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European Centre for the Development  
of Vocational Training

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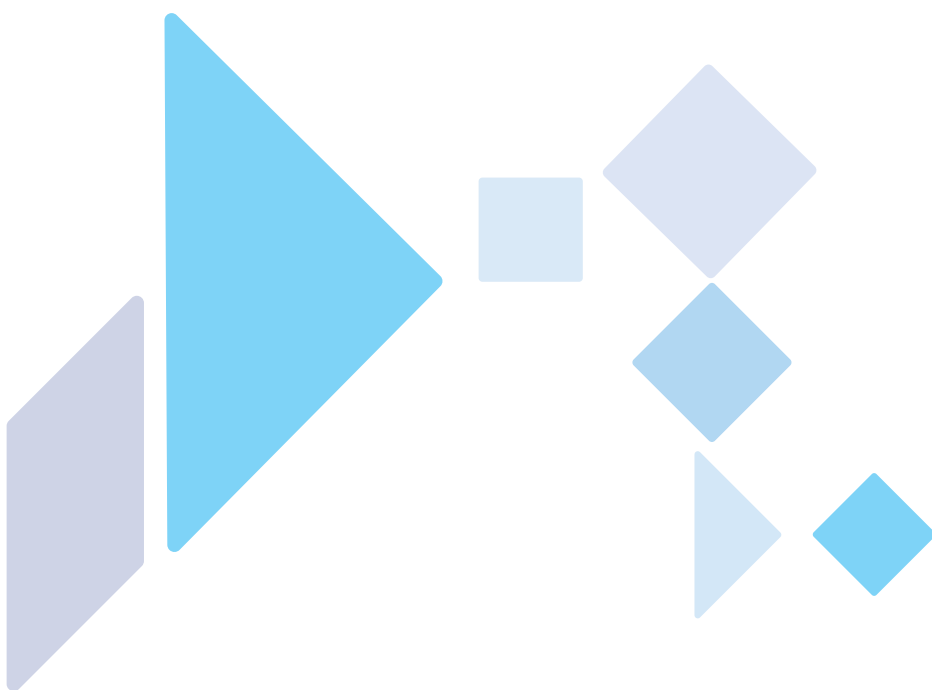
work  
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# Work programme 2012



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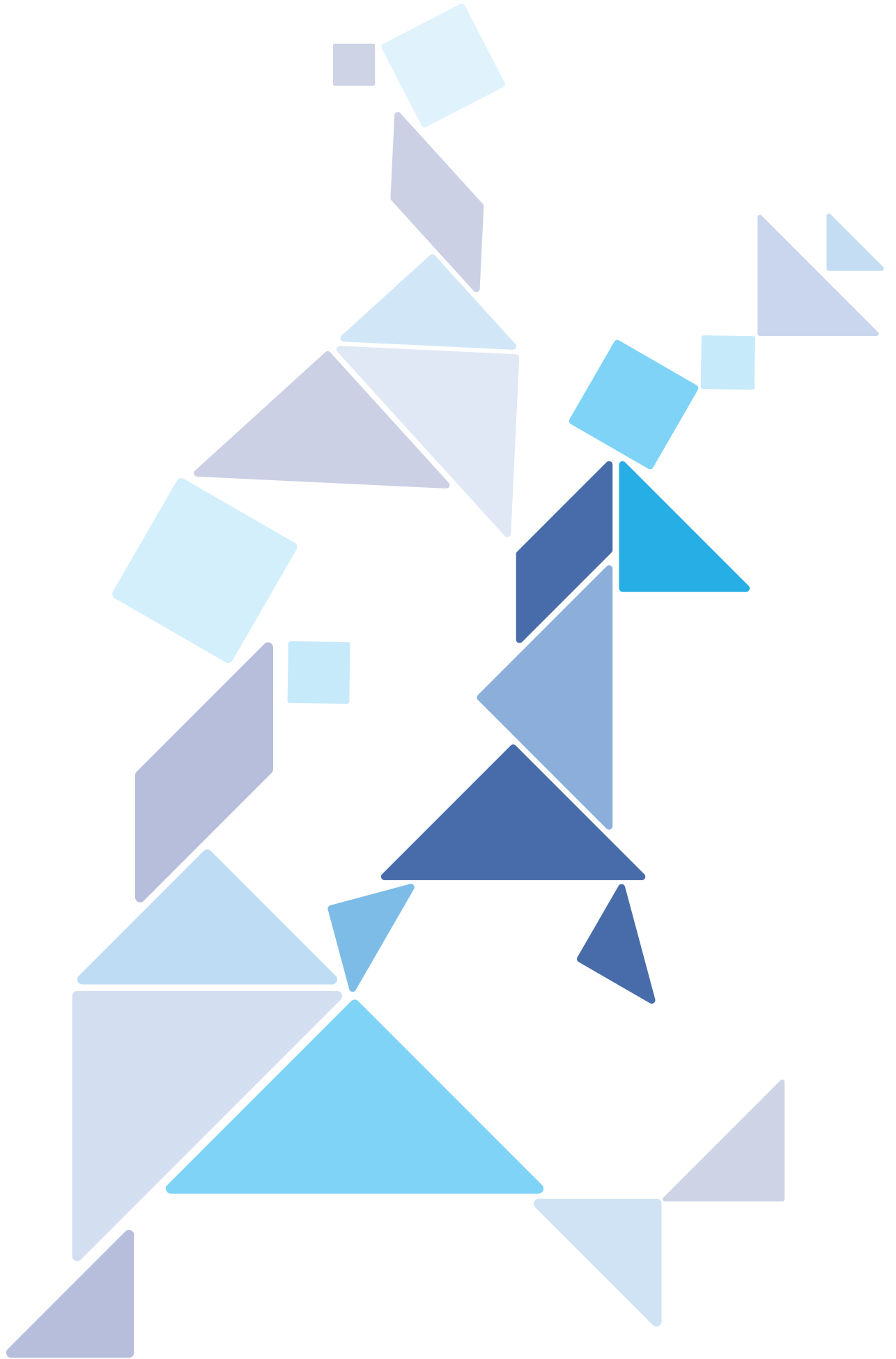
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The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training. We provide information on and analyses of vocational education and training systems, policies,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

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# 1. Introduction



Cedefop's 2012 work programme has been established under new medium-term priorities 2012-14 adopted in June 2011 <sup>(1)</sup>. They are aligned to objectives of the European Union strategy, 'Europe 2020' <sup>(2)</sup> and its flagship initiatives, the Education and training 2020 framework <sup>(3)</sup> and the Bruges communiqué <sup>(4)</sup> with its long-term objectives and short-term deliverables for Member States', the European Commission's and European social partners' continued joint work on vocational education and training (VET) within the Copenhagen process <sup>(5)</sup>. This policy framework reinforces the pivotal role of vocational education and training.

Neither in the EU nor in the USA has the economic crisis yet been overcome. While some countries have shown promising signs of recovery the overall economic situation has remained volatile and several members of the

Eurozone are struggling with fundamental financial problems, recession and high levels of unemployment.

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 based on policy and actions agreed at European level. Cedefop's activities cover skills and competences <sup>(7)</sup>, initial and continuing VET and their roles in lifelong learning. Cedefop's work integrates the interests, priorities and needs of policy-makers in the European Commission, Member States, and social partners who are actors 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. Cedefop cooperates closely with European

<sup>(1)</sup> Cedefop. Medium-term priorities 2012-14. Luxembourg: Publications Office of the European Union, 2011. Available from Internet: [http://www.cedefop.europa.eu/EN/Files/4104\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/4104_en.pdf) [cited 15.9.2011].

<sup>(2)</sup> European Commission. Europe 2020: a European strategy for smart, sustainable and inclusive growth. Available from Internet: [http://ec.europa.eu/eu2020/index\\_en.htm](http://ec.europa.eu/eu2020/index_en.htm) [cited 15.9.2011] and Europe 2020: a new European strategy for jobs and growth. European Council Presidency conclusions 25-26 March 2010. Available from Internet: <http://register.consilium.europa.eu/pdf/en/10/st00/st00007.en10.pdf> [cited 15.9.2011].

<sup>(3)</sup> Council of the European Union. Conclusions on a strategic framework for European cooperation in education and training (ET 2020) of 12 May 2009. *Official Journal of the European Union*, C 119, 28.5.2009, p. 2-10. Available from Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:en:PDF> [cited 15.9.2011].

<sup>(4)</sup> Bruges communiqué on enhanced European cooperation in vocational education and training for the period 2011-20. Communiqué of the European Ministers for Vocational Education and Training, the European social partners and the European Commission, meeting in Bruges on 7 December 2010 to review the strategic approach and priorities of the Copenhagen process for 2011-20. Available from Internet: [http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf) [cited 15.9.2011].



institutions, especially the Commission and Parliament, as well as the Economic and Social Committee and the Committee of the Regions, the European Training Foundation (ETF), other European organisations and international organisations such as OECD, ILO and Unesco to reinforce its added value and secure synergy of common efforts. By combining its research and networking capabilities, Cedefop uses its expertise to strengthen (European) cooperation in VET and increase awareness of VET's role and importance. By way of conferences and workshops or presentations it promotes discussion and experience exchange between policy-makers, social partners, researchers and practitioners to share ideas to find the best ways to tackle challenges.

The following sections comprise:

- a narrative part reviewing the policy background and outlining how Cedefop will pursue its medium-term priorities in 2012, including a risk assessment;
- detailed activity and project fiches. They show the expected outcomes of Cedefop's activities and output of each activity's projects that will help achieve them;
- an activity-based budget (ABB) that shows the human and financial resources allocated to each activity and several other annexes.

<sup>(5)</sup> The term Copenhagen process refers to cooperation in VET officially endorsed in the Copenhagen declaration of November 2002. Available from Internet: [http://ec.europa.eu/education/pdf/doc125\\_en.pdf](http://ec.europa.eu/education/pdf/doc125_en.pdf) [cited 15.9.2011].

<sup>(6)</sup> Council of the European Union. Council Regulation EEC No 337/75 of 10 February 1975 establishing a European Centre for the Development of Vocational Training (Cedefop), *Official Journal of the European Communities*, L39, 13.2.1975 as last amended by Council Regulation EC No 2051/2004. Available from Internet: [http://www.cedefop.europa.eu/EN/Files/Consolidated\\_version\\_Founding\\_Regulation\\_EN\\_01975R0337-20041221-en.pdf](http://www.cedefop.europa.eu/EN/Files/Consolidated_version_Founding_Regulation_EN_01975R0337-20041221-en.pdf)

<sup>(7)</sup> For definitions see the Council recommendation of 23 April 2008 establishing a European qualifications framework for lifelong learning. *Official Journal of the European Union*, C 111, 6.5.2008. For ease of reference the term 'skills' may be used elsewhere in the text.

'Competences' is used to denote specific terms, e.g. key competences.

## 2. Policy background



Assessment of Member States' national reform programmes in the first 'European semester' (2011) concluded that Member States need to do more to protect investment in education <sup>(8)</sup>. The European Parliament is concerned that failure to invest in education and lifelong learning in the short term could compound and prolong the crisis <sup>(9)</sup>. While Europe's strategy for 2020 advocates giving priority to investment in education and training, austerity measures have affected many countries' educational budgets.

High unemployment, particularly among the most vulnerable, call for reinforced efforts as economic recovery so far has been uneven and volatile. In 2009, governments of EU Member States invested about EUR 27.6 billion, or 27% more than in 2007, in training individuals with difficulties on the labour market (unemployed, employed at risk of job loss and inactive who would like to enter the labour market but are disadvantaged in some way). Among all labour market policy measures, the share of public expenditure devoted to training was highest

(about 43% of the 2009 EU total and, compared to 2007, an increase of 4.6 percentage points).

First-time entry into the labour market has become more difficult for young Europeans, despite shrinking younger age cohorts and an ageing workforce. In the short term, employment in Europe is affected by the crisis and a recovery with weak job growth in the private sector, coupled with declining employment in the public sector. Even in a medium-term perspective, growth is expected to remain modest <sup>(10)</sup>.

Youth unemployment and increasing risks of skills bottlenecks, as for instance in science, technology and engineering, require improved guidance and counselling and a better match between educational and training outcomes and labour market needs. The skills base that young people acquire should also empower them to manage future transitions and take up learning at later stages in their lives. Education performance and access to continuing training need to improve in several countries to empower more people to participate in the

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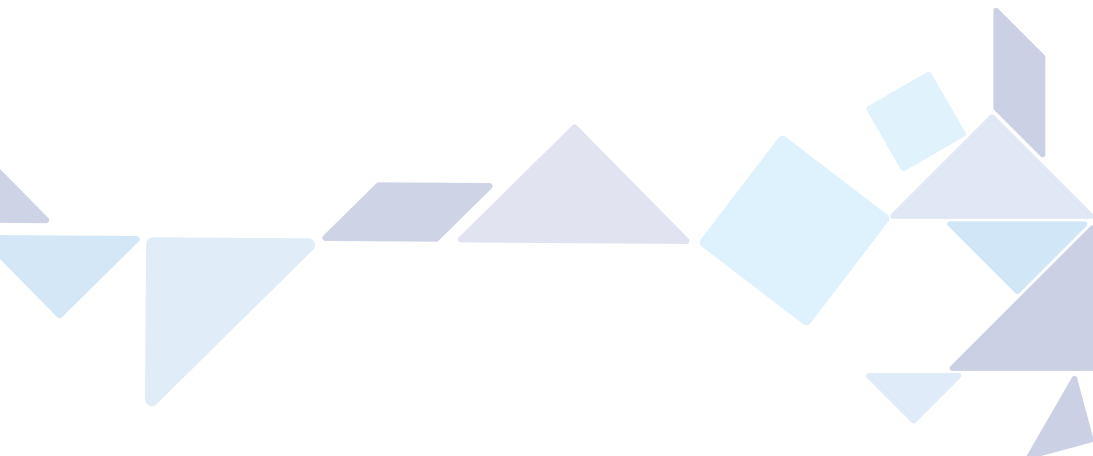
<sup>(8)</sup> European Commission. Communication on concluding the first European semester of economic policy coordination: guidance for national policies in 2011-12. COM(2011) 400 final, 7.6.2011. Available from Internet:

[http://ec.europa.eu/europe2020/pdf/communication\\_en.pdf](http://ec.europa.eu/europe2020/pdf/communication_en.pdf)

<sup>(9)</sup> European Parliament. Resolution on investing in the future: a new multiannual financial framework (MFF) for a competitive, sustainable and inclusive Europe. 8 June 2011. Available from Internet:

<http://www.europarl.europa.eu/sides/getDoc.do?type=TA&reference=P7-TA-2011-0266&language=EN&ring=A7-2011-0193>.

<sup>(10)</sup> Cedefop. What next for skills on the European labour market? Briefing note Thessaloniki 2011. Available from Internet [http://www.cedefop.europa.eu/EN/Files/9059\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/9059_en.pdf) [cited 22.06.2011].



labour market and secure jobs. Europe's 2020 employment rate target has been set at 75% for women and men.

In 2010 already at about 18 %, the share of Europe's over 65 year-olds, is expected to rise soon to 20 %. As Europe's societies are ageing, the need for care and household services and relevant skills in these areas will increase. Other major trends that will influence skill needs are reflected in Europe's environmental objectives, use of new technologies, and new forms of work organisation. A flagship initiative 'innovation union' therefore also promotes excellence in education and skills development <sup>(11)</sup>.

Increasing life expectancy and longer working lives will lead to a higher average age of the labour force. Both changes in labour demand and supply require older workers to engage more regularly in continuing education and training.

The **European year for active ageing and solidarity between generations** is 2012.

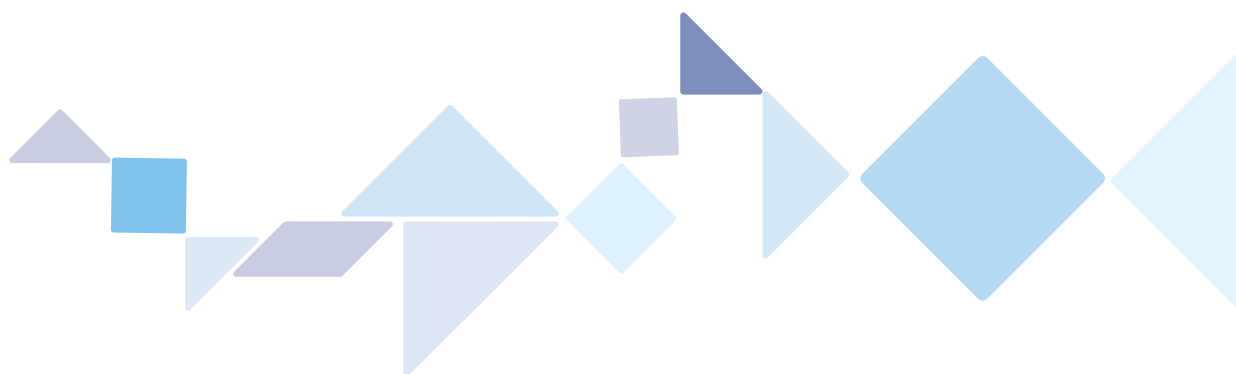
Among its key objectives are better conditions for older age groups to participate in the labour market. The European Commission's Education and training 2020 framework (ET 2020) sets a benchmark of 15% for adults to participate in learning. Currently, however, lifelong learning decreases with age. Although they need it most, older low-qualified workers are especially difficult to engage in lifelong learning. Almost 60 % of Europe's 74 million low qualified in the EU are over 45 years old. As the 'Agenda for new skills and jobs' <sup>(12)</sup> states, upskilling and reskilling of these vulnerable groups should therefore also be one of Member States' priorities. To do so, its lifelong learning component needs reinforcing and better targeting.

To remove barriers to learning for adults and to support them, regardless of gender and circumstances, through guidance and validation schemes is a major aim of the renewed agenda for adult learning <sup>(13)</sup>. Still the 'weakest link in developing national lifelong learning systems',

<sup>(11)</sup> European Commission. Communication on Europe 2020 flagship initiative innovation union. COM(2010) 546 final, 6.10.2010. Available from Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0546:FIN:EN:PDF> [cited 17.11.2011].

<sup>(12)</sup> European Commission. Communication on an agenda for new skills and jobs: a European contribution towards full employment. COM(2010) 682 final, 23.11.2010. Available from Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0682:FIN:EN:PDF> [cited 22.06.2011].

<sup>(13)</sup> Council of the European Union. Council resolution on a renewed European agenda for adult learning, *Official Journal of the European Union*. C 372 of 20.12.2011. Available from internet <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0001:0006:EN:PDF>. The agenda defines adult learning as follows: a vital component of the lifelong learning continuum, covering the entire range of formal, non-formal and informal learning activities, general and vocational.



adult learning <sup>(14)</sup> can contribute substantially to economic development and to achieving Europe's 2020 headline targets for education and training.

Young people's educational attainment is in general higher than that of older age groups, nevertheless tackling early school-leaving remains crucial. In the EU, 14.1 % of 18 to 24 year-olds had less than upper secondary education and were not in further education and training in 2010 <sup>(15)</sup>. Only a few countries have reached the target of less than 10%, which has now become one of Europe 2020's headline targets.

Poorly-qualified people face a higher unemployment risk and are less likely to participate in training. They risk getting trapped in a vicious circle, as they have a higher risk of poverty which, in turn, may affect their access to education and training or employment <sup>(16)</sup>. The more so, as demand for skills at a higher level is increasing even in elementary jobs. The flagship initiative 'A European platform against

poverty and social exclusion' <sup>(17)</sup> aims at preventive actions to break the cycle of disadvantage.

Youth unemployment remains most frequent for early school-leavers who have not acquired any qualification. Among Europe's 25 to 34 year-olds, for instance, 21.5% of those with low qualification levels (ISCED 0-2) were jobless in 2010, compared to about 10% with medium-level (ISCED 3-4). Evidence <sup>(18)</sup> indicates that medium-level qualified graduates from vocational streams are less likely to be unemployed than those from general education. However, as a Eurobarometer carried out in 2011 <sup>(19)</sup> suggests, those who leave education and training early with low qualifications are the least convinced about VET's benefits.

One objective is to ease young people's access to employment. This is reflected in the envisaged benchmark for employability and focus on key competences <sup>(20)</sup> and (quality of) guidance services for young people in the Council recommendation on policies to reduce

<sup>(14)</sup> The renewed agenda understands adult learning as follows: a vital component of the lifelong learning continuum, covering the entire range of formal, non-formal and informal learning activities, general and vocational, undertaken by adults after leaving initial education and training. Lifelong learning covers learning from pre-school age to post-retirement.

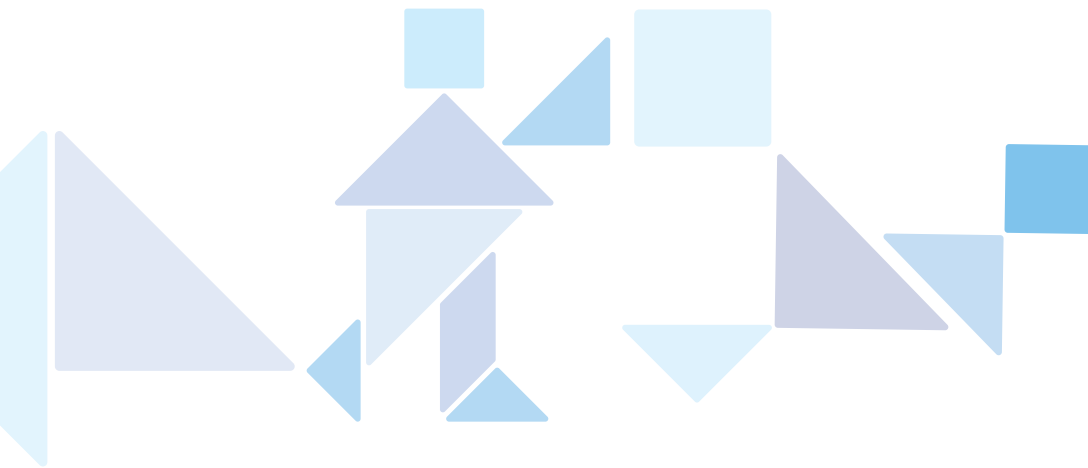
<sup>(15)</sup> Eurostat. Labour force survey, date of extraction 15.7.2011.

<sup>(16)</sup> Eurobarometer. Special Eurobarometer 321 on poverty and social exclusion. February 2010. [http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_321\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_321_en.pdf) [cited 15.7.2011].

<sup>(17)</sup> The European platform against poverty and social exclusion: A European framework for social and territorial cohesion. Brussels, 16.12.2010. COM(2010) 758 final. Available from Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0758:FIN:EN:DOC> [cited 1.8.2011].

<sup>(18)</sup> Forthcoming Cedefop analysis of the 2009 ad hoc module of the EU labour force survey.

<sup>(19)</sup> European Commission, Attitudes towards vocational education and training. Special Eurobarometer 369 EB75.4. (Fieldwork, June 2011). September 2011. Available from Internet: [http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_369\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_369_en.pdf) [cited 17.11.2011].



early school-leaving<sup>(21)</sup>. Acknowledging VET's potential as an alternative option for learners, it advocates raising VET's status and quality and ensuring pathways to higher education. Reinforced language learning<sup>(22)</sup>, a mobility benchmark and programmes to help achieve it should give VET learners more opportunities to gather working or learning experience abroad. By 2020, at least 6 % of 18 to 34 year-olds should have had such an opportunity during their initial VET<sup>(23)</sup>.

The 'European semester' guidelines refer to VET and specifically apprenticeship to help retain and reintegrate more young people into education and training. Preparing for a wide range of occupations, apprenticeship-type schemes offer training opportunities for different talents and contribute substantially to a competitive labour force. The European Commission has set a target of at least five million young people in Europe to be enrolled in apprenticeship training by the end of 2012<sup>(24)</sup>.

'Youth on the move' aims to improve attainment levels not only by promoting workplace learning opportunities but also by recognising skills and competences acquired by various forms of training, such as volunteer work, for example. Skills that are not recognised are often not used. This is not only a missed opportunity for businesses but also affects employability or job quality of individuals. Validation of non-formally and informally acquired skills can motivate people to engage in further learning and help them improve their employability and career prospects, as the (forthcoming) Council recommendation on validation of non-formal and informal learning will point out.

The Bruges communiqué also stresses the need to promote excellence in VET. Developing VET at high qualification levels aims to make enterprises more productive and competitive, but also fosters employability and helps people to shape their careers.

With its seven flagship initiatives, Europe 2020 sets the framework for detailed policies

<sup>(20)</sup> European Parliament; Council of the European Union (2006). *Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning*. Official Journal of the European Union, L 394, 30.12.2006. Available from Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF> [cited 22.06.2011].

<sup>(21)</sup> Council of the European Union. *Recommendation on policies to reduce early school-leaving*. Brussels, 7 June 2011 (OR. en) 10544/11 EDUC 100 SOC 424. Available from Internet: [http://ec.europa.eu/education/school-education/doc/earlyrec\\_en.pdf](http://ec.europa.eu/education/school-education/doc/earlyrec_en.pdf) [cited 22.06.2011].

<sup>(22)</sup> Council of the European Union. Conclusions on language competences to enhance mobility. Available from Internet: [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/educ/126373.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/126373.pdf) [cited 19.12.2011].

<sup>(23)</sup> Council of the European Union. Conclusions on a benchmark for learning mobility. Available from Internet: [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/educ/126380.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/126380.pdf) [cited 19.12.2011].

<sup>(24)</sup> The estimated baseline was 4.2 million based on 2008 data. European Commission. Communication on Youth on the Move. An initiative to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union. COM(2010) 477 final. Brussels 15.9.2010. Available from Internet: [http://ec.europa.eu/education/yom/com\\_en.pdf](http://ec.europa.eu/education/yom/com_en.pdf) [cited 1.8.2011].



and initiatives. Integrating different policy areas, annual growth surveys inform ex-ante policy coordination (European semesters) and guide national reform programmes to promote economic recovery and successful responses to today's challenges. Education and training, including VET, is a central issue in this process.

Medium-term targets combined with short-term commitments will help to assess national policy agendas and actual progress against these EU goals. In addition, country-specific recommendations on economic and employment issues also require consideration of national policies and targets. The recommendations form the basis for assessing national programmes in the following year and are supplemented by complementary EU actions.

'European semester' recommendations on lifelong learning issues draw on results of education and training monitoring, including

follow-up to the Bruges communiqué. Member States are also encouraged to link closely education and training, employment and related policy areas and implement integrated (employment) guidelines for lifelong learning <sup>(25)</sup>. Employment and education committees of the Council have agreed to cooperate closely to discuss progress and ensure education and training's key role <sup>(26)</sup>.

Effective coordination of Member States' economic and employment policies is key to Europe's efforts to stabilise and reinforce its labour markets. Policy actions and guidelines in 2012, will be influenced by crisis-related measures. However, in the context of budgetary constraints growth-enhancing investment in areas such as education should be given priority, as the European Council stressed in its conclusions of 4 February 2011 <sup>(27)</sup>.

<sup>(25)</sup> Integrated employment guidelines:

No 8: Developing a skilled workforce responding to labour market needs and promoting lifelong learning.

No 9: Improving performance of education and training systems at all levels and increasing participation in tertiary or equivalent education.

<sup>(26)</sup> Council of the European Union. Conclusions on the role of education and training in the implementation of the 'Europe 2020' strategy. *Official Journal of the European Union*, C 70, 4.3.2011, p. 1-3. Available from Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:070:0001:0003:EN:PDF> [cited 20.5.2011].

<sup>(27)</sup> European Council. Conclusions 4 February 2011. Available from Internet: [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/ec/119175.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/119175.pdf) [cited 19.12.2011].

### 3. MEDIUM-TERM PRIORITY 1

## Supporting modernisation of VET systems



Following Cedefop's mandate in the Copenhagen process to support policy development and provide evidence for policy-making in VET, confirmed in the Bruges communiqué<sup>(28)</sup>, the Centre will continue to:

- (a) monitor, assess and report on progress towards the 2020 strategic objectives for European cooperation in VET and short-term deliverables; and
- (b) support the European Commission, Member States and social partners in further developing and implementing common European tools and principles.

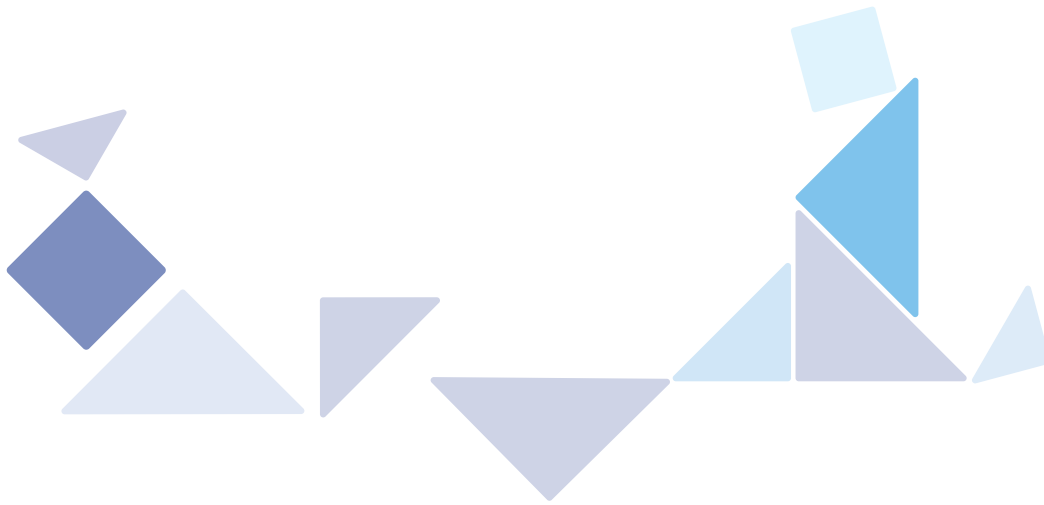
Cedefop will also assist the Commission and Member States in preparation of European semesters of economic policy coordination, namely by supporting country-specific analyses of national VET reforms.

### Monitoring, analysing and reporting on policy developments

Under the Cypriot Presidency, Cedefop will deliver a first intermediary review of progress achieved by countries participating in the Copenhagen process in implementing 22 national short-term deliverables defined in the 2010 Bruges communiqué. Relying on Cedefop research and systematic comparative analyses, this review of VET policy developments in Europe will use qualitative and quantitative data as well as information collected from ReferNet. Stocktaking of progress in meeting the short-term deliverables will include a country by country review as well as overall analysis by Cedefop to inform further policy developments. The review will be presented to Directors-General for Vocational Training (DGVTS) and will feed into Council conclusions on VET in November.

<sup>(10)</sup> '... support policy development and implementation, to report on progress towards the strategic objectives and the short-term deliverables, and to provide evidence for policy-making in VET ...'; Bruges communiqué, December 2010.





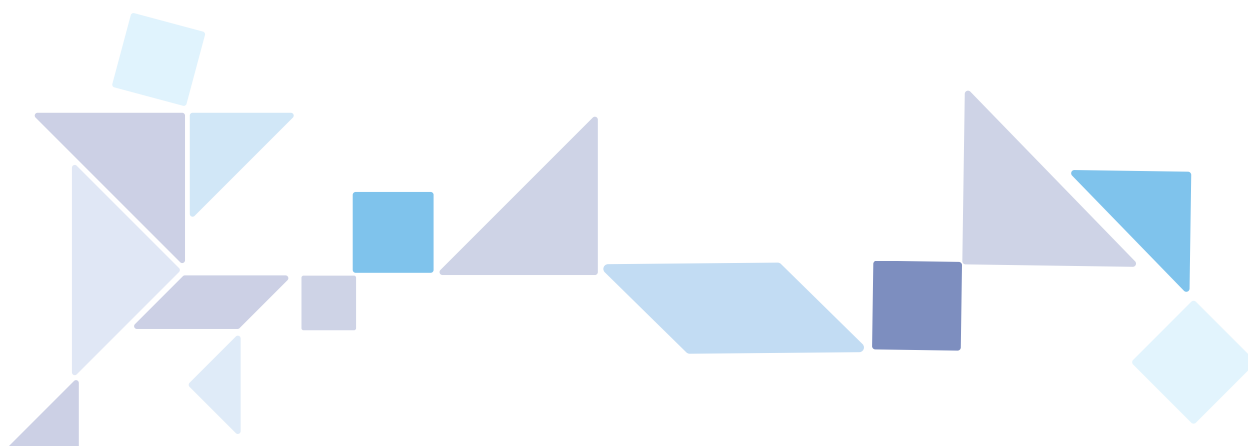
In addition, and to contribute to continuous follow-up of VET developments at European level, selected content input ('thematic snapshots') will be provided for DGVT meetings and the Advisory Committee on Vocational Training (ACVT). Cedefop's thematic snapshots will be aligned with the 'semester themes' agreed between the DGVTs, European social partners and the European Commission for 2012, namely: 'VET-business cooperation' (first semester) and 'Permeability, higher level VET and mobility' (second semester).

To support analysis of policy developments with quantitative data and through better exploitation of available statistics and indicators on VET, new statistical reviews and indicators, suitable for policy reporting, will be developed. Cedefop will, in parallel, continue improving availability, relevance and quality of data as well as methods and tools for data collection at European and international levels. Prioritised areas for (statistical) data development and analysis are learning and labour market transitions, adult learning and continuing vocational training in enterprises. Using respective Eurostat surveys (labour force, adult education and continuing vocational training), Cedefop will carry out an in-depth data assessment and statistical analysis to provide insights into European and national trends. The Centre will also continue to contribute to the implementation of the new ISCED nomenclature in education and training statistics.

Cedefop's comparative analyses of selected policies and initiatives in countries participating in the Copenhagen process will feed into policy

reporting and informing on VET developments. In 2012, the Centre will provide information on national strategies, policies, measures and institutional set-ups to promote internationalisation and geographical mobility for learning purposes in VET. In particular, it is necessary to identify factors that boost or inhibit learners' participation in mobility measures in European countries. In addition, results of a pan-European study on policies to make initial VET an attractive learning option will be validated by stakeholders. This study pays particular attention to factors and determinants of attractiveness in different countries considering their socioeconomic and institutional contexts as well as needs and perceptions of different stakeholders. Examples of effective policy initiatives raising attractiveness of VET will be reviewed.

Drawing lessons from evaluation of Cedefop's reference network for VET (ReferNet) and following signature of new framework partnership agreements with ReferNet grant beneficiaries for the period 2012-15, ReferNet will contribute to monitoring policy developments (as described above), and provide descriptions of VET systems. Following Presidencies of the EU in 2012, Cedefop will publish, in collaboration with respective ReferNet members, 'Short descriptions of VET' in Denmark and in Cyprus.



## Common European tools and principles, learning outcomes and qualifications

In 2012, Cedefop's work will focus on supporting implementation at national and sectoral levels and initiatives to increase synergies and coherence between tools. This coherence is critical for their relevance and practical usefulness to citizens, and should help them to make full use of their knowledge, skills and competence on the labour market or in further learning.

Cedefop will continue to coordinate - jointly with the European Commission - the EQF advisory group. A key activity will be further development of annual mapping and analysis of national qualifications frameworks (NQFs) in Europe. Outcomes will feed directly into the referencing process, in which countries relate their national qualifications levels to the EQF and which will be concluded in 2012 by the majority of countries. To deepen analysis of NQF developments and to provide evidence on reliability of learning outcomes-based levels, a study will be initiated focusing on a selection of qualifications related to EQF level 5. Another focus will be examination of potential benefits of qualifications frameworks for certificates and diploma awarded at international level, for example by sectors and branches. Additional emphasis will be given to dissemination of Cedefop's work on NQFs, in particular by improving web services and establishing links to the new EQF platform as well as the ETF platform addressing international qualifications

frameworks' developments. In cooperation with the ETF and Unesco institute for lifelong learning, a 'global' review of NQF developments will be published.

Cedefop, with the European Commission and EQAVET network, will endeavour to strengthen the link between EQF and quality assurance arrangements at European and national levels to support recognition of qualifications. Building on outcomes of the study on quality culture in training institutions (through implementation of internal quality management systems), Cedefop will continue to explore training and learning needs in various sectors and their relation to quality. Cedefop will also analyse quality approaches to informal training/learning in SMEs to identify barriers and positive factors for effective training practices and policies.

Cedefop will support ESCO – European taxonomy on skills, competence and occupations – in development of a qualifications pillar, thus, ensuring a direct link to EQF and NQF developments. Cedefop participates in the ESCO Board and provides advice on non-occupation specific skills as well as links between the occupation, skills-competence and qualification pillars of the initiative. Two studies will be finalised and disseminated in 2012:

- (a) *The role of qualifications in governing professions and occupations* will provide a better understanding of how and to which extent qualifications are used to regulate access to and practice in occupations and professions and how this relationship (between qualifications and occupations) is changing; and



- (b) *Cooperation between education and training and the labour market in renewing VET* will analyse the different forms this dialogue takes in different countries and increase understanding of political and social commitment levels underpinning national systems.

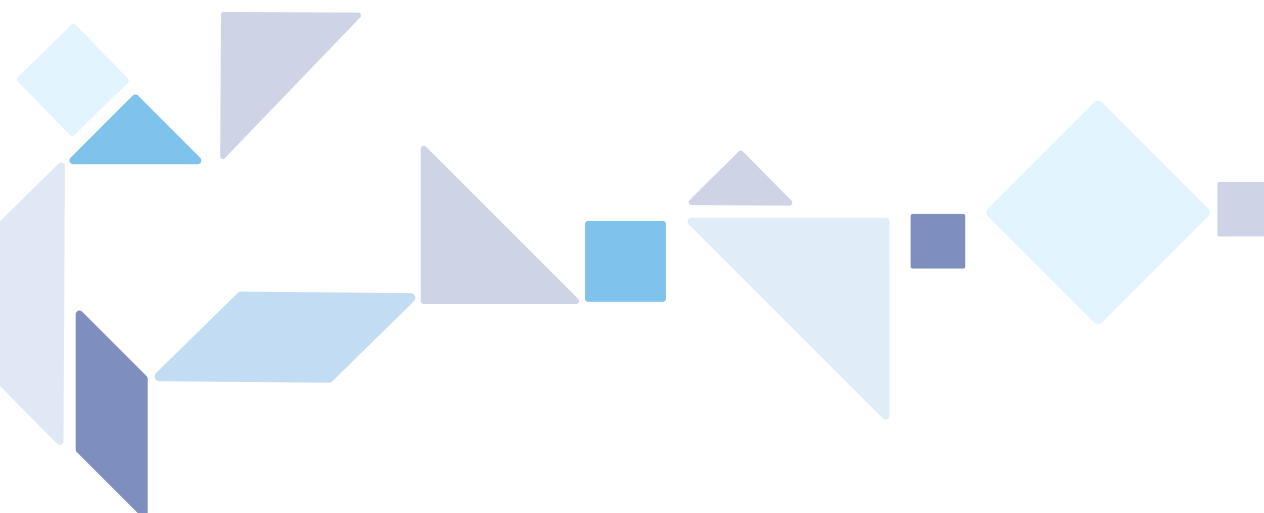
To support the 2012 deadline set by the European ECVET recommendation <sup>(29)</sup>, Cedefop's annual ECVET monitoring will focus on implementation strategies and conditions and measures necessary for gradual implementation of ECVET. Monitoring will reflect ECVET developments in Member States, also relating them to the status quo of NQF developments. Its outcomes will provide input to the ECVET forum that the European Commission will organise jointly with Cedefop in the first half of 2012. To prepare for the large-scale evaluation of ECVET in 2014, Cedefop will launch a study to identify possible methodologies for assessing ECVET implementation in a comparative research perspective. Work will also extend to experience exchange groups (communities of practice) for supporting ECVET in Europe and on learning outcomes and unitisation in VET, which is highly relevant to credit transfer systems. Continued support for European ECVET governance will be provided.

In close cooperation with the European Commission, Europass development will continue on redesigning the Europass website, including the CV and language passport online tool, and on improving interoperability of the Europass CV with employment services. A specific new project is development of the European skills passport (ESP) and its integration into the Europass portfolio which comprises conceptual work as well as adaptation of the technical platform (IT application).

Cedefop will continue providing analytical and practical support to stakeholders introducing and/or using the learning-outcomes approach in implementation of common tools and principles. Related actions include coordinating – jointly with the European Commission – the learning outcomes group (LOG). Building on Cedefop's previous work, an analysis will be carried out on how the learning-outcomes approach affects teaching and learning practices.

A study on learning-outcomes-based curricula in VET will analyse developments in 32 countries and provide a solid base for how to define and describe curricula. Results of the study on assessment of learning outcomes in VET will provide a better understanding of current assessment methodologies and practices used in initial VET in 32 countries and

<sup>(29)</sup> The recommendation foresees that necessary conditions have been set up for introduction of ECVET in 2012.



how they respond to challenges posed by the shift to learning outcomes. Findings of the two complementary studies on curriculum and assessment policies and practices will be disseminated. The aim is to bring together developments in different components of VET in relation to learning-outcome approaches and to discuss typologies of key competences and learning outcomes in different countries, sectors and professions. Building directly on the above outcomes, a new study will be launched in 2012 to explore emerging evidence on the benefits of outcome-oriented curricula for learners and to analyse the correlation between learning processes and learning outcomes.

In 2012, Cedefop will disseminate results of its study on permeability in VET. The study includes a typology of permeability mechanisms in education and training, their rationales, strengths and weaknesses. Specific attention will be paid to the role of credit arrangements (including ECVET and ECTS). Building on the outcomes of this study, Cedefop will analyse governance patterns and partnerships for permeability in education and training. Analysis will focus on systems and institutional settings supportive of permeability, with specific focus on the links between VET and HE. Results of Cedefop's activities in permeability will inform directly the semester theme of the Cypriot Presidency (Permeability, higher-level VET and mobility).

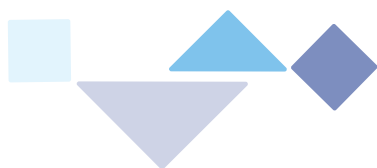
Cedefop will support the European Commission in follow-up to the recommendation on validation of non-formal and informal learning. Priority is given to disseminating the European inventory on validation (updated 2011) and linking it (electronically) to the updated European validation guidelines to present both initiatives as one, interoperable, instrument.

### Study visits

In 2012, work will focus on capturing outcomes and impact of study visits and disseminating them to the programme's target groups and to EU education and training stakeholders. This includes targeted dissemination of results on selected topics, such as quality assurance in education training, acquisition of key competences for employability, and transition of young people from education to employment. Cedefop will assess impact of the programme on participants and host institutions and identify common issues and trends over the past three (academic) years. It will also continue to identify and disseminate good examples of policies and practice and ensure that the content and outcomes of study visits are relevant to the European education and training policy agenda as well as to policy- and decision-makers, including social partners.

## 4. MEDIUM-TERM PRIORITY 2

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



### Adult and work-based learning

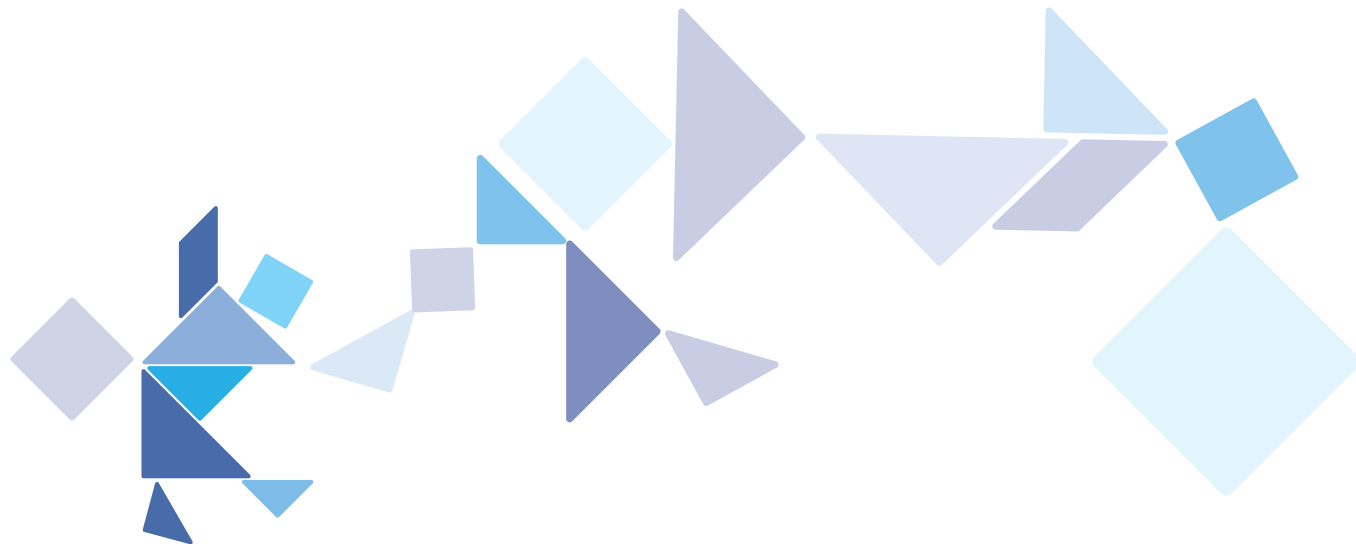
Cedefop's work and studies on adult learning contribute directly to implementation of the priorities set at EU level, including the Bruges communiqué and renewed European agenda for adult learning<sup>(30)</sup>. Cedefop will support the European Commission by providing expertise and advice to the relevant working groups. Results will also feed into the planned Commission's policy handbook on access to and participation in CVET. In the field of work-based learning in initial VET including apprenticeship systems, content and expertise will be provided to the European Commission for development of a policy handbook. Cedefop also contributes to the steering of a Commission study on work-based learning models. Work-based learning, and in particular apprenticeships, are increasingly recognised as an efficient way to acquire occupational skills and key competences. It is a specific objective of EU policy to increase the number of apprenticeships in 2012.

For lifelong and lifewide learning, work-based learning also becomes increasingly important for adults. Cedefop will intensify its work in this field. Final outcomes of the study on how skills development can support innovation in enterprises will be available and disseminated in 2012. The study looks at work organisation processes that stimulate business performance and innovation, while enabling employees to

develop their skills on-the-job. The study's outcomes will provide background information for the VET-business forum (2012) of the Commission. Another study – **Return to work: work-based learning and the reintegration of unemployed adults into the labour market** – will analyse the design and effectiveness of work-based learning programmes and provide key messages for policy- and decision-makers and for those who design and implement such programmes. Final results of the study are expected by the end of 2012 and will provide input for the Commission's forthcoming **Vademecum of best practices on inclusion of at-risk groups through a combination of work-based learning and key competences**.

Validation of non-formal and informal learning has a key role to play to identify and value skills and competences of adults in the workplace. In 2012, Cedefop will publish results of its study on use of validation for recruitment and career management in European enterprises. The study will give new insights into challenges and opportunities in this field, in particular on how competences and learning outcomes are identified, assessed and valued. It will also give a first indication of the relevance of validation to the labour market. Results will provide a basis for intensified dialogue with social partners and governments on how to promote further cost-efficient and high-quality approaches. It is planned to disseminate the study's outcomes at

<sup>(30)</sup> <http://register.consilium.europa.eu/pdf/en/11/st16/st16743.en11.pdf>.



a conference on validation to be jointly organised with the European Commission.

To contribute to the European year for active ageing and solidarity between generations 2012, raise awareness on the role of learning and capitalise on Cedefop's research and analysis, a conference will be organised to share evidence on the relationship between ageing, learning and working and improve effectiveness of active ageing policies. Based on outcomes of the 2011 conference *Learning later in life: uncovering the potential of investing in an ageing workforce* (jointly organised with the European Commission), a publication will be released in Cedefop's series **Working and ageing**. The study on how guidance can support active age management in working life – to be finalised in 2013 – will support these activities.

Cedefop will continue to support the Commission's activities on entrepreneurship education and examine the role of lifelong guidance and counselling. Entrepreneurship education has not yet become a standard part of VET curricula or in secondary or tertiary education and needs to be reinforced to close existing gaps. In 2012, Cedefop will also analyse how national policies and strategies address guidance needs of adult immigrants as well as how they support labour market integration of migrant workers.

Trainers in VET are at the front line of a broad range of policy initiatives related to lifelong learning, employment and VET reforms. There is increased interest at policy level in trainers, reflected in several European, national and sector-based initiatives. In 2012, Cedefop will

coordinate – jointly with the European Commission – the thematic working group on trainers in VET set up under the open method of coordination (OMC). Building on the group's feedback and Cedefop's previous work in this field, a study on competence requirements and certification processes of in-company trainers will be published.

Promoting adult learning and CVET also depends on capacity to identify adequate and effective incentives to motivate individuals. In September 2012, building on research carried out by Cedefop since 2007, a comprehensive comparative analysis of financing CVET will be published, covering all EU Member States and bringing together evidence on effectiveness, efficiency and equity of different cost-sharing instruments (training funds, tax incentives, vouchers/individual learning accounts, saving schemes, loans, training leave and payback clauses). Findings will also feed into the policy handbook to be prepared by the Commission. In 2012, Cedefop will expand its analysis to effective strategies combining financial and non-financial incentives to reach individuals and groups usually underrepresented in CVET, such as low-skilled, migrants or long-term unemployed. Cedefop will aim to identify effective and new ways to pool incentives and resources for CVET. Finally, Cedefop will organise in September – with DG EAC - a conference on financing strategies and benefits of investing in adult learning. The conference will share the evidence emerging from four year of Cedefop's research on financing VET as well as the economic and social benefits of learning.



## Individuals' learning and work trajectories, careers and transitions

Throughout 2012, Cedefop will disseminate findings of its analysis on labour market outcomes of VET, investigating aspects and outcomes of transitions from education to work. The analysis is based on data from the labour force survey ad hoc module on entry of young people to the labour market where, for the first time in an international household survey, information on VET has been collected for all EU countries. The study will show features of labour market transition of young people graduating from different education and training pathways, including VET. This will shed light on comparative advantages of various qualifications at the stage of entering the labour market.

In parallel, research on how lifelong learning supports career transitions of adult workers will be carried out based on individual biographies. Such a qualitative approach should provide insights into the role of VET and various forms of skills development in successful careers and working life transitions.

In 2012, Cedefop will put together results of its extensive research on economic and social benefits of VET to provide an integrated and, as much as possible, comprehensive view of the benefits of training. Cedefop has investigated how individuals benefit in terms of employment opportunities and higher wages, as well as improved satisfaction with life and health benefits. The research also explores the

benefits for enterprises and economic sectors in terms of improved productivity, innovation capacity, job satisfaction and employees' commitment to the firm. Finally, this work extends to the benefits for economies and society in terms of faster economic growth and improved social cohesion. Results and their implications for policy will be debated at a conference organised in cooperation with DG EAC (see above) and will provide input for the Council conclusions on 'equity and excellence in VET' foreseen for the second half of 2012.

Supporting DG RTD, Cedefop will contribute to steering and monitoring a Euro 2.7 million research programme *Lifelong learning, innovation, growth and human capital – Tracks in Europe*. Cedefop contributed to the thematic definition of this strand of the seventh framework programme on socioeconomic research on *Lifelong learning in Europe: appropriate skills for sustaining better jobs*. Results of various projects under this strand of the seventh framework programme will provide further evidence.



## 5. MEDIUM-TERM PRIORITY 3

# Analysing skills and competence needs to inform VET provision

As in 2011, Cedefop will continue to support development of the EU's 'Skills panorama' to be released in autumn 2012. The panorama, available online, will improve transparency of skills and labour market intelligence in Europe. Various strands of Cedefop's work on analysing skill needs will feed into the panorama. To accompany and support launch of the European skills panorama, Cedefop will publish in October 2012 a first skills report entitled *Skills for all – Enabling job-rich growth in Europe* (working title). The report will analyse evidence and combine key findings of various data sets and strands of research on skills needs in Europe, using the wealth of data available in the panorama. The publication will articulate evidence around the three pillars of Europe 2020 strategy demonstrating how skills contribute to smart, sustainable and inclusive growth.

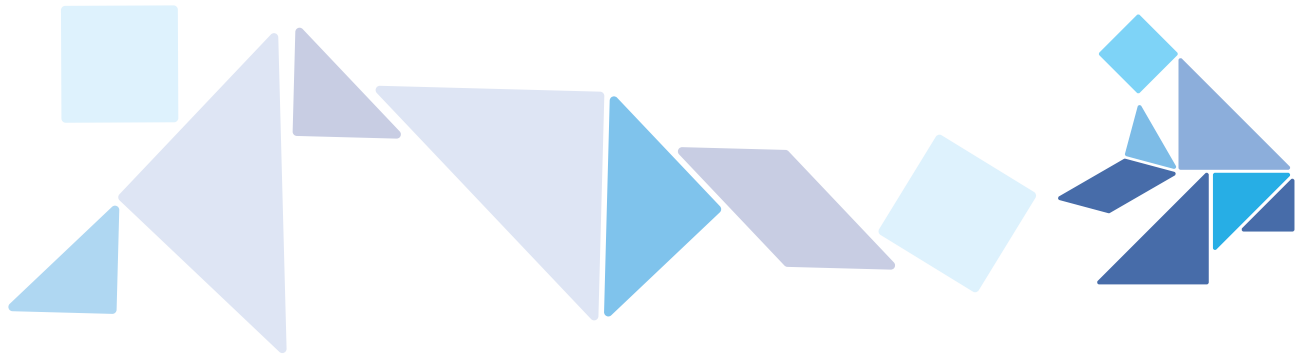
In March 2012, with the European Commission, Cedefop will release its new skills forecasts until 2020. These forecasts will assess impact of the recession on skills demand and supply in Europe. Results will be based on a refined methodology and will explore the impact of various policy scenarios on skill needs. The forecast results for Europe, by country, sector, occupation and qualification will be accessible online through a user-friendly tool, while Cedefop's publication will analyse and interpret trends in demand and supply for skills and qualifications, potential imbalances and their implications. The new forecast will be important input to the skills panorama of the European Commission.

During the first semester of 2012, the methodology developed for a first international employer survey on emerging skill needs in enterprises will be piloted in several European countries. The pilot will focus on testing the measurement concept and statistical methodology, including availability of relevant data in enterprises. Cedefop will then analyse and release the pilot results, finalise the survey instruments and make recommendations to the European Commission for scaling up of the survey to the whole European Union.

Research investigating causes and consequences of mismatch between individuals' skills and their jobs' requirements will continue to focus on vulnerable groups, paying attention in 2012 to the unemployed reintegrating the labour market and people experiencing other forms of labour market transitions. In parallel, a new strand of research on skill mismatch in enterprises, exploring their dynamics and consequences will be initiated. The relationship between human resource practices in enterprises and incidence and consequences of skill mismatch will be explored, in particular recruitment and training and career development strategies. The European and national data infrastructure for addressing issues of skill mismatch in enterprises will be further evaluated and potential synergies with Cedefop's international employer survey on emerging skill needs in enterprises explored.

Supporting the shift towards a resource-efficient and sustainable economy, through adaptation of skills and training systems will remain a focal point. In 2012, Cedefop will



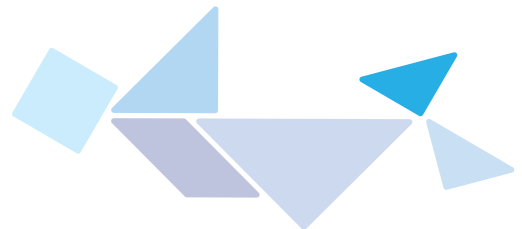


release results of a study on green skills and environmental awareness in VET, where challenges and priorities for green skills will be identified to ensure that education and training systems can respond to needs of businesses and contribute to sustainable growth. Skills necessary for developing and implementing technologies for renewable energies will be reviewed in another study. Due to the urgency of transforming the ways in which Europe uses energy from different sources, it is important to gain better insight into implications of sustainable energy scenarios for employment and skill needs. Further mapping of the nature and demand for evolving skills across key sectors and occupations shall support VET policies and provision to respond effectively to the challenges and opportunities of a greener Europe. The first international green skills forum will be organised in cooperation with the OECD early in 2012. The forum will draw lessons from international work on implications of the green economy for skills development and training policies.

Timely and sector-based short-term information allowing institutions and stakeholders to react quickly to labour market developments helps to avoid shortages or mismatch. As part of a comprehensive approach to analysis of skill needs, Cedefop will explore how to complement existing tools, methods and data with short-term sector-based information on labour market trends and skill needs. In 2012, Cedefop will review and analyse methods which have been successfully applied nationally and feasibility of transferring them to European level.



## 6. Communication, information and dissemination



### External communication

Cedefop will support the European year of active ageing and intergenerational solidarity. Cedefop's key messages will raise awareness of how VET can help older workers to update their skills and how continuing VET contributes to avoiding mismatches, secures employability and opens up career chances for adults.

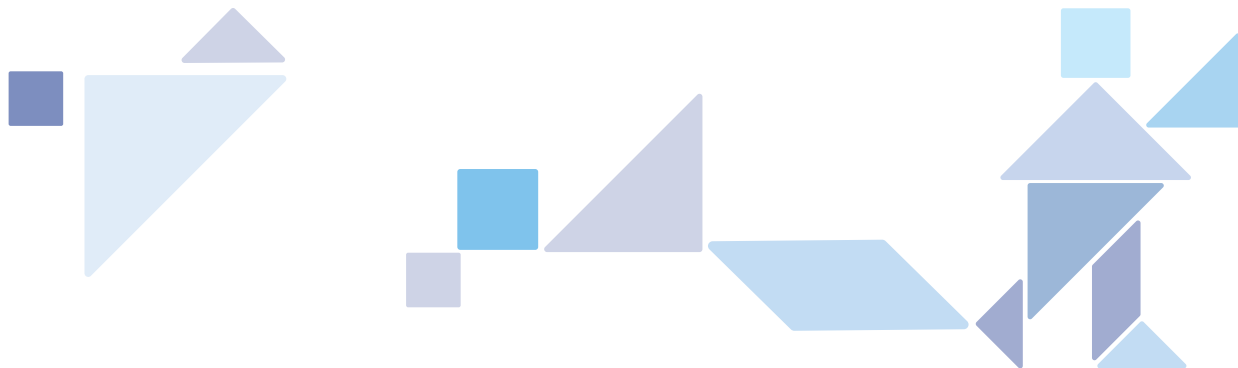
More generally, Cedefop's communications policy aims to raise the profile of VET by disseminating clear, reliable, and timely information. This includes disseminating results of VET research effectively to various target groups.

Cedefop cooperates closely with European institutions in its communication policy. It provides information, by way of background documents and contributions (such as presentations) for events and initiatives, position papers, etc. of the European Commission, European Parliament, and the Council, as well as the Economic and Social Committee and the Committee of the Regions. In 2012, Cedefop will, for example, continue to coorganise events with members of the European Parliament on VET issues.

Further refinements of the Centre's communication to key 'clients' (stakeholders) and provision of VET information targeted at the wider public are foreseen. Efforts will continue to exploit better possibilities of reaching national audiences through cooperation with ReferNet and Governing Board members which already started in 2011. Cedefop will continue to support social partners and Member States, particularly EU Presidency countries (Denmark and Cyprus), in preparing VET-related events and disseminating information at national and EU levels.

Responding to needs of policy-makers, including social partners and other stakeholders such as researchers and practitioners, Cedefop aspires to be an open and authoritative source of information on VET. About 10 editions of Cedefop's electronic newsletter provide information on recent developments in VET and at Cedefop.

More specific needs of policy-makers are addressed through briefing notes (policy briefs) which communicate concisely the main results of important and policy-relevant VET issues. The wider public is mainly addressed through



press releases which have been further developed. In 2012, the media (national and European newspapers, radio and TV) will also receive regular press releases.

Cedefop will continue to concentrate its dissemination activities on electronic media. Cedefop's web portal ([www.cedefop.europa.eu](http://www.cedefop.europa.eu)) is at the centre of Cedefop's information dissemination. It gives access to Cedefop's publications and provides continuously updated information structured by VET themes. Specific tools such as VET in Europe provide updated information on specific issues, for example, national VET systems. Cedefop will further improve accessibility and usability, focusing on key pages (homepage, themes and publications section). The Centre will implement a new search mechanism and introduce user segmentation techniques into its web statistics measurements.

Cedefop's social media activities (Facebook and Twitter) will be refined to increase information exchange and encourage feedback from stakeholders and EU citizens. The target is to expand Cedefop's social media audience and increase the number of Facebook and Twitter followers by 20 % in 2012.

As in previous years the Centre will engage in local activities to raise awareness of Cedefop's contribution to European VET policy and increase Cedefop's visibility in its host

country. Several activities are organised in cooperation with the agency network and other European organisations and representations in Greece. This includes Cedefop's visitors service which welcomes every year delegations and individuals from Greece, other European countries and overseas who visit the Centre to learn about the organisation and its work on VET issues. Besides a regular information session for VET stakeholders in the north of Greece, Cedefop cooperates with the city of Thessaloniki, the Perifereia of Northern Greece and the Greek Ministry of Education in implementation and practical application of European tools and skill needs anticipation by providing conceptual and consulting services and by participating in working groups.

In 2012, Cedefop in cooperation with the Thessaloniki Museum of Photography, will award for the fourth time an international prize for portfolios visualising training in a work context. Besides PR effects and increased visibility by contributing to cultural activities in Thessaloniki, the prize also gives Cedefop the possibility to use subject-related photographic images in its publications at no additional cost.



## Documentation and information

Continuous update of Cedefop's bibliographical database (VET-Bib), the most comprehensive and up-to-date collection of VET literature in Europe, guarantees that Cedefop can also satisfy future (outside) requests from policy-makers, experts and citizens. It is also an important resource for Cedefop's own researchers. Following a decision to streamline activities of ReferNet members, the library services at Cedefop will explore and incorporate alternative ways to ensure that updates of the bibliography on VET in Europe cover all major European and national VET publications.

The library maintains close contacts with libraries of other European institutions which serve as multipliers for disseminating Cedefop's information. Cooperation with other databanks and web-based services duplicating Cedefop information, either in full or in excerpts, such as cooperation with Eurydice, also serve as multipliers for VET information. So are links on websites of other organisations directing users to Cedefop's web portal.

The library and documentation service is also responsible for Cedefop's record management and archive. In 2012, the records registration system, currently used to register incoming documents, will be extended to allow for registration of internal and outgoing documents.

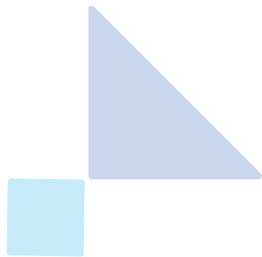
## Publications and content management

Cedefop's communication strategy makes electronic publication the standard format for disseminating our work. In 2012, publishing activities will continue to focus on a limited number of flagship publications (supporting flyers, brochures and announcements) and briefing notes, newsletters and press releases. Most reports are however published as online research and working papers and are printed in limited numbers only on demand.

Print and online information are presented in user-friendly formats, whenever possible edited and designed according to needs of the target audience and in accordance with Cedefop's corporate identity.



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



2012, Cedefop's performance management system will be in its third year of application. After concentrating on establishing indicators in the implementation process, further developments will focus on streamlining data collection and presentation of results. This includes efforts to enrich interpretation of results with qualitative information, also requested by Cedefop's Bureau members.

These efforts complement actions to develop further planning and reporting procedures and improvement of relevant statistics. In particular, estimating costs and expenditure and monitoring budget implementation will be further refined.

Attempts by the Court of Auditors to implement benchmarking between agencies may also have an effect on Cedefop's performance measurement system (PMS) and quality and impact indicators in the PMS will be further developed.

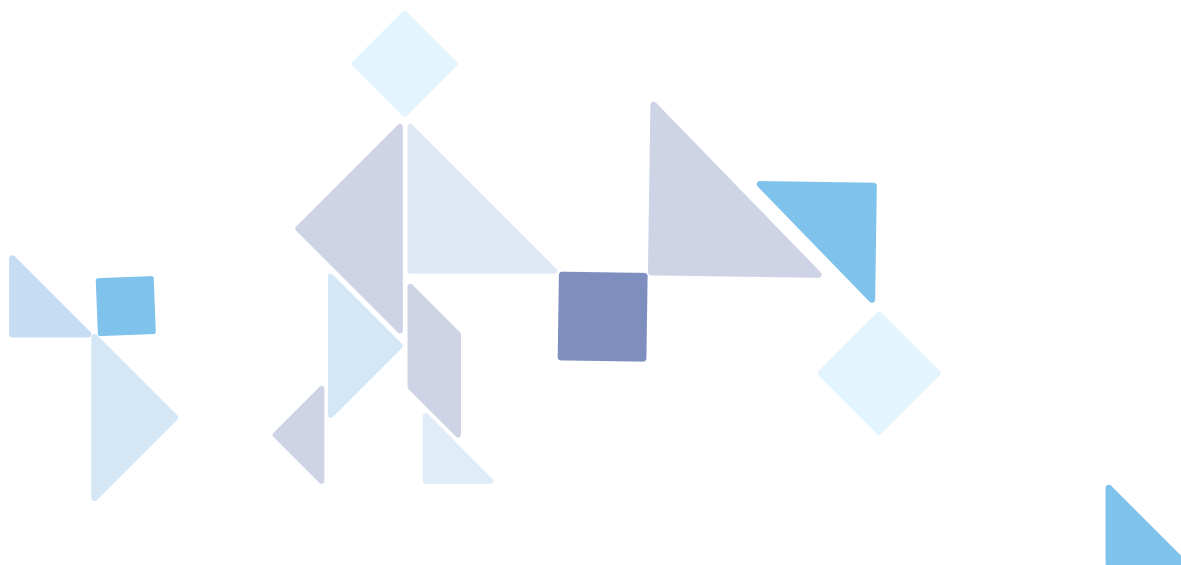
Cedefop will conduct an internal staff survey to analyse the working climate and "hygiene" to improve HR management and ensure that working conditions at the Centre support an efficient working climate, ensure fair treatment, and allow staff to develop their potential.

According to plan, repairs to the building should be completed by summer 2012. On completion of the repairs, Cedefop will implement maintenance works and renovations such as painting the façade, revamping the conference technology, and other works postponed because of the repair works. Completion of the works will allow Cedefop to regain full use of its internal conference facilities.

Cedefop will continue to work on a comprehensive long-term ICT strategy towards e-government/administration at Cedefop, although no major IT developments are foreseen in 2012. Projects will focus on ICT support with smaller applications and upgrading available IT tools to improve their efficiency, and more substantial IT applications for operational activities such as the European skills passport or web tools.

Improvements of the internal control system will be put in place based on recommendations from audits, evaluations and internal ex-post controls of earlier actions.

In 2012, the (regular) external evaluation of Cedefop will be conducted by the European Commission. It will require support and input from Cedefop's services. Depending on availability of results, follow-up actions may also be required.



Likewise, Cedefop will follow up the findings and recommendations of the interinstitutional working group on agencies.

Cedefop updated its **risk assessment and management policy** in autumn 2011 to reflect recent developments. The risk assessment which is a form of ex ante evaluation anticipates probabilities of failures to achieve planned objectives (at the level of Cedefop's planning of next year's work programme). In a two-pronged approach – one, concerning generic issues from a management perspective, the other focussing on specific projects from project managers' and heads of areas' perspectives – risks are assessed. Their probability combined with the importance of the issue or project for Cedefop (impact) results in a risk indicator. Standard procedures and instruments which are generally applied already mitigate some of the risks and are considered in the risk assessment.

In the **risk assessment for the work programme 2012**, Cedefop has identified five higher risk issues which require additional measures to mitigate or control risks. These issues are included in the following risk management plan. The plan also includes actions which have been identified and will be centrally monitored to ensure that risks are controlled to the extent possible. Actions in the plan are implemented by responsible services and management, with implementation also monitored by the internal control coordinator.

Risks included in the RMP reflect that Cedefop, in compliance with its mandate to report on the Copenhagen process and support the Commission in activities designed to implement flagship initiatives, is taking up new activities. Required development work carries its own risks. In addition, some activities are higher risk simply because they are not yet fully defined regarding their scope and the actual contribution of Cedefop. Risks are further elevated, especially for Cedefop's reputation, as tight deadlines must be kept. Consequently, envisaged actions to mitigate risk levels focus on clarifying content and expectations, securing necessary resources, and close monitoring.





Table 1. Risk management plan 2012

Issue/project	Description of risk
<p>RMP 1:  <b>Repairs of building</b>            The Greek government has appointed a State company to implement and supervise necessary repairs to the building.</p>	<ol style="list-style-type: none"> <li>1. Substantial delay of works.</li> <li>2. Damage of cabling and pipes in the surrounding area could also cause interruptions to work and potential loss of data.</li> <li>3. Non-availability of funds for payment of the works, due to the financial crisis, could leave the building partially unoperational (no conference rooms, no DCC, few parking places, health and safety risks around the perimeter, semi-access and CCTV operation).</li> </ol>
<p>RMP 2:  <b>Implementation of the European skills passport</b>            Europass is a project of the EC, Cedefop provides the technical platform and contributes to development and maintenance of the project, and also liaises with NECs.</p>	<p>It is a new project and it should be developed and deployed within a very tight time frame. Any delay in the decision-making process, procurement of external technical assistance or implementation could impact significantly on the cost, quality and timing of the project.</p>
<p>RMP 3:  <b>Monitoring short-term deliverables of Bruges communiqué</b></p>	<p>Various factors could prevent Cedefop from delivering an adequate analysis of progress:</p> <ol style="list-style-type: none"> <li>(a) Poor delivery of ReferNet partners;</li> <li>(b) Analysis and research do not deliver conclusive information;</li> <li>(c) Absence of substantial progress.</li> </ol>
<p>RMP 4:  <b>Employer survey</b></p>	<p>Very tight time schedule of pilot survey may negatively impact on results and decision on large-scale survey; in absence of survey limited possibility to identify and explain skill need changes with a negative impact on skill needs intelligence.</p>
<p>RMP 5:  <b>Skills panorama</b></p>	<p>The concept of the Skills panorama is developed by an EC contractor. Delay in defining the structure, scope and functions of the panorama may have an impact on the cost, quality and time schedule of the project.</p> <p>High expectations upon Cedefop, lack of clear definition of Cedefop's role and lack of adequate funding to support Cedefop's extra effort may impede Cedefop's ability to focus on its core tasks.</p>

Planned action (comment)	Responsible
<p>External contractor paid by third party. No direct control.  <b>Actions:</b> Close monitoring of the works to be put in place. Information on problematic developments to supervising company and Greek government. Regular information to staff.            (This risk had also been included in the RMP 2009 and 2010.)</p>	<p>Head of Resources, Facility manager  <i>(Deadline envisaged end June 2012)</i></p>
<p>Close cooperation with DG EAC. Specifications and time-plans are agreed to clarify expectations and establish realistic work plans.            Use of negotiated procedure, justified by the circumstances to accelerate procurement. Tight control of technical implementation to secure tight time plan.            Quality control.</p>	<p>Heads of Areas ECVL,            Resources and Directorate  <i>(deadline: end 2012)</i>            ECVL/project manager            ICT/project manager</p>
<p>Close monitoring – information and reflection – of ReferNet contributions.            Standardisation of input (streamlined questionnaire) and flexible approach to methodological problems.            Agreements on communication of developments (EC, Cedefop, Member States).</p>	<p>ECVL and RPA/ project managers            ReferNet coordinator            Monitoring: Heads of Areas, Directorate</p>
<p>Close monitoring and information of contractor, involvement of project team in data analysis and information and involvement of EC partners.</p>	<p>RPA/ Skill needs team</p>
<p>Close cooperation with DG Empl and DG EAC in steering the contractor.            Clarification of expectations, specifications and time-plans to establish realistic work plans.            Adequate funding is secured to support Cedefop's input and role in the panorama so its expertise can continue be concentrated on data analysis and production of skills intelligence.</p>	<p>Head of Area/Directorate RPA/            Skill needs team</p>



Table 2. **Relation of activities and projects to Cedefop's medium-term priorities 2012-14 and the activity-based budget (ABB)**

	<b>MEDIUM-TERM PRIORITY 1</b>	<b>MEDIUM-TERM PRIORITY 2</b>	<b>MEDIUM-TERM PRIORITY 3</b>
<b>MTP</b>	<b>Supporting modernisation of VET systems</b>	<b>Career and transitions – CVET, adult and work-based learning</b>	<b>Analysing skills and competence needs to inform VET provision</b>
<b>ABB</b>	<b>Policy analysis and reporting</b>	<b>Adult learning and transitions</b>	<b>Skills analysis</b>
<b>Projects</b>	Policy reporting (ECVL/RPA)	Work-based learning (ECVL)	Skills forecasts
	Statistics and indicators	Validation (ECVL)	Skill needs in enterprises
	Policy analysis: attractiveness and mobility	Active ageing and lifelong guidance (RPA/ECVL)	Skill mismatch and obsolescence
	Describing VET systems	Trainers in VET (ECVL)	Sectoral and occupational skill needs
	ReferNet	Financing and other incentives for CVET (RPA)	Skills panorama, Skillsnet and other transversal activities
		Career and transitions – VET outcomes and benefits (RPA)	
<b>ABB</b>	<b>Common European tools, qualifications and learning outcomes</b>		
<b>Projects</b>	EQF/NQFs/ESCO		
	Quality assurance		
	Qualifications/learning outcomes		
	ECVET		
	Europass		
<b>ABB</b>	<b>Study visits</b>		
<b>ABB</b>	<b>Communication, information and dissemination</b> (External communication, documentation and information, publications and content management)		
<b>ABB</b>	<b>Resources, Directorate</b> (Human resources, Finance and procurement, Information and communication technology, facilities)		



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

MEDIUM-TERM PRIORITY

### SUPPORTING MODERNISATION OF VET SYSTEMS

#### Activity: Policy analysis and reporting

Cedefop has been entrusted with reporting on Member States' progress in implementing the joint priorities for VET within the Copenhagen process. To fulfil this mandate, Cedefop prepares and disseminates VET policy analyses and reports assessing achievements in European VET cooperation and informing future VET policy developments. The Bruges communiqué combines a long-term strategic vision for 2020 (11 strategic objectives) and a commitment to implement a series of actions at national level by 2014 (22 short-term deliverables) to modernise and further develop VET. Cedefop's analysis of and reporting on VET policies relies on yearly input of ReferNet - Cedefop's European network for VET - without losing sight of assessing whether the strategic objectives set for VET are met. Starting in 2012, Cedefop will produce policy-aligned VET statistical reviews and indicators to compile further evidence of progress on VET's contribution to reaching the targets of Europe 2020. In addition, Cedefop will intensify investigation of selected key VET policies and prepares thematic snapshots to support the European Commission and Presidency countries. For instance, Cedefop will investigate factors and determinants of VET attractiveness in European countries and efficient policies to increase participation in VET. Cedefop will also review measures, programmes and institutional set-ups promoting learners' mobility in VET. Providing the context for policy analysis, descriptions of national VET systems and developments are updated annually by ReferNet and published by Cedefop in electronic and hard copy formats.

#### Desired impact

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

**Corresponding ABB activity:** Policy analysis

#### Principal activity outcomes

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

- Evidence of progress in implementing the 2011-14 short-term deliverables of the Bruges communiqué and related strategic policies objectives

#### 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 preparation of which Cedefop contributed
- Participation in committees, working and expert groups and other meetings of senior

- Trends in ‘VET-business cooperation’ and ‘Permeability, higher level VET and mobility’ in line with the 2012 semester themes
  - Factors and determinants of IVET attractiveness, innovative and effective policies to raise participation in IVET
  - Barriers to VET learner’s mobility and countries’ strategies and initiatives to overcome them
  - Key features of national VET systems
- stakeholders, Presidency events and conferences that steer or support implementation of policies
- 
- New knowledge**
- Downloads of publications/working and research papers/briefing notes
  - Citations of publications/studies in the literature
- 
- Raising awareness**
- Website traffic
  - Participation in conferences and events
  - Usefulness/satisfaction with Cedefop’s conferences and events
  - Media coverage, take-up of articles and press releases
- 

## Project 1: Policy reporting

In close consultation with the European Commission and other stakeholders, Cedefop’s 2012 VET policy reporting will focus on assessing progress in the 22 short-term deliverables agreed in Bruges in December 2010 by ministers responsible for VET. To measure achievements for each of the short-term deliverables, Cedefop will collect, analyse and synthesise quantitative and qualitative information and compile all relevant information in country-specific fiches. As appropriate, the Centre will adjust its approach to gathering evidence from various sources within and outside Cedefop (mostly through the ReferNet network). It will provide selected input to meetings of Directors General for VET (‘thematic snapshots’) depending on theme and data availability.

Principal outputs 2012	Timing/frequency
Questionnaire to ReferNet on progress with the 22 short-term deliverables	January 2012
Publication: Stocktaking - A first review of progress on the short-term deliverables (booklet)	October 2012
Publication: Country fiches (online publication, dedicated web interface)	Ongoing as new information becomes available
Advice and expertise provided to key stakeholders for various meetings and events (DGVTs, ACVTs, Copenhagen working group, etc.)	Ongoing

## Project 2: **Statistics and indicators**

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The statistics and indicators project supports improvements in quality and methods of European data collection and provides sound statistical evidence on VET issues. In 2012, Cedefop will continue to improve dissemination of available statistics and indicators on VET, in particular through development of a policy-aligned VET statistical review and by launching detailed analysis of the latest continuing vocational training survey and adult education survey data. In parallel, improvements to availability, relevance and quality of data will be sought as well as methods and tools for data collection at European and international levels.

<b>Principal outputs 2012</b>	<b>Timing/frequency</b>
Advice and expertise provided on statistical and indicator developments key stakeholders (Eurostat, Commission, OECD, etc.)	Ongoing
Publication: Cedefop statistics and indicators web pages: statistics of the month, tables and graphs (electronic publication - regular update and development)	Ongoing

## Project 3: **Policy analysis – attractiveness and mobility**

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In 2012, thematic policy analyses will be conducted on IVET attractiveness and learners' mobility.

Cedefop will map and critically review factors and policy efforts to raise IVET attractiveness across Europe and will identify innovative, efficient and transferable policies. A solid evidence base, also relying on further analysis of relevant Eurobarometer surveys, will be created to support short-term deliverables related to improving IVET attractiveness. Validity and policy relevance of findings will be debated in a workshop to be held in September.

Putting together knowledge on learners' mobility in VET, Cedefop will take stock of barriers to mobility and analyse countries' strategies and initiatives to overcome them. A working paper based on information from ReferNet as well as other studies will be prepared. A workshop will draw on mobility experiences in higher education to identify promising paths for VET and provide food for thought for the next stage of the project.

<b>Principal outputs 2012</b>	<b>Timing/frequency</b>
Publication: IVET attractiveness – State-of-the-art and promising avenues (briefing note)	Autumn 2012
Workshop: IVET attractiveness: Validity and policy relevance of findings	September 2012
Workshop: Learners' mobility (expert workshop)	October 2012

## Project 4: Describing VET systems

For comparisons across European countries, Iceland and Norway, Cedefop maintains an online database on national VET systems. The 'VET in Europe' database is kept up-to-date with support from Cedefop's network ReferNet. In 2012, focusing on the European VET agenda, Cedefop will revise the reporting structure to provide a more accurate picture of specific challenges to VET in different European countries.

Principal outputs 2012	Timing/frequency
Publication: Short descriptions of VET in Denmark (booklet)	April 2012
Publication: Short descriptions of VET in Cyprus (booklet)	October 2012
Publication: Twenty-nine online country reports in html and pdf format	Ongoing

## Project 5: ReferNet

ReferNet is Cedefop's European network for VET. Set up in 2002 to meet growing demand for comparative information on VET systems and policies, its mission is to support Cedefop by reporting on national VET systems and policy developments and raising visibility of VET and Cedefop's products at national level. In 2012, ReferNet's activities will focus on VET policy reporting, how specific objectives of the European VET policy agenda are being met at national level. ReferNet will also provide up-to-date information on VET systems and developments in their countries. Particular attention will be devoted to improving aspects of quality, governance and organisation of the network's activities.

Cedefop manages and coordinates the network. It provides templates, guidelines and feedback to assure quality, adequacy and relevance of the network's deliverables. Cedefop also manages administrative and financial procedures linked to ReferNet grants and their payments. The Centre communicates with ReferNet partners and ensures the network's presence on Cedefop's website. In 2012, Cedefop will also implement an action plan following 2010 evaluation of the network.

Principal outputs 2012	Timing/frequency
National policy reporting (input for Cedefop's policy reporting, see Project 1 above)	May 2012
VET in Europe country report (online publication, dedicated web interface; input for describing VET systems, see Project 4 above)	November 2012
National news on VET (online publication, dedicated web interface; input for Cedefop's newsletter)	At least twice a year/country
National ReferNet website (maintenance and update by ReferNet partners)	Ongoing
Working meetings:	
• Plenary meeting	October 2012
• Core group meetings	March 2012, October 2012
• Regional meetings	March-May 2012

## MEDIUM-TERM PRIORITY

**SUPPORTING MODERNISATION OF VET SYSTEMS**

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

Cedefop supports the European Commission, Member States, social partners and other stakeholders in developing and implementing commonly agreed European tools and principles ('Education and training 2020' framework for cooperation in education and training and the Bruges communiqué for cooperation in VET) to make qualifications more transparent and ease mobility of learners and workers.

In 2012, Cedefop will increase its efforts to help put the European qualifications framework (EQF) into practice, notably by deepening analyses of NQF developments and supporting ongoing national referencing processes. Priority will also be given to strategies for gradually implementing the European credit system for VET (ECVET). Cedefop will also take part in development of ESCO (European taxonomy of skills, competences and occupations) paying particular attention to ensuring a direct link to EQF and NQF developments. Work will consider implications of the shift to learning outcomes promoted by EQF 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 end-users' requirements better and will play a key role in development of the European skills passport (ESP).

To inform directly implementation of common tools and principles, in 2012 Cedefop will continue to analyse roles and functions of qualifications and how the shift to learning outcomes may promote modernisation of VET and lifelong learning. Emphasis will be given to permeability of education and training systems, focusing on how VET and higher education can support individuals in a lifelong learning perspective. As an integral part of this, Cedefop will continue its work on validation of non-formal and informal learning and support the European Commission in follow-up to the recommendation in this field.

**Desired impact**

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

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

**Principal activity outcomes**

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

- strengths and limitations of national qualifications frameworks (NQFs) as policy instruments for EQF implementation and national

**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 preparation of which Cedefop contributed  
Participation in committees, working and expert groups and other meetings of senior stakeholders,

- education and training reforms in a lifelong learning perspective;
- transparent and trustworthy referencing of national qualifications levels to the EQF and promote systematic quality assurance of certification processes;
  - reliability of learning outcomes-based levels used at national and European levels with particular reference to EQF level 5;
  - role of qualifications in governing professions and occupations;
  - trends in cooperation between education and training and labour market stakeholders;
  - development of ECVET implementation strategies and methodologies for assessing implementation from a comparative perspective;
  - role of unitisation and modularisation in VET in supporting implementation of credit arrangements for mobility and lifelong learning;
  - implementation of EU tools and principles at national and sectoral levels and increased coherence and synergy between them;
  - optimisation of Europass web resources and development of the European skills passport (ESP) to ease validation of learning acquired from mobility within and between Member States;
  - improvement of quality culture in training institutions through implementation of internal quality management systems and development of quality approaches to informal learning in SMEs;
  - practical implementation of the learning-outcomes approach in defining curricula and renewal of assessment methods in initial VET and links between learning processes and learning outcomes;
  - governance patterns and partnerships for permeability in education and training and the need to reduce barriers between higher education and VET.

Presidency events and conferences that steer or support implementation of policies

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#### **New knowledge**

Downloads of publications/working and research papers/briefing notes

Citations of publications/studies in the literature

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#### **Raised awareness**

Website traffic (broken down by theme and project pages)

Participation in conferences and events

Usefulness/satisfaction with Cedefop's conferences and events

Europass outcomes among citizens (visits, downloads and creation of documents online)

Media coverage, take-up of articles and press releases

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### Policy advice and analytical support provided to:

- EQF advisory group and subgroups, ECVET and EQAVET (user)groups, steering committees and networks;
- ESCO board and its working groups;
- thematic working group on assessment of key competences.

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

To support implementation of EQF, NQFs and ESCO, the project will focus on five interlinked strands in 2012: (a) analytical and coordination support to the EQF advisory group and its subgroups; (b) analysis and mapping of NQF developments; (c) conceptual and analytical support to the ESCO board in particular on the relationship between ESCO and EQF and development of terminology on transversal skills and competences; (d) analysis of level 5 qualifications of the EQF, and (e) how qualifications are used to govern and regulate the labour market.

Principal outputs 2012	Timing/frequency
Coordination, jointly with the European Commission, of EQF advisory group and its two subgroups (on synergy between qualifications frameworks and recognition for further learning purposes and learning outcomes). Support for the EQF portal steering group	Five advisory group meetings, two to three meetings per subgroup
Publication: International qualifications and the EQF (booklet)	June 2012
Publication: Global NQF developments (coordinated with ETF and UNESCO) (working paper)	October 2012
Publication: Analysis and review of NQF developments in European countries (briefing note and working paper)	October/December 2012
Workshop: Role of qualifications in governing the labour market	September 2012
Input provided to the EQF newsletter (articles)	Two articles
Analytical documents, synthesis, guidance and information material for the EQF advisory group and its subgroups	Ongoing
Advice and expertise provided to the ESCO board and its working groups (especially on the qualifications pillar)	Ongoing (according to DG EAC schedule)
Input provided for presentations at various conferences	Ongoing
Input to monitoring short-term deliverables (Bruges communiqué)	Ongoing

## Project 2: Quality assurance

This project supports implementation of the EQAVET recommendation adopted in June 2009. In 2012, 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.

Principal outputs 2012	Timing/frequency
Workshop: Quality assurance in the social care sector	November 2012
Advice and expertise provided to EQAVET steering committee, thematic groups and forum	Ongoing (according to DG EAC schedule)

## Project 3: Qualifications/ learning outcomes/ permeability

This project aims to demonstrate the critical and changing role played by qualifications in education and training systems, and in sustaining learning pathways in the labour market. In 2012, 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. Working papers will be drafted on the following issues: learning outcomes impact on teaching practices and key competences in white and green jobs.

Principal outputs 2012	Timing/frequency
Workshop: Fostering permeability through increased cooperation between stakeholders	January 2012
Workshop: Curriculum and assessment policies and practices	March 2012
Publication: Permeability in VET (reference publication and briefing note)	September 2012
Publication: Assessing learning outcomes in VET (research paper)	December 2012
Publication: Outcome-oriented VET curricula (research paper)	December 2012
Coordination, jointly with the European Commission, of the learning outcomes group (LOG) and its peer learning activities on the referencing process and NQF developments	Three or four peer learning activities
Analytical documents, syntheses, guidance and information material for the learning outcomes group	Ongoing (according to DG EAC schedule)
Advice and expertise provided to the Commission's thematic working group on assessment of key competences	Ongoing (according to DG EAC schedule)

Input provided for presentations at various conferences	Ongoing
Input to monitoring the short-term deliverables (Bruges communiqué)	Ongoing

#### Project 4: **European credit system for VET (ECVET)**

This project supports implementation of ECVET in Europe. In 2012 Cedefop activities will focus on assessing progress achieved by Member States in implementing ECVET according to the 2012 deadline of the ECVET recommendation and preparing the ground for the 2014 major European evaluation of ECVET. Technical and analytical support will continue to be provided to the ECVET steering committee, ECVET users' group and European network.

Principal outputs 2012	Timing/frequency
Conference: ECVET forum – ECVET implementation in Europe (jointly with the European Commission)	June 2012
Publication: ECVET implementation strategies and progress (briefing note)	June 2012
Publication: Monitoring ECVET implementation strategies in Europe (working paper)	December 2012
Advice and expertise provided for ECVET European governance	Ongoing (according to governance structure DG EAC schedule)
Analytical documents, synthesis and information material for the ECVET scientific committee, users group and network	Ongoing
Input provided for the European ECVET magazine (articles)	Two articles
Input provided for presentations at various conferences	Ongoing
Input for monitoring the short-term deliverables (Bruges communiqué)	Ongoing

#### Project 5: **Europass**

In close cooperation with the European Commission, Europass work in 2012 will continue on redesign of the Europass website, including the CV and language passport (ELP) online tool. Work will also extend to interoperability of Europass with employment services and businesses. Specific focus will be development of the European skills passport (ESP) and integrating it into the Europass portfolio (in close cooperation with the European Commission).

Principal outputs 2012	Timing/frequency
New Europass document template designed and translated into all languages (UE, EFTA and candidate countries) and integrated into the Europass skills passport (ESP)	April 2012
Updated CV/ELP template and online tool	October 2012
Deployment of a centralised management system for issuing the new Europass document	November 2012
Ongoing management of the Europass web portal: reinforced interoperability of the Europass website with other EU mobility and employment initiatives	Ongoing
Briefing note on Europass developments	April 2012
Advice and expertise provided to national Europass centres (NECs)	Three NEC meetings and two or three workshops

#### MEDIUM-TERM PRIORITY

### SUPPORTING MODERNISATION OF VET SYSTEMS

#### Activity: Study visits

The study visits programme for education and vocational training specialists and decision makers is part of the lifelong learning programme (LLP) 2007-13. Study visits support policy developments and cooperation at EU level in lifelong learning. Since 2008, at the European Commission's request, Cedefop has coordinated the programme, supported and monitored visits' quality and ensured the programme's implementation (including preparation of the visits' catalogue, coordinating calls for applications, constituting groups). A specific focus of Cedefop's work is assessing implementation and impact and dissemination of results.

#### Desired impact

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

**Corresponding ABB activity:** Study visits

#### Principal activity outcomes

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

- the study visits and lifelong learning programmes;
- common EU education and training

#### Outcome indicators

(with reference to performance measurement system)

#### Raised awareness

Proportion of participants satisfied with study visits  
Distribution of study visits by themes (between

<p>policy priorities identified in ET 2020 and Bruges;</p> <ul style="list-style-type: none"> <li>• good practices, common challenges, solutions in lifelong learning.</li> </ul>	<p>(a) general education, (b) VET and (c) mixed lifelong learning perspective)</p> <p>Distribution of participants by target groups</p> <p>Media coverage, take-up of articles and press releases</p>
<p>Advice and expertise provided to the LLP Committee</p>	<p><b>New insights generated</b></p> <p>Downloads of study visits publications.</p>

## Project 1: Study visits

In 2012, Cedefop will maintain its focus on capturing the outcomes and analysing impact of the programme on study visits (SV) participants and organisers. A comparative assessment over three years will be carried out focusing on SV impact in terms of improved understanding of EU education and training policies, change in professional activities of participants, organisers and their institutions and participation in networking and cooperation activities.

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

Approximately 2 700 participants, 260 study visits with 35 topics under five categories of themes are expected for 2012/13. Cedefop will continue to support quality of study visits with activities targeting representatives of national agencies, organisers and participants of study visits. Based on a decision of the LLP Committee, two calls for applications will be held for the 2012/13 academic year.

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

Principal outputs 2012	Timing/frequency
<b>Evaluation and dissemination</b>	
Conference: Annual meeting of national agencies	March 2012
Conference: Synthesis seminar on 2010/11 study visits results, also involving social partners	June 2012
Publication: Analysis of impact of study visits on participants and organisers in 2008-11 (flyer)	November 2012
Publication: Results of 2010/11 study visits (booklet)	December 2012
<b>Implementation of the programme and quality support</b>	
Call for applications launched (including press releases and targeted mailing)	January – February/July – September 2012
Publication: Catalogue of 2012/13 study visits	January/February 2012

Allocation of participants into groups (two matching meetings)	May and November 2012
Advice and expertise provided to the Lifelong Learning Programme (LLP) Committee	Ongoing (according to DG EAC schedule)

#### MEDIUM-TERM PRIORITY

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

#### Activity: Adult learning and transitions

Cedefop reviews and analyses policies and strategies that help people pursue adult and work-based learning. Priority is given to: (a) promoting the role of learning in active ageing strategies in Europe and exploring how guidance and counselling can be better integrated into adult learners' career progressions; (b) investigating the role of VET and various forms of skills development in adulthood, including work-based learning, in helping people to prepare better and manage careers and multiple working-life transitions, thus improving employability and easing social and labour market integration; (c) examining how work-based learning is combined with other types of skills development strategies of employees and with a larger set of human resource management practices, including validation of non-formal and informal learning, to help enterprises to face technological change and increase competitiveness; (d) comparatively analysing policies, measures, incentives and support for adult learning and promoting access to and developing continuing VET; (e) analysing changing roles of trainers in VET, who support people at different stages of their careers and who are at the frontline for implementing policy initiatives related to lifelong learning, employment and VET reforms.

#### Desired impact

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

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

#### Principal activity outcomes

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

- contribution of work-based learning to adults skills development and innovation in enterprises, and to reintegration of unemployed adults into the labour market;
- the conditions for strengthening use of validation in national VET and lifelong learning policies, as well as in enterprises for human resource development purposes;

#### 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 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

- strategies and methods implemented by Member States to support acquisition of key competences in workplaces;
- role of learning and guidance in active age management strategies in Europe and in fostering employability of adult immigrants;
- changing roles and competence requirements, recognition, training and professional development of trainers in VET, focusing on in-company trainers;
- effective, efficient and equitable cost-sharing and other financing instruments to promote CVET and adult learning;
- economic and social benefits of VET, including labour market outcomes of VET at the time of school-to-work transition and role of learning in supporting career and labour market transitions.

#### Policy advice provided to:

European Commission's working group(s) on adult learning, and thematic working groups on: (a) quality assurance in adult learning; (b) financing adult learning; and (c) trainers in VET.

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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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#### Website traffic

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

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

In 2012, Cedefop will intensify its work on adult learning, focusing in particular on work-based learning. This reflects increased importance of work-based learning in lifelong and lifewide learning. Activities will focus on: (a) how skills development can contribute to innovation in enterprises; and (b) how work-based learning programmes can contribute to reintegrating low-skilled unemployed adults into the labour market. Cedefop will continue supporting the European Commission in implementation of the Council conclusions on adult learning (2008) and the renewed European agenda for adult learning.

#### Principal outputs 2012

#### Timing/frequency

Publication: How skill development can promote innovation in enterprises (working paper)

September 2012

Workshop: How skill development can promote innovation in enterprises

October 2012

Advice and expertise provided to Commission working group(s) on adult learning and the thematic working group on quality assurance in adult learning

Ongoing (according to DGEAC schedule)

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## Project 2: Validation

Cedefop will support development and implementation of arrangements for validation of non-formal and informal learning in Europe. Activities will include: (a) support the European Commission and Member States in implementing the Council recommendation on validation; (b) further develop and disseminate the European inventory and European Guidelines on validation; (c) use of validation for recruitment and career management in enterprises.

Principal outputs 2012	Timing/frequency
European guidelines and the European inventory on validation of non-formal and informal learning are fully integrated and available on Cedefop's website	June 2012
Publication: European guidelines on validation of non-formal and informal learning (working paper)	October 2012
European conference on validation (jointly with the Commission)	November 2012
Publication: Validation and competence measurement in enterprises (research paper)	December 2012

## Project 3: Active ageing and lifelong guidance

In 2012, Cedefop will continue its research and analysis on population ageing and role of learning in enabling longer, satisfying and successful working lives. Guidance's role in promoting active age management strategies will also be analysed. To contribute to the European year for active ageing and solidarity between Generations, Cedefop will organise and provide expertise for several events and release publications focusing on how VET and adult learning contribute to active ageing.

Cedefop will continue supporting implementation of Council resolutions on lifelong guidance (2004, 2008) in cooperation with European Commission and the ELGPN network.

Principal outputs 2012	Timing/frequency
Publication: VET, adult learning and active ageing (briefing note)	May 2012
Publication: Working and ageing: uncovering potential of investing in an ageing workforce (reference publication)	October 2012
Conference: VET, adult learning and active ageing	October 2012
Workshop: Guidance for active age management – Supporting longer working lives of older workers	December 2012



## Project 4: **Trainers in VET**

In 2012, Cedefop will continue to monitor trends and developments affecting roles, competences and professional development of VET trainers, focusing on in-company trainers. Work will provide conceptual support and expertise for the thematic working group on trainers in VET, established by the European Commission to promote knowledge sharing and increase policy action on VET trainers' competences and professional development. Work will start on a set of guiding principles on emerging roles and changing competences of in-company trainers to inform directly short-term deliverables of the Bruges communiqué.

Principal outputs 2012	Timing/frequency
First plenary meeting of the thematic working group (TWG) on trainers in VET	January 2012
Publication: Competence requirements and certification processes: how to encourage professionalisation of in-company trainers (booklet)	September 2012
Peer learning activity (PLA) of the TWG	September 2012
Second plenary meeting of the thematic working group (TWG) on trainers in VET	December 2012

## Project 5: **Financing and other incentives for CVET**

In 2012, a comprehensive comparative analysis of financing CVET/adult learning in Europe will be published, covering all EU Member States and providing evidence of the effectiveness, efficiency and equity of various cost-sharing instruments. A high-level conference will be organised in cooperation with DG EAC to disseminate findings and bring forward the debate on financing strategies for promoting CVET and adult learning. Cedefop will also aim to gain deeper understanding of policies for developing CVET and adult learning by examining effectiveness of combining financial and non-financial incentives to activate groups usually underrepresented in learning, such as the low-skilled, migrants or long-term unemployed.

Principal outputs 2012	Timing/frequency
Publication: Financing CVET and adult learning in Europe (reference publication)	September 2012
Conference: Investing in lifelong learning – The adult dimension (jointly with DGEAC)	September 2012

## Project 6: Career and transitions – VET outcomes and benefits

In 2012, Cedefop's research programme on VET's economic and social benefits will be finalised and implications for policy drawn. Findings will also be disseminated at a conference 'Investing in lifelong learning' organised jointly with DG EAC (see above, Project 5). Research will be pursued by investigating the role of lifelong learning in helping workers to manage labour market transitions – starting with qualitative research based on narrative accounts and individual biographies. First results of this study will feed into a quantitative survey to be designed in the course of 2012. This will be complemented by releasing statistical evidence of the impact of VET on labour market outcomes and school-to-work transitions in Europe.

Principal outputs 2012	Timing/frequency
Workshop : Labour market transitions and lifelong learning (expert workshop)	May 2012
Publication: Macroeconomic benefits of VET (research paper)	November 2012
Publication: Economic and social benefits of VET (booklet)	September 2012
Publication: Labour market outcomes of VET – Key findings (booklet)	August 2012

MEDIUM-TERM PRIORITY

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

#### Activity: Skills analysis

Cedefop brings together a comprehensive evidence base on skill needs in Europe and develops methods and tools for skills needs analysis and anticipation. Following its mandate from the 'New skills for new jobs' initiative and the Europe 2020 flagship initiative 'An agenda for new skills and jobs', Cedefop supports development of a European skills panorama, which will provide direct and easy access to skill needs intelligence, as well as regular European forecasts up to 2020. Cedefop's skills and competence analysis also feeds into development of the European skills, competences and occupations taxonomy (ESCO).

To establish a comprehensive analysis of skill needs in Europe, Cedefop complements its macro-level forecasts of trends in skill demand and supply with analyses of changing skills profiles at sectoral and occupational levels, and consequences for VET. In parallel, Cedefop investigates pervasiveness of skills mismatch, in particular vulnerable groups on the labour market, and dynamics of skill mismatch in enterprises in relation to recruitment, training and career development strategies. To develop necessary methods and tools for skill needs anticipation in Europe, Cedefop has focused on developing a European survey on emerging skill needs in enterprises, refining methods for European level forecasting, developing an individual survey on skills obsolescence and assessing feasibility of a European sectoral-based short-term anticipatory system. Cedefop cooperates with Skillsnet, its network of researchers and experts, as well as other stakeholders to develop methods and tools, validate results and disseminate findings.

### Desired impact

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

### Corresponding ABB activities: Skills 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;
- data needs and methods for skills analysis, including mid-term forecasting, short-term sectoral information and employer survey;
- skill mismatch among individuals and at enterprise level, and skills obsolescence;
- skills requirements for creating a sustainable, low carbon and resource-efficient Europe;
- implications of an ageing population for future skill needs.

Policy and technical advice provided to the European Commission's inter-institutional working group on the EU skills panorama. Cedefop data are provided as necessary and in an appropriate format for the panorama.

#### 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 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

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

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### Project 1: Skills forecast

Mandated by the Council and with financial support from DG Employment, Cedefop provides regular pan-European forecasts of skill supply and demand, and potential labour market imbalances. Cedefop forecasts are important for European and national stakeholders and will form a crucial part of the forthcoming EU skills panorama to be launched by the European Commission in autumn 2012. New sets of results will be released by Cedefop in early spring 2012 via a new web-based interface. A comprehensive evaluation of forecasts' usability will be carried out and work on a new project design will start.

Principal outputs 2012	Timing/frequency
Publication: Skills supply and demand up to 2020 – New forecasting results (electronic publication – new web-based interface)	March 2012
Publication: Skills and jobs in 2020 (jointly with EC) – (briefing note)	March 2012
Publication: Updated skill demand and supply forecasts and potential imbalances (jointly with EC) – (reference publication)	November 2012
Publication: Integrating qualitative scenarios with macroeconomic forecasts (research paper)	December 2012
Workshop: Methodology improvements and evaluation of forecast results (expert workshop)	May 2012
Provision of Cedefop's forecast for the EU skills panorama in an appropriate format	Summer 2012

### Project 2: [Skill needs in enterprises](#)

Working with the European Commission, social partners and other international experts, Cedefop develops tools and instruments to identify changing skill and competence needs in enterprises. In 2012, following a pilot survey, Cedefop will finalise an enterprise survey instrument and relevant methodology. The pilot survey will test the measurement concept and statistical methodology, including relevance and availability of information/data in enterprises. Results will be analysed to finalise a complete survey methodology for implementation at various levels (European, national, sectoral, etc.). Cedefop will also start preparing a large-scale test of the instrument at EU-27 level.

Principal outputs 2012	Timing/frequency
Publication: First results of a pilot employer survey on skill needs in Europe (booklet)	July 2012
Workshop: Validation of survey results, instruments and methodology (expert workshop with Skillsnet experts, social partners and the European Commission)	May 2012
Provision of data for the EU skills panorama in an appropriate format	October 2012

### Project 3: [Skill mismatch](#)

This project investigates incidence and determinants of imbalances between supply of skills and labour market needs in the European economy and attempts to assess consequences of skill mismatch for the welfare of individuals, enterprises and economies. In 2012, Cedefop will summarise results of four years' research on skill mismatch among individuals, with particular focus on ageing workers, migrants and ethnic minorities and individuals experiencing labour market transition (between states of unemployment, inactivity and employment). A new strand of research on skill

mismatch processes in enterprises will also be initiated in 2012 with a first study exploring the impact of different recruitment practices on skill mismatch in several EU countries.

Principal outputs 2011	Timing/frequency
Publication: Skills at risk – Explorative analysis of skills obsolescence (briefing note)	February 2012
Publication: Skill mismatch in enterprises (research paper)	April 2012
Workshop: Skill mismatch processes in European enterprises (expert workshop)	April 2012
Publication: Skill mismatch dynamics during labour market transitions (research paper)	December 2012

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

This project investigates latest trends and emerging skill needs in specific sectors and occupations.

In recent years, Cedefop has explored employment effects, skill requirements and policy implications of the transition towards a greener economy. In 2012, Cedefop will continue to explore implications of different strategies for sustainable growth and identify priorities for developing skills and competences necessary for a resource-efficient, low carbon Europe. As transforming the ways in which Europe sources and uses energy is important, implications of sustainable energy scenarios for employment and workforce skill needs will be reviewed. The first international green skills forum will be organised in cooperation with the OECD to draw lessons from international work on the green economy and implications for skills and VET policies.

One overarching socioeconomic trend is population ageing and its impact on future skill needs. In 2012, Cedefop will start investigating development of a silver economy, particularly links between the changing nature of demand for health, social care services and skills needed in this sector.

Taking a more overarching approach to sectoral skill needs, Cedefop will explore feasibility of building up a short-term sectoral-based anticipatory system. Taking into account the current data infrastructure and expertise in Europe, the system aims at providing short-term information on emerging competences and skill needs by occupation and qualification at sectoral level.

Principal outputs 2012	Timing/frequency
Publication: Green skills and environmental awareness in VET (briefing note)	February 2012
Publication: Green skills and environmental awareness in VET (research paper)	September 2012
Conference: Skills for low carbon economy – What next? (OECD-Cedefop green skills forum)	February 2012
Workshop: Validation of sustainable energy policy scenarios	July 2012
Provision of data for the EU skills panorama in an appropriate format	Summer 2012

## Project 5: Skills Panorama, Skillsnet and other transversal activities

Cedefop supports and jointly steers with the EC, development of the EU's skills panorama to be released in autumn 2012. The panorama, available online, will improve transparency of skills and labour market intelligence in Europe. Various strands of Cedefop's work on analysing skill needs will feed into the panorama. To accompany and support launch of the European skills panorama, Cedefop will publish a first 'skills report' entitled *Skills for all – Enabling job-rich growth in Europe* (working title), combining data and research available in the panorama.

Skillsnet is a Cedefop network which brings together researchers and experts in early identification of skill needs to discuss methods and outcomes of skill needs analysis and anticipation. 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 national experts. In 2012, Skillsnet will include a new strand on skill mismatch.

Principal outputs 2011	Timing/frequency
Conference: Skills and jobs in 2020 (jointly with the European Commission and the Danish Presidency)	March 2012
Publication: 'Skills for all – Enabling job-rich growth in Europe' (Booklet to accompany release of the EU skills panorama)	October 2012
Participation in meetings and support for Commission DGs: DG EMPL, DG EAC, DG MARE, DG ENTER, etc.)	Ongoing
Advice and expertise provided at various international and European events	Ongoing

## COMMUNICATION, INFORMATION AND DISSEMINATION

### Activity: External communication

Cedefop's external communication services focus on raising VET's profile. In 2012, 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. Cedefop will organise events for MEPs and policy-makers as well as academic and VET communities to keep them up to date on VET issues and Cedefop's role.

Cedefop's web portal [www.cedefop.europa.eu](http://www.cedefop.europa.eu) will present information on VET, linked to particular themes, and provide access to the Centre's publications and conferences. Cedefop's networks will be supported through extranets and RSS feeds.

### Desired impact

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

**Corresponding ABB activity:** External communication

**Principal activity outcomes**

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

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

**Outcome indicators/measures**

(with reference to Cedefop's performance measurement system)

**New knowledge and insights generated**

Downloads of briefing notes/publications/working papers/other

**Raised awareness**

Website traffic (overall, broken down by section, database)

Participation at conferences and events

Usefulness/satisfaction of participants with meetings and events organised by Cedefop

Media coverage (take-up of articles and press releases)

## Project 1: **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 agendas of European institutions to provide relevant information to support debate and policy-making. Events will also be held locally to maintain Cedefop's profile as an 'ambassador' of the EU in its host country.

**Principal outputs 2012****Timing/frequency**

Production, publication and monitoring of briefing notes online	Minimum of eight briefing notes, each in six languages, throughout the year
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 2012
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 2012, the news service will publish news items regarding major developments in VET in various formats (online news, press releases, newsletter articles and social media), oversee two thematic campaigns bridging all communications activities, and maintain regular contact with the media to draw attention to the findings of Cedefop's work. The service will also oversee a new framework contract which will expand international distribution and coverage of the Centre's press releases, enlarge the media database and keep it updated, monitor uptake of Cedefop-related news, and collect business intelligence.

Principal outputs 2012	Timing/frequency
Media services framework contract	Starting first quarter 2012
Production, publication and monitoring of a continuous flow of press releases	Minimum of 18 press releases (up to six languages) throughout the year
Production, publication and monitoring of Cedefop newsletter (online)	10 issues
Production, publication and monitoring of a continuous flow of social media postings (Facebook, Twitter)	Posting twice a week. Target: to expand Cedefop's social media audience by 20% (exceeding 1250 Facebook- and 500 Twitter-followers by the end of 2012)
Press conferences, technical briefings and interviews	According to need

## Project 3: Cedefop's web portal and intranet

Cedefop's web portal presents a wide range of information on VET: it is Cedefop's principal means of communication on the Internet. In 2012, Cedefop will continue evaluating its efforts to boost its web presence. Cedefop will further develop and adapt its web portal to satisfy the latest trends in online communications and plans a revamping of its intranet to increase usability and ease access to available information and administrative tools.

Project outputs 2012	Timing/frequency
Elaborate a multilingual website providing access to content to a wider audience	Ongoing (starting November 2011 - September 2012)
Increase usability of the website, such as the publications section, search functionality	Ongoing



Explore the latest trends in online marketing communications to raise awareness of VET among citizens, video interviews, mobile app, etc.	Ongoing (starting second semester 2012)
Integrate microsites into the Cedefop web portal providing easy access to content from a single entrance point	Ongoing (starting last quarter 2012)
Improve Intranet users experience	First quarter 2012
Provide analysis of users' segmentation data of the Cedefop web portal	Ongoing (quarterly from June 2012)
Promote exchanges of information with ReferNet national websites (RSS news exchange plus evaluation of national websites)	Ongoing (evaluated and revised twice a year)
Evaluate and revise business processes and workflows of the Cedefop web portal	Ongoing

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

Cedefop's library and documentation services focus on raising VET's profile and supporting Cedefop's operations. In 2012, 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. It will also operate Cedefop's contacts database to send information to Cedefop's main target groups. The reference service 'Ask the VET expert' will provide answers to VET questions from Cedefop's stakeholders. Replies will draw on Cedefop's comprehensive, multilingual and up-to-date databases on VET in the EU.

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

#### **Desired impact**

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

#### **Principal activity outcomes**

- Updating online databases (VET-Bib: the reference bibliographical database on VET issues for the past 30 years, VET digital library)
- Operating a reference service, 'Ask the VET expert' available from the new web portal
- Developing Cedefop's multilingual European training thesaurus, for proper use of VET concepts and definitions
- Managing the contact database
- Record management and archives

#### **Outcome indicators/measures** (with reference to Cedefop's performance measurement system)

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

## Project 1: Documentation and reference service

In 2012, 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 2012	Target/timing/frequency
Answer queries (reference service 'Ask the VET expert')	Respond to all incoming stakeholder queries within two weeks of receipt
Targeted dissemination of Cedefop information: <ul style="list-style-type: none"> <li>• circulate Cedefop information to VET libraries, Eurolib libraries;</li> <li>• send hard copies of Cedefop briefing notes for display in EU libraries (EP, EESC, CoR, EU agencies, etc.);</li> <li>• meet representatives of EU libraries to encourage use and dissemination of Cedefop material.</li> </ul>	Monthly Eight times a year Twice a year
Update and maintain Cedefop's bibliographic database on VET (VET-Bib): <ul style="list-style-type: none"> <li>• draft marketing action plan for VET-Bib;</li> <li>• launch several marketing actions to promote VET-Bib</li> </ul>	Ongoing VET-Bib is known by Cedefop's stakeholders: increase of awareness
Develop European training thesaurus: <ul style="list-style-type: none"> <li>• move towards a collaborative thesaurus management architecture between Cedefop's ETT and Eurovoc;</li> <li>• shared management of concepts between Cedefop's ETT and Eurovoc;</li> <li>• present Cedefop's thesaurus online.</li> </ul>	December
Create thematic profiles and bibliographies based on medium-term priorities: <ul style="list-style-type: none"> <li>• produce four new dynamic bibliographies for areas, working with project managers and experts;</li> <li>• update all dynamic bibliographies in real time.</li> </ul>	Ongoing
Improve the library collection on VET and related issues: publish and disseminate 12 issues of the library's new acquisitions list VET alert.	12 times a year
Provide EU news for Cedefop newsletter: select key documents, events and publications for each issue.	10 times a year
Provide information for the performance measurement system on citations of Cedefop's work, web links from peer organisations,	Ongoing

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press cuttings, citations in EU documents and VET literature, as well as links from other websites.

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Track developments on VET in EU institutions: report on events planned by EU institutions related to VET for the next six months to identify potential communication opportunities for Cedefop. Monthly

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Metadata for web portal project and/or controlled vocabularies for the web portal and other Cedefop information systems as needed. Ongoing

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Seminars and training for VET experts and staff: two induction seminars for all new staff. First and second semesters

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

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In 2012, 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 2012	Target/timing/frequency
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Records bank: records provided by records bank correspondents:

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Implementation of system for registering internal/external records in Livelink	Daily, at least 1 200 records per year
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Organisation of Cedefop archives	First quarter
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Send a new set of historical archives to the historical archives of the European Communities (European University Institute, Florence)	Ongoing
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Seminars for VET experts and staff; training for records bank correspondents	At least two per year, plus face-to-face training
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Contribute to meetings of electronic records management systems (ERMS), and user group for international organisations	Once a year
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### Project 3: **Electronic information systems**

Continued development and maintenance of the most appropriate (web-based) information and communication tools to support Cedefop communication activities.

Principal outputs 2012	Target/timing/frequency
<b>Contacts database</b> <ul style="list-style-type: none"> <li>• Maintenance, improvements and user support</li> <li>• Contacts and activity management policy approved</li> <li>• Upgrade to MS Dynamics CRM 2011</li> </ul>	Ongoing March August
<b>European training thesaurus</b> <ul style="list-style-type: none"> <li>• ETT, Cedefop glossary and CVL are available on the web portal using the ITM web interface created for Eurovoc</li> </ul>	December
<b>ALEPH</b> <ul style="list-style-type: none"> <li>• Maintenance, improvements and user support</li> <li>• Finalise upgrade to ALEPH v. 20</li> </ul>	Ongoing December
<b>VET-DET Livelink</b> <ul style="list-style-type: none"> <li>• Maintenance, improvements and user support</li> </ul>	Ongoing

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

Cedefop produces high-quality hard-copy and online material for publication and conferences. Electronic publications (working papers and research papers series) are the standard format. Printing focuses on a limited number of flagship publications.

#### Desired impact

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

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

#### Principal outcomes

Raised profile of VET through high-quality hard-copy and online material presented clearly in a user-friendly way, in a format appropriate for its various multilingual target audiences and major stakeholders

Cedefop's operations supported by providing regular, efficient and effective internal publication policies, procedures and services

#### Outcome indicators/measures (with reference to Cedefop's performance measurement system)

Efficient and effective support services; agreed deadlines are kept; process is carefully monitored

Services are provided in the time agreed with colleagues

## Project 1: [Editing and translation](#)

In 2012, Cedefop will edit around 4 000 pages in English, which will include four corporate publications, five reference publications, research and working papers and a minimum of eight Cedefop briefing notes. Briefing notes will be translated into five languages, as will other shorter brochures and booklets to support flagship publications.

Principal outputs 2012	Target/timing (indicative month)/frequency
Translation and 'linguistic review' services provided by translation and language-support services to Cedefop's administration and other services	Ongoing; about 5 000 pages translated/reviewed on time
Editing for various publications including:	About 4000 pages edited; four Cedefop corporate publications (annual report, annual activity report, work programme, exhibition/publication catalogues); five reference publications, a minimum of eight briefing notes, research papers and working papers

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

Graphic design concepts and identity systems for layout of flagship reference publications and conferences - ensuring that publications and conferences are readily identified with Cedefop as an organisation and are appropriate to the subject matter.

Principal outputs 2012	Target/timing /frequency
Develop graphic design concepts for Cedefop publications: <ul style="list-style-type: none"> <li>• Three Cedefop corporate publications (annual report, work programme, study visits catalogues)</li> <li>• Four or five Reference publications</li> <li>• Four or five Information publications</li> <li>• Four or five Working papers</li> <li>• Four or five Research papers</li> <li>• Flyers/promotional brochures/Briefing notes</li> </ul>	Ongoing
Develop visual identity systems and promotional material for at least 2 large Cedefop conferences: programmes, folders, notepads, posters, banners	Ongoing
Develop promotional material for PR cultural events: advertisements, posters, banners, flyers	Ongoing
Develop graphic design concepts for web applications and online promotional materials	Ongoing

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

Printing Cedefop's flagship reference publications and organising print on demand for other publications where hard copies are needed for conferences or other meetings.

<b>Principal outputs 2012</b>	<b>Target/timing/frequency</b>
Print publications and flyers	Within three weeks of reception of final PDF file
Produce material for conferences, promotional material	Material provided 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 on electronic and hard-copy publications	Monthly

#### RESOURCES – ADMINISTRATIVE SERVICES

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

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

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

#### **Desired impact**

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

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

### Principal activity outcomes

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, follow up of the successful completion of the building repair works;
- Cedefop business continuity plan (BCP) - Phase 2: Implementation of the BCP in accordance with agreed priorities and availability of resources (human and financial).

### Outcome indicators

(with reference to Cedefop's performance measurement system)

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#### Efficient and effective support services:

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

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#### 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;
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**Training provision** meets targets set in the strategy: 10 days on average per staff member per calendar year;

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**Total budget:** 96% of execution rate, with 98% of EC subsidy execution;

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**Average period for payments** 28 days, maximum 40 invoices remaining unpaid for more than 30 days at year end;

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**Timeliness of procurement procedures:** on average 150 days for open and 60 days for negotiated procedures;

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**Procurement processes:** 90% success rate;

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**Availability of core ICT systems and services:** 99% web portal, Europass, Olive, Fibus, Livelink, e-mail and telecommunications.

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## Project 1: **Human resources**

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

<b>Principal outputs 2012</b>	<b>Timing/frequency</b>
Basic HR services (selection, recruitment, rights and obligations, appraisal and promotions, leaves and absences, statistics, etc.)	Ongoing
Recruitment of a new Director (and support for his/her induction)	Throughout the year
Improving the impact of training provision	Throughout the year
Implementation of staff survey	First semester
Preparation and implementation of a decision on the future of the daycare centre	First semester
Consolidation of the recently deployed HR application	Ongoing
DGE on the procedure to deal with professional incompetence	Submission until September 2012
DGE on early retirement without reduction of pension rights (Art. 39 of CEOS)	Submission until September 2012

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

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

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

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

<b>Principal outputs 2012</b>	<b>Timing/frequency</b>
Effective guidance for all involved in implementation of a 2012 budget with a new structure and nomenclature, and establishment of preliminary draft budget 2013 (including provision for execution of the fresh appropriations from Norway and Iceland), accompanied by relevant ABB adaptation	Following the calendar of the internal (GB) and external (EC, budget authority) budget procedure



In 2012, FP services will continue to work (in collaboration with ICT) on developing a consolidated budget monitoring and reporting tool with integrated information on procurement activity and payments that allows swift, comprehensive monitoring and reporting on Cedefop's financial management in its three components: procurement activity, budget execution and payments	Throughout 2012
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Continuous delivery of training on finance and procurement matters to staff, to ensure alignment to the rules and to contribute to fast and efficient processing of payments and tenders to support optimal execution of the work programme and smooth budget implementation	Throughout 2012
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### Project 3: Information and communication technology (ICT)

ICT provides underlying hardware, software, network infrastructure, and enterprise services.

#### Principal outputs 2012

#### Timing/frequency

Well maintained core ICT infrastructures and services of core systems and services, such as Europass, Olive, Fibus, Livelink, web portal	Regularly
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Implementation of the European skills passport – launch in December 2012	Throughout 2012
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Launch of revamped Europass CV	Throughout 2012 – completion first quarter 2013
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Finalisation of the web tool for presenting skills forecasts	Online by February 2012
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Review of VET in Europe web interface (and support technology) to reflect latest project's developments and user needs	Second semester 2012
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Complete migration of desktop platform (upgrade to Ms Office 2010 and Windows 7) to all end-users, introduction to Outlook and Ms Exchange 2010 including archiving of e-mail messages	First semester 2012
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Revisit security : review ICT security systems, and update their procedures, introduce PKI (public key infrastructure for encrypted e-mails within the organisation)	Second semester 2012
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Acquisition of storage system for tape backups	February 2012
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Launch a suitable procurement procedure to ensure continuity of ICT support for the study visits web management tool	First semester 2012
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Web portal: support improvement to usability and implementation of a new search mechanism; support user segmentation in web usage statistics	Throughout 2012 – completion fourth quarter 2012
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Monitor administrative procedures to improve efficiency, in particular implementation of a new clocking system	Throughout 2012
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#### Project 4: **Facilities**

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This service ensures the maintenance and security of the building and delivers adequate support to allow staff to achieve Cedefop's objectives. In 2012, it will focus on implementation and follow-up of repair works to building disorders which are expected to finish by summer 2012.

<b>Principal outputs 2012</b>	<b>Timing/frequency</b>
Basic facilities and security services, maintenance works	Regular reporting
Implementation and follow-up of repair works of building disorders (implementation by Egnatia Odos AE with Greek funding )	First semester
To implement complementary works such as replacement of the access control system and renewal of audiovisual equipment in the Europa conference room	August
Follow up ongoing service contracts and draft technical specifications for new tenders	Throughout 2012
Proposals for improvements (energy saving, health, safety, and security matters)	Throughout 2012

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## ANNEX I

## Activity-based budget (ABB)

Activity name	FTE (*)		Title 1	Title 2	Title 3	Total		
	Initial	Current				Initial	Current	(%)
Policy analysis and reporting	21.97	21.97	1 952 863.15	257 904.99	1 253 304.25	3 464 072.39	0.00	0.00
Common European tools, qualifications and learning outcomes	24.08	24.08	2 264 058.47	282 786.37	1 661 561.19	4 208 406.03	0.00	0.00
Study visits	12.42	12.42	1 056 228.60	145 846.80	195 191.45	1 397 266.85	0.00	0.00
Adult learning and transitions	22.56	22.56	1 975 031.88	264 898.28	496 351.55	2 736 281.71	0.00	0.00
Skills analysis	13.72	13.72	1 203 605.81	160 955.98	2 071 504.39 <sup>(1)</sup>	3 436 066.18	0.00	0.00
External communication	17.16	17.16	1 525 936.20	201 627.45	418 149.17	2 145 712.82	0.00	0.00
Documentation and Information service	14.13	14.13	1 187 277.01	165 980.10	255 991.95	1 609 249.06	0.00	0.00
<b>ABB</b>	<b>126.04</b>	<b>126.04</b>	<b>11 165 001.12</b>	<b>1 479 999.97</b>	<b>6 352 053.95</b>	<b>18 997 055.04</b>	<b>0.00</b>	<b>0.00</b>
<b>Budget 2012</b>			<b>11 165 000.00</b>	<b>1 480 000.00</b>	<b>6 352 054.00</b>	<b>18 997 054.00<sup>(2)</sup></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.

<sup>(1)</sup> 1 100 000 EUR from DG EMPL for Skills Analysis is included in Title 3 (it is subject to a BRS to be signed in 2012).

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

EU Subsidy	17 434 000 EUR
N&I (contributions 2012)	448 054 EUR
Cedefop own revenue (Title 2 & 3)	15 000 EUR
BRS (DG EMPL)	1.100.000 EUR
<b>TOTAL:</b>	<b>18 997 054 EUR</b>

**Note:** As regards Norway & Iceland contributions, a total of 595.000 EUR (from previous years) is foreseen to be committed in 2012 (but this amount is not included in the total budget overview):

Title 2	250 000 EUR
Title 3	345 000 EUR

Budget 2012	Title 1	Title 2	Title 3	Title 4
Initial Amount	11 165 000.00	1 480 000.00	5 252 054.00	17 897 054.00
Various Transfers	0.00	0.00	0.00	0.00
BRS (supplementary amending budget)	0.00	0.00	1 100 000.00	1 100 000.00
<b>Final Amount</b>	<b>11 165 000.00</b>	<b>1 480 000.00</b>	<b>6 352 054.00</b>	<b>18 997 054.00</b>
Budget Execution 2012	Title 1	Title 2	Title 3	Title 4
Blocked	0.00	0.00	0.00	0.00
(Blocked/Final Amount) %	0.00 %	0.00 %	0.00 %	0.00 %
Paid	0.00	0.00	0.00	0.00
(Paid/Final Amount) %	0.00 %	0.00 %	0.00 %	0.00 %

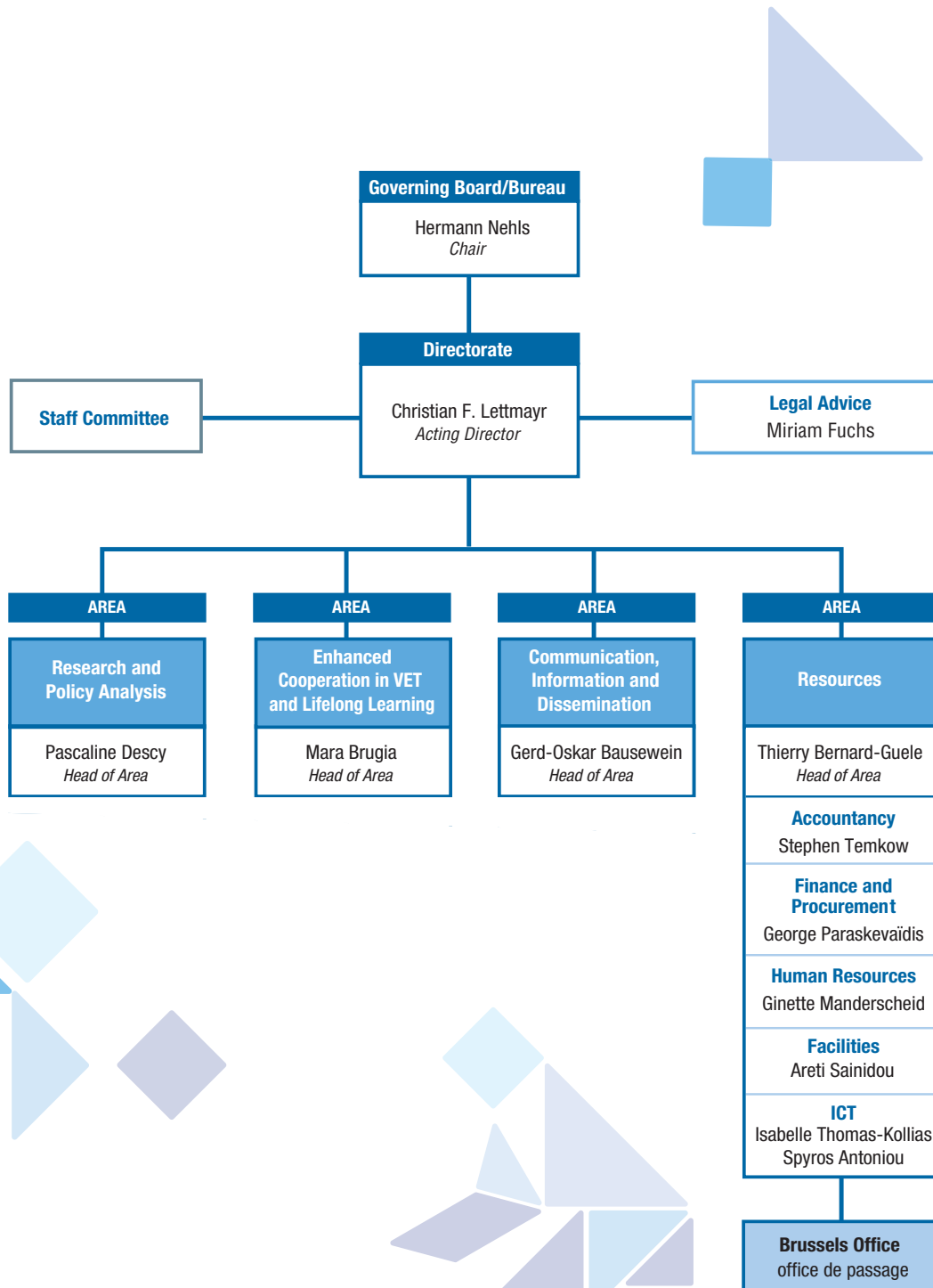
**Note:** In addition, to the committed and paid title 3 direct cost as shown in the table on the top of the page there are also transverse title 3 cost which are not directly attributed to activities and which are included in the table on budget execution above. These account for the differences between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

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

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

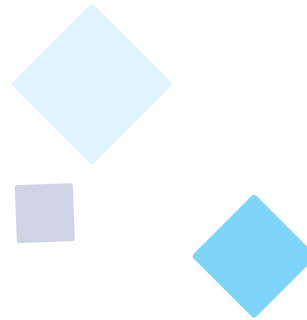
ANNEX II

# Cedefop organisation chart



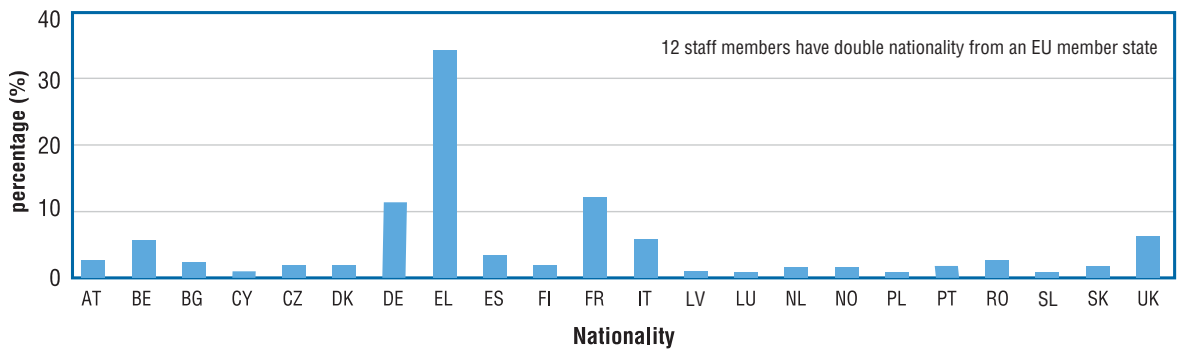
ANNEX III

# Human resources



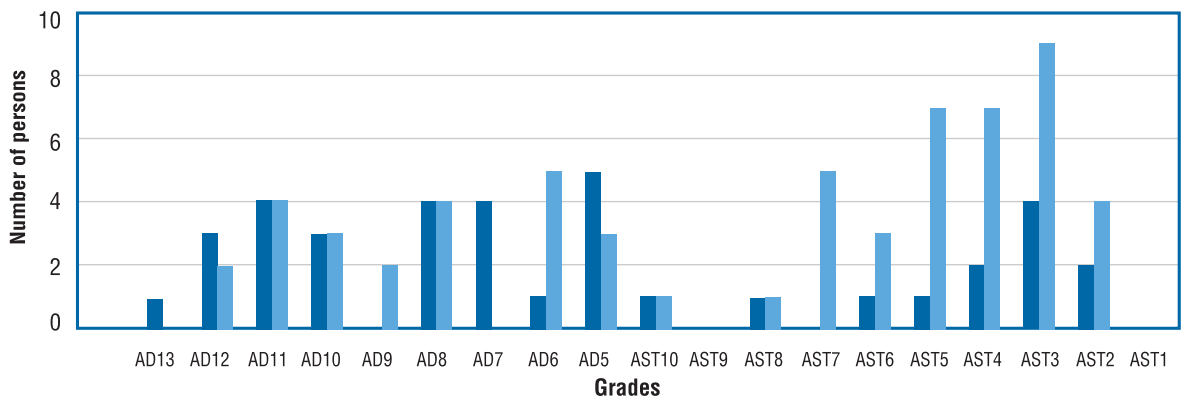
**Staff by nationality (1/9/2011)**

(includes Officials, TAs, CAs and second experts)

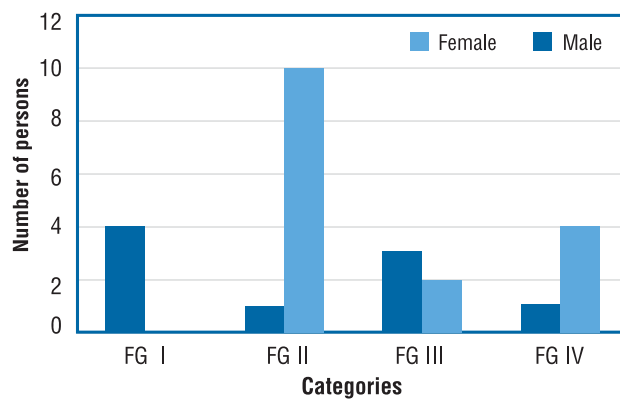


**Category of temporary agents and officials by gender (1/9/2011)**

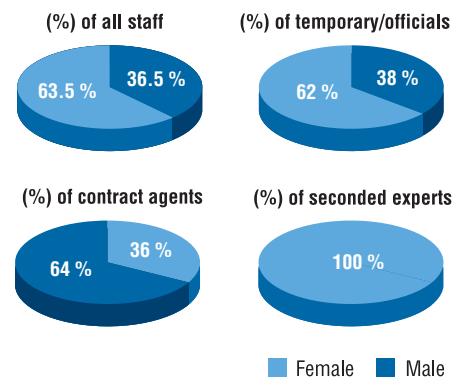
Female Male



**Category of contract agents by gender (1/9/2011)**

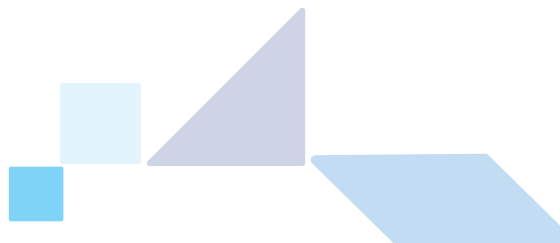


**Staff by gender**



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>



# Cooperation between Cedefop and the European Training Foundation

Both Cedefop and the European training Foundation (ETF) work in vocational education and training (VET) in a lifelong learning perspective, but with distinct 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.

## Co-operation 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 and 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 2020 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. The framework for cooperation will be reviewed at the request of either agency's Board no later than 2013.

# Planned publications 2012

## Activity: Policy analysis and reporting

Learners' mobility in VET

Short description of VET in Cyprus

Short description of VET in Denmark

Stocktaking providing a first review of progress on the short-term deliverables

VET country overviews

## Activity: Adult learning and transitions

How skill development can promote innovation in enterprises

Competence requirements and certification processes:  
how to encourage professionalisation of in-company trainers

European guidelines on validation of non-formal and informal learning

Financing CVET and adult learning in Europe

Labour market outcomes of VET

Macroeconomic benefits of VET

Economic and social benefits of VET

Validation and competence measurement in enterprises

Working and ageing: uncovering potential for investing in an ageing workforce

## Activity: Skills analysis

Europe's first skills report

Green skills and environmental awareness in VET

Understanding skill mismatch dynamics and its relationship with labour market transitions

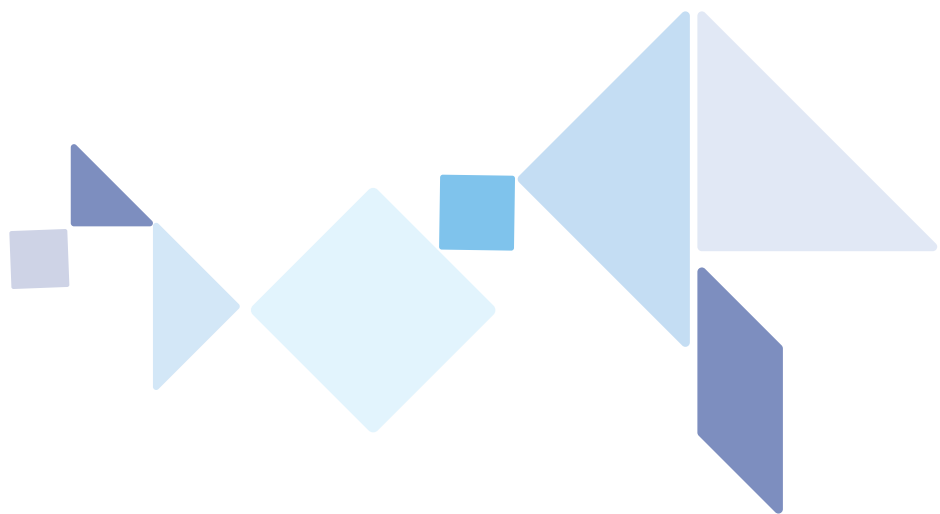
Integrating qualitative scenarios into macroeconomic forecasts

Linking occupational skill profiles to forecasts

Skill mismatch at the workplace

Updated skill demand and supply forecasts and analysis of potential imbalances



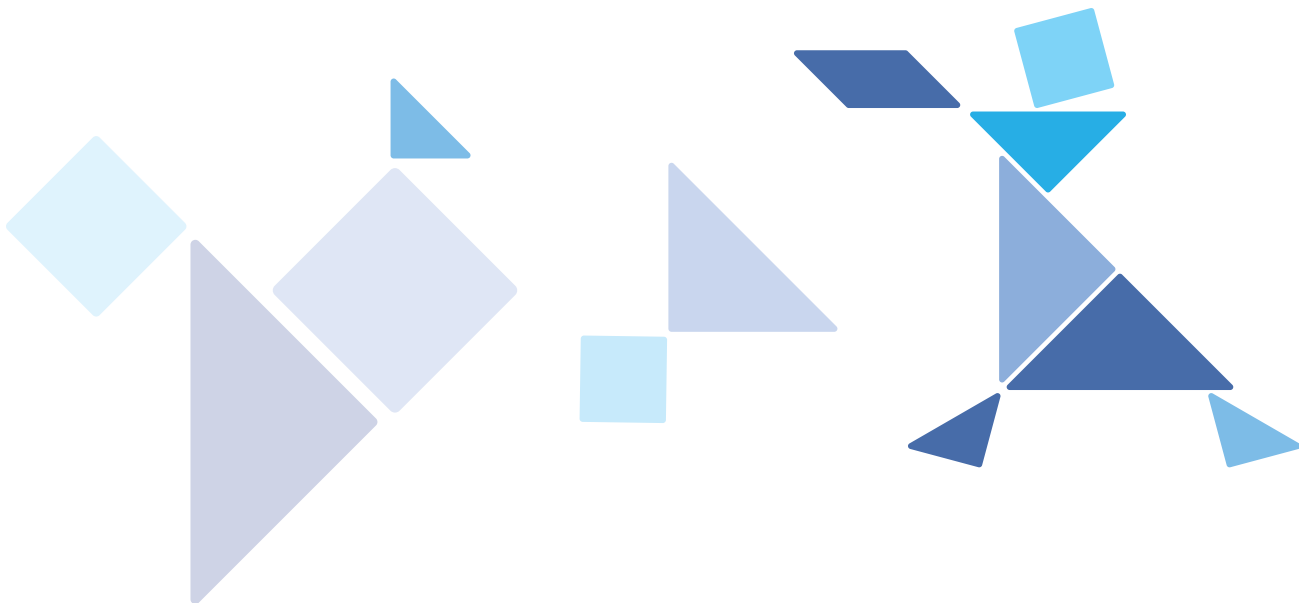


**Activity: Common European tools, qualifications and learning outcomes**

- International qualifications and the EQF
- Global NQF developments (coordinated with ETF and Unesco)
- Analysis and overview of NQF developments in European countries
- Permeability in VET
- Assessing learning outcomes in VET
- Monitoring ECVET implementation strategies in Europe
- Outcome-oriented VET curricula

**Activity: Study visits**

- Catalogue of 2012/13 study visits
- Results of 2010/11 study visits
- Analysis of the impact of study visits on participants and organisers from 2008 to 2011



## Performance measurement and continuous improvement at Cedefop

Performance measurement at Cedefop supports management, operations, evaluation and continuous improvement, while ensuring transparent reporting of performance to stakeholders.

Cedefop's impact, efficiency and relevance are measured by a performance measurement system (PMS), which is an integral part of Cedefop's programming and reporting. This ensures that the annual work programme's activities and their intended achievements are aligned with Cedefop's strategic objective and medium-term priorities 2012-14 (MTPs 2012-14). The figure in annex shows the link between Cedefop's MTPs 2012-14 and the PMS.

Steered by the overall strategic context, Cedefop's PMS defines three types of results:

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

These three types of results need to be measured in different ways. Systematic external and internal evaluations and analysis assess the longer-term impact of Cedefop as an organisation.

Cedefop's desired impacts are to promote an evidence-based European VET and skills policy agenda, strengthen European cooperation and to be acknowledged as an authoritative source of information on VET and, at the same time, a well-run organisation.

Policy developments are brought about by many different actors. Thus, measuring Cedefop's contribution to this process is complex. Systematic (external and internal) evaluations mostly based on assessments by Cedefop's stakeholders or indicators which point at policy-makers' use of Cedefop's work measure Cedefop's success in contributing to policy developments (for example, new European tools or principles, or policy priorities agreed at European level). Understanding impact requires a medium- to long-term perspective and is linked to a *combination* of projects or activities <sup>(31)</sup>. For this reason, frequently, evidence of impact can only be attached to Cedefop at organisational level.

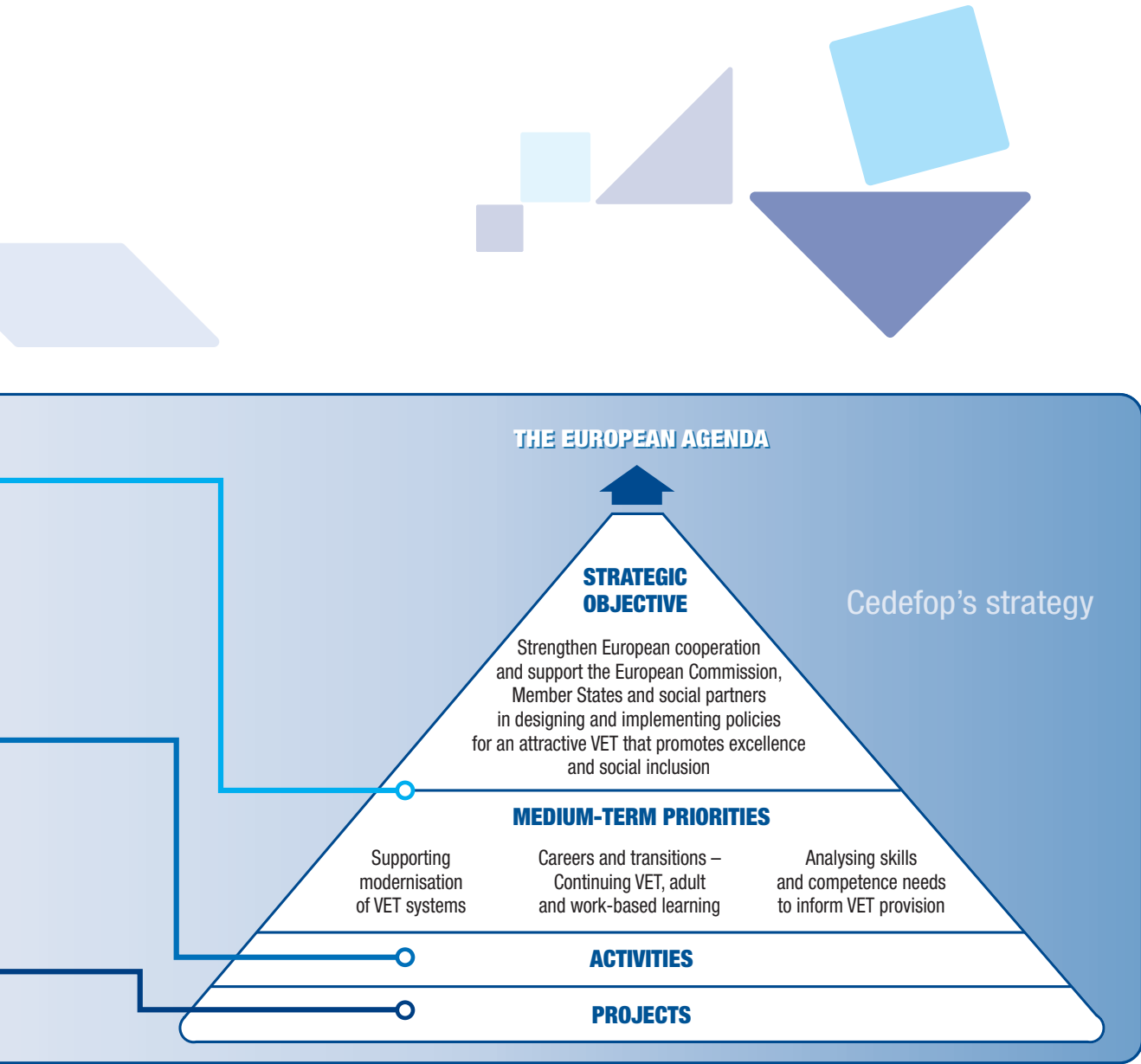
Outcomes of Cedefop's activities should contribute to situational changes in European VET and related policy. Outcomes of Cedefop's activities focus on needs of Cedefop's external stakeholders and should, in consequence, provide policy advice, generate new knowledge, raise awareness of VET issues among different groups of stakeholders.

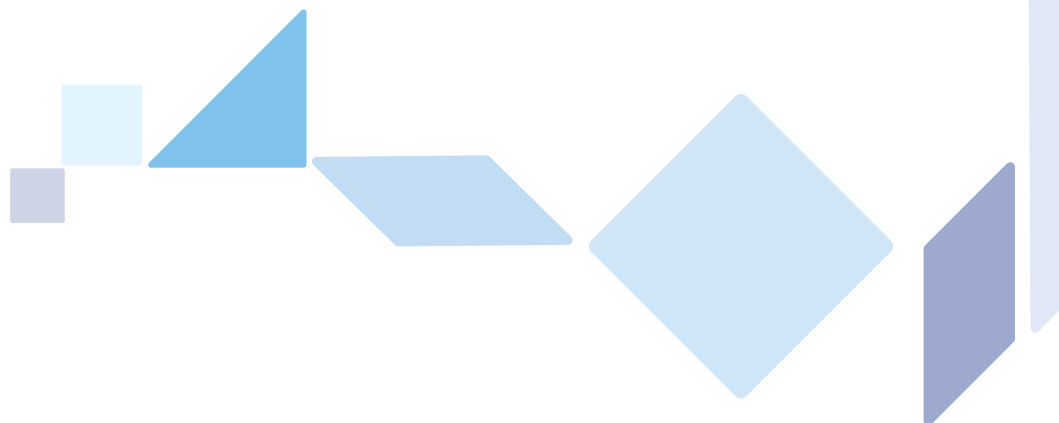
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<sup>(31)</sup> Activities are groups of related projects.

## The link between Cedefop's strategy and performance measurement framework

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





Outcomes are measured by PMS indicators. Principally taking the external perspective of stakeholders, outcome indicators provide evidence of effects, use of or interest in the expertise and information Cedefop provides. Citations, publication downloads, media coverage or conference participants' satisfaction are proxy measures for understanding the degree to which Cedefop's work reaches the target groups, are accepted and are having an effect. Outcomes may also only become visible in a medium-term perspective.

The PMS uses both quantitative and qualitative information. An integral part of the PMS approach is to extend interpretation to qualitative issues to make results more meaningful and easier to understand. For example, it looks at not only the number of citations of Cedefop's work, but also the type and range of European institutions using Cedefop research and the context of its use. PMS indicators also take into account not only the number of people attending events, but also the extent to which participants intend to use workshop results to support future policy. The more frequently and extensively stakeholders use Cedefop's work is also seen as an indicator of its quality, as is the feedback stakeholders provide.

Finally, the PMS measures (and monitors) outputs which are mostly defined at project level <sup>(26)</sup>. Project outputs include studies, publications and conferences or workshops (for example, on European tools and principles such as the EQF). They provide information on what is produced but not what effect it had or its quality. For this reason, while an important tool used by Cedefop to monitor work programme implementation, less emphasis is placed on reporting outputs. Outputs should mostly be produced within the operational year and they are important in a short-term view.

The PMS is also concerned with efficiency and effectiveness of Cedefop as an organisation. Cedefop, thus, looks at the performance of its internal services and administration to ensure that they too focus on achieving Cedefop's objectives and priorities. Indicators measure, for example, average time taken for specific procedures or outputs as planned.

<sup>(26)</sup> Project inputs (financial and human resources) are monitored separately through Cedefop's activity-based budget.







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