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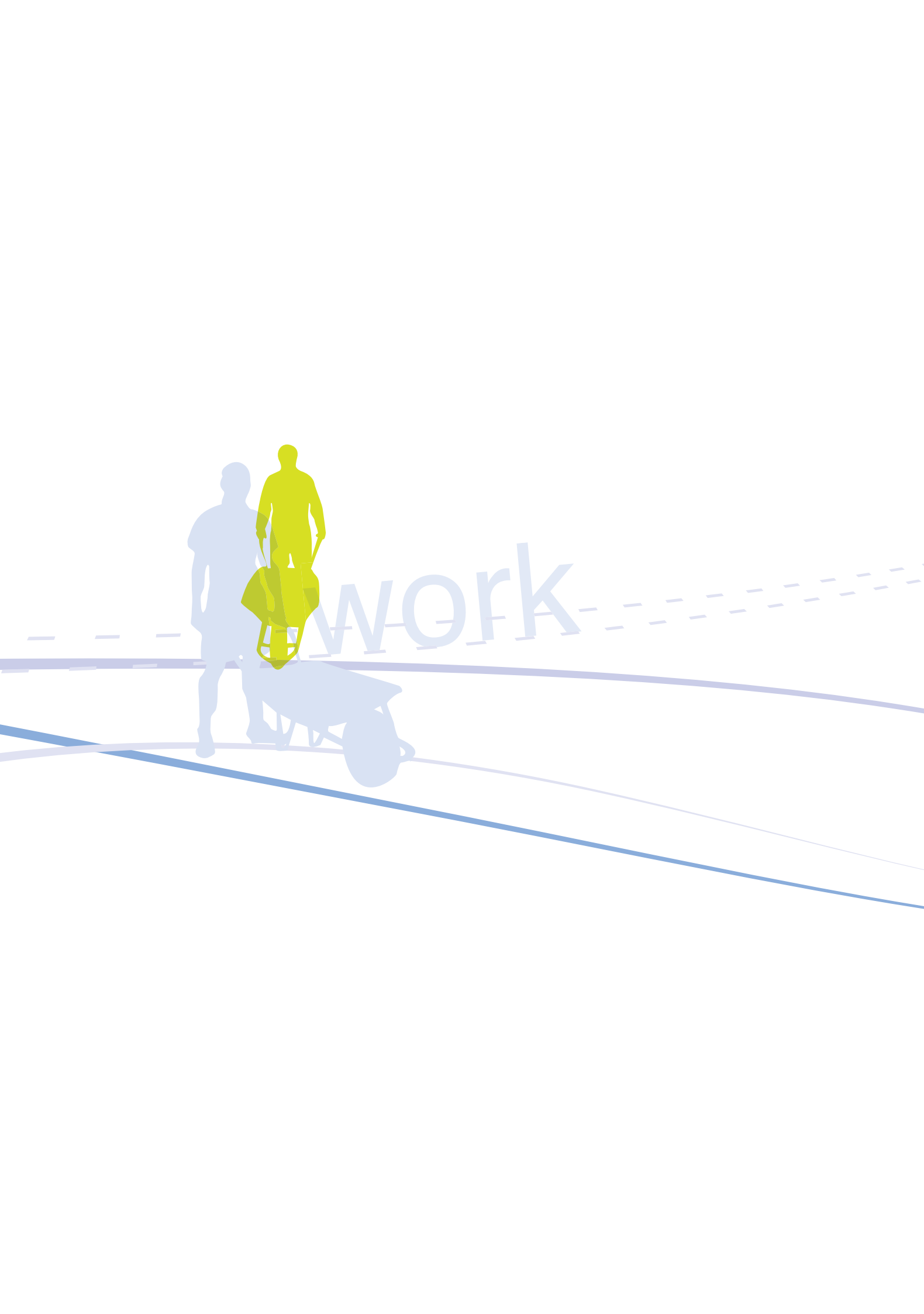
European Centre for the Development  
of Vocational Training

EN



# work programme 2011





work



# Work programme 2011



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>).

Cataloguing data can be found at the end of this publication.

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

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intro



# Introduction



In 2011, a new European Union strategy, ‘Europe 2020’ <sup>(1)</sup>, defines the policy background. It continues the former Lisbon strategy, focusing on an economy based on knowledge, skills and competences and innovation, which is low-carbon, resource-efficient, competitive and has high employment.

These are challenging and ambitious aims. Their implementation depend to a large extent on high standard education and training well adapted to changing requirements, contributing to innovation and excellence as well as social inclusion.

The economic crisis of the past two years has added new challenges. Not least because of the measures implemented to cushion the effects of the crisis on employment, it has had an effect on the ongoing process of vocational education and training (VET) reform. European priorities and common tools and principles, such as the European qualifications framework <sup>(2)</sup> that have come out of the Copenhagen process <sup>(3)</sup> and the Lisbon strategy <sup>(4)</sup> have stimulated education and training reforms and wider cooperation in VET. The crisis has had varying impacts on countries and affected their possibilities to invest in VET to different degrees. In consequence, the level of reform and implementation of instruments differs between countries.

Rapid social, economic, political and technological transformation has changed perspectives on the nature of and the need for VET. Structural changes evident in increased employment of technicians and professionals indicate changed requirements. Around half of Europe’s population acquire their first

qualification through vocational education and training. But all go on to develop their skills and learn new ones through learning at the workplace and other forms of continuing training and learning for adults. With Europe’s workforce getting older, an economy based on knowledge, skills and competences and innovation must be built, mostly on the current and future skills of those already in work or looking for a job. This is true for everybody, including those working in elementary occupations, as the nature of tasks also changes in these occupations and requires new and frequently higher qualifications. As noted in the Europe 2020 flagship initiative ‘an agenda for new skills and jobs’, empowering people through acquisition of new skills is an important means to achieve progress towards a knowledge-based economy. It argues for a strengthened lifelong component in flexicurity policies and underlines the need for a new approach to adult learning based on common principles. VET has an important role to play to provide those in employment with an opportunity to update or expand their skills. Nonetheless, high quality initial training also remains essential to ensure that young people can more easily enter the labour market. Not least because of skyrocketing youth-unemployment rates, VET must also be used as a means to ease labour market entry of the young.

Today, more and more life/career patterns require people to make transitions from work to learning (and vice-versa), and from one job, or career to another, apart from important transitions from learning to work at the beginning of a career or transitions from periods of child-caring to work.



As working life becomes longer the likelihood of such transitions increases. Acquiring new knowledge, skills or competences is not always a straightforward choice. Employability results from the correspondence of what is learned to demands of the labour market. As outlined in the European Commission's new skills for new jobs initiative <sup>(5)</sup>, for people to acquire adequate skills, approaches better suited to anticipating skill needs and supply are required. It means addressing issues such as skill mismatch which can be a result of, for example, skill shortages, over- and underqualification, skill gaps and skill obsolescence. It also indicates a need for supporting individuals to guide them in their educational and career choices.

Cedefop, founded in 1975 <sup>(6)</sup> and based in Greece since 1995, is the EU's agency for European VET policy. Cedefop's work is firmly based on policy and action agreed at European level and relevant texts are referenced throughout this work programme. Cedefop's activities cover skills and competence, initial and continuing VET and its role in lifelong learning. Cedefop's work reflects the EU policy agenda and integrates the interests, priorities and needs of policy-makers in the European Commission, Member States, and social partners who are, uniquely, present at all levels of VET policy and practice: European, national, regional, sectoral and enterprise.

Cedefop's added value is the high quality of its comparative analyses and expertise. Developing and coordinating research is one of Cedefop's main tasks according to its founding regulation. It is central to all its activities and the

basis of Cedefop's expertise. Cedefop carries out short- and long-term research both as stand-alone projects and part of other projects and activities throughout its work programmes. Cedefop addresses the VET research community and provides a forum for research development and discussion. It has become a partner in the scientific debate on VET and a leader in some areas. Cedefop cooperates closely with the European institutions, especially the Commission and the Parliament, as well as the Economic and Social Committee and the Committee of the Regions, other European organisations and international organisations such as OECD, ILO or Unesco to reinforce its value added and secure synergy of common efforts. By combining its research and networking capabilities, Cedefop uses its expertise to strengthen (European) cooperation in VET and helps to develop an evidence-based European VET and skills policy agenda by:

- (a) providing policy and technical advice on VET and proposing ideas for VET policies and their implementation;
- (b) filling knowledge gaps and generating new insights that identify trends and challenges in skills and VET;
- (c) increasing awareness of VET's role and importance;
- (d) bringing together policy-makers, social partners, researchers and practitioners to share ideas and debate the best ways to tackle challenges;
- (e) supporting and encouraging joint European approaches, principles and tools to improve VET, skills and competences.



# added value

In 2011, Cedefop will build greater coherence between its different strands of work on qualifications and skills, by reinforcing synergy between work on learning outcomes and qualification levels with its forecasting results and analyses of labour market imbalance and skill requirements in specific occupations. Cedefop's work will relate closely to the new skills for new jobs agenda which aims better to match supply and demand for competences and skills.

Cedefop disseminates its information through its website, publications, networks, working groups, study visits, conferences and seminars.

Cedefop's activities are guided by its strategic objective and medium-term priorities for 2009-2011 (?). Cedefop's strategic objective is to 'contribute to excellence in VET and strengthen European cooperation in developing, implementing and evaluating European VET policy'. The four medium-term priorities that support this strategic objective are:

- (a) informing European VET policies;
- (b) interpreting European trends in and challenges for skills, competences and learning (°);
- (c) assessing VET's benefits;
- (d) raising the profile of VET.

Cedefop measures its outcomes through a performance measurement system (Annex VII) by monitoring evidence of stakeholders' interest in and use of the information and advice provided. Cedefop, as an organisation, aims to have an impact on strengthening European cooperation, promoting an evidence-based European VET and skills policy agenda and through this, to be acknowledged as an

authoritative source of information on VET, skills and competences. Cedefop cannot achieve this impact on its own, but it measures its impact through evidence of people using outcomes of its work indirectly, or along with other factors, to develop European VET policy and strengthen cooperation.

This work programme outlines how Cedefop will support European VET policy in 2011. It is divided into:

- (a) a narrative reviewing the policy background and outlining how Cedefop will take forward its four priorities in 2011;
- (b) detailed activity and project fiches. They show the expected outcomes of Cedefop's activities and the outputs of each activity's projects that will help achieve them. Outcome indicators to measure performance of an activity are also shown in the fiches. How activities and their projects relate to the four priorities is shown in Table 1.
- (c) an activity-based budget (ABB) that shows the human and financial resources allocated to each activity.



policy

## Policy background

Europe's route to lasting economic recovery and social cohesion is knowledge, skills and competences. Only on this basis can we encourage intensified innovation and entrepreneurship needed in the coming years. Given the crucial role that VET plays in European societies and economies, sustaining and further developing excellence in this field is of utmost importance. Europe will not be able to maintain its current position as a strong exporter of industrial products without world class VET. Neither will European countries be able to sustain their welfare models and create jobs of good quality without a strong VET sector.

Despite the recession, Cedefop's latest skill demand and supply forecast up to 2020 <sup>(9)</sup>, in line with earlier projections, says that in Europe <sup>(10)</sup> many of the 80 million job openings will be in services and technical and professional occupations. This requires highly-qualified employees and especially medium VET qualifications. People, whatever they do, including those in elementary jobs, need key competences that can be used across many different occupations, as well as job-specific skills to help them adapt, learn continuously and be creative <sup>(11)</sup>. Although younger Europeans, especially women, are more highly-qualified than before, meeting future demand for skills in the context of demographic trends and providing access to learning for everyone throughout their working lives are among Europe's greatest challenges. The current high number of the low-skilled working population (25-64 year-olds) of

almost 76 million in EU-27 (2009) is a growing concern for policy-makers. Even though the number of people with low or no qualifications is expected to decrease (to around 50 million of this age group in 2020), they will continue to be at a disadvantage when it comes to finding, staying in or moving to another job. The low qualified are however also the group least likely to participate in education and training to upgrade or broaden their skills.

Europe 2020 recognises this and argues for giving priority to investment in education and training even as budgets are consolidated following the economic crisis. VET has been a major tool to combat the crisis as many Member States and social partners used public funds, supported by the European Social Fund, to enable firms to combine short-time work with training rather than lose skilled workers.

One of Europe's major concerns is the high share of young people who leave education and training without qualifications and are at risk of being excluded from the labour market. The crisis has aggravated their situation, as rates of jobless young people have increased substantially in some countries. Despite progress, the benchmark set for 2010, to have no more than 10% of early school leavers, has not been reached.

Highlighted by Europe 2020, these are the challenges for VET. High employment rates require modern labour markets with highly-skilled workers who can access the learning they need, whatever its type or level, at any time throughout their working lives to update and broaden their skills. Efficient labour markets



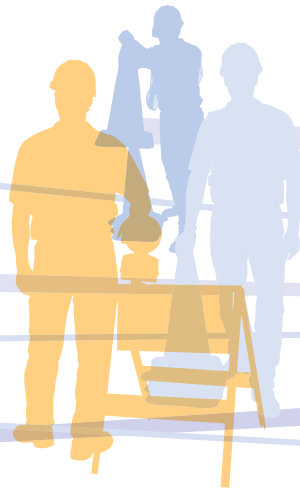
# background

must provide mobility for working and learning among students, apprentices, young professionals, adults and older workers. Improving research and development requires more emphasis on creativity and innovation, knowledge partnerships between education, business and research, as well as graduates in maths, science and engineering. For the EU to lead in green technologies, develop a competitive, job-creating green economy and take advantage of a digital single market based on ultra-fast Internet, its workforce must acquire new skills and high levels of digital literacy. It must also develop entrepreneurs and entrepreneurial skills<sup>(12)</sup>. Europe's targets to reduce poverty require investment in education and training to empower individuals through skills, or for example, through updating and broadening the skills of those with low or no qualifications to build a more inclusive society. Studies indicate that investment in keeping young people in education and training is more effective than measures to reintegrate those who leave early. However, VET cannot do this alone. It must be part of a package of policy measures. For example, young people need education, family and other social support to acquire a solid foundation of basic skills from an early stage.

A new economic model based on knowledge, low-carbon and high employment rates needs a comprehensive approach to learning which is both lifelong and life-wide. It requires an approach based on competences and learning outcomes which challenges traditional education and training methods based on inputs.

To respond to this challenge, the European Commission's communication, *A new impetus for European cooperation in VET to support the Europe 2020 strategy*<sup>(13)</sup> calls for flexible access to training and qualifications and a strategic approach to mobility. It proposes attracting more people into VET by improving its quality and efficiency. The communication emphasises the need to develop entrepreneurial skills and argues for integrated approaches that provide people with the best possible support. It recognises the role that VET has to play in supporting equity and active citizenship as well as encouraging innovation and creativity. The communication looks to spur on reforms begun under the Lisbon strategy. It foresees, by 2020, flexible learning pathways, greater mobility for students, apprentices, young professionals and workers and wider use and acceptance of recognition of non-formal and informal learning, including work-based learning. The youth on the move flagship initiative also aims at more mobility opportunities for young people in VET. To encourage more mobility for VET learners and recognise skills and qualifications acquired abroad, the European tools should be used, as the Bruges communiqué<sup>(14)</sup> underlines.

Based on learning outcomes, the goal of the common tools was to make VET and VET qualifications easier to understand across Europe. Cedefop's policy report highlighted that European and national qualifications frameworks do help compare and translate qualifications. Work has indeed advanced substantially in several countries. By promoting using learning outcomes systematically, European and national



qualifications frameworks redefine how different parts of national education and training systems, for instance VET and tertiary education, relate to one another. Qualifications frameworks also offer a common reference point for European and national cooperation.. They provide a political context in which instruments like the European credit system for VET, Europass and the European quality assurance reference framework for VET can be taken forward coherently. Working closely with the European Commission, Member States and the social partners Cedefop will inform this process. As implementation progresses Cedefop will pay increased attention to methodologies for evaluations needed to assess the impact of reforms, reflect on social outcomes and identify future strategies.

The report of the expert group on new skills for new jobs <sup>(15)</sup> complements this approach. It proposes better incentives for people to upgrade their skills and for employers to use them. It suggests closer partnerships between education and training and employment through more flexible learning pathways and qualifications based on skills. The report stresses that people need the right mix of generic and job-specific skills and finally argues for better labour market intelligence to anticipate better future skill needs and match skills and jobs more effectively. The Commission's 'agenda for new skills and jobs' strongly supports these objectives and advocates cooperation and partnerships between employment and education and training sectors. The 'VET Council conclusions on enhanced cooperation for VET 2011-20' <sup>(16)</sup> and the Bruges communiqué, set out long-term

strategic objectives and define short-term deliverables for VET (2011-14). In particular, building on achievements of the Copenhagen process, they advocate application of common European tools and instruments.

Cedefop's work programme 2011 is consistent with these policy initiatives. Work on forecasting skill needs and supply, analysing skills shortages, gaps and mismatches, developing European tools to improve transparency of qualifications and increase mobility and validation of informal and non-formal learning is in line with the objectives in Europe 2020, and has contributed to development of these issues. Its work programme is also consistent with the updated strategic framework for European cooperation in education and training set out in Education and training 2020 <sup>(17)</sup>, the new skills for new jobs initiative, and skills for green jobs, which are a major part of the Europe 2020 strategy. Cedefop's work programme illustrates the role it plays through its advice and expertise to help develop policies for knowledge, skills and competences for economic recovery and growth. The Bruges communiqué and the respective Council conclusions entrust Cedefop with a range of tasks, such as continued analysis and forecasts of skill needs and support of common European tools and principles.

In 2011, Cedefop will increase its efforts to bring together its work on skills, competences and qualifications integrating various projects and strands of research. This will reinforce Cedefop's analysis of skill demand and supply, mega-trends such as green skills, important



Table 1. Relating activities and projects to Cedefop's medium-term priorities 2009-11 and activity-based budget (ABB)

	MTP 1	MTP 2	MTP 3	MTP 4
MEDIUM-TERM PRIORITIES (MTP)	<b>Informing European VET policies</b>	<b>Interpreting European trends in and challenges for skills, competences and learning</b>	<b>Assessing VET's benefits</b>	<b>Raising the profile of VET</b>
	<b>Analysing and reporting on policy developments</b>	<b>Skills and competences analysis</b>	<b>Researching VET</b>	<b>External communication</b>
	<ul style="list-style-type: none"> <li>• Policy reporting</li> <li>• VET in Europe – Country reports</li> <li>• VET Financing</li> <li>• European network of reference and expertise – ReferNet</li> </ul>	<ul style="list-style-type: none"> <li>• Forecasting skill demand and supply</li> <li>• Skill needs in sectors</li> <li>• Skill needs in enterprises</li> <li>• Skill mismatch and aging workers</li> <li>• Skillsnet and stakeholder cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• Research reporting</li> <li>• Statistics and indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with stakeholders and public relations</li> <li>• News services</li> <li>• Cedefop's web portal</li> </ul>
	<b>Supporting development and implementation of common EU tools</b>	<b>Qualifications for lifelong learning</b>		<b>Information and documentation</b>
<ul style="list-style-type: none"> <li>• European qualifications framework</li> <li>• European credit system for VET</li> <li>• Quality in vocational education and training</li> <li>• Europass</li> </ul>	<ul style="list-style-type: none"> <li>• Learning outcomes and qualifications</li> <li>• Lifelong guidance</li> <li>• VET teachers and trainers</li> <li>• Adult learning</li> <li>• Validation of non-formal and informal learning</li> </ul>		<ul style="list-style-type: none"> <li>• Documentation and reference service</li> <li>• Records management and archives</li> <li>• Electronic information systems</li> </ul>	
	<b>Study visits</b>			<b>Publications</b>
	<ul style="list-style-type: none"> <li>• Policy analysis</li> <li>• ReferNet</li> <li>• Education and training 2020a</li> <li>• Study visits</li> </ul>	<ul style="list-style-type: none"> <li>• Skill needs</li> <li>• Education and training 2020b</li> </ul>	<ul style="list-style-type: none"> <li>• VET research</li> </ul>	<ul style="list-style-type: none"> <li>• External communication</li> <li>• Documentation and information</li> <li>• Publications</li> </ul>
RESOURCES – ABB				





# european policy

phenomena such as skills mismatch, trends in skills and competence profiles (generic and specific skills), and skill needs of specific target groups. Cedefop will provide easier access to detailed data and information on skill needs and will contribute to the online EU skills panorama envisaged in the '**agenda for new skills and jobs**'. This will also extend to updated information on skills supply and labour market needs included in forecasts up to 2020.

Cedefop will continue to provide expertise for developing and implementing common European tools, and will continue to analyse and monitor progress of qualification frameworks and credit systems in Member States. Cedefop will cooperate with the European Commission and Member States on trainers in VET and work-based learning. Debate on the direction of

European VET policy in the light of the EU's strategic changes will be supported by the findings and discussion in 2011 of Cedefop's European VET policy report. Cedefop will continue to provide specific support to social partners through study visits.

Cedefop's work in 2011 will support transition to the EU's new strategy. It is against this new policy background that the debate on Cedefop's medium-term priorities for 2012-14 will take place. The debate will consider how Cedefop can best use its expertise to continue to support the EU, Member States and social partners in further developing European VET which promotes excellence and social inclusion by providing the knowledge, skills and competences required for Europe's future.



## PRIORITY 1

# Informing European VET policies

cies



## Policy analysis

Under the Copenhagen process and following its mandate from the European Commission, European Ministers for VET, and social partners in successive communiqués at Maastricht in 2004 <sup>(18)</sup>, Helsinki in 2006 <sup>(19)</sup>, Bordeaux in November 2008 <sup>(20)</sup> and Bruges in December 2010, Cedefop analyses and reports on progress by Member States in implementing agreed European VET policy priorities. Since 2004, Cedefop has provided comparative analyses of policy developments to modernise VET every two years. In 2010, Cedefop provided an overall assessment of the Copenhagen process since 2002.

In 2011, Cedefop will disseminate its 2010 European **VET policy report** on achievements in European VET cooperation between 2002 to 2010 (Copenhagen process), presented to ministers at their informal meeting in Bruges in December 2010. European policy-makers, researchers, social partners and VET stakeholders will debate findings and their implications at an Agora conference in spring.

In the framework of its analysis of VET policies and developments, Cedefop will explore concepts of VET attractiveness in Member States to understand better factors which determine attractiveness. Cedefop will cooperate closely with the European Commission in this exercise to contribute to the short-term deliverables 2011-14 set out in the Bruges communiqué and the respective Council conclusions on enhanced European cooperation in vocational education and training 2011-20.

Cedefop has provided comparative information on VET in electronic format since launch of the Copenhagen process in 2002. Given the diversity of national VET systems understanding their characteristics, developments and priorities is a key element in coordinating and developing VET at EU level. Cedefop's **VET in Europe database** has become an easy to access, important resource for strengthening cooperation in VET, widely used by different stakeholders. In 2011, information on crisis-related national VET measures will be updated, including results of evaluations of such measures. Cedefop will also publish hard copy short descriptions of VET systems in Hungary, Poland and EU Presidency countries in 2011. VET in Europe country reports are prepared by ReferNet.

Created in 2002, **ReferNet** (Cedefop's network of reference and expertise in VET) provides information on VET systems and policies in Member States, Iceland and Norway. The network comprises national consortia of organisations involved in VET activities, including social partners, led by a coordinating institution in each partner country. In addition to descriptions of VET systems, in 2011, ReferNet will deliver insights on key competences and generic skills in national qualifications standards. The network will also develop national dissemination strategies for Cedefop and ReferNet publications and for raising the profile of VET. Building on results and recommendations of the 2010 internal ReferNet evaluation and audit, Cedefop will improve the strategic alignment, effectiveness, efficiency and



management of the network. Four-year partnership agreements, entering into force in 2012, should be signed with national coordinators in each Member State plus Norway and Iceland.

Investment in people should be a high priority, especially in the current economic climate. Member States are being urged to increase investment in human capital, by improving incentives for both companies and citizens<sup>(21)</sup>. More - and better targeted - funding is needed to train, upskill and retrain workers and mitigate unemployment. As public budgets are tight, governments need to find strategic tools to stimulate investment in training and ensure sustainable financing. Which policies and instruments to choose is a key issue. Since 2007, Cedefop has built up a comprehensive collection of information on **VET financing mechanisms**, covering all Member States and selected non-EU countries. Starting in 2011, Cedefop will update its previous research and collate evidence of the effectiveness and efficiency of different financing instruments from individual, workplace and enterprise points of view. Cedefop will also disseminate outcomes of its 2010 study on the role of loans in financing VET and validate findings of its ongoing research on use of training leave and payback clauses.

### Supporting development and implementation of common European tools

As part of the Copenhagen process, the strategic framework for European cooperation in education and training<sup>(22)</sup> and Parliament and Council recommendations of 2008 and 2009, Cedefop will continue to support development and implementation of **the common European tools**. The tools touch on most aspects of VET and lifelong learning and links between education and training and the labour market.

In 2011, Cedefop will pay particular attention to the **links between different European tools and principles** as several are now being implemented and will start to influence the learning and working careers of individuals. While Europass (see paragraph 38) and the European credit system for VET (paragraph 36) may be influential on their own, promoting them in the context of the European qualifications framework (paragraph 31), and ESCO (paragraph 35) and linking them closely to validation and guidance services will strengthen their overall impact. To achieve such synergy, Cedefop will continue to collaborate with and support the European Commission, Member States, stakeholders and social partners. Cedefop will provide comparative studies and analyses, organise peer learning and specific working groups, support networks set up by the Commission, stimulate exchange of experiences in fields of common interest and identify policy examples and practices to inform national reforms and developments. In



November 2011, in cooperation with the social partners, Cedefop will organise a conference on the links and synergy between different European tools. It will focus on their impact and the contributions of the social partners in this process.

The **European qualifications framework** (EQF) is a tool for comparing qualifications throughout Europe to support lifelong learning and educational and job mobility. This makes the prospect of a European labour market and learning area more of a reality for people. The EQF provides a structure of levels that make it possible to see how qualifications within and between countries relate to one another. Cedefop will continue to support and coordinate, with the European Commission, implementation of the EQF in line with the timing set out in the European Parliament and Council recommendation of 2008 <sup>(23)</sup>. While some countries have carried out referencing their qualifications to the EQF in 2009 and 2010, the majority are expected to do so by 2011. Cedefop will support this process via its studies and analyses, the EQF advisory group and its subgroups – which Cedefop coordinates jointly with the European Commission – as well as through peer learning activities to help ensure that the referencing process is reliable and trusted.

Encouraging use of the EQF is a priority in 2011. For the EQF to be accepted, people need to have confidence both in it and the qualifications linked to it at all levels, including qualifications from sectors and enterprises. Strengthening quality assurance in the process of linking qualifications to the EQF is an

important issue that Cedefop will work on. To support updating Directive 2005/36 on recognition of professional qualifications <sup>(24)</sup> and consider the EQF's influence, in 2011, Cedefop will analyse the importance of **qualifications in governing the labour market**, in particular how they influence the profiles of occupations and jobs as well as how they regulate access to and mobility within the labour market.

All EU/EEA countries are implementing **national qualifications frameworks (NQFs)** to link to the EQF. NQFs are increasingly instruments for reforming national education, training and qualifications systems. Cedefop will continue its regular mapping and analysis of NQF developments, focusing on how they can increase transparency of qualifications for individuals and employers, how they can strengthen links between learning pathways and make it easier to move between different educational levels and between different types of learning. Particular emphasis will be paid to the challenge of developing ownership and involvement of key stakeholders in framework developments at national level. Cedefop will explore a joint global review also based on work of the European Training Foundation and the Unesco institute for lifelong learning to compare EU/EEA NQF developments to similar ones outside Europe.

Cedefop will also continue to analyse results of EQF test and pilot projects in the Leonardo da Vinci and lifelong learning programmes, as well as results of EQF and NQF projects carried out by Member States. The results will be used to support further EQF implementation.

# study

Led by the European Commission, work to develop a **European taxonomy of skills, competences and occupations** (ESCO) is part of the new skills for new jobs initiative <sup>(25)</sup> and the Europe 2020 new skills for new jobs agenda. ESCO aims to develop a common language between formal qualifications and occupations, to make it easier for citizens and employers to see how knowledge, skills and competences and learning outcomes correspond to tasks and occupations. In 2010, a Europe-wide consultation was carried out. Cedefop will provide support to the European Commission (Directorate-Generals Education and Culture and Employment) and participate as an observer.

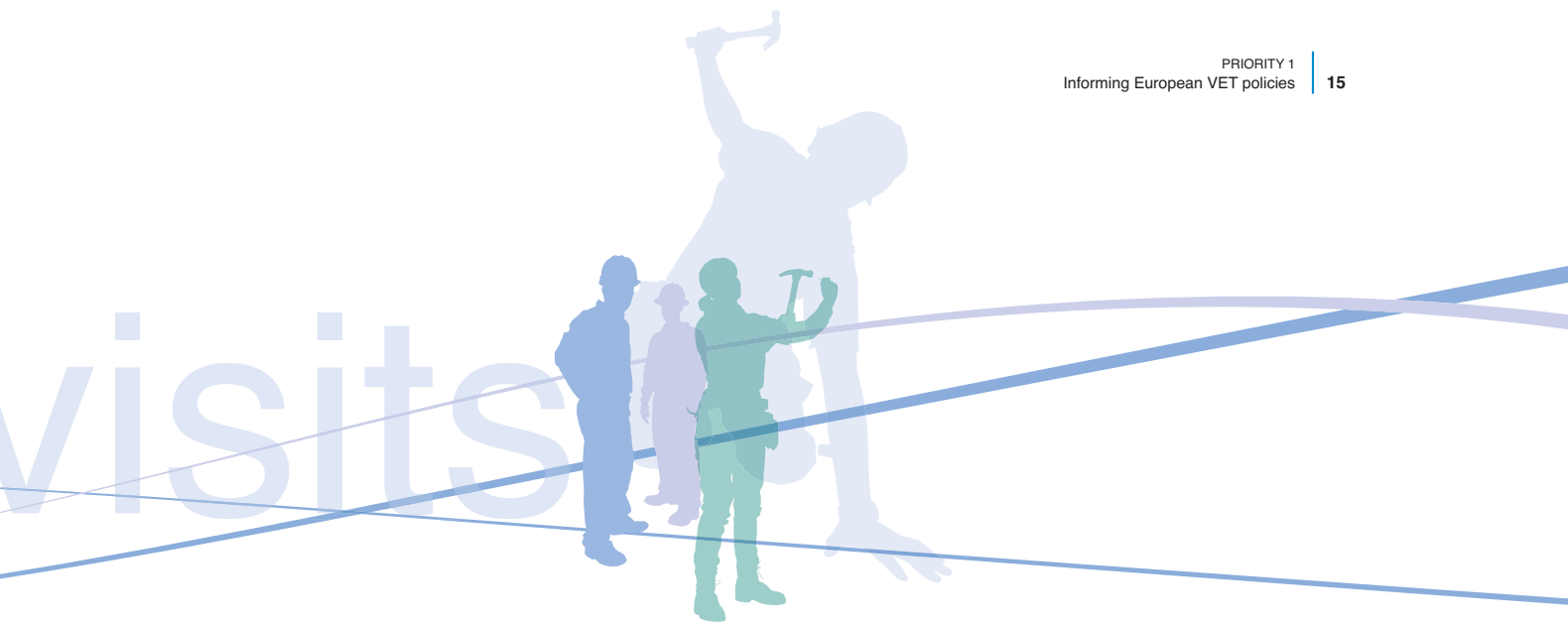
Considering the current ISCED review, Cedefop will pay attention to ESCO's concepts, their interoperability with the learning outcomes approach of the EQF and NQFs and the implications for other Cedefop activities, notably Europass, skills forecasting, employment survey, statistics and sectoral experiences/developments.

The **European credit system for VET** (ECVET) especially enables learning outcomes to be transferred from one qualifications system to another, or between general and vocational education, to promote lifelong learning through VET. Working closely with the European Commission, Member States and social partners, Cedefop will continue to support implementation of the ECVET as outlined in the 2009 recommendation of the European Parliament and of the Council <sup>(26)</sup> and will continue its monitoring of ECVET developments in Europe as a direct contribution to the 2012

recommendation deadline. Cedefop will provide advice and expertise to the European Commission in the ECVET scientific committee, users group and network. Cedefop aims to anchor its work on ECVET in the wider context of education and training policy and labour market developments and will build on current work that aims to widen its approach to credit systems and validation. Cedefop will explore how to support systematic review of ECVET implementation for the 2014 evaluation.

**Quality assurance** is the basis of trust in VET systems. Success of the EQF and ECVET depends on this trust being in place. In 2011, Cedefop will continue to support implementation of the European quality assurance reference framework for vocational education and training (EQAVET) in line with the timing set out in the European Parliament and Council recommendation of 2009 <sup>(27)</sup>. Cedefop will identify good practices on quality in VET and will provide expertise and advice to the EQAVET network, set up by the European Commission, which includes representatives of Member States and social partners.

**Europass** <sup>(28)</sup> is a portfolio of five instruments to make people's skills and qualifications transparent and more easily understood throughout Europe. Use of Europass has increased significantly in recent years, demonstrating its value to learners, workers and citizens across Europe. Cedefop, with the European Commission, will continue to maintain and improve Europass instruments and the website (<http://europass.cedefop.europa.eu>) and integrate EQF, ECVET and ESCO develop-



ments. In 2011, Cedefop will publish the results of the study 'Europass, ECVET and EQF for documentation, validation and certification of learning outcomes' that considers use of European tools in learning routes. Cedefop will support the European Commission in designing a European skills passport and integrate it into the Europass framework.

## Study visits

**Study visits for education and vocational training specialists** support European cooperation and policy development in lifelong learning. They provide an opportunity for experts from different countries to meet and discuss issues of common interest and share their experience and expertise. Study visits are part of the Lifelong learning programme 2007-13 <sup>(29)</sup>. They are carried out by national agencies and coordinated by Cedefop on behalf of the European Commission.

In 2011, following review of the lifelong learning programme's strategic priorities for

2011-13 and the strategic framework for European cooperation, Cedefop will intensify its efforts to ensure that the content and outcomes of study visits are relevant to education and training policy and decision-makers, including social partners, at national, regional and local levels. Cedefop will continue to involve EU education and training stakeholders in study visits and make the programme's outcomes available to them. Cedefop will contribute to the next generation of EU education and training programmes planned for after 2013.

Cedefop will prepare and disseminate the study visits catalogue 2011/12 and monitor composition of the groups to help ensure a good balance of participants. In 2011, outcomes and findings of visits will be evaluated to assess the impact of study visits on participants and their organisations.

Cedefop will continue to encourage social partners to participate in study visits and to ensure that study visits include themes of interest to them. It will raise awareness of social partners' needs among national agencies managing the programme.

## PRIORITY 2

# Interpreting European trends in and challenges for skills, competences and learning

Both Europe 2020 strategy and the new skills for new jobs agenda aim at improving tools, services and analysis of labour market trends, to tackle skills and competence mismatches. Cedefop aims to develop an integrated and coherent approach on qualifications and skills to build the necessary links between education and training policies and labour market intelligence.

## Skills and competences analysis

Following a request in the draft Council conclusions of 7 June 2010<sup>(30)</sup>, Cedefop needs to update its **skill needs and supply forecasts** every two years. The next forecast must be prepared in 2011 for publication in 2012. In particular, on the demand side, improved methods will be implemented (such as modelling techniques and approaches to include policy scenarios). On the supply side, migration and other labour market flows will be integrated into the general framework to improve estimates of replacement demand. Analysis of potential labour market imbalances and developments in methodology to investigate interactions between demand and supply are also planned for 2011. Future forecasts will cover the entire European economic area (EEA) and an interface will be developed to provide easy access to results online, feeding into the EU skills panorama. To complement forecast information, Cedefop will analyse skill requirements in selected occupational groups.

To anticipate skill needs in sectors, in 2011 Cedefop will continue to map skill requirements to

ensure sustainable development ('**greening jobs**' and '**green jobs**'), in particular current and future skill needs, entry requirements, career paths and training standards, and training provision in renewable technologies. The renewable energy sector is expanding rapidly and a broad range of skills is needed to realise our vision of a low-carbon economy. This poses challenges for initial and all types of further education and training, including higher and post-graduate education, for young people and adults. Skills required in green jobs not only include generic, transferable skills but also technical job-specific skills, in particular in science, technology, engineering and mathematics (STEM). Energy targets and technological change widen the gap between growing demand for specialised renewable energy expertise and the skills available in the job market. Cedefop will continue to follow and support the European Commission's sectoral skills analysis.

In 2011, Cedefop will carry out a European pilot employers' survey on **skills and competence needs in enterprises** in five EU countries. Preparation for the pilot survey, which takes the results of a 2009 feasibility study into account, started in 2010. Cedefop will accompany the field work, ensure involvement of the social partners, prepare a working paper on the survey methodology and analyse initial results.

In 2008, Cedefop started research on **skill mismatch** to generate new insights on this complex phenomenon. In 2011, Cedefop will prepare a comprehensive analysis of the impact of different types of skill mismatch, such as shortages, over- and underskilling, skills gaps and skill obsolescence. Cedefop will pay



particular attention to reasons, forms, and the extent to which different groups are affected. This includes ageing workers facing skill obsolescence, migrants, ethnic minorities, and the (long-term) unemployed. To understand better the skills most affected by skills obsolescence, Cedefop will carry its own research based on a pilot survey among citizens in four EU Member States.

Discussing and communicating with stakeholders and experts on future skill needs is essential to ensure relevance and quality of Cedefop's work. Bringing together experts and stakeholders from all over the world, **Cedefop's Skillsnet network** has served, since 2004, as a forum to exchange information and involve members in activities on early identification of skill needs, forecasting and sectoral approaches. Skillsnet members help prepare studies by providing input on methods and data and validating results. In 2011, Skillsnet will be extended to involve more country experts in regular forecasting and work on skill needs in enterprises and sectors, as well as skill mismatch.

## Qualifications for lifelong learning

**Learning outcomes** emphasise what someone knows, understands or is able to do at the end of a learning process. Use of learning outcomes is increasing all over Europe and is gradually changing the way education, training and learning is understood and developed. The learning outcome approach is fundamental to all European tools, notably the European

qualifications framework, the European credit system for VET and Europass. It is also fundamental to promote citizens' employability, accountability of education and training providers and enable a better dialogue between education and labour market stakeholders.

In 2011, building on extensive research and exchange of experiences, Cedefop will provide analytical and practical support to stakeholders introducing and/or using the learning outcomes approach. With the learning outcomes subgroup of the EQF advisory group, guidance material on implementing the learning outcomes approach (for example level descriptors, standards, curricula) will be produced. This will provide a practical tool and a focal point for cooperation between Member States.

In 2011, building on work initiated in 2010, Cedefop will further research learning outcomes-based curricula, through a study on European policies and practices in designing and delivering outcome-oriented curricula in vocational education and training. The study will map and analyse **outcome-oriented approaches to curriculum policy and practice in initial VET** in 32 countries and how they help or hinder learner-centredness and inclusiveness in teaching and learning. Cedefop's work will support policy-makers, researchers and practitioners working to modernise VET curricula.

Assessment is critical to any process leading to a qualification. In initial VET assessment methods must capture knowledge, skills and competences. Cedefop will carry out a comparative European study to map and analyse how learning-outcome approaches



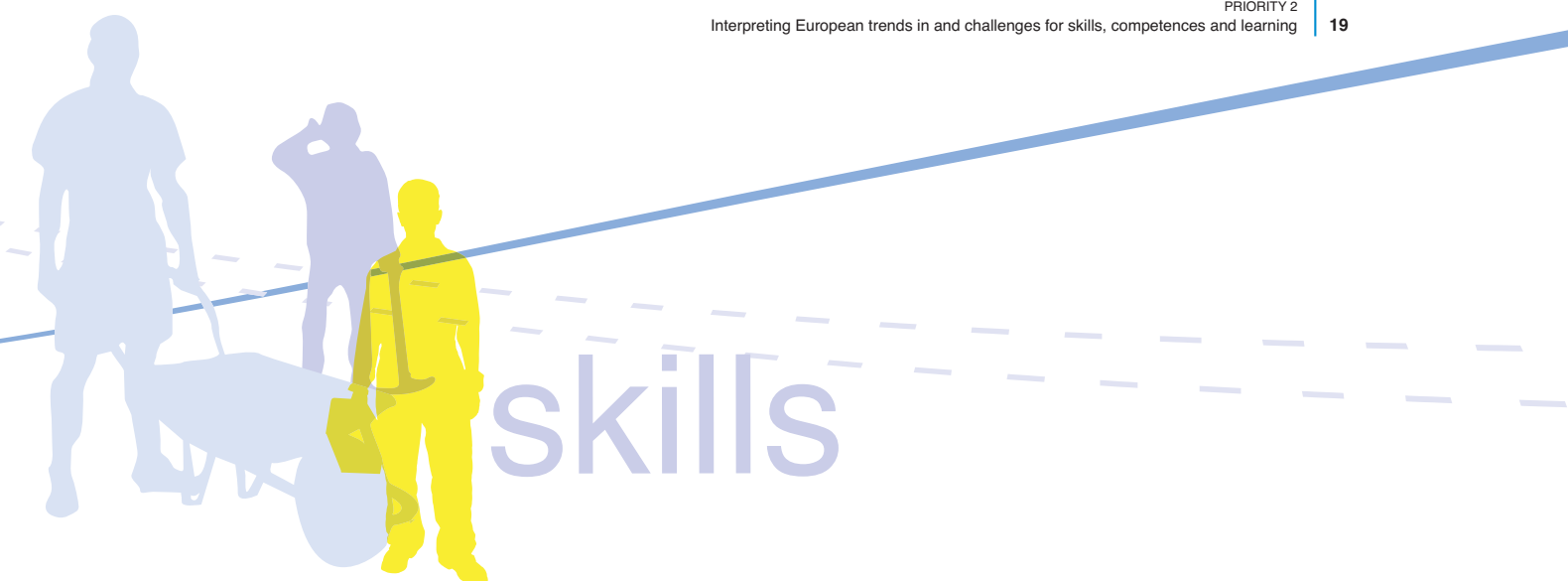
# lifelong learning

influence **assessment methods in initial VET**. It will take forward and bring together Cedefop work on standards, curricula and quality assurance in certification, which is essential to build trust between Member States.

Cedefop's study *The dynamics of qualifications; defining and renewing occupational and educational standards*, published in 2009, pointed to the importance of systematic dialogue and **cooperation between education and training and labour market** stakeholders. In 2011, Cedefop will launch a study to identify the main working methods at this operational level. It will map and analyse resources of different stakeholders and how this influences definition and renewal of standards, curricula and programmes. The study will take particular account of rapid changes in occupations and the skills and competences underpinning them.

Cedefop will continue exploring how the relationship between **VET and higher education** is changing and more generally links between education and training overall and their relevance to the labour market. Cedefop will publish a review of its work in this field, including experience from implementing the European qualifications framework and European credit system for VET and validation. It will include a typology of mechanisms for moving within VET, and between VET and higher education, achievements so far as well as key messages on developing (professional/vocational) mobility for lifelong learning. Building on Cedefop's work on credit systems and qualifications frameworks<sup>(31)</sup>, scenarios linking European tools will be developed further.

The recession increased the importance of **validation of non-formal and informal learning** to make it easier for people to move to other jobs or continue learning. Public authorities, employers and employees see the need for practical and cost-efficient ways to make visible and value the full range of skills and competences available. In 2011, Cedefop will intensify its work on validation, linking it to preparations for the European Council recommendation on validation of non-formal and informal learning expected in autumn 2011. To help develop fit-for-purpose validation methods and arrangements, Cedefop will take forward the following work. First, **the role of NQFs in easing validation**. Based on analysis and mapping of NQFs, Cedefop will address how qualifications frameworks can help to make validation a normal and fully acceptable pathway to a qualification. Mainstreaming of validation is crucial to improve access and avoid learning outside the formal system being considered of lower quality. Second, **the role of validation in enterprises**. Building on results of the 2010 study on use of validation by enterprises for recruitment, human resources and career management, Cedefop, with the European Commission, will take forward European guidelines so they present and promote clear models and approaches. Third, **validation and the link to guidance and credit transfer**. In 2009 and 2010, Cedefop pointed to functional overlaps between validation, guidance and credit transfer. These overlaps will be further analysed as part of updating European guidelines on validation.



Guidance helps people to make informed choices about their education, training and career paths. Cedefop will continue to support the European Commission, Member States and social partners in implementing Council resolutions from 2004 <sup>(32)</sup> and 2008 <sup>(33)</sup> on **life-long guidance**. In 2011, Cedefop will publish a lifelong guidance policy review to highlight Member States' progress in developing guidance policies, systems and practices, considering activities of the network of European public employment services. It will pinpoint areas where further development is required at national and European levels. Cooperation with the European lifelong guidance policy network (ELGPN) will continue. Cedefop will also publish results of its study on how guidance can support entrepreneurship learning in VET and higher education and entrepreneurs' career management. In 2011, Cedefop will organise a multicultural guidance and counselling workshop to explore the most recent policy developments in Member States, in particular policies to support integration and inclusion in society and the labour market of those with ethnic and migrant backgrounds. Cedefop will launch a study to analyse how career guidance can support older workers wanting to stay in or reenter the labour market.

In follow up to the Council's conclusions <sup>(34)</sup> and the European Commission's action plan <sup>(35)</sup> a European **adult learning** policy as part of the lifelong learning strategy is developing. Cedefop will contribute to this. To meet the challenges longer working lives and rapid change impose on the adult population, it is (will be) necessary

to develop knowledge, skills and competences continuously. Apart from upgrading occupation-specific skills, adult workers need to expand their soft and transversal skills, including ability to learn and manage change. Following analysis of programmes and initiatives that support acquisition of key competences in enterprises, Cedefop will explore strategies and policies to broaden access to workplace learning which focus on key competences as a platform for individuals' future learning and companies' performance. Career pathways develop as a continuum of **transitions**, including from job to job. Cedefop will study further existing work and good practices on how unemployed workers and those at risk of redundancy can, with support of retraining, validation and guidance, change their careers to reintegrate more easily into the labour market.

Cedefop will continue to monitor trends and developments affecting the roles and competences of **VET teachers and trainers**, focusing mainly on in-company trainers. As highlighted in the communiqués of the Copenhagen process, Council conclusions on teacher education <sup>(36)</sup> and the European Commission's communication on improving competences for the 21st century <sup>(37)</sup>, teachers and trainers are central to high quality education and training. In 2011, building on TTnet's achievements and results of peer learning activities, Cedefop, with the European Commission, will work to establish a European cooperation platform on trainers in VET and analyse how the learning-outcomes approach affects teaching practices.

## PRIORITY 3

## Assessing vocational education and training's benefits



### VET Research for future policy-making

Cedefop's research complements its policy support role by seeking out issues and trends that influence the future. Cedefop stimulates longer-term VET research to examine underlying trends and issues relevant to European VET policy to identify questions that will pose challenges for policy-makers in the future. Since 1997, Cedefop has published four research reports, among Cedefop's flagship publications. They cover a wide range of issues and trends related to education, training and labour markets and strengthen the evidence base for European VET policy-making beyond 2010. In 2011, Cedefop will align its research reporting with Cedefop's strategy and future medium-term priorities.

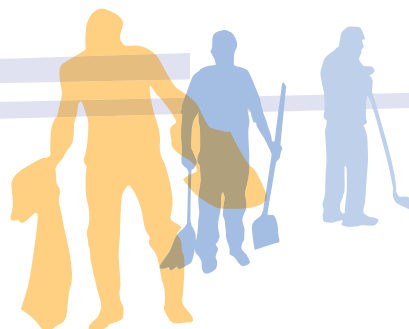
Research is at the core of most Cedefop activities. However, in the past two years Cedefop has carried out a major research project, investigating benefits of VET. This research will offer a better understanding of how VET contributes to careers and employment prospects, its impact on productivity, enterprise performance, competitiveness as well as the social benefits of VET. In 2011, Cedefop will continue to release results online as they become available. Cedefop will also prepare a reference publication to be released in 2012 (a synthesis and two background reports). With this fifth research report, Cedefop will provide a

comprehensive analysis of **VET's economic and social benefits** and related policy implications. Besides the publication, workshops and conferences will provide an opportunity to discuss the results and findings.

European evidence-based policy making in VET and lifelong learning requires good quality, comparable statistics and indicators. This was underlined in the Copenhagen process and more recently the Bordeaux communiqué<sup>(38)</sup>, emphasising the need to continue to improve the scope, comparability and reliability of **VET statistics**. Cedefop contributes to statistical developments at European and international levels to improve the relevance and quality of data as well as methods and tools for their collection. In 2011, Cedefop will continue to support the European Commission with its indicators development work by participating in the standing group on indicators and benchmarks and other relevant working groups, including on learners mobility and employability benchmarks. It will also further exploit and analyse data from key European data sources, in particular, the European labour force survey (LFS), and publish first analyses on the entry of young people into the labour market. Cedefop also intends to intensify dissemination of core statistical information relevant to VET and lifelong learning through Cedefop's website, using new communication tools and adapting statistical information to user needs and expectations.

PRIORITY 4

# Raising the profile of vocational education and training



## External communication

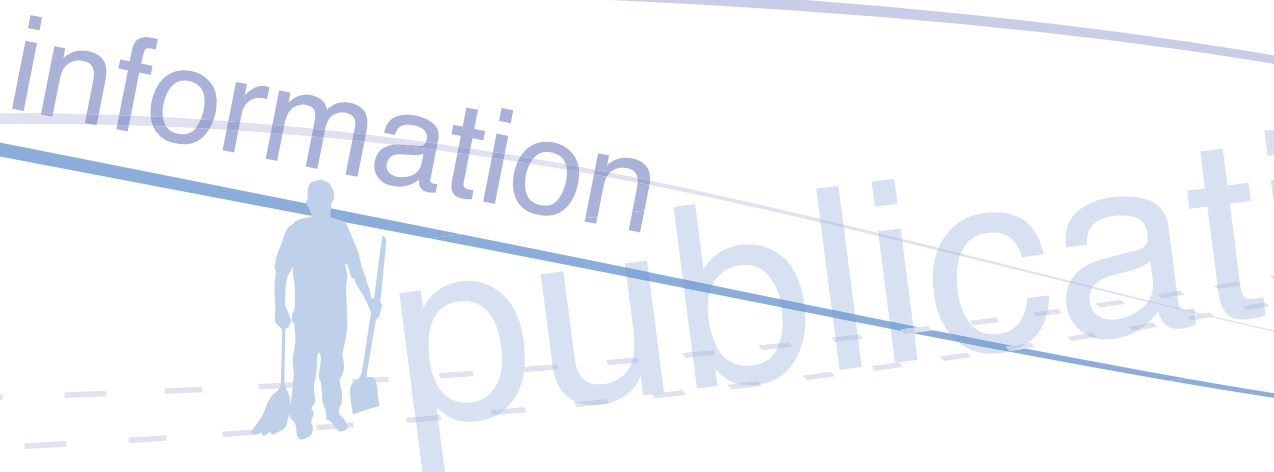
Cedefop’s communications policy focuses on raising the profile of VET. It aims to disseminate clear, reliable, timely, and – where possible – comparable information, striking a balance between the specific information needs of policy-makers, including social partners and to act as an open source of information for the wider VET community of researchers, practitioners and the general public. Increasing the visibility of Cedefop as a source of information on European VET remains a big challenge. To reach out to target groups in Member States and to overcome language barriers has been one of the objectives and projects in cooperation with ReferNet partners. In 2011, Cedefop will further explore how Governing Board members could be better involved in dissemination of Cedefop’s work to national stakeholders.

**Key messages** on VET are communicated to our stakeholders and the media (including local and European newspapers, radio and TV) through regular information in hard-copy and electronic formats. Regular (policy) briefing notes keep policy-makers informed of major developments affecting VET and are released in several languages. New ways of communicating creates possibilities for more personalised information and allows diversified dissemination channels such as short podcasts or videos.

These different communication methods will be aligned with Cedefop publications and other news services to reinforce the Centre’s communication and increase media coverage.

Cedefop has close working relationships with Member States, mainly through their representatives in the Governing Board and through Cedefop’s support of their EU Presidencies in preparing VET-related events, and with European institutions, the European Commission, the European Parliament, and the Council, as well as the Economic and Social Committee and the Committee of the Regions. Examples include presentations of aspects of VET policy at hearings, at times with European social partners (ETUC, Business Europe, UEAPME). Cedefop cooperates with members of the European Parliament in helping to organise events for the European Parliament and its committees as well as for senior members of other EU institutions.

A close relationship with the libraries of European institutions further acts as a multiplier for disseminating Cedefop’s information for institutions preparing their own briefs and opinions.



# information publicat

**The web portal** ([www.cedefop.europa.eu](http://www.cedefop.europa.eu)) presents clearly structured information linked to themes which respond to user needs. Responsibility for project content on the web has been decentralised to project managers, which allows rapid and continuous updates of content. Web streaming videos (live and recorded) will provide new content on conference presentations, debates and conclusions.

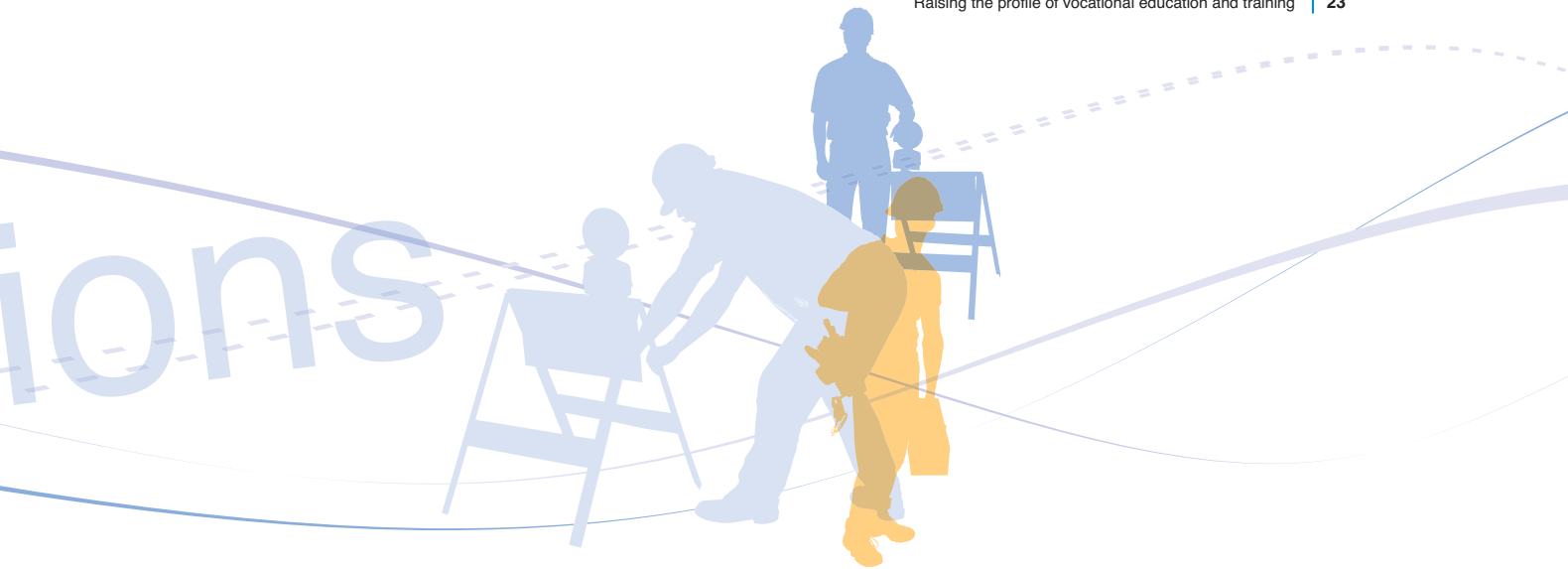
Extranets and RSS feeds help support Cedefop's networks and promote information exchanges. The new portal has increased Cedefop's visibility on the web. Cedefop will continue to take advantage of Web 2.0 and modern social media communication tools to get closer to EU citizens and to encourage user feedback on Cedefop's products. To increase acceptance of Cedefop's web offers and improve Cedefop's effectiveness as a provider of information requires constant monitoring and analysis of user behaviour. For example, 2011 will see a search engine optimisation strategy implemented to improve our position in major search engine results.

Cedefop's communication strategy aims to help bring VET research and policy-making

closer together. Widespread contact with VET researchers is one method used to encourage dissemination and exchanges of VET research results. The working papers and research papers series ensure timely publication of new work via an electronic only approach.

In 2011, **Cedefop's news service** will use its new contacts database to target news items, particularly news releases, to various users, including media in different Member States and those affiliated to social partners. Cedefop's **public relations service** will continue to promote Cedefop as an organisation and raise awareness of its contribution to VET in Europe. In 2011, the PR service will provide organisational support for events and conferences hosted by Cedefop and accommodate visits to the premises.

Cedefop regularly organises events for Greek MEPs and for the local community to keep them up to date on VET issues and Cedefop's work. In collaboration with local universities Cedefop will organise a Europe day event (on 9 May) to discuss with students the relevance of our work to their future learning and career paths.



## Documentation and information

Cedefop's **library and documentation** offers a wide range of services and provides a comprehensive, multilingual and up-to-date collection of works on VET in the EU. The service selects, organises and disseminates information from European institutions, Member States and international organisations for the benefit of VET stakeholders and European citizens. The **reference service** provides expert answers to external VET questions from policy-makers, VET experts and citizens. Cedefop's news service provides screened information to internal users as well as stakeholders and other VET experts. **Cedefop's bibliographical database (VET-Bib)** has become the most comprehensive and up-to-date collection of VET literature in Europe. It is an important tool for policy-makers, VET researchers, practitioners, employers and trade unions in Europe, for which use will be increased by providing electronic access. The library and documentation service will also continue to provide and regularly update the European training thesaurus.

## Publications and content management

Cedefop's communication strategy makes electronic **publication** the standard format for disseminating our work. Resources will be focused on a limited number of flagship publications (supporting flyers, brochures and announcements) and shorter targeted information, such as briefing notes, newsletters, press releases and online research and working papers. To present information in user-friendly formats appropriate to the target audience, publications will continue to be of high quality, using graphic design concepts and identity systems that comply with our corporate image to create a strong brand.



## Management, resources and internal controls



In 2011, changes in the **management** structure and administration implemented in 2010 will be consolidated. These changes have an impact on the internal control system. In particular, a new concept for provision of the advisory function of the former IAC will be implemented. Apart from these and ongoing implementation of audit recommendations, Cedefop, in 2011, will focus on increased efficiency of procedures and planning and reporting of the Centre.

An effective and efficient **administration** makes an important contribution to achieving Cedefop's operational objectives. It maintains and improves as appropriate the physical environment (facilities and ICT architecture) and supports them in HR matters, procurement and financial procedures. It helps develop, organise and manage the organisation's operations. Further, in its dealings with outside organisations and contractors it projects Cedefop's image.

Improvements in the **internal control system** will concern mainly conclusion of the actions towards a comprehensive system of business continuity planning as well as finalisation of documenting all main procedures. Ex-post controls to ensure that procedures are applied effectively will further support a well-functioning internal control system.

The Centre will explore the legal, organisational and technical implications, conditions and necessary provisions for an **electronic administration** to diminish substantially paper-based transactions, increase efficiency, improve remote access and exploit better the possibilities offered by modern ICT. Preparatory work foreseen in 2011 will contribute to a medium-term strategy of applying e-administration at Cedefop.

In 2011, the company charged by the Greek government to plan and supervise **repairs of the building** will conclude procurements and start the actual works. Cedefop is in constant contact with the company, supports the planning and monitors closely progress to minimise risks of further delays.

Onsite construction will affect the Centre's ability to organise conferences and events at its premises so events will need to be organised elsewhere, probably until 2012 (see risk management plan 2011).



# Risk assessment and management



Risk-based management at Cedefop is part of its overall results-oriented management approach. It is linked to work planning, performance, monitoring and follow-up in the management cycle. Risks of projects and activities are assessed annually. This serves as ex-ante evaluation. In line with good practice, risks are assessed according to probability and impact on the organisation. Actions to mitigate risks are subsequently outlined. It ensures an early response to risks which may endanger planned achievements or affect the quality of Cedefop's work. Cedefop's risk management plan is closely monitored by the Directorate and heads of areas.

Following IAS recommendations, Cedefop brought together various elements guiding risk management at Cedefop and designed a comprehensive policy on risk assessment and management in Cedefop in 2010. Overall, Cedefop's ambitious work programme 2011 has been well structured according to the various activities, and the human and financial resources attributed to activities are commensurate with planned outputs and outcomes. Activities and objectives focus on Cedefop's core tasks as defined in its founding regulation, medium-term priorities 2009-11 and decisions of the Governing Board considering the new political framework defined in Europe 2020, the VET 2020 communication and the Bruges communiqué. Thus, risks of non-alignment or fragmentation of activities appear well controlled.

Following up on the risk management plans 2009 and 2010 <sup>(39)</sup>: mitigating actions for risks connected with FIBUS and a possible move to ABAC, monitoring automation projects, and monitoring the external evaluation of regulatory agencies, all risks included in the risk management plan 2010, as well as those connected to documentation of main procedures included in the risk management plan 2009, are ongoing. However, risks are well controlled and residual risk levels have been assessed as low. In consequence, none of these risks have been included in the risk management plan 2011. Also ongoing are mitigating actions concerning risks of delays and inadequate approaches towards repairing the building which were already included in the risk management plans 2009 and 2010. However, as the residual risk level has been assessed as medium, it has again been included in the risk management plan 2011.

After risk assessment at project, activity, area and management levels, two additional risks have been defined as critical and with medium probability (residual risk level after implementation of actions planned). These are:

- (a) risks related to level of engagement and cooperation of some partners in ReferNet; and
- (b) risks already mentioned concerning the necessity to organise conferences and events in the second half of 2011 and in 2012 outside Cedefop premises (see the following table: Risk management plan 2011).



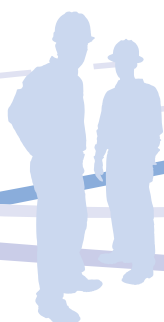


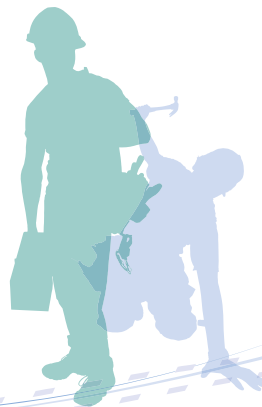
Table 2. Risk management plan 2011

Ref	Activity (Project) / issue	Responsible	Assessment of criticality (impact): Yes (=critical), No	Assessment of risk probability
1	ReferNet	Area RPA – SBO	Yes	High
2	External communication (conference coordination)	Area CID – CF/CMUGH	Yes	Medium
3	Building repairs	Area resources/ facilities –TBG	Yes	Medium/high

**Note:** Overall responsibility for the monitoring of the risk management plan rests with the internal control coordinator. The RMP is continually followed up and may be amended during the year in case of new risks emerging as critical and with medium to high probability.



Description of risks	Proposed actions to lower risk level (risk management)	Residual risk
Follow-up of ReferNet audit results and recommendations leads to demotivation and/or boycott (new final grant calculation method and ongoing recovery procedures) – critical risk with high probability but only for a limited number of countries.	Promotion of ReferNet activities at Directorate level between Cedefop and ReferNet partners concerned.	Medium
Ongoing construction work in Cedefop's premises in 2011 and 2012 and the need for organising most of the planned conferences and seminars at external locations creates additional organisational and technical difficulties.	(a) allocate additional resources for planning and close liaising with external contractors; (b) utilising existing FWCs when possible.	Medium
Delays on the implementation of the building repairs, unforeseen problems during the implementations, and possibility of deteriorations of water pipes, electricity supply or telephone lines, etc.	To mobilise all the resources available to monitor the process. To keep parties and staff informed of any development.	Medium



# Activity fiches

MEDIUM TERM PRIORITY

## INFORMING EUROPEAN VET POLICIES

### Activity: Analysing and reporting on policy developments

To inform European VET policies, and following its mandate to support reviews of progress in the Copenhagen process, Cedefop prepares and disseminates regular VET policy reports assessing achievements in European VET cooperation. To contribute to the priorities for enhanced cooperation in VET, Cedefop extends its analyses to specific VET policies and developments. For instance, Cedefop investigates trends, challenges and strategies for VET financing to provide evidence on the effectiveness and efficiency of different instruments and identify innovative approaches and good practices. In 2011, the Centre will study understanding, as well as factors and determinants of VET attractiveness in Member States. Complementing analyses of policy developments, Cedefop provides descriptions of national VET systems in electronic and hard copy formats. Analysis and reporting on VET policies and systems pays particular attention to strategies for recovery from the economic downturn.

Among the key sources of information on VET policy developments and systems is ReferNet – Cedefop’s network of reference and expertise, which is also a means for disseminating Cedefop’s findings in Member States and supporting several other Cedefop projects.

#### Desired impact

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

**Corresponding ABB activities:** Policy analysis, ReferNet.

#### Principal activity outcomes

New insights generated and raised awareness of European and national policy-makers, including social partners on:

- achievements of the Copenhagen process since 2002 in implementing agreed European VET priorities and socio-economic drivers for future policies
- Member States’ strategies and initiatives contributing to attaining shared policy objectives
- developments of national VET systems in Europe
- VET policy trends at national and regional levels, in particular on factors and determinants of VET attractiveness and VET financing

#### 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 to the preparation of which Cedefop contributed
- participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support the 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

## Project 1: Policy reporting

In 2011, emphasis will be put on disseminating and raising awareness of Cedefop's findings on achievements of the Copenhagen process of cooperation in VET. Cedefop will contribute to various international conferences and events and will organise an Agora conference to debate with European policy-makers, researchers, social partners and VET stakeholders findings of the 2010 VET policy report, lessons from past success in modernising VET and recovering from the economic downturn, as well as priorities until 2020.

To support peer and policy learning, ReferNet national policy reports 2010 will be further exploited to identify examples of VET policies and measures. In addition, to support the Commission, a study will be launched on the factors which determine VET attractiveness in Member States to develop a better understanding of concepts of attractiveness.

Principal outputs 2011	Timing/frequency
Agora conference – A bridge to the future: European vocational education and training policy (2002-10)	March
Examples of policies and measures for modernising VET in European countries (working paper)	December
Contribution and participation to a Commission's working group on attractiveness of VET	Ongoing

## Project 2: VET in Europe – Country reports

VET in Europe provides up-to-date information on national VET systems in the EU, Iceland and Norway. To support comparisons between systems and peer learning, the database is organised according to common themes for all countries, and information follows a common template from Cedefop. Themes and content are updated annually to reflect the European VET agenda. In 2011, follow-up of crisis-related national VET measures will be provided, including both short- and long-term measures and their evaluation.

Principal outputs 2011	Timing/frequency
Short description of VET in Hungary (booklet)	April
Short description of VET in Poland (booklet)	October
Twenty-nine online country reports in html and pdf format	Ongoing

### Project 3: VET financing

This project monitors developments in VET funding systems in European countries. It identifies new and innovative strategies and mechanisms and investigates their effectiveness. In 2011, Cedefop will publish and disseminate the findings of three studies: on the role of loans, training leave and payback clauses in financing and promoting VET. Cedefop will also update its previous research and prepare a synthesis of evidence on the effectiveness and efficiency of different financing mechanisms, to provide a comprehensive review and assessment of VET cost-sharing policies in Europe. Impact of the economic downturn will receive due attention.

Principal outputs 2011	Timing/frequency
The role of loans in financing VET in Europe (research paper)	May
Conference – The role of loans in financing VET	May
Workshop – Training leave in Europe	June
Workshop – Use of payback clauses to promote VET	June
Training leave in Europe (research paper)	November
Use of payback clauses to promote VET (research paper)	December

### Project 4: European network of reference and expertise – ReferNet

ReferNet is Cedefop's primary source of information on VET in Member States, Norway and Iceland. It contributes to Cedefop policy and national VET systems reporting, and provides documentary data and bibliographical references on VET in all member countries. To support Cedefop's communication strategy, it elaborates national dissemination strategies. In each country, ReferNet comprises a consortium representative of national VET institutions and organisations, led by a coordinating institution. In 2011, building on the results and recommendations of the internal ReferNet evaluation and audit, Cedefop will improve strategic alignment, effectiveness and efficiency of the network and its management. Multiannual (four-year) partnership agreements, entering into force in 2012, will be signed with national coordinators in each member country by way of an open procurement procedure.

Refernet's 2011 workplan will include the following tasks: (a) deliver insights on key competences and generic skills in national qualifications standards, (b) provide national VET systems descriptions to simplify comparisons between member countries and raise VET visibility in EU Presidency countries (Hungary and Poland), (c) design own national communication strategies for Cedefop and ReferNet publications and activities and raising the profile of VET, (d) update Cedefop bibliographical database.

Principal outputs 2011	Timing/frequency
One plenary meeting, two ReferNet core group meetings, and three regional meetings	Ongoing (plenary meeting: autumn)
National ReferNet websites following Cedefop guidelines and ensuring information exchange with Cedefop web portal	Ongoing

MEDIUM TERM PRIORITY:

## INFORMING EUROPEAN VET POLICIES

### Activity: Education and training 2020/a: Supporting the development of European tools and principles (EQF, ECVET, EQARF, Europass)

Cedefop supports the European Commission, Member States, social partners and other stakeholders in developing and implementing European tools and principles (as agreed in the Copenhagen process and the 'education and training 2020' strategic framework for cooperation in education and training). Based on a strategy to increase the visibility of citizens' knowledge, skills and competences, these tools and principles aim to ease mobility and lifelong learning and improve the quality and effectiveness of education and training.

In 2011, Cedefop will increase its efforts to put the European qualifications framework (EQF) into practice, notably by supporting the ongoing national referencing processes and by promoting development of national qualifications frameworks. Priority will also be given to implementation of the European credit system for VET (ECVET), a development closely related to the overall shift to learning outcomes promoted by the Copenhagen process. Cedefop will further take part in development of ESCO (European skills, taxonomy of competences and occupations) paying particular attention to the need for a common conceptual language relevant both to education and training and labour market stakeholders. Work on implementation of the recommendation on a European quality assurance framework for VET (EQAVET) will continue. Cedefop will consider implications of the shift to learning outcomes promoted by EQF and ECVET for quality assurance arrangements, thus underlining the need for synergy between the different European instruments. Cedefop will upgrade Europass web resources to meet better end-users' requirements.

#### Desired impact

Cedefop aims to support European cooperation in VET and lifelong learning by providing a strong evidence-base relevant to all stakeholders involved in shaping policies. The position of Cedefop as a main European centre of expertise in VET and lifelong learning should stimulate VET and lifelong learning reforms at all levels, strengthen the dialogue and interaction between education and training and labour market stakeholders and ease mobility of citizens.

**Corresponding ABB activities:** Education and training 2020/a.

#### Principal activity outcomes

New knowledge and insight generated, policy advice provided and raised awareness of policy-makers and stakeholders at European and national level, including social partners, researchers and practitioners on:

- ensuring a transparent and trustworthy referencing of national qualifications levels to the EQF and promote systematic quality assurance of certification processes with a particular emphasis on the implications of learning outcomes
- strengths and limitations of national qualifications frameworks (NQFs) as

#### 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 to the preparation of which Cedefop contributed
- participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support implementation of policies

- policy instruments for EQF implementation and national education and training reforms in a lifelong learning perspective
- role of qualifications in governing the profile of jobs, access to and mobility within the labour market
  - development of approaches and strategies to credit systems in education and training systems
  - development of a conceptual and terminological basis for the European skills, taxonomy of competences and occupations (ESCO)
  - optimisation of Europass web resources and relevance of Europass instruments for documenting, validating and certifying learning outcomes using ECVET and EQF
  - improvement of a quality culture within training institutions through implementation of internal quality management systems

Policy advice provided to:

- EQF advisory group and subgroups, ECVET and EQAVET (user)groups, steering committees and networks

#### New knowledge

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

#### Raising awareness

- Website traffic (broken down by theme and project pages)
- participation in conferences and events
- usefulness/satisfaction with Cedefop's conferences and events
- Europass website statistics

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

This project supports implementation of EQF and NQFs. In 2011, work will focus on four interlinked strands:

- analytical and coordination support to the EQF advisory group and its subgroups;
- analysis and mapping of NQF developments;
- conceptual and analytical support to the European taxonomy of skills, competences and occupations (ESCO); and (d) the relationship between the EQF and regulated professions.

#### Principal outputs 2011

Principal outputs 2011	Timing/frequency
Coordination, jointly with the European Commission, of EQF advisory group and its subgroups on quality assurance, sectors, learning outcomes	Four advisory group meetings; two-three meetings per subgroup
Analytical documents, syntheses, guidance and information material for EQF advisory group and its subgroups	Ongoing
Peer learning activities, with the EQF subgroup on learning outcomes, on the referencing process and NQF developments	Three-four

Analysis and overview of NQF developments in European countries (working paper)	September
Articles for the EQF newsletter	Two articles
International qualifications and the EQF (booklet)	July
How to reflect qualifications/certificates/licences within the ESCO structure (working paper)	April
Cedefop conference on the links between the European tools (jointly with social partners)	November

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

This project supports the European Commission, Member States, social partners and other stakeholders in gradually implementing ECVET in line with the deadlines set by the ECVET Recommendation (2012 and 2014). In 2011, Cedefop will provide technical and analytical support to the ECVET scientific committee, ECVET users group and European network. Cedefop monitoring activities will focus on two main aspects of ECVET implementation:

- (a) implementation strategies; and
- (b) approaches for putting ECVET into practice, the needs of practitioners and users at national, regional and local levels. Work will also focus on promoting increased coherence between EU tools and principles.

Principal outputs 2011	Timing/frequency
Expertise and advice provided to the ECVET European governance structure	Ongoing (according to DG EAC schedule)
Analytical documents for the ECVET scientific committee, users group and network	Ongoing
Workshop on mainstreaming ECVET to practitioners and users	May
Monitoring ECVET implementation strategies in Europe (working paper)	December
Articles for the European ECVET magazine	Two articles

## Project 3: [Quality in vocational education and training](#)

This project supports implementation of the EQARF/EQAVET recommendation adopted in May 2009. In 2011, Cedefop will continue to support the EQAVET steering committee set up by the European Commission, analyse national and sectoral approaches to quality and support European cooperation between experts and stakeholders on quality in VET. A study will be launched to analyse implementation of quality management systems in training institutions.

Principal outputs 2011	Timing/frequency
Expertise and advice provided to EQAVET steering committee, thematic group and general assembly	Ongoing (according to DG EAC schedule)
Seminar on quality assurance and accreditation of lifelong learning	February



Assuring quality in VET: the role of VET providers accreditation (reference publication)	February
Expert workshop on skills and competences in the European social care sector	October

#### Project 4: **Europass**

In 2011, Cedefop will continue to cooperate closely with the European Commission, national Europass centres (NECs) and other stakeholders to support implementation of Europass and its increased coherence with EQF, ECVET, ESCO and the learning outcomes approach. This includes implementing the recommendations of the Europass evaluation. Cedefop will also support the European Commission in designing a European skills passport to be integrated into the Europass framework.

Principal outputs 2011	Timing/frequency
'Europass, ECVET and EQF for documentation, validation and certification of learning outcomes' (working paper)	November
Updated templates of the Europass mobility and certificate supplement to integrate ECVET credit points and EQF levels	June
Ongoing management of the Europass web portal: an improved version of the Europass website is developed to increase the user-friendliness of CV online tool; interoperability of the Europass website with other EU mobility and employment initiatives is reinforced	Ongoing
Ongoing management of the Europass mobility management tool to support the national Europass centres in using the Europass	Ongoing
Expertise and advice provided to national Europass centres	Two NEC meetings plus two-three IT meetings

#### MEDIUM TERM PRIORITY

### **INFORMING EUROPEAN VET POLICIES**

#### **Activity: Study visits**

The study visits programme for education and vocational training specialists and decision-makers is part of the lifelong learning programme (LLP) 2007-13. Study visits support policy developments and cooperation at EU level in lifelong learning. Since 2008, at the European Commission's invitation, Cedefop coordinates the programme and prepares the visits' catalogue, coordinates calls for candidates, constitutes groups, monitors and supports visits' quality, assesses implementation and impact as well as evaluates and disseminates results.

#### **Desired impact**

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

**Corresponding ABB activity:** Study visits

### Principal activity outcomes

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

- the study visits programme
- common EU education and training policy priorities
- good practices, common challenges, solutions in lifelong learning

### Outcome indicators

(with reference to Cedefop's performance measurement system)

#### Raised awareness

- Proportion of participants stating their satisfaction with study visits
- distribution of study visits by themes between (a) general education, (b) VET and (c) mixed lifelong learning perspective
- distribution of participants between the programme's target groups

#### New insights generated

Downloads of study visits publications

## Project 1: Study Visits

In 2011, Cedefop will focus on analysing the impact of the programme on study visits participants and their institutions as well as on organisers and host institutions. This analysis concerns the impact in terms of improved understanding of EU education and training policies, change in the professional activities of participants, organisers and their institutions and participation in networking and cooperation activities.

Cedefop will intensify promotion activities related to raising the programme's awareness and disseminating its results to its target groups and more specifically to policy- and decision-makers including social partners. To achieve this it will cooperate with DG EAC and contribute to LLP events, publications and other communication related activities.

Cedefop will continue to be actively involved in working groups and meetings organised by the European Commission to prepare for the successor of the lifelong learning programme so that study visits continue to support policy development and cooperation across all levels of education and training from 2014 to 2020.

Approximately 2 700 participants, 260 study visits with 35 topics under five categories of themes are expected for 2011/12. Cedefop will continue to support the quality of study visits with activities targeting representatives of national agencies, organisers and participants of study visits. Two calls for applications will be held for the 2011-12 academic year, a system which will be reviewed by the LLP committee in 2011.

Cedefop will continue its specific support to the social partners, by involving them in all events and activities of the study visits programme.

### Principal outputs 2011

### Timing/frequency

A flyer on the impact of the study visits programme on 2008-09 participants	April
Analysis of the impact of study visits 2009-10 on participants and organisers (online tools available in March) (working paper)	December
Synthesis seminar on 2009-10 study visits results, also involving social partners	March
The results of 2009-10 study visits (booklet)	November

Workshop on the 2010-11 study visits dedicated to policy- and decision-makers	February
Outcomes of study visits 2009-10 on evaluation of schools and training institutions (booklet)	October
Catalogue of 2011/12 study visits	January/February
Knowledge-sharing seminar for 2011-12 study visits organisers, including social partners organisations	September
Annual meeting of national agencies	October
Participation in lifelong learning programme (LLP) committee meetings, and LLP working groups and events	Ongoing (according to DG EAC schedule)
Study visits programme for education and VET specialists: key data 2008-10	June
Workshop for national agencies to assess the two-round applications pilot experience (with DG EAC)	January
Communication toolkit for national agencies (working paper)	February

#### MEDIUM TERM PRIORITY

### **INTERPRETING TRENDS IN AND CHALLENGES FOR SKILLS, COMPETENCES AND LEARNING**

#### **Activity: Skills and competence analysis**

Cedefop intends to bring greater coherence to its evidence base and methods for skills analysis. Following its mandate from the new skills for new jobs initiative and the Europe 2020 flagship initiative 'An agenda for new skills and jobs', Cedefop will continue its regular European skills supply and demand forecasts, including necessary methodological developments. To ensure comprehensive analysis of skill needs in Europe, Cedefop complements macro-level forecasts with sectoral and enterprise skill needs analysis, and investigates skills mismatch. To disseminate findings and validate results, Cedefop cooperates with its Skillsnet, a network of researchers and experts, as well as other stakeholders. This skills and competence analysis work is also linked to developing the European skills, competences and occupations taxonomy (ESCO). Cedefop will try to provide easier access to data and information on skill needs, for example Member State level forecasts, to contribute to the EU skills panorama.

#### **Desired impact**

Cedefop aims to support an evidence-based European VET and skills policy agenda, while being acknowledged as an authoritative source on trends in skills 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, and analysis of potential labour market imbalances in Europe
- patterns in green and generic skills for creating a sustainable, low carbon and resource efficient Europe
- data needs and methods for skills analysis, including forecasting and those to obtain information on skill needs in enterprises
- skill mismatch, including for migrants and ethnic minorities and skills obsolescence
- implications of an ageing population for guidance and counselling

### 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 to the preparation of which Cedefop contributed
- 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

## Project 1: [Forecasting and skills demand and supply](#)

This project has developed - and promotes use of - a pan-European system for regular forecasts of skill supply, demand and potential labour market imbalances, in line with Cedefop's mandate and support from DG Employment. Forecasts are important for the European Commission's regular assessment of skills in Europe and other European and national stakeholders. In 2011, Cedefop will apply a newly developed and improved methodology for skills supply and demand forecasts and will produce results using new modelling approaches by the end of the year (publication in 2012). A fast update of the latest forecast will be published earlier in 2011. Online resources to provide easy access to forecasts results will be developed.

### Principal outputs 2011

### Timing/frequency

Fast update of forecast	February
Technical reports on improved forecasting methodology and databases (research paper)	October
Skills supply and demand forecasts – conference proceedings (research paper)	November
Two expert workshops - methodology improvements and evaluation of forecast results	First and second semester
Experts conference on skills supply and demand forecasts	February
Findings presented at various international and European events and conferences	Ongoing

## Project 2: Skill needs in sectors

This project provides evidence on sectoral skills and qualification requirements, and supports anticipation of skill needs at European and international levels. It provides a platform for dialogue and exchange on new and emerging skill needs in selected sectors. In 2011, Cedefop will examine how to equip people with skills for a sustainable, low carbon and resource efficient European economy. Such further mapping of the nature and demand for environmentally-driven competences is a need expressed across Member States to minimise the risks of policy failure in developing greening strategies.

Principal outputs 2011	Timing/frequency
Workshop – validation of study findings on green skills and environmental awareness	September
Workshop – skill needs for green growth (in collaboration with OECD)	November
Participation in meetings of DG Employment steering groups (such as ‘Implications of environmental challenges for employment and employment policies within the EU’)	Ongoing

## Project 3: Skill needs in enterprises

Working with the European Commission and social partners, this project aims to develop tools or instruments to identify skill and competence needs in enterprises. In 2011, Cedefop will continue developing an enterprise survey instrument and relevant methodology by carrying out a pilot survey. Such piloting aims to test the survey approach and statistical methodology, including the relevance and availability of information/data in enterprises.

Principal outputs 2011	Timing/frequency
Technical report on data needs, desired outcomes and relevant enterprise survey approach and methodology (research paper)	October
Two expert workshops – survey instruments and methodology (with Skillsnet experts, social partners and Eurostat)	First and second semester

## Project 4: Skills mismatch and ageing workers

This project investigates and analyses skill mismatch in Europe. In 2011, a synthesis of Cedefop research on the extent of skill mismatch, its determinants and impact will be prepared (to appear in 2012). The synthesis will focus on most affected groups, including older workers, migrants and ethnic minorities and unemployed. In parallel, a new empirical analysis on skills obsolescence, based on a Cedefop survey in four countries will start. Finally, the project also aims to contribute to debates on active ageing in Europe by generating evidence on the relationships between ageing, learning and working.

Principal outputs 2011	Timing/frequency
Skill mismatch among migrants and ethnic minorities (research paper)	July
Guidance and counselling for ageing workers (reference publication)	December

Skills mismatch, mobility and transitions (research paper)	December
Workshop – Learning later in life: uncovering the potential of investing in an ageing workforce	September

### Project 5: **Skillsnet and stakeholders cooperation**

Skillsnet is a Cedefop network which brings together researchers and experts in early identification of skill needs to discuss methods and outcomes of skills analyses and anticipation. Through partnership and cooperation with stakeholders at national, European and international levels, Cedefop provides support to various actors in education, training and employment (including the European Commission). The two special Skillsnet panels of experts supporting and advising Cedefop's work on skills forecasting and skill needs in enterprises will be extended to involve more country experts. In 2011, Skillsnet will include a new strand on skill mismatch.

Cedefop's work also aims at:

- (a) monitoring existing taxonomies and classifications on occupations, qualifications, skills and competences at European and international levels, and assessing the implications for skill forecasting and employers' survey;
- (b) carrying out ad hoc studies and explorative research on emerging topics and overarching issues; and
- (c) generating integrated knowledge on methods, findings and evidence on trends in skill needs, making adequate links to qualifications development.

Principal outputs 2011	Timing/frequency
Labour market polarisation and elementary occupations in Europe (research paper)	January

MEDIUM TERM PRIORITY

## **INTERPRETING EUROPEAN TRENDS IN AND CHALLENGES FOR SKILLS, COMPETENCES AND LEARNING**

### **Activity: Education and training 2020/b – Qualifications for lifelong learning**

To understand better the knowledge, skills and competence challenges faced by Europe – increased by the economic crisis – Cedefop analyses the roles and functions of qualifications and how the ongoing shift to learning outcomes may promote reform of VET and lifelong learning. This work also entails analysing how the education and training system and the labour market can improve their mutual dialogue and interaction. Emphasis is also given to overall permeability of education and training systems, focusing on how the different segments, for example VET and higher education, can support one another. As an integrated part of this, Cedefop is following up the Council conclusions on adult learning and its focus on how to promote lifelong learning. Building on previous work, Cedefop pursues its work on validation of non-formal and informal learning, in particular investigating how these methods and systems can become more accessible and widely used, also outside the public sector, for example by enterprises. Cedefop also monitors trends in roles and competences of VET teachers and trainers and actively supports implementing the lifelong guidance Council resolutions.

### Desired impact

Cedefop supports stronger European cooperation in VET and lifelong learning. With this activity, Cedefop aims to contribute to the evidence-base for a European policy agenda to stimulate national VET or lifelong learning reforms. Through systematically developing its expertise in this area, Cedefop will provide direct support to stakeholders at national as well as European level and establish the Centre as a main source of expertise on European VET and lifelong learning policies and practices. Corresponding ABB activity: Education and training 2020/b

**Corresponding ABB activities:** Education and training 2010/b

### Principal activity outcomes

New knowledge and insights generated, policy advice provided and raised awareness of stakeholders on:

- the impact of learning outcomes approaches on the overall reform of education and training systems, for example through increased transparency and transferability of qualifications as well as the visibility and value of learning
- practical implementation of the learning-outcomes approach in developing qualification standards, defining curricula and renewing assessment methods in initial VET
- trends in dialogue and cooperation between education and training and labour market stakeholders
- the need to reduce barriers between higher education and VET as a means to help individual learning careers and as a condition for promoting lifelong learning
- conditions for strengthening the use of validation in national VET and lifelong learning policies, as well as by enterprises for human resource development purposes
- trends in lifelong guidance and counselling and its role in promoting entrepreneurship learning as a realistic career option and supporting ageing workers' learning and working
- trends in the contribution of the workplace to adults skills development and innovation as well as how to bring unemployed people into work

### Outcome indicators

(with reference to Cedefop's performance measurement system)

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#### Policy advice

- Citations in EU policy documents
- mandates given to Cedefop in policy documents
- EU policy documents to the preparation of which Cedefop contributed
- participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support the implementation of policies

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#### New knowledge

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

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#### Raising awareness

- Website traffic (broken down by theme and projects pages)
  - participation in conferences and events
  - usefulness/satisfaction with Cedefop's conferences and events
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- trends in VET teachers and trainers professional development focusing on in-company trainers

Policy advice provided to:

- European Commission working group on adult learning, thematic working groups on key competences, teachers and subgroup of the EQF advisory group on learning outcomes

### Project 1: [Learning outcomes and qualifications](#)

This project aims to demonstrate the critical but changing role played by qualifications in education and training systems as well as in the labour market. In 2011, work will focus on: (a) how to apply the learning outcomes approach to curricula and assessment methods; (b) how education and training and labour market stakeholders cooperate on the (re)definition and renewal of qualifications and standards; and (c) how the relationship between VET and higher education influences permeability of education and training systems and their labour market relevance.

Principal outputs 2011	Timing/frequency
Guidelines on the practical application of the learning outcomes approach (with the EQF subgroup on learning outcomes)	March
Workshop on curriculum policies and practices	January
Learning outcomes and their effects on curriculum policies in Europe (working paper)	December
Expertise and advice provided to the Commission's thematic working group on key competences	Ongoing (according to DG EAC schedule)
Workshop on permeability for lifelong learning and employability	January
Permeability for lifelong learning (working paper)	July
VET at levels 6 to 8 of the EQF (research paper)	July
The relationship between VET and higher education (reference publication)	November

### Project 2: [Lifelong guidance](#)

Cedefop will continue supporting implementation of the Council resolutions on lifelong guidance (2004, 2008) by reviewing Member States progress in developing guidance policies and strategies (in cooperation with the European Commission and the ELGPN network). In 2011, thematic focuses will be on guidance support for entrepreneurship learning as well as for at-risk groups, in particular addressing older workers, immigrants and ethnic minorities.



Principal outputs 2011	Timing/frequency
Review of Member States' progress in implementing lifelong guidance policies and strategies (working paper)	September
Guidance for entrepreneurship learning (research paper)	June
Articles on guidance for age management policies and practices	July
Peer learning event on multicultural guidance and counselling in the context of European policies and strategies	September

### Project 3: VET teachers and trainers

Cedefop will support implementation of the priorities set for VET teachers and trainers in the Commission's communication 'A new impetus for European cooperation in vocational education and training to support the Europe 2020 strategy' (2010), by continuing to monitor trends and developments in the roles and competences of VET teachers and trainers. In 2011, work will focus on: (a) in-company trainers; (b) VET leadership; (c) learning outcomes in teaching practices.

Cedefop will work in close cooperation with the European Commission to establish a European cooperation platform for teachers and trainers in VET, building on the achievements of TTnet network and results of peer learning activities.

Principal outputs 2011	Timing/frequency
Establishment of a European cooperation platform on trainers in VET (with the European Commission)	September
Best practices and guiding principles on changing competences and profiles of trainers in VET (working paper)	December
Peer learning event on accreditation processes for in-company trainers	November
Review on VET leadership in Europe (working paper)	November
Learning outcomes in teaching practices (working paper)	October
Updating vocational knowledge and skills of VET teachers (working paper)	July
Expertise and advice provided to the Commission's thematic working group on teachers	Ongoing (according to DG EAC schedule)

### Project 4: Adult learning

Cedefop will continue supporting implementation of the adult learning action plan (2007) by focusing its thematic work on the central role of workplace learning in lifelong learning strategies and workers' needs to develop continuously their occupation-specific skills, as well as their transversal skills for employment and employability.

Following its review of adult learning developments and trends published in 2010 *Learning while working. Success stories on workplace learning in Europe*, in 2011 Cedefop will continue to study acquisition of key and transversal competences in the workplace. In addition, it will look at how to develop learning-conducive environments at the workplace. In the present economic downturn, Cedefop will explore contributions of the workplace to labour market integration of unemployed people

and labour market transitions. In particular, Cedefop will consider 'return to work programmes' that enable unemployed people to develop their skills in real working conditions and integrate more easily into the labour market.

Principal outputs 2011	Timing/frequency
Acquisition of key and transversal competences at the workplace (working paper)	July
Peer learning event on broadening access to learning opportunities in the workplace, with focus on development of key and transversal competences	June
Peer learning event on the contributions of CVET and career guidance to socially responsible restructuring (helping redundant workers and soon-to-be redundant workers to reintegrate the labour market)	November
Advice and expertise provided to the Commission's working group on adult learning	Ongoing

#### Project 5: [Validation of non-formal and informal learning](#)

In 2011, Cedefop will intensify its work on validation of non-formal and informal learning. This reflects increased importance now attributed to validation at European as well as at national levels. Validation is seen as a way to make education and training systems and institutions more flexible, a way better to integrate groups at risk (migrants, drop outs from school) and as a way to make better use of the skills and competences already existing, for example acquired through work experience. Cedefop will also actively support the Commission in preparing a Council recommendation by mid-2011, thus strengthening the political visibility of validation as well as provide a platform for future cooperation.

Principal outputs 2011	Timing/frequency
Second edition of European guidelines on validation of non-formal and informal learning – joint publication with the European Commission (booklet)	October
European inventory on validation (updated online)	July
Use of validation by enterprises for human resource management purposes (working paper)	December
The relationship between validation, qualifications frameworks and credit systems (working paper)	November

MEDIUM TERM PRIORITY

### ASSESSING VET'S BENEFITS

#### Activity: **Researching VET**

Council conclusions in 2007 and 2008 call for research on the impact of investment in education and training, and the Council conclusions of May 2009 call for efficient and sustainable use of resources (...) through the promotion of evidence-based policy and practice in education and training. In addition,

the Bordeaux communiqué (2008) and the draft Council conclusions on cooperation in VET 2011-20 require focusing on improving the scope, comparability and reliability of VET statistics and Cedefop to collaborate with other key stakeholders.

Understanding fully VET's benefits and its labour market outcomes is necessary to make informed choices about investments in education and training, and to devise new or reform existing policies and measures. Cedefop is investigating not only the economic and social benefits of VET for different groups – individuals, enterprises and economic sectors – but also its macro-economic and macro-social benefits. Comparable and reliable European VET data are a prerequisite to investigating such VET benefits.

### Desired impact

Cedefop aims to support an evidence-based European VET and skills policy agenda. At the same time, Cedefop seeks to be acknowledged as an authoritative source on the economic and social benefits of VET and on most up-to-date European VET research, statistics and indicators.

### Corresponding ABB activity: VET research

#### Principal activity outcomes

New knowledge and insights generated, policy advice provided to and raised awareness among policy-makers, including social partners, and researchers on:

- economic and social benefits of VET
- labour market outcomes of VET

#### Outcome indicators

(with reference to Cedefop's performance measurement system)

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#### Policy advice

- Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support implementation of policies

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#### New knowledge

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

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#### Raising awareness

- Website traffic
  - participation in conferences and events
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### Project 1: [Research reporting](#)

Cedefop's research reports cover a wide range of issues related to education, training and the labour market. They strengthen the evidence base for European VET policy-making. In 2011, Cedefop will continue to release online results of its research on the economic and social benefits of VET. Ultimately, Cedefop aims to provide a comprehensive picture of VET's economic and social benefits and implications for policy in the fifth research report to be published in 2012.

### Principal outputs 2011 Timing/frequency

Private benefits for individuals (research paper)	April
Social benefits of VET at the workplace (research paper)	May
Macro-social benefits of VET (research paper)	June
Economic benefits for enterprises (research paper)	October
Social benefits of VET for individuals (research paper)	November
Economic benefits of VET for sectors (research paper)	November

### Project 2: [Statistics and indicators](#)

The 'statistics and indicators' project supports improvements in quality and methods of European data collection and provides sound statistical evidence on VET related issues. In 2011, Cedefop will publish findings on the labour market outcomes of VET, and continue to inform regularly on trends in VET and lifelong learning.

To support the European Commission Cedefop will provide expertise and cooperate in the working group for transnational mobility of learners in VET, which will explore possibilities of designing an indicator for mobility (of learners) in VET.

Principal outputs 2011	Timing/frequency
Labour market outcomes of VET – First theme-based overview (booklet)	September
Contribution to and participation in meetings on statistical and indicator developments with key stakeholders (Eurostat, Commission, OECD, etc.)	Ongoing
Regular update and development of Cedefop statistics and indicators web pages: statistics of the month; tables and graphs	Ongoing
Contribution to and participation in the Commission's working group on mobility of learners in VET	Ongoing
Statistical support to Cedefop projects on patterns in VET and lifelong learning	Ongoing

MEDIUM TERM PRIORITY

### TO RAISE THE PROFILE OF VET

#### Activity: **External Communication**

Cedefop's external communication services focus on raising the profile of VET. In 2011, Cedefop will communicate key messages on VET to its stakeholders and the media. Cedefop will also continue its close working relationships with European institutions and provide background information to support their debates on VET. Locally Cedefop will organise events for Greek MEPs and for the local Greek community to keep them up to date on VET issues and Cedefop's role.

Cedefop's web portal [www.cedefop.europa.eu](http://www.cedefop.europa.eu) will present information on VET linked to particular themes as well as access to conferences through web streaming videos (live and recorded). Cedefop's networks will be supported through extranets and RSS feeds.

### Desired impact

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

**Corresponding ABB activities:** External communication

#### Principal activity outcomes

New knowledge and insights generated and raised awareness of the importance of VET and Cedefop's role:

- on selected VET themes highlighted through Cedefop's publications, conferences, web portal and press releases
- among senior stakeholders, the wider VET community, the local Greek community and citizens generally

#### Outcome indicators

(with reference to Cedefop's performance measurement system)

##### New knowledge and insights generated

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

##### Raising awareness

- Website traffic (overall, broken down by sections, databases)
- participation in conferences and events
- usefulness/satisfaction of participants with meetings and events organised by Cedefop
- media coverage (take-up of articles and press releases)
- events for the local community – in Cedefop and in Greece (Usefulness/satisfaction and number and type of participants)

## Project 1: Communication with stakeholders and public 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 the agendas of European institutions to provide relevant information to support debate and policy-making. Events will be held in Greece to maintain Cedefop's profile and explain its role to citizens.

#### Principal outputs 2011

#### Timing/frequency

Publish the work programme 2012	December
Publish briefing notes online	Eight briefing notes, each in six languages, throughout the year
Organise and attend the 'EU agencies week' at the European Parliament	January/February
Support organisation of Cedefop's attendance and representation at meetings of European institutions	Ongoing
Support organisation of Cedefop conferences and workshops	Ongoing

Organise events for MEPs and social attachés in Brussels	Two events in 2011
Organise a reception for Greek MEPs and local policy-makers and academia	September
Organise a Cedefop event for Europe Day	May
Organise an information seminar for the local VET community	November/December
Receive visiting groups of VET professionals from across Europe	Ongoing

### Project 2: [News service](#)

In 2011, the news service will report on major developments in VET, and will maintain regular contact with the media to draw attention to the findings of Cedefop's work, its conferences and other events.

Principal outputs 2011	Timing/frequency
Cedefop newsletter (online)	10 issues
Press releases	20 press releases
Press conferences, technical briefings and interviews	Organised for up to three major Cedefop conferences

### Project 3: [Cedefop's web portal](#)

The web portal is Cedefop's principal means of communication. Cedefop's web portal presents information in a structured format to make navigation easy. In 2011, Cedefop will evaluate its efforts to boost its web presence. Cedefop will also aim to make its website more prominent on search engines for those looking for information on VET.

#### Project outputs 2011

Integrate conference pages into the Cedefop web portal providing easy access to content from a single entrance point	Ongoing
Provide an analysis of data of users of Cedefop's web portal	Quarterly
Evaluate and revise the guide to writing for the web and the contact management systems	December
Evaluate and revise business processes to put content on the Cedefop web portal	December
Performing online visibility campaigns	Six times (minimum) 2011
Promote exchanges of information with ReferNet national websites (RSS news exchange plus evaluation of national websites)	Evaluated and revised annually (more if necessary) 2011-12
Explore the potential of using social media to raise awareness of VET among citizens	Ongoing

## MEDIUM TERM PRIORITY

**TO RAISE THE PROFILE OF VET AND (TRANSVERSAL OBJECTIVE) TO SUPPORT CEDEFOP'S OPERATIONS BY PROVIDING REGULAR, EFFICIENT AND EFFECTIVE INTERNAL POLICIES, PROCEDURES AND SERVICES****Activity: Information and documentation**

Cedefop's library and documentation services focus on raising the profile of VET and supporting Cedefop's operations. In 2011, the library and documentation service will continue to support Cedefop's external communication policy. The library will disseminate Cedefop's information to key 'multipliers' among Cedefop's stakeholders, for example libraries of the EP, EESC, CoR. The library will also operate Cedefop's contacts database to send information to Cedefop's main target groups. The library's reference service 'Ask the VET expert' will provide answers to VET questions asked by Cedefop's stakeholders. Replies will draw on Cedefop's comprehensive, multilingual and up-to-date databases on VET in the EU.

Internally, Cedefop's records management and archives service follows best practice in providing access to records and preserving the institutions 'memory'.

**Desired impact**

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

**Corresponding ABB activities:** Information and documentation**Principal activity outcomes**

Raising the profile of VET by:

- updating online databases (VET-Bib: the reference bibliographical database on VET issues since 30 years, VET digital library)
- operating a reference service (Ask the VET expert service available from the new web portal)
- developing Cedefop's multilingual European Training Thesaurus, for a proper use of VET concepts and definitions;
- managing the contact database

Following good administrative practices in managing Cedefop's records and archives

**Outcome indicators**

(with reference to Cedefop's performance measurement system)

**Raising awareness**

- website traffic (overall, broken down by sections, databases)
- satisfaction on targeted services (targeted collection beyond the performance measurement system)

**Project 1: Documentation and reference service**

In 2011, Cedefop's library will concentrate on disseminating targeted information to 'multipliers'. It will provide updated and comprehensive information to policy-makers, researchers and practitioners through its online databases, including Cedefop's bibliographic database, the largest on VET in Europe and online tools, such as the European training thesaurus. Questions on VET will be answered through the library's reference service.

Principal outputs 2011	Target/timing/frequency
Answers to queries (Reference service 'Ask the VET expert')	Answer around 1.200 queries, all of which within two weeks of receipt
Targeted dissemination of Cedefop information	
Circulate to VET and Eurolib libraries the VET alert (providing information on new VET publications)	Monthly
Send hard copies of Cedefop briefing notes for display in EU libraries (EP, EESC, CoR, EU agencies, etc.)	
Meet representatives of EU libraries to encourage use and dissemination of Cedefop materials.	Twice a year
Maintain Cedefop's bibliographical database on VET (VET-Bib)	300 new entries each month; increase the database by more than 10 %
Develop European training thesaurus: add at least 25 new terms and definitions, in several languages; present ETT on Cedefop's web portal in at least 10 different languages	December
Thematic profiles and bibliographies based on medium-term priorities: produce four new dynamic bibliographies for areas, working with project managers and experts	Ongoing
Update all dynamic bibliographies in real time	
Improve the library collection on VET and related issues: publish and disseminate 12 issues of the library's new acquisitions list VET alert	Ongoing
Provide EU news for Cedefop newsletter: select key documents and events publications for each of the six issues	Ongoing
Provide information for the performance measurement system on citations of Cedefop's work, web links from peer organisations, press cuttings, citations in EU documents and VET literature, as well as links from other websites	Ongoing
Tracking developments on VET in EU institutions: report on events planned by EU institutions related to VET for the next six months to identify potential communication opportunities for Cedefop	Monthly
Support the Cedefop web portal project by providing metadata and/or controlled vocabularies for the web portal and other Cedefop information systems as needed	Ongoing
Seminars and training for VET experts and staff: two induction seminars for all new staff	First and second semesters
Seminars for external stakeholders: introduction of library to external visitors	On demand
Visitors: host 100 visitors/groups of visitors a year	Ongoing



One working group meeting for ReferNet	June
Contribute to meetings of the Eurolib network, which aim at improving cooperation between EU organisations	One plenary in May and one thematic in the second semester

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

In 2011, this service will continue to ensure organisational records are authentic, reliable, and accessible to meet business, financial, and legal obligations, preserve records of historical value and make it easier for people to do their work.

Principal outputs 2011	Target/timing/frequency
Records bank: records provided by records bank correspondents: at least 1 200 records per year	Daily
Report on numbers of incoming/outgoing mail	Monthly reports for mail registration Bimonthly
Develop a retention schedule for v.1 of the Cedefop records classification plan	July
Update guidelines and procedures for records management, starting with the decision on identification of Cedefop documents (2005)	July
Send a new set of historical archives to the historical archives of the European Communities (European University Institute, Florence)	Depending on the approval of a retention schedule
Provide guidance on records participation in professional networks for web portal project	On request
Seminars for VET experts and staff	At least two per year, plus face-to-face training
Provide training for records bank correspondents	Monthly
Contribute to meetings of electronic records management systems (ERMS) User group for international organisations: the next meeting will be hosted by the BSTDB in Thessaloniki	May

### Project 3: [Electronic information systems](#)

Continued development and maintenance of the most appropriate (web-based) information and communication tools in support of Cedefop communication activities. In 2011, Cedefop's contacts database will become the central source of contacts information for effective communication with Cedefop's stakeholders and targeted groups (media and press).

Principal outputs 2011	Target/timing/frequency
Consolidated Cedefop contacts database as central source of contacts information, with new media and key stakeholder contacts	December

European training thesaurus, glossary and CVL are available on the web portal using the ITM web interface created for Eurovoc	December
ALEPH / VET-Bib web OPAC: revised print and display formats; new format for VET-Alert; improved VET-BIB web OPAC	September
Prepare legal framework for ALEPH upgrade to version 2.0	December
VET-DET Livelink in production for use by all ReferNet members to provide their bibliographical input	March

#### MEDIUM TERM PRIORITY

### **TO RAISE THE PROFILE OF VET AND (TRANSVERSAL OBJECTIVE) TO SUPPORT CEDEFOP'S OPERATIONS BY PROVIDING REGULAR, EFFICIENT AND EFFECTIVE INTERNAL POLICIES, PROCEDURES AND SERVICES**

#### **Activity: Publications**

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. Resources are focused on a limited number of flagship publications with supporting literature.

#### **Desired impact**

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

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

#### **Principal activity outcomes**

- Raised profile of VET through high-quality hard-copy and online material presented in a clear 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 publications policies, procedures and services

#### **Outcome indicators**

(with reference to Cedefop's performance measurement system)

#### **Efficient and effective support services**

- (Internal) support services – CID
- services are provided in the time agreed with colleagues

#### Project 1: **Editing and translation**

In 2011, Cedefop will edit around 4000 pages in English, which will include four corporate publications, four to five reference publications, research and working papers and nine Cedefop briefing notes. Briefing notes will be translated into five languages, as will other shorter brochures and booklets to support flagship publications.

Principal outputs 2011	Target/timing/frequency
Up to 5 000 pages of translation and 'linguistic review' services provided by translation and language-support services to Cedefop's administration and other services	Ongoing
Up to 4 000 pages of editing services provided	Four Cedefop corporate publications (annual report, annual activity report, work programme, exhibition catalogues)
	Four or five reference publications
	Nine briefing notes
	Research papers and working papers

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

This project will continue to provide graphic design concepts and identity systems for layout of flagship reference publications and for its conferences. They will ensure that publications and conferences are readily identified with Cedefop as an organisation and are appropriate to the subject matter.

Principal outputs 2011	Target/timing/frequency
Develop graphic design concepts for Cedefop publications	
Four Cedefop corporate publications (annual report, annual activity report, work programme, exhibition catalogues)	Ongoing
Four or five reference publications	
Nine briefing notes	
Research papers and working papers	
Flyers/promotional brochures	
Develop visual identity systems for Cedefop conferences: Conference programmes, folders, notepads, posters, banners for at least two large Cedefop conferences	Ongoing
Develop promotional material: up to two exhibition catalogues, flyers, posters and banners for PR cultural events	Ongoing

### Project 3: [Printing and dissemination](#)

This project will Cedefop will organise the printing of its flagship reference publications and organise print on demand for other publications where hardcopies are needed for conferences or other meetings.

Principal outputs 2011	Target/timing/frequency
Print publications and flyers	Within three weeks of reception of final PDF file

Produce material for conferences, promotional material	Material provided on time for at least four Cedefop conferences and exhibitions
Disseminate all publications to stakeholders	Within two weeks after delivery
Execute orders for dispatch to conferences	Within two weeks of request for up to 20 conferences
Process individual orders for publications	Within five working days for up to 1500 orders
Ensure stocks are at a reasonable level (Cedefop and Publications Office)	Run 'destockage' action annually and organise reprints as needed
Provide statistics for electronic and hard-copy publications	Monthly

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, procurement, finance, ICT and facilities. It develops in-house tools and procedures to streamline administrative tasks, optimise organisational efficiency and ensure clear and accurate reporting.

#### **Desired impact**

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

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

#### **Principal activity outcomes**

Good support services provided and good administrative practice followed through:

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

#### **Outcome indicators**

(with reference to Cedefop's performance measurement system)

#### **Efficient and effective support services**

- 95 % of establishment plan filled (including ongoing procedures)
- timeliness and duration of selection procedures:
  - Target 1: on average 60 working days between deadline for applications to finalisation of selection board report
  - Target 2: on average 120 working days between publication of vacancy notice to decision of Appointing Authority

- 
- training provision meets targets set in the strategy: 10 days on average per staff member per calendar year
  - 96 % of the total budget executed, with 99% of EC subsidy execution
  - average period for payments 28 days, maximum 40 invoices remaining unpaid for more than 30 days at year end
  - timeliness of procurement procedures: on average 150 days for open and 60 days for restrictive procedures
  - 92% success rate of procurement processes
- 

### Project 1: **Human Resources**

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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.

In 2011, HR will continue to deliver effective HR services, including support for selection of a new Director, and focus on user support for newly deployed HR applications, further improvement of effectiveness by documentation of procedures, as well as compliance with data protection and business continuity.

Principal outputs 2011	Target/timing/frequency
Basic HR services (selection, recruitment, rights and obligations, appraisal and promotions, leaves and absences, statistics, etc.)	Ongoing (bimonthly reporting to the management team on Title 1 budget execution and selection procedures)
Full deployment of CDR online (guides and training)	January 2011
Support for selection of a new Director (support for the preselection committee)	June 2011
Call for tender for medical centre for annual medical examinations and pre-recruitment medical examinations	June 2011
Finalisation of documentation of main HR procedures (four in 2011)	December 2011
Data protection: finalisation of main prior checking notices to the EDPS and notifications to the DPO	December 2011

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

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**Finance** provides support to Cedefop staff in forecasting, implementing and monitoring budget appropriations, ensures internal and external reporting on finance and budget-related matters, and collaborates with ICT for continuous availability, improvement and updating of corresponding tools (Fibus, PAME, ABB).

**Procurement** provides support to Cedefop staff in planning, designing, carrying out and monitoring through ProLive procurement and contracting procedures for operational and administrative needs, monitors administrative and financial aspects of contract execution and prepares necessary contract amendments, and ensures internal and external reporting on those issues as well as necessary contacts with contractors and suppliers.

In 2011 FP will work (in collaboration with ICT) on fine-tuning/ improving the current set of electronic tools in use and on creating appropriate links for swift, coherent and comprehensive reporting on Cedefop's financial management.

Principal outputs 2011	Target/Frequency
Outputs are composed of the following standard categories:	
• appropriate budget monitoring and execution;	Continuous monitoring, bimonthly reporting
• establishment of preliminary draft budget, draft budget and budget 2011, with relevant ABB adaptation	As per the calendar of the internal (GB) and external (EC, budget authority) budget procedure
• ABB regularly updated with actual staff and time allocation data	At the beginning, middle (mid-term review) and end of the year
• fast and efficient payments execution	Continuous, verification at year end
• procurement planning monitored, adapted as necessary and followed	Continuous monitoring, bimonthly reporting
• quality, efficiency and regularity of procedures monitored	Continuous, interaction with control and audit bodies four times in the year

### Project 3: **Information and Communication Technology (ICT)**

ICT provides the underlying hardware, software, network infrastructure, and enterprise services for overall operational objectives, taking into account business priorities, available resources and defined risks.

In 2011, to deploy a new end-user operational environment to benefit from improved productivity features of recent technology and increase compatibility; complete web portal developments; contribute to further development and improvement of Cedefop's performance measurement system; improve administrative efficiency through further development of automated tools (CDR online, mail registration, ABB time reporting).

Principal outputs 2011	Timing/frequency
Well maintained core ICT infrastructures and services (99.9% availability of core systems and services)	Regularly
Complete network upgrade finalised to attain full reliance and redundancy (started in 2009)	December

Server capacity and performance augmented to levels ensuring multi-year sufficiency and scalability	First semester
New desktop environment deployed	September
Web portal platform extended to incorporate Phases II and III functionality	December
Implement a fully-fledged web statistics service	September
CDR online is deployed and put in production	March
Mail registration is deployed	September
Major platforms are available and well maintained (Europass, Olive, Fibus, Livelink)	Regularly
Audiovisual and videoconferencing infrastructure revamp	September for Europa and September 2012 for the two remaining conference rooms

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

To be able within budgetary constraints to continue to ensure the maintenance and security of the building and deliver adequate support to allow staff to achieve Cedefop's objectives.

In 2011, this service will focus on implementation, improvement and follow-up of standard maintenance of the infrastructure as well as business continuity and contract procedures.

##### **Principal outputs 2011**

##### **Target/Frequency**

Outputs are composed of the following standard categories:

• basic facilities and security services, maintenance works	Regular reporting
• implementation and follow-up of repair works to be started for the building disorders (implementation by Egnatia Odos AE with Greek funding )	To be decided – Second semester
• facilities contribution to business continuity plan	December
• follow up ongoing services contracts, draft technical specifications for new tenders	Ongoing
• proposals for improvements (energy saving, health, safety, and security matters)	March and June
• facilities planning and budget monitored	Regular reporting

# ABB compact report 2011

Area	Activity name	FTE (*)		Title 1	Title 2	Title 3	Total		
		Initial	Current				Initial	Current	(%)
RPA	VET research	9.02	9.02	816 402.10	98 712.16	120 402.36	1 035 516.62	3 053.88	0.29
RPA	Skills analysis	13.36	13.36	1 198 776.00	146 247.37	653 052.85	1 998 076.22	4 524.49	0.23
RPA	Policy analysis	13.10	13.10	1 100 460.89	143 358.49	412 974.49	1 656 793.87	4 435.11	0.27
RPA	ReferNet	4.57	4.57	405 690.70	50 108.94	992 796.78	1 448 596.42	1 550.22	0.11
ECVL	Education and training 2010	30.92	30.92	2 552 398.00	338 454.20	1 394 859.45	4 285 711.65	10 470.85	0.24
ECVL	Study visits	15.46	15.46	1 308 788.95	169 148.31	292 519.75	1 770 457.01	5 232.98	0.30
CID	External communication	14.75	14.75	1 401 556.35	161 374.60	220 105.67	1 783 036.62	4 992.49	0.28
CID	Documentation and information	12.90	12.90	1 184 334.19	141 169.94	282 454.75	1 607 958.88	4 367.41	0.27
CID	Publications projects	9.27	9.27	829 008.78	101 425.95	110 833.86	1 041 268.59	3 137.83	0.30
	<b>ABB (1)</b>	<b>123.35</b>	<b>123.35</b>	<b>10 797 415.96</b>	<b>1 349 999.96</b>	<b>4 479 999.96</b>	<b>16 627 415.88</b>	<b>41 765.26</b>	<b>0.25</b>
	<b>Budget 2010 (2)</b>			<b>11 500 000.00</b>	<b>1 385 000.00</b>	<b>4 879 190.00</b>	<b>17 764 190.00</b>		
	<b>(2) – (1)</b>			<b>702 584.04 (1)</b>	<b>35 000.04 (2)</b>	<b>399 190.04 (3)</b>	<b>1 136 774.12</b>		

(\*) FTE: The FTE comprises of a) the direct staff allocation and b) the redistribution of the non-core activities. The initial redistribution key is based on the activities' planned costs while the current one is based on the activities' actual costs (blocked), which explains the resulting slight differences for each activity.

(1) Differences between the ABB and the PDB 2011 in Title 1 correspond to:

- (a) Vacant post of Director, 3 AD and 2 AST posts that are not allocated for the full year, but only for the foreseen effective period of presence of the new staff concerned, this factor leading to adjustment of projections, EUR 444 500;
- (b) The estimated cost of promotion rounds for 2010 and 2011 for officials, temporary agents and contract agents, EUR 98 000;
- (c) Two SNEs are to be recruited in 2011; recruitment costs in combination with daily allowances and monthly travel account for EUR 80 000;
- (d) The projected cost of the annual travel allowance for contract agents (paid from budget line 1112), EUR 45 000;
- (e) Assigned revenue recovered in 2011 for EUR 35 000;
- (f) Finally, the remaining amount (EUR 84.05) is due to rounding during calculation.

(2) The budget includes 35 000 EUR projected income which will be allocated as expenditure to the ABB as the year progress. Very small difference (0.04 EUR) due to rounding.

(3) The difference between the ABB and the PDB 2011 (399.190 EUR) relates to commitments which will be covered by appropriations (on BL 3100 'Participation of non-member states in the work program') from previous years.

(\*) As regards Norway and Iceland contributions, a total of 956 000 EUR (from previous years) are foreseen to be committed in 2011:

- Title 1: 245 000 EUR
- Title 2: 295 000 EUR
- Title 3: 416 000 EUR.



## ANNEX I

# Planned publications list 2011



## Activity: VET research

Economic benefits for enterprises

Economic benefits for sectors

Labour market outcomes of VET first theme-based overview

Labour market outcomes of VET second theme-based overview

Macro-economic benefits of VET

Macro-social benefits of VET

Meso-social benefits for sectors

Private benefits for individuals

Social benefits for individuals

Social benefits for workplace

## Activity: Skills analysis

Green skills and environmental awareness

Guidance and counselling for ageing workers

Pilot survey results

Skill mismatch among migrants and ethnic minorities

Skill mismatch, mobility and transitions

Skills supply and demand forecast: proceedings

Taxonomies and classifications for skills and competences

Technical report on data needs, desired outcomes and relevant enterprise survey approach and methodology

Technical reports on improved forecasting methodology and databases

Towards an early warning system for skill needs

## Activity: Policy analysis

Attractiveness of VET

Examples of policies and measures for modernising VET in European countries

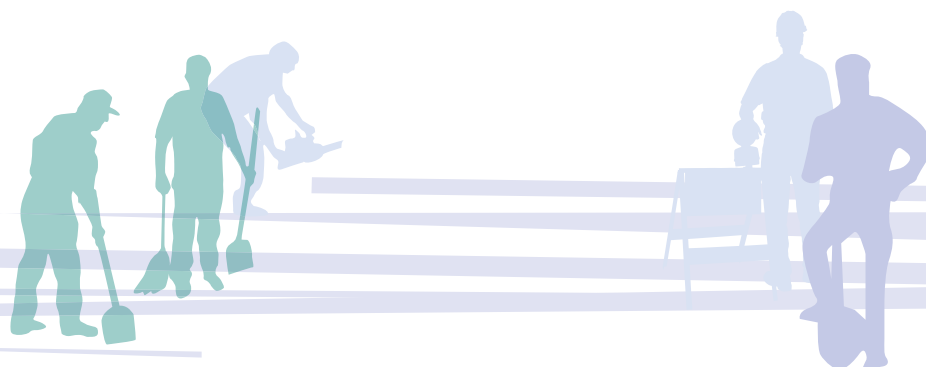
Short description Hungary

Short description Poland

Role of loans in financing VET in Europe

Use of payback clauses to promote VET

Training leave in Europe



### Activity: Education and training 2020

Analysis and review of NQF developments in Europe

Assuring quality in VET: role of VET providers in accreditation

Best practices and guiding principles on changing competence requirements and profiles for in-company trainers

Europass, ECVET and EQF for documentation, validation and certification of learning outcomes

Lifelong guidance policy review

Guidance supporting Europe's aspiring entrepreneurs - Policy, practice and future potential

How to reflect qualifications/certificates/licences in the ESCO structure

International qualifications and the EQF

Leadership in VET

Learning outcomes and their effects on curriculum policies in Europe

Learning outcomes as a common reference for teaching and learning

Learning while working - Success stories on workplace learning in Europe

Monitoring ECVET implementation strategies in Europe

Permeability for lifelong learning

Second edition of European guidelines on validation of non-formal and informal learning

Acquisition of key and transversal competences at the workplace

Relationship between validation, qualifications frameworks and credit systems

Relationships between VET and HE

Use of validation by enterprises for human resource management purposes

Updating vocational knowledge and skills of VET teachers

VET at levels 6 to 8 of the EQF

### Activity: Study visits

Analysis of the impact of study visits 2009-10 on participants and organisers

Communication toolkit for national agencies

Outcomes of study visits 2009-10 on evaluation of schools and training institutions

Short version of catalogue 2011-12

Short version of catalogue 2012-13

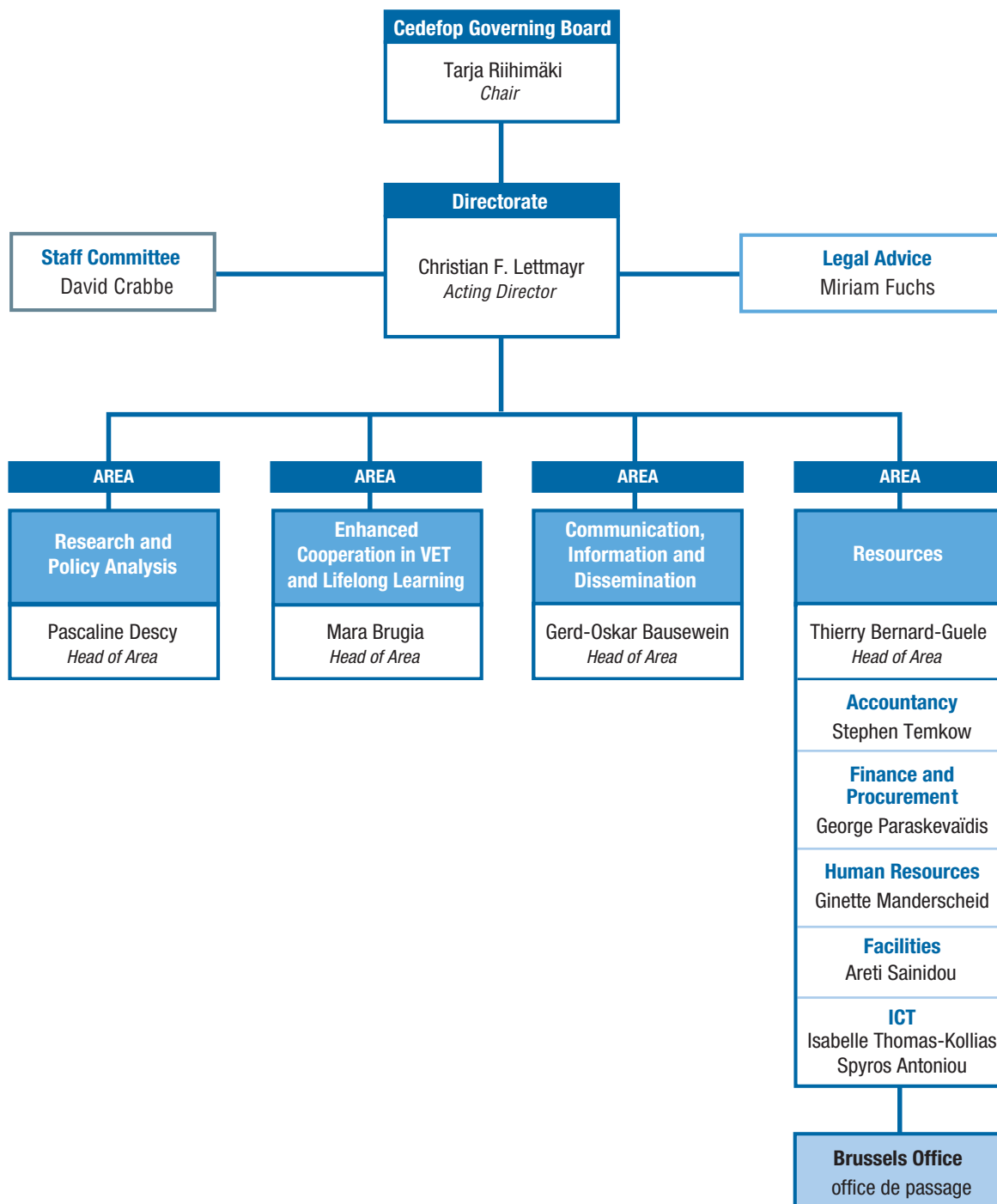
Study visits catalogue 2011-12

Study visits catalogue 2012-13

Results of 2009-10 study visits

ANNEX II

# Cedefop organisation chart

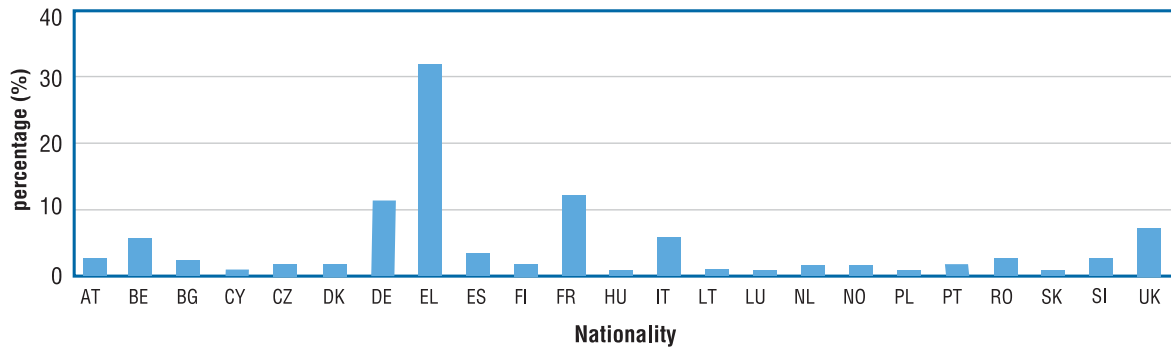


ANNEX III

# Human resources

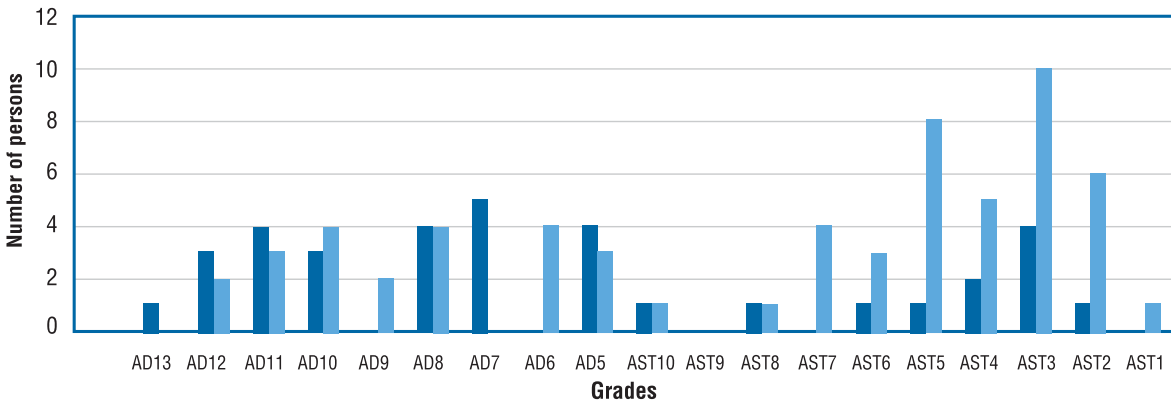
**Staff by nationality 2010**

(include Officials, TAs, CAs and second experts)

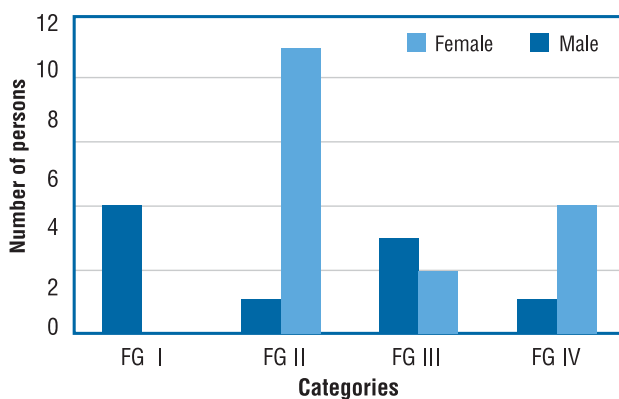


**Category of Temporary Agents and Officials by gender for 2010**

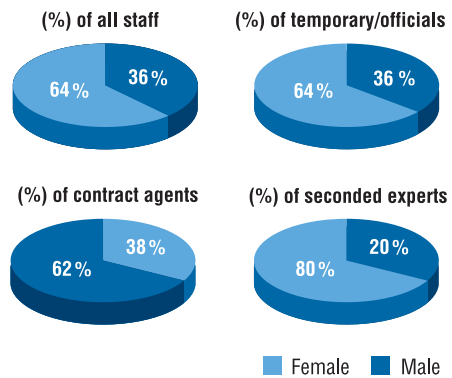
Female Male



**Category of contract agents by gender for 2010**



**Staff by gender**



## ANNEX IV

# Cedefop networks

Network title	For more information see:
European network of reference and expertise in VET (ReferNet)	<a href="http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx">http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx</a> <a href="http://extranet.cedefop.europa.eu/">http://extranet.cedefop.europa.eu/</a>
Network on early identification of skill needs (Skillsnet)	<a href="http://www.cedefop.europa.eu/EN/about-cedefop/networks/skillsnet/index.aspx">www.cedefop.europa.eu/EN/about-cedefop/networks/skillsnet/index.aspx</a>
VET teachers and trainers network (TTnet)	<a href="http://www.cedefop.europa.eu/EN/about-cedefop/networks/teachers-and-trainers-network-ttnet/">www.cedefop.europa.eu/EN/about-cedefop/networks/teachers-and-trainers-network-ttnet/</a>





## ANNEX V

# Cooperation between Cedefop and the European Training Foundation

Both Cedefop and European Training Foundation (ETF) work in vocational education and training (VET) in a lifelong learning perspective, but with distinctly different missions, geographical scopes and objectives.

Cedefop contributes to developing and promoting European VET policy through research, policy analysis, exchanges of information and experience. It provides expertise to the European Commission, Member States and social partners. ETF is a change agent with a direct operational role in improving human resource capacities in EU partner countries.

Since 1997, Cedefop and the ETF have defined cooperation through an agreement that takes account of their specific missions and responsibilities. Originally, the agreement supported working arrangements between the two organisations during the EU's enlargement process, including introducing new Member States to Cedefop's ReferNet networks, as well as policy reporting and research.

## Cooperation between Cedefop and the ETF 2010-13

Cedefop and ETF will cooperate through:

- exchanges of information and experiences on key EU and third country policy issues of mutual interest, relevant to each agency's mandate. Two meetings per year (one in Thessaloniki and one in Turin) for knowledge-sharing;
- cooperation on implementing the European qualifications framework (EQF) and national qualifications frameworks, specifically use of the EQF outside the EU;

- use of each other's work, materials and publications where relevant to implementing the Education and training 2010 programme, the strategic framework for EU cooperation in education and training and its tools, the instrument for pre-accession (IPA) and the European neighbourhood and partnership instrument (ENPI);
- cooperation and exchange of information and good practices on administrative issues, including ad hoc procedures on specific issues, for example participation in evaluation panels.

## Implementing cooperation

Cedefop and ETF implement cooperation through a joint annual work programme annexed to each agency's annual work programme. Cedefop and ETF convene at least two joint thematic meetings per year to ensure knowledge-sharing and complementarity in their activities. ETF and Cedefop provide an annual report to the European Parliament on their cooperation, which will be included in each agency's annual activity report. Ongoing strategic cooperation between the two agencies will be maintained at Director level and by their attendance at each agency's Board meetings. In 2011, the agencies will also cooperate on VET policy reporting, study visits preparatory work on candidate countries and qualifications developments. The framework for cooperation will be reviewed at the request of either agency's Board but by the latest in 2013.

## ANNEX VI

# Cedefop performance measurement system

## Introduction

Cedefop's performance measurement system (PMS) measures project, activity and organisational performance for its medium-term priorities 2009-11 and its annual work programmes. It aims to help Cedefop to manage and evaluate its impact, efficiency, effectiveness and relevance, as well as strengthen alignment of the organisation's activities with its strategic objective and priorities for 2009-11. The PMS's rationale and how it operates are outlined below.

## Method: the framework pyramid

The PMS uses three types of results – output, outcome and impact, in line with Cedefop's medium-term priorities and strategic objective. It is illustrated below in the form of a pyramid.

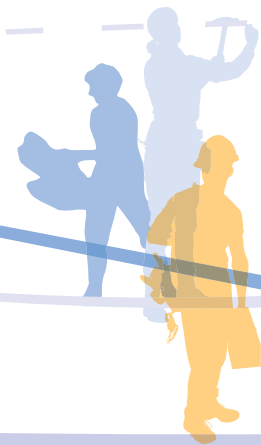
At the pyramid's base are Cedefop's projects. Projects produce outputs <sup>(1)</sup>. Project outputs are studies, publications, conferences and attendance at meetings such as working groups and clusters (working on European tools and principles like the EQF). Projects are grouped into activities (the second level of the pyramid) and project outputs contribute to achieving activity outcomes. Activity outcomes are policy advice to and raising awareness among Cedefop's stakeholders, as well as filling knowledge gaps and generating new insights on VET issues.

Cedefop's activity outcomes are measured through collecting evidence of stakeholders' interest in the expertise and information Cedefop provides (for example, downloads, circulation and citation of Cedefop publications) or through evidence of good service provision (for example, satisfaction with Cedefop conferences, timeliness of procurement procedures). Outcomes are measured at activity level because although projects have outputs each year, the outcomes may not be generated during the same operational year and may be the result of several outputs and/or several projects.

Moving to the third level of the pyramid, activities and their projects are linked, primarily, to one of Cedefop's medium-term priorities. However, this is not a strict one-to-one relationship, as activities linked to one priority can generate outcomes for others. There is one further transversal objective. This concerns regularity, efficiency and effectiveness of internal policies, procedures and services. By linking project outputs and activity outcomes primarily to one medium-term priority, the framework aims to strengthen alignment of Cedefop's activities with the organisation's strategic objective and priorities for 2009-11.

The fourth level of the pyramid shows that activity outcomes contribute to the impact of Cedefop as an organisation. Typical impact indicators for Cedefop include strengthening European cooperation, promoting an evidence-

<sup>(1)</sup> Project inputs (financial and human resources) are monitored separately through Cedefop's activity-based budget.



based European VET and skills policy agenda and being acknowledged as an authoritative source of information on VET, skills and competences.

Cedefop's impact is measured by evidence of Cedefop's stakeholders drawing from and using the outcomes of Cedefop's work to bring about policy developments (for example, new European tools or principles, or policy priorities agreed at European level). It is important to note that Cedefop does not bring about policy developments on its own. Outcomes of Cedefop's activities may, along with other factors, or indirectly, contribute to situational changes in European VET and related policy. Impacts have been placed at organisational level because they may be the result of a long period of work and a combination of several outcomes.

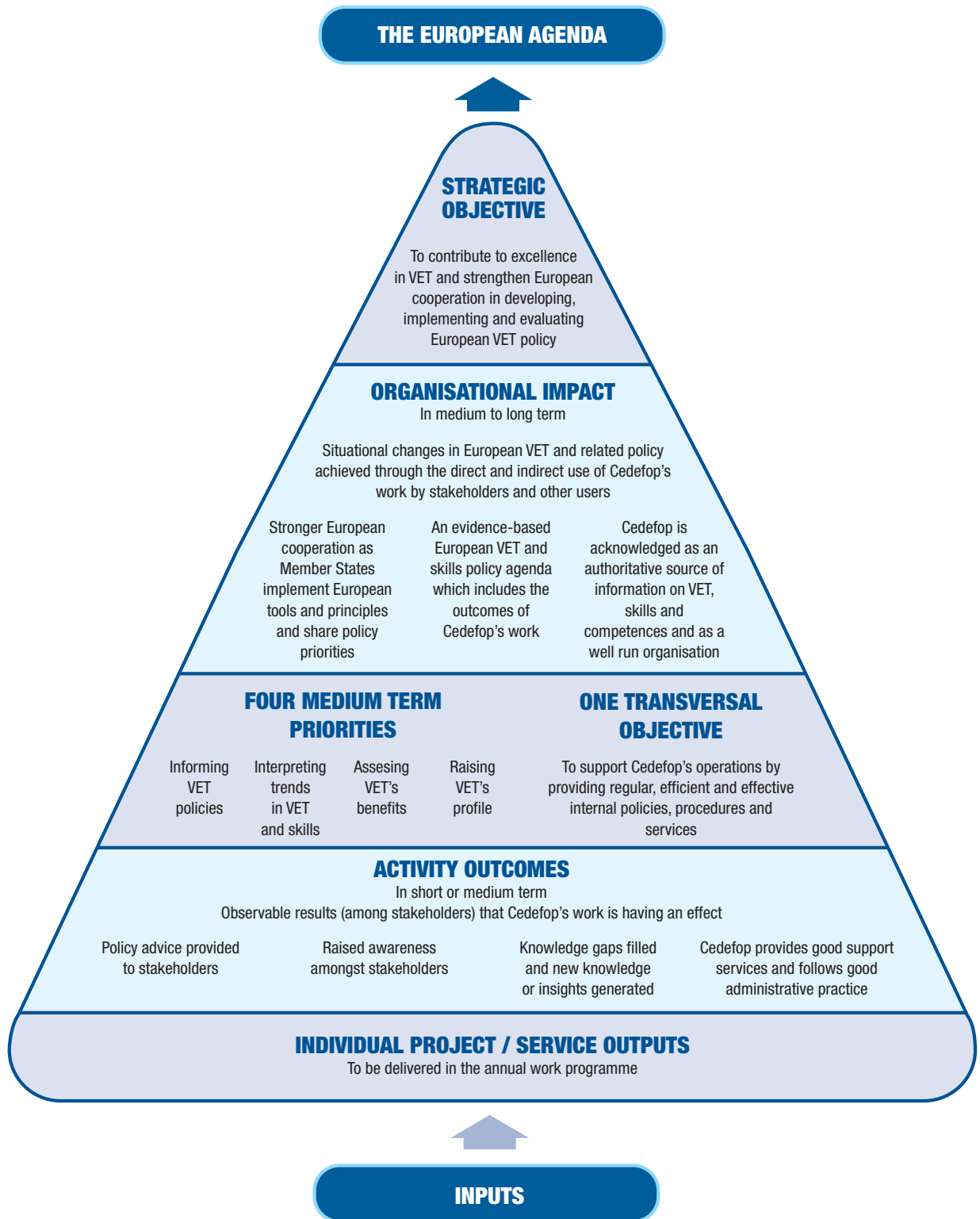
The top of the pyramid is Cedefop's strategic objective for 2009-11, which is aligned with the European agenda. Cedefop will achieve its objective if its project outputs achieve the desired outcomes and they in turn have an impact.

## Measuring Performance

Outputs, outcomes and impacts are measured using indicators and approaches listed below. Indicators aim to show if desired results are being achieved or not. For outputs, an important source is the annual management plan which tracks, for example, publications and conferences. Outcomes and impacts are less tangible. They are measured using proxy indicators, for example, tracking downloads and other uses of Cedefop's website, surveys on conference satisfaction, or documentary and bibliographical analysis which track citations of Cedefop's work. Measuring the impact of Cedefop involves evaluation methods to take stock of the organisation's achievements.



# Cedefop's performance measurement framework – The pyramid



# Cedefop performance indicators

## No. Type

### Impact

Evaluative approach: analysis of a set of outcome indicators (e.g. policy advice to stakeholders, participation in external events), possibly complemented by qualitative approach – focus groups, usefulness, surveys, etc.

Outcome PMS indicators		
1	Policy advice provided to stakeholders	Citations in EU policy documents
2		Mandates and assignments given to Cedefop in policy documents
3		EU policy documents to the preparation of which Cedefop has participated (written contributions and provision of expertise in the context of our participation in working groups, committees, expert groups, etc.)
4		Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and key conferences which steer or support the implementation of policies
5	New knowledge and insights generated	Downloads of publications/working papers/other
6		Citations of Cedefop publications/studies in the literature
7	Raised awareness among stakeholders and the education and training or wider VET community	Web site traffic
8		Participation in conferences and events
9		Usefulness/satisfaction of participants with meetings and events organised by Cedefop
10		Study visit outcomes among stakeholders and the education and training community <ul style="list-style-type: none"> <li>• proportion of participants satisfied with study visits;</li> <li>• distribution of the study visits by them;</li> <li>• distribution of study visits participants by target group.</li> </ul>
11	Raised awareness among citizens	Europass outcomes among citizens <ul style="list-style-type: none"> <li>• visits;</li> <li>• downloads;</li> <li>• creation of doc. online.</li> </ul>

**No. Type**

12	Raised awareness among citizens (continue)	Media coverage, take-up of articles and press releases
13		Events for the local community (in Cedefop, in Greece): • usefulness/satisfaction.
14	Efficient and effective support services	Internal support services – Resources: • % of establishment plan filled; • duration of selection procedures; • training intensity; • % of budget executed; • timeliness of payments; • timeliness of procurement procedures; • success rate of procurement processes.
15		(Internal) support services – CID • % of services provided in the time agreed with colleagues.  Quality and satisfaction with internal services, including training
<b>Output PMS indicators</b>		
1		Number of publications/working papers
2		Number of meetings/events organised by Cedefop
3		Number of news items published on website
4		Number and types of visitors at Cedefop events
5		Number of study visits

## ANNEX VII

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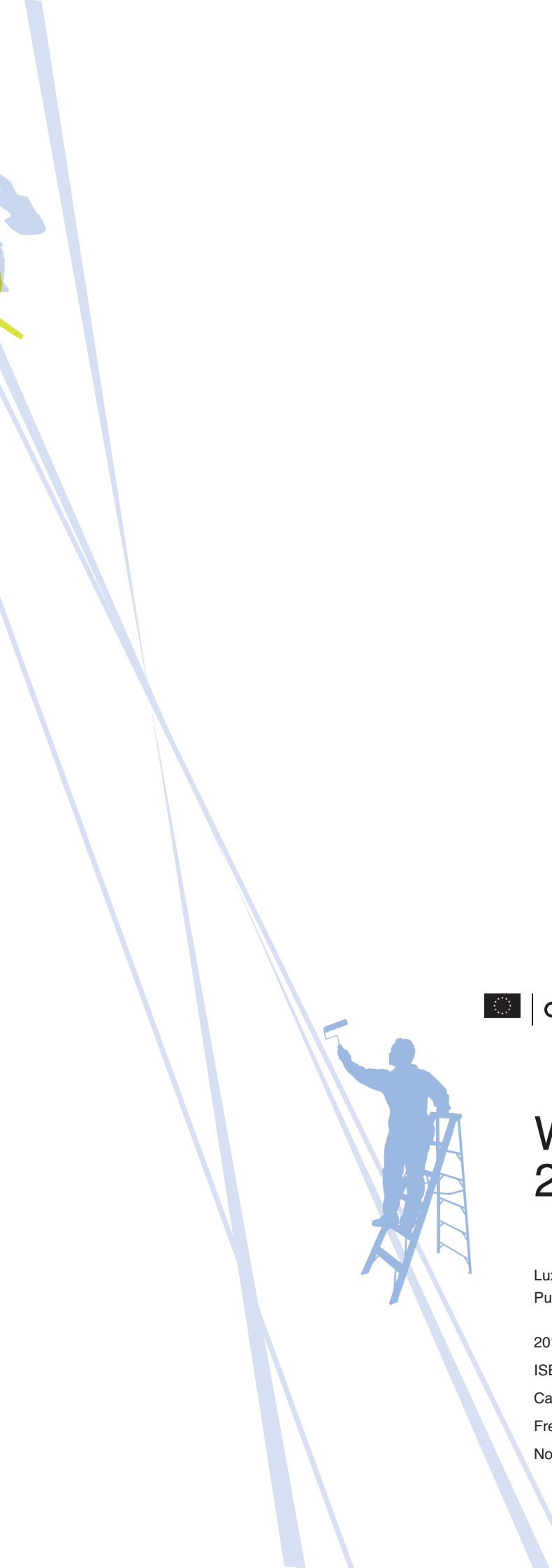
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