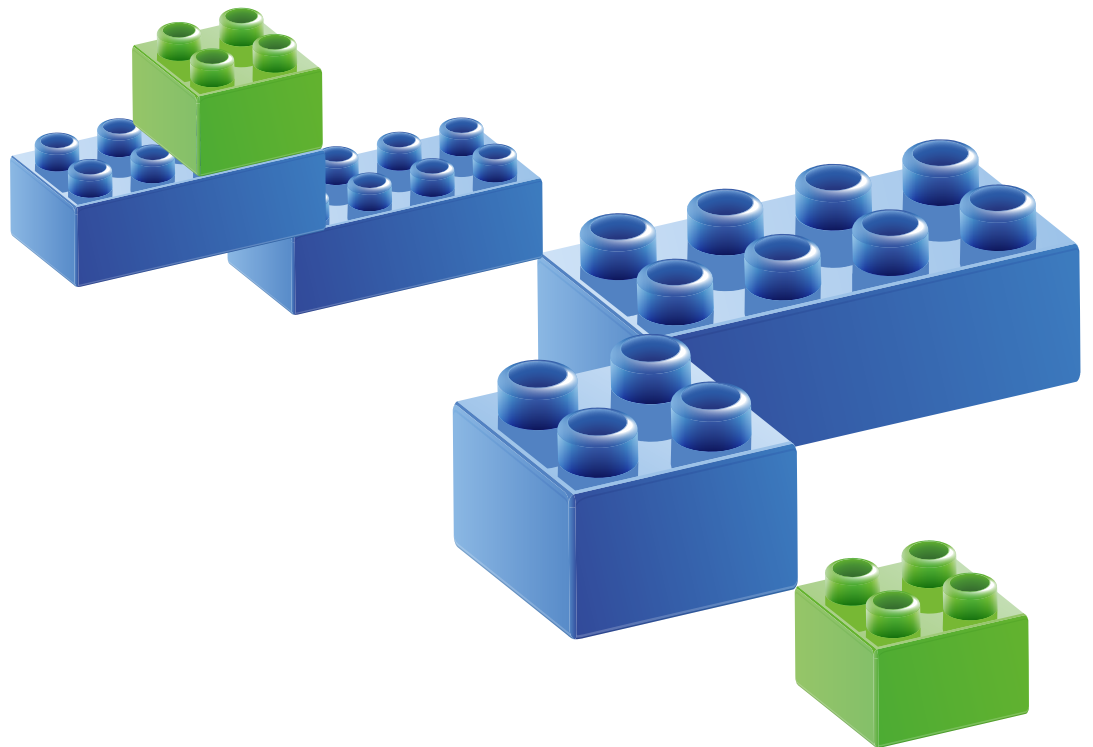




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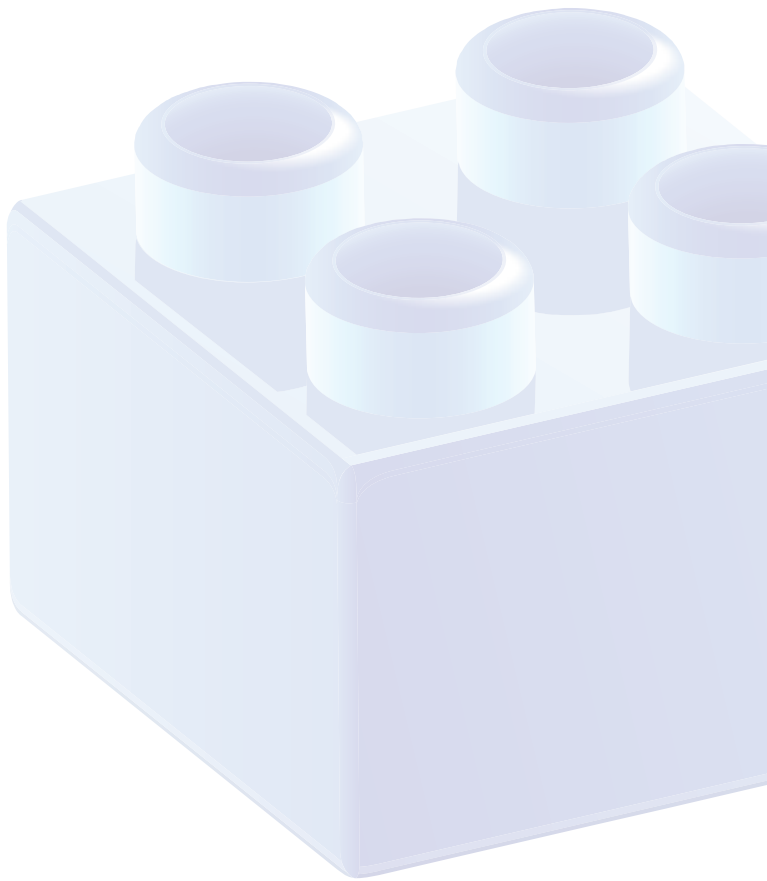
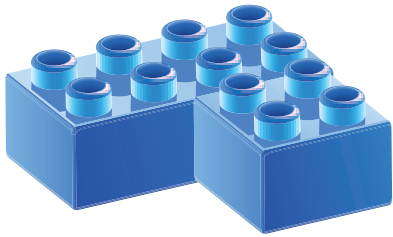
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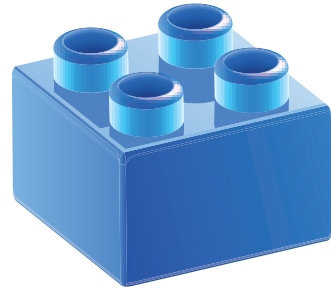
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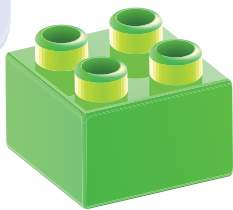
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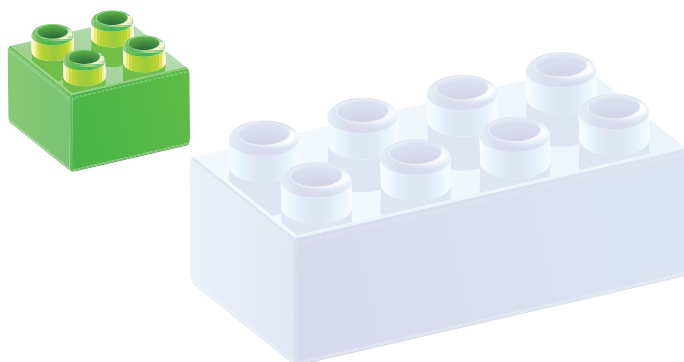






Work programme 2013





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

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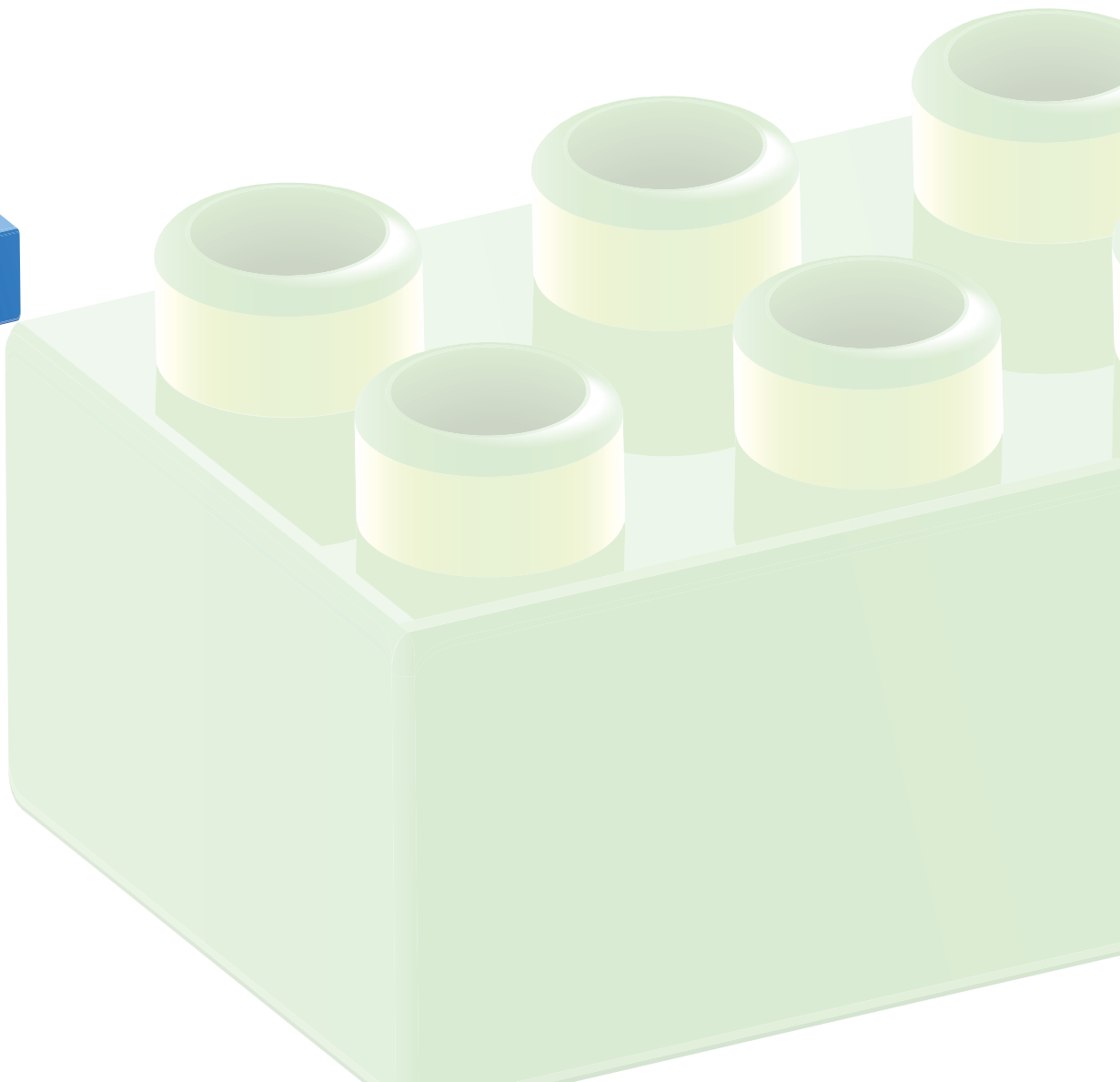
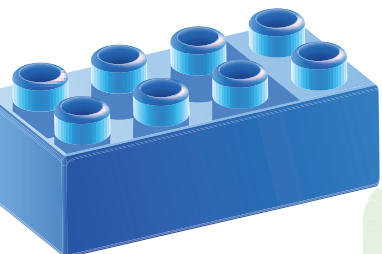
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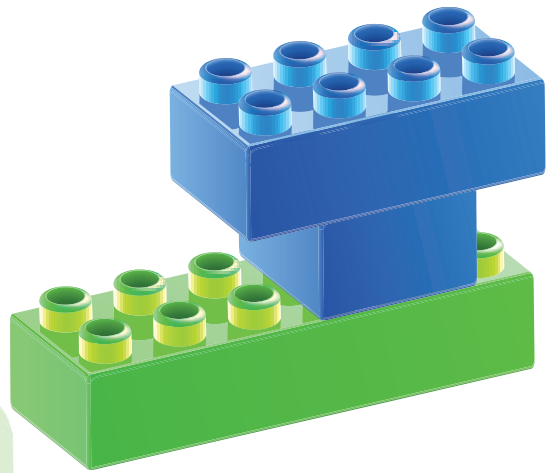
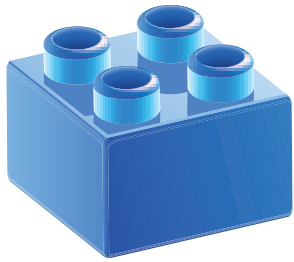
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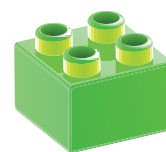
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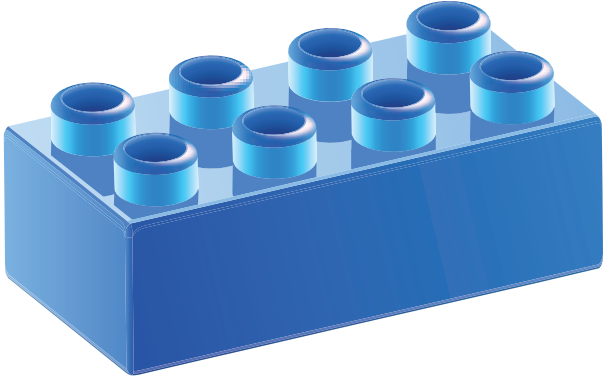
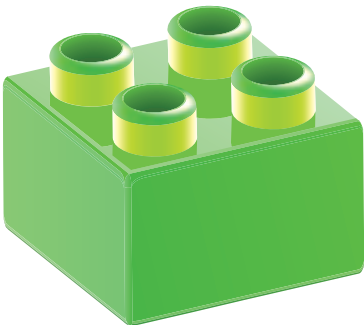
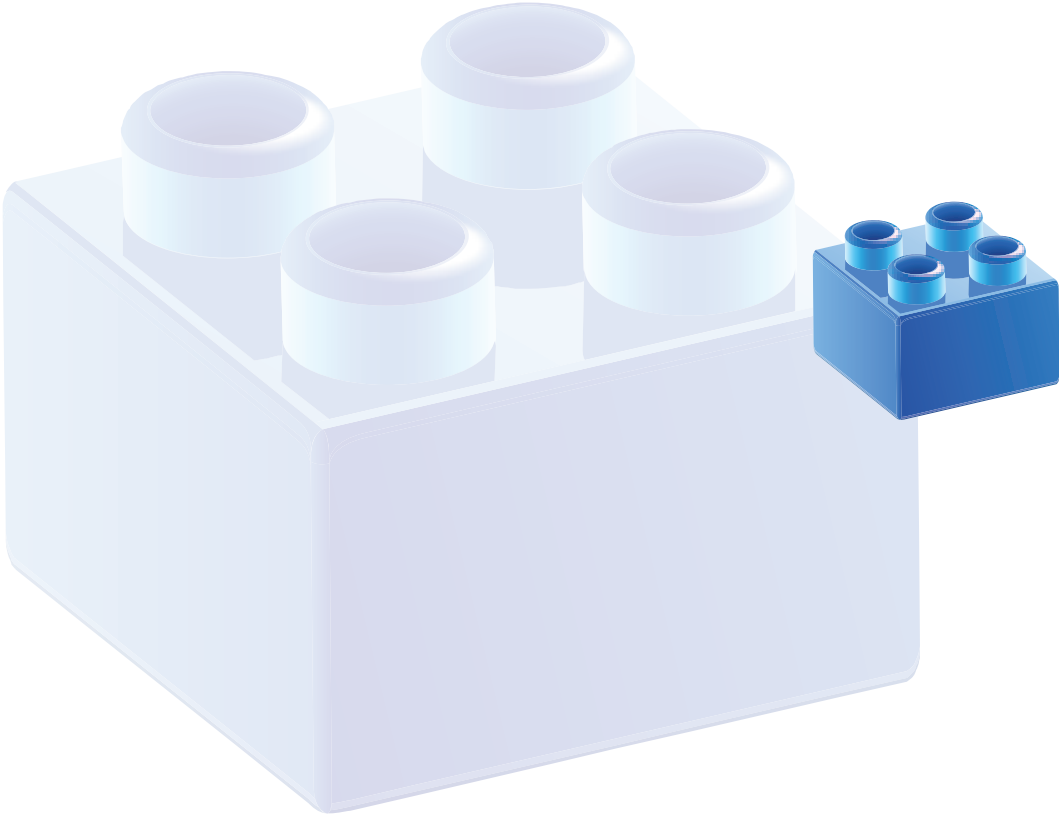




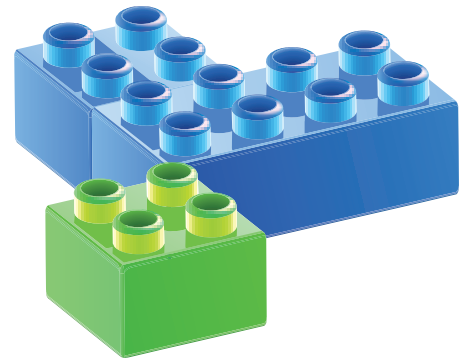
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1. Introduction



Cedefop's 2013 work programme is consistent with its medium-term priorities 2012-14 ⁽¹⁾. It is aligned to the objectives of the European Union's 'Europe 2020' ⁽²⁾ strategy and the policy framework devised to achieve them. This includes, in particular, the flagship initiatives, the annual growth surveys, the Education and training 2020 framework ⁽³⁾, the Bruges communiqué ⁽⁴⁾ with its long-term objectives and short-term deliverables for vocational education and training (VET), the European Commission's employment ⁽⁵⁾ and youth employment ⁽⁶⁾ packages and the communication *Rethinking education* ⁽⁷⁾. This policy framework, with its focus on the interdependence between

employment, economic, social, education and development policies ⁽⁸⁾, reinforces VET's pivotal role in meeting Europe's socioeconomic challenges. Cedefop's interdisciplinary approach and its aim to bridge the worlds of education and training and employment by bringing together its work on VET policies, common European tools and skills is well suited to support this focus.

This work programme meets European Commission demands for specific support. The work planned to support European VET policy development and implementation also reflects Member States' and other stakeholders' needs, most notably those of social partners. Together with its continued provision of information on EU

⁽¹⁾ Cedefop (2011). *Medium-term priorities 2012-14*. Luxembourg: Publications Office of the European Union. http://www.cedefop.europa.eu/EN/Files/4104_en.pdf [accessed 25.5.2012].

⁽²⁾ European Commission. *Europe 2020: a European strategy for smart, sustainable and inclusive growth*. http://ec.europa.eu/eu2020/index_en.htm [accessed 25.5.2012] and *Europe 2020: a new European strategy for jobs and growth*. See: European Council. *Presidency conclusions 25-26 March and 17 June 2010*. <http://register.consilium.europa.eu/pdf/en/10/st00/st00007.en10.pdf> ; http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/ec/115346.pdf [accessed 25.5.2012].

⁽³⁾ Council of the European Union (2009). 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, pp. 2-10. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:en:PDF> [accessed 25.5.2012].

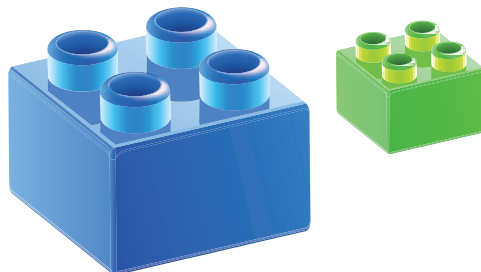
⁽⁴⁾ Council of the European Union; European Commission (2010). *The Bruges communiqué on enhanced European cooperation in vocational education and training for the period 2011-20*. http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf [accessed 25.5.2012].

⁽⁵⁾ European Commission (2012). *Towards a job-rich recovery*. COM(2012) 173 final. http://ec.europa.eu/commission_2010-2014/andor/headlines/news/2012/04/20120418_en.htm [accessed 25.5.2012].

⁽⁶⁾ European Commission (2012). *Moving youth into employment*. COM(2012) 727 final, and accompanying staff working document SWD(2012) 406 final. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0727:FIN:EN:PDF> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SWD:2012:0406:FIN:EN:PDF> [accessed 8.2.2013].

⁽⁷⁾ European Commission (2012). *Rethinking education: investing in skills for better socioeconomic outcomes*, and accompanying staff working documents, in particular *Vocational education and training for better skills, growth and jobs*. SWD(2012) 375 final. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0669:FIN:EN:PDF> ; http://ec.europa.eu/education/news/rethinking_en.htm [accessed 8.2.2013].

⁽⁸⁾ Council of the European Union (2012). *Council conclusions towards a job-rich recovery and giving a better chance to Europe's youth*. <http://register.consilium.europa.eu/pdf/en/12/st14/st14426.en12.pdf> [accessed 8.2.2013].



VET, these activities reflect Cedefop's mission as outlined in its founding regulation ⁽⁹⁾.

To ensure synergy of common efforts, Cedefop cooperates closely with European 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), Eurofound and other European organisations. As Croatia will become a Cedefop partner country with its accession to the EU, cooperation with the ETF will also include easing this transition process.

Cooperation with international organisations like OECD, ILO and Unesco has proved commonly beneficial. Building on this cooperation, Cedefop will have further opportunities to share its expertise globally, for instance in the OECD's skills strategy or a Unesco/Unevoc working group on sustainable development and greening skills. Structured along economic, equity and transformative perspectives, recent recommendations on VET by Unesco member states ⁽¹⁰⁾ resonate European priority areas and request international

guidelines to ease validation and allow comparing qualifications based on learning outcomes. Work on statistics and indicators with OECD and Unesco will continue.

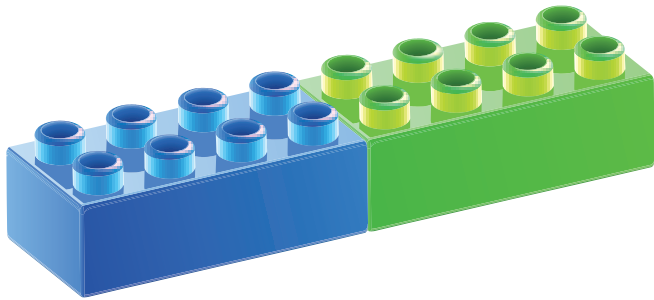
Combining its research and networking capabilities, Cedefop uses its expertise to strengthen (European) cooperation in VET and increase awareness of VET's role and importance. By way of conferences and workshops or presentations it promotes discussion and exchange of ideas and experience between policy-makers, social partners, researchers and practitioners to find the best ways to tackle challenges.

Following this introduction, Chapter 2 outlines the policy background for Cedefop's work programme 2013. It takes account of the overall strategy set by Europe 2020 and more recent policy developments such as the Commission communications *Towards a job-rich recovery* (employment package), *Youth employment* and *Rethinking education* and the related staff working paper *VET for better skills, growth and jobs* ⁽¹¹⁾ and the *Council recommendation on validation*.

⁽⁹⁾ Council of the European Union (2004). 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*, L 39, 13.2.1975, as last amended by Council Regulation EC No 2051/2004.
http://www.cedefop.europa.eu/EN/Files/Consolidated_version_Founding_Regulation_EN_01975R0337-20041221-en.pdf [accessed 18.5.2012].

⁽¹⁰⁾ Unesco (2012). *Transforming TVET: building skills for work and life*. Shanghai consensus. Recommendations of the third international congress on technical and vocational education and training, 14-16 May 2012.
<http://unesdoc.unesco.org/images/0021/002176/217683e.pdf> [accessed 25.5.2012].

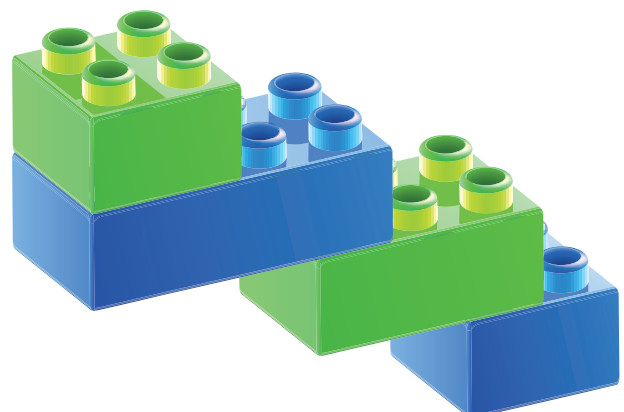
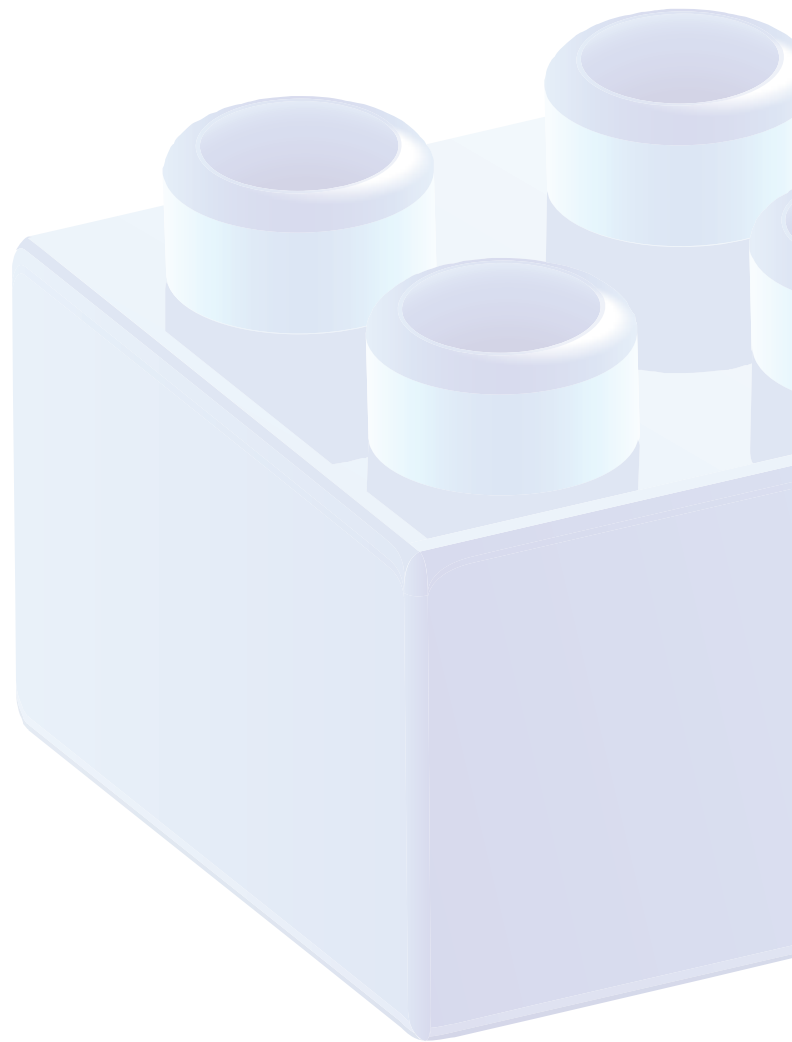
⁽¹¹⁾ European Commission (2012). *Rethinking education: investing in skills for better socioeconomic outcomes*.
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0669:FIN:EN:PDF> [accessed 8.2.2013]. See also Commission staff working document *Vocational education and training for better skills, growth and jobs*. SWD(2012) 375 final.
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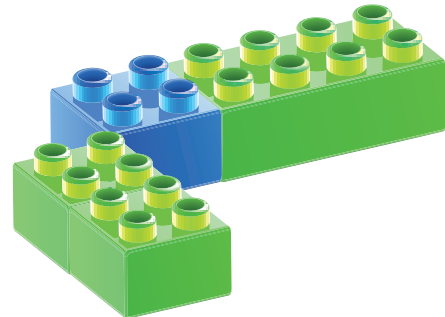
Chapters 3 to 5 outline the planned activities by medium-term priority. Chapters 6 and 7 present communication activities as well as those planned for management and administration of Cedefop for 2013.

Cedefop's work in 2013 is largely determined by a continuation of its most important activities. However, actions will change as projects enter new phases. In addition, the Centre receives new requests, in particular the European process of economic coordination ('European semester'), as follow-up to the actions specified in the 'Employment package' and cooperation activities to support alternate forms of VET (dual forms of training) agreed at a ministerial meeting in Berlin in December 2012. These require additions to projects or adaptation of content, working modes and presentation of results.

In 2013, the Centre will have to adapt to a substantially smaller budget and manage a reduction of posts on the establishment plan (5% in the years 2013 to 2017). Both necessitate focusing activities continuously on the Centre's core mission and making savings wherever possible.



2. Policy background



The policy background is defined by Europe's 2020 strategy and its governance, the ET 2020 framework and the Bruges communiqué.

In 2012, Europe faced unemployment rates exceeding 10% and youth unemployment above 22%. Together with widening disparities between countries and regions this poses a challenge to Europe's employment and social cohesion objectives. Recent forecasts indicate a big risk that the economic situation will deteriorate further in 2013. Even if the economy picks up, unemployment is expected to remain high in 2013. High unemployment will remain a major challenge in many Member States⁽¹²⁾. As youth unemployment is considered a major threat many governments are looking for innovative policies that combine educational (vocational) and labour market services for new labour market entrants as well as returners. Increasing incidence of precarious employment and low-quality jobs are becoming specific issues in this economic climate.

The European Commission's youth opportunities initiative and its communication *Moving youth into employment*⁽¹³⁾ aim at helping Member States address this particular challenge⁽¹⁴⁾. The Commission is calling on all Member States to implement a youth guarantee: within four months after having left school or having become unemployed, young people should receive a job offer, an apprenticeship or a traineeship or another education opportunity. ESF funds could be used for such schemes. All young people should have access to education and training and the labour market. This requires specific attention to young people with a migrant background helping them to develop their potential in formal education and training and value the knowledge, skills and competence acquired through youth work and elsewhere⁽¹⁵⁾. To monitor young people's employability and identify obstacles for their transition from education and training to work, an EU-level benchmark has been set⁽¹⁶⁾.

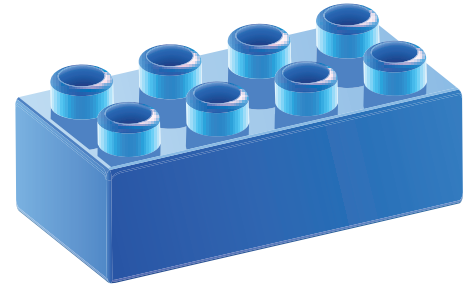
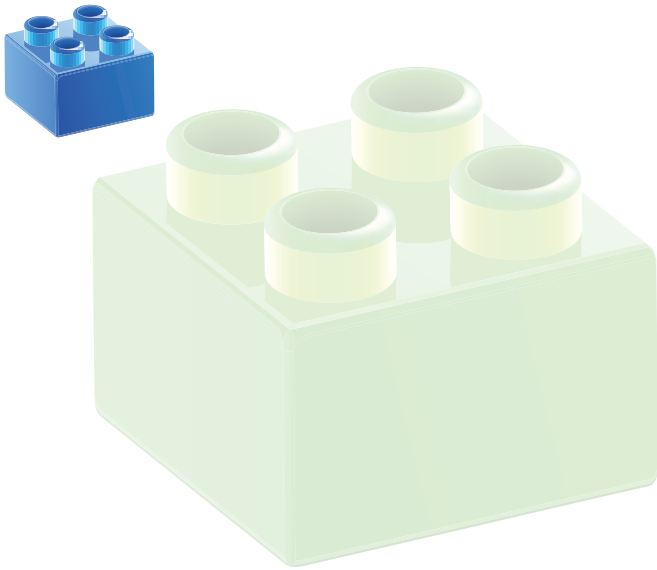
⁽¹²⁾ European Commission (2012). *European economic forecast – Spring 2012*. Luxembourg: Publications Office. European Economy 1/2012. http://ec.europa.eu/economy_finance/publications/european_economy/2012/pdf/ee-2012-1_en.pdf [accessed 18.5.2012].

⁽¹³⁾ See footnote 6.

⁽¹⁴⁾ See footnote 6 and also European Commission staff working document *Implementing the youth opportunities initiative: first steps taken*. SWD(2012) 98 final. <http://ec.europa.eu/social/main.jsp?catId=1006> [accessed 18.5.2012].

⁽¹⁵⁾ Council of the European Union (2012). Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 27 November 2012 on the participation and social inclusion of young people with emphasis on those with a migrant background. *Official Journal of the European Union*, C 393, 19.12.2012, pp. 15-19. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:393:0015:0019:EN:PDF> [accessed 8.2.2013].

⁽¹⁶⁾ By 2020, at least 82% of 20-34 year-olds who left education and training no more than three years before the reference year should be employed (compared to 76.5% in 2010). See: Council of the European Union (2012). *Council conclusions on the employability of graduates from education and training*. Brussels, 10 and 11 May 2012. http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/130142.pdf [accessed 18.5.2012].



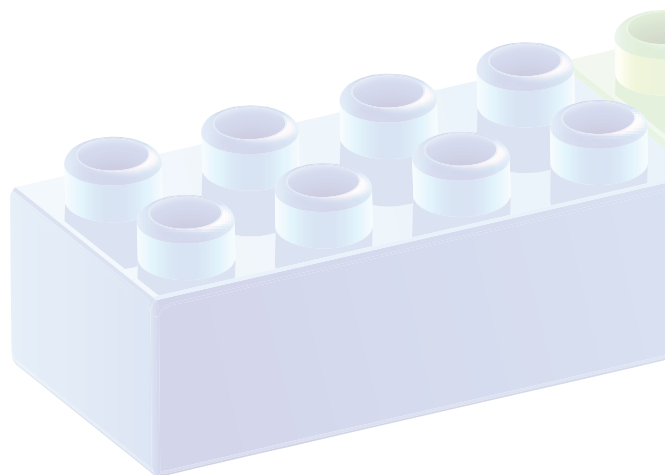
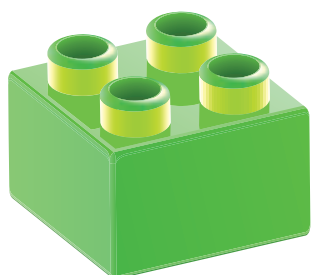
Similarly, realising that lasting recovery can only come from growth and increased competitiveness of European economies, qualification strategies should promote innovation and creativity. This requires an understanding of the factors that drive innovation, productivity and competitiveness. VET providers need to be involved in regional networks and clusters and contribute proactively to innovation systems. This is also one of the essential elements of VET excellence, as the Commission staff working paper on investing skills for better economic and social outcomes points out.

Conclusions of the 2012 European semester point to the need to accelerate reforms in education and VET systems, including boosting apprenticeships and strengthening partnerships between education and lifelong learning institutions, research bodies and business. The European Commission proposed 16 country-specific recommendations (CSRs) having

implications for education and training. These concerned improving access to lifelong learning, upgrading skills and competences of the workforce, and increasing labour market relevance of education systems and VET. The CSRs 2012-13, endorsed by the European Council in May 2012, will have to be implemented by Member States through appropriate national reforms and measures. Efficient investment in education and training is key for economic development and competitiveness for economic recovery, growth and jobs⁽¹⁷⁾.

Lack of qualified staff in some business sectors will pose additional challenges. Strategies to avoid labour market imbalances and limit mismatches will become increasingly important. As economically stronger regions and countries recover, they will attract job-seekers from economically weaker regions. More generally, despite a slowdown of manufacturing's decline in Europe, the long-term trends in favour of the service sector will remain.

⁽¹⁷⁾ Council of the European Union (2012). Council conclusions of 26 November 2012 on education and training in Europe 2020 – The contribution of education and training to economic recovery, growth and jobs. *Official Journal of the European Union*, C 393, 19.12.2012, pp. 5-7. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:393:0005:0007:EN:PDF> [accessed 8.2.2013].



Combining existing anticipation tools and data, the EU skills panorama of the Commission will give a comprehensive overview of Europe's skills needs.

Skill requirements are influenced by longer-term trends such as demographic change (ageing society, higher number of single households and older workforce due to later retirement age). Higher participation of women in the workforce, environmental sustainability and greening of the economy and further developments in the digital economy are also important trends. These developments not only affect skill needs, they will also lead to job loss and job creation⁽¹⁸⁾.

Some services including tourism, health and social care and IT are still expected to provide most job growth in the years up to 2020. However, Cedefop's latest skills and supply forecast shows that job creation is affected, also in these sectors, by austerity measures and cutbacks in public and private spending and

investment⁽¹⁹⁾. The European Commission's 2012 growth survey⁽²⁰⁾ and the Spring European Council⁽²¹⁾ reiterated the need to create jobs, tackle unemployment and promote competitiveness. To this end, in its 'Compact for growth and jobs', the European Council called on Member States to invest in future-oriented areas and enabling technologies⁽²²⁾. Entrepreneurial mindsets and availability of support schemes could contribute to job creation⁽²³⁾. Advocating a consistent and coordinated policy approach, the European Commission's employment package 'Towards a job-rich recovery'⁽²⁴⁾ emphasises the need to invest in and validate people's skills. However, many Member States do not yet have comprehensive national skill strategies or programmes integrated into their growth and competitiveness policies⁽²⁵⁾.

Transversal skills are important and should complement job-specific skills. Entrepreneurship education could help harness young people's

⁽¹⁸⁾ See footnote 8.

⁽¹⁹⁾ Cedefop (2012). *Europe's skill challenge*. Briefing note; March 2012.

<http://www.cedefop.europa.eu/EN/publications/19651.aspx> [accessed 18.5.2012].

⁽²⁰⁾ European Commission (2011). *Annual growth survey 2012*. COM(2011) 815 final Vol. 1/5.

http://ec.europa.eu/europe2020/pdf/ags2012_en.pdf [accessed 18.5.2012].

⁽²¹⁾ European Council (2012). *European Council conclusions*. Brussels 1 and 2 March 2012.

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/128520.pdf [accessed 18.5.2012].

⁽²²⁾ European Council (2012). *European Council conclusions*. Brussels 28 and 29 June 2012.

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/131388.pdf [accessed 16.11.2012].

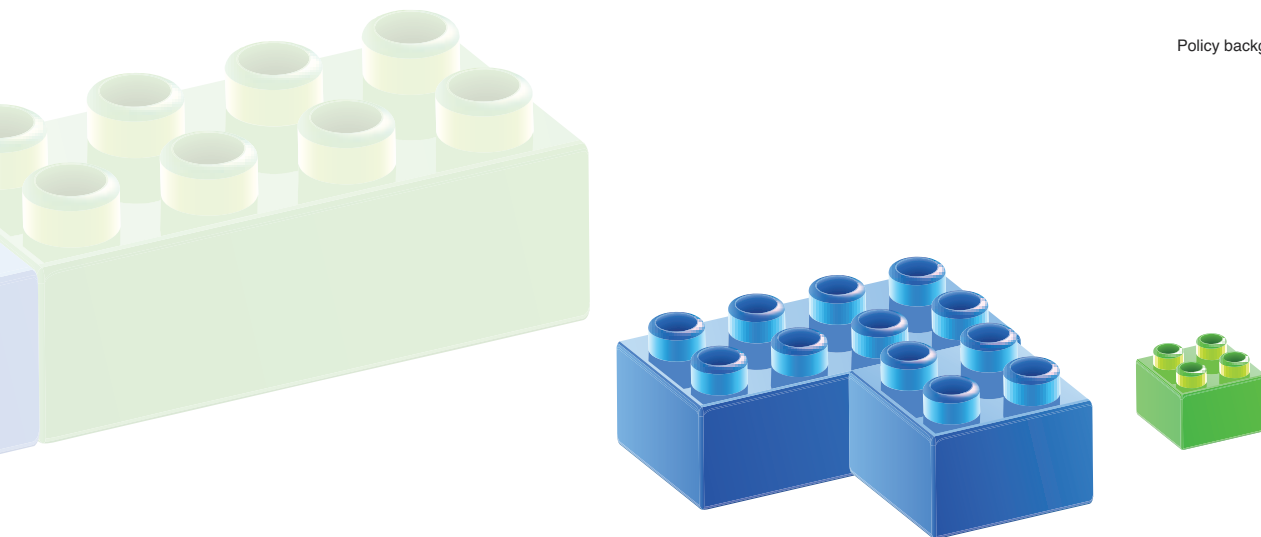
⁽²³⁾ Council of the European Union (2012). Conclusions of 11 May 2012 on fostering the creative and innovative potential of young people. *Official Journal of the European Union*. C 169, 15.6.2012, pp. 1-4.

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:169:0001:0004:EN:PDF> [accessed 8.2.2013].

⁽²⁴⁾ See footnote 5.

⁽²⁵⁾ Cedefop (2012). *A strategy for green skills?* Briefing note; February 2012.

<http://www.cedefop.europa.eu/EN/publications/19538.aspx> [accessed 18.5.2012].



innovation potential. Greening skills are, for instance, becoming part of almost every job, just like ICT skills ⁽²⁶⁾ did previously. Not only low-qualified people need to upgrade their skills. People with medium-level VET qualifications and high-skilled workers, who tend to integrate more smoothly into the labour market than those coming from general education ⁽²⁷⁾, need adequate opportunities to develop their skills further. Continuing training and learning-conducive workplaces are strongly linked to companies' innovation performance ⁽²⁸⁾.

The renewed adult learning agenda ⁽²⁹⁾ stresses the need to improve employer awareness about the benefits of skills investment and to promote their engagement in work-based learning. Calling on Member States to devise more coherent socioeconomic and adult learning policies and improve cooperation between all stakeholders, it also invites them to stimulate learner demand. Easily accessible information and guidance and outreach

strategies should help to motivate disadvantaged groups and those who left education and training early to engage in training and further education. Linking learning to work gives it a practical and immediate meaning and its validation will increase its attractiveness for individuals.

Compared to general education and (mainly) school-based VET, secondary and post-secondary programmes with strong workplace components lead to higher employment shares among graduates. In general, duration of the first job also tends to be longer ⁽³⁰⁾. Promoting work-based learning of good quality as part of VET is a central issue of recent policy initiatives in fields of education and training, employment or youth. This includes support and stimulation of more young people to obtain work- or learning-experience abroad ⁽³¹⁾. *Moving youth into employment* outlines the main success criteria for apprenticeships: apprenticeships, which are well embedded in the country's

⁽²⁶⁾ See footnote 12.

⁽²⁷⁾ Cedefop (2012). *From education to working life: the labour market outcomes of VET*. <http://www.cedefop.europa.eu/EN/publications/20448.aspx> [accessed 10.12.2012].

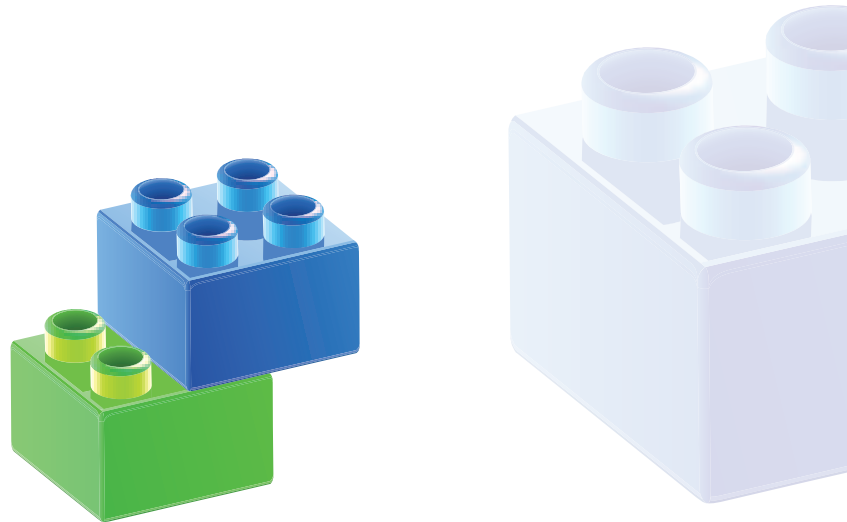
⁽²⁸⁾ Cedefop (2012). *Learning and innovation in enterprises*. Cedefop research paper; No 27. <http://www.cedefop.europa.eu/EN/publications/20704.aspx> [accessed 10.12.2012].

⁽²⁹⁾ Council of the European Union (2011). Council resolution on a renewed agenda for adult learning. *Official Journal of the European Union*, C 372/01, 20.12.2011, pp. 1-6. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0001:0006:EN:PDF> [accessed 25.5.2012].

⁽³⁰⁾ *ibid.*

⁽³¹⁾ Council of the European Union (2011). *Council conclusions on a benchmark for learning mobility*. 3128th Education, Youth, Culture and Sport Council meeting. Brussels, 28 and 29 November 2011. http://www.consiliium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/126380.pdf [accessed 25.5.2012].

By 2020, an EU average of minimum 20% of higher education and 6% of initial VET graduates of 18-34 year-olds should have participated in learning mobility. The European Commission's 'We mean business' initiative, was set up to help young people become familiar with and adapt to requirements of the EU.

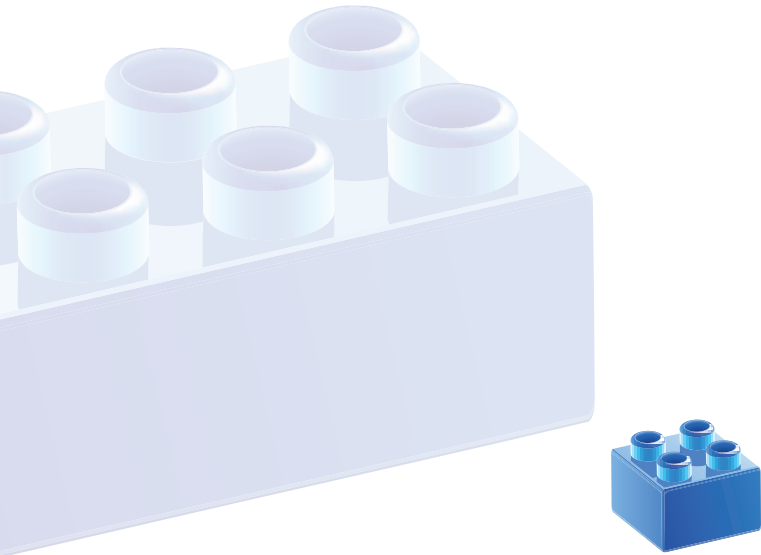


education and training system and its qualification framework; a regulatory framework that encourages employer engagement; social partners and effective partnerships between VET institutions and enterprises ensure that standards and learning outcomes meet occupational needs; and learning processes are quality assured. In-company learning familiarises learners with demands of the world of work, helps them develop generic skills that are difficult to acquire elsewhere such as customer relationships and promotes intergenerational learning. Expanding work-based learning opportunities is also important to prevent young people from leaving education and training early and to achieve the European headline target and related national objectives ⁽³²⁾. Increasingly, such models are also being used in continuing training of adults and at tertiary level.

European labour market comparisons show that Member States with apprenticeship-type work-based VET systems, such as Germany, Austria or the Netherlands, have comparatively lower youth unemployment rates. Bilateral experience exchange and support in building up similar systems adapted to national conditions support the European policy objective to promote work-based learning. Some of these actions build on national and regional initiatives and use structural funds. In its communication *Rethinking education* the Commission committed itself to setting up a *European alliance for apprenticeship* ⁽³³⁾. This alliance would bring together different stakeholders and pool various activities under one umbrella. These would include promoting partnerships to develop dual learning, helping develop common dual training curricula and aiding recognition of apprenticeships undertaken abroad. ESF funds

⁽³²⁾ Reduce early leavers from education and training to below 10%; at least 40% of 30-34 year-olds should complete third level education or equivalent. See: European Council (2010). *European Council conclusions*. Brussels, 17 June 2010. http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/ec/115346.pdf and http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/targets/index_en.htm [accessed 25.5.2012].

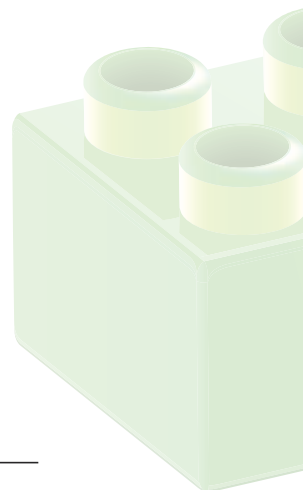
⁽³³⁾ See *Rethinking education* and *Moving youth into employment*, footnote 6 and footnote 7.



could be used to support these activities. In this context the *European alliance for apprenticeship* a German cooperation initiative with six other Member States was launched at a conference in Berlin in December 2012.

Developing work-based learning in VET requires more training places, increased focus on training quality ⁽³⁴⁾ and a closer relationship between VET providers and enterprises. To this end, the European Commission has set up a VET-business forum and Directors General for VET and European social partners have committed themselves to promoting VET-business partnerships and cooperation ⁽³⁵⁾. The Commission has launched pilot projects on sectoral skills alliances between education and training, including VET providers, and enterprises supporting sectoral approaches to developing skills.

Based on systematic analyses of country developments, annual growth surveys inform the Europe 2020 structural reform agenda. The increasing need to evidence progress in VET will require Cedefop to complement its comparative work with more and systematic country-based information. This information will support the Commission in monitoring country-specific recommendations (European Semester) and identifying emerging challenges in Member States.



⁽³⁴⁾ See proposal on a Council recommendation on a quality framework for traineeships: European Commission (2012). Quality framework for traineeships: Commission staff working document. SWD(2012) 99 final.

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SWD:2012:0099:FIN:EN:PDF> and European Commission (2012). *Towards a quality framework on traineeships: communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions*. COM(2012) 728 final. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0728:FIN:EN:PDF> [accessed 8.2.2013].

⁽³⁵⁾ See VET-business forum launched 7-8 June 2012 and statement on promoting VET-business cooperation and partnerships in vocational education and training. Copenhagen, 24.4.2012. <http://www.uvm.dk/aktuelt/~UVM-DK/Content/News/Udd/Erhvervs/2012/Apr/~media/UVM/Filer/Udd/Erhverv/PDF12/120426%20Statement%20Directors%20General%20for%20Vocational%20Training%20and%20European%20Social%20Partners.ashx> accessed 25.5.2012].

3. MEDIUM-TERM PRIORITY 1

Supporting modernisation of VET systems

Monitoring, analysing and reporting on policy developments

The **Bruges communiqué** provides a general framework for continued cooperation between the European Commission, Member States and social partners in VET. Following Cedefop's mandate in the Copenhagen process to support policy development and provide evidence for policy-making in VET, confirmed in the 2010 Bruges communiqué, in 2013 the Centre will continue to:

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

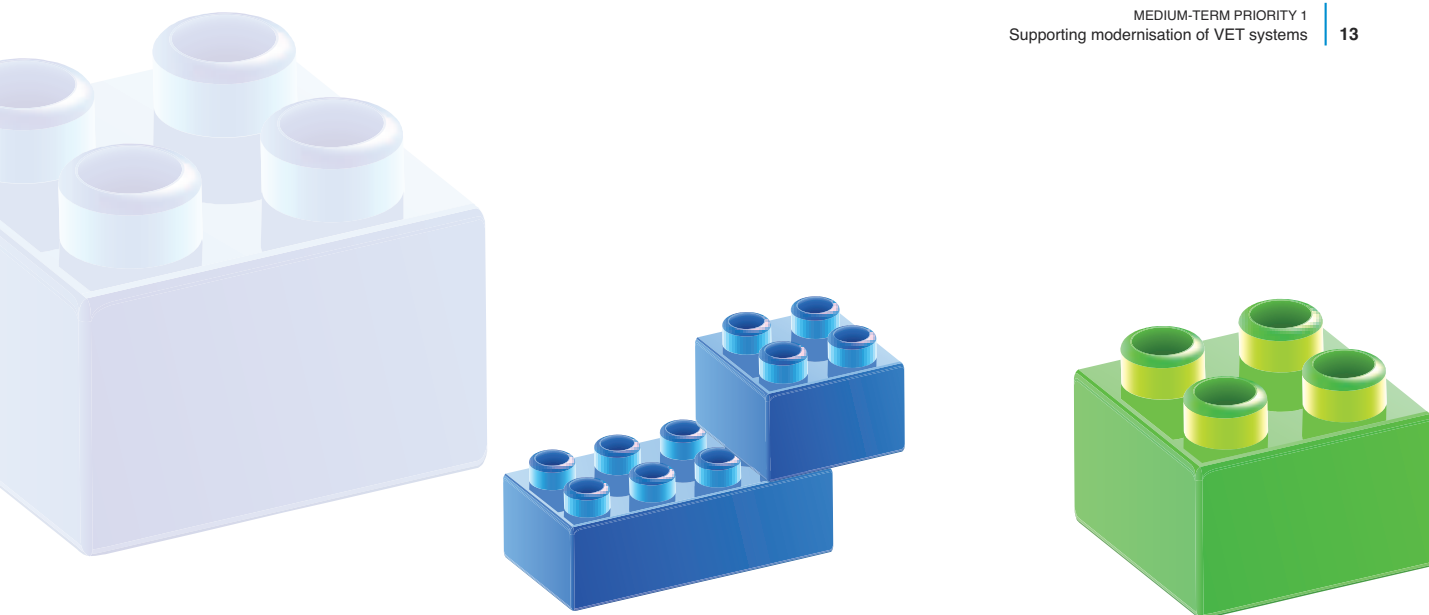
To accompany economic and political coordination in the framework of the Europe 2020 strategy (**European semester** ⁽³⁶⁾), Cedefop will support the European Commission and deliver regular country analyses. Cedefop's **overview of key VET developments in EU countries** will draw upon information and analysis available from several Cedefop projects and sources, though the core of evidence will come from the Centre's reviews of progress in VET policy (see next paragraph). It will also involve collecting descriptive information and

news from Cedefop's European network for VET – ReferNet – on the measures taken by Member States to address recommendations made by the Council on VET. Cedefop's review of key VET developments will be delivered twice a year:

- (a) in February to feed into the country analysis underpinning the recommendations to be proposed by DG Education and Culture; and
- (b) in October to support monitoring implementation of country-specific recommendations and inform the overall European analysis realised by the European Commission for the annual growth survey.

In 2013, **progress in VET policy** of Member States to reach the **deliverables** of the Bruges communiqué will be reviewed and updated. As in 2012, this exercise will rely upon: results of a ReferNet survey, Cedefop's monitoring of the European tools, as well as other Cedefop projects and studies and any other relevant qualitative and quantitative sources. **Thematic snapshots** will be provided, if requested, for meetings of the Directors General for Vocational Training (DGVTs) and the Advisory Committee for Vocational Training (ACVT). Semester themes in 2013 are: (a) quality assurance (Irish Presidency), and (b) role of VET in reducing early leaving from education and training (Lithuanian Presidency).

⁽³⁶⁾ http://ec.europa.eu/europe2020/reaching-the-goals/monitoring-progress/index_en.htm [accessed 10.12.2012].



The next comprehensive **VET policy report** to be released in the first half of 2014 will require systematic assessment of actions taken in member countries and at European level regarding short-term deliverables as well as progress towards the Bruges strategic objectives. To fulfil its mandate and provide the expected input to the review for the Copenhagen progress, Cedefop will carry out a substantial share of the preparatory work and start collecting information from relevant stakeholders already in 2013.

ReferNet is an important source of information on national VET policies and systems. Deliverables from the network support Cedefop's monitoring of policy progress and the Centre's input to the European semester (as described above). The network also provides descriptions of VET systems and their development, which appear online – **VET in Europe**. To support events organised under the 2013 Presidencies of the EU, Cedefop will publish, in cooperation with national ReferNet partners, descriptions of VET systems in Ireland and Lithuania.

To support analysis of policy developments with quantitative data, Cedefop will publish **key statistics and indicators on VET**, aligned with European benchmarks and standing indicators. Cedefop will, in parallel, continue its work on improving availability, relevance and quality of data as well as methods and tools for data collection at European and international levels. Priorities for data development and analysis are:

- (a) the continuing vocational training and adult education surveys to investigate the extent,

access, patterns, structure, governance, outcomes and financing of job-related learning and continuing vocational training in enterprises and among the adult population; and

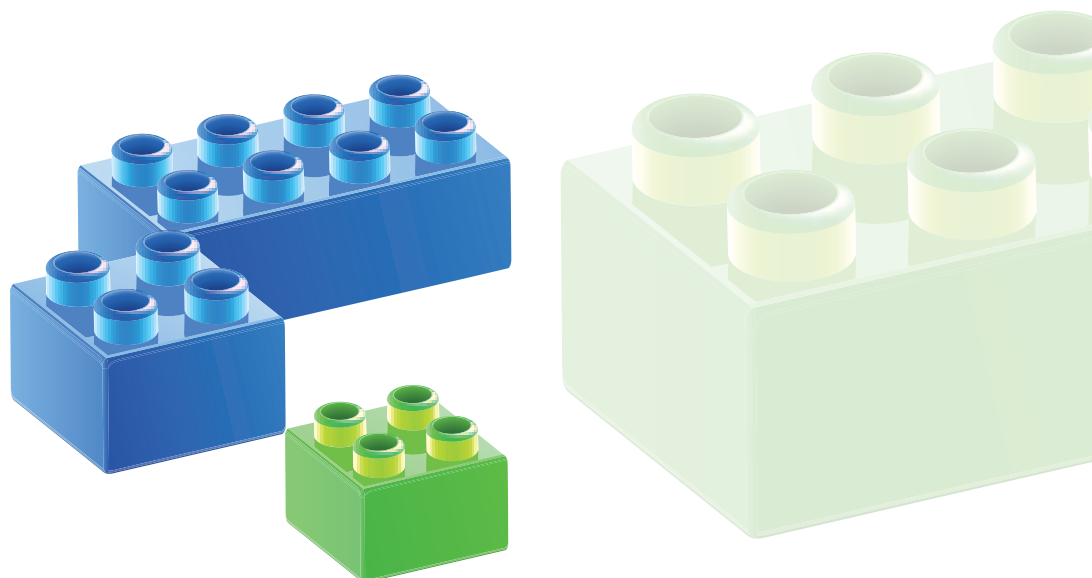
- (b) data from the programme for international assessment of adult competences (PIAAC) to understand better the outcomes of VET. Finally, Cedefop will support review of fields of education classification through participation in the Unesco Institute for Statistics technical advisory panel.

In 2013, Cedefop will publish and disseminate two policy analyses:

- (a) '**Mobility** for learning purposes in VET' will review European and national initiatives to boost mobility in the EU, identify remaining obstacles and illustrate the role of European tools;
- (b) 'Making initial VET an attractive learning option' will provide evidence that promoting VET **attractiveness** is dependent on countries' socioeconomic and institutional contexts as well as perceptions of different stakeholders.

Common European tools and principles, learning outcomes and qualifications

In 2013, Cedefop's work will focus on supporting **implementation of common European tools and principles**. Based on recommendations of the Council and the European Parliament, the



European qualifications framework (EQF), the European credit system for VET (ECVET) and the European quality assurance framework for VET (EQAVET) are now reaching the end of the first implementation period. Efforts must be made to make sure that their added value to end-users – individual learners, employers or education and training institutions – is reinforced.

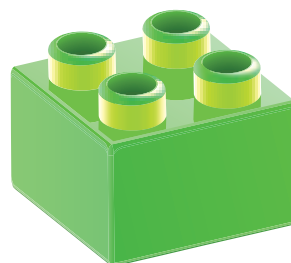
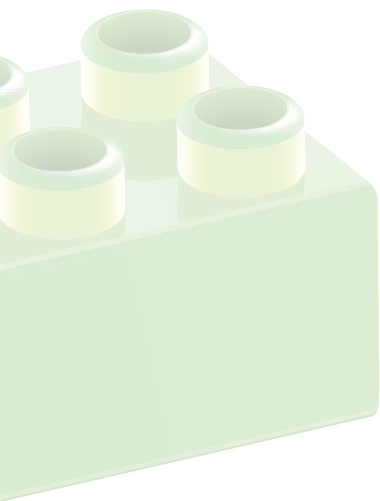
Priority must be given to strengthening **synergy and coherence** between the tools, in particular by ensuring that the learning outcomes principle is applied consistently and transparently. To this end, Cedefop will actively support the European Commission in directly fostering cooperation between tools, for example by promoting peer and policy learning.

Cedefop will continue supporting the European Commission in coordinating the **EQF advisory group** and **EQF national coordination points**. A key activity will be to develop further annual mapping and analysis of national qualifications frameworks (NQFs). In 2013, focus will be on the impact of NQFs at European and national level to improve understanding on how NQFs are used to modernise education and training systems. Outcomes of Cedefop **NQFs mapping** will support the 2013 Commission's evaluation of the EQF recommendation. Cedefop will also support content-wise development of the EQF portal, especially to ensure its link to the ESCO qualifications pillar.

The **referencing process**, in which countries relate their national qualifications to the EQF, is expected to be finalised in 2013 by all countries. Cedefop will continue to work closely with members of the EQF advisory group to ensure that this process holds a high standard and can be trusted by users of the EQF. Cedefop will also support the European Commission in addressing the second target of the EQF recommendation that invites countries to introduce a reference to EQF levels in all new qualifications, certificates and diplomas.

In addition to continued and strengthened focus on NQF developments and the referencing process, final results of the study on **qualifications at EQF level 5** (started in 2012) will be published. They will support EQF implementation by providing evidence on how the learning outcomes approach is applied when assigning qualifications to NQFs. The study will help identify the challenges and opportunities faced by countries carrying out consistent referencing to the EQF. The study will also give insights into the interaction between VET and higher education and the increasingly important role VET plays at higher qualifications levels.

Based on Cedefop's first review in 2012 of **international qualifications**, work will concentrate on better understanding the role 'non-state' qualifications play in further learning and employment. Where appropriate, such qualifications will be related to sectoral

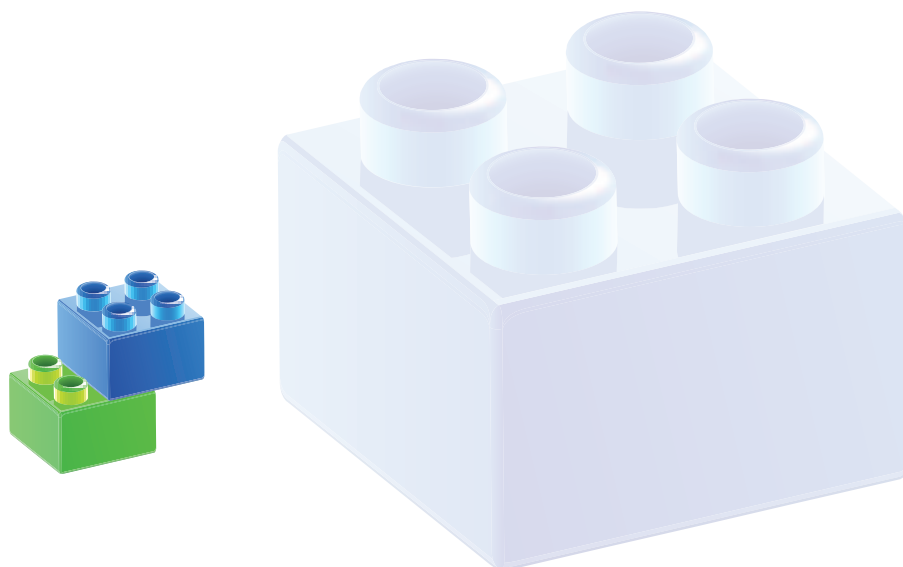


qualifications and defined by skills alliances. Work on international qualifications will also feed into development of **ESCO**, the European taxonomy on skills, competence, occupations and qualifications. Cedefop will continue to provide a major contribution to the development of the ESCO qualifications pillar, with particular reference to the direct link to the EQF and NQF developments. Work will include development of an inventory of European and international qualifications and certificates not yet covered by the EQF/NQFs. Cedefop will also support the working group on cross-sectoral/transversal skills and competences and act as observer on the ESCO board.

Working closely with the European Commission, Member States and social partners, Cedefop will continue to support **implementation of ECVET** at European and national levels. A key activity in 2013 will be to develop further annual **monitoring and analysis of ECVET developments** in Europe, notably taking stock of progress in ECVET implementation strategies and involvement of stakeholders at national level. This monitoring will provide a basis for reflecting on the relationship and interaction with ECTS, to increase coherence between the two European credit systems for VET and higher education. Outcomes of Cedefop's ECVET monitoring will inform the 2014 evaluation foreseen by the ECVET recommendation.

The study on **unitisation for flexibility and mobility in VET**, started end 2011, will be finalised. The study analyses unitisation in VET and how it interrelates with development and implementation of credit arrangements for lifelong learning and learners' mobility in Europe. Overall, these studies and analyses provide a reference point for Cedefop's work on modernisation of VET and lifelong learning.

Europass development, designed by Cedefop in close cooperation with the European Commission, will focus on upgrading web resources, including the CV and language passport online tools. Work will also seek to improve interoperability of Europass with employment services and businesses. The template and management tool for **Europass experience** – the new Europass document developed in 2012 to record non-formal and informal learning outcomes acquired by European citizens in their home country or abroad – will be further upgraded and tested in several countries. The **European skills passport** – developed by Cedefop and launched in December 2012 to provide citizens with a portable dossier – will be further improved based on users' feedback. New developments include a tool to support citizens in self-assessing their ICT skills and competence based on a common set of standard levels and descriptors.



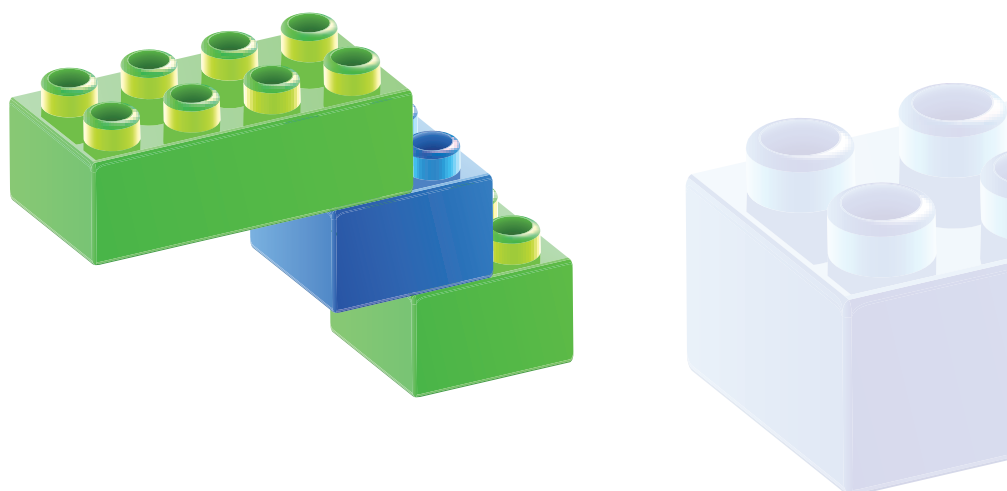
In cooperation with the European Commission and Member States, Cedefop will support **implementation of the EQAVET recommendation**. A new study will focus on strengthening the link between EQF and quality assurance arrangements at European and national levels to support common trust and promote systematic quality assurance of certification processes, thus, easing recognition of qualifications. The study on management approaches to establish a quality culture within VET institutions (started in 2011) will be finalised and its outcomes disseminated. Outcomes will include guiding principles to support VET providers when implementing internal quality management. In close cooperation with the European Commission, Cedefop will build on previous research on accreditation of VET providers. Moreover, Cedefop will support the Commission in elaborating guidelines for establishing a common quality assurance framework for VET providers at national level, no later than by the end of 2015.

In 2013, Cedefop will provide a platform to discuss policy implications of results of a 2012 study on **quality approaches in learning and training patterns in small enterprises** (up to 50 employees).

In coordination with the Commission, Cedefop's analytical work and studies in **quality assurance in VET** will inform the semester theme of the Irish Presidency ('quality assurance'), also building on outcomes of the work (conference) under the Belgian Presidency.

Cedefop will continue to give analytical and practical support to stakeholders introducing the **learning outcomes approach** in VET and lifelong learning. While broadly accepted by policy-makers as a key principle for increasing the quality and relevance of education and training, interpretation of the principle differs between stakeholders and users, and the impact of learning outcomes on education and training practices varies. Work in 2013 aims to improve general understanding of how learning outcome orientation is influencing education and training policies and practices across Europe and, thus, may establish a realistic basis for cooperation and further development.

Cedefop will work closely with the European Commission, Member States and the social partners, through the EQF advisory group, in developing a consistent and long-term strategy on use of learning outcomes for modernising VET and lifelong learning. To understand better how the learning outcomes approach is being interpreted and applied, Cedefop will launch in 2013 a **systematic and comparative study on application of the learning outcomes approach across Europe**. Building on a survey of national practices, the resulting review will take into account the experiences gained from development of national qualifications frameworks, credit systems, curricula, assessment, quality assurance and validation and illustrate how the learning outcomes approach underpins the European tools in education and training. The work will also be supported by results of the

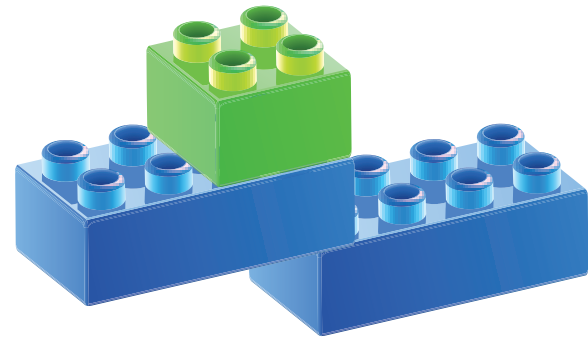
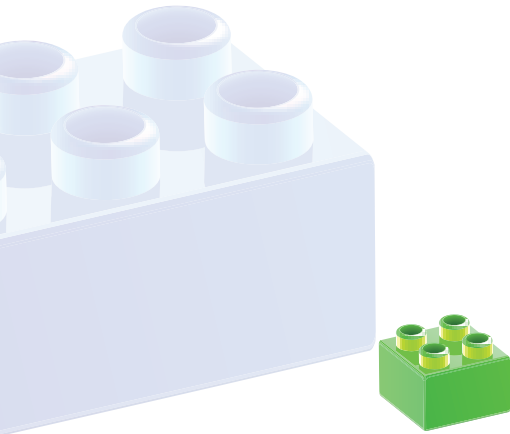


study, started in 2012, on the impact of the learning outcomes approach on teaching and learning methods applied in initial VET and how they are supported by learning environments best to benefit learners. Taking as a basis Cedefop's analyses and research findings, an **Agora conference** is planned to debate the critical role played by learning outcomes in education and training systems and in sustaining learning pathways in the labour market.

Continuous renewal and reform of VET is important for Europe to recover from the current crisis. An important question is **better coordination and governance of VET** to ensure quality, relevance and inclusion. In 2013, Cedefop will bring together results of several **ongoing studies** exploring how VET systems are governed and how they interact with other parts of the education and training system and the labour market. The study on **cooperation between education and training and the labour market in renewing VET**, started in 2011, will deliver insights on how VET provision and standards are defined and renewed. It focuses on the conditions for improving the relevance of VET qualifications and for ensuring that the needs of the labour market are reflected in education and training provisions. Building on comparative data from several countries and occupational sectors, the study on the **role of qualifications in governing occupations and professions**, started in 2011, will provide a review of the different forms of regulation, how

these are changing in the current economic and political situation – also due to technological and labour market developments – and discuss the implications for the VET system. A third study, started in 2012, will look into **the character and diversity of partnerships of education and training providers** – at national, regional and local levels – and how they can ease access and progression in VET and between VET and HE. Cedefop will use the insights gained through the above activities to inform a debate on VET governance in Europe.

In cooperation with the European Commission and Eurydice, work will continue on **early leaving from VET**. It is foreseen to undertake a study on the factors causing early school leaving (ESL) including VET, coordinated by and in cooperation with Eurydice in 2013 and to collect information on policies to tackle early leaving from VET through ReferNet. Results of the studies by Eurydice and Cedefop will be published in a joint report in 2014. Attention will be paid to school-based VET (up to upper secondary level) and work-based (apprenticeship type) IVET and preventive and remedial measures that encourage learners to stay in or return to VET. Outcomes of these activities will inform the semester theme of the Lithuanian Presidency ('Role of VET in reducing early leaving from education and training').



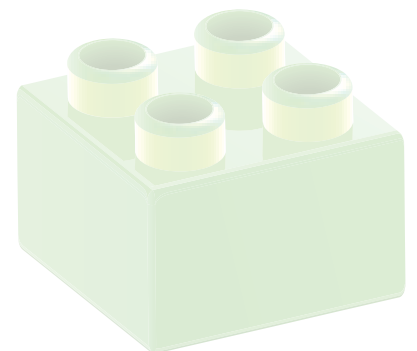
Study visits and policy peer learning

In 2013, Cedefop will run the last academic year of study visits (September 2013 to June 2014) under the lifelong learning programme (LLP). Cedefop will summarise the experiences, outcomes and impact of study visits and disseminate them, through a conference and a publication, to the programme's target groups and to EU education and training stakeholders, including the social partners. It will also continue to disseminate outcomes of previous work on **empowering vulnerable adults** to tackle labour market challenges, acquisition of **key competences for employability and transition of young people from education and training to employment**. Cedefop will continue to 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.

Cedefop will support Member State initiatives and intergovernmental cooperation for introduction of apprenticeship-type work-based learning. It will, for example, support the 'European alliance for apprenticeship' launched on 11 December 2012 in Berlin ⁽³⁷⁾ to help young people integrate more easily into the labour market.

Cedefop will continue supporting the city of Thessaloniki and region of northern Greece (Macedonia) in assessing skill needs in the local economy and developing a system for continuous development of a relevant VET provision to fight the high level of youth unemployment in the region.



⁽³⁷⁾ <http://www.bmbf.de/press/3385.php>. Germany, Greece, Spain, Italy, Lithuania, Portugal and Slovakia have signed memoranda defining the scope and objectives of future cooperation [accessed 12.12.2012].

4. MEDIUM-TERM PRIORITY 2

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

Cedefop's work on **adult learning** contributes directly to implementation of the priorities set at European level, including the Bruges communiqué and the Council resolution on a renewed European agenda for adult learning. Cedefop will support the European Commission by providing advice and expertise to the thematic working groups set up on quality in adult learning and financing adult learning.

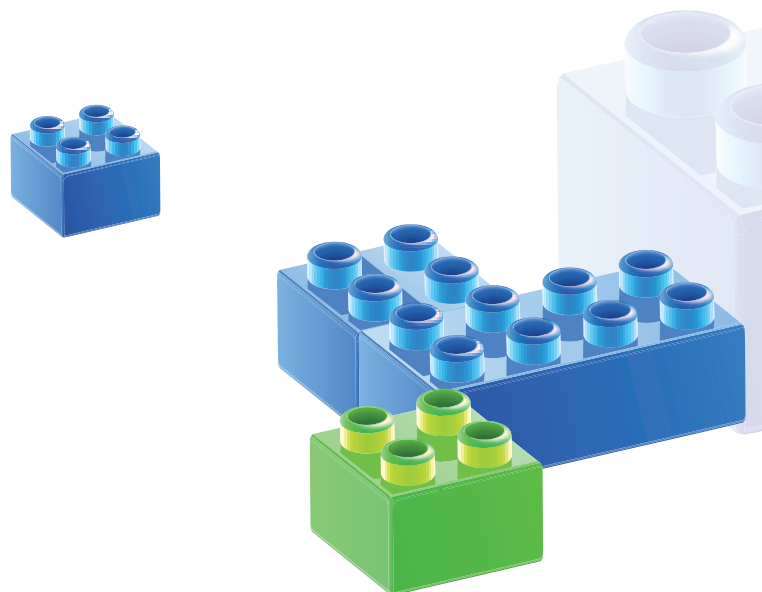
Work-based learning is increasingly recognised as an efficient way to equip people with key competences and occupational skills. Lifelong, lifewide learning and employment have become increasingly important for adults, including low-skilled or unemployed. Final outcomes of the study on the **role of work-based learning** for reintegration of unemployed adults into the labour market (started in 2011) will be available and disseminated in 2013. The study analyses the effectiveness of work-based learning programmes that focus on acquisition of key competences, and the extent to which they are used in national unemployment policies.

Work will also focus on **reviewing work-based learning approaches** in continuing vocational education and training (CVET) in Europe. In 2013, Cedefop will initiate systematic work to understand better the profile and functions of CVET in Europe. While our knowledge of initial VET is substantial,

developments in CVET are diverse, rapidly changing and less understood. This affects our ability to support developments and promote cooperation. A new study will be carried out taking stock of existing research data on European CVET. It will focus on the overall profile and orientation of the CVET sector. Several country and sector cases will be developed in 2013 pointing towards a comprehensive study to follow in 2014-15. This area of work will build on and complement Cedefop's secondary analysis of quantitative data (mainly the fourth continuing vocational training survey and the adult education survey).

Quality and relevance of work-based learning require that trainers are supported throughout their careers to update their knowledge and skills. Trainers are at the front line of current initiatives aiming to upgrade the skills of the workforce, promote lifelong learning, employability, and VET reforms. Cedefop will continue to coordinate – jointly with the European Commission – the **thematic working group on trainers in VET** (launched in February 2012). The group will identify examples of effective policies and practice to support workplace trainers. In 2013, a study will be launched to analyse successful approaches to support professional development of in-company trainers.

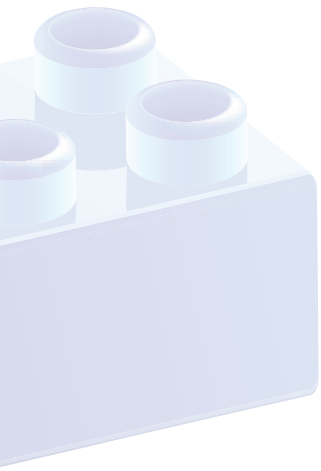




Validation of non-formal and informal learning has a key role to play to increase the value of skills and competence developments for adults in the workplace. In 2013, Cedefop will support the European Commission and Member States in taking forward the Council recommendation on validation of non-formal and informal learning⁽³⁸⁾. Cedefop will also finalise and disseminate results of its study on use of validation of non-formal and informal learning in enterprises – started 2010 – at the seminar jointly organised by the Commission and Cedefop on launch of the recommendation. Cedefop will also take over responsibility for updating the **European inventory on validation** that will be completed in 2013 as well as support the Commission and Member States on updating the European guidelines. Cedefop will continue its work to create an electronic interface between the guidelines and the inventory.

If supported by **lifelong guidance**, adults could make better informed decisions on education, training and work. However, further work is needed to ensure increased availability, accessibility and effectiveness of lifelong guidance in the context of lifelong learning and sustainable employment. To address these challenges, in 2013 Cedefop will finalise its 2012 study on the role of guidance in **employers' age management strategies** and how **longer career paths** for older workers (55+) can be supported by means of lifelong learning and skills development. Findings of the in-house analysis on guidance supporting labour market integration of immigrants will also be made available. Continued cooperation with the Commission and the European lifelong guidance policy network (ELGPN) will be ensured, and it is planned to conduct a comparative analysis of lifelong guidance policies to be available in 2014 building upon

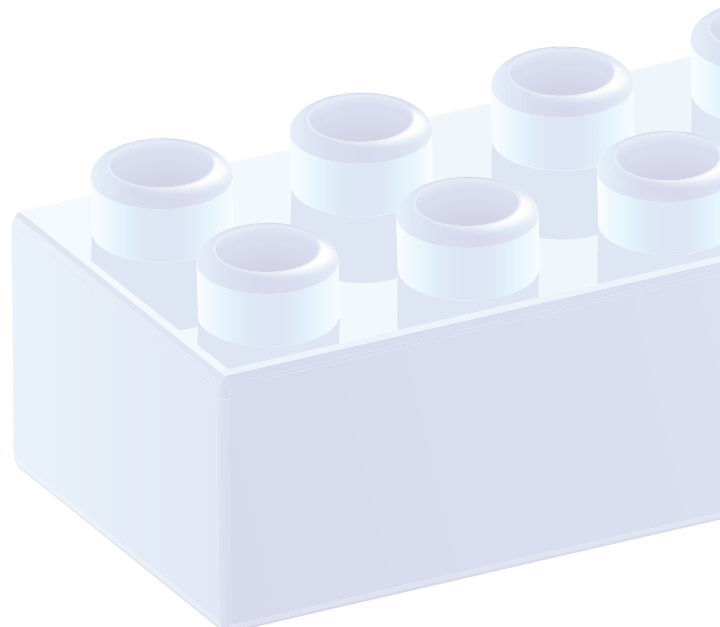
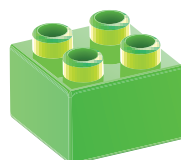
⁽³⁸⁾ Council of the European Union (2012). Council recommendation of 20 December 2012 on the validation of non-formal and informal learning. *Official Journal of the European Union*, C 398/01, 22.12.2012, pp. 1-5. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:398:0001:0005:EN:PDF> [accessed 8.2.2013].



country-based information collected by ELPGN.

Recent studies and evidence are pointing to the success of work-based learning, dual VET systems and apprenticeships in promoting successful labour market integration of young people. Developing work-based learning and increasing the number of apprentices are objectives and deliverables of the Bruges communiqué and European countries are taking several policy initiatives in this direction. However, **funding models for dual-based VET and apprenticeships** are varied and complex and they also entail substantial private investment. In 2013, Cedefop will launch a study to examine financing models as well as private and public costs of work-based and dual VET in European countries. The aim is to promote a better understanding of the requirements for developing work-based models in VET and cost of stronger cooperation between the State and employers in training delivery.

Cedefop's ongoing research on lifelong learning and its impact on career transitions of adult workers provides insights into the role of VET and various forms of **skills development** for promoting successful careers and **working life transitions**. It will contribute to a deeper understanding of individuals' learning and work trajectories. Results of Cedefop's research will start being disseminated in 2013, to inform policy debate. In addition, the research will be extended to investigate how learning can improve the lot of members of groups at risk of marginalisation in the labour market (in terms of socioeconomic background and/or position relative to the poverty line). The aim is to unravel the influence of learning on the identity and social capital of individuals in labour market transitions and their career prospects.



5. MEDIUM-TERM PRIORITY 3

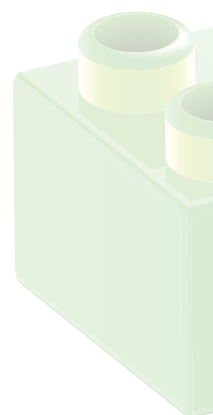
Analysing skills and competence needs to inform VET provision

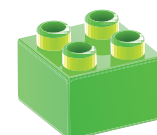
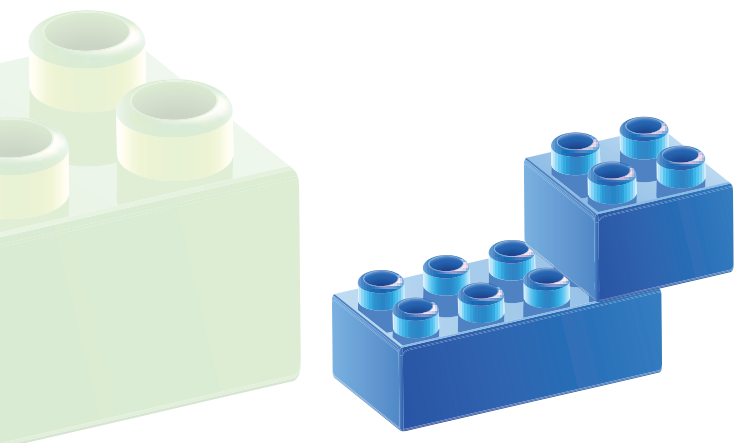
To support monitoring and anticipation of skill needs in the EU and to address skill mismatches better as requested in the agenda for new skills and jobs and the recent communication of the EC 'Towards job rich growth' (employment package), Cedefop will continue to research and analyse changes in skills demand and supply and the resulting mismatch and imbalances in the labour market. The Centre will also participate in the interinstitutional steering group for the EU skills panorama.

The **EU skills panorama** (EUSP) was launched by the Commission in December 2012 to improve transparency of available labour market intelligence in Europe. The panorama includes data and information from EU and national sources, including Cedefop's skill needs data and analyses. Cedefop's forecasts of skills supply and demand forms a key building block of the panorama. But the Centre also uses its expertise to analyse skill needs in key sectors and occupations in EU countries and for selected transversal skills to produce regular reports and briefs on trends in skills in the EU. Cedefop and Eurofound, who both participate to the interinstitutional EUSP steering group, cooperate to complement their respective expertise at EU and sectoral levels with focus on developing country-specific analyses. To complement and enrich the EUSP, in 2013 Cedefop will launch a study to carry out a risk

assessment and identify those skill needs which constitute strategic priorities for action because of their importance, magnitude and impact on the economy.

Forecasting skills supply and demand in the EU has been since 2009 a regular activity of Cedefop. Cedefop's forecast allows comparisons across EU countries and provides a European picture of trends in skill needs. Skills demand forecast is produced by sector, occupation and qualification. Skills supply forecast is available by gender, age group and qualification. Several indicators of imbalances and policy scenarios are also produced to reinforce the early warning capacity of the forecast. This will include in 2013 (pending budget availability), launching a study to investigate the mid-term impact of increased intra-EU mobility due to the crisis, from countries in recession with high unemployment and overqualification to countries with a stronger economy and currently facing skill shortages. The study will also consider the incidence and outcomes of return migration. In spring 2013, Cedefop will update its skills supply and demand forecast using the latest data available and will extend the forecasting time horizon from 2020 to 2025. A forecast for Croatia will be added alongside the other countries in July, when it joins the EU. Cedefop's forecast is available online on the Centre's website and in the EU skills panorama.

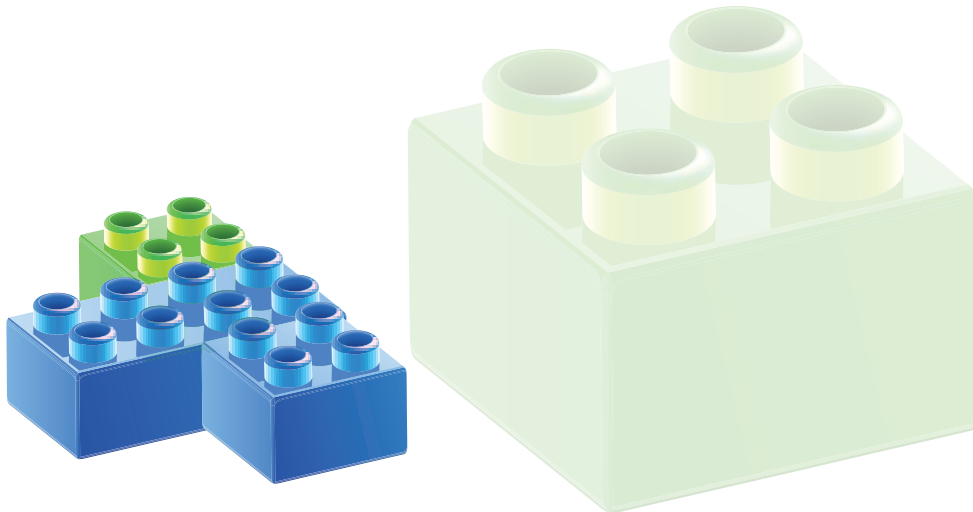




Working with the European Commission, social partners and other international experts, Cedefop has developed a **European employer survey on skill needs**. It aims to investigate the changing skill needs of enterprises and what generates differences across countries, occupations and enterprises. The pilot survey carried out in spring 2012 successfully validated the approach chosen by Cedefop to measure changing skills needs from the employers' perspective in nine countries, and various occupations and sectors. However, scaling up the survey to the whole EU requires selecting a cost-effective implementation design that generates robust country estimates, while retaining the approach and qualities of the pilot. Following a recommendation to the European Commission on deployment of a European survey, Cedefop has been entrusted with this task. The survey will focus on changes in the importance of generic skills across occupations. In accordance with current labour market developments and in line with the European policy agenda, focus on green and ICT skills will be retained. In consequence, in 2013, Cedefop will make all necessary preparations for a European-wide survey to take place early 2014, including adapting the questionnaire and carrying out large-scale testing.

Cedefop investigates **skills mismatch** to promote a better understanding of how it affects individuals and their careers, and because skills

mismatch is believed to hamper economic competitiveness and entails significant social costs. In 2013, findings of Cedefop's research on how skills mismatch affects individuals, in particular **vulnerable groups** (such as ageing workers, unemployed, migrants and ethnic minorities), its relationship with labour market transitions, as well as new evidence on **sectoral and cross-country differences in skill imbalances** will be presented in a reference publication. Findings of Cedefop's research on skill mismatch will be disseminated at a conference bringing together researchers and policy-makers and will inform the global agenda council on employment of the World Economic Forum to which the Centre has been invited to contribute for the coming two years. Cedefop and OECD have taken on responsibility for different parts and cooperate on the overall subject. The available empirical evidence will be supplemented by a thorough academic and policy review of effective policies and initiatives that mitigate the incidence and cost of skill mismatch and are models of good governance of skill supply and demand. Finally, the new Cedefop survey on **skills mismatch and obsolescence** will be deployed in all EU-27 countries. The survey investigates the incidence of mismatch in particular types of skills and competences, and their drivers, such as organisational and technological developments or lack of learning opportunities at the

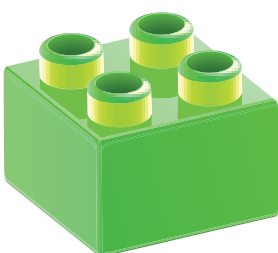


workplace. It also explores the links between mismatch and obsolescence (such as workers becoming 'underskilled' after periods outside the labour market or in absence of skill investment). To derive implications and recommendations for education, employment and skills strategies, the survey also considers effective strategies to prevent and address skills mismatch and obsolescence, with focus on training and learning and role of innovative learning-conducive work practices.

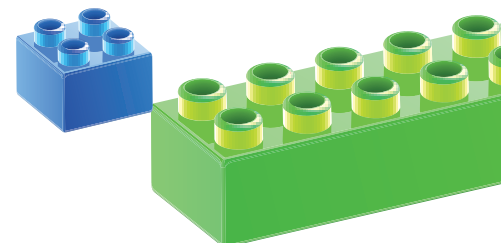
Sectors have different characteristics and display different degrees of responsiveness to change, which directly impact on their specific skill needs. Cedefop started in 2012 explorative work on a European system to anticipate **sectoral developments and related skill needs**. Work in 2013 will concentrate on assessing feasibility of transferring best national

practices to the European level and on developing a sector-based model to anticipate skill needs in the short term. The aim is to provide timely information to institutions and individuals to help them to react more efficiently to labour market developments and to mitigate risks of shortages or mismatch. Cedefop will in parallel continue to explore **greening of the economy** and its impact on skill needs and VET policies in cooperation with the interagency working group on greening TVET set up in 2012.

Cedefop will continue to animate **Skillsnet** and benefit from the network's contributions to its various strands of research and analysis of skill needs and their validation of findings. Cedefop will also cooperate with the ILO and ETF to produce a series of guides on methods for anticipating skill needs.



6. Communication, information and dissemination



Cedefop's communications policy aims to raise the profile of VET by disseminating clear, reliable, timely and – where possible and appropriate – comparable information to bring EU VET research and policy-making closer together. Cedefop balances meeting specific information needs of policy-makers, including social partners, with being an open source of information for VET researchers and practitioners as well as the wider public. While timely information on VET is part of Cedefop's mission, effective dissemination of results is important for VET stakeholders at both European level and in Member States.

Cedefop combines its various communication tools (publications, briefing notes, press releases, social media, events and web portal announcements) to reinforce messages. In 2013, Cedefop will further explore ways to improve its communication, by targeting information better, by using its networks for wider dissemination and by diversifying communication channels, for example, using increasingly podcasts, videos and new media in general.

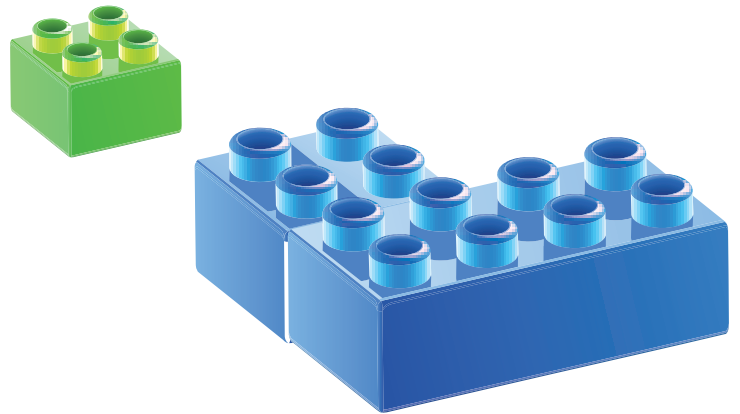
Cedefop provides information and makes presentations to its stakeholders, including the EU institutions, to support their work. Through the general media (local and European newspapers, radio and TV) Cedefop also addresses the wider public. In 2013, specific efforts will be made to increase the number of regular press releases from Cedefop's press and news service and to engage prominent media on specific subjects of general interest. Pursuing synergy with Commission activities will

contribute to increased impact of these activities. Stakeholders and EU citizens can follow and provide feedback on Cedefop's work on Facebook and Twitter which also allow interaction.

The conference service provides support for Cedefop events and strengthens the Centre's relations with the local environment. Regular events are organised for universities in Thessaloniki, local VET stakeholders and the regional government on VET and labour market issues. Cedefop also will continue its cooperation with the Thessaloniki Photomuseum. A visitor service organises programmes for visiting VET professionals from across Europe as well as delegations from other continents.

The library and documentation service updates Cedefop's bibliographical database (VET-Bib) and answers questions on VET from policy-makers, experts and citizens. It supplies information for Cedefop's news service, tracks developments in EU institutions to identify communication opportunities, supports Cedefop's contacts database and manages Cedefop's mail registration, records and archives.

It is part of Cedefop's mission to provide information on EU VET developments. Accordingly, the Centre has built up a comprehensive library on VET and VET-related literature and referencing services. Print has been losing ground to electronic media, electronic storage and dissemination of information. Library services are digitalising and increasingly provide online services. These trends will be further enforced in 2013 as the



Centre develops a comprehensive ICT strategy to meet the challenges of changing information practices and modes.

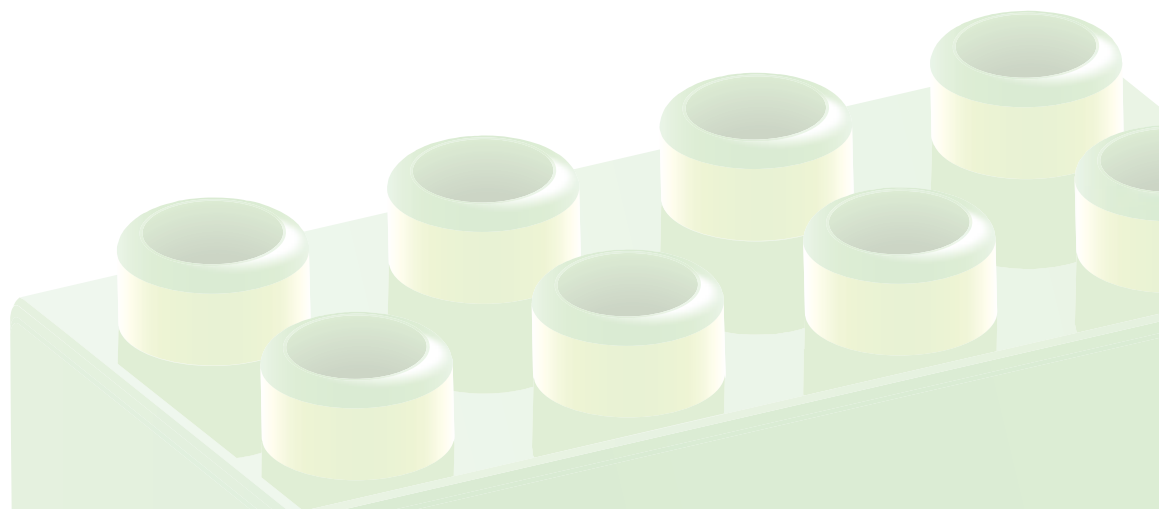
The publication services ensure quality editing, translation, presentation, production and dissemination of printed copies of Cedefop's publications at conferences and events. Electronic publications have become the standard format for publishing Cedefop's work and resources focus on a limited number of flagship publications each year and shorter targeted information, such as briefing notes. Cedefop continually investigates new formats, for example 'e-books' which enable publications to be read on various mobile devices, such as e-book readers, tablet PCs and smartphones, to meet stakeholder's needs and extend its reach to a wider audience.

The web has become the most important medium for Cedefop's communication. The web portal (www.cedefop.europa.eu) is central to Cedefop's dissemination activities and is the Centre's window to the public. Web content

management ensures best online access to all Cedefop publications, up-to-date information on VET, audio-visual material, conference presentations, debates and conclusions. Extranets and RSS feeds support Cedefop's networks and promote information exchanges. The web portal is constantly reviewed to make it more user-friendly. In 2013, a transversal working group will conclude its recommendations on how Cedefop should respond to new ICT developments and exploit the potential of new technologies, like cloud computing, etc.

Following completion of repairs to Cedefop's building, in 2013, Cedefop conferences will again be organised mostly at Cedefop premises.

Cedefop will continue to support Presidency events on VET and VET-related issues and cooperate with the European Commission, European Parliament, Economic and Social Committee and Committee of the Regions by jointly organising workshops and conferences and providing input to VET-related policy initiatives.



7. Management, risk management, resources and internal control

In 2011, Cedefop relaunched the **selection procedure for a new Director**. As the pre-selection committee had not retained any candidate for a short list, the procedure was unfruitful. In consequence, a new procedure was started which will conclude in 2013. Arrangements were made to cover management tasks until a new Director takes up duties.

Following completion of the building repairs expected spring 2013, renovations and **maintenance activities** initiated in 2012 will continue throughout 2013, including refurbishing the audio-visual conference infrastructure of the meeting rooms.

Cedefop will continue work on a comprehensive **ICT strategy** with a view to adapt Cedefop's ICT architecture to technical developments and state-of-the-art technology. In 2013, first steps towards implementation are expected which may concern Cedefop's website and Europass.

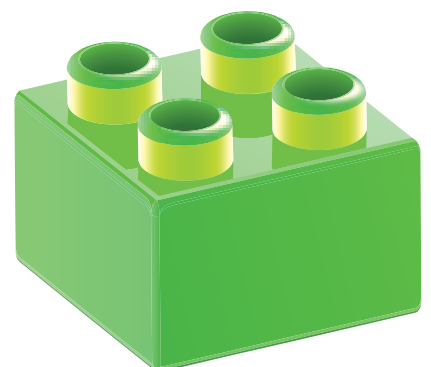
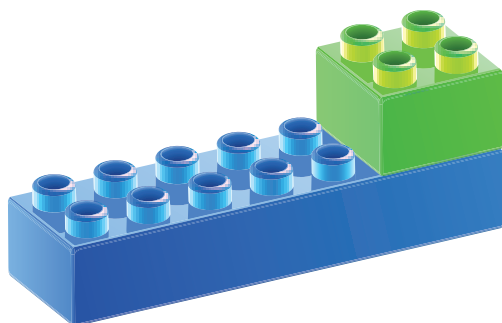
ICT developments regarding the administration will focus on upgrading existing tools

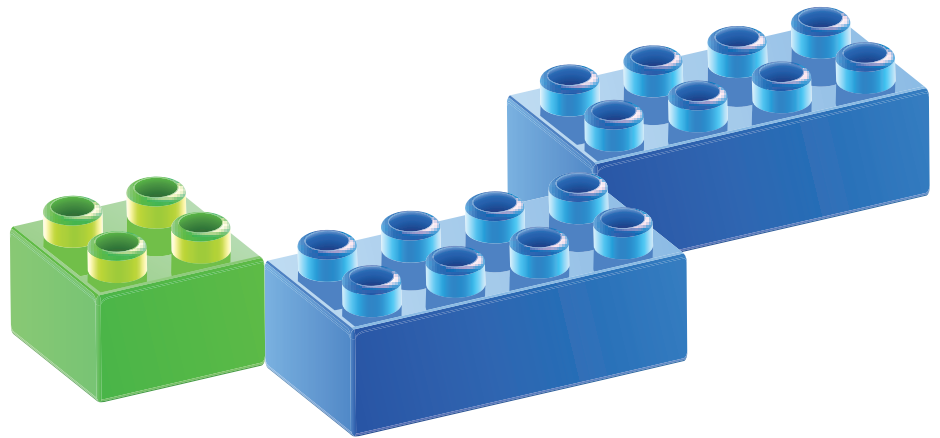
to improve their efficiency. Building on the e-procurement application, Cedefop will consider development of an e-tendering tool.

In 2013, Human Resources (HR) will focus on implementation of the **'Staff regulations reform' and follow-up to the staff survey** launched on 3 December 2012. Works on the implementation of the relevant parts of business continuity plan will continue in 2013 (such as scanning personal files).

As regards **planning and monitoring** Cedefop's work, the Centre will fine-tune its Title 1 budget planning. Further developments of Cedefop's performance measurement system (PMS) will focus on improving indicators, exploiting benchmarking data and cooperation between agencies. Respective adaptations will focus on increasing efficiency and simplifying administrative functions.

The **internal control system** will be further refined, based on recommendations resulting from audits, evaluations and internal ex-post controls of earlier actions. Budget planning will





also be influenced by the new financial perspectives.

In the second half of 2013, results of the (regular) **external evaluation of Cedefop** by the European Commission will become available and will require follow-up. The Commission's action plan on follow-up work of the interinstitutional working group (IIWG) on agencies may also require action by the Centre.

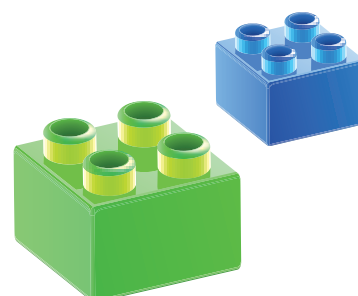
Since 2008, Cedefop has regularly performed a risk assessment, which consists of two parts. It is an ex-ante evaluation to identify risks on levels of the organisation and activities/projects planned in the annual work programme. Part one is a generic risk assessment at organisational level in a top-down approach and is mainly based on assessment of the various risks by management of the Centre. Part two, mainly concerning activities and projects, follows a bottom-up approach and includes assessment of project managers. The complete risk assessment is included in the annual management plan. Risk assessment considers impact on the

organisation and probability of risks. Besides a description of the risks and their impact on operations and results of the Centre, mitigating actions are outlined to lower risk levels.

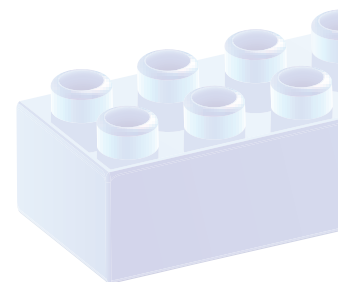
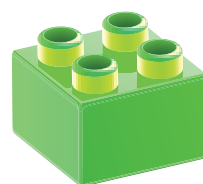
Issues which even after consideration of mitigating actions are assessed as 'high risk' are included in the following risk management plan. For 2013, three issues have been included, two of which concern issues at organisational level. One addresses organisational constraints to deal with ad-hoc demands for changes and additions to the work programme efficiently and effectively. The other concerns the building repairs which have been delayed. This risk shall be revisited in January 2013 by when – according to amended plans – the works should be finalised. Only one risk on activity/project level has been included in the risk management plan. It concerns the skills panorama project which is not yet defined in detail and where several important factors are still not known. Thus, the risk stems mostly from uncertainty about several important conditions.



8. Risk management plan 2013

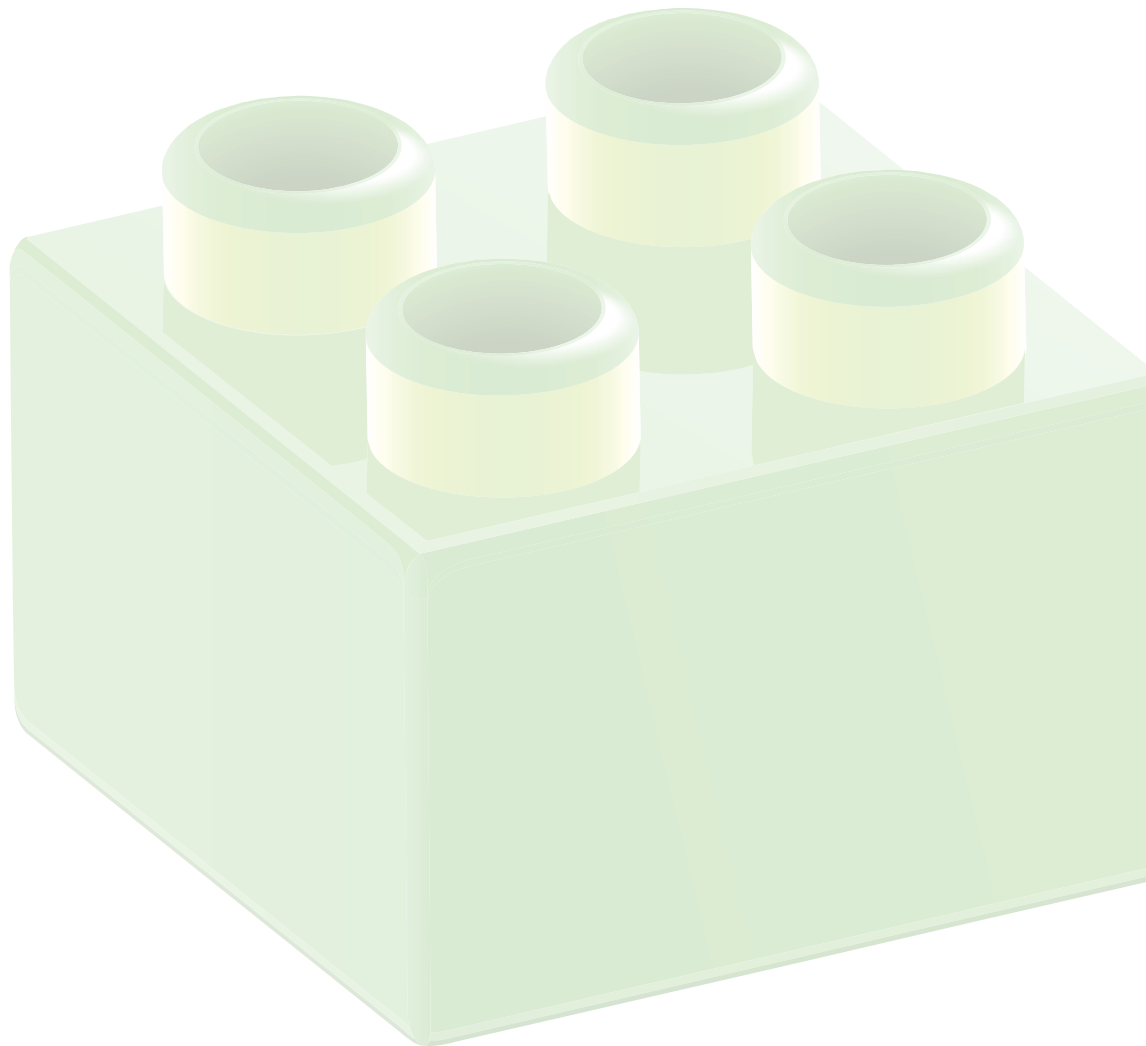
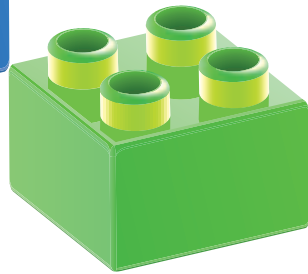
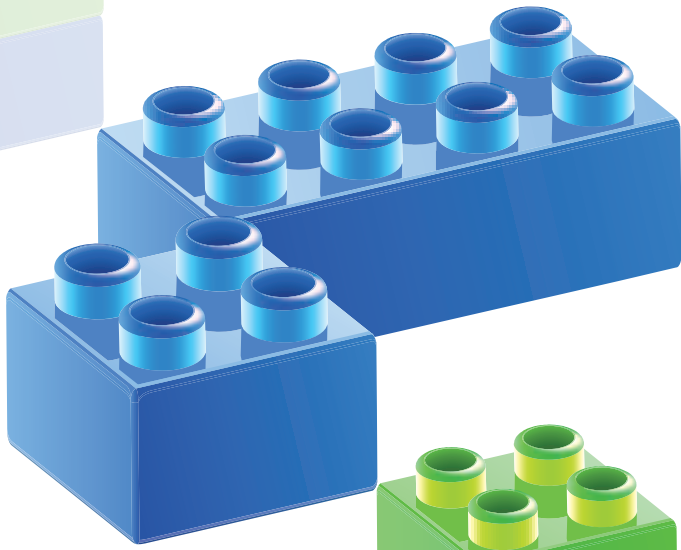
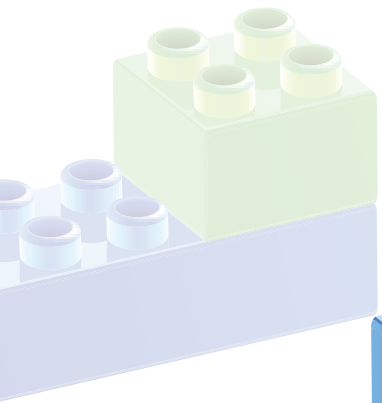


Issue/project	Description of risk	Planned action (comment)	Responsible
RMP 1: Unforeseen external demands from stakeholders	Delivery/quality is affected as demands from stakeholders, including European institutions, are not backed up by additional resources and, thus, are overextending available resources without allowing activities to be well planned and aligned. This may also affect Cedefop's reputation.	Monitoring developments, anticipation of needs, communication of Cedefop objectives and cutting activities from the work programme if necessary help to mitigate these risks; regular reporting to Governing Board on changes to work programme.	Management
RMP 2: Building restoration and follow-up works	The risk that the building repairs were not successfully completed had already been included in the previous risk management plan, implementation of mitigating actions is ongoing. Works so far have been conducted according to design however, substantial delays required additional mitigating actions to minimise effects on staff (risk should be reassessed in January 2013).	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 has also been included in risk management plans 2009, 2010, 2011 and 2012).	Facilities/ Resources/ external risk
RMP 3: Skills Panorama and Skillsnet	(a) The panorama will still require substantial development when handed over to Cedefop; (b) continuous uncertainty regarding IT governance of the project leads Cedefop to have to react to last-minute changes and take over the IT/website of the project at short notice; (c) reluctance by the EC to provide Cedefop with extra resources to manage the skills panorama – this endangers WP 2014.	(a) Cedefop will, by end March 2013, clearly set minimum functional requirements for the panorama to be handed over. This will provide guidance and a clear vision of where the product will need to be at the end of the year; (b) close monitoring of discussions between EAC and EMP in relation to where the panorama should be hosted and close monitoring of software and technology used by the contractor to develop the website; (c) staff and budget requirements needed for maintenance of the panorama (content and technology as necessary) will be set by Cedefop by end April 2013 for a first discussion in the Bureau. Final agreement will be reached by June 2013, when the GB meets.	Head of Area RPA, project managers



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

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



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

MEDIUM-TERM PRIORITY

SUPPORTING MODERNISATION OF VET SYSTEMS

Activity: Policy analysis and reporting

Cedefop has been entrusted with reporting on Member States' progress in implementing the joint priorities for VET within the Copenhagen process. To fulfil this mandate, Cedefop prepares and disseminates VET policy analyses and reports assessing achievements in European VET cooperation and informing future VET policy developments.

The Bruges communiqué combines a long-term strategic vision for 2020 (11 strategic objectives) and a commitment to implement a series of actions at national level by 2014 (22 short-term deliverables) to modernise and further develop VET. Cedefop reports on progress at national level in implementing the short-term deliverables and assesses their contribution to reaching the strategic objectives set for VET in Europe. In addition, Cedefop investigates selected key VET policies and prepares thematic snapshots to support the European Commission and Presidency countries.

Providing the context for policy analysis, descriptions of national VET systems are updated annually by ReferNet and published by Cedefop. Cedefop also produces policy-aligned VET statistical reviews and indicators to compile further evidence of progress on VET's contribution to reaching the targets of Europe 2020.

The various strands of Cedefop's policy analysis, in particular review of progress in VET policy, support the European Commission through delivery of systematic and regular reviews of key VET developments in EU countries to inform the process of European economic coordination (European semester). This work feeds in particular into country analysis and country-specific recommendations for education and training prepared by DG EAC (in the spring) and the annual growth survey realised by the European Commission (in the autumn).

Cedefop's analysis of and reporting on VET policies and systems relies on regular input from ReferNet – Cedefop's European network for VET, which is composed of key national VET institutions in all EU Member States, Norway and Iceland.

Desired impact

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

Corresponding ABB activity: Policy analysis

Principal activity outcomes

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

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

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

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

New knowledge

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

Raising awareness

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

Project 1: Policy reporting

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

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

Principal outputs 2013

Timing/frequency

Publication: Updated fiches on progress per country (online publication in a dedicated interface)

Ongoing as new information becomes available

Review of key VET developments in EU countries – Cedefop input to the European Commission for the European semester

February and October

Publication: Improving conditions for learner's mobility in VET (working paper)	August
Publication: IVET attractiveness in Europe (research paper)	September
Thematic snapshots on quality assurance (Irish Presidency) and the role of VET in reducing early leaving from education and training (Lithuanian Presidency)	April and October
Advice and expertise provided to key stakeholders for various meetings and events (Copenhagen working group, DGVTs, ACVTs, etc.)	Ongoing

Project 2: Describing VET systems

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

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

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

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

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

Principal outputs 2013	Timing/frequency
Publication: Spotlight on VET in Ireland	February
Publication: VET in Lithuania	July
Publication: Spotlight on VET in Lithuania	July
Publication: VET in Europe – Spotlights (online publication in a dedicated interface)	May
Publication: VET in Europe – Country reports (online publication in a dedicated interface)	December
Publication: National news on VET (online publication in a dedicated interface)	Ongoing

Project 3: ReferNet

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

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

Cedefop manages and coordinates the network as well as ensures the network's presence on Cedefop's website. It provides templates, guidelines and feedback to ensure quality and relevance of the network's deliverables and organises the network's meetings. Particular attention will be devoted in 2013 to improving visibility of ReferNet and Cedefop deliverables, and to improving quality, governance and organisation of the network's activities.

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

Project 4: Statistics and indicators

The statistics and indicators project supports improvements in availability, relevance and quality of data as well as in methods and tools for data collection at European and international levels. It also provides sound statistical evidence on VET issues.

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

Principal outputs 2013	Timing/frequency
Publication: VET country overviews (online publication of concise statistical report by country)	February
Publication: VET statistical overviews (research paper)	April
Workshop: Defining indicators for PIAAC's analysis (jointly with OECD INES-LSO)	December

Advice and expertise provided on statistical and indicator developments to key stakeholders (Eurostat, Commission, OECD, etc.)	Ongoing
Cedefop statistics and indicators web pages updates – ‘Statistics of the month’, tables and graphs	Ongoing

MEDIUM-TERM PRIORITY

SUPPORTING MODERNISATION OF VET SYSTEMS

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

Cedefop supports the European Commission, Member States, social partners and other stakeholders in developing and implementing commonly agreed European tools and principles (‘Education and training 2020’ framework for cooperation in education and training, the Bruges communiqué and relevant Council recommendations and resolutions) to make qualifications more transparent and ease mobility of learners and workers. In 2013, increasing attention will be paid to developing synergy between the different European instruments.

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

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

Desired impact

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

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

Principal activity outcomes

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

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

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

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

New knowledge

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

Raised awareness

- Website traffic (broken down by theme and project 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

learning and training patterns in small enterprises;

- application of the learning-outcomes approach across Europe and how it benefits learners;
- the factors causing early leaving from VET;
- implementation of EU tools and principles at national and sectoral levels and increased coherence and synergy between them.

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

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

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

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

Principal outputs 2013

Timing/frequency

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

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

Analytical documents, syntheses, guidance and information material for the EQF AG	Ongoing
Peer learning activities on use of learning outcomes to support understanding and recognition of qualifications, within and outside formal education and training systems (jointly with the European Commission)	Two to three
Publication: Analysis of NQFs level descriptors (working paper)	October
Publication: Analysis and review of NQF developments in Europe November/December (briefing note and working paper)	
Publication: Qualifications at EQF level 5 (research paper)	November
Input to EQF Newsletter (articles)	Two articles
Advice and expertise provided to ESCO board, ESCO maintenance committee and ESCO cross-sectoral reference group, in cooperation with the European Commission (DG EAC and DG Employment)	Ongoing (according to DG EAC and DG Employment schedule)
Input to and testing of the ESCO qualifications pillar (focus on international qualifications)	Ongoing
Input to and testing of ESCO cross-sectoral skills and competence terminology	Ongoing
Input to various conferences	Ongoing
Input to monitoring short-term deliverables of the Bruges communiqué	Ongoing

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

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

Principal outputs 2013	Timing/frequency
Advice and expertise provided to ECVET European governance	Ongoing (according to DG EAC schedule)

Analytical documents, syntheses and information material for the ECVET steering committee, users' group and forum	Ongoing
Publication: ECVET added value and implementation progress (briefing note)	July
Publication: ECVET added value (booklet)	October
Publication: Monitoring ECVET implementation strategies in Europe (working paper)	December
Input to the European ECVET magazine (articles)	Two articles
Input to various conferences	Ongoing
Input to monitoring short-term deliverables of the Bruges communiqué	Ongoing

Project 3: **Europass**

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

Principal outputs 2013	Timing/frequency
Europass website and CV/ELP online tools continuously improved	Ongoing
European skills passport (ESP) improved	Ongoing
Management system for issuing Europass experience improved <ul style="list-style-type: none"> • prototype tool launched • final tool launched 	Ongoing February November
Handling the Europass experience management tool: European citizens receive support in using the document	Ongoing
Management of the Europass web portal: interoperability of the Europass website with other EU mobility and employment initiatives reinforced	Ongoing
Monitoring the Europass mobility management tool: national Europass centres (NECs) receive support in using the document	Ongoing

Advice and expertise provided to national Europass centres (NECs)	Three NEC meetings plus two or three workshops
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Project 4: Quality assurance

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

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

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

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

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

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

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

To help inform policies that aim at improving learning outcomes of VET and reducing the share of young people who leave education and training early (Europe 2020 headline target), a new strand of work (and a new study) will focus on preventive and remedial measures that encourage learners to stay in or return to VET and will draw on information provided by ReferNet and Cedefop's own research work. Outcomes will feed into work of the Commission's thematic working group on early school leaving.

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

MEDIUM-TERM PRIORITY

SUPPORTING MODERNISATION OF VET SYSTEMS**Activity: Study visits**

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

Desired impact

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

Corresponding ABB activity: Study visits

Principal activity outcomes

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

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

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

Outcome indicators

(with reference to performance measurement system)

Raised awareness

- Proportion of participants satisfied with study visits
- Distribution of study visits by theme (between (a) general education, (b) VET and (c) mixed lifelong learning perspective)
- Distribution of participants by target groups
- Media coverage, take-up of articles and press releases

New insights generated

Downloads of study visits publications

Project 1: Study visits

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

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

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

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

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

MEDIUM-TERM PRIORITY

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

Activity: Adult learning and transitions

Cedefop reviews and analyses policies and strategies that help people pursue adult and work-based learning. Priority is given to: (a) exploring how guidance and counselling can be better integrated into adult learners' career progressions; (b) investigating the role of VET and various forms of skills development in adulthood, in particular work-based learning, in helping people to prepare better and

manage careers and multiple working-life transitions, thus improving employability and easing social and labour market integration; (c) examining how work-based learning is combined with other types of skills development strategies of employees and with a larger set of human resource management practices, including validation of non-formal and informal learning, to help enterprises to face technological change and increase competitiveness; (d) comparatively analysing policies, measures, incentives and support for adult learning and promoting access to and developing VET, with a focus on financing mechanisms; (e) analysing changing roles of trainers in VET, who support people at different stages of their careers and who are at the frontline for implementing policy initiatives related to lifelong learning, employment and VET reforms.

Desired impact

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

Corresponding ABB activities: Adult learning and transitions

Principal activity outcomes

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

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

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

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

New knowledge

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

Raising awareness

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

successful careers and labour market transition, with particular focus on low-skilled adults.

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

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

Project 1: **Work-based learning**

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

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

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

Project 2: Trainers in VET

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

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

Project 3: Validation

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

Principal outputs 2013	Timing/frequency
Publication: Validation in enterprises (reference publication)	April
Seminar: Launching the recommendation on validation of non-formal and informal learning (jointly with the European Commission)	April

Publication: Guidelines on validation of non-formal and informal learning (booklet)	December
Peer learning activities on validation (jointly with the European Commission – EQF advisory group)	Two
Input to monitoring short-term deliverables of the Bruges communiqué	Ongoing
Input to various conferences	Ongoing

Project 4: Lifelong guidance

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

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

Principal outputs 2013	Timing/frequency
Publication: Guidance for supporting the labour market integration of migrants (working paper)	December
Peer learning activity on the role of guidance in supporting labour market integration of migrants	December
Advice and expertise provided to the ELGPN network	Ongoing (according to ELGNP schedule)
Input to various conferences	Ongoing
Input to monitoring short-term deliverables of the Bruges communiqué	Ongoing

Project 5: Financing VET

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

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

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

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

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

MEDIUM-TERM PRIORITY

ANALYSING SKILLS AND COMPETENCE NEEDS TO INFORM VET PROVISION

Activity: **Skills analysis**

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

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

Cedefop cooperates with Skillsnet, its network of researchers and experts, as well as other stakeholders and international organisations to develop methods and tools, validate results and disseminate findings.

Desired impact

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

Corresponding ABB activities: Skill needs analysis

Principal activity outcomes

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

- medium-term trends in skill demand and supply up to 2025, and analysis of potential labour market imbalances in Europe
- incidence of skill mismatch and skills obsolescence in Europe and assessment of its economic and social consequences as well as remedial strategies
- skill needs and skill gaps in European workplaces from the point of view of employers
- skills requirements for creating a more sustainable, low carbon and resource-efficient Europe
- data needs and methods for skills analysis, including medium-term forecasting, short-term sectoral anticipation and skill surveys

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

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

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

New knowledge

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

Raising awareness

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

Project 1: Skills forecast

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

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

Project 2: Skill needs in enterprises

Working with the European Commission, social partners and other international experts, Cedefop develops tools and instruments to identify changing skill and competence needs in enterprises. Following a pilot survey, Cedefop has finalised an enterprise survey instrument and relevant methodology. In view of fully deploying a European-wide employer survey on skill needs in 2014, Cedefop will adapt the survey design and implement a large-scale test of the instrument at EU-27 level in 2013.

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

Project 3: Skill mismatch and obsolescence

This project investigates the incidence and determinants of quantitative and qualitative imbalances between supply and demand for skills in the European economy and assesses the economic and social consequences of skill mismatch. In 2013, Cedefop will conduct a survey focused on skills obsolescence and skill mismatch in all EU-27 Member States. Analysis of the survey data will derive implications and recommendations for education, employment and lifelong learning policies in Europe (to appear in a publication in 2014).

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

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

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

Project 4: Sectoral and occupational skill needs

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

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

Principal outputs 2013	Timing/frequency
Publication: Green skills forum proceedings (joint publication Cedefop-OECD, e-book)	February
Workshop: Sectoral-based anticipatory system – Methodology and technical approaches	April

Publication: Skills for a low carbon Europe (briefing note)	June
Workshop: Knowledge-sharing conference on greening TVET and skills development	September
Publication: Skills for a low carbon Europe (research paper)	September

Project 5: Skills panorama and Skillsnet

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

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

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

COMMUNICATION, INFORMATION AND DISSEMINATION

Activity: External communication

Raising the profile of VET is the main focus of Cedefop's external communication services. In 2013, Cedefop will continue to communicate key messages on VET to its stakeholders and the media. Cedefop will also continue its close working relationships with European institutions and provide background information to support their debates on VET. Cedefop will organise events for MEPs and policy-makers as well as academic and VET communities to keep them up-to-date on VET issues and Cedefop's role.

Desired impact

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

Corresponding ABB activity: External communication

Principal activity outcomes

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

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

Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

New knowledge and insights generated

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

Raised awareness

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

Project 1: Stakeholders relations

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

Principal outputs 2013**Timing/frequency**

Support organisation of Cedefop's attendance and representation at meetings of European institutions

Ongoing

Support organisation of Cedefop conferences and workshops

Ongoing

Organise events for MEPs and social attachés in Brussels

Two events in 2013

Organise a Cedefop event for the local academic community

June

Receive visiting groups of VET professionals from across Europe

Ongoing

Ongoing contacts with MEPs and other stakeholders

Ongoing

Project 2: Press and news service

In 2013, the press and news service will publish news items regarding major developments in VET in various formats (online news, press releases, briefing notes, newsletter articles and social media), oversee thematic campaigns bridging all communications activities, and maintain regular contact with the media to draw attention to the findings of Cedefop's work. Work will focus on expanding

international distribution and coverage of the Centre's press releases, enlarging the media database and keeping it updated, monitoring uptake of Cedefop-related news, and collecting business intelligence.

Principal outputs 2013	Timing/frequency
Production, publication and monitoring of a continuous flow of press releases	Minimum of 20-25 press releases (up to six languages) throughout the year
Production, publication and monitoring of Cedefop briefing notes	10-12 briefing notes, each in six languages, throughout the year
Press conferences, technical briefings and interviews	Ongoing
Production, publication and monitoring of Cedefop newsletter (online)	10 issues, throughout the year
Production, publication and monitoring of a continuous flow of social media postings (Facebook, Twitter, Blog)	Posting twice a week. Target: to expand Cedefop's social media audience by 20%

Activity: **Documentation and information**

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

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

It will also run Cedefop's contacts database to send information to Cedefop's main target groups. The reference service 'Ask the VET expert' will continue to provide answers to VET questions from Cedefop's stakeholders. Replies will draw on Cedefop's comprehensive, multilingual and up-to-date databases on VET in the EU as well as its studies and comparative analysis.

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

Desired impact

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

Principal activity outcomes

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

Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

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

Project 1: Documentation and reference service

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

Principal outputs 2013**Target/timing/frequency**

Answer queries (reference service 'Ask the VET expert')	Respond to all incoming stakeholder queries within two weeks of receipt
Update and maintain Cedefop's digital library (VET-Bib)	Ongoing
Several marketing actions to promote VET-Bib.	Ongoing
Provide content for Cedefop operational projects and input for monitoring activities in VET policy development	Ongoing
Assist with monitoring and processing education and training information related to the European semester' recommendations, including follow-up of the Bruges communiqué	Ongoing
Develop European training thesaurus and integration into EuroVoc.	Ongoing
Create thematic profiles and bibliographies based on medium-term priorities: <ul style="list-style-type: none"> • produce two new dynamic bibliographies; • update all dynamic bibliographies in real time. 	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 events and publications for each issue.	10 times a year
Provide information for the performance measurement system on citations of Cedefop's work, web links from peer organisations, press clippings, citations in EU documents and VET literature, as well as links from other websites.	Ongoing
Track developments on VET in EU institutions: report on events planned by EU institutions related to VET for the next six months to identify potential communication opportunities for Cedefop.	Monthly
Metadata for web portal project and/or controlled vocabularies for the web portal and other Cedefop information systems as needed.	Ongoing
Seminars and training for VET experts and staff: two induction seminars for all new staff.	June and November

Project 2: **Records management and archives**

In 2013, this service will continue to ensure organisational records are authentic, reliable, and accessible to meet business, financial, and legal obligations and preserve records of historical value. The service will also support records bank correspondents in the operational areas.

Principal outputs 2013	Target/timing/frequency
Integrated registration of internal and external records in Livelink	All incoming mail registered on the day of arrival
Organisation of Cedefop archives	Ongoing
Seminars for VET experts and staff; training for records bank correspondents	At least twice a year, plus face-to-face training
Contribute to meetings of electronic records management systems (ERMS), and user group for international organisations	Once a year

Project 3: **Information services/databases**

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

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

Activity: Publications and content management

Cedefop produces high-quality hard-copy and online material for publication and conferences. Electronic publications (working papers and research papers series) are the standard format. Printing focuses on a limited number of flagship publications. Web content management will present on Cedefop's web portal (www.cedefop.europa.eu) information on VET, linked to particular themes, and provide access to the Centre's publications and conferences. Cedefop's networks will be supported through extranets and RSS feeds.

Desired impact

Cedefop is acknowledged as an authoritative source of information on VET, skills and competences and a well-run organisation; Corresponding ABB activity: Publications – content management: indirect costs redistributed across other activities

Principal outcomes

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

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

Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

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

Project 1: Editing and translation

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

Principal outputs 2013	Target/timing (indicative month)/frequency
Editing, translation and 'language review' services provided to Cedefop's administration and operational Areas.	Ongoing
About 4000 pages edited. Products include: three Cedefop corporate publications (annual report, annual activity report, work programme); five reference publications; a minimum of 10-12 briefing notes; research papers and working papers.	Ongoing
Approximately 4 500 pages translated/revised on time. Products include: two Cedefop corporate publications (annual report and work programme); two reference publications; a minimum of 10-12 briefing notes and administrative documents.	Ongoing

Project 2: Layout and design

This project will continue to provide graphic design concepts and identity systems that comply with Cedefop's corporate image. Layout and design ensures that high quality hard-copy and online material is presented in a format appropriate for its various target audiences and major stakeholders, and contributes to Cedefop being recognised as a reliable source of useful information on vocational education and training.

Principal outputs 2013	Target/timing/frequency
Develop graphic design concepts for Cedefop publications: <ul style="list-style-type: none"> • Two Cedefop corporate publications (work programme, annual report) • Four or five reference publications • Four or five information publications/booklets • Four or five working papers • Four or five research papers • 10-12 briefing notes • Flyers/promotional brochures 	Ongoing
Develop visual identity systems and promotional material for at least two large Cedefop conferences: programmes, folders, notepads, posters, banners	Ongoing
Develop promotional material for up to two PR events: advertisements, posters, banners, flyers	Ongoing

Develop graphic design concepts for web applications and online promotional materials	Ongoing
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Project 3: **Printing and dissemination**

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

Principal outputs 2013	Target/timing/frequency
Print publications and flyers	Within three weeks of reception of final PDF file
Produce material for conferences, promotional material	Material provided two days before the event (maximum production time two weeks)
Disseminate publications to stakeholders, conferences and events	Within two weeks after delivery/request
Process individual orders for publications	Within five working days
Maintain publications mailing lists	Mailing lists are up-to-date
Ensure stocks are at a reasonable level (Cedefop and Publications Office)	Run 'destockage' action annually and organise reprints as needed
Provide statistics on electronic and hard-copy publications	Report to management team meetings
Provide content management for Cedefop digital publications	Ongoing

Project 4: **Web content management**

Cedefop's web content management presents a wide range of information on VET: the web portal is Cedefop's principal means of communication on the Internet. In 2013, Cedefop will continue its efforts to boost its web presence. It will further develop and adapt its web portal to satisfy the latest trends in online communication and plan a revamping of its Intranet to increase usability and ease access to available information and administrative tools.

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

MEDIUM-TERM PRIORITY (TRANSVERSAL OBJECTIVE)

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

Activity: Area Resources – Operations support

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

Desired impact

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

Corresponding ABB activity: Indirect costs redistributed across other activities.

Principal activity outcomes 2013

Good support services provided and good administrative practice followed through:

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

Outcome indicators

(with reference to Cedefop's performance measurement system)

Efficient and effective support services:

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

- human resource management;
 - budget, financial and contractual management;
 - facilities management;
 - Cedefop business continuity plan (BCP) – Phase 2: implementation of the BCP in accordance with agreed priorities and availability of resources (human and financial).
- **Timeliness and duration of selection procedures:**
 - Target 1: on average 60 working days between deadline for applications to finalisation of selection board report;
 - Target 2: on average 120 working days between publication of vacancy notice to decision of Appointing Authority;
 - **Training provision** meets targets set in the strategy: 10 days on average per staff member per calendar year;
 - **Total budget:** 98% of execution rate;
 - **Average period for payments** 28 days;
 - **Timeliness of procurement procedures:** on average 150 days for open and 60 days for negotiated procedures;
 - **Procurement processes:** 90% success rate;
 - **Availability of core ICT systems and services:** 99% web portal, Europass, Olive, Fibus, Livelink, e-mail and telecommunications.

Project 1: [Human resources](#)

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

Principal outputs 2013	Timing/frequency
Basic HR services (selection, recruitment, rights and obligations, appraisal and promotions, leaves and absences, statistics, etc.);	Ongoing
Recruitment of a new Director and Deputy Director (and support for the Director's induction);	Ongoing
Implementation of the Staff Regulations reform;	Ongoing
Follow-up of the staff satisfaction survey (subject to management decision);	Ongoing
Relaunch a procurement procedure for medical provider (medical examinations);	June
Refinement of training needs assessment and delivery;	Ongoing
Support to business continuity through scanning of personal files;	November
Review of the selection process.	June

Project 2: Finance and procurement (FP)

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

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

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

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

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

Project 3: Information and communication technology (ICT)

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

Principal outputs 2013	Timing/frequency
Well-maintained core ICT infrastructures and services of core systems and services, such as Europass, Olive, Fibus, Livelink, web portal and services for internal users;	Ongoing
Europass: upgrade of web resources and ICT support towards further improvement of all Europass tools (see also Project 3 – Activity common European tools);	Ongoing

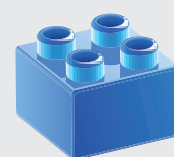
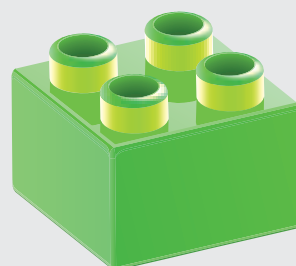
Support administrative procedures to improve efficiency;	Ongoing
Reassess migration to ABAC;	June
To build on the e-procurement application, consider development of an e-tendering tool;	June
Business continuity and contingency site is set up with ICT infrastructure (subject to resources availability).	November

Project 4: **Facilities**

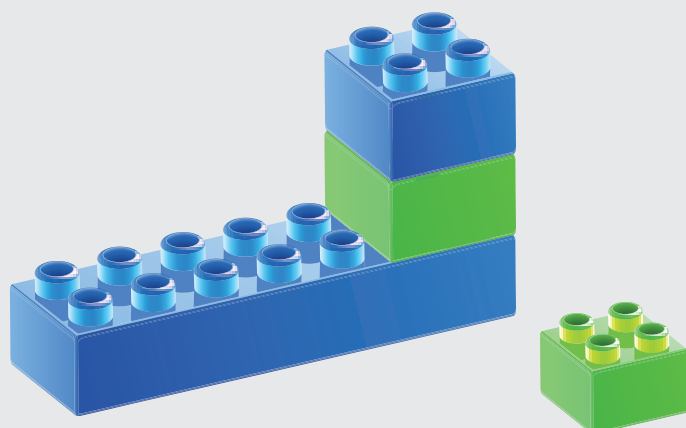
To continue ensuring maintenance and security of the building and deliver adequate support to allow staff to achieve Cedefop's objectives.

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

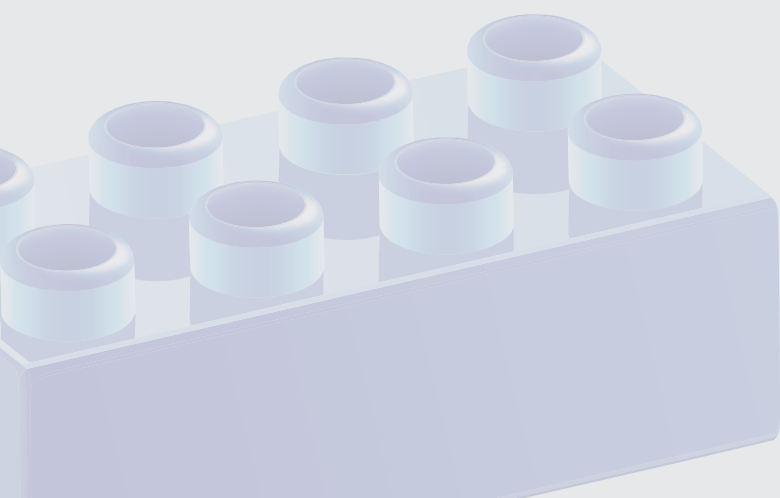
Principal outputs 2013	Timing/frequency
Basic facilities and security services, maintenance works;	Regular reporting
Painting of the metallic surfaces and surrounding fences of the building;	June
Completion of installation of new audio-visual equipment for the conference rooms;	June
Proposals for improvements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



Annexes



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ANNEX I

Activity-based budget (ABB) 2013

Activity name	FTE (*)		Title 1	Title 2	Title 3	Total		
	Initial	Current				Initial	Current	(%)
Policy analysis and reporting	29.54	29.54	2 631 630.36	358 031.77	1 191 654.30	4 181 316.43	0.00	0.00
Common European tools, qualifications and learning outcomes	24.17	24.17	2 336 086.60	292 825.18	1 273 798.66	3 902 710.44	0.00	0.00
Study visits	8.76	8.76	816 658.51	106 177.93	148 511.80	1 071 348.24	0.00	0.00
Adult learning and transitions	18.80	18.80	1 721 603.39	227 864.15	1 099 939.94	3 094 407.48	0.00	0.00
Skills analysis	17.69	17.69	1 621 013.04	214 471.50	824 677.80 ⁽¹⁾	2 660 162.34	0.00	0.00
External communication	9.89	9.89	871 083.18	119 929.50	280 950.12	1 271 962.80	0.00	0.00
Documentation and Information service	13.75	13.75	1 253 512.42	166 699.92	334 542.32	1 754 754.66	0.00	0.00
ABB	122.60	122.60	11 251 587.50 ⁽²⁾	1 485 999.95	5 154 074.94	17 891 662.39	0.00	0.00
Budget 2013			11 285 000.00	1 486 000.00	5 154 075.64	17 925 075.64 ⁽³⁾		

(*) **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 planned costs while the 'current' is based on the activities' actual costs (blocked).

⁽¹⁾ The grant from DG EMPL related to the Skills Analysis activity will be finalised in 2013 and incorporated into the budget through a BRS.

⁽²⁾ Differences between the ABB and the final budget 2013 in Title 1 (33 412 EUR) correspond to unforeseen staff development, if confirmed these funds will be used to finance studies (title3) which cannot be covered by the present budget as indicated in the work programme..

⁽³⁾ Total budget comprises:

EU Subsidy	17 433 900.00	EUR
N&I (contributions 2013)	481 175.64	EUR
Cedefop own revenue (Title 2 & 3)	10 000.00	EUR
TOTAL:	17 925 075.64	EUR

Budget 2013	Title 1	Title 2	Title 3	Title 4
Initial Amount	11 285 000.00	1 486 000.00	5 154 075.64	17 925 075.64
Various Transfers	0.00	0.00	0.00	0.00
BRS (supplementary amending budget)	0.00	0.00	0.00	0.00
Final Amount	11 285 000.00	1 486 000.00	5 154 075.64	17 925 075.64
Budget Execution 2013	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 transversal 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.

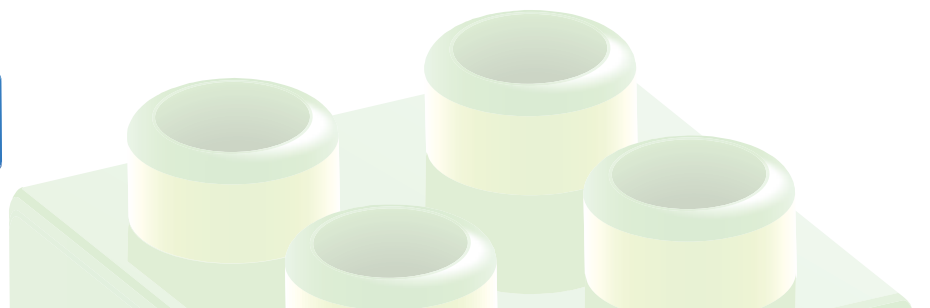
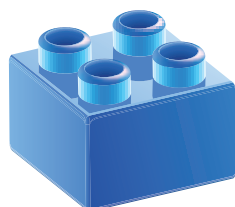
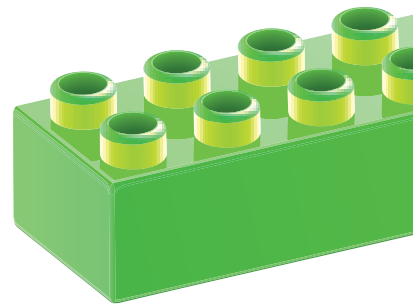
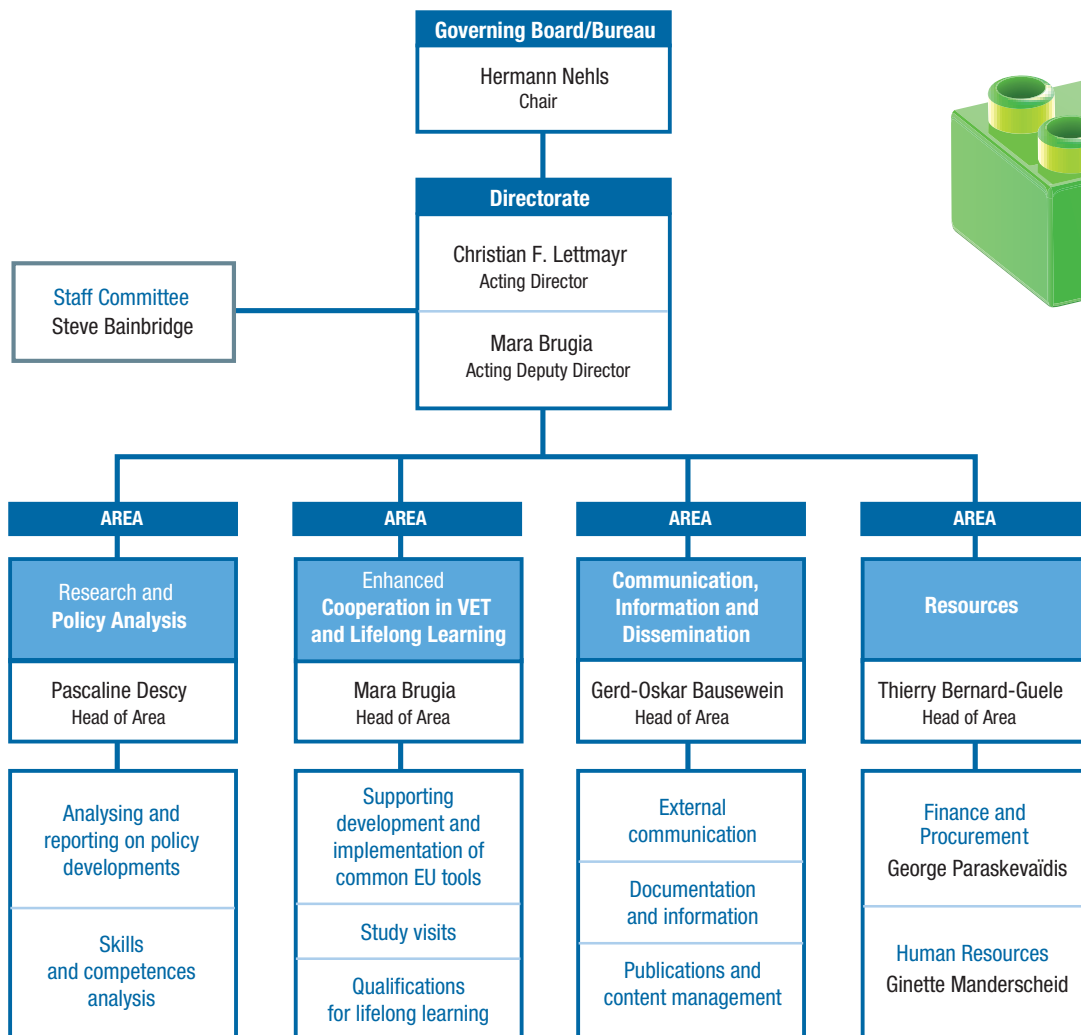
Paid: The final stage, that is, the payment run or physical payment which is made via the banking system.

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

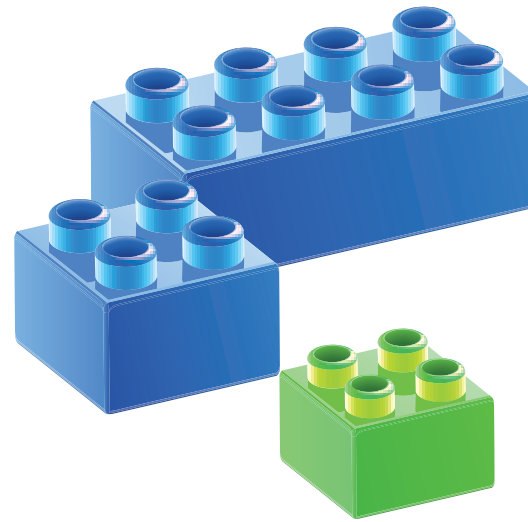
Cedefop organisation chart

(situation on 1 January 2013)



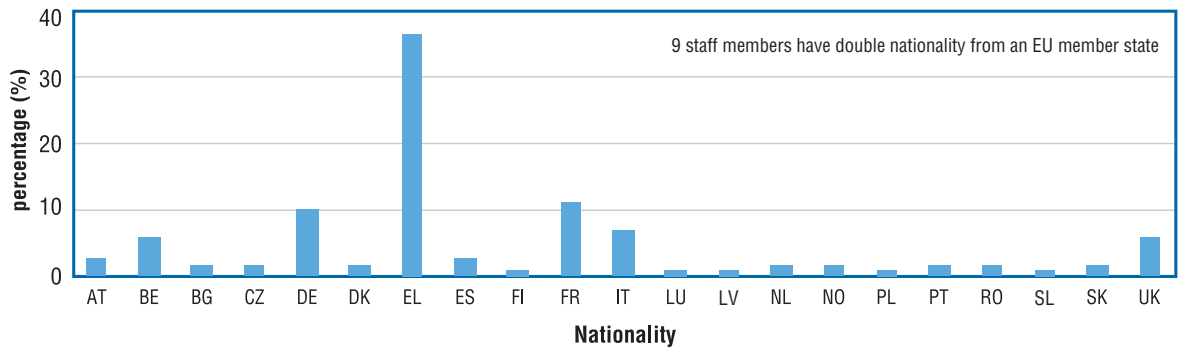
ANNEX III

Human resources



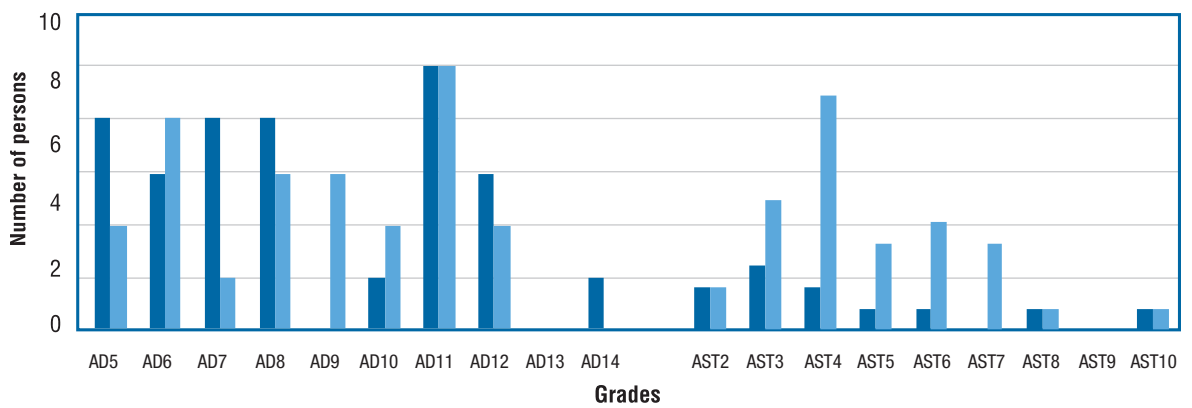
Staff by nationality (31/12/2012)

(includes Officials, TAs, CAs and second experts)

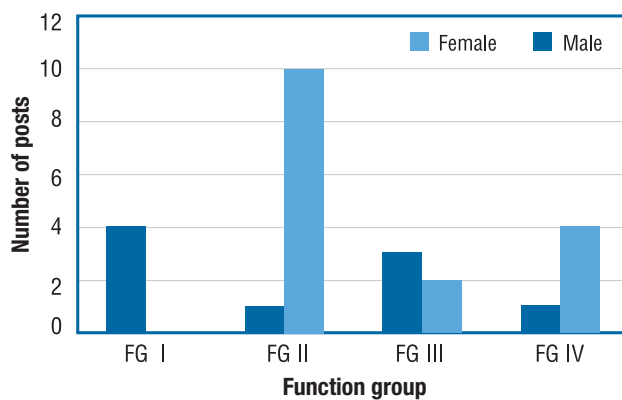


AD and AST categories of temporary agents and officials by gender (for 2012)

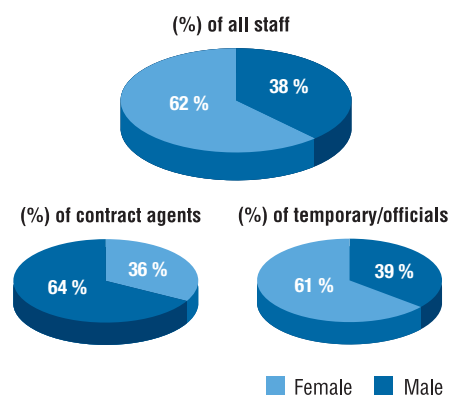
Female Male



Category of contract agents by gender (for 2012)



Staff by gender



Indicative overview of 2013 grants and procurement

The following description of the currently envisaged grants and procurements in 2013 is structured according to the respective requirements of Article 55.1-2 of the implementing rules of the financial rules (Article 60.2-3) of Cedefop.

A. Grants 2013

Cedefop provides grants exclusively to ReferNet partners. In 2012, Cedefop concluded a four-year framework partnership agreement (2012-15) with ReferNet partner institutions. Cedefop will sign a specific grant agreement with all partners foreseeing the implementation of the 2014 annual work plan outlined below.

(a) Basic act and budgetary line

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

- Regulation (EEC) No 337/75 of the Council of 10 February 1975 establishing a European Centre for the Development of Vocational Training;
- Cedefop's work programme 2012;
- Cedefop's financial rules and implementing rules (of 5 June 2009 and 17 December 2010 respectively);
- OJ L 248, 16.9.2002 (Council Regulation (EC, Euratom) No 1605/2002 of 25 June 2002 on the Financial Regulation applicable to the general budget of the European Union);
- OJ L 357, 31.12.2002 (Commission Regulation (EC, Euratom) No 2342/2002 of 23 December 2002 laying down detailed rules for the implementation of Council Regulation (EC, Euratom) No 1605/2002 on the Financial Regulation applicable to the general budget of the European Union);
- OJ L 48, 22.2.2008 (Council Regulation (EC) No 1525/2007 of 17 December 2007 amending Regulation No 1605/2002 on the Financial Regulation applicable to the general budget of the European Union);
- OJ L 111, 28.4.2007 (Commission Regulation (EC, Euratom) No 478/2007 of 23 April 2007 amending Regulation No 2342/2002 laying down detailed rules for the implementation of Council Regulation (EC, Euratom) No 1605/2002 on the Financial Regulation applicable to the general budget of the European Union.

The budget line for Cedefop grants is: **3250** (for EU countries, and as from 2013, for Norway and Iceland too – formerly under budget line 3100).

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

1. **Priorities and objectives in 2014 (grant 2013)**

Priority will be given in 2014 to reporting on national VET systems and policy developments. This reporting corresponds to the reinforced governance at EU level requiring continuous monitoring of VET policy developments. A second priority is to raise the visibility of VET issues at national level and act as a multiplier and dissemination channel for Cedefop products.

2. **Foreseen results**

ReferNet members are required to deliver:

- progress of VET policies,
- VET in Europe country report spotlight flyer,
- two articles,
- national news on VET,
- bibliographic references.

ReferNet members are also expected to maintain a national ReferNet website and to develop a visibility strategy for Cedefop/ReferNet products at national level.

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

To select partners to conclude a **framework partnership agreement (FPA) for 2012-15**, the professional competence and qualifications required to complete the activities requested for the duration of the FPA, as well as the financial capacity, have been evaluated following the criteria below:

Selection criteria

Technical and professional capacity

The **applicant** must demonstrate competence in VET and capacity to network with national/international organisations. This has been assessed on the basis of a detailed presentation of the institution, including an organigramme showing the positioning of the ReferNet team, the description of regular contacts with other national/international VET institutions, and evidence of publications and databases on VET.

The **applicant's team of experts** proposed to carry out the activities must have relevant professional competence and qualifications to guarantee their successful implementation. In particular, they must meet the following requirements:

The ReferNet team coordinator must have a minimum of 5 years of professional experience in: managing projects similar in scope and/or nature; conducting policy analysis, research and/or evaluation of programmes and policies in VET or related fields at national level; working in the field of VET and lifelong learning, and have at least a C1 level in English.

The members of the ReferNet team must have a minimum of 3 years of relevant professional experience and must, as a whole, demonstrate competence in: collecting national information and data monitoring; analysing and reporting on developments in national VET systems, arrangements and policies; analysing, synthesising and summarising large amounts of information; drafting reports, articles and other material on national VET for publication online or in hard copy; developing and managing website content. They must also have at least a B2 level in English.

This has been assessed on the basis of detailed CVs for each member proposed.

Financial capacity

The applicant must be in a stable financial position and have the economic and financial capacity to carry out the requested tasks. This has been assessed on the basis of the profit and loss accounts and the balance sheet for the last two financial years for which the accounts have been closed.

The verification of financial capacity **shall not apply** to public bodies or international organisations; such status has been verified against the documentation provided by the applicant in relation to the Eligibility criteria.

Award criteria

- Adequacy of the proposed approach to ensure broad cooperation with the various national VET institutions and stakeholders; Methods proposed to mobilise their expertise; Cooperation with – and support from – national authorities as demonstrated by a dedicated letter of recommendation issued by relevant government authorities;
- Adequacy and efficiency of work organisation including task distribution between ReferNet team members;
- Quality and relevance of working methods data sources and quality assurance measures;
- Relevance of risk analysis and adequacy of contingency measures.

Award criteria for the 2013 specific grant agreements

All applicants have been required to submit a proposal for ReferNet work plan 2014 including an estimated budget in euro. This work plan will be cofinanced by a specific grant agreement. The proposal must fulfil the specifications outlined in the application form (Annex).

The proposals for ReferNet work plan 2014 will be evaluated using the following criteria:

- consistency of the proposal with Cedefop specifications and expected deliverables;
- quality of the proposal in terms of working methods, data sources, work organisation and project plan;
- timeliness and compliance with Cedefop timetable;
- amount of the grant requested not exceeding ceiling amount and percentage set by Cedefop (70% of total eligible costs).

(d) **Maximum possible rate of cofinancing and different rates envisaged**

In all cases, Cedefop's total contribution will not exceed **70%** of the eligible costs. Therefore, a minimum of **30%** of the total estimated eligible expenditure of the project must come from sources other than the budget of the European Union. Proposals must include evidence that cofinancing amounting to the remainder of the total cost of the project is available (secured).

The cofinancing amount is further limited by maxima set by Cedefop for different country groups. The criterion for the subdivision in the three country groups below is the population.

The total available budget for ReferNet work plan 2014 (SGA 2013) is distributed as follows:

	Maximum grant amount
Country group 1: Cyprus, Estonia, Latvia, Lithuania, Luxembourg, Malta, Slovenia and Iceland	EUR 23 615
Country group 2: Austria, Belgium, Bulgaria, Czech Republic, Denmark, Finland, Greece, Hungary, Ireland, Netherlands, Portugal, Romania, Slovak Republic, Sweden and Norway	EUR 33 625
Country group 3: France, Germany, Italy, Poland, Spain, United Kingdom	EUR 43 620

(e) **Timetable and indicative amount of the calls for proposals for the SGAs 2013**

Following the above, the grant award activity of Cedefop in 2013 will only consist in launching a call aiming at concluding with each of the 29 ReferNet partners a specific grant agreement for a work plan to be carried out in 2014.

The timeframe of this process spans from May to September 2013, and the **maximum total value of the SGAs 2014 to be signed is EUR 955 015**.

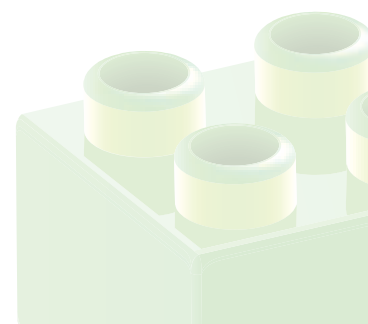
B. Procurements 2013

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

The forecasted total amount of commitments is about EUR **5.4 million** for 2013. It will result from the procurement procedures of 2013, including first order form(s) on new framework contracts and (5) procedures started in 2012, of about EUR 3 000 000, and the forecasted total value of order forms to be issued in 2013 on existing framework contracts, of about EUR 2 400 000.

This amount does not include the value of order form(s) to be signed under the new framework contract 'Employer survey on skill needs' (procedure started in December 2012, due to end in April 2013, estimated FWC financial envelope EUR 3 500 000), as this will be defined in collaboration with DG EMPL, on behalf of which this activity is undertaken under a contribution agreement.

As regards the total value of order forms on existing framework contracts, approximately EUR **1 000 000** (42%) concern Titles 1 and 2 expenditure and EUR **1 400 000** (58%) concern Title 3 expenditure.



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

It is planned to launch **about 20 open procedures (OPs) and about 10 negotiated procedures (NPs)** to cover the contracting needs of Cedefop in line with the annual work programme. About half the OPs and most of the NPs concern administrative (staff and operating) expenditure (Titles 1 and 2 of the budget). The remaining OPs concern operational expenditure (Title 3 of the budget). At this stage, it is therefore expected to administrate some 30 new procedures in 2013.

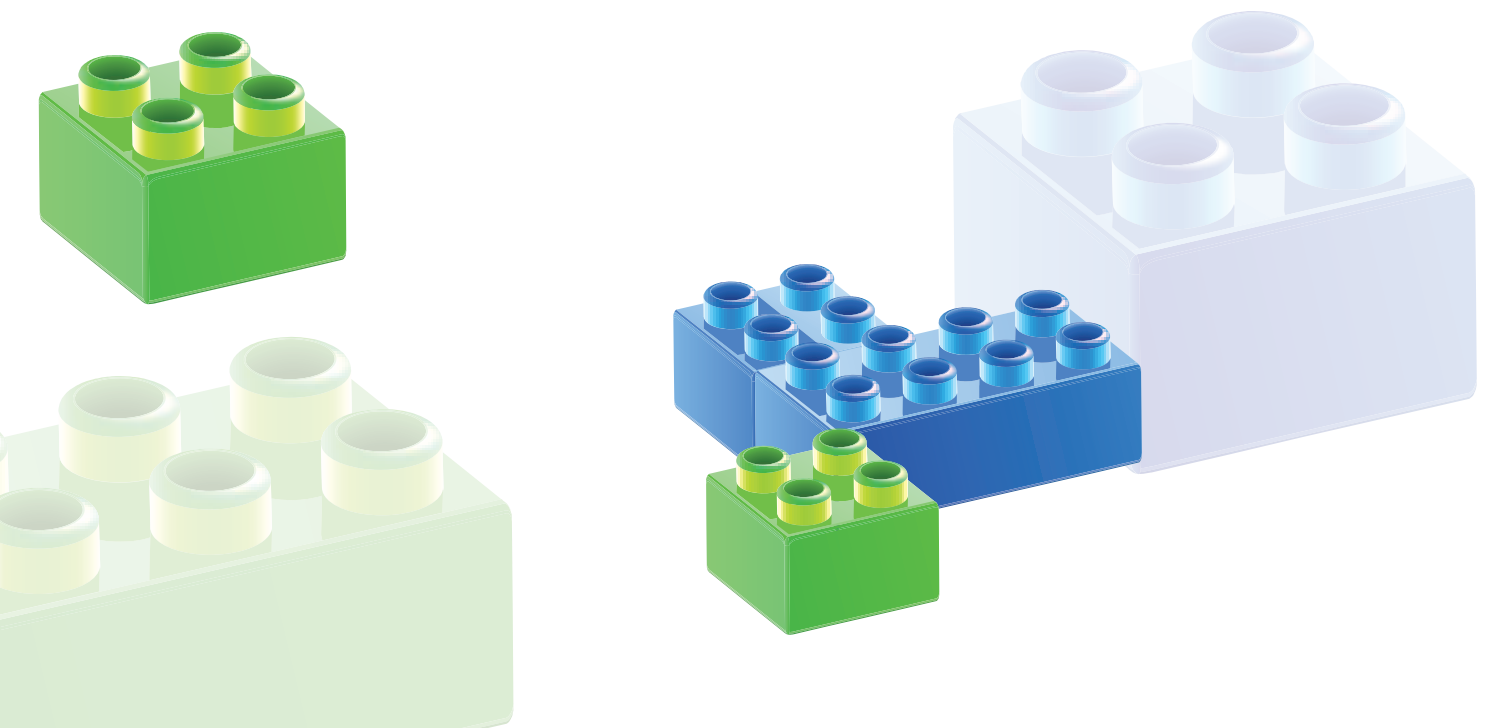
(c) **Indicative timeframe for launching the procurement procedures**

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

In consequence, it is planned that about 15 (50%) of the procedures will start in the first quarter of the year and be concluded in the second, and that in each of the following three quarters about 5 (17%) procedures will be started per quarter and be concluded in the first three months of the following year (2014). A more detailed procurement planning is reflected in the annual management plan.

Implementation is reported to the Governing Board in the progress report and in the annual (activity) report.

Finally ProLive, an automated online tool is used to carry out and monitor electronically all procurement and grant activity at Cedefop.



ANNEX V

Indicative list of planned studies / in-house analyses

(started in 2013)

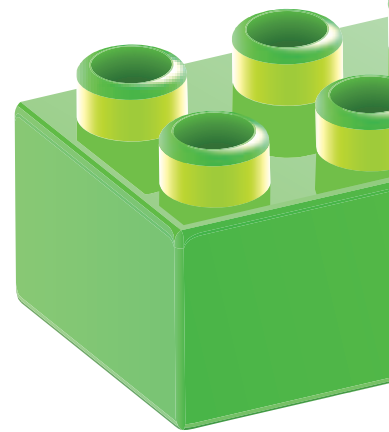
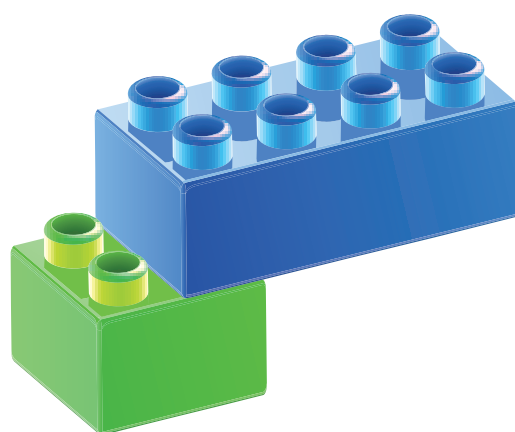
Studies (working titles)	2013			Finalised			Publication		
	Procured (¹)	Order form (²)	Internal (³)	2013	2014	2015	2013	2014	2015
	1	Successful approaches to support the professional development of in-company trainers	1			1			1
2	Quality assurance and certification	1				1			1
3	A systematic and comparative overview over the application of the learning outcomes approach	1			1				1
4	Early leaving from IVET	1			1			1	
5	Work-based learning in CVET	1			1			1	
6	NQF mapping 2013			1			1		
7	ECVET monitoring 2013			1			1		
8	Guidelines on validation of non-formal and informal learning			1			1		
9	Review of progress with short-term deliverables – collection of raw data outsourced to ReferNet			1			1	1	
10	Spotlights and country reports on VET in European countries		1		1		1	1	
11	Financing models and cost of Dual VET and apprenticeship	1				1		1	
12	Forecasting skills supply and demand in Europe		1		1	1		1	1
13	Skills mismatch survey – collection of raw data outsourced			1		1		1	
14	Short-term sectoral-based anticipatory system (SBAS)		1			1		1	
15	Overview of key VET developments in EU countries – input for the European semester			1		1		1	
16	Career and transition – focusing on low skilled	1				1		1	
17	European employers survey on skill needs – collection of raw data outsourced			1		1			1
18	Crisis effect on youth employment, skills mismatch, migration and future skill supply	1				1			1
19	Review of effective skill mismatch policies	1				1		1	
20	Risk assessment – skill mismatch and shortages	1				1		1	
21	Inventory on validation of non-formal and informal learning			1		1		1	

(¹) = Procurement (open procedure); (²) = Use of existing framework contracts; (³) = In-house analysis by Cedefop experts.

ANNEX VI

Cedefop networks

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



ANNEX VII

Cooperation with the European Training Foundation (ETF) and Eurofound

Cedefop=ETF work programme 2013

Core themes	Specific themes for 2013	Exchange of information and good practices	Joint actions	Knowledge-sharing seminars
Vocational education and training system development and provision	VET policy reporting	Exchange of information and experience on EU and third-country policy and operational issues	Follow-up of the 2012 stocktaking exercise on the Copenhagen process (progress in the implementation of the Bruges communiqué – short-term deliverables)	Torino KSS seminar (ETF) (September 2013)
	Work-based learning			
	Validation of non-formal and informal learning			
	Migration skills dimension			
	Qualifications development (in particular: governance of NQFs; unitisation/modularisation)		Cooperation on the external dimension of the EQF. Cooperation in the development of the qualifications platform	
	Skills matching and anticipation		Identification of experts	
	Work-related to information on candidate countries		Study visits: ETF preparatory work related to Information on candidate countries	
	Croatia		'Cooperation for the handover of the country envelope', including participation in seminars	
Administrative Issues	HR, Procurement, Finance, Budget, ABAC implementation	Exchange of good practices	Iterative process	
Strategic issues	Participation in the Governing Board meetings	Cedefop GB: 6/2013 ETF GB: 6/2013; November 2013		

Annex to the collaboration agreement between Cedefop and Eurofound

An action plan for September 2012 to December 2013

1. **Information sharing on analytical work and on-going research**
 - 1.1. Cedefop will share information and experience resulting from its research on Careers and relevant case studies and/or other research work in the field.
 - 1.2. Both Agencies will inform each other on work related to sectoral studies, green and silver economy and young people's integration in the labour market.
 - 1.3. The two Agencies will alert each other regarding forthcoming work that might be of interest to each other, particularly in relation to the Skills Panorama ⁽¹⁾. In particular, Cedefop and Eurofound, who both participate to the inter-institutional steering group, will co-operate to complement their respective expertise at EU and sectoral level with a focus on developing country-specific analysis.

2. **Participation in surveys carried out by the respective agency**
 - 2.1. Participation by EUROFOUND in Cedefop's employers' survey on skill needs (Steering Committee).
 - 2.2. Participation by EUROFOUND in Cedefop's survey on skill mismatch and obsolescence (Steering Committee).
 - 2.3. Participation by Cedefop in EUROFOUND's European Company Survey and European Working Conditions Survey working groups.

3. **Discussion of joint activities such as the joint seminar by Cedefop and Eurofound held in the second half of 2013 in the European Parliament**

4. **Organisation of one annual review meeting** (with the possibility of using teleconference)

5. **Exchange of draft work programmes before their approval by the respective Administrative Boards**

6. **Eurofound and Cedefop will inform their respective Governing Boards on progress with regard to the implementation of the agreed annual action plan**
 Both agencies will also ensure that staff is sufficiently informed about the plan and is committed to its implementation.

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

FOR EUROFOUND
Juan Menendez-Valdes
Director

FOR CEDEFOP
Christian F. Lettmayr
Director

⁽¹⁾ In line with the Employment Package and 'Towards a job-rich recovery' EC Communication (p. 14, 15, 24).

⁽²⁾ *ibid.*

Planned publications list 2013

Activity: Policy analysis and reporting

VET statistical overviews

IVET attractiveness in Europe

Enhancing the conditions for learner's mobility in VET

Spotlight on VET in Ireland

Spotlight on VET in Lithuania

VET in Lithuania

Activity: Common European tools, qualifications and learning outcomes

Analysis and review of NQF developments in Europe

Analyses of NQFs level descriptors

Qualifications at EQF level 5

Monitoring ECVET implementation strategies in Europe

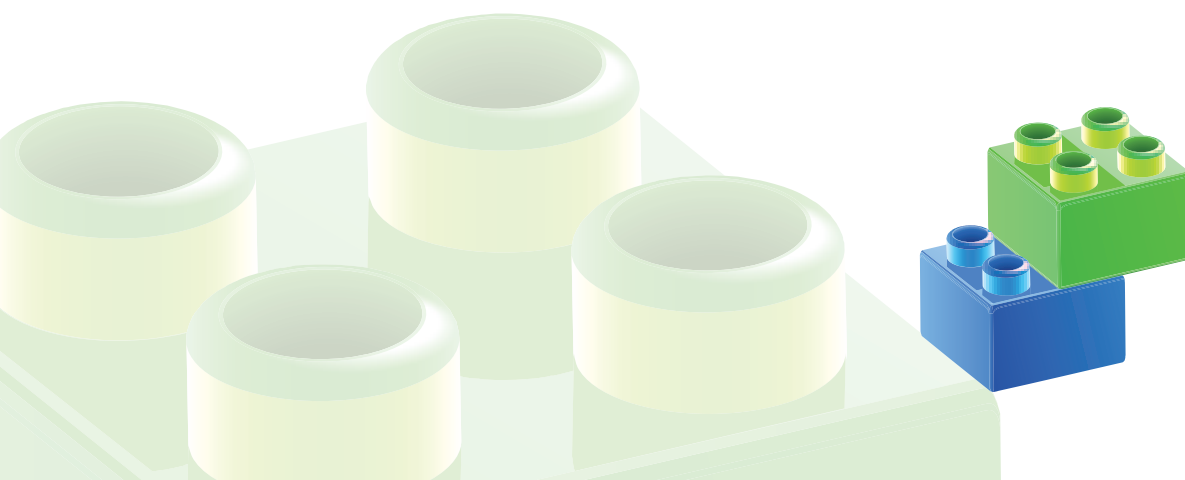
ECVET added value

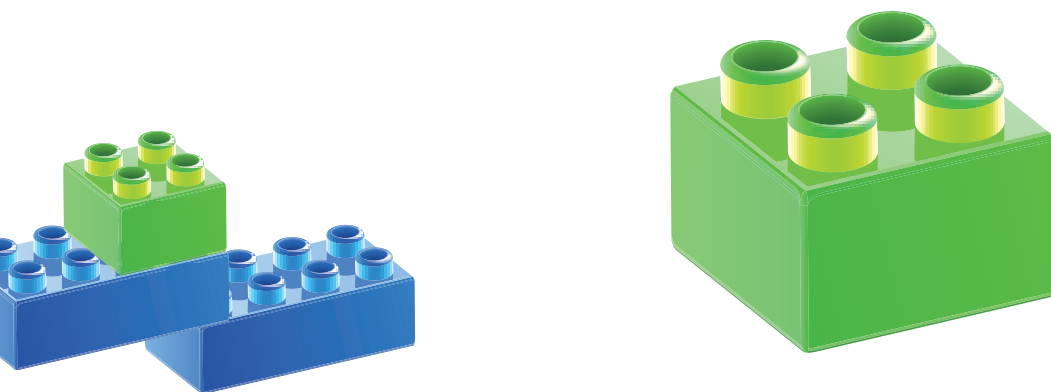
Management approaches to establishing a quality culture within VET institutions

Role of qualifications in governing occupations and professions

Cooperation between education and training and the labour market in renewing VET

Aligning curriculum and assessment policies and practices





Activity: **Adult learning and transitions**

Return to work – Work-based learning and reintegration of unemployed adults into the labour market

Validation in enterprises

European guidelines on validation of non-formal and informal learning

Guidance for supporting the labour market integration of migrants

Cost-sharing mechanisms to finance VET and promote participation in adult learning in Europe

The labour market outcomes of vocational education and training in Europe: evidence from the labour force survey

Macroeconomic benefits of VET

Activity: **Skills analysis**

Analysing skills imbalances in Europe and designing adequate indicators

A guide to skills forecasting and foresight

Piloting a European employer survey on skill needs – Methods and findings

Employer survey on skill needs - Tool kit and user manual

Skill mismatch in Europe: what do we know and what can policy-makers do?

Skills for a low carbon Europe

Activity: **Study visits**

Study visits catalogue 2013/14

Key results of study visits in 2008-13

Performance measurement and continuous improvement at Cedefop

Steered by the overall strategic context, performance measurement at Cedefop supports management, operations and evaluation while ensuring transparent reporting of performance to stakeholders.

In 2013, Cedefop's performance measurement framework and accompanying indicators will continue to support understanding of Cedefop's achievements, relevance and efficiency. Integral to 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.

Cedefop's performance measurement framework concentrates on three types of results each measured in different ways:

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

Cedefop's desired impacts are to promote an evidence-based European VET and skills policy agenda, strengthen European cooperation and be acknowledged as an authoritative source of

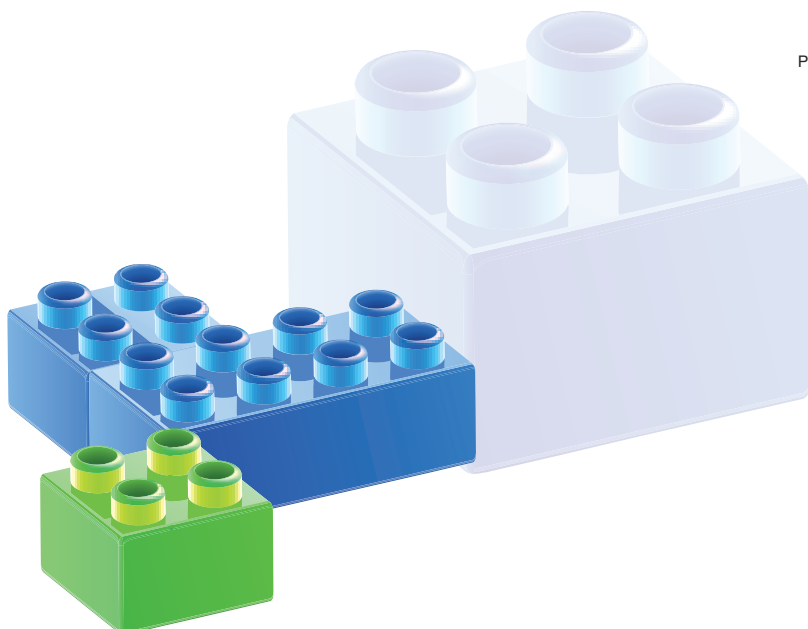
information on VET, skills and competences, as well as a well-run organisation.

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. Policy developments are brought about by many different actors, which is why attribution is a common difficulty in measuring impact. Understanding impact requires a medium- to long-term perspective and is linked to a combination of projects or activities ⁽¹⁾.

Outcomes of Cedefop's activities are defined as observable results that Cedefop's work is having an effect. Outcomes therefore focus on Cedefop's external stakeholders and in particular on the degree, to which we provide policy advice, generate new knowledge or raise awareness of VET issues among different groups of stakeholders.

Outcomes are measured by performance indicators and provide evidence of effects, use of or interest in the expertise and information Cedefop provides. The PMS concentrates above all on outcome indicators. Policy or academic citations, publication downloads, media

⁽¹⁾ Activities are groups of related projects.

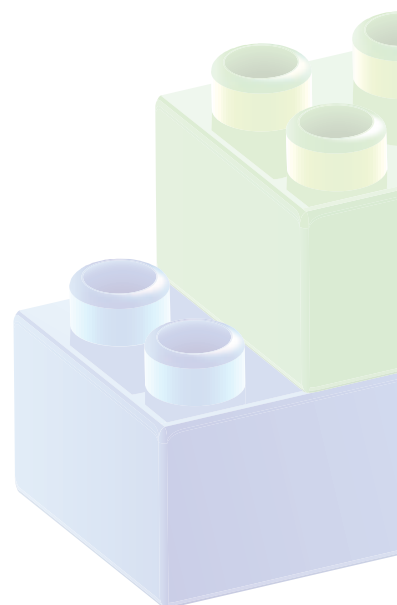


coverage or conference participants' satisfaction are proxy measures for understanding the degree to which Cedefop's work reaches the target groups, are accepted and are having an effect. Outcomes may be immediate or may only become visible in a medium-term perspective.

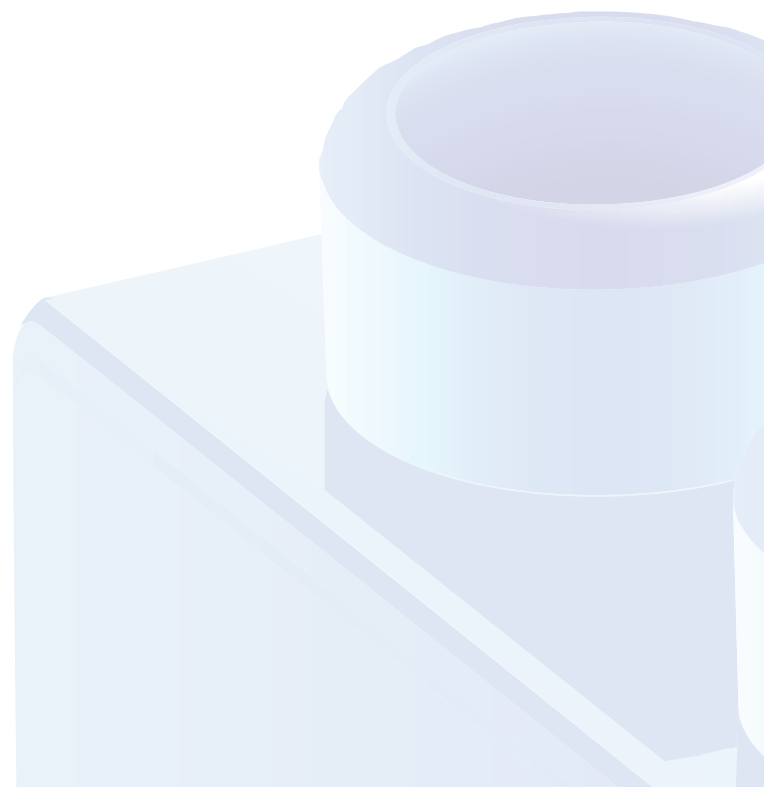
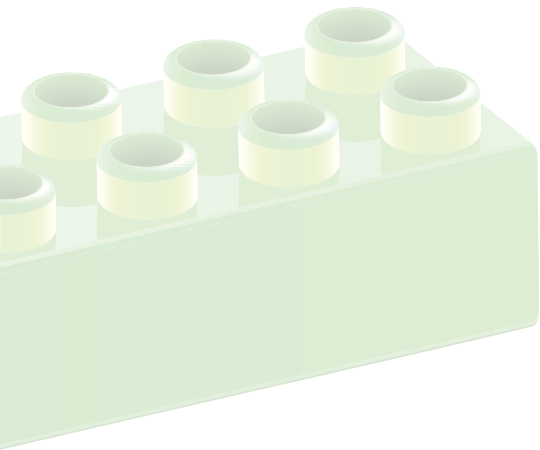
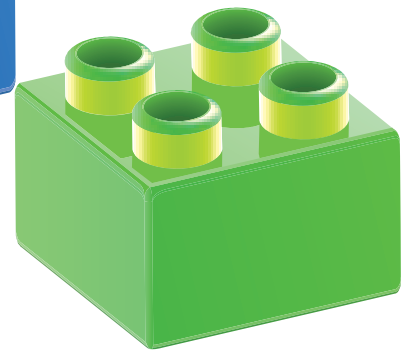
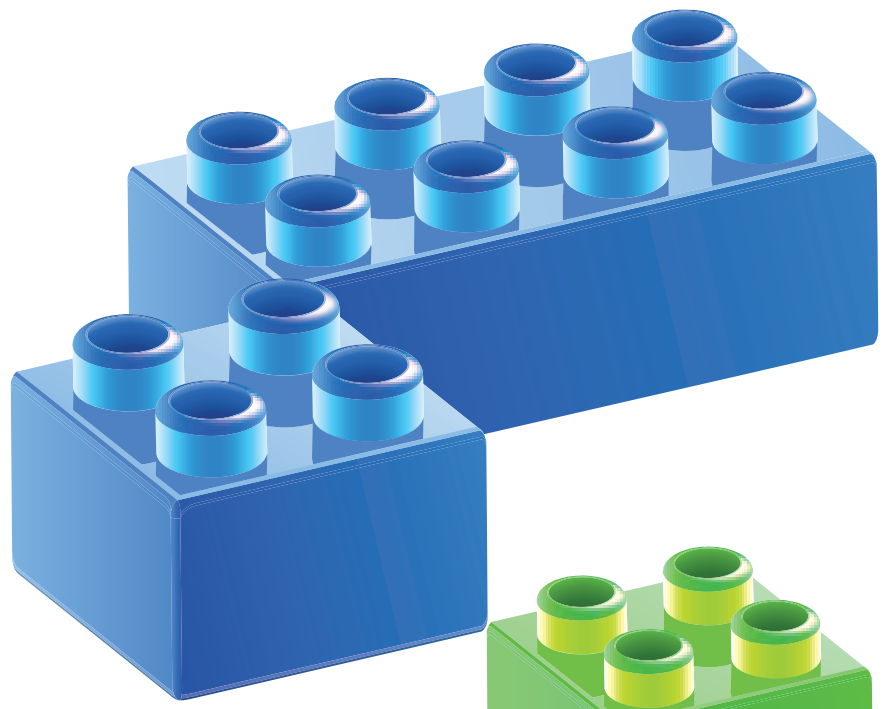
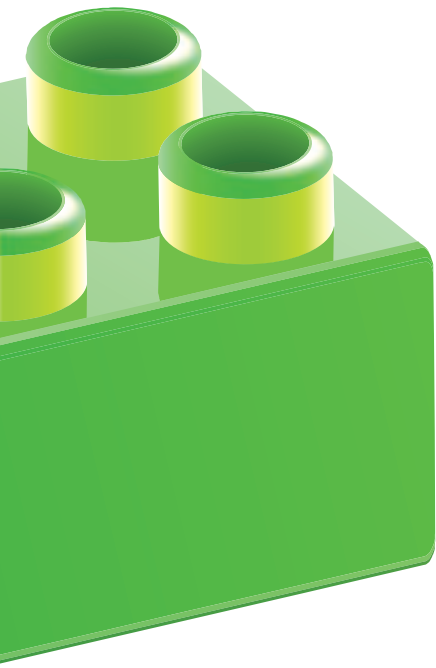
Qualitative understanding is an integral part of the PMS approach, making results more meaningful and easier to understand. For example, the type and range of European institutions using Cedefop research and the context of its use complements more quantitative information on the number of citations of Cedefop's work.

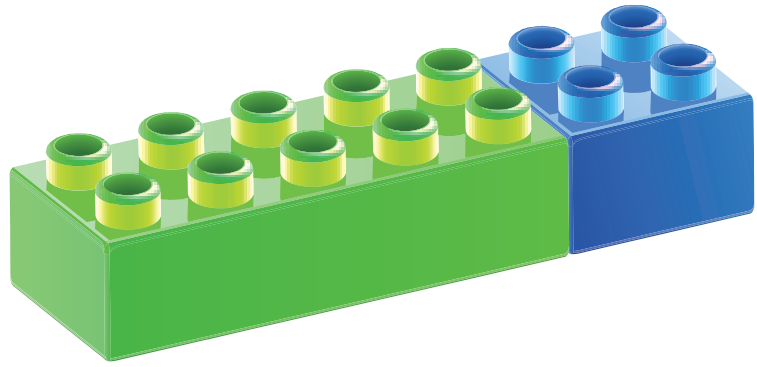
The PMS also measures and monitors project outputs ⁽²⁾. Project outputs include studies, publications and conferences or workshops (e.g. on European tools and principles like the EQF). They provide information on what is produced and when but not what effect it has or how it was done. For this reason, comparatively less emphasis is given to reporting on outputs, even if Cedefop monitors these outputs closely during the work programme period. Outputs should mostly be produced within the operational year and they are important in a short-term view.

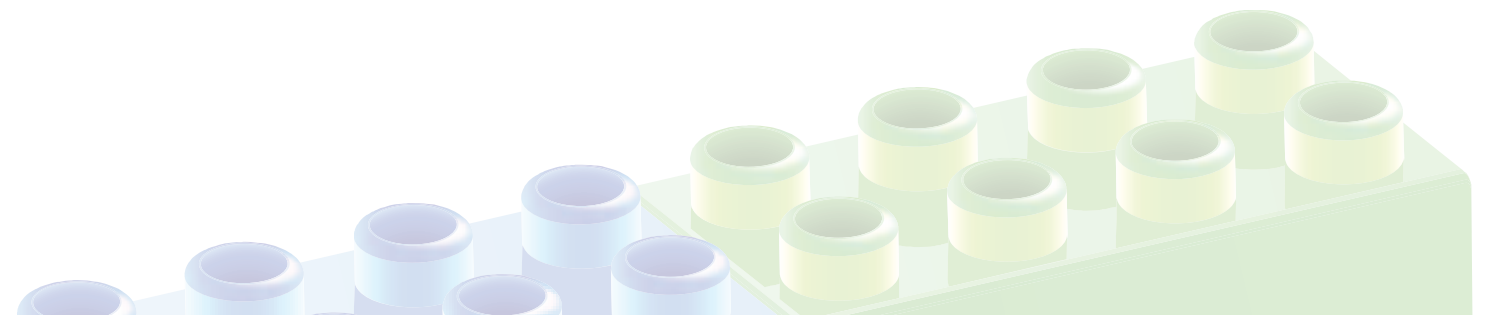
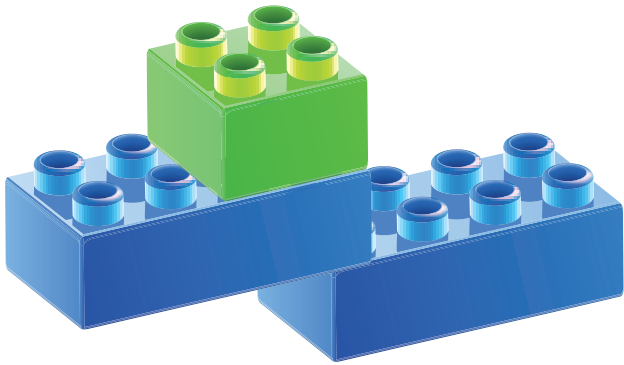
The efficiency and effectiveness of Cedefop as an organisation is also important. Cedefop's PMS thus provides an insight into the performance of its internal services and administration and helps to ensure that they are aligned with Cedefop's objectives and priorities. Indicators measure, for example, average time taken for core administrative business such as paying invoices, undertaking procurement or organising recruitments.



⁽²⁾ Project inputs (financial and human resources) are monitored separately through Cedefop's activity-based budget.









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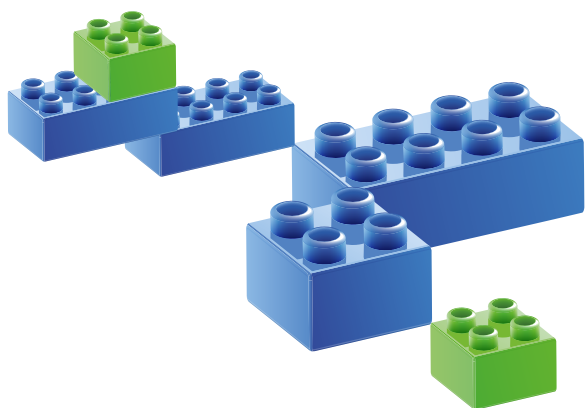
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