



CEDEFOP

European Centre for the Development
of Vocational Training



EN

work programme 2015







Work programme 2015





Please cite this publication as:
Cedefop (2015). *Work programme 2015*.
Luxembourg: Publications Office of the European Union.
Cedefop Information series.

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

Luxembourg:
Publications Office of the European Union, 2015

ISBN: 978-92-896-1857-1
ISSN: 1977-0472
doi:10.2801/496272

Copyright © European Centre for the Development
of Vocational Training (Cedefop), 2015
All rights reserved.

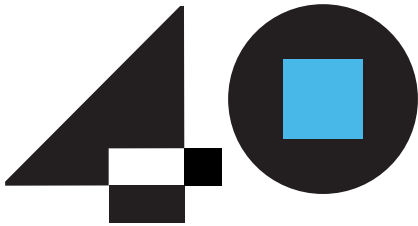
Designed by adam@artdirector.gr
Printed in the European Union

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.

Europe 123, 570 01 Thessaloniki (Pylea), GREECE
PO Box 22427, 551 02 Thessaloniki, GREECE
Tel. +30 2310490111, Fax +30 2310490020
E-mail: info@cedefop.europa.eu
www.cedefop.europa.eu

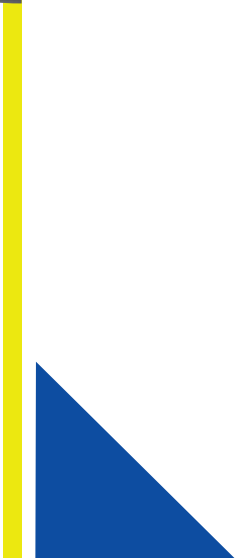
Joachim James Calleja, *Director*
Barbara Dorn, *Chair of the Governing Board*





years

1975-2015



Contents

1.	Introduction	2
2.	Policy background	4
3.	MTP 1 – Supporting modernisation of VET systems	9
	3.1. Policy analysis and reporting	9
	3.2. Common European tools, qualifications and learning outcomes	11
4.	MTP 2 – Career and transitions – CVET, adult and work-based learning	15
	4.1. Empowering young people	15
	4.2. Empowering adults	16
5.	MTP 3 – Analysing skills and competence needs to inform VET provision	19
	5.1. Skills analysis	19
	5.1.1. Activities analysing how future skill supply and demand are changing	20
	5.1.2. Activities analysing current labour market tensions and mismatch	21
	5.1.3. Using evidence to help people, companies and public authorities take informed decisions	21
6.	Communication, information and dissemination	23
7.	Management, resources, internal control and risk management	25
8.	Risk management plan 2015	26
9.	Activity fiches 2015 by medium-term priority, activity and project	28
ANNEXES		
I	Activity-based budget (ABB) 2015	64
II	Cedefop organisation chart	65
III	Human resources	66
IV	Indicative overview of 2015 grants and procurement	67
V	Cedefop networks	70
VI	Cooperation with the European Training Foundation (ETF)	71
VII	Cooperation Cedefop-Eurofound	72
VIII	Planned publications and events 2015	74
IX	Performance measurement and continuous improvement at Cedefop	79

1. Introduction



The year 2015 is important for Cedefop, the EU's agency to support the development and implementation of vocational education and training (VET) policy. It marks Cedefop's 40th anniversary and a shift to a new parent Directorate General in the European Commission – DG Employment, Social Affairs, Skills and Labour Mobility. As part of work on a common approach towards regulatory agencies, the European Commission is also planning to propose a revision of Cedefop's Founding Regulation. Against a backdrop of an evolving policy framework (see Chapter 2) and ambitious objectives set by the new European Commission, Cedefop's work programme 2015 aims to ensure continuity of its work while reflecting new developments at EU level. Reviews of Europe's 2020 strategy, the framework for education and training (ET2020), and priorities for VET, as outlined in the 2010 Bruges communiqué, are expected to be agreed upon by the summer.

This work programme is consistent with the agency's mission laid down in its Founding Regulation ⁽¹⁾ and its medium-term priorities which have been extended to 2015 given upcoming revision of the policy framework ⁽²⁾. Chapters 3 to 5 of this document present an overview of planned activities and projects by medium-term priority, while detailed descriptions can be found in Chapter 9. Chapter 6 summarises communication activities and Chapter 7 focuses on management and

administrative issues followed by the risk management plan in Chapter 8. The annexes outline the agency's financial and human resources, its planned procurement and its performance measurement framework. They also inform on Cedefop's cooperation with its networks and other EU agencies and on its planned publications and events.

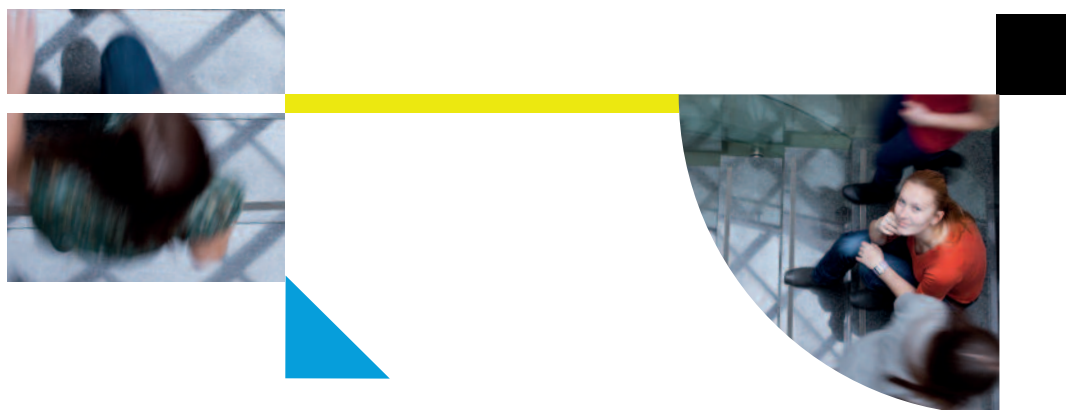
VET's role as a main pillar in Europe's endeavour to ease young people's transition into the labour market through youth guarantees and by helping adults update and complement their skills has been strengthened by the new Commission. Being under DG Employment, Social Affairs, Skills and Labour Mobility's remit is likely to reinforce demand for support from Cedefop, as the agency at the interface between education and training and employment.

Cedefop is increasingly called to support the European Commission in its work to prepare specific recommendations for Member States on VET-related issues in a context of the European semester which are subsequently adopted by the Council. To help monitor progress and support evidence-informed policy-making, Cedefop will reinforce its country-based information and analyses on various issues, as, for instance, apprenticeships, EU tools to help people progress in education and training and their careers and ease mobility as well as skills needs and mismatch.

In line with Cedefop's external evaluation, the

⁽¹⁾ Council Regulation (EEC) No 337/75 of 10 February 1975 as last amended by EC No 2051/2004 of 25 October 2004. http://www.cedefop.europa.eu/EN/Files/Consolidated_version_Founding_Regulation_EN_01975R0337-20041221-en.pdf [accessed 10.12.2014].

⁽²⁾ See decision of Cedefop's Governing Board of 25 April 2014 on extension of the medium-term priorities 2012-14 for one more year until 2015.



agency will reinforce its direct support to Member States by piloting ‘policy learning forums’ on VET-related issues and tools for education and training agreed as priorities or deliverables. The first of these policy learning forums addressing policy-makers, social partners and practitioners, will focus on writing and applying learning outcomes.

In its support to the European alliance for apprenticeships, Cedefop will broaden its analytical and monitoring activities and extend the thematic country reviews piloted in 2014 to Lithuania and Malta. These reviews address key challenges in setting up, expanding or reforming apprenticeships and aim at assisting countries in their work to address related recommendations. As follow-up to the ‘European apprenticeship conference’ Cedefop organised in 2014 and to mark the second anniversary of the European alliance for apprenticeships, an event is planned in collaboration with the European Commission and EU Presidencies.

Skills mismatch, one of Europe’s key challenges, seems to have increased since start of the economic crisis. In 2015, Cedefop will disseminate findings of a survey across EU-28 which examined to which extent employees’ basic and generic skills match their jobs, analysed causes of mismatch and how initial and continuing VET can address them. A high-level conference will discuss implications for policy. Results of Cedefop’s skills survey and its work on skills shortages will be included in the new EU skills panorama website which Cedefop will

launch in 2015 in cooperation with the DGs for Education and Employment.

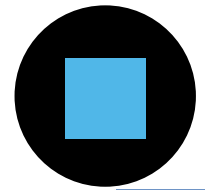
‘Old roots for new routes’ is the motto guiding Cedefop’s activities to celebrate its 40th anniversary. Two major events will be held: a conference in Thessaloniki in June and a joint event at the European Economic and Social Committee in Brussels with Eurofound ⁽³⁾, which, like Cedefop was founded in 1975 in response to an initiative by the social partners represented in the committee. This anniversary will also be a unique opportunity to reach out to a broader audience than usual.

Work to improve internal processes, deliver effective services to support its core business and follow up action plans based on the external evaluation and the staff survey in 2013 will continue. To comply with the new Financial Regulation, Cedefop will need to amend its processes. In 2015, in addition to designing its work programme for 2016, this requires preparing a ‘single programming document’ which will include a multiannual perspective in terms of priorities, staff policy and budget as well as the annual work programme 2017.

Zero-growth budget and requirements to reduce staff have made it necessary to streamline, downsize and reorganise management of several projects relying more on internal experts’ work than on outsourced studies. Given these financial and human resource constraints, new demands will necessitate further cuts of ongoing tasks or activities.

⁽³⁾ European Foundation for the Improvement of Living and Working Conditions (Council Regulation (EEC) No 1365/75 of 26 May 1975).

2. Policy background



'People all around the EU are telling us they want change. They want Europe to focus more where it can help solve the big problems: jobs, growth and fairness in our societies. Citizens want Europe to improve their lives, not meddle with them. Businesses want Europe to improve their competitiveness, not burden them with red tape', said Frans Timmermans, first vice-president of the new Commission that took office on 1 November 2014 ⁽⁴⁾. The new Commission started its work when recovery remained uncertain despite some positive trends in the labour market in the preceding year.

In August 2014, unemployment in the EU stood at 10.1%, the lowest value since February 2012. Overall, the youth unemployment rate decreased more than those of people over 25 (by 1.9 percentage points to 21.6% from August 2013 to August 2014). However, this was not enough to compensate for job losses since 2008 and rates still vary widely. Also, the unemploy-

ment-to-population ratio ⁽⁵⁾ remained the same, 10% of all young people aged 15 to 24 in the EU were jobless. Although nearly 70% of young people in the EU were in education in the first quarter of 2014, overall 13% of young people were neither in employment nor in education or training (NEET). Among the 25 to 29 year-olds, the unemployment ratio was 12%, and the NEET rate was 20% ⁽⁶⁾.

Long-term unemployment persisted and continued to increase in countries where it was already high, such as Greece, Spain, Italy and Cyprus. Around 25 million people in the EU, approximately the populations of Romania and Slovakia, were out of work and actively seeking a job. Employment has improved in many Member States mainly in wholesale, retail, public administration, healthcare, social services and industry but disparities among regions have increased. Improvement is mainly due to temporary contracts. Over 40% of young

⁽⁴⁾ http://europa.eu/rapid/press-release_IP-14-1661_en.htm [accessed 21.11.2014].

⁽⁵⁾ **NB:** The unemployment rate is the number of those unemployed divided by the total number of people in the labour market (employed plus unemployed) for a given age group. Because not every young person between the ages of 15 and 24 is in the labour market (a large share are studying full time), the rate does not reflect the proportion of all young adults who are unemployed. A 25% youth unemployment rate therefore does not mean that '1 out of 4 young persons is unemployed'. For this reason the youth unemployment ratio is often used: i.e. the percentage of unemployed compared to the total population of that age group (not only the active, but also the inactive such as students). The ratio is by definition always smaller than the rate, typically less than half of it. See Eurostat http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Glossary:Youth_unemployment_ratio [accessed 21.11.2014].

⁽⁶⁾ European Commission. EU employment and social situation. Quarterly review. September 2014 Luxembourg: Publications Office of the European Union, 2014. <http://ec.europa.eu/social/main.jsp?langId=en&catId=113&newsId=2142&furtherNews=yes> [accessed 21.11.2014].

NB: High unemployment rates of young people in Spain and especially in Greece and Croatia, and low rates in Austria, Germany and the Netherlands partially reflect differences in labour market participation (higher in the latter group), including in employment of young people. Consequently, the disparities between the unemployment rate and the unemployment-to-population ratio are the highest in the first group and lowest in the second.



employees, or 3.5 times more than prime-age adults, are in temporary or part-time jobs (7).

While Europe's strategy for 2020's future focus is currently being reviewed, the new Commission foresees a specific investment package for the period 2015-17 within its agenda for jobs, growth, fairness and democratic change (8) to stimulate job creation. Vice-President Dombrovski called for urgent action involving governments, parliaments and social partners at EU level and in each Member State underlining a need to act jointly to ensure conditions for sustainable growth and citizens have more opportunities for employment (9). This additional investment will also target education, research and innovation. Education and training, and VET, in particular, will also be needed to achieve objectives in the other policy areas the Commission intends to focus on within this specific investment package and more generally, for instance increasing enterprise

start-ups, strengthening Europe's industrial base or share of renewable energy. Creating a connected digital single market and expanding use of digital technologies across different policy areas will mean increased demand for ICT (10) and problem-solving skills in technology environments, an area where PIAAC (11) identified substantial skills deficits in Europe. To promote digital skills, closely linked to literacy skills, and technology-enhanced learning, the European Commission has launched several initiatives since 2013. These include the communication on opening up education (12), which advocates using massive open online courses in Europe and different forms of blended learning as well as providing teachers and trainers with an opportunity to acquire the necessary competences. Development of these new opportunities will also need to be taken into account in EU and national initiatives linked to quality assurance, development of

(7) See footnote 3.

(8) Jean-Claude Juncker (2014). A new start for Europe: my agenda for jobs, growth, fairness and democratic change political guidelines for the next European Commission. Strasbourg, 15 July 2014 http://ec.europa.eu/about/juncker-commission/docs/pg_en.pdf [accessed 21.11.2014].

(9) European Commission. Press release EU annual growth survey 2015: A new momentum for jobs, growth and investment, Brussels, 28 November. 2014. http://europa.eu/rapid/press-release_IP-14-2235_en.pdf

(10) The trend for increased ICT skills, more generally, is also evident from the continuing vocational training survey, CVTS4.

(11) Programme for international assessment of adult competences, the OECD survey of adult skills.

(12) European Commission (2013). *Opening up education: innovative teaching and learning for all through new technologies and open educational resources*. Communication. COM (2013)654 final. SWD (2013)341final. <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52013DC0654&from=EN> [accessed 21.11.2014].



qualifications, and validation of non-formally and informally acquired knowledge, skills and competence.

A significant part of the specific investment package is intended to complement and broaden the youth guarantee schemes which aim to aid young people's transition to the labour market ⁽¹³⁾. By end of the first half of 2014 all Member States had submitted their youth guarantee implementation plans. Strategic reforms which comprise short- and long-term measures are needed to achieve youth guarantees' objectives ⁽¹⁴⁾. While implementation may take time, the different tasks are equally urgent. With the legislative and financial framework in place, Member States' commitment and efforts and support of social partners and enterprises are needed to implement their plans ⁽¹⁵⁾.

In the European semester context, 18 countries received recommendations related to their youth guarantees. Apprenticeships and other forms of work-based learning are the main pillars of youth guarantees, VET leading to EQF levels 5 and above may also help unemployed higher education graduates to acquire skills that

help them secure jobs. VET has thus moved centre stage of the European and national policy agendas. Work on youth guarantees has reinforced several Bruges deliverables and confirms the trend towards expanding apprenticeships that has become evident in Cedefop's review of countries' progress towards the Bruges deliverables and ET2020 objectives ⁽¹⁶⁾.

In 2014, 19 Member States received recommendations related to their work on VET. Recommendations to 14 countries referred specifically to apprenticeships or other forms of work-based learning. The European alliance for apprenticeships, Cedefop's country reviews on apprenticeship and the VET working group established by the European Commission support countries' efforts. The objective to reduce skills mismatch, prevent early leaving from education and training and improve job prospects of young people and adults, requires close cooperation between education and training and employment authorities, social partners, social sector organisations, employment services, VET institutions, companies, and a range of other stakeholders.

⁽¹³⁾ Young people under 25 should be offered a good quality job offer, an apprenticeship or traineeship or some within four months of leaving formal education and training or becoming unemployed. Council of the EU (2013). Recommendation on establishing a youth guarantee. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:120:0001:0006:EN:PDF> [accessed 21.11.2014].

⁽¹⁴⁾ Speech by outgoing Commissioner Andor at the Italian Presidency conference *Youth guarantee: first results*, Rome, 14 October 2014. http://europa.eu/rapid/press-release_SPEECH-14-694_en.htm [accessed 21.11.2014].

⁽¹⁵⁾ Council of the European Union (2014). European semester 2014: Contribution to the European Council (Brussels, 26-27 June 2014) (g) Implementation of the youth guarantee - Endorsement of the EMCO report 10339/14 Brussels, 13 June 2014.

⁽¹⁶⁾ Cedefop (forthcoming). Stronger VET for better lives. Cedefop's monitoring report on vocational education and training policies 2010-14.



It is in this context that move of the European Commission units responsible for VET, adult learning and skills and qualifications is to be understood. This also entails a change for Cedefop whose DG 'tutelle' is now DG Employment, Social Affairs, Skills and Labour Mobility. Cedefop's role at the interface between education and training and employment will thus be reinforced.

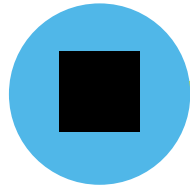
Cedefop's review of countries' progress towards the Bruges communiqué deliverables confirms alignment and importance of the overall ET2020 strategic framework for developing VET policies and the lifelong learning continuum. It shows VET's integrated nature, which comprises many forms of learning in schools, enterprises, higher education and adult learning and the links between them which is crucial for ensuring that VET is esteemed as highly as general and academic education. This requires quality, coherence and permeability of education and training systems throughout Europe. Ensuring a common language between different types of VET, general and academic higher education is as important as developing a common language between VET and the world of work.

Discussion on future deliverables of the Copenhagen process to be agreed under the Latvian Presidency, and outcomes of public consultation on a European area for skills and qualifications ⁽¹⁷⁾ reflect this dual purpose. The stronger focus on key competences and an opportunity to make up for basic skills deficits in VET for young people and adults aims at improving people's chances to progress to higher levels of education and training, and develop a skills portfolio that gives them better prospects on the labour market. Guidance and counselling plays a crucial role in people's transition points within their education and training careers and those between education and training and work. Focus on learning outcomes does not only aim at making people's skills and competences and qualifications more understandable for education and training institutions but also for employers.

The common European tools and principles developed in the past years, aim to support mobility for learning and work ⁽¹⁸⁾ across institutional and geographical boundaries. To ensure they fulfil these aims, work does not only need to focus on implementation or further

⁽¹⁷⁾ European Commission (2014). *Towards a European area of skills and qualifications*. Results of public consultation. Brussels, 17 June 2014.


⁽¹⁸⁾ Labour mobility is among the 10 priority areas of the new Commission.



development of individual tools, such as development of coherent and comprehensive national validation strategies. One main issue will be to focus on end-users of the tools, as a set of forthcoming Cedefop studies confirm ⁽¹⁹⁾. This also includes teachers and trainers, guidance and counselling staff as well as employers who will need to understand added value of the tools and how to use them.

While the Copenhagen process and work on the European tools have focused on common priorities so far, increasing use of country-specific recommendations also require more targeted support that takes account of Member States' contexts and stages of development in different VET policy areas. With its increasing offer of policy learning forums and thematic reviews Cedefop intends to support Member States in their targeted work on specific challenges by bringing together its expertise on skills, VET policies and European tools and principles.

⁽¹⁹⁾ Cedefop (forthcoming). Common EU tools reaching out to European citizens.
 Cedefop (forthcoming). Common EU tools and the labour market.
 Cedefop (forthcoming). Common EU tools and learning outcomes.
 Cedefop (forthcoming). Common EU tools and credit systems.
 Cedefop (forthcoming). Common EU tools and quality assurance.



3. MEDIUM-TERM PRIORITY 1

Supporting modernisation of VET systems

3.1. Policy analysis and reporting

Following Cedefop's mandate in the Copenhagen process to support policy development and provide evidence for policy-making in VET, the Centre will continue to monitor, analyse, and report on progress towards the short-term deliverables agreed for European cooperation in VET and the 2020 strategic objectives. The Centre will adapt its country monitoring and reporting process in line with the forthcoming VET communiqué. In addition, Cedefop will provide country-based analysis and information for the European semester of economic policy coordination.

To strengthen its support to the European Commission for preparation of country-specific recommendations in the European semester, Cedefop will marshal the information and analyses it possesses on countries' developments in the following fields: implementation of the European tools (such as EQF/NQFs, validation, ECVET), skill needs (such as skill mismatch and skill forecasts), apprenticeships and adult learning, as well as, of course, system developments and policy progress in VET. The Centre will also better align timing of its reporting to needs of the European semester.

In 2015, following the 2014 **review of progress in VET policy**, Cedefop will continue to monitor new policy developments in Member States, namely actions at national level to reach the short-term deliverables and progress towards the European-level objectives set in the Bruges communiqué using ReferNet and other sources. Results of the review will be reflected in overviews by deliverable and by country and will be provided to the European Commission for preparing country-specific recommendations for the European semester. Finally, support will be provided to the European Commission, Directors General for Vocational Training (DGVTs) and VET stakeholders for preparing the new VET communiqué planned in 2015 under the EU Latvian Presidency. The Centre will review its current VET monitoring methodology and adapt it to the new short-term deliverables and requirements set for reporting on progress by Member States and offer a stronger integration of qualitative information and quantitative indicators.

In 2014, Cedefop contributed to preparation of the education and training monitor by providing qualitative checklists for one policy area (graduate employability in VET). Cedefop could continue to provide in 2015, upon request of and in coordination with DG EMPL, the information necessary for preparation of qualitative checklists to be used in DG EAC's joint assessment framework (JAF) on graduate employability in VET as well as in other policy areas such as early leavers from education and training, learning mobility and adult participation in lifelong learning.



In 2015 Cedefop will analyse and synthesise available evidence on European VET developments. As several countries have experienced a reduction in numbers of students entering traditional VET programmes, it is now important to analyse long-term trends in the sector. A key question is **whether VET's role in education and training systems is being weakened or strengthened?** A new study will reflect on the priorities given to different subsystems of education and training and whether and how these priorities reflect labour market needs and developments. Taking outcomes of previous and ongoing work into account (such as the Commission's study on VET at higher levels), the study seeks to identify key challenges facing modern VET systems - in particular related to their attractiveness to learners and relevance to employers.

Combining and comparing quantitative and qualitative data, the study will result in targeted report(s) and events in 2015-16 aiming to trigger and support public discussion on and awareness of the critical role to be played by VET in the next decade, for social inclusion as well as for excellence and innovation. Particular focus will be on the role and position of vocationally-oriented education and training at all qualifications levels, including levels 6 to 8. In addition, a new survey will be launched in 2015. The survey will complement the analysis by seeking European citizens' opinions about VET's changing role from end-users' and VET providers' points of view. Questions will include the main reasons for attending (or not) training, levels of user satisfaction, potential/actual

demand, expectations and perceived obstacles. Other relevant aspects such as duration, focus of training and modes of delivery will also be addressed. Designed to complement existing European sources (ELFS, CVTS, AES, etc.) the survey will provide a unique source of comparative information on how European citizens view VET and VET policies.

ReferNet will continue to be Cedefop's main source of information on national VET systems and policy developments. Deliverables from the network will feed into monitoring of national VET policies and progress in line with the short-term deliverables on VET and the adult learning agenda and will continue to form the basis for country reports on VET. In 2015, Cedefop will launch an open call for proposals for signing new framework partnership agreements (FPA) 2016-19 with one VET institution/consortium in each Member State, Norway and Iceland. The new FPA will enter into force in January 2016. Following a formal request from the Greek Minister for Education and Labour of September 2014, Cedefop will support Greece in reviewing the apprenticeship system, the national qualifications framework and skill needs and forecasting.

To support analysis of policy developments with quantitative data, Cedefop will continue to improve dissemination of available **statistics and indicators on VET**, making best possible use of existing data. In 2015, results of integrated analysis of the adult education (AES) and continuing vocational training (CVTS) surveys will be published as an outcome of the study launched in 2013. These results should



provide a comprehensive picture of job-related learning and continuing training in Europe. Cedefop will also publish an update of the VET statistical overviews taking into account latest data from all relevant EU sources and offering country statistical snapshots on progress in VET and lifelong learning. Indicators selected for the publications cover the following areas:

- (a) access, attractiveness and flexibility of initial and continuing training;
- (b) investment, skills development and labour market relevance of VET;
- (c) labour market transitions and employment trends. A review of the list of indicators used in the report will be undertaken to reflect availability of new EU data. To support development of data sources and their exploitation, cooperation with other stakeholders (Eurostat, EC and OECD) will be maintained.

As follow-up to the Council recommendation 'Youth on the move - promoting learning mobility of young people' (2011), and on request of the European Commission, Cedefop will start in 2015 a preparatory phase for a mobility scoreboard for I-VET. In particular, Cedefop will conduct, in cooperation with Commission services (EMPL, EAC and Eurydice), a feasibility study aiming at suggesting a methodological framework and options for collecting information at national level on learning mobility of young people in I-VET and obstacles impeding progress in this area. Pending outcomes of the feasibility study, and after validation of the proposed framework by main stakeholders, this might lead to a fully-fledged mobility scoreboard starting in 2016.

3.2. Common European tools, qualifications and learning outcomes

In 2015, work on European tools and principles will move into a new stage, influencing Cedefop's work in several areas (learning outcomes, qualifications, Europass, credit systems, validation and quality assurance) in several ways. First, work will consider follow-up to results of the broad consultation carried out by the European Commission in 2014 on a European area of skills and qualifications and the process leading to a possible initiative in 2015/16. Second, work will build on conclusions of the conference 'Stepping up the pace – the next stage of European tools for transparency, recognition and quality in education and training' organised by Cedefop in November 2014. Outcomes of the conference will feed Cedefop's analysis (launched in 2014) on existing and potential links between tools and will lead to a publication in 2015 outlining possible technical and conceptual scenarios for the next stage of work. While priorities for 2015 will depend, at least to some extent, on outcomes of this work, the following orientation for Cedefop's work can be identified.

Cedefop's work will continue on implementation of the **learning outcomes approach in designing qualifications**. It will be taken forward in the work programme on learning outcomes adopted by the EQF advisory group in 2013. This work is closely related to development of ESCO, the European classification of occupations, skills, competences and



qualifications. Cedefop's study – launched in 2013 – on use of learning outcomes in European education and training policies and practices in 33 countries will be finalised in 2015. In addition to analysing how the learning outcomes approach is influencing education and training policies and how it is applied in different subsystems (VET, higher education, general education), the study will also give insights into learning outcomes' impact on initial teacher training institutions. With evidence on learning outcomes collected in Cedefop's studies in recent years (such as on curricula, qualification standards and qualification frameworks and certification), this material will provide the basis for a **handbook on the writing and application of learning outcomes**. Using a format similar to that used for the *Guidelines on validation of non-formal and informal learning*, this handbook will refer to an extensive collection of concrete examples on how to write and apply learning outcomes. Directly supporting national policy-makers, social partners and practitioners involved in and responsible for implementation of learning outcomes, the handbook will also be at the centre of a **policy learning forum on learning outcomes** which Cedefop will organise for Member States and social partners.

Work on **qualifications** will be intensified in 2015 and will pursue three main strands of work.

First, close cooperation with the European Commission, Member States and social partners on implementation of the **European qualifications framework** will continue. The EQF provides an increasingly important platform

for practically-oriented European cooperation in qualifications as well as for better integrating **validation of non-formal and informal learning** to qualifications systems and frameworks. All (36) participating countries are expected to finalise their referencing to the EQF by 2015. When possible and on request, Cedefop will seek to assist Member States in aligning NQFs to the EQF according to set criteria. Cedefop will also support the Commission and Member States in aligning the EQF to third-country national qualifications frameworks (in 2015 piloted by Australia, New Zealand and Hong Kong).

Second, annual mapping of **national qualifications frameworks** (NQFs) will continue. The 2015 analysis will focus on NQFs' role in ensuring implementation of tools, in particular through simplification and synergy. The analysis will also seek to deepen understanding of NQFs' role in national education and training policies. The link to validation of non-formal and informal learning will be a particular focus. In this connection, Cedefop will continue monitoring implementation of the 2012 Council recommendation on validation. In 2015, work will focus on preparing data collection for the next update of the European inventory on validation to be published in 2016. An updated version of the European guidelines on validation will be published in 2015. To mark its 40th anniversary, the Centre will publish a **handbook summarising latest NQFs developments** and their contribution to transparency of qualifications across Europe. Cooperation with



ETF and Unesco on a global inventory of qualifications frameworks will also continue.

Third, work on **international sectoral qualifications** (ISQ) will be taken forward in 2015, in close cooperation with and building directly on work of the EQF advisory group. Based on material gathered in work on EQF and ESCO, Cedefop will analyse and summarise latest developments, pointing to main challenges (for example, in relation to recognition and links to NQFs) and opportunities (for example, in relation to common European standards, open educational resources as well as accreditation processes and role of multinationals and international organisations in specific sectors). Building on this analysis and in cooperation with the ISQ subgroup of the EQF advisory group, a workshop will bring together Member States, sectoral social partners and trend-leading sectors to discuss the way ahead, with focus on the need for transparency and quality.

Cedefop will continue to support work on **ESCO**, the European standard terminology on skills, competences, occupations and qualifications. Particular priority will be given to further development of the ESCO qualifications pillar and its link to the EQF. Cedefop will contribute to refinement of the ESCO skills/competence pillar, ensuring its relevance to both the labour market and the education and training sector. Cedefop will start work on practical application of ESCO terminology, notably for Europass and the European skills panorama, upon delivery of taxonomies from the European Commission.

Work on **quality assurance** will support and underpin all areas listed above in close cooperation with the European Commission. Trustworthy quality assurance is considered critical for implementation of high quality VET provision, building on the learning outcomes principle and supported by qualifications frameworks and tools addressing needs of end-users. As follow-up to the Commission's report on evaluation of EQAVET implementation and in cooperation with the EQAVET network, Cedefop will continue to support the European Commission in elaborating guidelines for establishing a common quality assurance framework for VET providers at national level by 2015 (a strategic objective set in the Bruges communiqué). The study on how the shift to learning outcomes influences **quality assurance of certification in IVET** – launched in 2013 – will be finalised and published and results discussed at a workshop with policy-makers, social partners and VET stakeholders. Work carried out in 2013-14 on **quality assurance's role in building trust between VET and higher education** will be finalised and taken forward. Resulting proposals on how to foster learners' progression between the two sectors and for easing common recognition of qualifications will be discussed with national and EU stakeholders at a conference in the autumn. Outcomes of the study on quality approaches in learning and training patterns in small enterprises – launched in 2012 – will be published. The study will provide insights into the factors influencing small firms' approaches to skill acquisition and an overview of initiatives



which impact and/or govern support of continuing training (non-formal and informal) in small enterprises.

Support for implementation of **credit systems** will continue in 2015. Building on work the Centre initiated in 2014, focus will be on how to enable individuals to progress between education and training subsystems (such as VET and higher education) as well as to make full use of learning experiences from school, work and leisure time (such as in terms of exemptions from courses and programmes based on a full range of prior learning). Building on the Commission's report on evaluation of ECVET implementation, Cedefop will continue monitoring national developments related to ECVET.

Europass work in 2015 will continue on upgrading Europass web resources to meet end-user needs better. A focus will be further promoting interoperability of Europass with private and public employment services, such as Eures and businesses. Cedefop will support the European Commission in any adaptations necessary in Europass from 2015 onwards as a result of the political agreement about the next stage of the EU tools.

Work in all above areas will be taken forward in close cooperation with the European Commission, Member States and social partners. Particular attention will be given to labour market relevance of the European tools and the need to strengthen focus on the individual and end-users.

To support the EU political and institutional process underpinning implementation of the tools, Cedefop will continue to provide coordination support and expertise to **EU-level working groups** and committees set up by the Commission on the individual tools (EQF, ECVET, EQAVET, and ESCO). This will include contributing to preparation of the impact assessment for revision of the Europass Council Decision and the EQF recommendation.



4. MEDIUM-TERM PRIORITY 2

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



Although highly differentiated across countries, the EU economy has started growing again, albeit timidly. However, in many European countries tackling unemployment and boosting job creation remains a challenge. In addition, the crisis has not had the same impact on different population groups, economic sectors and countries. While the potential for VET policies to improve employability and empower people to manage labour market transitions is clear, a 'one-size-fits-all' approach is not the answer. In addition, needs of young people in IVET are, typically, very different to needs of young workers; as well as different from those of older adults. Against this background, Cedefop's work in 2015 will develop different and complementary lines of activity aimed at addressing the specific policy challenges which emerge when considering different target groups, contextual conditions and types of learning.

4.1. Empowering young people

Building on outcomes of the activities initiated in 2013-14, Cedefop will provide continued **support to the European alliance for apprenticeships**. First, the Centre will continue to monitor and analyse developments in relation to apprenticeship-type reforms in Member States, including monitoring progress in setting up (bilateral) apprenticeship alliances and promoting cooperation in the follow-up. Short 'glances' will be prepared for DGVT meetings under the Latvian and Luxemburgish Presidencies to highlight new policy develop-

ments in a selected sample of Member States. Second, Cedefop will continue to provide strategic and expert input to the ET2020 working group on VET (focusing on apprenticeship until 2015), in close coordination with DG Employment. Third, results of the pilot **country reviews on apprenticeships** carried out in 2014 in Lithuania and Malta will be published and discussed with key stakeholders. Building on the results and lessons learned, country reviews will be extended to two or three more countries. The reviews will focus on countries undergoing reform processes which express interest in cooperating with Cedefop in such a review. Such reviews also aim to support countries with their follow-up on country specific recommendations related to apprenticeships. Depending on specific policy contexts of the countries involved, thematic focus of reviews will address key challenges in undertaking apprenticeship reforms and may include: governance (including social dialogue and role of VET stakeholders) and financing aspects, certification, recognition and alignment of qualifications to the NQF/EQF; quality assurance; apprenticeship initiatives at tertiary level; apprenticeship-type learning for adults as well as support for companies and in-company trainers. Country reviews will focus on the implementation process. Fourth, the Centre will continue to provide thematic studies and policy analyses on issues aligned with interests of countries involved in the European alliance for apprenticeships: (a) Cedefop will publish and disseminate outcomes of reviews of systems of governance and financing of apprenticeship-



type schemes in five countries (Italy, Latvia, Portugal, Spain and Sweden) launched in 2013 and will draw lessons on the conditions necessary to develop and expand this type of initial VET; (b) Cedefop will support the European Commission in developing the OECD study on cost-benefits of apprenticeship. It will also keep track of a project carried out by European cross-industry employers' organisations on the same topic. Finally, as follow-up to the 'European apprenticeship conference' organised in 2014, and to provide Member States and social partners with a platform for future coordination in this field, outcomes of the above activities will be discussed at a conference organised in collaboration with the European Commission and the EU Presidencies.

Europe 2020 strategy seeks to reduce the share of early school leavers in Europe to 10%. Although countries have made progress, a lot still remains to be done. In 2015, Cedefop will finalise the second phase of a study – launched in 2013 – on **VET's role in reducing early leaving from education and training**. Building on first outcomes of activities initiated in 2013-14, published in a Cedefop-Eurydice joint report late 2014, the second phase in 2015 will: (a) shed light on the size, nature and causes of early leaving from VET in European countries; (b) examine national initiatives and policies, with focus on apprenticeship's role in attracting and retaining young people in education and training; (c) analyse contextual and specific factors contributing to success or failure of particular VET-related policies aimed at

reducing early leaving from education and training. Findings will help policy-makers determine the conditions for effective and transferable policy measures.

4.2. Empowering adults

In 2015, Cedefop will finalise and publish its stock-taking exercise on **CVET's role in adult learning**. To provide a comprehensive evidence base to support policy-making in CVET in adult learning, stocktaking will provide an integrated analysis of available data and evidence from Cedefop's previous and current work. The thematic focus will include: how work-based learning for adults can foster innovation; roles of validation and career management skills in helping adults manage labour market transitions and improve mobility; quality assurance; economic and social benefits of CVET. Cedefop will also update its online database on cost-sharing mechanisms to finance and promote adult learning.

Results of the study – launched in 2013 – '**Work-based learning approaches in continuing vocational education and training in Europe: practices and policies**' will be published. The study will analyse different forms of governance and national policies, provide an overview of patterns and practices of work-based learning in CVET, and identify key challenges as well as factors contributing to effective approaches to work-based learning in CVET. Outcomes of the study on supporting competence development of **in-company**



trainers – to be published in 2015 – will provide complementary evidence. Cedefop will continue its support to VET teachers' and trainers' professional development analysing key trends and challenges to feed into the EU working group on VET and forthcoming deliverables of the Copenhagen process.

The new Commission emphasises the need to reinforce efforts to create jobs and invest in skills to improve productivity, quality of jobs and new job opportunities. Enterprises that have the capacity to innovate can drive or respond quickly to new developments and contribute to job creation. However, CVET's potential to promote innovation is not being fully exploited in Europe. To enable employees to advance significantly in terms of proficiency in a particular field, work-based learning needs to be combined with more structured and systematic learning. This requires cooperation between all actors involved, in particular between companies and the institutions that provide CVET to ensure that the learning outcomes and qualifications acquired are relevant to employees' and companies' needs. Building on Cedefop's analyses of policies, measures, incentives to promote access to (C)VET and support for adult learning, a workshop will be organised to discuss the way forward. Discussions will focus on how to overcome challenges and reinforce cooperation between enterprises, employees and employee representatives and education and training institutions.

Enterprises' engagement in development of their staff is vital and attention needs to be given

to developing knowledge, skills and competences of employees to boost innovation and economic capacity. Still, and despite strong policy focus on developing adult learning, training provision by enterprises appears suboptimal, in particular in some EU countries, and as a result employees lack opportunities to develop their job-related skills. While a fair amount of data is available on incidence of CVT in enterprises through regular surveys such as the continuing vocational training survey (CVTS), there is a need to spread practices between enterprises and industries so that learning at work becomes more widespread. In 2015, Cedefop will collect comprehensive case studies of enterprises in different sectors. These companies will be selected for their sustained economic success and case studies will analyse their work organisation and HRD processes as well as training and learning practices, in a context of overall enterprise strategy, its competitive landscape and local, sectoral or national policies aimed at promoting investment in learning. This study will provide a reservoir of practices providing employers and social partners with inspiration for good practice. The reservoir will also include 20 case studies collected for the study on learning and training patterns in small enterprises. Further, based on previous work undertaken by Cedefop on work-based learning and validation of learning in firms, this new study will help lay the basis for a pilot enterprise survey to be carried out by Cedefop in 2016/17. Work to be carried out during 2015 will support definition of the survey focus (such as on particular sectors or types of



enterprises) and scope to ensure complementarity with existing sources and surveys on CVET in Europe, in cooperation with the European Commission. Cedefop's pilot survey methodology will be compatible with that adopted by Eurofound's European company survey to allow for a possible future joint survey.

Low-skilled adults are more likely to experience short- as well as long-term unemployment. Education and training systems and institutions are in many cases failing to meet this group's needs, lacking flexibility and transparency and failing to provide relevant supporting services (counselling/guidance, validation, etc.). In 2015, Cedefop will finalise a study – initiated in 2014 – reviewing and analysing issues surrounding measurement of economic and social costs of low skills to individuals and societies. The second phase of the study in 2016 will examine efficiency of a set of policies and measures implemented across countries. Building on Eurydice's mapping exercise and work carried out by the

Commission on effectiveness of adult learning policies, these two strands of work will make it possible to identify good practices on how to support reintegration of low-skilled adults into the labour market, reduce their vulnerability to labour market changes, and support their skills and career development. In parallel, results of qualitative analysis of individual biographies of low-skilled adults collected in several countries – launched in 2013 – will be published and results of the study on occupational transitions using the EU-SILC data – also launched in 2013 – will be made available. These studies analyse individual trajectories in the labour market and the factors contributing to successful occupational transitions, with focus on skills development and training.

Outcomes of the above activities will form the basis for the expertise and content support that Cedefop will continue to provide to the ET2020 working group on adult learning. They will also feed into policy discussions at European level for DGVT and ACVT meetings.

5. MEDIUM-TERM PRIORITY 3

Analysing skills and competence needs to inform VET provision

5.1. Skills analysis

Skill mismatch represents a significant loss of investment in people and has damaging economic and social consequences. It is costly for economies as it may reduce productivity and competitiveness of enterprises and societies and may result in higher structural levels of unemployment. Skill mismatch increases risks of marginalisation of individuals who tend to have lower wages and less job satisfaction. The economic downturn that began in 2008 appears to have worsened skill mismatch in Europe. More people have accepted jobs below their qualification levels, but despite high unemployment, many enterprises say they cannot find workers with the right skills. In addition, skills of unemployed people become obsolete the longer they are out of work. A risk of skills obsolescence is also higher as people's working lives become longer.

Policies to address skill mismatch include making education and training more responsive to labour market needs through reviewing programmes and curricula, developing apprenticeships, continuing training and work-based learning, improving information on available jobs and their requirements as well as providing guidance to help people identify career opportunities and develop their skills. Improving enterprises' recruitment practices and strategies by encouraging them to consider applicants based on potential and less on specific work experience can also ease skill mismatch.

Better knowledge and understanding of how skill supply and demand and skill mismatch change over time can make policies more effective. Over the past 10 years Cedefop has contributed significantly to filling critical information gaps on current and future labour market and skill needs in Europe. By working closely with other international organisations and disseminating its information widely, Cedefop has built a strong reputation as the European centre of expertise on the interaction between skills, training and the labour market.

Cedefop's analyses of jobs, skills and qualifications of the future underpin its work on European VET policy development. Work on skills strengthens the case for VET reform and for developing European tools that make learning outcomes and skills more visible and which promote recognition of qualifications and mobility. By highlighting future issues that reform should address, Cedefop's work on skills provides an opportunity for policy-makers to be proactive.

To develop the evidence base on skill needs in the labour market, Cedefop's research and studies consider current and future labour market needs.



5.1.1. Activities analysing how future skill supply and demand are changing

Skill forecasting considers how major structural trends (demographic changes, sectoral restructuring and changes in qualification levels) will combine with economic developments (GDP growth) to affect **labour market supply and demand in the medium term, up to 2025**. The forecast acts as a warning system to improve interaction between education and training and the labour market and prevent future skill mismatch. **Cedefop's forecast** allows a comparison of trends across European countries. Labour supply data are shown by gender, age and qualification level. Labour demand data show employment by sector, occupation and qualification. Labour demand is also broken down into newly-created jobs (expansion demand) and job opportunities due to people leaving the labour market (replacement demand). Cedefop's forecast findings are validated by country experts before publication and, in 2015, Cedefop will produce an update of the forecast that will take into account the new population projection (Europop, 2013) released in 2014 by Eurostat. In 2015, Cedefop will concentrate on presenting forecast results for individual Member States and on refining forecasting methodology and models. In particular, the Centre will use existing classifications and empirical data to provide a picture of skills needed in jobs in the future. On top of pessimistic, optimistic and baseline scenarios of future economic and employment trends released with every forecast, Cedefop will also work on development of policy

scenarios of future labour shortages, activation and migration in response to concerns about a shrinking European labour force.

Subject to validation of the prototype and results produced early 2015, Cedefop will complement its medium-term forecast with a new system of **short-term anticipation of skill needs** that will predict employment changes six to 24 months ahead. The system aims to point to critical skill shortages or labour surpluses in specific sectors and occupations to support decision-making on short-term measures for adapting skills quickly to new needs, particularly through retraining and active labour market policies. The system will use econometric modelling and available EU data.

The project **anticipating changes in skill needs in specific sectors and occupations** looks at changes in skill needs affecting either several occupations across sectors, for instance greening of jobs and skills, or a specific sector of high economic interest, such as the IT sector. Cedefop will launch in 2015, in collaboration with the ILO and WHO and in consultation with social partners and stakeholders from the relevant sector, a detailed analysis of **skill needs in healthcare and implications for VET-based health training and other studies**. The Commission's employment package identifies healthcare as a key sector with significant employment potential as the population ages and demand for healthcare increases. However, the sector faces major challenges and important changes in all Member States. The health workforce is ageing and new recruits are insufficient to replace those



retiring. Demanding working conditions and relatively low pay in some health occupations make it difficult to recruit and retain staff. New care patterns and the rise in new technologies require new skills and competences. Tough public budget constraints are imposing fundamental reforms to increase efficiency in healthcare. Success depends on a high quality and motivated health workforce with the skills to meet healthcare's growing demands and the need to promote active and healthy ageing in the EU population.

5.1.2. Activities analysing current labour market tensions and mismatch

To gather more and better evidence about skill mismatch **Cedefop's European skills survey** asked in 2014 around 50 000 adult employees across all 28 Member States about the degree to which several of their basic and generic skills are developed and matched in the job market. The survey examines the extent and causes of skill mismatch, how it can develop during someone's career and how far initial and continuing VET can address it. In 2015, Cedefop will publish and extensively disseminate the survey's findings and discuss their implications for policy at a high-level conference with policy-makers in employment, education and training, social partners, guidance and career counsellors, and representatives of public employment services. The event will also aim to identify policies to tackle skill mismatch and promote exchanges of policy experiences considering results of a study on good practices and policy instruments in the EU for mitigating

skill mismatch. This study – launched in 2013 – relies on interviews with policy-makers, intermediary actors and end-beneficiaries involved in implementing recent innovative policy initiatives on skill mismatch in EU Member States.

To respond to concerns expressed about **skill shortages** among the EU workforce and in some sectors and countries, Cedefop expects in 2015 to publish results of its own analysis of determinants of skill shortages and skill gaps in European Member States. These will be summarised in a reference report, based on empirical analysis of several European data sources, including PIAAC. In addition, initial results of a study launched in 2014 to identify and prioritise shortages will become available. The study will provide more robust evidence regarding those occupations of high economic importance susceptible to skill shortages in each EU Member State. In addition, to help fill gaps in data on job requirements and recruitment difficulties, Cedefop will test feasibility of using electronic tools ('web crawling' and 'spiders') to generate real-time labour market information on skills needs through analysis of online vacancies and job postings.

5.1.3. Using evidence to help people, companies and public authorities take informed decisions

Every day, people, companies and institutions make choices: what kind of education is best for me or my children? If our company opens a new business in another region does the local workforce have the skills we need? Could we



attract more foreign investment with a better-educated workforce? Do we need to revise some of our education and training programmes? What incentives will attract students into some jobs?

Decisions made in the labour market can have long-term effects and should be well-informed. To guide such decisions Cedefop develops and maintains, with the European Commission, the **EU skills panorama (EUSP)**, which gives access to data, information and evidence on trends in skills and jobs across Europe. Cedefop took over the website maintenance in 2014 and, in cooperation with DG EMPL, will launch a new EUSP site in 2015. The new site will use infographics and data visualisation techniques and contain new data and information, particularly from Cedefop's skills work (such as results of Cedefop's EU skills survey and skill shortages in Member States). It will also provide links to and will be coordinated with other European initiatives such as ESCO, EURES, Europass as well as national sources. The EUSP's future online tool for guidance and employment counsellors will be developed and informed by outcomes of stakeholders' workshops and a feasibility study on providing LMI to guidance and career counsellors through the EUSP.

To make career decisions, people must have access to reliable information on labour market needs and educational prospects. Cedefop will monitor in 2015 a study – launched in 2014 – to identify successful practices in **using labour market intelligence (LMI) in guidance and careers education**. Self-help

online services will be analysed besides traditional face-to-face services and careers training situations. Work of guidance counsellors, advisers and careers educators will also be analysed regarding the necessary tools, skills and methodologies for successful use of LMI. Final results of the study are expected to be available in 2016.

In addition to cooperating closely with the Commission, **Cedefop joins forces with international experts and other international organisations** to develop and promote methods, know-how and best practices in skill needs anticipation. In 2015, Cedefop will publish: (a) a review of skills anticipation systems and their relevance for policy-making in EU countries with the OECD; (b) guides on how to anticipate and match skills to help public authorities in developing better information on skill needs at national, regional and sectoral levels with the ETF and ILO. The Centre will continue to raise awareness of the skill challenges posed by green restructuring with the interinstitutional working group on greening technical VET and will participate in the Global Agenda Council on the future of jobs of the World Economic Forum. Last but not least, **Skillsnet**, Cedefop's international network of experts on anticipating skill needs, will continue to contribute to, validate and disseminate outcomes of Cedefop's skill needs analysis.

6. Communication, information and dissemination



Cedefop's information and communication activities are paramount to the European Commission's, Member States' and social partners' success in shaping and implementing European policies and tools in relation to vocational education and training. Disseminating all useful documentation and information is defined by Cedefop's Founding Regulation as one of the Centre's main tasks. Therefore communication is an integral part of the Centre's activities reflected in the work programme.

In 2015, Cedefop will mark its **40th anniversary**. The general theme for the anniversary will be 'old roots for new routes'. Cedefop will take stock of its achievements over the past 40 years, look back at the progress made and look to the future. The 40th anniversary will be a unique opportunity to communicate Cedefop's contribution to VET policy development and implementation to a broad audience beyond its usual circle of key stakeholders. Several activities to celebrate the anniversary are planned, including: a conference to coincide with the Governing Board meeting in June; a joint event with Eurofound in Brussels; a permanent exhibition on Cedefop's history; a handbook about recent developments in national qualification frameworks and their link to EQF; spotlights on VET in all EU Member States; and other activities which will serve to make VET more visible and attractive to policy-makers and learners.

In 2015, Cedefop will implement its **strategy** and follow principles of corporate communications. Key accounts, which form a specific group among Cedefop's stakeholders, will be addressed with information formats targeted to their dedicated needs: European Commission (DG EMPL, DG EAC), European Parliament Committees (EMPL, CULT), European Economic and Social Committee (EESC), DGVTs, ACVT, Governing Board members, ReferNet partners and National Institutes for Vocational Education and Training. Interactivity with the wider VET community, ministries responsible for vocational training, experts, policy-makers, social partners and learners in vocational education and training, will also be improved. Printed publications will be given a more up-to-date format so that Cedefop and European initiatives will be appealing and accessible to a wider range of intergenerational stakeholders. The new hard copy magazine *Skillset and match* will continue to complement Cedefop's electronic briefing notes and newsletter articles.



The web portal (www.cedefop.europa.eu) is Cedefop's principal means of communication on the Internet and plays a fundamental role in communicating to a wider public and alerting VET stakeholders of the Centre's latest outcomes. In 2015, the portal will be fully migrated to a new technical platform to integrate a wide range of interactive communication channels, like social media (Facebook, Twitter), blogs, webinars, polls, online surveys and audiovisual content. A particular focus will be on data visualisation and use of infographics for presenting complex information and data quickly and clearly on Cedefop's web portal and in its electronic publications.

Following restructuring and downsizing of the **library** in 2014, a revised collection policy and simplified cataloguing guidelines will allow further streamlining of resources. Cedefop's documentation and information activity responds to information needs of Cedefop's core business. As a research support centre the new service contributes to Cedefop's target of being acknowledged as an authoritative source of information on VET, skills and competences and ensures that all projects receive relevant information on time. Records management and archives ensure that the Centre's business records are appropriately managed throughout their lifecycles and agreed retention schedules are observed.



7. Management, resources, internal control and risk management

In 2015, work will continue to focus on delivering effective services to support the core business. Key words in this respect are **customer service, efficiency, delivery on time and value for money**.

Cedefop continuously improves and optimises its processes. In 2015, the Centre will:

- (a) seek to integrate the European Commission's **e-tendering application** into its procurement procedures;
- (b) complete work on **centralisation and reporting of HR data**; and
- (c) review the activity-based budget (ABB) tool to further develop **activity-based management (ABM)**.

The ICT strategy devised in 2014 will be implemented. In support of operational priorities, **ICT** will provide **technical support** to Europass, European tools, the EU skills panorama and to improvement of collaborative tools. 'Preventive' maintenance of the ICT infrastructure will be pursued.

Work will continue to implement the **Staff Regulations reform**. A **health and safety** programme will be implemented.

The action plan on follow-up of the **staff survey** carried out in 2013 will include several actions to be implemented in 2015. The Bureau and Governing Board will be regularly informed of developments.

Renovation and maintenance activities postponed pending completion of the **repair works** by Egnatia Odos will be resumed in 2015. Proposals of the energy efficiency working group ('Green group'), set up in 2014, will start to be implemented in 2015 to improve Cedefop's environment.

The remote Cedefop information systems back-up hosted at the Fundamental Rights Agency (FRA) in Vienna will be fully operational in 2015 and allow comprehensive tests of the **business continuity plan** in the second half of 2015.

The Centre's follow-up of the European Commission's action plan on the road map of the **interinstitutional working group (IIWG)** on agencies and the action plan on **external evaluation of Cedefop** will be closely monitored and actions implemented as necessary.



8. Risk management plan



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

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

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

For the work programme 2015, management agreed that risks on activity/project level are well controlled and thus risk levels are below the benchmark. As regards generic risks one issue was identified which remains above 15 points.

In consequence, the 2015 risk management plan contains one issue ⁽²⁰⁾.

Risk management plan

Issue

Unforeseen (external) demands from stakeholders

Responsible in Cedefop

Management

Risk

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

Planned actions

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

⁽²⁰⁾ A complete overview of risk assessments will be included in the annual management plan 2015. In the work programme, only issues included in the risk management plan are reflected.



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

	MEDIUM-TERM PRIORITY 1	MEDIUM-TERM PRIORITY 2	MEDIUM-TERM PRIORITY 3
MTP	Supporting modernisation of VET systems	Career and transitions – CVET, adult and work-based learning	Analysing skills and competence needs to inform VET provision
ABB	Policy analysis and reporting	Empowering adults and young people	Skills analysis
Projects	VET policies and systems	Apprenticeships	Skills forecasting
	ReferNet	Governance and financing of VET	Sectoral and occupational skill needs
	Statistics and indicators	Early leaving and VET	Skill mismatch
	VET mobility scoreboard	Adult, CVET and work-based learning	Lifelong guidance
	The changing role of VET in Europe	Teachers and trainers professional development	EU skills panorama
		Careers and transitions	Skillsnet and international cooperation
		Learning cultures in organisations	
ABB	Common European tools, qualifications and learning outcomes		
Projects	European qualifications framework (EQF/NQFs/ESCO)		
	Validation		
	European credit system for VET (ECVET)		
	Europass		
	Quality assurance		
	Synergy between tools/learning outcomes		
ABB	Communication, information and dissemination (External communication, documentation and information, publications and content management)		
ABB	Resources, Directorate (Human resources, Finance and procurement, Information and communication technology, Facilities)		

9. Activity fiches 2015 by medium-term priority, activity and project

MEDIUM-TERM PRIORITY:

SUPPORTING MODERNISATION OF VET SYSTEMS

Activity: Policy analysis and reporting

In 2010, in the Bruges communiqué, Cedefop was entrusted with reporting on Member States' progress in implementing the joint priorities for VET within the Copenhagen process. The Bruges communiqué combines a long-term strategic vision for 2020 (11 strategic objectives) and a commitment to implement a series of actions at national level by 2014 (22 short-term deliverables) to modernise and further develop VET. In 2014, Cedefop delivered a report on progress at national level in implementing the short-term deliverables and assessed their contribution to reaching the strategic objectives set for VET in Europe. In 2015, new short-term deliverables and policy monitoring system will be agreed between stakeholders of the Copenhagen process. Cedefop will support the European Commission in informing this debate and will adapt its approach to policy analysis and reporting activities as required considering the new short-term deliverables.

Cedefop's policy analysis also supports the European Commission through delivery of systematic and regular reviews of key VET developments in EU countries to inform the European economic coordination process (European semester). This work feeds in particular into country-specific recommendations for education and training prepared by the European Commission (in the spring) and the annual growth survey carried out by the European Commission (in the autumn).

To provide the context for policy analysis, Cedefop collects descriptions of national VET systems annually from ReferNet and publishes them on its website. Cedefop also produces policy-aligned VET statistical overviews and indicators to provide evidence of progress on VET's contribution to reaching targets of Europe 2020. In addition, Cedefop examines selected issues with high relevance to VET policies and prepares 'thematic snapshots' to support the European Commission and Presidency countries. In 2015, the Centre will also explore the feasibility of devising a European mobility scoreboard for VET to support actions to promote learning mobility of young people in VET and, where possible, remove obstacles impeding progress in this area.

Cedefop's analysis of and reporting on VET policies and systems relies heavily on regular input from ReferNet – Cedefop's European network for VET, composed of key national VET institutions in all EU Member States, Norway and Iceland. In 2015, Cedefop will issue a call for proposals to renew its partnerships for the period 2016-19 with national VET institutions in each of these countries.

Desired impact

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

Corresponding ABB activity: Policy analysis

Principal activity outcomes

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

- analysis of progress in achieving the short-term deliverables and strategic policies' objectives of the Copenhagen process and the country-specific recommendations by the Council for the European semester;
- overviews of key features of national VET systems and trends in selected VET-related issues;
- evidence of progress and achievements in VET in Europe and VET's contribution to meeting the EU 2020 objectives;
- analysis of feasibility of systematically collecting information on learning mobility in VET and obstacles impeding progress.

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

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

New knowledge

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

Raising awareness

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

Project 1: VET policies and systems

In close consultation with the European Commission and other stakeholders, Cedefop monitors progress in the Copenhagen process. To do so, Cedefop collects, analyses and synthesises quantitative and qualitative information gathered through ReferNet, DGVTs and the ACVT, as well as several other sources. Combined with the statistical overviews (see Project 3), this work also informs the Commission's country analyses and VET-related recommendations of the European semester, and can be used to feed into the joint assessment framework of progress in education and training policy.

In 2015, Cedefop will update fiches summarising progress by short-term deliverable and by country. The findings will inform the debate on Council conclusions and the 2015 communiqué with a new set of short-term deliverables. Following adoption of a new set of short-term deliverables, Cedefop will adapt its reporting on VET policies and systems as necessary.

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

Depending on theme and data availability, Cedefop also provides input to meetings of the DGVTs and the ACVT as well as EU-level working groups. Where relevant and necessary, Cedefop collects additional information from ReferNet in the form of thematic articles or surveys.

Principal output 2015	Timing/frequency
Publication: Stronger VET for better lives – Cedefop monitoring of VET policy developments 2010-14 (reference publication)	Q1
Publication: VET in Latvia (booklet online printed only for Presidency needs)	Q1
Publication: VET in Latvia (spotlight printed only for Presidency needs) – national language and EN	Q1
Publication: VET in Luxembourg (booklet online printed only for Presidency needs)	Q3
Publication: VET in Luxembourg (spotlight printed only for Presidency needs) – national language and EN	Q3
National news on VET (online publication)	Ongoing
Advice and expertise provided to key stakeholders (Copenhagen working group, DGVTs, ACVTs, etc.)	Ongoing
Input to the European semester and joint assessment framework of progress in education and training policy	On demand by DG Employment

Project 2: [ReferNet](#)

ReferNet is Cedefop's network for gathering information on VET in European countries. It is managed and coordinated by Cedefop which provides guidance, instructions and feedback to ensure relevance and quality of deliverables. Cedefop also organises meetings to strengthen links between network members. ReferNet partners are national VET institutions from EU Member States and Iceland and Norway.

In 2015, under the ongoing framework partnership agreement (2012-15), ReferNet will continue to report on national VET systems and policies and on how VET-related objectives of Europe 2020's strategy and the Copenhagen process for enhanced cooperation in VET are being met at national level (see Project 1). Improving visibility of ReferNet and Cedefop deliverables and reflecting on quality, governance and organisation of the network's activities will remain an important objective, in particular in view of preparation of the next partnership agreement (2016-19), for which an open call for proposals will be launched during 2015.

Principal output 2015	Timing/frequency
Workshop: Evaluation of VET in Europe country reports	Q1
Workshops: Two regional meetings	Q2
Workshop: Writing for a European audience	Q4
Conference: Annual plenary meeting	Q4

Project 3: **Statistics and indicators**

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

In 2015, Cedefop will continue to improve dissemination of available statistics and indicators on VET, in particular through a policy-aligned VET statistical overview and by publishing results of an integrated analysis of the latest continuing vocational training survey (CVTS) and adult education survey (AES) data. Cedefop will also pursue its cooperation with Eurostat, the European Commission, OECD and other international stakeholders to prepare and disseminate results of surveys and data collections.

Principal output 2015	Timing/frequency
Publication: Country statistical overviews – Update (research paper)	Q1
Publication: Job-related learning and continuing vocational training in Europe: selected focuses (research paper)	Q4
Advice and expertise provided on statistical and indicator developments for key stakeholders	Ongoing

Project 4: **VET mobility scoreboard**

The Council recommendation ‘Youth on the move’ – promoting learning mobility of young people (2011) provides specific guidance on administrative and institutional issues relating to learning mobility of young people to promote it and, where possible, remove obstacles impeding progress. The recommendation identified 10 key action areas where Member States could support learning mobility and remove its barriers. It also called for a feasibility study, with assistance from experts in Member States, for developing a methodological framework for monitoring progress in promoting learning mobility – referred to as a mobility scoreboard, thus encouraging full use of existing information.

Following the Council recommendation Cedefop will conduct in 2015, a feasibility study aiming at suggesting a methodological framework and options for collecting national data for the scoreboard. Pending outcomes of the study, and after validation of the proposed framework by the main stakeholders, this might lead to a fully-fledged scoreboard starting in 2016.

Principal output 2015	Timing/frequency
Workshops: meetings of thematic expert group on VET mobility scoreboard	Q1 and Q3

Project 4: Changing role of VET in Europe

The project aims to analyse systematically VET's relative position in national education and training systems. Data point to a gradual weakening of VET in many European countries and the project will, drawing on quantitative as well as qualitative data, contribute to a better understanding of the challenges facing not only VET but also education and training systems overall. The project will run over two years and work will be carried out in four main strands.

First, building on Cedefop's previous work and available evidence, a quantitative analysis of VET's development in the 28 EU countries will be carried out with special focus on initial VET (EQF levels 3-5). This analysis will provide a picture of these provisions' position in relation to general and higher education and training. The statistical analysis should also provide an overview of changes within VET and illustrate the extent to which traditional subject areas are replaced by new ones.

Second, reflecting results of the statistical review, an analysis of VET national policies and their relationship to overall education and training policy priorities will be carried out. Looking at the past two decades, which are and how have these main priority changes influenced the VET sector's size and profile?

Third, to address VET's changing role from the end-user point of view, and based on results of a preliminary feasibility study, a new survey will provide key insights into characteristics of the population participating in VET, the main reasons for training, their expectations, levels of satisfaction, potential/actual demand and perceived obstacles, and other relevant aspects such as duration, focus of training, modes of delivery, and cost-sharing. Designed to complement existing European sources (ELFS, CVTS, AES, and other European surveys), the survey will provide a unique source of comparative information on views of European citizens on VET's role and public policies.

Fourth, building on existing (VET at levels 6-8, qualifications at EQF level 5) and ongoing studies (notably the one initiated by the European Commission), the project will address delivery of VET by higher education institutions. This will allow for broadening the VET concept and allow for a more complete analysis of vocational and labour market-oriented education and training in Europe.

Principal output 2015

Timing/frequency

Workshop: VET's changing role

Q2

MEDIUM-TERM PRIORITY:

SUPPORTING MODERNISATION OF VET SYSTEMS

Activity: Common European tools, qualifications and learning outcomes
(EQF/NQFs/ESCO, quality assurance (EQAVET), qualifications/learning outcomes, ECVET, Europass, validation of non-formal and informal learning)

Cedefop supports the European Commission, Member States, social partners and other stakeholders in developing and implementing commonly agreed European tools and principles ('Education and training 2020' framework for cooperation in education and training, the Bruges communiqué and relevant Council recommendations and resolutions) to make qualifications more transparent, ease mobility of learners and workers and promote lifelong learning. While implementation of single tools will continue, the European Commission's consultation in 2014 on a European area of skills and qualifications marks the start of a second development stage seeking to simplify and connect the separate initiatives better. Based on targeted research carried out in 2014, Cedefop will continue to support this work and carry out research addressing potential areas for further development and increased synergy.

Cedefop will continue its support to implementation of the European qualifications framework (EQF), notably by deepening analyses of developments of national qualifications frameworks (NQFs) and supporting ongoing national referencing processes. As all participating countries are expected to finalise their referencing to EQF, 2015 marks the start of a new stage where countries will seek to further implement the framework. Support for implementation and further development of the European credit system for VET (ECVET) will include analysing its link to national qualifications systems and frameworks, its potential to support better valuing outcomes of non-formal learning and CVET, and its link to the higher education credit transfer system (ECTS). Paying particular attention to ensuring a direct link to EQF and NQF developments, Cedefop will also continue to contribute to developing a European classification of skills, competences and occupations (ESCO). Work on the shift to learning outcomes will move to a new stage in 2015 looking into conditions for more coherent writing and application of learning outcomes across countries, sectors and institutions. Cedefop will give priority to developing material to support relevant stakeholders (such as collection of learning outcomes cases, handbooks) Cedefop will continue to analyse roles and functions of qualifications and how the shift to learning outcomes may help modernise VET and lifelong learning more generally. As an integral part, Cedefop's work on validation of non-formal and informal learning will also support the European Commission in following up the 2012 Council recommendation in this field.

Quality assurance-related studies will support work on learning outcomes and qualifications frameworks, contribute to reinforcing learning mobility and complement work of the EQAVET network. Cedefop will upgrade Europass web resources to meet end-users' requirements better. Work will also focus on interoperability of Europass with other employment initiatives (such as EURES CV database, job portals) as well as inclusion of the European tools (EQF, ESCO, validation, etc.) in the Europass framework.

Desired impact

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

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

Principal activity outcomes

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

- implementation of EU tools and principles at national and sectoral levels and increased coherence and synergy between them;
- identify opportunities for simplification and combinations of tools supporting implementation and relevance to citizens;
- strengths and limitations of national qualifications frameworks (NQFs) as policy instruments for EQF implementation,

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

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

follow-up to the Council recommendation on validation of non-formal and informal learning and national education and training reforms in a lifelong learning perspective;

- transparent and trustworthy referencing of national qualifications levels to the EQF and promote systematic quality assurance of certification processes, including international sectoral qualifications;
- opening up qualifications frameworks to non-formal and international qualifications;
- VET's changing role in Europe and vocationally-oriented education and training's role at all levels of EQF/NQF;
- further development and testing of ESCO common terminology on skills, competences, occupations and qualifications easing dialogue between education and training and the labour market;
- development of ECVET implementation strategies;
- quality approaches in learning and training patterns in small enterprises;
- optimisation of Europass web resources;
- application of the learning-outcomes approach across Europe, how it benefits learners and impacts on teaching and training practices.

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

- EQF advisory group and subgroups;
- ECVET users group, steering committee and forum;
- EQAVET network, steering committee and forum;
- ESCO board and its referencing groups;
- steering committee on DGEAC IT feasibility study on a single-entry point for skills and qualifications;
- steering committee on the European inventory on validation of non-formal and informal learning.

New knowledge

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

Raised awareness

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

Project 1: European qualifications framework (EQF/NQFs/ESCO)

Building on results of the EQF evaluation as well as Cedefop's own research and analysis on lessons learned from the EQF referencing process, in 2015 this project aims to support implementation of EQF, NQFs and ESCO through four interlinked strands of work. First, analytical and coordination support will be provided to the EQF advisory group and EQF national coordination points. This work seeks to help ensure and deepen quality of EQF/NQF referencing processes necessary for the EQF to be trusted as a European reference framework. Second, analysis and mapping of NQF developments will continue with focus on roles of NQFs in ensuring coherent implementation of tools and their impact on national policies and practices. Cedefop will also support the Commission and Member States in aligning the EQF to third-country NQFs. The mapping will also reflect how validation arrangements are embedded in and linked to NQFs. Third, work on international sectoral qualifications will be taken forward in relation to recognition, quality assurance and links to NQFs. Fourth, analytical support will be provided to the ESCO project aiming for a common European classification of skills, competences, occupations and qualifications. Cedefop will focus on development of the qualifications pillar and its links to the EQF. Work will also include testing and developing a terminology on transversal skills and competences, a task relevant to both ESCO and EQF.

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

Principal output 2015	Timing/frequency
Coordination, jointly with the European Commission, of the EQF advisory group and meetings of NQF national coordination points (NCP)	Five EQF AG meetings, two NCP meetings
Analytical documents, syntheses, guidance and information material for the EQF AG and subgroups and meetings of NCPs	Ongoing
Peer learning activities on EQF/NQF implementation (jointly with the European Commission)	Two PLAs
Workshop: International sectoral qualifications: at the crossroads of transparency and quality	Q4
Publication: Analysis and review of NQF developments in Europe (working paper and updated country fiches online)	Q4
Advice and expertise provided to ESCO Board, ESCO maintenance committee and ESCO cross-sectoral reference group, in cooperation with the European Commission (DG EAC and DG EMPL)	Ongoing (according to DG EAC and DG EMPL schedule)
Input to various conferences	Ongoing

Project 2: **Validation**

Cedefop aims to provide continued support to implementation of the 2012 Council recommendation on validation of non-formal and informal learning. Building on the 2014 update of the European inventory on validation, in 2015 work will focus on preparation for data collection for the inventory's next update that will be carried out in cooperation with the Commission and published in 2016. It will provide an updated overview of policies and practices. Efforts will be made to disseminate previous validation inventory results and further analyse content. Work will also focus on exploring the relationship between validation and digital learning and support will be provided to the European Commission on its study on recognition of learning achievements and dimensions of open education (DG JRC-IPTS).

To provide expert advice and a practical tool for implementing validation arrangements, Cedefop with the European Commission will finalise updated guidelines on validation in consultation with Member States and relevant stakeholders.

In addition, Cedefop will monitor the link between NQF developments and national validation policies (see Project 1 above).

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

Principal output 2015	Timing/frequency
Analytical documents and information material for the EQF AG on issues related to validation in general and implementation of the 2012 recommendation in particular	Ongoing
Steering, coordination and management of 2016 update of the European inventory in cooperation with the European Commission	Ongoing
Publication: Updated European guidelines on validation (booklet)	Q3

Project 3: **European credit system for VET (ECVET)**

In 2015, Cedefop will continue to support implementation of the ECVET recommendation of April 2009. Building on the Commission's report on evaluation of ECVET implementation, and for the next stages of work on current credit systems, Cedefop will monitor national developments related to ECVET between mid-2014 and mid-2015. Analytical support will be provided to the Commission for further development of the ECVET initiative and management of the ECVET users' group. Building on results of its 'umbrella project' in 2014, Cedefop will take forward in cooperation with the Commission its work on credit systems' role in opening access, admission and exemption between VET and higher education. Outcomes of the study – initiated in 2014 – will be published. This project will also provide evidence and content input to Cedefop's monitoring of the Bruges short-term deliverables.

Principal output 2015	Timing/frequency
Support European ECVET governance through analytical documents, syntheses, guidance and information material	Ongoing
Conference: ECVET annual forum (jointly with the European Commission)	Q2
Publication: Monitoring ECVET developments in Europe (working paper and updated country fiches online)	Q4
Input for the ECVET magazine (articles)	One or two articles
Input for various conferences	Ongoing

Project 4: [Europass](#)

In close cooperation with the European Commission, Europass work in 2015 will continue on upgrading Europass web resources to meet better end-user needs. This includes: (a) optimising the CV, language passport (ELP), cover letter online editor and European skills passport (ESP); (b) promoting interoperability of Europass with private and public employment services and businesses. Building on outcomes of the Commission IT feasibility study on a single entry point for the 'European area for skills and qualifications', and to strengthen synergy and coherence between EU tools and principles and increase its relevance for European citizens, Cedefop will support the European Commission in any adaptations to Europass. Support will also be provided to national Europass centres. See Project 3 under Area Resources – Operations support.

Principal output 2015	Timing/frequency
Europass website and online editor (CV/European skills passport/language passport/cover letter) are continuously improved to ensure optimal accessibility to users of computers and tablets	Ongoing
Interoperability of the Europass website with employment services is improved	Ongoing
Access to the CV for visually-impaired users is improved	Ongoing
Monitoring the Europass mobility management tool: national Europass centres (NECs) receive support in using the document	Ongoing
Advice and expertise provided to national Europass centres (NECs)	Two to three NEC meetings

Project 5: Quality assurance

This project aims to promote implementation of the EQAVET recommendation (June 2009) and expand the evidence base on quality assurance in VET through research and analyses. In 2015, Cedefop will continue to support the EQAVET steering committee, annual forum and its two working groups on: (a) quality assurance approaches in adult education in the continuing VET context and (b) cooperation between ECVET and EQAVET on using learning outcomes to increase mobility and labour relevance of VET qualifications. Cedefop will build on and take forward its previous work on quality assurance's role in building trust between VET and higher education and highlight actions and priorities. It will further support cooperation at sectoral level with specific focus on international sectoral qualifications (see Project 1 above). Work will continue to support the European Commission in elaborating guidelines for establishment of EQAVET-compatible national quality assurance frameworks for VET providers by 2015 (Bruges communiqué strategic objective 2b).

The comparative study on quality assurance of certification processes in initial VET will be finalised and published. Cedefop will also disseminate outcomes of its study on quality approaches in learning and training patterns in European small firms.

This project will also provide evidence and content input to updating country fiches for EQAVET-related short-term deliverables of the Bruges communiqué.

Analytical work will be carried out to comment on national EQF referencing reports (criteria 5 and 6 related to quality assurance). See Project 1 above.

Principal output 2015	Timing/frequency
Advice and expertise provided to EQAVET steering committee, working groups and annual forum	Ongoing (according to DG EMPL schedule)
Workshop on quality assurance of the certification process in IVET	Q1
Publication: Quality assurance of the certification process in IVET (research paper)	Q4
Publication: Quality approaches in learning and training patterns in European small firms (research paper)	Q3
Conference: Role of quality assurance in building trust between VET and higher education	Q4

Project 6: Synergy between tools/learning outcomes

This project builds on results of the 2014 'umbrella project' and takes into account results of consultation on a European area of skills and qualifications carried out by the European Commission in 2014. Work also builds on conclusions of the November 2014 conference organised by Cedefop. Work under this project aims to demonstrate how the shift to learning outcomes influences education and training policies as well as practices. Its results will help to understand better the necessary conditions to implement and develop European tools successfully and those that foster more permeable and learner-centred education and training systems in general. Work will be carried out in three main strands.

First, an overview of the shift to learning outcomes in education and training policies and practices will be finalised. This overview is based on the study Cedefop initiated in 2013 and findings from other Cedefop research, including on: curriculum and assessment policies and practices; how learning outcomes influence pedagogies and learning environments in initial VET; how cooperation and partnerships for lifelong learning between VET stakeholders promote permeability of pathways; how the shift to learning outcomes influences quality assurance arrangements for certifying initial VET. Work in 2015 will use this material to outline proposals for how to increase coherence in use of learning outcomes, between countries and between institutions.

Second, the findings will feed into the work programme on learning outcomes agreed by the EQF advisory group in 2013. This work programme aims to ease coordination between different education and training areas and stakeholders and to make it possible to share experiences and join resources. Cedefop will continue to work closely with the European Commission in updating and implementing this work programme. Cedefop will in particular give priority to development of a 'handbook on writing learning outcomes' supported by an extensive collection of learning outcomes cases (standards, programmes, curricula, etc.) from Cedefop's work and through a study to be launched. Based on this work a policy learning forum on learning outcomes will be organised for Member States' and social partners' needs.

Third, to contribute to strengthening synergy between European tools, results of targeted research carried out in 2014 (the 'umbrella project') will be used to outline conceptual and practical proposals on how to strengthen European cooperation on: (a) learning outcomes; (b) addressing individual citizens; (c) promoting transfer and accumulation of learning experiences and outcomes (for example through credit arrangements); (d) quality assurance; and (e) the labour market and lifelong learning. Cedefop's focus will be on the interface between the different tools, raising questions whether tools can be 'pooled together' and how initiatives can be taken to the next stage reaching citizens.

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

Principal output 2015	Timing/frequency
Analytical documents, syntheses, guidance and information material for the work programme on learning outcomes of the EQF advisory group	Ongoing
Policy learning forum on writing and application of learning outcomes	Q3
Publication: Handbook on writing and application of learning outcomes (booklet)	Q3
Publication: Common EU tools: promoting synergy and coherence (research paper) – Results of Cedefop's 'umbrella project'	Q3
Input to various conferences	Ongoing

MEDIUM-TERM PRIORITY:

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

Activity: Empowering adults and young people

Work is organised according to two main strands. First, Cedefop reviews and analyses policies and strategies that help pursue adult and work-based learning. Priority is given to: (a) investigating VET's role and various forms of skills development in adulthood in helping people to prepare better and manage careers and multiple working-life transitions, thus improving employability and easing social and labour market integration; (b) comparatively analysing policies, measures, incentives and support for adult learning and promoting access to and developing VET, with focus on work-based learning approaches in CVET; (c) analysing how learning cultures in companies impact on their economic success and the changing roles of in-company trainers, who support people at different stages of their careers and who are at the frontline for implementing policy initiatives related to lifelong learning, employment and VET reforms.

Second, to help young people's transition to work and reduce high youth unemployment, including young people who have left education and training early, Cedefop gives priority to: (a) accompanying the European alliance for apprenticeships by supporting cooperation at European level and among Member States to foster development of apprenticeship-type work-based learning as well as investigating the conditions for developing and expanding apprenticeships in different countries; and (b) analysing VET's role in reducing early leaving from education and training to help Member States and the social partners to achieve the 2020 EU and national targets.

Desired impact

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

Corresponding ABB activities: Empowering adults and young people

Principal activity outcomes

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

- national policies and strategies, institutional frameworks and conditions promoting development of adult learning in Europe, including for the prevention and/or reduction of low-skilled adults through VET;
- work-based learning approaches in CVET;
- VET's and adult learning's roles in helping young people and workers of all ages to be mobile in the labour market, deal better with labour market transitions and achieve positive

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

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

New knowledge

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

- labour market outcomes;
- interaction between VET and the labour market for ensuring responsive and relevant apprenticeship-type work-based learning;
- governance and financing conditions for sustainable and innovative VET, in particular work-based, dual VET systems and apprenticeship;
- recognition, training and professional development of in-company trainers;
- VET's role in reducing early leaving from education and training.

Policy advice provided to the following European Commission working groups:

- ET 2020 working group on VET (with focus on apprenticeship until 2015);
- ET 2020 working group on adult learning.

Raising awareness

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

Project 1: Apprenticeships

This project aims to support cooperation at European level and among Member States to foster development of apprenticeship-type work-based learning. In 2015, Cedefop will continue to accompany the European alliance for apprenticeships launched by the European Commission in 2013. Work will focus on four interrelated strands. First, Cedefop will continue to monitor and analyse developments in apprenticeship reforms, including progress in establishing apprenticeship alliances and their implementation. Second, Cedefop will continue to steer the ET2020 working group on VET (focusing on apprenticeship until 2015), in close coordination with DG Employment. Third, building on results and lessons learned from the pilot phase carried out in 2014 in Lithuania and Malta, thematic country reviews on apprenticeship-type schemes will be extended to two or three additional countries. In addition, Cedefop will support the European Commission in steering work by the OECD on cost-benefits of apprenticeship for individuals, enterprises and societies.

Finally, as follow-up to the 'European apprenticeship conference' organised in 2014, and to provide Member States and social partners with a platform for future coordination of apprenticeships, outcomes of the above activities will be discussed at a conference organised in collaboration with the European Commission and EU Presidencies.

Principal output 2015

Timing/frequency

Publication: 'Glances at apprenticeships' for EU Presidency countries (Latvia and Luxembourg) – flyer highlighting policy developments in a selected sample of Member States

Q1 and Q3
(depending on
DGVT meetings)

Publication: Country reports (for Lithuania and Malta) on efficiency and quality of apprenticeship (booklet)

Q2

Conference: Expanding apprenticeships: steering partnerships (working title) – in cooperation with DG EMPL and EU Presidencies	Q2 or Q3
Steering, jointly with the European Commission, the ET2020 working group on VET (focus on apprenticeship)	Ongoing
Analytical documents, guidance and information material for the ET2020 working group on VET	Ongoing

Project 2: Governance and financing of VET

In 2015, Cedefop will disseminate findings of the study which investigated adequate governance and financing models to establish or expand apprenticeship in selected countries (Italy, Latvia, Portugal, Spain and Sweden). The study will provide a theoretical framework and a tool for assessing countries' VET governance structures and financing arrangements. It will also identify how governance and financing can be developed to support apprenticeship.

Cedefop will also update the online database on cost-sharing mechanisms for adult learning and contribute with the ETF and the ILO to a training workshop on financing skills development organised by the ILO-ITC. The training workshop will provide an opportunity for knowledge-sharing about mechanisms of financing training and the conditions that need to be in place for specific systems to provide appropriate funding for skills development. Training sessions will highlight strengths and weaknesses of the major financing mechanisms, zoom in on sector training funds, identify several private-sector resources, provide costing and budget planning tools and visualise participation, roles and incentives from the employers' organisations' perspective. Training is targeted at senior policy staff, technical staff and advisors to Ministries of Labour and Education, as well as other ministries and national institutions involved in developing skills and vocational training policies; management and high level staff of national training authorities and national or sectoral training funds; representatives of workers' or employers' organisations working on skills development and technical vocational education; programme staff of national, bilateral or multilateral development agencies working on skills development; and directors of skills development institutions.

Principal output 2015	Timing/frequency
Training workshop on financing skills development (joint training between ETF, ILO, ILO-ITC and Cedefop)	Q1
Publication: Expanding apprenticeship – Governance and financing models (research paper)	Q4
Update of online database on cost-sharing mechanisms for adult learning	Ongoing

Project 3: **Adult, CVET and work-based learning**

This project aims to provide continued support for implementation of the renewed agenda for adult learning, the Bruges communiqué, and the 'rethinking education' communication, on adult learning's contribution to achieving the Europe 2020 strategy.

Work in 2015 will focus on: (a) strengthening CVET's role in adult/work-based learning; and (b) help address the challenges low-skilled adults face in the labour market and society.

Under the first strand, in 2015 Cedefop will finalise and publish outcomes of its study on work-based learning approaches in CVET and stocktaking of adult learning. Cedefop will also address challenges and opportunities for cooperation between enterprises and education and training institutions providing CVET to promote skills development of employees.

Under the second strand, Cedefop will finalise its study on reviewing and analysing issues surrounding measurement of economic and social costs of low skilling to individuals and societies. Expected results aim to increase the evidence base which can support policy- and decision-makers in European countries at different levels of designing and implementing policies and measures for prevention and/or reduction of low-skilled adults through VET and related measures in line with the EU 2020 target, objectives set in the Bruges communiqué and the strategy set in the rethinking education communication.

Finally, Cedefop will update the online database on cost-sharing mechanisms for adult learning.

Principal output 2015	Timing/frequency
Workshop: Fostering partnerships for CVET	Q4
Publication: Taking stock of CVET in Europe: the way ahead (reference publication)	Q2
Publication: Work-based learning approaches in continuing vocational education and training in Europe (research paper)	Q3
Advice and expertise provided to ET2020 working group on adult learning	Ongoing

Project 4: **Teachers and trainers professional development**

Support to teachers' and in-company trainers' professional development has become a priority in most Member States. In 2015, Cedefop will continue analysing key trends and challenges related to supporting teachers' and trainers' professional development and use it systematically to enrich and reinforce the Centre's ongoing work on implementation of NQFs, learning outcomes-based curricula and assessment, and provision of quality apprenticeships. The guiding principles on professional development of trainers in VET (published in 2014) will be further disseminated.

Outcomes of a study on supporting in-company trainers in SMEs will be published and widely disseminated.

Cedefop will also provide support to the ET2020 working groups on VET (apprenticeships) and adult learning, and whenever appropriate, on issues related to VET teachers and trainers.

Principal output 2015	Timing/frequency
Publication: Supporting in-company trainers in SMEs: developing competences (booklet)	Q3

Project 5: **Early leaving and VET**

In 2015, Cedefop will continue to support the European Commission, Member States and social partners to inform policies aimed at reducing shares of young people who leave education and training early (Europe 2020 headline target). In 2015, the second stage of the study Cedefop initiated in 2013 will focus on analysing policies and measures to tackle early leaving from education and training through VET. Building on results of the first phase (which will be published early 2016), the new study will analyse and evaluate development and implementation of policies, measures and instruments in 15 selected countries to tackle drop-out and early leaving from VET and will assess their relevance for other countries and institutional contexts.

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

Project 6: **Careers and transitions**

This project investigates VET's and lifelong learning's roles in helping young people and workers to manage labour market transitions and mobility as well as achieve positive labour market outcomes. Work relies on a combination of primary analysis of individual narratives and biographies and secondary data analysis using the EU survey on income and living conditions (EU-SILC) from Eurostat. In 2015, Cedefop will finalise the project and start extensive dissemination of results.

Principal output 2015	Timing/frequency
Publication: Improving career prospects of low skilled: role of guidance and lifelong learning (research paper)	Q3
Publication: Pattern of occupational transition in Europe (research paper)	Q4

Project 7: **Learning cultures in organisations**

To support development of learning at work in Europe there is a need to increase awareness of training and adult learning's positive impact on innovation and competitiveness. Information about flagship initiatives may inspire stakeholders' approaches and may offer points of reference for benchmarking. To develop a more extensive pool of evidence for public and private stakeholders, Cedefop is launching a new project focusing on how learning cultures are shaped by enterprises and support success of organisations. The project will combine a pilot survey of European enterprises with a qualitative study looking in depth at practices in successful enterprises in five sectors across Europe. The qualitative work will aim at developing a reservoir of practices on how learning cultures are developed and maintained over time in workplaces and contribute to enterprises' innovation and competitiveness.

The pilot survey will come to complement qualitative work by providing evidence of the relationship between learning, skills management practices and innovation in firms. The survey will aim to collect original information not available in other surveys (CVTS, CIS, AES) and adopt a methodology compatible with that adopted in Eurofound's European company survey to allow for a possible future joint survey between both organisations.

In 2015, collection of case studies will start. In parallel, preparatory work for the pilot survey will define its focus (on particular sectors or types of enterprises), assess the survey potential and feasibility as well as ensure complementarity with existing sources and surveys on CVET in Europe.

MEDIUM-TERM PRIORITY:

ANALYSING SKILLS AND COMPETENCE NEEDS TO INFORM VET PROVISION

Activity: Skills analysis

In line with its mandate from the ‘New skills for new jobs’ initiative Cedefop carries out regular mid-term forecasts of skill supply and demand. In addition, to support the Europe 2020 flagship initiative ‘An agenda for new skills and jobs’ and provide direct access to skill needs intelligence in Europe as well as highlight major trends in skills supply and demand, Cedefop maintains and develops the EU skills panorama (EUSP) in cooperation with DG EMPL.

To develop a comprehensive evidence base to understand trends in skill needs in Europe, Cedefop combines: (a) analyses of current labour market needs and skills mismatch; (b) anticipation of sectoral and occupational skills shortages and surplus in the short term; and (c) forecasts skill supply and demand in Europe 10 to 15 years ahead. Cedefop extends its analysis to changing skills profiles in sectors and occupations, for instance in green jobs, ICT jobs, and in health and social care. The Centre collects its evidence using advanced modelling methods, quantitative and qualitative analysis of developments as well as surveys on skill needs and skill mismatch in Europe. Cedefop’s skills and competence analysis feeds into and is informed by development of the European skills, competences and occupations taxonomy (ESCO).

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

Desired impact

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

Corresponding ABB activity: Skill needs analysis

Principal activity outcomes

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

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

Outcome indicators

(with reference to Cedefop’s performance measurement system)

Policy advice

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

New knowledge

- Downloads of publications/working and research papers/briefing notes

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

Policy and technical advice provided to the European Commission and interinstitutional EU skills panorama steering group.

- Citations of publications/studies in the literature

Raising awareness

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

Project 1: Skills forecasting

The main task in 2015 is to adopt successfully Eurostat's new population projections (Europop, 2013) and DG ECFIN's 2014 forecasts to produce a new skills supply and demand forecast in the spring. Following online release of the forecast, dedicated publications will analyse future trends in Europe and in each Member State.

To pave the way for the 2016 update, the forecast methodology will be updated, key assumptions will be discussed and preliminary results validated with national experts. The main developments will be producing results in NACE rev.2 and ISCO 08 classifications using a new system of national accounts (ESA2010), developing a better forecast of replacement needs, strengthening skills dimensions of the forecasts and refining imbalance indicators. The regular alternative scenarios (baseline, optimistic, pessimistic) will be extended by analysis of the impact of alternative labour force assumption on potential labour market imbalances. This work shall benefit from closer cooperation with DG EMPL and the OECD.

Principal output 2015

Timing/frequency

Skills supply and demand forecast (online on Cedefop website and the EUSP)

Q1

Publication: 28 country forecasts and pan-European results

Q2

Workshop: Preparation of the 2016 mid-term forecast of skill supply and demand (technical workshop)

Q4

Project 2: Sectoral and occupational skill needs

Cedefop will finalise development of a short-term anticipatory system for labour market and skills needs to provide timely information on emerging skill surplus and shortages in Europe. Following validation of the prototype developed, the system will be fully implemented and first results produced and disseminated during the year.

To analyse and document changing skills profiles in specific sectors and occupations, Cedefop will also: (a) assess relevance of the occupational skills profiles developed for the IT and green sectors with experts and relevant ESCO working groups; and (b) steer and monitor a feasibility study for a system providing real-time analysis of skill needs using web crawling of online vacancies. Finally, in collaboration with ILO and WHO, Cedefop will launch a review of skill needs in healthcare and implications for VET-based health training and other studies.

Principal output 2015	Timing/frequency
Publication: Green skills and innovation for inclusive growth (joint publication with the OECD)	Q1
Workshop: A system for the short-term anticipation of skill needs – Validation seminar	Q1
Workshop: Expert meeting on IT and green sectors to assess occupational skills profiles	Q1
Workshop: Feasibility study for real time LMI (validation and expert workshop)	Q4
Short-term anticipation of skill needs – EU results (online publication on Cedefop website and the EUSP)	Q4

Project 3: Skill mismatch

This project investigates incidence and nature of mismatches between supply and demand for skills in Member States, their determinants, economic and social consequences and effectiveness of public policies that aim to strengthen the link between education and training and the labour market.

In 2015, Cedefop will publish and extensively disseminate results of the first European Cedefop skills survey carried out in 2014 in all 28 Member States. The survey investigates causes of individual and cross-country differences in skill mismatch, and impact of individual and organisational vocational learning opportunities on evolution of skills over time. Throughout the year, Cedefop will organise a range of activities to disseminate effectively results of the survey, in particular a high-level policy conference. To accompany analysis of skill mismatch at individual level based on outcomes of the European skills survey, a reference report on skill shortages and skill gaps – focusing mainly on European enterprises – will be published based on results of empirical analyses of several European datasets. Finally, results of a study on effective public policies to tackle skill mismatch will also be published.

Principal output 2015	Timing/frequency
Publication: First findings of Cedefop skills survey (leaflet)	Q1
Event: First findings of the Cedefop skills survey (press conference)	Q1
Publication: Reducing skill mismatch – Review of policies and practices in EU Member States (research paper)	Q3
Publication: Skill shortages and skill gaps in European enterprises: more than meets the eye (reference publication)	Q3
Publication: Skills in the EU – Analysis of Cedefop skills survey results (reference publication)	Q4

Publication: Maximising potential of skills for jobs and growth (reference publication)	Q4
Conference: Maximising potential of skills for jobs and growth	Q4
Cedefop skills survey online publication of data (on Cedefop website and EUSP)	Q4
Key findings of the EU skills survey (regular policy briefs to key accounts)	Ongoing

Project 4: Lifelong guidance

To improve and help systematise use of labour market and skill needs analysis to support individuals' education and career choices, Cedefop will steer a study (launched in 2014) on labour market intelligence's role in lifelong guidance and careers education. Final results are expected by end of the year and will be published and disseminated in 2016.

Cedefop will also continue to monitor lifelong guidance policies across Europe in cooperation with the European lifelong guidance policy network (ELGPN), to assess progress regarding short-term deliverables of the Bruges communiqué and support implementation of Council resolutions on lifelong guidance (2004, 2008).

Principal output 2015	Timing/frequency
Advice and expertise provided to the ELGPN network	Ongoing

Project 5: EU skills panorama

The EU skills panorama (EUSP) is an online platform to improve transparency of skills and labour market intelligence in Europe. Since 2014, Cedefop has been responsible for developing and maintaining the EUSP, in cooperation with DG EAC and DG EMPL. Work in 2015 will concentrate on developing and launching an improved dynamic site for policy-makers. In parallel, work on analysing feasibility of developing an interface to be used by career and skills development advisors and counsellors to gather critical information on trends in skill needs in Europe will continue.

The EUSP relies heavily on outcomes of Cedefop's work on analysing skill needs and in particular the skills forecast, but it also provides access to data and evidence from other EU projects, such as the European vacancy monitor and EURES, as well as from national forecasts, labour market data and skills intelligence. To underpin future developments of the EUSP towards an online platform providing information for career and lifelong guidance of individuals and job-seekers, explorative work will continue on collecting data on skills per occupation, job requirements and integration of the ESCO taxonomy in the EUSP. Finally, Cedefop will continue to monitor a study – initiated in 2014 – on development of a new system for prioritising and monitoring skill shortages in Member States.

Principal output 2015	Timing/frequency
Workshop: Stakeholders meeting to inform development of a career advice online tool of the EUSP	Q2
Workshop: EURES advisors working group to inform development of an EUSP career advice tool	Q2
Launch of a new dynamic website containing enriched data, interactive features for improved user experience and links to other European initiatives (ESCO, EURES, Europass)	Q3
Event: Launch of new EUSP website (jointly with the EC)	Q3
EU skills panorama (website maintained and developed by Cedefop)	Ongoing
Publication: Analytical highlights and data input to the EUSP (online publication)	Ongoing

Project 6: [Skillsnet and international cooperation](#)

Skillsnet is Cedefop's network of researchers and experts, stakeholders and international organisations. In collaboration with the network, Cedefop will continue developing and promoting methods, know-how and best practices in skill needs assessment and anticipation as well as skills governance.

In 2015, Cedefop will also pursue its European and international cooperation activities with ETF, ILO, Unesco-Unevoc, OECD, World Economic Forum (WEF) and European Union-Latin America and the Caribbean Foundation (EU-LAC).

Principal output 2015	Timing/frequency
Publication: Guide to anticipating and matching skills and jobs – Role of employment service providers (with ILO and ETF)	Q1
Publication: Guide to anticipating and matching skills and jobs – Developing skills foresights, scenarios and forecasts (with ILO and ETF)	Q1
Publication: Guide to anticipating and matching skills and jobs – Working at sector level (with ILO and ETF)	Q1
Publication: Guide to anticipating and matching skills and jobs – Carrying out tracer studies (with ILO and ETF)	Q2
Publication: Guide to anticipating and matching skills and jobs – Using labour market information (with ILO and ETF)	Q2
Publication: Guide to anticipating and matching skills and jobs – Developing and running an establishment skills survey (with ILO and ETF)	Q4

Advise and expertise provided as part of steering group committees of the European Commission	Ongoing
Advice and expertise on future jobs and skills provided to the global agenda council of the WEF on future of jobs	Ongoing

COMMUNICATION, INFORMATION AND DISSEMINATION

Activity: External communication

Cedefop's external communication services' main focus is raising VET's profile and attractiveness. In 2015, Cedefop will celebrate its 40th anniversary with several stakeholder relations activities, such as an international conference, permanent exhibition and anniversary publications. Cedefop will continue to communicate key messages on VET to its stakeholders and the media. The Centre will also continue its close working relationship with European institutions and provide background information to support their debates on VET. Cedefop will organise events for MEPs and policy-makers as well as academic and VET communities to keep them up to date with VET issues and Cedefop's role.

Desired impact

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

Corresponding ABB activity: External communication

Principal activity outcomes

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

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

Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

New knowledge and insights generated

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

Raised awareness

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

Project 1: Stakeholders relations

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

Principal output 2015	Timing/frequency
Maintaining good relations with EP, EESC and other Brussels stakeholders through a regular information service and coorganisation of (at least) two events in Brussels, including a four-agency event in cooperation with the EP's EMPL Committee, Eurofound, EU-OSHA and ETF (coordinator)	Ongoing Q3
Provision of organisational and logistic support for Cedefop's conferences, seminars and workshops, including external stakeholders' events hosted at Cedefop	Ongoing
Implementation of activities targeting local stakeholders (education and training community in Greece)	Ongoing
Receive visiting groups of VET professionals from across Europe	Ongoing
Induction seminar for new members of Cedefop's Governing Board	Q3
Public relations, representing Cedefop externally and handling external requests	Ongoing

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

In 2015, the press and news service seeks to engage stakeholders further by providing online news, press releases, briefing notes, newsletter articles, social media and the Cedefop magazine *Skillset and match*, improving its video offer, introducing a blog and webinars and target regular interaction with the media (including enlarging the media database, keeping it updated and monitoring uptake of Cedefop-related news). Communications experts embedded in the operational areas will continue to contribute to production and dissemination of relevant content.

Principal output 2015	Timing/frequency
Production, publication and monitoring of a continuous flow of press releases (up to eight languages), covering also Cedefop's contributions to events in EU Member States	Minimum of 20 to 25 press releases throughout the year
Production, publication and monitoring of Cedefop briefing notes, each in up to eight languages	Eight to 10 briefing notes throughout the year <ul style="list-style-type: none"> • Cedefop 2014-15 (Q1) • Stronger VET for better lives – Cedefop's monitoring report on VET policy developments (Q1) • Analysis of international sectoral qualifications developments (Q2)

	<ul style="list-style-type: none"> • EU skills forecast (Q2) • Adult learning in Europe – Lessons from the past, visions for the future (Q2) • Expanding apprenticeship in Europe – Lessons learned from country experiences (Q2) • VET's role in reducing early leaving from education and training (Q3) • Common EU tools: promoting synergy and coherence (Q3) • Analysis and review of NQF developments in Europe (Q4)
Press conferences, technical briefings, articles and up to eight interviews	Ongoing
Production, publication and monitoring of Cedefop's electronic newsletter alert	10 issues
Production, publication and monitoring of Cedefop's magazine <i>Skillset and match</i> (print and electronic edition)	Four-monthly (January, May, September)
Production, publication and monitoring of a continuous flow of social media postings (Facebook, Twitter)	Posting at least twice a week on average. Target: to expand Cedefop's social media audience by 20%
Update of media database; monitoring Cedefop-related news	Ongoing
Production, publication and monitoring of audiovisual content (video interviews, online video clips)	Ongoing
Information session for a new network of journalists from EU Member States	Q3
Exploring usefulness of a new communication format: webinar (presentation, interview or workshop, transmitted over the Web, including polling or question and answer sessions to allow interactivity between audience and presenter)	Q2

Project 3: [Cedefop 40th anniversary](#)

Being founded in 1975, Cedefop will celebrate its 40th anniversary. 'Old roots for new routes' will be the general theme for all anniversary activities in 2015. Cedefop will take stock of its achievements in its 40 years of existence, have a retrospective view of progress made and look to future VET policy development and implementation.

Principal output 2015	Timing/frequency
Joint anniversary event with Eurofound at the EESC premises in Brussels to celebrate the 40th anniversary	Q4
Anniversary publications focusing on 'Cedefop's contributions to VET', 'NQFs developments', and 'VET systems in EU Member States'	Q2 and Q3
Cedefop magazine <i>Skillset and match</i> , special anniversary edition	Q2
40th anniversary celebration in Thessaloniki linked both to the annual Governing Board meeting and a Cedefop conference, with VIP participation, such as European Commission, Governing Board members, Member States and social partners	Q2
Cedefop mobile photo award, targeted participants of the online competition will be 'young people in education and training'	Q3
Exhibition on Cedefop's history, addressing staff and stakeholders visiting the Centre in 2015 to commemorate Cedefop's 40th anniversary, as well as 20 years of its presence in Greece	All year

Activity: **Documentation and information**

Cedefop's documentation and information activity responds to information needs of Cedefop's core business and focuses on providing projects with required information, disseminating results and measuring impact. This activity also covers management of business records to ensure regulatory compliance and preservation of Cedefop's legacy. The service consists of two projects: (a) research support centre; (b) records management and archives.

Desired impact

The research support centre contributes to Cedefop's target of being acknowledged as an authoritative source of information on VET, skills and competences and ensures that all projects receive on time relevant information.

Activities undertaken in records management and archives ensure business records are appropriately managed throughout their lifecycle and agreed retention schedules are observed.

Principal activity outcomes

- serve information needs of Cedefop research projects;
- organise and manage Cedefop knowledge tools;
- increase impact of Cedefop projects and activities;
- organise Cedefop's vital records and archives.

Outcome indicators/measures

- (with reference to Cedefop's performance measurement system, PMS)
- Databases usage traffic (overall, broken down by section);
 - Satisfaction of internal stakeholders – Information is delivered on time;
 - Increased visibility of Cedefop publications through more citations in scientific literature.

Project 1: **Research support centre**

Following the decision to reorganise library services, the new research support centre will focus on information needs of the operational areas. The service will constantly evaluate and update tools, services, information solutions and databases.

Principal output 2015	Target/timing/frequency
Ensure the research support centre provides support to Cedefop's operational activities	Information requests answered within 10 working days
Maintain and improve the 'summon discovery tool', available to all colleagues	Tool will be evaluated quarterly to include systematically all subscribed resources and selected open access journals
Acquire information products	Timely purchase of books, e-books and articles as well subscription to online journals and databases; service ongoing
Organise information collected for and from all Cedefop projects in one unique access point (VET-Bib)	All new key documents included regularly; data collection ongoing
Measurement of Cedefop's citations of publications/studies in the literature (PMS indicator 6)	Reporting quarterly to MTM and yearly to PMS. Data collection ongoing
Measurement of Cedefop's impact through media coverage, take-up of articles and press releases (PMS indicator 12)	Reporting quarterly to MTM and twice per year to PMS. Data collection ongoing
Dissemination of research results and long-term preservation of Cedefop outcomes	Feasibility study for building an electronic archive of Cedefop's public documents and publications for current and future reuse (open access repository) by June
Maintain and improve the new integrated library system KnowAll: (a) ensure OPAC is integrated into the web portal; (b) import/export function (for handling external sources, e.g. EU bookshop, etc.) is fully enabled	Q2 Q3
Training for VET experts and staff: induction seminars for new staff. Specific training for operational needs: e.g. searching and discovery tools, document management, reference management, alert services, use of open data for Cedefop projects	During first month of arrival of new staff. At least two trainings in 2015

Project 2: Records management and archives

This project follows best practice in providing access to records and preserving the Centre's legacy. In 2015, this service will continue to ensure organisational records are authentic, reliable, and accessible to meet business, financial, and legal obligations and preserve records of historical value. The service will also support records bank correspondents in the operational areas.

Principal output 2015	Target/timing/frequency
Integrated registration of incoming and outgoing records in Cedefop's electronic document and records management system (EDRMS) LiveLink	All incoming mail registered on day of delivery. All outgoing mail (requiring registration) registered
Organisation and classification of Cedefop archives. Full implementation of functionality in EDRMS to track retention periods and manage physical records	All inactive records processed in accordance with classification plan and retention schedule within three months of becoming inactive Improved inventory of physical records that allows tracking of checked-out items
Updating classification plan and retention schedule	All classifications and associated retention schedules reviewed annually to ensure accordance with Commission retention rules and evolving requirements concerning public access and data protection
Verify composition of groups and roles in LiveLink and ensure access controls are correctly configured	Staff members are able to access records required for performing their tasks. All access controls reviewed and verified by information owners by end of the year
Digitisation of all inactive hard-copy records requiring long-term preservation. Application of optical character recognition (OCR) to all PDF records requiring long-term preservation	All inactive hard-copy records requiring long-term preservation digitised within three months of becoming inactive. Application of OCR to all PDFs requiring long-term preservation by end of year
Seminars and training for VET experts and staff; training for records bank correspondents	At least twice a year, plus face-to-face training. Revision of guidelines by September
Contribute to meetings of electronic records management systems (ERMS), and user group for international organisations	Once a year

Activity: Content management

Cedefop produces high-quality hard-copy and online material for publication and conferences. Electronic publications (working papers and research papers series) are the standard format. Printing focuses on a limited number of flagship publications. Web content management will further develop Cedefop's new, state-of-the-art web portal (www.cedefop.europa.eu), disseminating valuable and accurate information on VET, providing access to the Centre's publications and conferences, and last but not least fostering user experience and encouraging interactivity.

Desired impact

Contributing to Cedefop's target of being acknowledged as an authoritative source of information on VET, skills and competences and a well-run organisation.

Corresponding ABB activity: Content management: indirect costs redistributed across other activities

Principal activity outcomes

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

Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

- Deadlines are kept; process is carefully monitored;
- services are provided on time;
- web statistics.

Project 1: Editing and translation

This project will continue providing added value to Cedefop publications by ensuring edited and translated texts get Cedefop's message across clearly and reach a wide audience. In 2015, the project will edit around 4 000 pages in English and translate approximately 2 500 pages mainly from English. Products will include corporate publications, reference publications, research and working papers and briefing notes.

Principal output 2015

Target/timing/frequency

Editing

- | | |
|---|----------------------------|
| <ul style="list-style-type: none"> • English editing will handle two Cedefop corporate publications (annual report, work programme); up to five reference publications; eight to 10 briefing notes; research papers and working papers; booklets; flyers; three issues of the Cedefop magazine <i>Skillset and match</i> | Ongoing, about 4 000 pages |
| <ul style="list-style-type: none"> • Language review services provided to Cedefop's administration, operational areas and press service | Ongoing, on demand |

Translation

Translation/revision requests are handled on time.

Ongoing, about 2 500 pages

Products include: two Cedefop corporate publications (annual report and work programme); up to two reference publications; eight to 10 briefing notes and administrative documents

Project 2: [Layout, design, printing and dissemination](#)

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

Principal output 2015

Target/timing/frequency

Content management

Map all Cedefop publications and grey literature to create an open access repository

Ongoing

Identify, edit and upload datasets to the open data portal of the Publications Office

Ongoing

Enrich and maintain Cedefop image bank

Ongoing

Layout and design

Develop graphic design concepts for Cedefop publications:

Ongoing

- Two Cedefop corporate publications (work programme, annual report)
- Up to five reference publications
- Up to five information publications/booklets
- Up to five working papers
- Up to five research papers
- Eight to 10 briefing notes
- Three issues of the Cedefop magazine *Skillset and match*
- Flyers/promotional brochures

Develop visual identity systems and promotional material for the Centre's key conferences: folders, notepads, posters, banners

Ongoing

Develop promotional material for up to two PR events, advertisements, posters, banners, flyers

Ongoing

Develop graphic design concepts for web applications and online promotional materials

Ongoing

Develop infographics for Cedefop publications and web

Ongoing

Printing and dissemination: Print publications and flyers	Within three weeks of reception of final PDF file
Produce promotional material for conferences	Material provided to the organiser at least two days before the event (the maximum production time is two weeks)
Disseminate publications to stakeholders, conferences and events	Within two weeks after delivery/request
Process individual orders for publications	Within five working days
Maintain publications mailing lists, focus on key accounts	Mailing lists are up to date
Ensure stocks are at a reasonable level (Cedefop and Publications Office)	Run 'destockage' action annually and organise reprints as needed Report to management team meetings
Provide statistics on electronic and hard-copy publications	Ongoing
Provide content management for Cedefop digital publications	Ongoing

Project 3: [Web content and contacts management](#)

The web portal is Cedefop's principal means of communication on the Internet. In 2015, Cedefop will continue its efforts to boost its web presence on a new, state-of-the-art web portal. It will further develop and adapt its online platform for users by improving presentation of information and encouraging interactivity. The contact relationship management policy and its implementation will be reviewed to improve its efficiency while managing stakeholder relations contact data and performing communications' activities.

Principal output 2015	Timing/frequency
Monitor impact of the new web portal in terms of unique visitors, returning visitors and source of traffic	Q2 and Q3
Encourage interactivity with online users	Ongoing
Evaluate and adapt Cedefop's digital strategy	Ongoing
Provide statistical analysis of the web portal's users	Q1 and Q3
Promote country-related information	Ongoing
Evaluate and assess the contact relationship management system (CRM);	Q3

Update contact relationship management policy in line with the Centre's communication strategy	Q4
Supervise import of contact data and ensure overall quality (technical support and helpdesk provided by ICT)	Ongoing

MEDIUM-TERM PRIORITY (TRANSVERSAL OBJECTIVE):

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

Activity: Area Resources – Operations support

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

Desired impact

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

Corresponding ABB activity: Indirect costs redistributed across other activities.

Principal activity outcomes 2015:

Good support services provided and good administrative practice followed through:

- on-time provision of services (human resources, procurement and finance, accounting, ICT and facilities);
- human resource management;
- budget, financial and contractual management;
- facilities management.

Implementation of the Staff Regulations reform.

Follow-up to 2014 conclusions/recommendations from:

- the interinstitutional working group's road map;
- the external evaluation;
- the staff survey.

Comprehensive Cedefop BCP test (second semester).

Outcome indicators

(as part of Cedefop's performance measurement system)

Efficient and effective support services:

- **Establishment plan:** 95% of occupation rate (including ongoing procedures);
- **Timeliness and duration of selection procedures:**
 - Target 1: on average 60 working days between deadline for applications and finalisation of selection board report;
 - Target 2: on average 120 working days between publication of vacancy notice and decision of Appointing Authority;
- **Training provision** meets targets set in the strategy: 10 days on average per staff member per calendar year;
- **Total budget:** 98% of execution rate;
- **Average period for payments** 28 days;

- **Timeliness of procurement procedures:** on average 150 days for open and 60 days for negotiated procedures;
- **Procurement processes:** 80% success rate;
- **Availability of core ICT systems and services:** 99% web access, Europass, Olive, Fibus, Livelink, e-mail and telecommunications.

Project 1: Human resources

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

Principal output 2015	Timing/frequency
Basic HR services (selection, recruitment, rights and obligations, appraisal and promotions, leaves and absences, statistics, etc.)	Ongoing
Continued implementation of the Staff Regulations reform	Throughout the year
Implementation of a revised appraisal and promotion system	First semester
Implementation of the learning and development strategy 2015-17 (professional development plan for experts; training activities to support corporate image; resilience training for all staff; management coaching, etc.)	Throughout the year
Development of a health and safety framework (in cooperation with Facilities)	First semester
HR contribution to the business continuity plan	Throughout the year

Project 2: Finance and procurement (FP)

This service provides support to Cedefop staff in forecasting, implementing and monitoring budget appropriations. It ensures internal and external reporting on finance and budget-related matters. It further ensures centralised financial verification for all transactions. From mid-2014, FP also provides necessary guidance and support for implementation of required *ex ante* evaluations for all programmes or activities for which the overall estimated budget expenditure exceeds EUR 200 000, as per Art. 9(1) of the new implementing rules (IR) (2014) referring to Art. 29(5) of the new financial rules (FR) (2014). In 2015, the first *ex post* evaluations for all programmes, projects or activities concluded in 2014 where the resources mobilised exceed EUR 500 000, as per Art. 9(3) of the new IR, will also have to be conducted, and FP will contribute to elaborating the relevant methodology and process, guidance documents and templates.

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

Principal output 2015	Timing/frequency
Effective guidance for all involved in implementation of the 2015 budget to ensure optimal execution, this also being reflected in the accompanying ABB (as adapted to ensure adequate match with PMS requirements), and continued support in carrying out <i>ex ante</i> evaluations (Art. 29(5) FR / 9(1) IR)	Throughout the year
Implementation in collaboration with management of the new provisions of the revised Financial Rules and Implementing Rules regarding the consolidated annual activity report (Art. 47 FR / Art. 23 IR) and <i>ex post</i> evaluations (Art. 29(5) FR / 9(3) IR), as well as the annual and multiannual programming (Art. 32 FR)	First and second semesters respectively
Optimising the procurement procedure (to make it more user-friendly) by fostering use of ProLive in combination with introduction of new Commission e-tendering processes and tools (Art. 79 FR)	Throughout the year
Delivery of training on finance and procurement matters to staff	Throughout the year

Project 3: Information and communication technology (ICT)

ICT provides the underlying hardware, software, network infrastructure, and enterprise services as well as information systems. ICT supports the Centre's core business and is constantly researching systematically for new products/solutions for achieving user-friendliness and efficiency (do more with less).

Principal output 2015	Timing/frequency
Well-maintained ICT infrastructure and its core systems, workstations and operational services, such as Europass, Fibus, Livelink, contacts and bibliographical databases, web services for internal and Internet users, with emphasis on preventive maintenance of the ICT infrastructure	Ongoing
Implementation of the revised ICT strategy	Throughout the year
Continue support for the Centre's core business and assist operational areas by providing computational tools for analysis and reporting of their projects	Throughout the year
Proactive and systematic (re)search for new products/solutions to increase efficiency and user-friendliness, including a SharePoint pilot (joint project with area CID) to improve collaboration within the Centre	Throughout the year
Support for EU skills panorama, Europass and the European tools	First semester
Continue to support optimisation of administrative procedures, such as centralisation of HR data, ABB revamp, introduction of e-tendering	Throughout the year
ICT contribution to the business continuity plan	Throughout the year

Project 4: Facilities

Facilities service continues to ensure maintenance and security of the building and deliver adequate support to allow staff to achieve Cedefop's objectives.

In 2015, this service will focus on Egnatia Odos' maintenance and renovation works that should be finished by end of 2014, follow-up of standard infrastructure maintenance, and contract procedures. A work programme on health and safety will be developed and implemented jointly by human resources and facilities. Implementation of an energy management system following proposals from the green group established in 2014 and energy specialists will be carried out, including a feasibility study on renewable energy resources. Painting the internal surfaces of the building (third floor) will continue.

Principal output 2015	Timing/frequency
Implementation and follow-up of Egnatia Odos' maintenance and renovation works	Second semester ⁽²¹⁾
Basic facilities and security services, maintenance works	Throughout the year
Painting internal surfaces of the building (third floor)	Throughout the year
Development of a health and safety framework (in cooperation with HR)	First semester
Progressive implementation of an energy management system established in 2014	Throughout the year
Feasibility study on renewable energy resources	First semester
Facilities contribution to business continuity plan	Throughout the year



⁽²¹⁾ Implementation of this project is subject to completion of repairs to the building disorders.

Annexes



I	Activity-based budget (ABB) 2015	64
II	Cedefop organisation chart	65
III	Human resources	66
IV	Indicative overview of 2015 grants and procurement	67
V	Cedefop networks	70
VI	Cooperation with the European Training Foundation (ETF)	71
VII	Cooperation Cedefop-Eurofound	72
VIII	Planned publications and events 2015	74
IX	Performance measurement and continuous improvement at Cedefop	79

ANNEX I

Activity-based budget (ABB) 2015

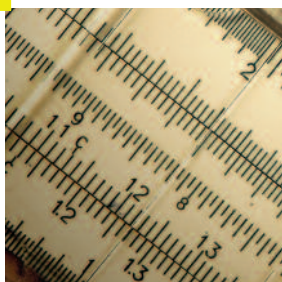
Activity name	FTE (*)		Title 1	Title 2	Title 3	Total		
	Initial	Current				Initial	Current	(%)
Policy analysis and reporting	32.19	32.19	2 686 731.26	411 359.90	1 871 228.22	4 969 319.38	1 310.04	0.03%
Common European tools, qualifications and learning outcomes	25.79	25.79	2 298 668.17	329 645.23	788 487.97	3 416 801.37	1 049.79	0.03%
Empowering adults and young people	23.77	23.77	1 921 024.16	303 923.97	1 593 238.44	3 818 186.57	967.87	0.03%
Skills analysis	24.50	24.50	2 089 837.02	313 226.12	1 610 078.11 ⁽¹⁾	4 013 141.25	997.51	0.02%
External communication	8.56	8.56	752 878.14	109 601.08	188 966.17	1 051 445.39	349.03	0.03%
Documentation and information	8.0	8.0	680 868.88	102 243.55	304 560.94	1 087 673.37	325.61	0.03%
ABB	122.81	122.81	10 430 007.62	1 569 999.85	6 356 559.85	18 356 567.32	4 999.85	0.03%
Budget 2015			10 430 000.00	1 570 000.00	6 356 560.00	18 356 560.00⁽²⁾		

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

⁽¹⁾ Included DG EMPL Delegation Agreement No VS/2013/0554 (BRS 1/2013): EUR 400 000 for the "European skills panorama" project.

⁽²⁾ Total budget comprises:

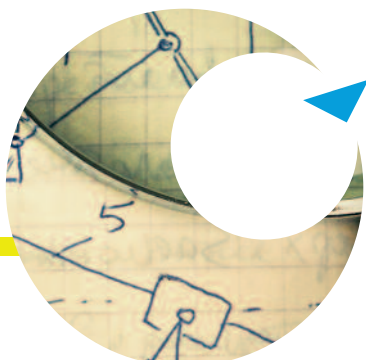
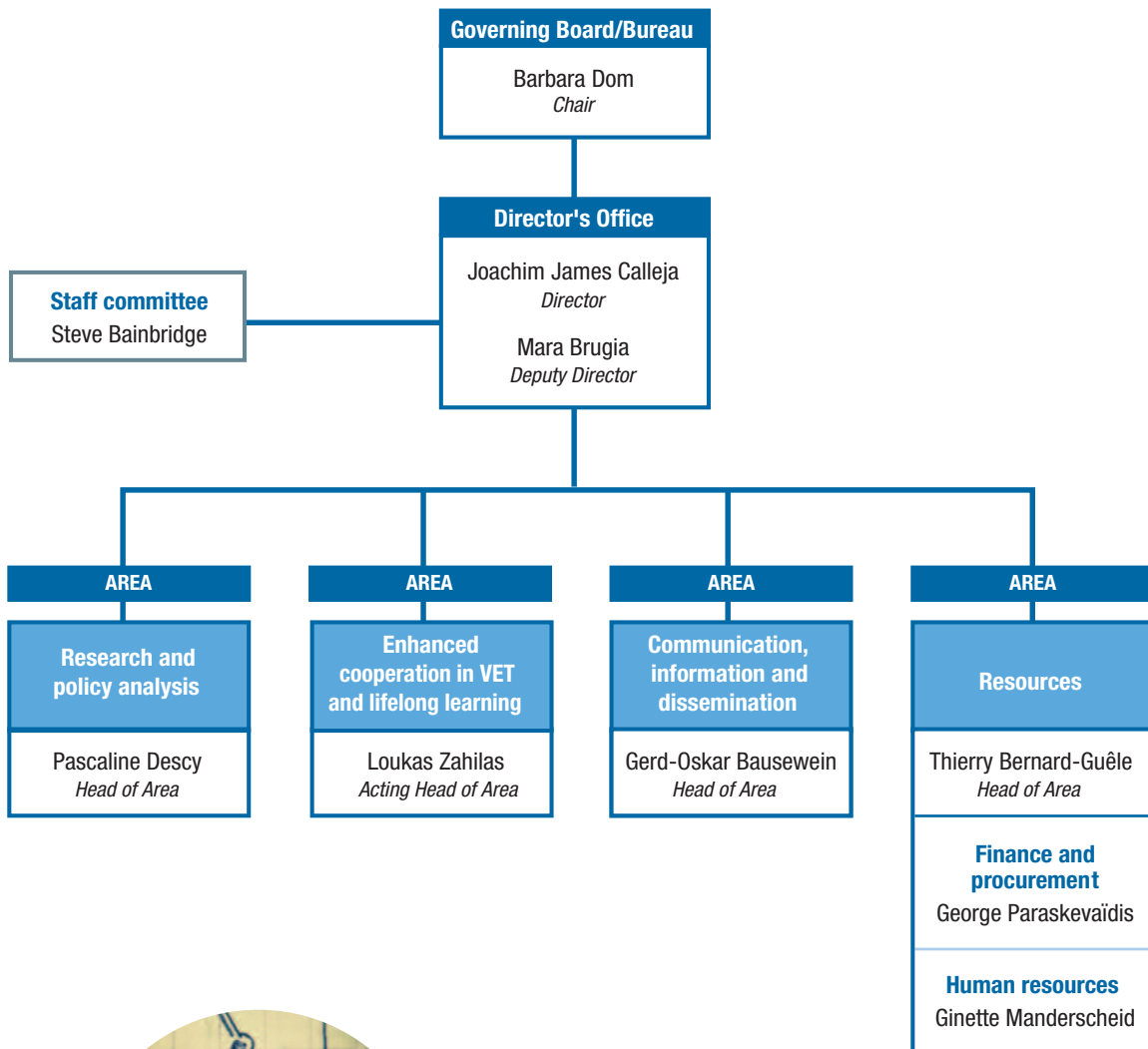
EU subsidy	17 434 000.00	EUR
DG EMPL	400 000.00	EUR
N&I (contributions)	512 560.00	EUR
Cedefop own revenue (Title 3)	10 000.00	EUR
TOTAL	18 356 560.00	EUR



ANNEX II

Cedefop organisation chart

(situation on 1 January 2015)

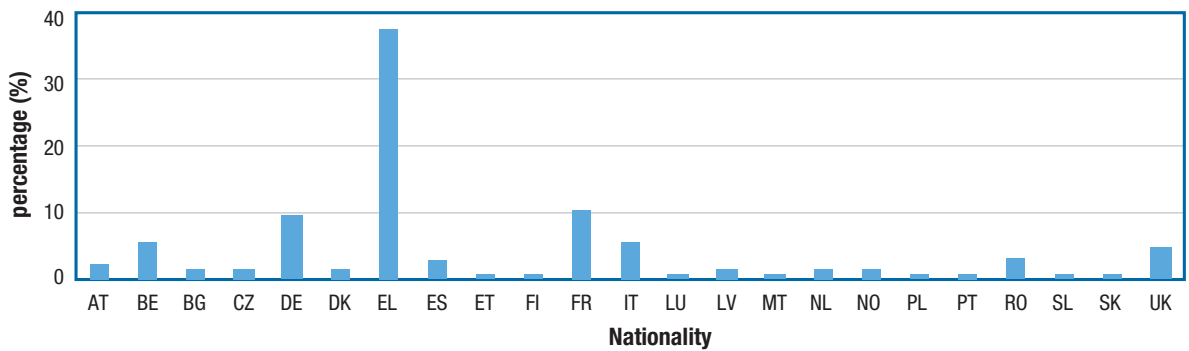


ANNEX III

Human resources

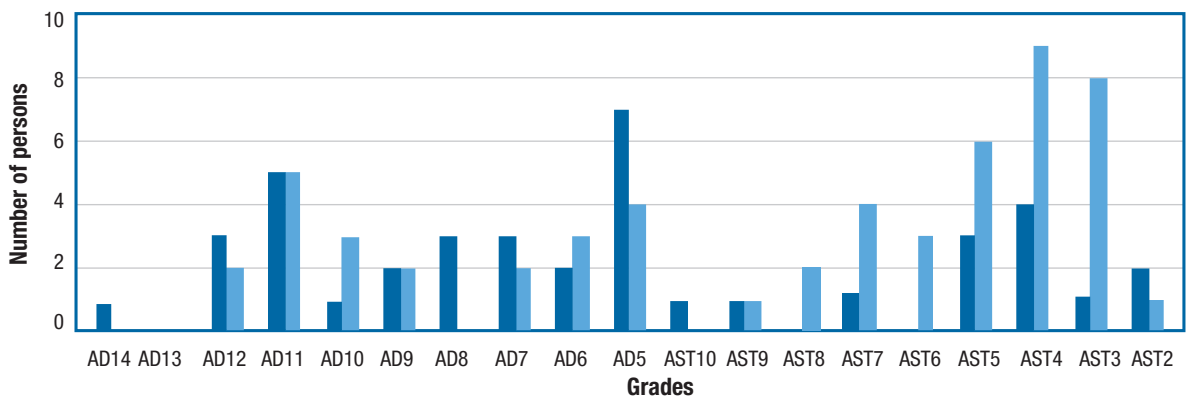
Staff by nationality (31.12.2014)

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

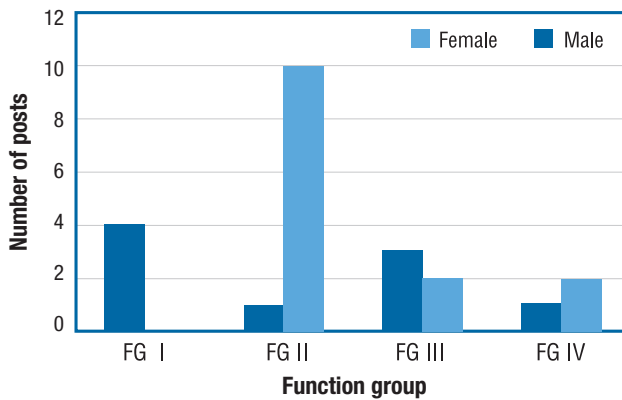


AD and AST categories of temporary agents and officials by gender (for 2014)

Female Male

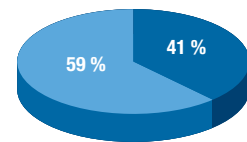


Category of contract agents by gender (for 2014)

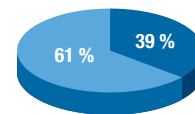


Staff by gender

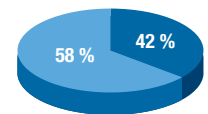
(%) of all staff



(%) of contract agents



(%) of temporary/officials



Female Male

Indicative overview of 2015 grants and procurement

The following description of the currently envisaged grants and procurements in 2015 is structured according to the respective requirements of Article 56.1-2 of the implementing rules of the financial rules (Article 68.2-3) of Cedefop.

A. Grants for 2016 (to be signed in 2015)

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

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

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

- Regulation (EEC) No 337/75 of the Council of 10 February 1975 establishing a European Centre for the Development of Vocational Training;
- Cedefop's work programme 2015;
- Cedefop's financial rules and implementing rules (of 9 January 2014 and 3 June 2014 respectively, both applicable from 1 January 2014);
- Regulation (EU, Euratom) No 966/2012 of the European Parliament and of the Council of 25 October 2012 on the financial rules applicable to the general budget of the Union and repealing Council Regulation (EC, Euratom) No 1605/2002;
- Commission Delegated Regulation (EU) No 1268/2012 of 29 October 2012 on the rules of application of Regulation (EC, Euratom) No 966/2012 of the European Parliament and of the Council on the financial rules applicable to the general budget of the Union.

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

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

Priorities and objectives in 2016

Priority will be given in 2016 to reporting on national VET systems and policy developments. This reporting corresponds to the need at EU level for performing continuous monitoring of VET policy developments.

A second priority is to raise visibility of VET issues at national level and act as a multiplier and dissemination channel for Cedefop/ReferNet products.

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

To select partners to conclude a **framework partnership agreement (FPA) for 2016-19**, the professional competence and qualifications required to complete the activities requested for the duration of the FPA, as well as financial capacity, will be evaluated by Cedefop.

Award criteria

The award criteria will be set to assess the proposed approach's adequacy to ensure quality and relevance of working methods, data sources and quality assurance measures, and due cooperation with relevant national VET institutions and stakeholders.

To be awarded a specific grant agreement covering 2016 action which will be cofinanced by Cedefop, all applicants will be required to submit a proposal for the ReferNet 2016 work plan including an estimated budget in euro.

(d) **Timetable and indicative amount of the calls for proposals for 2016 SGAs**

Following the above, Cedefop's grant award activity in 2015 will consist of launching a call aiming at concluding with each of the 30 ReferNet partners a framework partnership agreement for the period 2016-19 and a specific grant agreement for a work plan to be carried out in 2016.

The timeframe for this process spans from May to November 2015, and the **maximum total value of SGAs 2016 to be signed should be of the same order as the total annual amount covered by current FPAs 2012-15**.

B. Procurements 2015

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

Forecast total amount of commitments is about **EUR 7.85 million** for 2015. It will result from 2015 procurement procedures, including first order form(s) on new framework contracts, of about EUR 4 500 000, and forecast total value of order forms to be issued in 2015 on existing framework contracts, of about EUR 3 350 000.

As regards total value of order forms on existing framework contracts, approximately EUR 1 350 000 (40%) concerns Titles 1 and 2 expenditure and EUR 2 000 000 (60%) concerns Title 3 expenditure.

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

It is planned to launch **18/19 open procedures (OPs) and 13/14 negotiated procedures (NPs)** to cover Cedefop's contracting needs in line with the annual work programme. Almost all OPs concern operational expenditure (Title 3 of the budget) and all NPs concern administrative (staff and operating) expenditure of Titles 1 and 2 of the budget. At this stage, it is therefore expected to administer some 30 to 35 new procedures in 2015.

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

Timing of procurement and grant activities is organised in such way as to ensure that expected contracts are in place when needed by the services concerned and that resources of the procurement service are properly used throughout the year ⁽²²⁾.

In consequence, it is planned that about 15 (47%) of the procedures will start in the first quarter of the year and be concluded in the second, that about 10 (31%) will start in the second quarter and be concluded in the third, and that the last about seven (22%) procedures will start in the third quarter and be concluded in the fourth or in early 2016. More detailed procurement planning is reflected in the annual management plan.

⁽²²⁾ A detailed table of indicative grants and procurement procedures for operational activities follows.

Implementation is reported to the Governing Board in a progress report and in the annual (activity) report, which from 2015 will take a new form of consolidated annual activity report (Art. 47 of the Financial Rules of 9 January 2014).

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

Indicative list of 2015 grants and procurement procedures

Budget Line	ABB Activities	Contract subject/title	Draft estim. budget (EUR)	Contract type	Estimated launching date
3240 Pilot studies, projects	Policy analysis and reporting	VET mobility scoreboard	450 000	Service contract	3rd Quarter
3240 Pilot studies, projects	Policy analysis and reporting	Update of statistical overviews, in-depth surveys analysis and data management system	500 000	Framework contract (duration 4 years)	2nd Quarter
3250 ReferNet annual grants	Policy analysis and reporting	ReferNet Framework Partnership Agreements 2016-2019 (28 EU Member States, NO, IS)	4 000 000	Framework Partnership Agreement (duration 4 years)	2nd Quarter
3250 ReferNet annual grants	Policy analysis and reporting	Specific Grant Agreements 2016 (28 EU Member States, NO, IS)	1 000 000	Grant agreement	2nd Quarter
3240 Pilot studies, projects	Adult learning and transitions	Learning cultures in organisations: case studies	400 000	Framework contract (duration 3 years)	1st Quarter
3240 Pilot studies, projects	Adult learning and transitions	Pilot survey on learning, skills and innovation in firms	1 000 000	Framework contract (duration 4 years)	3rd Quarter
3240 Pilot studies, projects	Skills analysis	Skill needs in health and social care: case studies	250 000	Service contract	3rd Quarter
3240 Pilot studies, projects	Skills analysis	Production of pan-European skill supply and demand forecast	1 200 000	Framework contract (duration 4 years)	3rd Quarter
3240 Pilot studies, projects	Skills analysis	Lifelong guidance in the EU	300 000	Service contract	3rd Quarter
3340 Pilot studies, projects	Empowering adults and young people	Teachers and trainers	200 000	Service contract	3rd Quarter
3340 Pilot studies, projects	Empowering adults and young people	Country reviews on apprenticeships	400 000	Service contract	1st Quarter
3340 Pilot studies, projects	Policy analysis and reporting	The changing role of VET	300 000	Service contract	2nd Quarter
3340 Pilot studies, projects	Policy analysis and reporting	Learning trends in Europe	1 000 000	Framework contract (duration 3 years)	1st Quarter
3340 Pilot studies, projects	Common European tools, qualifications and learning outcomes	Europass	1 000 000	Framework contract (duration 4 years)	2nd Quarter
3340 Pilot studies, projects	Common European tools, qualifications and learning outcomes	Writing and application of learning outcomes	160 000	Service contract	1st Quarter
3340 Pilot studies, projects	Common European tools, qualifications and learning outcomes	Sectoral qualifications	250 000	Service contract	3rd Quarter

ANNEX V

Cedefop networks

Network title	For more information see:
ReferNet – The European network for VET	http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet
Skillsnet – Network on anticipation of skill needs	http://www.cedefop.europa.eu/en/events-and-projects/networks/skillsnet





ANNEX VI

Cooperation with the European Training Foundation (ETF)

Core themes	Specific themes for 2015	Exchange of information and good practices	Joint actions	Knowledge-sharing seminars and major events
Vocational education and training system development and provision	VET policy reporting, including lessons learned and follow-up action on entrepreneurial learning	Exchange of information and experience on EU and third country policy and operational issues		Thessaloniki KSS (ETF-Cedefop) Torino KSS seminar (ETF-Cedefop)
	Work-based and workplace learning			
	Qualifications development		Cooperation on: <ul style="list-style-type: none"> external dimension of the EQF including international qualifications exploiting the qualifications platform development and implementation of the European area of skills and qualifications focusing on permeability – referencing candidate country NQFs to the EQF updating NQF reporting for candidate countries, including via Cedefop's annual EU 2020 countries NQF update completion of new edition of global NQF inventory and its presentation at ASEM ministers' meeting in Riga or other event 	
	Skills matching and anticipation		Cooperation on developing methodologies: <ul style="list-style-type: none"> joint training course on anticipation and matching (in cooperation with ILO and ITC-ILO) finalisation of series of methodological guides 	
Administrative issues	HR, procurement, finance, budget, ABAC implementation	Exchange of good practice	Iterative process	
Strategic issues	Participation in Governing Board meetings	Cedefop GB: June 2015		
	Performance management in the agencies	ETF GB: June 2015 and November 2015		

Cooperation Cedefop-Eurofound

ANNEX TO THE COLLABORATION AGREEMENT

BETWEEN **THE EUROPEAN FOUNDATION FOR THE IMPROVEMENT OF LIVING AND WORKING CONDITIONS (EUROFOUND)** AND **THE EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING (CEDEFOP)**

AN ACTION PLAN FOR JANUARY TO DECEMBER 2015

1. Collaboration on surveys of mutual interest and exploration of possibilities for joint company surveys:
 - 1.1. Participation of Eurofound in Cedefop's EU skills survey steering committee and related conference.
 - 1.2. Cedefop and Eurofound will explore a possibility of joining forces for organising the European company survey. Cedefop will be invited to participate in Eurofound's conference launching the European company survey overview.
2. Information sharing on analytical work and ongoing research:
 - 2.1. Both agencies will inform each other of work related to changing occupational structure in the labour market and changing tasks and skills requirements of jobs (Eurofound's European job monitor and Cedefop's skills supply and demand forecasting and EU skills survey results) to make better use of complementary outcomes, including in the EU skills panorama.
 - 2.2. Both agencies will inform each other of work related to labour market transition projects, namely, 'Career work life transitions' (Cedefop) and 'Labour market transitions in turbulent times' (Eurofound).
 - 2.3. Both agencies will inform each other of work related to 'work organisation': Cedefop from a perspective of links to skills development and learning-conducive forms of work organisation and Eurofound from a perspective of work environment, working conditions, and industrial relations. Eurofound will be invited to participate in Cedefop's expert workshop on the issue.
 - 2.4. Eurofound will share with Cedefop information and experience resulting from its research on 'the future of European manufacturing' and will collaborate with Cedefop for parts of the study that relate to vocational education and training systems and, in particular apprenticeship (dual track) schemes.
 - 2.5. The two agencies will share information on their work on social inclusion of young people as regards early leaving from education and training and NEETs.
 - 2.6. Cedefop will include Eurofound staff in its list of possible collaborators for its policy learning forums, in particular for research on NEETs and career transitions.



2.7. Cedefop will keep Eurofound informed of EU skills panorama developments and will consider how to make best possible use of Eurofound's data and information in the new website to be launched in 2015.

3. Cooperation:

3.1. Cedefop and Eurofound will organise a joint event in Brussels in the second semester on the occasion of both agencies' 40th anniversaries in collaboration with the European Economic and Social Committee. The event will showcase company practices which successfully engage employers and employees in a win-win relationship to promote innovation, ensure competitiveness and safeguard quality jobs, offering opportunities for learning and professional development.

4. Exchange of information and collaboration of support services:

4.1. Eurofound and Cedefop library services will exchange information related to the services they provide.

4.2. The two agencies cooperate in the agencies' network on performance measurement and also share information bilaterally.

5. Organisation of one annual review meeting (possibly a teleconference).

6. Exchange of draft work programmes before their approval by the respective Governing Boards. Both agencies will refer to each other's work and cooperation where appropriate.

7. Eurofound and Cedefop will inform their respective Governing Boards of progress on implementation of the agreed annual action plan. Both agencies will also ensure that staff are sufficiently informed of the plan and committed to its implementation.

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

Joachim James Calleja
Director Cedefop

Juan Menéndez-Valdés
Director Eurofound

Planned publications and events 2015

Planned publications list 2015

1st QUARTER	Activity: Policy analysis and reporting
	• Stronger VET for better lives – Cedefop monitoring of VET policy developments 2010-14 (reference publication)
	• VET in Latvia (booklet)
	• VET in Latvia (spotlight)
	• Country statistical overviews – Update (research paper)
	Activity: Empowering adults and young people
	• ‘Glances at apprenticeships’ for EU Presidency countries: Latvia (flyer highlighting policy developments in a selected sample of Member States)
	Activity: Skills analysis
	• First findings of the EU skills survey (flyer)
	• Green skills and innovation for inclusive growth (joint publication with OECD)
	• Guide to anticipating and matching skills and jobs – Role of employment service providers (joint publication with ILO and ETF)
	• Guide to anticipating and matching skills and jobs – Developing skills foresight, scenarios and forecasts (joint publication with ILO and ETF)
	• Guide to anticipating and matching skills and jobs – Working at sector level (joint publication with ILO and ETF)
Activity: External communication	
• Compilation of spotlights on VET (anniversary publication)	
• Cedefop’s magazine <i>Skillset and match</i>	
• Cedefop 2014-15 (briefing note)	
• Stronger VET for better lives – Cedefop report on monitoring VET policy developments 2014 (briefing note)	
2nd QUARTER	Activity: Empowering adults and young people
	• Country reports (for Lithuania and Malta) on efficiency and quality of apprenticeship (booklet)
	• Taking stock of CVET in Europe: the way ahead (reference publication)

Activity: **Skills analysis**

- 28 country forecasts (flyer)
- Guide to anticipating and matching skills and jobs – Carrying out tracer studies (joint publication with ILO and ETF)
- Guide to anticipating and matching skills and jobs – Using labour market information (joint publication with ILO and ETF)

Activity: **External communication**

- Old roots for new routes: a brief history of European VET policy (anniversary publication)
- Cedefop's magazine *Skillset and match* (special anniversary edition)
- Analysis of international sectoral qualifications' developments (briefing note)
- EU skills forecasts (briefing note)
- Adult learning in Europe – Lessons from the past, visions for the future (briefing note)
- Expanding apprenticeships in Europe – Lessons learned from country experiences (briefing note)

3rd QUARTER

Activity: **Policy analysis and reporting**

- VET in Luxembourg (booklet)
- VET in Luxembourg (spotlight)

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

- Updated European guidelines on validation (booklet)
- Quality approaches in learning and training patterns in European small firms (research paper)
- Handbook on writing and application of learning outcomes (booklet)
- Common EU tools: promoting synergy and coherence (research paper)

Activity: **Empowering adults and young people**

- 'Glances at apprenticeships' for EU Presidency countries: Luxembourg (flyer highlighting policy developments in a selected sample of Member States)
- Work-based learning approaches in continuing vocational education and training in Europe (research paper)
- Improving career prospects of low skilled: roles of guidance and of lifelong learning (research paper)
- Supporting in-company trainers in SMEs: developing competences (booklet)

Activity: **Skills analysis**

- Skill shortages and skill gaps in European enterprises: more than meets the eye (reference publication)
- Review of policies and practices to reduce skill mismatch in EU Member States (research paper)

	<p>Activity: External communication</p> <ul style="list-style-type: none"> • NQF developments (anniversary publication) • Cedefop's magazine <i>Skillset and match</i> • VET's role in reducing early leaving from education and training (briefing note) • Common EU tools: promoting synergy and coherence (briefing note)
4th QUARTER	<p>Activity: Policy analysis and reporting</p> <ul style="list-style-type: none"> • Job-related learning and continuing vocational training in Europe: selected focuses (research paper) <p>Activity: Common European tools, qualifications and learning outcomes</p> <ul style="list-style-type: none"> • Analysis and review of NQF developments in Europe (working paper) • Quality assurance of certification process in IVET (research paper) • Monitoring ECVET developments in Europe (working paper) <p>Activity: Empowering adults and young people</p> <ul style="list-style-type: none"> • Expanding apprenticeship – Governance and financing models (research paper) • Pattern of occupational transition in Europe (research paper) <p>Activity: Skills analysis</p> <ul style="list-style-type: none"> • Skills in the EU – EU skills survey results analysis (reference publication) • Maximising potential of skills for jobs and growth (reference publication) • Guide to anticipating and matching skills and jobs – Developing and running an establishment skills survey (joint publication with ILO and ETF) <p>Activity: External communication</p> <ul style="list-style-type: none"> • Analysis and review of NQF developments in Europe (briefing note)

Planned events list 2015

1st QUARTER	<p>Activity: Policy analysis and reporting</p> <ul style="list-style-type: none"> • ReferNet workshop: evaluation of VET in Europe country reports <p>Activity: Common European tools, qualifications and learning outcomes</p> <ul style="list-style-type: none"> • Workshop on quality assurance of certification processes in IVET <p>Activity: Empowering adults and young people</p> <ul style="list-style-type: none"> • Training workshop on financing skills development (joint training between ETF, ILO, ILO-ITC and Cedefop) <p>Activity: Skills analysis</p> <ul style="list-style-type: none"> • Workshop: A system for short-term anticipation of skill needs – Validation seminar • Workshop: Expert meeting on IT and green sectors to assess occupational skills' profiles
--------------------	--

2nd QUARTER	Activity: Policy analysis and reporting
	<ul style="list-style-type: none"> • ReferNet regional meetings • Workshop: Changing role of VET
	Activity: Empowering adults and young people
	<ul style="list-style-type: none"> • Conference: Expanding apprenticeships: steering partnerships (working title) (in cooperation with DG EMPL and the Latvian Presidency)
	Activity: Skills analysis
	<ul style="list-style-type: none"> • Workshop: Stakeholders meeting to inform development of the career advice online tool for EU skills panorama (EUSP) • Workshop: EURES advisors working group to inform development of the EUSP career advice tool • Workshop: Interagency meeting on skill needs in the healthcare sector
	Activity: External communication
	<ul style="list-style-type: none"> • 40th anniversary celebration in Thessaloniki linked to both the annual Governing Board meeting and Cedefop's conference 'The power of learning: new routes to tomorrow's workplace'
3rd QUARTER	Activity: Common European tools, qualifications and learning outcomes
	<ul style="list-style-type: none"> • Policy learning forum on writing and application of learning outcomes • Event: Launch of new EUSP website (jointly with the European Commission)
4th QUARTER	Activity: Policy analysis and reporting
	<ul style="list-style-type: none"> • ReferNet annual plenary meeting • ReferNet workshop: Writing for a European audience
	Activity: Common European tools, qualifications and learning outcomes
	<ul style="list-style-type: none"> • Workshop: International sectoral qualifications: at the crossroads of transparency and quality • Conference: Role of quality assurance in building trust between VET and higher education
	Activity: Skills analysis
	<ul style="list-style-type: none"> • Conference: Maximising potential of skills for jobs and growth • Workshop: Preparing for the 2016 mid-term forecast of skill supply and demand (technical workshop) • Workshop: Feasibility study for real time LMI (validation and expert workshop)
	Activity: External communication
	<ul style="list-style-type: none"> • Joint anniversary event with Eurofound at the EESC premises in Brussels to celebrate the 40th anniversary and common history of the two agencies

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

-
- Spotlights on VET ⁽²³⁾
 - Country reports on VET ⁽²⁴⁾
 - Country statistical overviews – 2014 update
 - Cost-sharing mechanisms to finance CVET/adult learning
 - Validation of non-formal and informal learning
 - Review of NQF developments
-

Information available on Cedefop's web portal at:

<http://www.cedefop.europa.eu/>



⁽²³⁾ In 2013, Cedefop published spotlights for Croatia, Iceland, Czech Republic, Cyprus and Slovakia. In 2014, Cedefop published spotlights for Bulgaria, Belgium, Denmark, France, Germany, Greece, Hungary, Italy, Ireland, Lithuania, Luxembourg, Hungary, Malta, the Netherlands, Poland, Portugal, Romania, Slovenia, Sweden and the United Kingdom, as well as hardcopy publications on VET in Greece and VET in Italy.

⁽²⁴⁾ In 2015, Cedefop will prepare hardcopy publications on VET in Latvia and VET in Luxembourg.

Performance measurement and continuous improvement at Cedefop

Cedefop's performance measurement system (PMS) supports understanding of Cedefop's achievements, relevance and efficiency. In 2015, it will continue to provide evidence on added value of Cedefop's work safeguarding alignment of activities in the annual work programme with Cedefop's strategic objective and medium-term priorities 2012-15 (see figure).

Cedefop is one of the first European agencies to have used performance measurement since 2009 to support transparent reporting to stakeholders and promote a culture of continuous improvement among its staff. After five years of successful operation Cedefop has reviewed its PMS to address recommendations of the 2013 external evaluation. The revised PMS will support management to understand better organisational performance by complementing quantitative data with qualitative information on use and effect of Cedefop's work on its stakeholders.

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

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

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

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

An approach with systematic external evaluations, qualitative assessment by Cedefop's stakeholders and systematic analysis of PMS outcome indicators try to capture Cedefop's long-term impact. As impact is linked to a combination of projects or activities ⁽²⁵⁾, frequently evidence of impact can only be attached to Cedefop at organisational level.

Outcomes of Cedefop's activities are defined as observable results that Cedefop's work is having an effect on external stakeholders. They focus on the degree to which the organisation provides policy advice, generates new knowledge or raises awareness of VET issues among different target groups.

⁽²⁵⁾ Activities are groups of related projects.

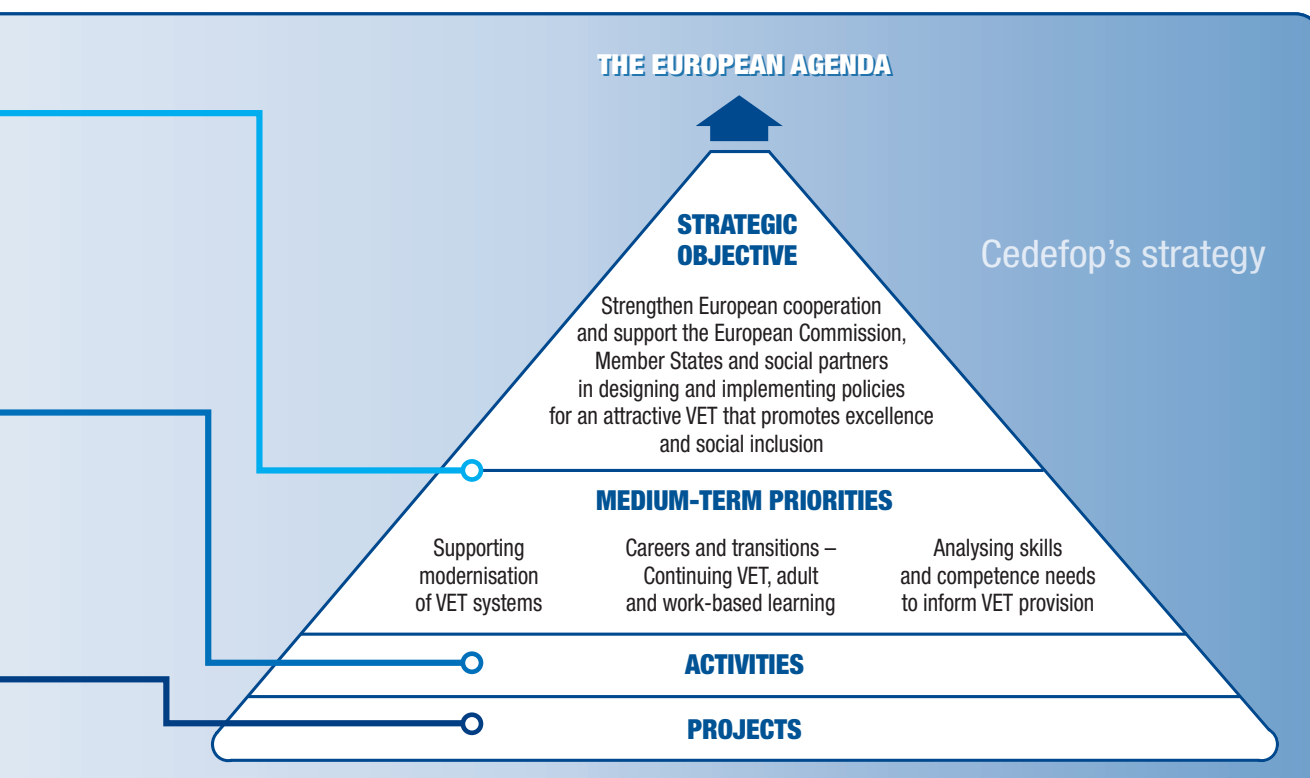
The link between Cedefop's strategy and performance measurement framework

What is measured	How	Level of measurement
Performance: Organisational impact		
Help strengthen European cooperation in developing and implementing European VET policy to promote excellence and social inclusion. <ul style="list-style-type: none"> • An evidence-based European VET and skills policy agenda which includes the outcomes of Cedefop's work. • Stronger European cooperation as Member States implement European tools and principles and share policy priorities. • Cedefop is acknowledged as an authoritative source of information on VET, skills and competences and as a well-run organisation. 	<ul style="list-style-type: none"> • Evaluative approach, including external evaluation. • Qualitative assessment relying also on analysis of a set of outcome indicators. 	<ul style="list-style-type: none"> • Organisational level. • Medium-term priority level. • On occasion on a set of outcome indicators.
Performance: Activity outcomes		
Observable results among stakeholders that Cedefop's work is having an effect. <ul style="list-style-type: none"> • Policy advice provided to stakeholders. • Knowledge gaps filled and new knowledge or insights generated. • Raised awareness among stakeholders. • Cedefop provides good support services and follows good administrative practice. 	<ul style="list-style-type: none"> • Analysis based on 16 outcome indicators, each corresponding to an outcome type, such as policy advice provided to stakeholders. 	<ul style="list-style-type: none"> • Organisational level. • Medium-term priority level. • Activity level.
Performance: Project and service outputs		
Project and service outputs applying to a particular annual work programme.	<ul style="list-style-type: none"> • Analysis based on five output indicators. 	<ul style="list-style-type: none"> • Project or service level.

They are designed to support Cedefop's medium-term priorities and they become visible in a short- to medium-term perspective.

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

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



Finally, the PMS measures and monitors output ⁽²⁶⁾ which is mostly defined at project level. Project output includes studies, publications and conferences or workshops (such as on skills analysis and forecasts, European tools and principles like the EQF). It should mostly be produced within the operational year and monitored through the organisation's annual management plan ⁽²⁷⁾. Project output provides information on what is produced and when but not what effect it has. For this reason, performance measurement analysis gives comparatively less emphasis to reporting on output.

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

⁽²⁶⁾ Project input (financial and human resources) is monitored separately through Cedefop's activity-based budget.

⁽²⁷⁾ The annual management plan is an internal working document which provides detailed information on project output set out in the work programme.



work programme 2015

4133 EN – TI-AC-15-001-EN-N – doi:10.2801/496272



CEDEFOP | European Centre for the Development
of Vocational Training

Europe 123, 570 01 Thessaloniki (Pylea), GREECE
PO Box 22427, 551 02 Thessaloniki, GREECE
Tel. +30 2310490111, Fax +30 2310490020, E-mail: info@cedefop.europa.eu

visit our portal www.cedefop.europa.eu



Publications Office

ISBN 978-92-896-1857-1



9 789289 618571