
[www.refernet.org.uk](http://www.refernet.org.uk)

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# CONTEMPORARY VET MILESTONES



1995 2001 2002 2004 2005 2007 2008 2009 2010 2012 2013 2014 2015



Cedefop starts work in Thessaloniki



Launch of Leonardo da Vinci programme in support of vocational training



ReferNet is set up

Copenhagen declaration on enhanced European cooperation in VET



Launch of Europass



European qualifications framework (EQF)

Council resolution on better integrating lifelong guidance into lifelong learning strategies

Bruges communiqué on enhanced European cooperation in VET for 2011-20



CEDEFOP

European alliance for apprenticeships

Concrete future objectives of European education and training systems

Maastricht communiqué on enhanced European cooperation in VET (followed by Helsinki in 2006, Bordeaux in 2008)

Lifelong learning programme (2007-13)

European credit system for VET



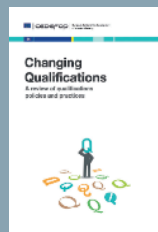
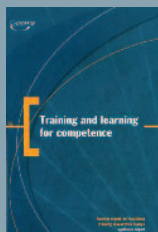
Recommendation on the validation of non-formal and informal learning

Cedefop's parent DG changes from Education and Culture to Employment, Social Affairs & Inclusion

European quality assurance reference framework for VET



1995 2001 2002 2004 2005 2007 2008 2009 2010 2012 2013 2014 2015



Celebrating



years

Berlin-Thessaloniki  
1975-2015



# 2014



## ANNUAL REPORT



**CEDEFOP**

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of Vocational Training

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