

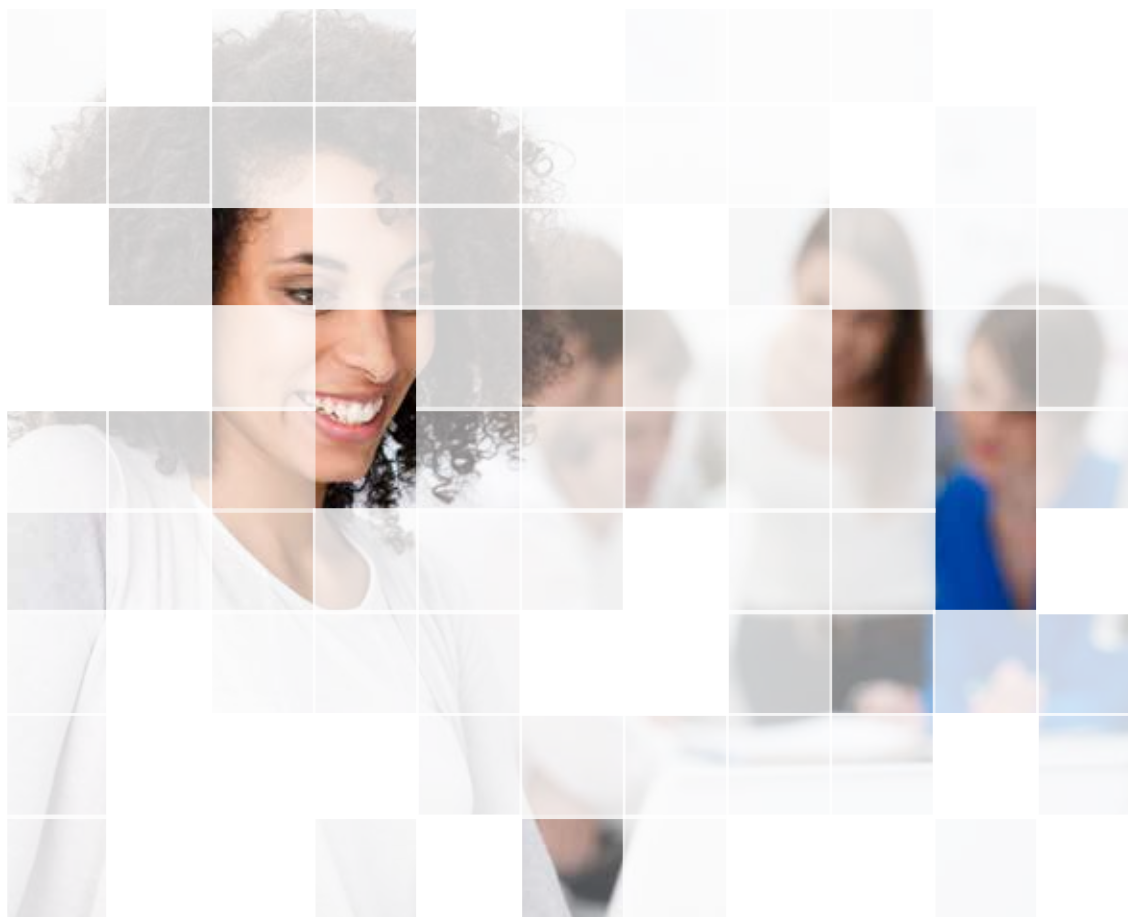


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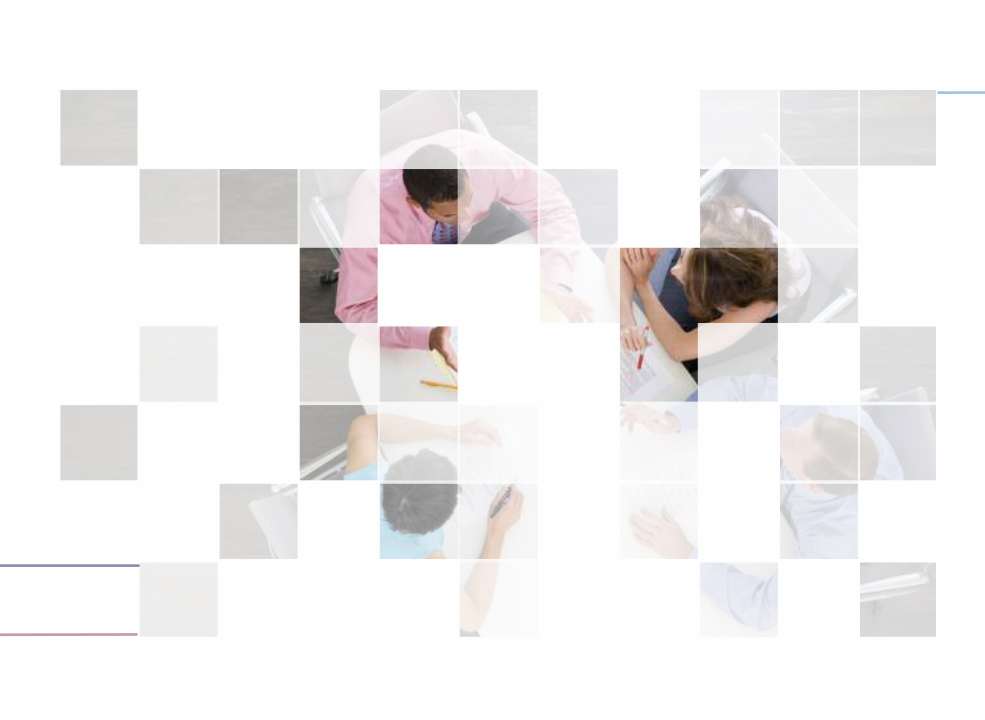
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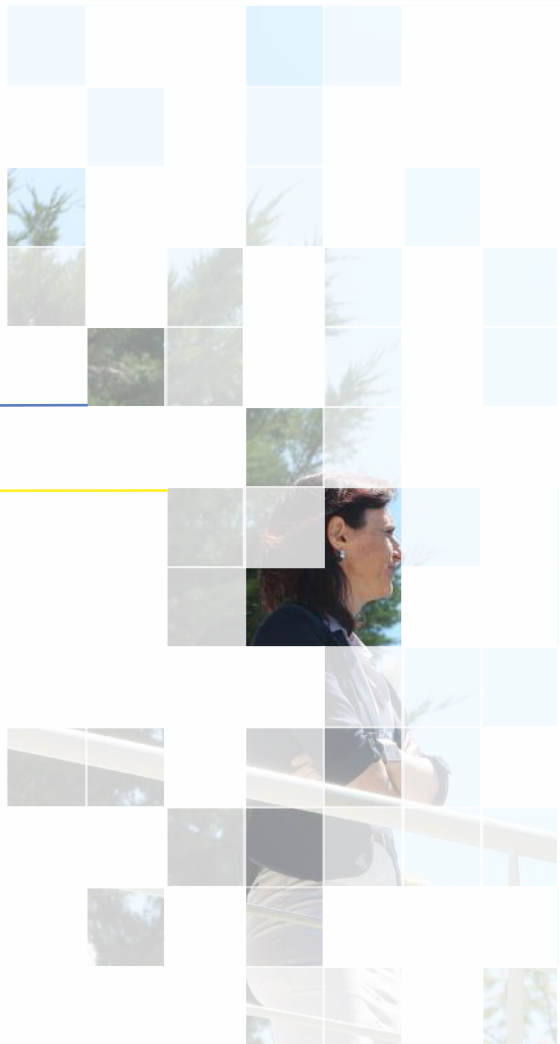


work programme 2016





Work programme 2016



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**The European Centre for the Development
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reference centre for vocational education and training.

We provide information on and analyses of vocational
education and training systems, policies, research and practice.

Cedefop was established in 1975
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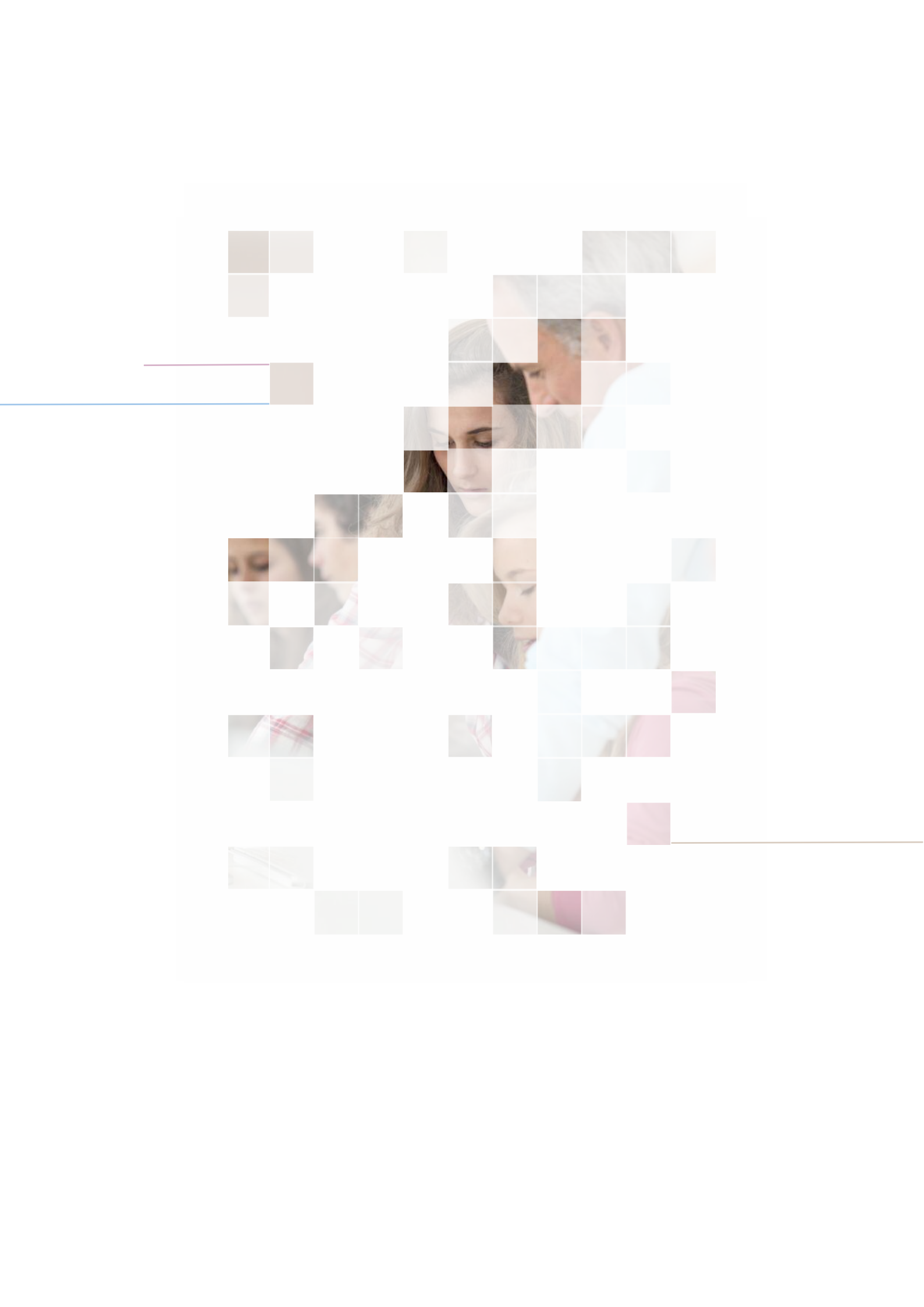
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1. Introduction

Cedefop, the EU agency supporting development and implementation of vocational education and training (VET) ⁽¹⁾ policy, is a tripartite agency steered by governments, employers and employee representatives as well as the Commission. Its 2016 work programme reflects the plan to support the Riga conclusions and the skills roadmap, for a more qualified and competitive European workforce.

This work programme is consistent with the agency's mission, set out in its Founding Regulation ⁽²⁾. As part of its common approach to regulatory agencies, the European Commission is expected to propose a revision of Cedefop's Founding Regulation in 2016. This year also marks the end of Cedefop's current medium-term priorities; in 2016, new multiannual objectives for 2017-20 will take account of a revised vocational education and training policy agenda and a shift to multiannual programming.

The new VET policy for the period up to 2020 is now part of the strategic framework for European cooperation in education and training (ET 2020), as outlined in Chapter 2. The chapter also discusses other policy developments planned for 2016 that could affect Cedefop's further work, notably the European Commission's 'skills agenda' and its 'integrated service' for qualifications and skills.

Chapters 3 to 5 outline how Cedefop will carry forward its current medium-term priorities in their final year. Cedefop will continue to monitor trends in VET policies. It will support development, implementation and closer integration of common European tools that document, validate and recognise skills and qualifications. Cedefop will also analyse labour market developments. Other important elements of Cedefop's work in 2016 include improving and extending apprenticeships and work-based learning, developing the mobility scoreboard, supporting the professional development of VET teachers and trainers, producing a new skill supply and demand forecast up to 2030, and developing the EU skills panorama. Detailed descriptions of Cedefop's projects can be found in Chapter 9.

However, this continuity masks important changes in how Cedefop is developing its work to meet not only the challenges of 2016, but also those for the period up to 2020. The 2016 work programme reflects some rationalisation of Cedefop's work to make better use of its capacity and expertise. It also reflects steps to strengthen Cedefop capability to support policy- and decision-making by developing its role as a 'knowledge broker'. During 2016, Cedefop will work to combine more effectively its research,

⁽¹⁾ VET and VET-oriented programmes for young people and adults exist at nearly all levels, including higher education. VET takes place in a variety of learning settings and contexts, not necessarily traditionally associated with VET: in schools and various other education and training institutions or in enterprises or a combination of both; in formal and non-formal education and training; within active labour market measures; on the job; through volunteer work or family and leisure activities.

⁽²⁾ Council regulation (EEC) No 337/75 of 10 February 1975 as last amended by EC No 2051/2004 of 25 October 2004.



analyses and policy advice functions to support policy learning and knowledge transfer, to assist VET policy implementation in Member States. For example, during 2016, Cedefop will increasingly focus on producing country-based evidence to support policy implementation and policy learning in and between Member States and sectors. Cedefop will also support the European Commission's work on the European Semester.

Chapter 6 summarises communication activities. Reflecting its aim to strengthen its knowledge-broker role, Cedefop will revise its communication strategy in 2016. Chapter 7 focuses on management and administration. As in every year, in 2016 Cedefop will work to improve continuously its processes and seek to

integrate e-tendering into its procurement procedures. Cedefop's risk management plan can be found in Chapter 8. Annexes outline Cedefop's financial and human resources, procurement plans and performance measurement framework. They also give information on Cedefop's networks, its cooperation with other EU agencies, and planned publications and events.

It is important to note that zero-growth budgets and requirements to reduce staff have made it necessary to streamline, downsize and reorganise management of several projects, relying more on internal experts' work than on outsourced studies. Given these financial and human resource constraints, new demands will necessitate further cuts in tasks or activities.

2. Policy background

‘For the first time since 2007, the spring 2015 European economic forecast ⁽³⁾ expected most EU Member States to grow again in the years to come. The autumn forecast confirms this trend. However, overcoming the scarring effects of the downturn takes time; the global economy is slowing and the refugee crisis poses new challenges. Growth varies across countries; in some, prospects are not positive though. For recovery to be sustainable, increased investment – including in education and training – is essential; labour markets need to balance flexibility and security considerations ⁽⁴⁾ and education and training systems need modernising: ‘Special focus must be on those who have been left behind during the crisis, in particular the youth and the long-term unemployed’, underlined Marianne Thyssen, Commissioner for Employment, Social Affairs, Skills and Labour Mobility, calling on Member States ‘to make full use of [...] this nascent economic recovery [...]’ ⁽⁵⁾. Hence, the

European Commission’s agenda for jobs, growth, fairness and democratic change includes a specific investment package ⁽⁶⁾ to stimulate job creation and increase competitiveness, not least through education and training and other initiatives to help the younger generation back to work. The 2016 annual growth survey considers smart investments in human capital, performance-oriented reforms of education and training systems and social investment part and parcel of this strategy. It calls for joint actions of all EU institutions and Member States as a prerequisite for sustainable recovery. This includes involving the European and national Parliaments, social partners, national, regional and local authorities and civil society at large ⁽⁷⁾.

With about 6.5 million job losses compared to 2008, overall employment is still below pre-crisis level. However, employment of women and ‘older workers’ has been on the rise since 2010 ⁽⁸⁾. Labour market conditions are mainly

⁽³⁾ European Commission (2015). *European economy 2 – European economic forecast, Spring 2015*. Luxembourg: Publications Office of the European Union. http://ec.europa.eu/economy_finance/eu/forecasts/2015_spring_forecast_en.htm [accessed 15.5.2015].

⁽⁴⁾ European Commission (2015). *Annual growth survey 2016. Strengthening the recovery and fostering convergence: communication from the Commission to the European Parliament, the Council, the European Central Bank, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank*. COM(2015) 690 final. http://ec.europa.eu/europe2020/pdf/2016/ags2016_annual_growth_survey.pdf [accessed 10.12.2015].

⁽⁵⁾ European Commission (2015). *Country-specific recommendations 2015: further efforts needed to support a robust recovery*. Press release. Brussels, 13.5.2015. http://europa.eu/rapid/press-release_IP-15-4975_en.htm [accessed 15.5.2015].

⁽⁶⁾ European Commission (2014). *An investment plan for Europe. communication from the Commission to the European Parliament, the Council, the European Central Bank, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank*. COM(2014) 903 final. <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2014:903:FIN> [accessed 15.5.2015].

⁽⁷⁾ 2016 annual growth strategy, see Footnote 4.

⁽⁸⁾ Eurostat (2015). *Newsrelease 81/2015*. 7.5.2015. <http://ec.europa.eu/eurostat/web/products-press-releases/-/3-07052015-AP> [accessed 15.5.2015].

⁽⁹⁾ For more detailed information see Cedefop’s *Europe’s uneven return to job growth*. Briefing note; June 2015. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/9098> [accessed 7.9.2015].



improving in countries that the downturn had hit hard. In some, employment is likely to fall or remain below its pre-crisis levels because of expected constraints in labour supply ⁽⁹⁾. Although disparities are narrowing, unemployment rates still range from less than 5% in Germany to more than 20% in Greece and Spain. In some countries, the rates are increasing. Generally, they are expected to remain high, albeit below 10% (9.5% in July 2015 ⁽¹⁰⁾), forecasts for 2016 indicate a fall to 8.9% ⁽¹¹⁾).

Long-term unemployment and high numbers of young people on unemployment benefit remain a major concern: in 2014, nearly half of the EU's jobless had been out of work for more than a year ⁽¹²⁾; the rate of 20.4% youth unemployment in July 2015 masked vast differences, reaching 60% to 70% in parts of Greece, Italy and Spain ⁽¹³⁾. Some 12.4% of Europe's 15 to 24 year-olds are neither in education nor employment (NEET). For the 18

to 24 age group, the share is 16%. Youths with migrant background are among the most disadvantaged: a quarter leave education and training prematurely compared to 10.2% among nationals; 20.6% are NEETs ⁽¹⁴⁾. In countries where learners with migrant background are more likely to opt for VET programmes than their native peers, this may pose a particular challenge. However, NEETs do not only include young people with low or no qualifications but also medium-level qualified and higher education graduates; this is an issue to consider when we look at developments in Europe's higher education target. At nearly 38% in 2014 – compared to 23.6% in 2002 – Europe is moving closer to its 2020 target of 40%.

Progress has also been made in reducing the share of early leavers from education and training ⁽¹⁵⁾. Whether this trend can be ascribed to specific policy measures or is linked to poor labour market prospects during the crisis, is not clear. Young people may have continued their

⁽¹⁰⁾ Seasonally adjusted rate. Eurostat (2015). *Newsrelease euroindicators 147/2015*. 1.9.2015.

<http://ec.europa.eu/eurostat/web/products-press-releases/-/3-01092015-AP> [accessed 7.9.2015].

⁽¹¹⁾ European Commission (2015). *Autumn 2015 economic forecast: moderate recovery despite challenges*. Press release; 5.11.2015 http://europa.eu/rapid/press-release_IP-15-5996_en.htm [accessed 23.11.2015].

⁽¹²⁾ In several Greek regions even more than 70%. Eurostat (2015). *Newsrelease 73/2015*. 22.4.2015. <http://ec.europa.eu/eurostat/web/products-press-releases/-/1-22042015-AP> [accessed 15.5.2015].

⁽¹³⁾ Eurostat (2015). *News release euroindicators 76/2015*. 30.4.2015.

<http://ec.europa.eu/eurostat/web/products-press-releases/-/3-30042015-AP> [accessed 15.5.2015].

NB: The youth unemployment rate is the number of unemployed 15 to 24 year-olds as a percentage of the labour force of the same age. Therefore, it should not be interpreted as the share of jobless people in the overall youth population. And Eurostat (2015). *News release 145/2015*. 21.8.2015. <http://ec.europa.eu/eurostat/web/products-press-releases/-/3-01092015-AP> [accessed 7.9.2015].

⁽¹⁴⁾ Eurostat – Statistics explained. *Young people – migration and socioeconomic situation*. http://ec.europa.eu/eurostat/statistics-explained/index.php/Young_people-migration_and_socioeconomic_situation [accessed 15.5.2015] and Eurostat (2015). *News release 145/2015*. 21.8.2015. <http://ec.europa.eu/eurostat/web/products-press-releases/-/3-21082015-AP> [accessed 7.9.2015].

⁽¹⁵⁾ Eurostat (2015). *Newsrelease 71/2015*. 20 April 2015. <http://ec.europa.eu/eurostat/web/products-press-releases/-/3-20042015-BP> [accessed 15.5.2015].



education and/or moved into VET to increase their job chances in a more favourable labour market situation at the end of their training. There is, however, also evidence that young people in depressed economic contexts often lack motivation to complete their programmes. As progress differs considerably among countries and there is increased need to promote social integration, the Council calls for more ambitious national targets and more comprehensive concerted action among all actors involved to prevent early leaving ⁽¹⁶⁾.

Low-skilled adults and young people face substantial inequalities and risk of social exclusion. Although there are encouraging signs that participation in continuing training has increased, only around a fifth of low-skilled adults take part in non-formal job-related learning, and participation is some two and a half times higher for employed than unemployed adults ⁽¹⁷⁾. Even in countries with a long tradition

of investing in vocational training or other types of adult learning as part of their active labour market policies, there seems to be a backward trend ⁽¹⁸⁾.

Against this context, the work of Cedefop on the economic and social costs of low-skilled adults in Europe and on the role of VET and adult learning policies in promoting labour market integration and social inclusion is timely. Getting people (back) into work and promoting equality and inclusion is the main theme of current EU policies: the five Presidents' report, which calls for 'a stronger focus on employment and social performance' ⁽¹⁹⁾; the employment guidelines; the proposed recommendation on integrating the long-term unemployed into the labour market ⁽²⁰⁾; the report on European cooperation in the youth field ⁽²¹⁾; and the joint report on the implementation of the strategic framework for European cooperation in education and training (ET 2020) ⁽²²⁾.

⁽¹⁶⁾ Council of the European Union (2015). *Council conclusions on reducing early school leaving and promoting success in school*. Brussels, 24 November 2015. <http://data.consilium.europa.eu/doc/document/ST-14441-2015-INIT/en/pdf> [accessed 10.12.2015].

⁽¹⁷⁾ Cedefop (2015). *Encouraging adult learning*. Briefing note; July 2015. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/9099> [accessed 7.9.2015].

⁽¹⁸⁾ European Commission – European social policy network (2015). *Social investment in Europe. A study of national policies 2015*. <http://ec.europa.eu/social/keyDocuments.jsp?advSearchKey=ESPNSocInv&mode=advancedSubmit&langId=en&search.x=15&search.y=8> [accessed 7.9.2015].

⁽¹⁹⁾ European Commission; Juncker, J.C. et al. (2015). *Completing Europe's economic and monetary union*. http://ec.europa.eu/priorities/economic-monetary-union/index_en.htm [accessed 7.9.2015].

⁽²⁰⁾ European Commission (2015). *Proposal for a Council recommendation on the integration of the long-term unemployed into the labour market*. COM(2015) 462 final. <http://ec.europa.eu/social/BlobServlet?docId=14480&langId=en> [accessed 17.9.2015].

⁽²¹⁾ Council of the European Union (2015). *2015 joint report of the Council and the Commission on the implementation of the renewed framework for European cooperation in the youth field (2010-18)*. Brussels 25 November 2015. <http://data.consilium.europa.eu/doc/document/ST-14437-2015-REV-2/en/pdf> and Council of the European Union (2015). *Resolution of the Council and of the representatives of the Governments of the Member States, meeting within the Council, on a European Union work plan for youth for 2016-18*. Brussels 24 November 2015. <http://data.consilium.europa.eu/doc/document/ST-14434-2015-INIT/en/pdf> [both accessed 10.12.2015].



Presenting the draft ET 2020 report, Commissioner Thyssen underlined the need to reach out to the most disadvantaged. Promoting equity, social cohesion and active citizenship have been ET 2020 and Bruges communiqué objectives from the outset. The impact of the crisis and the need to steer Europe back to the road of recovery have, however, led to stronger emphasis on helping address the pressing economic and employment challenges. The ET 2020 report identifies the need to ‘recalibrate the policy focus’. It stresses the role of education and training in ‘promoting equity and non-discrimination and in imparting fundamental values, intercultural competences and active citizenship’. This reflects the education ministers’ declaration supporting the values at the heart of the EU in response to the terrorist attack in France in early 2015 ⁽²³⁾, an issue that President Juncker also stressed in his State of the Union speech ⁽²⁴⁾. Besides increasing youth

employability, ET 2020 will pay particular attention to promoting inclusive education and active citizenship.

This emphasis on inclusive education and training, intercultural and citizenship competences comes as Europe faces an unprecedented challenge: integrating large numbers of newly arriving youths and adults from several countries and different cultural backgrounds into education and training and the labour market. This will put more demands on the inclusive potential of VET.

Besides occupation-specific skills, VET can help young people acquire generic, interpersonal and self-management skills, develop a professional identity, and support active citizenship. In countries with strong upper secondary VET, early leaving tends to be below the EU target. It also faces considerable dropout problems, but these may be partly caused by a ‘selection’ bias orienting those who are at

⁽²²⁾ Council of the European Union (2015). *2015 Joint report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020) – New priorities for European cooperation in education and training*. Brussels, 25 November 2015. http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2015.417.01.0025.01.ENG&toc=OJ:C:2015:417:TOC [accessed 10.12.2015].

⁽²³⁾ Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education: <https://eu2015.lv/news/media-releases/964-education-ministers-release-declaration-%20to-tackle-intolerance-discrimination-and-radicalisation> and Council of the European Union (2015). *Education, youth, culture and sport: 3388th Council meeting. Outcome of the Council meeting*. Brussels, 18 and 19 May 2015. http://www.consilium.europa.eu/en/meetings/eycs/2015/05/st08965_en15_pdf/ [accessed 7.9.2015].

⁽²⁴⁾ http://europa.eu/rapid/press-release_SPEECH-15-5614_en.htm [accessed 21.9.2015].



greater risk of leaving education early towards VET, rather than general education. However, only some countries systematically collect, monitor and analyse data on early leaving. Cedefop's analyses confirm that VET can play a key role in giving a chance to acquire qualifications to young people who would otherwise not continue their education and training ⁽²⁵⁾.

Outcomes of Cedefop's work will help improve the evidence base to inform policy-making more comprehensively. Together with this work, Cedefop's analyses, reviews and policy learning forums which support the European alliance of apprenticeships ⁽²⁶⁾ are also highly relevant for national work on youth guarantees.

Apprenticeships, traineeships and other forms of work-based learning have proved to ease entry into the labour market and are the main pillars of youth guarantees, which aim to support NEETs. The European Social Fund and the European employment initiative support these measures. EUR 1 billion has been frontloaded, increasing possible prefinancing up to 30%. Special funding from the European Investment Bank is available to support

enterprises engaging in these efforts. The European alliance for apprenticeships and the European Commission's mutual learning programme are meant to support the quality of the initiatives. Whether targeted action or economic recovery has led to the reduction in youth unemployment by around half a million from 2014 to spring 2015, is, however, difficult to establish.

Cooperation and synergy between education and training and employment are needed to make youth guarantees work, as confirmed by the employment and education councils ⁽²⁷⁾ and in the conclusions on the 2015 annual growth survey and the joint employment report ⁽²⁸⁾. Work-based learning can add value to education and training at nearly all levels; working more closely with institutions that provide higher qualifications levels is important to explore this potential. Expanding different types of work-based learning requires enterprises that have the capacity and are ready to engage in cooperation, provide placements and training. Success of apprenticeships and other forms of work-based learning depends on active involvement of all stakeholders across

⁽²⁵⁾ European Commission; EACEA; Eurydice; Cedefop (2014). *Tackling early leaving from education and training in Europe: strategies, policies and measures*. Eurydice and Cedefop report. Luxembourg: Publications Office of the European Union.
http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/175EN.pdf [accessed 15.5.2015].

⁽²⁶⁾ http://ec.europa.eu/education/policy/vocational-policy/alliance_en.htm [accessed 15.5.2015].

⁽²⁷⁾ Council of the European Union (2014). *Employment, social policy, health and consumer affairs: 3357th Council meeting. Outcome of the Council meeting*. Brussels, 11 December 2014.
http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/146172.pdf and Council of the European Union (2014). *Education, youth, culture and sport: 3358th Council meeting*. Press release. Brussels, 12 December 2014.
<http://www.consilium.europa.eu/workarea/downloadAsset.aspx?id=40802190967> [accessed 15.5.2015].

⁽²⁸⁾ Council of the European Union (2015). *European Semester 2015. Conclusions of 9 March 2015*.
<http://www.consilium.europa.eu/en/policies/european-semester/2015/> [accessed 15.5.2015].



VET and the labour market, in particular the social partners. This was also stressed in Riga at the June 2015 event 'European alliance for apprenticeships', which aimed at encouraging more enterprises to engage in training. Cedefop's work on governance and financing, its reviews and policy learning forum will support these efforts.

The fourth technological revolution is both a challenge and an opportunity. Digitisation can be seen as a key economic driver supporting growth and job creation. Creating a digital single market and expanding the use of digital technologies across different policy areas will mean increased demand for information technologies (ICT) and problem-solving skills in technology, one of the areas where PIAAC ⁽²⁹⁾ identified substantial deficits in Europe across most sectors. Yet, promoting digital technology and technological efficiency also bears a risk of social exclusion and growing disparities between countries and does not guarantee availability of quality jobs or jobs for all.

During the crisis, concerns that skill mismatch prevails in European labour markets have become strong. Unemployment is still high but there are also countries and sectors that face skills shortages. Employers report a lack of technical and soft skills as well as job readiness of applicants. In these respects, the potential of VET, particularly apprenticeships and other forms of work-based learning, is now commonly acknowledged. Like young people, unemployed adults need a mix of individualised learning

opportunities and activation policies. These include skills audits, along with good and current labour market intelligence combined with targeted information and guidance that helps people build (alternative) education and career paths that fit their qualifications and aspirations. Learning-outcomes-based qualifications frameworks could be used more actively to visualise opportunities and pathways.

The European tools that focus on outcomes of learning can play a key role. By making people's knowledge, skills competences and qualifications more easily understood, compared, and recognised, they can enable individual and flexible lifelong learning pathways and become engines of employability promoting mobility across sectors and borders. Ensuring that qualifications people acquire through labour market measures or youth guarantees are included in the national qualifications framework or can be validated and certified will make these measures sustainable.

To help ensure that the commonly developed European tools and principles meet users' needs in the best possible way, Cedefop will support the efforts to realise consistent use of the learning outcomes approach and help link them better. Making the tools easier to use and more interactive should do more than support progression and career opportunities within own and other EU countries; accompanied by well-targeted information and guidance, it can also help integrate people from countries outside the EU.

⁽²⁹⁾ Programme for the international assessment of adult competencies. <http://www.oecd.org/site/piaac/> [accessed 15.5.2015].



Approximately 690 000 people formally applied for asylum in EU countries until August 2015; more than 80% are younger than 35; more than half aged 18 to 34 ⁽³⁰⁾. Early access to education and training or the labour market to tap their potential or help them develop their skills is crucial to supporting integration. This means giving them the opportunity to have undocumented or non-formally and informally acquired skills and competences identified and documented as quickly as possible. Education ministers therefore see a need to speed up assessment and validation of prior qualifications ⁽³¹⁾. As existing validation and guidance systems may face capacity challenges, a two-stage approach based on the principles outlined in the forthcoming European guidelines on validation may be needed.

VET relevance is critical for all involved. It requires the ability to reflect emerging skill needs and review and renew provision continuously. Providing 'adequate' skills and promoting job creation requires world-class VET. This also calls for reflection on how initial vocational education and training (IVET) and continuing vocational education and training (CVET) can be better connected to support a life course perspective.

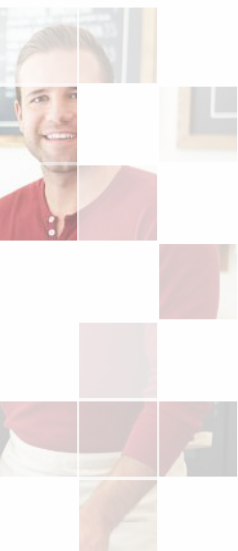
Besides investment in growth, efforts are

needed to improve Europe's capacity to innovate and be competitive. The European Commission intends to strengthen Europe's industrial base and its share of renewable energy and create a business-friendly environment. However, policy discourse has traditionally associated innovation and competitiveness policies with university-business cooperation and high shares of tertiary education graduates. The potential of VET at all levels, developed by various stakeholders, as a crucial factor contributing to innovation has been neglected. However, small and medium-sized enterprises (SMEs), which form the backbone of Europe's economy, do not only have employees but also managers who come from VET, at least in countries with strong VET systems. Work-based learning and apprenticeships give young people hands-on experience for promoting their capacity to be entrepreneurs and innovate.

STEM skills are expected to become more important considering that related sectors are expected to grow faster than average. The need for STEM qualifications is not confined to higher education. Mechatronics, IT, and media design can be acquired through upper and post-secondary school-based VET and also through apprenticeships in several countries.

⁽³⁰⁾ Council of the European Union (2015). *The role of youth policy and youth work with regards to migration – Supporting intercultural awareness and the integration of migrants*. Presidency discussion paper. Brussels, 5 November 2015. <http://data.consilium.europa.eu/doc/document/ST-13640-2015-INIT/en/pdf> [accessed 23.11.2015].

⁽³¹⁾ Council of the European Union (2015). *Education, youth, culture and sport: 3428th Council meeting. Outcome of the Council meeting*. Brussels, 23 and 24 November 2015. http://www.consilium.europa.eu/en/meetings/eycs/2015/11/st14411_en15.pdf/ [accessed 10.12.2015].



Comprehensive policy strategies that link workforce development and local/regional economic development or industrial policies can help avoid skill shortages and foster innovation and economic development. Partnership between business and VET providers helps develop a flexible workforce necessary for innovation. In 2016, Cedefop will explore new approaches to engaging employees in CVET through partnerships between enterprises, VET providers and higher education institutions, to develop professional excellence and examine how VET providers can become effective brokers in comprehensive skills strategies. This work will also help understand how such partnerships can contribute to improving permeability between CVET and higher education with special attention to validation of learning outcomes.

Raising productivity and competitiveness also depends critically on making the 'right' use of skills. Jobs that match, utilise and continuously develop people's skills will lead to job satisfaction and help improve enterprise productivity and innovation. Cedefop's European skills and jobs survey has, however, shown that employee skills tend to be underused, subsequently losing their 'currency'.

The European Commission's proposals for specific recommendations 2015-16 to guide countries towards key action areas within the Europe 2020 strategy ⁽³²⁾ focus on growth drivers. Current recommendations tend to cover fewer areas and are more specific than in the past. This means that fewer now relate to education and training. Nevertheless, for 16 countries, VET-related issues have been included: some are on improving participation and learning outcomes of young people from disadvantaged backgrounds (such as migrants); others refer to apprenticeships or similar schemes.

Promoting apprenticeships is also one of the measures countries agreed to focus on until 2020. While recommendations in recent years for many countries coincided with several of the 2011-14 VET-related 'deliverables' (Bruges communiqué, 2010), this is less likely in the future.

Against this backdrop, the Commissioners for Education and Employment have called for reinforced cooperation in education and training and sharpening of policy focus ⁽³³⁾. The policy documents ⁽³⁴⁾ reflect this streamlined approach. Joint work on VET for young people

⁽³²⁾ Member States have committed to the Europe 2020 strategy and set national targets. In a yearly cycle of economic policy coordination (the 'European Semester') Member States' budgetary, economic and structural reform plans are analysed. Subsequently, the Commission proposes country-specific recommendations for key action areas in the following 12 to 18 months and discusses them with national authorities and social partners. Finally, the recommendations are endorsed by the Council. http://ec.europa.eu/europe2020/making-it-happen/index_en.htm [accessed 15.5.2015].

⁽³³⁾ European Commission (2015). *A new more inclusive vision of education and training up to 2020*. Press release. http://ec.europa.eu/commission/2014-2019/navracsics/announcements/new-more-inclusive-vision-education-and-training-2020-press-release_en [accessed 7.9.2015].

⁽³⁴⁾ Riga Presidency conclusions and the draft joint report by the Council and the Commission (see next footnote).



and adults, as agreed in the Riga Presidency conclusions (Copenhagen process) ⁽³⁵⁾, in the period up to 2020, will focus on five main deliverables:

- (a) all forms of work-based learning for young people and adults;
- (b) quality assurance mechanisms in line with the European quality assurance in vocational education and training (EQAVET) recommendation and feedback loops to IVET and CVET;
- (c) access to VET and qualifications for all, through flexible systems, guidance and validation of non-formally and informally acquired skills;
- (d) key competences in both IVET and CVET;
- (e) initial and continuing professional development of VET teachers, trainers and mentors.

Transversal areas and principles to support work in these areas include: promoting excellence and innovation in VET; focusing on learning outcomes; establishing comprehensive validation arrangements and using common European tools consistently; and ensuring

efficient funding. Strong partnerships, particularly with social partners, will be crucial to achieving these deliverables.

While VET *per se* cannot solve the economic and social challenges currently facing Europe, it helps create the necessary conditions for growth, employment and welfare in a longer-term perspective. Its excellence and inclusivity are important building blocks in the EU's effort to realise the current European Commission agenda and advance towards the Europe 2020 goals which are still considered relevant, as a public consultation in 2014 demonstrated ⁽³⁶⁾.

The joint Council and European Commission ET 2020 report endorses VET's role in this context. Achieving the VET deliverables and the renewed European adult learning agenda is seen as essential to the first of its six new priorities for European cooperation until 2020: relevant and high-quality skills and competences, focusing on results, for employability, innovation and active citizenship. Although not explicitly referred to, the Riga deliverables for VET, for young people and adults more generally, are also key to the other

⁽³⁵⁾ Since 2002, European countries, social partners and the European Commission have worked together on common priorities for VET. In Copenhagen they committed to making mobility for work and learning and access to lifelong learning easier. A series of communiqués that set policy priorities have guided this voluntary process. The Bruges communiqué in 2010 combined a long-term vision for 2020 with a series of actions that countries agreed to put in place by 2014. Its objectives are in line with the education and training 2020 framework. In June 2015, the Riga Presidency conclusions outlined a new set of actions for the period 2015-20. NB: The list in xxi is an abridged version of the deliverables. Further information available at http://ec.europa.eu/education/policy/vocational-policy/index_en.htm and <http://www.cedefop.europa.eu/en/news-and-press/news/european-ministers-endorse-riga-conclusions-vet> [accessed 7.9.2015].

⁽³⁶⁾ European Commission (2015). *Communication on results of the public consultation on the Europe 2020 strategy for smart, sustainable and inclusive growth*. COM(2015) 100 final. http://ec.europa.eu/europe2020/public-consultation/index_en.htm [accessed 15.5.2015].



ET 2020 priorities: inclusive education, equality, non-discrimination and promotion of civic competences; open and innovative education and training, including by fully embracing the digital era; strong support for educators; transparency and recognition of skills and qualifications to facilitate learning and labour mobility; and sustainable investment, performance and efficiency of education and training systems.

As evident from Cedefop's 2016 work programme and annual reports from previous years, the medium-term deliverables for VET outlined in the Riga conclusions are at the heart of its activities. Recent, reinforced and new strands of work, like those on the mobility scoreboard for IVET, VET teachers and trainers, or key competences, strengthen this alignment.

Its work on skills anticipation and mismatch, their use and development as part of company and regional strategies, aims to inform VET policy and provision. The Commission's planned 'skills agenda' and the envisaged 'integrated service' for qualifications and skills are examples demonstrating the value of this work. The latter aims to bring together the commonly developed transparency tools, European classification of skills, competences and occupations (ESCO) and the EU skills panorama; these are activities that Cedefop's different strands of activities support. At the interface between VET and the labour market, Cedefop's work in 2016 will contribute to Europe's objectives for education and training and its overall strategy and priorities.

3. MEDIUM-TERM PRIORITY 1

Supporting modernisation of VET ⁽³⁷⁾ systems

3.1. Activity-based budget (ABB): Policy analysis and reporting

Cedefop's mandate within the Copenhagen process, to support policy development and provide evidence for policy-making in VET, was confirmed in the Riga conclusions ⁽³⁸⁾. The agency will continue to monitor, analyse, and report on progress towards the 2020 strategic objectives for European cooperation in VET and in the specific deliverables agreed for the period 2015-20.

In 2016, Cedefop will collect and analyse information on policy developments and national level actions in the EU-28+ ⁽³⁹⁾ using the revised **monitoring approach** agreed in 2015 with the European Commission, Directors General for Vocational Training (DGVTS) and the Advisory Committee on Vocational Training (ACVT). This approach will interlink policy objectives to their implementation and outcomes in relation to the Riga deliverables and agreed transversal areas and principles. Results will be used to report on progress by country and across countries. Relevant findings from other Cedefop projects and external sources will be used to complement the work. This material will also be used to provide **country-specific information**

and analyses to the European Commission for its work on the European Semester (Output 1.8).

Monitoring progress in European cooperation in VET also includes enriching Cedefop's information base on **key competences**, one of the five 2015-20 deliverables. Data from the 2011-14 cycle, thematic working groups and several Cedefop studies will be synthesised and analysed. Initially, mapping the key competences will focus on VET programmes at upper secondary level in the EU-28+ ⁽⁴⁰⁾ and differentiate between mainly school-based VET and apprenticeships. ReferNet articles, collected at the end of 2015 and published in 2016, will inform this exercise (Output 1.4). The aim of this mapping is to provide an overview as a starting point for more in-depth analysis of individual key competences.

Thematic input will be provided, as requested, for DGVTS and ACVT meetings. Spotlights on VET in EU-28+ will be updated and made available online (Output 1.3). Publications on **VET and labour market developments in Presidency countries** will also be prepared (hard copy publications and Spotlights *VET in the Netherlands* and *VET in Slovakia*) (Outputs 1.1, 1.2, 1.6 and 1.7).

⁽³⁷⁾ Vocational education and training (VET) prepares for (nearly) all qualification levels. It addresses young people and adults in a lifelong and life-wide perspective, and is offered by different institutions. VET(-oriented) learning takes place in formal, non-formal and informal settings.

⁽³⁸⁾ http://ec.europa.eu/education/policy/vocational-policy/index_en.htm and <http://www.cedefop.europa.eu/en/news-and-press/news/european-ministers-endorse-riga-conclusions-vet>

⁽³⁹⁾ EU Member States plus Iceland and Norway.

⁽⁴⁰⁾ While they are generally considered important for all occupations and sectors, individual key competences may be specifically relevant to certain occupations and sectors (e.g. digital competences for occupations in the ICT sector). The focus of this work will be on programmes without such direct links between specific key competences and occupations.



ReferNet – Cedefop’s European network for VET – will continue to be the main source of information on national VET systems and policy development. The network will provide deliverables that will feed into VET policy progress reviews, and will continue to form the basis for country reports on VET systems in the EU-28+. ReferNet activities require cooperation with a broad range of national VET stakeholders; participation by social partners will be strongly recommended. ReferNet partners will also be involved in Cedefop support to single countries under policy learning forums. In January 2016, the new framework partnership agreements (FPAs) 2016-19 will enter into force with one VET institution in each Member State, Norway and Iceland (and possibly Switzerland). Following recommendations of the Court of Auditors, from 2016 Cedefop will align the operational with the financial aspects of the network, i.e. the work programme 2016 of ReferNet will be financed under Cedefop’s budget 2016 (Outputs 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6).

To support analysis of policy developments with quantitative data, Cedefop will continue to improve dissemination of available **statistics and indicators on VET**. In 2016, Cedefop will start a review of main recent developments in the EU and international surveys, data and statistics to assess their impact on key indicators relevant for VET, adult learning and skills. This work will be instrumental to ensuring the best

possible use of data and statistics for monitoring the Riga mid-term deliverables. It will also inform and drive future Cedefop activities to improve the availability of data and statistics on VET, in cooperation with the European Commission, Eurostat and the OECD (Project 3).

Cedefop’s work on the **mobility scoreboard** is based on the 2011 Council recommendation ‘Youth on the move’⁽⁴¹⁾. Using the outcomes of a feasibility study carried out in 2015, in 2016 Cedefop will present its first mobility scoreboard for IVET that will inform the work of the European Commission and policy-makers at EU and national levels. Taking into account the needs of end-users (companies, IVET institutions, teachers and trainers, IVET learners), Cedefop will explore ways of presenting the results in a user-friendly way (for example through an interactive platform). The 2016 scoreboard will update the data collected in 2015 on: information and guidance; administrative and institutional issues; recognition of learning outcomes; and partnerships and funding. Thematic coverage of the scoreboard will also be extended to the remaining six key areas outlined in the Council recommendation: motivation to participate and choice of duration; preparation for mobility; quality of learning mobility; portability of grants; disadvantaged learners; and role of multipliers. (Outputs 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7).

Facing both threats and opportunities, European VET is undergoing fundamental

⁽⁴¹⁾ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:199:0001:0005:en:PDF> [accessed 15.5.2015].

change. Understanding this change requires analysing how VET is perceived in society and which position it has in the wider education and training and lifelong learning context. The aim of the study on **the changing role of VET**, which started in 2015 and will last three years, is to offer a comprehensive insight into the factors influencing developments in all phases of VET (such as demography and the labour market, developments in initial VET, VET at European qualifications framework (EQF) level 5 and higher and VET as lifelong learning). In 2016, the initial outcomes of the first work assignments ('defining VET' and 'external factors influencing VET') will become available and will be widely discussed and disseminated in various formats and through different media (Outputs 5.1 and 5.2).

3.2. **ABB activity:** **European tools and principles**

The work on **European tools for individual citizens** (Europass, credits, validation) will be given particular priority in 2016. It will focus on how to enable individuals to progress to higher levels within and between education and training subsystems, and progress sideways by making full use of learning experiences from school, work and leisure time (e.g. through exemptions from courses and programmes based on the full range of prior learning).

The work on **qualifications** will continue in 2016 and will pursue the following strands of work.

- Cooperation with the European Commission, Member States and social partners on the

EQF will continue. The EQF provides an increasingly important platform for practical European cooperation on qualifications. The initial stage of referencing to the EQF will in 2016 be followed by a continuous process to strengthen EQF cooperation quality and credibility. Cedefop will support the work of the EQF advisory group (AG) in strengthening the quality of the referencing process, notably through its work on 'horizontal comparisons' analysing the consistency of referencing individual qualifications or 'blocks' of qualifications to a given EQF level. This work will enable systematic information sharing on how the learning outcomes approach has been understood and applied when referencing qualifications to the EQF. The link between the EQF and validation of non-formal and informal learning will continue to be addressed in 2016.

- Mapping of **national qualifications frameworks (NQFs)** will be strengthened. Cedefop will continue to provide online country updates annually (Output 6.1) (available on Cedefop's web page on NQFs) and a briefing note (Output 6.2) presenting specific issues on main developments in this area. Every two years Cedefop will also publish an in-depth analysis and review of NQF developments in Europe (Output 6.1). In 2016, the main focus of the analysis will be countries' progress towards the second milestone of the EQF recommendation and the impact of NQFs, in particular to what extent they support progression and mobility of learners and workers and contribute to modernising education and training systems. Cooperation

- Work on quality and relevance of VET provision in a context of internationalisation/globalisation will continue, given the importance of promoting responsive VET systems able to strengthen the international competitiveness of the labour force, as highlighted in the Riga conclusions. Building on the results of the November 2015 conference and the initial findings of the study on the impact of globalisation of VET (launched in 2015) in 2016 Cedefop will analyse how **internationalisation/ globalisation** influence the review and renewal of the content of VET qualifications, how they are defined and described, what challenges arise, and the responsiveness of national VET systems and qualifications to the changing requirements in Europe and across the world.
- Cedefop will continue to support implementation of **ESCO**, contributing to the qualifications and skills/competence pillars. Cedefop will also continue to support the work on transversal and cross-sectoral skills and competences. In view of the publication of ESCO in 2016, possible applications of ESCO, for example related to the EU skills panorama and Europass, will be tested in pilot projects.

Cedefop will continue to support the Commission, Member States and social partners in using European tools and principles for education, training and employment. The purpose of this work is to reduce barriers to progression in learning and work, and to enable citizens to use their learning and work



experience in the best possible way. Cedefop will contribute and support efforts at European level to create **synergies between the tools**, supporting an integrated service. This initiative, currently being discussed by the Commission, aims to make use of European skills services, including digital and web tools and European policies and tools more coherent at technical level. While a single integrated service will help increase the use of the tools, it will also require further conceptual and technical development to simplify them where possible. To support this work the agency will build on its experiences in helping develop and manage Europass and the European skills panorama. Work in this area will also consider the conclusions of the 2014 Cedefop conference ‘Stepping up the pace’. Cedefop will also assist the Commission with **impact assessments** accompanying the preparation for possible revisions of the 2004 Europass decision and the 2008 EQF recommendation by providing technical and conceptual advice to these processes.

Cedefop will continue its support to the implementation of **learning outcomes approaches**. Final outcomes of Cedefop’s study – initiated in 2013 – on the use of learning outcomes in European education and training policies and practices in 33 countries will be published and widely disseminated (Output 10.2). Several years of research resulted in 2015 in a policy learning forum and a note to the

EQF AG on the writing and application of learning outcomes. Building on these developments, work in 2016 will be further promoted by organising a second policy learning forum on defining and writing learning outcomes (Output 10.3) and by publishing the **Cedefop handbook on learning outcomes** (Output 10.1). The handbook will be made available in print and online as a rich and trusted source of evidence and advice for those working with learning outcomes at European, national and local levels. Through a wide selection of cases demonstrating how the learning outcomes principle is used for different purposes (including qualifications standards, curricula, assessment, and teaching and training), Cedefop will systematically gather and present evidence relevant for policy learning. Initial outcomes of the study – launched in 2015 – on the relevance of learning outcomes for the dialogue between education and training and the labour market will become available. This study will provide comparative evidence on the review and renewal of learning outcomes in 10 VET qualifications across 10 countries. Work on a **common format for the description of learning outcomes in qualifications** will be further strengthened to support EQF, ESCO and Europass developments and to enable better comparability and transparency of qualifications in Europe.

4. MEDIUM-TERM PRIORITY 2

Career and transitions – Continuing VET, adult and work-based learning

4.1. ABB activity: Empowering adults and young people

4.1.1. Work-based learning, including apprenticeships for youth employability

Cedefop's work on apprenticeships has shown growing consensus among policy-makers, social partners, and experts that apprenticeships can be an effective solution for some of the present labour market imbalances, benefitting both learners and employers. Building on lessons learned over the past two years, in 2016 Cedefop will be further strengthening its **support to the European alliance for apprenticeships (EAfA)** and its in-depth analysis of reform processes, their implications and effectiveness in Member States. Building upon ReferNet articles on apprenticeships, and other sources of information, Cedefop will carry out mapping of the existing apprenticeships in the Member States and of the Member States' commitments under the EAfA to create a solid basis for analysing and monitoring progress.

Following successful implementation of the pilot country reviews on apprenticeships launched in 2014 in Lithuania and Malta and finalised in 2015, in 2016 country reviews for Greece, Slovenia and Italy (initiated in May 2015) will be finalised. Two new countries will be engaged in this exercise in 2016 on a voluntary basis. Involving policy-makers, social partners, and other VET and labour market stakeholders,

the reviews will remain focused on policy-making and the implementation processes and will involve countries that are undergoing significant changes in their apprenticeship schemes.

Given the current humanitarian crisis in Europe, in 2016 special attention will be given to the role work-based learning and other VET-related policies, especially guidance and validation of non-formal and informal learning, can play to support labour market integration of migrants and refugees in Europe. Successful integration policy requires strategies that are comprehensive but also targeted to the specific characteristics and needs of the different groups concerned. Building on the outcomes of the meeting Cedefop organised on the sidelines of its apprenticeship conference in November 2015, the agency will organise in 2016 a specific event to discuss the integration of migrants and refugees and the role of different relevant policies such as VET policies, validation, lifelong guidance and transparency of qualifications. Cedefop is setting up a small in-house interdisciplinary team for this, which will deliver a paper bringing together Cedefop's expertise from different areas (such as work-based learning, validation, lifelong guidance).

Cedefop will continue cooperation with the Commission and other international organisations on work-based learning, including apprenticeships. This includes contribution to the inter-agency working group on work-based learning and cooperation with the OECD on costs and benefits of apprenticeship.



4.1.2. VET for labour market integration and social inclusion

Following several years of economic crisis, with unemployment reaching unprecedented levels especially among youths and young adults, tackling the risk of **long-term structural inequalities** between social groups and across Member States is a key priority for Europe. Cedefop will continue its analysis of the role of VET in **reducing early leaving from (initial) education and training**. Building on outcomes from the previous phases, the study will support policy-making by identifying models of intervention to prevent and/or reduce early leaving from education and training in different contextual conditions. It will also design tools and instruments (such as a set of indicators, monitoring and evaluation tools, good practices) that can be used at EU, national, and local levels to collect data/evidence, as well as monitor and evaluate policies and measures undertaken. Results from the previous phases of the study will be published and widely disseminated. (Outputs 12.1 and 12.2).

In 2016 Cedefop will expand its work in this area initiating a study on **the role of VET and adult learning policies in promoting labour market integration and social inclusion** (Output 12.3). The first phase in 2016 will take the form of an in-house scoping paper. It will focus on conceptualising the issues surrounding the role of VET and adult learning in fostering labour market integration and social inclusion. It will also review and map existing VET and adult learning policies specifically targeted to certain groups such as low-skilled adults, the long-term

unemployed and young NEETs, including early leavers. Based on the results of the scoping paper, the second phase of the study will be launched in 2017.

4.1.3. Attractiveness and effectiveness of VET and adult learning

In spite of the economic crisis, labour demand for people with tertiary attainment has constantly increased in Europe over the years. Therefore, widening participation in higher education and providing adults with opportunities to 'step up' is currently high on the political agenda. New approaches to adult learning, both for enterprises and for learners, and closer **cooperation between higher education institutions and enterprises to foster excellence in CVET** are necessary. In 2016 Cedefop might initiate a new research strand. It will focus on partnerships and cooperation between enterprises, social partners, VET providers and higher education institutions to foster CVET (examining potential, challenges, models of cooperation, support structures, linking work-based learning in enterprises to higher education) and to engage employees in learning suitable to develop professional excellence and innovation through CVET. Attention will also be on improving permeability between CVET and higher education with special attention paid to validation of learning outcomes. Outcomes from the workshop 'Fostering partnerships for CVET', to be organised in early 2016, will provide insights and inputs for the next phases of work (Output 13.1).

Building on the results of the study carried



out in 2014-15 investigating the **economic and social costs of low-skilled adults in the EU**, in 2016 Cedefop will finalise a publication and organise a workshop to disseminate findings. The event will debate evidence gathered on low-skilled adults in Europe and measurement of the related economic and social costs to individuals and societies. It will engage stakeholders, particularly, social partners and policy-makers from Member States, in a mutual learning exercise (Outputs 13.2 and 13.3).

In 2016 the study on **governance and financing of apprenticeships** will be published and findings discussed at a workshop in early 2016. The event will bring together key stakeholders from the participating countries (Italy, Latvia, Portugal, Spain and Sweden). Participants will have an opportunity to learn about country findings, tools for evaluative assessment of governance structures and financing arrangements, and scenario building approach (Outputs 14.1 and 14.2).

To support policy learning among EU countries and implementation of policy measures directed at increasing participation and private investment in training, in 2016 Cedefop will publish online its **updated inventory/database of cost-sharing mechanisms**, as implemented by Member States to finance participation in CVET and adult learning. Cedefop will analyse the collected data by looking at countries' patterns of financing, level of investment, incidence of participation in adult learning and other data/findings from European statistics and surveys. Cedefop will also work on extending the inventory/database by providing information on

instruments and cost-sharing mechanisms in other areas of VET policies (Output 14.3).

Building on existing literature and recent studies promoted by the Commission, Cedefop will start investigating effective combinations of financial incentives, governance/regulatory settings and non-financial incentives to identify **sustainable mechanisms to enhance the attractiveness of, and support provision and participation in, VET/AL** with special focus on SMEs (Output 14.4). In addition, following the successful cooperation with International training centre of the ILO (ITC-ILO) in 2015, Cedefop will jointly organise a workshop/training course on 'Financing skills development' targeted at experts and VET stakeholders (Output 14.5). Finally, Cedefop will pursue its cooperation with the Commission and other international organisations in VET financing.

Initial findings from the new Cedefop **opinion survey on VET** launched in 2015 will become available in the second half of 2016, and will provide key insights into awareness, attractiveness and perceived effectiveness of VET from the end-users perspectives. Preliminary outcomes from the pilot phase of the survey will be discussed in a workshop which will enable Cedefop and other relevant VET stakeholders to ensure that the full scale survey will get consistent, comprehensive and relevant information on the perception/opinion of European workers, learners and citizens at large about VET at EU and national levels (Output 15.1). Outcomes from the survey will inform several Cedefop activity strands.

Initial and continuing professional

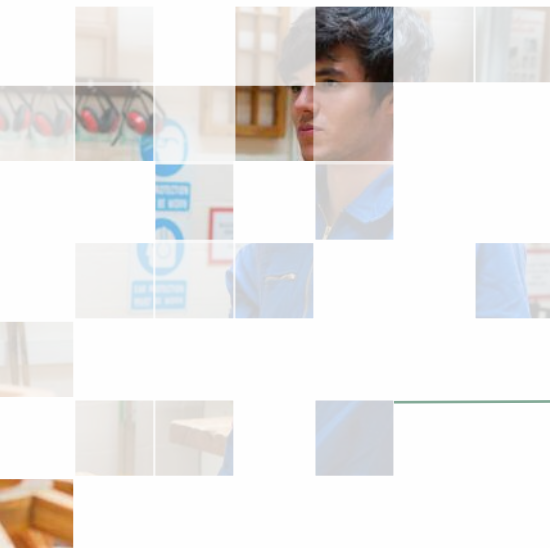


development (CPD) of **VET teachers and trainers** continues to be high on the EU policy agenda and is one of the 2015-20 deliverables for countries' joint work on VET. In 2016, based on information collected through ReferNet thematic articles launched in 2015 (Output 16.1), consultation with social partners and existing evidence from various sources, Cedefop will support the mapping exercise initiated by the Commission. Its purpose is to understand better what arrangements exist in the different countries aimed at ensuring quality training for VET teachers, (school-based and in-company) trainers, coaches, and mentors, focusing on measures in place for initial and continuing training requirements for VET teacher and trainer qualification, accreditation or licensing; and measures to support CDP. Cedefop's work will result in a briefing note (Output 16.2). Cedefop will organise in cooperation with the Commission a **policy learning forum** on CDP and upskilling of VET teachers and in-company trainers, to support policy learning and the (forthcoming) ET 2020 working group set by the Commission. Representatives from ministries, social partners and VET teachers will share evidence on effective CDP policies and practices for VET teachers, especially in the context of work-based learning, including apprenticeships (Output 16.3). Building on the outcomes of the policy learning forum and the common work at EU level, Cedefop will explore the possibility of initiating comparative analysis of systems and programmes for training VET professionals, to be fully developed in 2017. It will provide

examples and guidelines for the professional development of VET teachers and trainers at European level.

In 2016 Cedefop will develop a study dedicated to diffusion of successful methodologies and tools for the integration and use of **ICT and labour market information (LMI) in lifelong guidance**. The study, to be concluded in 2017, will emphasise capacity development of career guidance services in ICT and LMI, as well as practitioner competences and skills development. Cedefop will also organise a workshop (Output 17.1) to validate the results from its previous study on labour market information in lifelong guidance, which will provide key messages for lifelong guidance policy. The study will be published in 2016 (Output 17.2). Cedefop will initiate in-house work on the development of a repository on guidance systems and practices in the EU (Output 17.3).

Validation of non-formal and informal learning is an essential building block for implementing effective VET and adult learning policies. In 2016 Cedefop will publish and disseminate five **thematic reports** on specific issues agreed with the Commission (Output 18.2), based on the 2015 update of the validation inventory: validation perspectives; validation and digital learning; funding of validation; validation of non-formal and informal learning in targeted areas (such as youth employment and the care sector); and the take-up of validation. Data collection for a 'light update' of the **validation inventory** will be finalised and **country updates** and a synthesis



report will be published (Output 18.3). Building on Cedefop work and expertise on validation, the agency will also organise a European conference on validation of non-formal and informal learning (Output 18.4). The event will provide a unique platform not only to reflect on current progress in this area but also to engage stakeholders in a discussion on what needs to be done in view of the 2018 deadline set by the Council recommendation on validation. In this context, the updated validation inventory will serve to address targeted critical issues in selected Member States. Discussions at the

conference will also focus on how to develop validation solutions relevant to the current migrant and refugee situation. To this end, an in-house paper on the role of validation, guidance, and VET policies will also be prepared for the conference.

In 2016 Cedefop work on CVET, adult learning and work-based learning will inform implementation of the Riga conclusions, particularly medium-term deliverables (MTDs) 1 (promote work-based learning in all its forms), 3 (enhance access to VET and qualifications for all) and 5 (VET teacher and trainer training).

5. MEDIUM-TERM PRIORITY 3

Analysing skills and competence needs

5.1. ABB activity: Skills analysis

5.1.1. Supporting informed decisions based on sound evidence of trends in employment and skills

Cedefop has accumulated recognised expertise and substantial evidence on labour market developments and the way they affect skill needs in Europe. From 2016 onwards, the agency will reinforce its activities, addressing directly the needs of end-users: EU countries and social partners, plus practitioners such as public employment services and guidance counsellors. This will take the form of two activities: the skills panorama, which features outcomes of all Cedefop activities on skill needs analysis and anticipation, as well as other studies and surveys carried out in Europe providing better labour market intelligence; and supporting EU countries and stakeholders to develop their capacity to anticipate and match skill needs.

To serve better the needs of job seekers and citizens, and following a feasibility study and consultation with stakeholders in previous years, in 2016 Cedefop will focus on preparing a **new EU skills panorama interface for learning and career advisors and guidance practitioners**. The dynamic panorama website, developed and hosted by Cedefop since 2014, will be enriched with new data on labour market trends and skill needs and with specific tools making this information easy to access for practitioners involved in helping individuals to make decisions about their careers and learning choices (Outputs 19.3, 19.4). The website will

be developed to become part of the single integrated service (under discussion at the Commission) and to link to other European initiatives, data, information sources and portals (such as EURES and Europass) supporting individuals' learning and employment choices, and will use the ESCO terminology. A pilot project will be carried out with the Commission to test the applicability of ESCO across the various sections of the skills panorama. In parallel, Cedefop will also continue to fulfil the objective of making the panorama the repository for intelligence on skills supply and demand in the labour market, enriching it with data and analyses not only from its own projects and activities but also from Commission projects on anticipating skill needs, as well as by systematically reviewing external studies and findings on labour market trends (Outputs 19.1, 19.2). Outcomes from Cedefop activities on skills and labour market intelligence will be reflected in the panorama.

Throughout the year, Cedefop will continue to support EU countries, social partners and other stakeholders to develop their methods and policies to anticipate and match skills. Capacity building in 2016 will take the form of a first **policy learning forum** bringing together policy-makers and practitioners to share experiences with effective policy actions and learn from one another how to improve the match between the needs of the economy and society with the outcomes of education and training, including by reflecting on the role of different stakeholders (governments, employers' organisations, trade unions, VET providers, companies) (Output



23.2). The forum will rely on evidence and good practices identified by Cedefop in several Member States and through its research on skill mismatch, the outcomes of which will be summarised in a policy handbook (Output 23.1). The forum will seek to attract policy-makers in employment, education and training, guidance and career counsellors, as well as representatives of public employment services. Such efforts to develop Member State and stakeholder capacity to anticipate skill needs will be pursued in **cooperation with the Commission, the OECD, the ILO, ETF and Unesco** as well as with **Skillsnet**. The Skillsnet network, animated by Cedefop, is composed of national experts and stakeholders and provides valuable support to Cedefop's skill needs analysis.

5.1.2. Producing new evidence on trends in skills and employment to inform VET

To understand future skill needs, and according to the mandate given to Cedefop by the Council ⁽⁴²⁾, in 2016 Cedefop will release new **European skill demand and supply forecasts** covering the period to 2030 (Output 21.1). The new forecast, on top of providing a detailed picture of the future of the EU labour market and employment, will introduce innovative policy scenarios of shortages, activation and migration developed in cooperation with the OECD and DG EMPL. These policy scenarios will aim to

investigate what could be the optimum policy mix to anticipate the negative effects of demographic ageing on labour and skill supply in the EU (Output 21.2). From 2016 onwards, Cedefop will reduce the regularity of its forecasts. The next will be published early 2020 but, in the meanwhile, more detailed sectoral analysis will be produced to investigate future skill needs in the labour market and their consequences for VET provision (Output 21.4).

To identify critical jobs and skills for the EU economy, and respond to concerns expressed about **skill shortages** among the EU workforce and in some sectors and countries, in 2016 Cedefop will publish the results of its study to identify and prioritise shortages that pose risks to the economy (Outputs 22.1, 22.2). These results will provide robust evidence regarding occupations of high economic importance susceptible to skill shortages in each EU Member State. This information is expected to support decision-makers in increasing the responsiveness of VET provision to critical economic needs. To help fill gaps in existing data on job requirements and recruitment difficulties, Cedefop is testing the feasibility of using electronic tools ('web crawling' and 'spiders') to generate **real-time labour market information on skill needs**. The information collected is harmonised with ESCO and helps detail employers' skill needs and requirements for specific occupations (geographic location,

⁽⁴²⁾ Council of the European Union (2010). *Council conclusions on 'new skills for new jobs: the way forward'*. 3019th employment, social policy, health and consumer affairs Council meeting. Brussels, 7 June 2010.
http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/114962.pdf [accessed 15.5.2015].



required skills, education levels and certification). This information will permit the further development of the skills panorama into a tool that is not only useful to policy-makers, but also meets the needs of end-users.

Cedefop will continue to explore and **disseminate the results of the first European skills and jobs survey** it carried out in 2014. Particular issues of interest are the impact of VET and work-based learning on skill mismatch, skill mismatch in ICT skills, or the role of guidance in finding a well-matched job (Project 23). From its analysis, Cedefop will continue to discuss the implications of the evidence offered by the survey for EU policies aimed at promoting skills, job quality, productivity and employment and for driving concrete actions by stakeholders to help tackle skill mismatch (Outputs 23.2, 23.3, 23.4).

Cedefop will launch a new study to explore the effectiveness of different skills anticipation and governance systems in EU countries, with focus on their institutional features and their capacity to engage multiple stakeholders (government ministries, VET providers, social partners) in assessing, anticipating and responding to skill needs. Cedefop's skill mismatch research has highlighted that skill shortages may be sustained longer in skill systems that inefficiently transmit information about emerging skill needs, or which fail to create strong links between **workforce development in initial and continuing VET, and local/regional economic development** (Project 23). Cedefop's research on skill mismatch, including its 2014 European skills

and jobs survey, has also highlighted that the returns on VET and adult learning may be compromised if initial and continuing skill development is not guided by up-to-date skills intelligence and accompanied by workplace innovation policies that raise overall job quality and skill utilisation. A comprehensive skills strategy for countries that wish to avoid skill shortages and foster innovation and economic development should include policies that promote simultaneous anticipation, development and utilisation of skills in national, regional and local contexts. Such efforts require collaboration among stakeholders, including VET providers, enterprises, trade unions and (regional) economic development agencies. VET providers have a critical coordination role to play as they can match training supply with specific skill needs for economic development or industrial policy goals, yet their role is often underplayed or lacks an effective structure to aid in-depth engagement. The study will examine key factors associated with successful governance of skill anticipation systems in the EU, barriers and necessary conditions for effective dissemination of skills intelligence to VET providers, and incentives to aid better alignment and responsiveness of VET providers to skill needs and broader economic competitiveness targets. It will analyse and compare different institutional frameworks that can sustain stakeholder engagement and support engagement by a wide variety of VET providers in successful design and renewal of VET programmes. The insights of the study will feed into a set of recommendations for policy-



makers and support policy learning at national, regional and grassroots levels.

Employer engagement in staff development is vitally important; attention needs to be given to developing knowledge, skills and competences of all employees to boost innovation and economic capacity. Despite strong policy focus on developing CVET and adult learning, training provision by enterprises still appears suboptimal in some EU countries and sectors. Many EU employees lack opportunities to develop their job-related skills. While considerable data are available from regular surveys on the incidence of CVET in enterprises, there is a need to understand better the relationship between training and other skills strategies, innovation and business success. Increasing evidence highlights that skill mismatch is a dynamic process, affected by the possibilities one is offered not only to train and learn at work, but also to use efficiently one's skills in one's job. In 2016, Cedefop will continue its work to investigate **skill development strategies in companies**; not only training and learning strategies of enterprises but also how work organisation and jobs are designed to develop and make the best possible use of available skills, **and their link to business outcomes**. The agency will collect and analyse case studies from enterprises in different sectors that have a long-lasting record of economic success, their training and learning practices, as well as features of work organisation and job design that promote using and developing workers' skills (Project 24). Results will be published in 2017.

In 2016, Cedefop will publish online (on the web portal and the skills panorama) a **skills index**, which summarises how countries are performing in development, activation and use of skills (Output 19.5) and will develop profiles of **EU national skills anticipation systems**. This will build on the information collected from the joint OECD/Cedefop questionnaire which looked at skills anticipation tools in EU and other OECD countries and how the results of skill needs analysis are used to influence education and training, employment, and migration policies. To deepen this work and set the foundation for future capacity-building activities, Cedefop will organise during the year follow-up country visits to identify best practices and examine them in detail.

The above three activities will be used by the agency to collect and analyse examples and practices at local, regional, company, sectoral and country levels. These experiences will be used in the context of Cedefop's capacity building, knowledge exchange and policy learning activities in 2016 and the years to follow.

6. Communication, documentation and information

Disseminating useful documentation and information is one of the agency's main tasks, defined by its Founding Regulation. Cedefop's information and communication activities are an integral part of the agency's operational activities, and also an acknowledged contribution to the work of the European Commission, Member States and social partners in shaping and implementing European VET policies and tools.

6.1. ABB Activity: External communication

Cedefop's successful communication strategy, to follow the principles of **corporate communications** and to be closely aligned with the European VET policy agenda, will continue in 2016. Forming a specific group within Cedefop's key stakeholders, the agency's key accounts will be addressed specifically with information and event formats, targeted to their dedicated needs: European Commission (DG EMPL, DG EAC), European Parliament Committees (EMPL, CULT), European Economic and Social Committee (EESC), DGVTs, ACVTs, Governing Board members, ReferNet partners and national institutes for VET. Improving interactivity with the wider VET community in the Member States, ministries responsible for VET, ministries responsible for employment, experts, social partners and learners in VET will remain a priority, and new initiatives will be launched. Cedefop's magazine *Skillset and match* (Output 26.2), now an

established product, will continue to showcase Cedefop's work and European VET developments for a wider audience. It will complement electronic briefing notes, newsletter articles (Output 26.3), web portal headlines (Output 26.4), press releases (Output 26.5), social media activities (Output 26.6), media interviews (Output 26.7) and the agency's audiovisual production (Output 26.8).

In 2016, Cedefop and DG EMPL will work together more systematically in four main areas: press work, social media, publications and events. The agreed target is to identify common themes and to generate synergies in joint communication activities, to raise the visibility and attractiveness of VET among European key stakeholders and extend outreach in the Member States. Examples include communication activities on the occasion of the launch of the planned European skills agenda (Outputs 26.2, 26.3, 26.4, 26.6) and a joint seminar for European journalists, hosted by DG EMPL with Cedefop (Output 26.1). Cedefop's **communication strategy** will undergo further updating and revision: an aligned communication approach and joint activities with DG EMPL's communication unit and European social partners; redesign of Cedefop's publications policy; and relationship building with international and key media in Member States (Output 26.1).

The main role of the **Brussels liaison office** (Outputs 27.1, 27.2 and 27.3) is to ensure the best possible communication and cooperation with relevant European institutions and stakeholders. Action will be taken to establish

structured and regular mechanisms for promoting Cedefop's work and for systematically gathering information relevant to its work in Thessaloniki. Several initiatives will support the new liaison function introduced in 2015, organise information/discussion meetings; ensure that Cedefop is visible and active in major activities organised in Brussels on the core business of the agency; widen the Cedefop network in Brussels by engaging stakeholders such as European VET providers (including the expert group 'Platform of European associations of VET providers' set up by DG EMPL, and building on the results of the *Feasibility study for the creation of a network of national VET providers' associations*), sectoral lobby groups and organisations, accreditation centres, trade union and employer organisations; and disseminate Cedefop's publications among stakeholders in specific promotional activities and during other events in which the core business of the agency features or is a key element of the discussions taking place.

The **web portal** (www.cedefop.europa.eu), the agency's principal means of communication, plays a fundamental role in communicating to a wider public and alerting VET stakeholders about Cedefop's latest outcomes (Output 30.2). Social media and electronic news formats will continue to be Cedefop's online window to the world, offering opportunities of increased interactivity. Production of quality audiovisual content, now a regular activity, will be further exploited, with interactive channels, such as polls and online surveys, used according to the information needs of the agency's target groups. In 2016, focus will remain strong on data visualisation for presenting complex online information clearly and in a user-friendly manner. A new dimension of presenting data by country, introduced in 2015, will be further enriched, providing European citizens better access to Cedefop's country-specific findings and allowing easier comparison across countries. New portal capabilities will be investigated to provide Cedefop's experts with live web statistics about the use of online content, enabling them to understand better and address more directly stakeholders' online information needs.

In 2016, Cedefop will continue to develop, create and deliver **high-quality electronic publications** to Cedefop's stakeholders. Editing and translation will be more actively involved in the development of new multilingual communication products and campaigns. Layout and design will develop and use new formats such as animations and infographics to reach a wider audience (Output 29.1). Printing and dissemination will move even more towards print-on-demand and customised production and dissemination.

6.2. ABB activity: Documentation and information

Cedefop's **research support centre** contributes to Cedefop's target of being acknowledged as an authoritative source of information on VET, with relevant information provided promptly. The service runs solutions for information retrieval such as a discovery tool, which allows simultaneous search through subscribed and open access resources. In 2016, work will start to set up an open access repository (Output 31.3), with the objective of becoming the online archive for collecting, preserving, and disseminating digital copies of the agency's intellectual output, promoting Cedefop's work to a wider community of researchers, practitioners and policy-makers. Activities undertaken in records management and archives (Outputs 32.1, 32.2, 32.3, 32.4, 32.5, 32.6 and 32.7) ensure that business records are appropriately managed throughout their lifecycle and that agreed retention schedules are observed. Work follows best practice in providing access to records and preserving the agency's legacy. This service will continue to ensure organisational records are authentic, reliable, and accessible to meet business, financial, and legal obligations and to preserve records of historical value.

7. Management, resources, internal control and risk management

Efficient and effective administration makes a direct contribution to achieving Cedefop's operational objectives. It develops internal policies, procedures and services in line with Cedefop's strategic and operational objectives, based on the Staff Regulations and the Financial Regulation. Similar to communication, this department provides horizontal and cross-cutting deliverables to the operating departments as well as specified deliverables to ensure the smooth running of the agency.

In 2016, work will continue to focus on delivering effective services to support the core business. Key words are customer service, efficiency, delivery on time, and value for money.

Cedefop continuously improves and optimises its processes. In 2016, the agency will seek to integrate the European Commission's e-tendering application into its procurement procedures, complete work on centralising and reporting human resource (HR) data, and review the activity-based budget (ABB) tool to develop activity-based management (ABM).

Following the ICT strategy devised in 2014, ICT will continue to support operational projects such as Europass, the EU skills panorama and the VET mobility scoreboard as necessary. It will also continue to ensure optimal function of all administrative applications (gradually shifting towards paperless procedures) and of the infrastructure supporting Cedefop staff's daily work. A feasibility study will be conducted in 2016 on upgrading and renewing the ICT control rooms.

Implementation of the 2013 staff survey action plan will continue in 2016 with focus on the professional development of experts, as reflected in the 2015-16 learning and development strategy. Training requests are systematically assessed against multiplier effects, and a variety of knowledge-sharing activities are foreseen. The Bureau and Governing Board will continue to be kept regularly informed.

Work will continue on the follow-up to the Staff Regulations reform and include practical implementation of new promotion rules and new rules for employing contract agents. Initiatives on staff wellbeing will be pursued throughout the year, *inter alia* through implementation of a health and safety policy. Renovation and maintenance activities postponed pending completion of the building repair works by Egnatia Odos will be resumed in 2016. Proposals from the energy efficiency working group (Green group), set up in 2014, combined with finalisation of the feasibility study on renewable resources, will start to be implemented in 2016 to improve Cedefop's environment.

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

Cedefop will continue following up on all audits and recommendations received. Cedefop



maintains a consolidated action plan for implementation of all recommendations to allow regular monitoring of all actions.

To enhance business processes, in 2016 Cedefop will improve its internal control system. To reflect recommendations from the Internal Audit Service (IAS), a new working group on *ex post* controls of procurement will be set up to assess the effectiveness of internal controls in place.

The *ex post* evaluation working party set up in 2015 to improve decision-making under the principle of sound financial management will pursue its work initiated in 2015 with the evaluation of the study visits programme.

Cedefop will explore the feasibility of taking over in February 2018 the coordination of the agencies network for the first time. The feasibility report – to be discussed with the Bureau – will detail the capacity needed and timeframes for the preparation of the essential infrastructure and resources and the possible impact on its work programmes 2018 and 2019.



8. Risk management plan 2016

Cedefop's risk assessment is a form of *ex ante* evaluation of activities/projects and also considers generic risks at organisational level.

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

Risks for which residual risk levels are 15 or higher become part of the risk management plan and are followed up by management through regular checks on impact of mitigating

actions and assessment of developments. Residual risks are a result of assessing original risk levels and impact of mitigating actions.

For the work programme 2016, management agreed that, at activity/project level, one risk was identified to be equal to the benchmark of 15 points; for generic risks, one issue was identified which remains above the benchmark of 15 points.

In consequence, the 2016 risk management plan contains two issues ⁽⁴³⁾.



⁽⁴³⁾ A complete overview of risk assessments is included in the annual management plan 2016. In the risk management plan, only risks assessed at or above the benchmark of 15 points are reflected.



1. Risk management plan (RMP) 1 (risks on activity/project level)

Issue	Common European tools, qualifications and learning outcomes
Responsible in Cedefop	Department DSI
Risk	The European Commission decides to entrust Cedefop with the development of a 'single integrated service'. This will have substantial repercussions on the achievement of the agreed objectives for 2016 for all EU tools, including the skills panorama, as well as the work on qualifications and learning outcomes.
Planned mitigating actions	Continuous follow-up and monitoring of developments in cooperation with the European Commission. Discuss with the Bureau and Governing Board negative priorities and how to secure human and financial resources.

2. Risk management plan (RMP) 2 (generic risks)

Issue	Unforeseen demands by stakeholders
Responsible in Cedefop	Management
Risk	Delivery/quality is affected as demands from stakeholders, including European institutions, are not backed up by additional resources and so overstretch available resources without allowing activities to be well-planned and aligned. This may affect Cedefop's reputation and the quality and impact of the outcomes it produces.
Planned mitigating actions	Streamlining of activities in the early planning phase of the work programme, discuss negative priorities in house and with Governing Board and Bureau, and regular reporting to the latter on changes in the implementation of the work programme. Clear communication of Cedefop's objectives and capacity, anticipation of needs, monitoring of developments.

9. Activity fiches 2016 by medium-term priority, activity and project

Relation of activities and projects (and studies) to Cedefop's medium-term priorities 2012-14 (extended to 2016) and the activity-based budget (ABB)

	MEDIUM-TERM PRIORITY 1	MEDIUM-TERM PRIORITY 2	MEDIUM-TERM PRIORITY 3
MTP	Supporting modernisation of VET systems	Career and transitions – CVET, adult and work-based learning	Analysing skills and competence needs to inform VET provision
ABB	Policy analysis and reporting	Empowering adults and young people	Skills analysis
Projects	1. VET policies and systems	11. WBL and apprenticeships	19. EU skills panorama
	2. ReferNet	12. VET for LM integration and social inclusion	20. Skillsnet and international cooperation
	3. Statistics and indicators	13. Continuing training and vocational adult learning	21. Skills forecasting
	4. VET mobility scoreboard	14. VET attractiveness and financing	22. Sectoral and occupational skill needs
	5. The changing role of VET in Europe	15. Opinion survey on VET in Europe	23. Skill mismatch
		16. Teachers and trainers professional development	24. Learning cultures in organisations
		17. Lifelong guidance	
		18. Validation	
ABB	Common European tools, qualifications and learning outcomes		
Projects	6. European qualifications framework (EQF/NQFs/ESCO)		
	7. European credit system for VET (ECVET)		
	8. Europass		
	9. Quality assurance		
	10. Synergy between tools/ learning outcomes		
ABB	Communication, information and dissemination (external communication, documentation and information)		
ABB	Resources, Directorate (human resources, finance and procurement, information and communication technology, facilities)		

MEDIUM-TERM PRIORITY:

SUPPORTING MODERNISATION OF VET SYSTEMS**Activity: Policy analysis and reporting**

In 2010, the Bruges communiqué combined a strategic vision for VET until 2020 with shorter-term commitments and entrusted Cedefop with reporting on Member States' progress in these areas. This mandate was confirmed in the Riga conclusions which set out five commonly agreed areas for action ('deliverables') for the period 2015-20 and transversal principles to achieve them (Copenhagen process). Cedefop's analysis of and reporting on VET policies and systems relies heavily on regular input from ReferNet. Cedefop will collect and analyse information on national measures and discuss the findings with ACVT and DGVTs. Cedefop's policy analysis also supports the European Commission in its work on the European economic coordination process (European Semester). Work in 2016 will enrich Cedefop's information base on key competences, one of the five 2015-20 'deliverables'. The agency will also publish the first European mobility scoreboard for initial VET.

Desired impact

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

Corresponding ABB activity: Policy analysis and reporting**Principal activity outcomes**

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

- Analysis and evidence of progress and achievements in VET in Europe and VET's contribution to meeting the Europe 2020 objectives and the agenda for jobs, growth, fairness and democratic change (including using data and indicators)
- Overviews of key features of national VET systems and trends in selected VET-related issues

Policy advice and analytical support

(e.g. background papers, guidance and information material, data) provided to the Commission and the following EU and international working groups:

- Enlarged ACVT Bureau (supporting/steering the follow-up of the VET deliverables until 2020)

Outcome indicators

(with reference to Cedefop's performance measurement system)

Evidence to inform policies and their implementation

- Citations in EU policy documents and those of international organisations
- Mandates and assignments 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
- Active participation in conferences and events
- Quality of meetings and events organised by Cedefop

- Directors General for VET (DGVTS)
- Advisory committee on vocational training (ACVT)
- Eurostat education and training statistics working group
- OECD INES network

Raising awareness

- Website traffic
- Media coverage, take-up of articles and press releases, take-up by social media

Project 1: VET policies and systems

In consultation with the European Commission and other stakeholders, Cedefop monitors progress in the Copenhagen process. To do so, Cedefop collects, analyses and synthesises quantitative and qualitative information gathered through ReferNet, DGVTS and the ACVT, as well as several other sources. In 2016, Cedefop will apply a revised approach to reporting on VET policies and systems, involving ACVT and DGVTS more closely throughout the process. As in the past, ReferNet will be used as one of the main sources. Combined with findings from other country-specific Cedefop work and its statistical overviews, this work also informs the Commission's country analyses and work on the European Semester. In 2016, following up the Bruges deliverables will include mapping information on key competences available from previous policy reporting exercises, other strands of Cedefop work and ReferNet articles collected in 2015.

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

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

Principal outputs 2016	Timing/frequency
1.1. Publication: VET in the Netherlands (Short description – booklet online in EN, printed for needs related to the Presidency)	Q1
1.2. Publication: VET in the Netherlands (Spotlight – in EN and Dutch, printed for needs related to the Presidency)	Q1
1.3. Update of spotlights for EU-28 plus Iceland and Norway	Q1-Q2
1.4. Online: Publication of ReferNet articles on key competences	Q1-Q4
1.5. Online: National news on VET	Q1-Q4
1.6. Publication: VET in Slovakia (Short description; booklet online in EN, printed for needs related to the Presidency)	Q3
1.7. Publication: VET in Slovakia (Spotlight – in EN and Slovakian, printed for needs related to the Presidency)	Q3

1.8. Background information by country for the European Commission's work on the European Semester	Q4
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Project 2: [ReferNet](#)

ReferNet is Cedefop's network for information on VET in European countries. It is managed and coordinated by Cedefop which provides guidance, instructions and feedback to ensure relevance and quality of deliverables. Cedefop also organises meetings to strengthen links between network members. ReferNet partners are key national VET institutions from EU Member States and Iceland and Norway (30 partners).

Following the selection of new partners through an open call for proposals launched in 2015 and the signature of a new four-year framework partnership agreement (2016-19), in 2016, ReferNet will continue to report on national VET systems and policies and on how VET-related objectives of Europe 2020's strategy and the Copenhagen process for enhanced cooperation in VET are being met at national level. The work plans to be carried out under the annual specific grant agreements for 2016 will include various types of deliverables such as overall reports, surveys, questionnaires, ad hoc thematic articles and news.

Increasing the efficiency of the partnership and the quality of ReferNet and Cedefop deliverables will remain a constant objective. Tools such as peer review between ReferNet partners, sessions on applied VET terminology and linguistic and content validation will be used. Emphasis will also be put on knowledge-sharing sessions to stimulate debate and increase the level of information of all partners on topics linked to the deliverables expected by Cedefop.

Principal outputs 2016	Timing/frequency
2.1. Publication: ReferNet flyer (including all new members)	Q1
2.2. Workshop: regional meeting (1 of 2)	Q2
2.3. Workshop: regional meeting (2 of 2)	Q2
2.4. Workshop: induction meeting for newcomers selected during 2016	Q2
2.5. Workshop: improve reporting (topic to be defined)	Q4
2.6. Conference: annual plenary meeting	Q4

Project 3: [Statistics and indicators](#)

The statistics and indicators project aims to improve availability, relevance and quality of data on VET, lifelong learning and skills as well as methods in cooperation with the European Commission, Eurostat and the OECD.

In 2016, Cedefop will review main recent developments in the EU and international surveys, data and statistics (e.g. implementation of ISCED 2011 in labour force survey data collection) to assess their impact on key indicators relevant for VET, adult learning and skills.

Principal outputs 2016	Timing/frequency
No deliverables in 2016	Not applicable

Project 4: VET mobility scoreboard

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

Following the feasibility study carried out in 2015, Cedefop will produce in 2016 its first mobility scoreboard for initial VET. A survey will be conducted among ReferNet to update the information collected in 2015 and to collect data on the six thematic areas that were not addressed in 2015 (motivation to participate and choice of duration; preparation for mobility; quality of learning mobility; portability of grants; disadvantaged learners; and the role of multipliers). The channels/tools to present the scoreboard to stakeholders in a user-friendly way will be explored (e.g. an interactive platform). The project will also provide evidence and content input to Cedefop's monitoring of the Riga deliverables.

Principal outputs 2016	Timing/frequency
4.1. Event: meeting of the mobility scoreboard expert group (in cooperation with the European Commission)	Q1
4.2. Workshop: mobility scoreboard: working with ReferNet respondents (1 of 2) (combined with output 2.2 ReferNet regional meeting 1)	Q2
4.3. Workshop: mobility scoreboard: working with ReferNet respondents (2 of 2) (combined with output 2.3 ReferNet regional meeting 2)	Q2
4.4. Event: scoreboard launching event	Q2
4.5. Briefing note: learning mobility in IVET – mobility scoreboard	Q3
4.6. Event: meeting of the mobility scoreboard expert group (in cooperation with the European Commission)	Q3
4.7. Online mobility scoreboard	Q4

Project 5: The changing role of VET in Europe

The overall purpose of this project is to improve our understanding of how European VET is changing. The starting point is that traditional VET at upper secondary level is under considerable pressure, in terms of enrolment and status, in some countries. At the same time vocationally oriented education

and training is increasingly delivered by institutions outside the traditional VET sector – for example at tertiary level – indicating a broader and more diverse definition of VET. A key objective of the project, based on mapping developments during the past two decades, is to analyse these changes, taking into account internal as well as external factors to education and training. The project is divided into six related strands of work, the first two to be finalised in 2016: defining VET at national level and how this is changing. This will help to set a baseline for the project, pointing to similarities as well as differences across Europe; how external factors influence vocationally oriented education and training at national level. This will look at demographic and labour market developments and policy orientations; how IVET at upper secondary level (EQF levels 3-4) has developed in the past two decades by providing an overview over enrolment and completion rates, by analysing the changes in structure and profile and by identifying the main delivery forms; VET from a lifelong learning perspective reflecting the role of primary and lower secondary education as stepping stones and motivators to VET. The study will further analyse VET from the perspective of lifelong learning, in particular by addressing the linkages between IVET and CVET; VET in higher education, reflecting the issues of ‘academic’ and ‘vocational drift’; development of a limited set of scenarios outlining alternative development paths for European VET in the 21st century. Efforts will be made to link the work of Cedefop on the strands of this work with the work carried out by UNESCO/UNEVOC.

The project will also provide evidence and content input to Cedefop’s monitoring of the Riga deliverables.

Principal outputs 2016	Timing/frequency
5.1. Briefing note: external drivers influencing European VET	Q3
5.2. Workshop: external drivers influencing European VET	Q4

MEDIUM-TERM PRIORITY:

SUPPORTING MODERNISATION OF VET SYSTEMS

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

Cedefop supports the European Commission, Member States, social partners and other stakeholders in developing and implementing commonly agreed European tools and principles to make qualifications more transparent, ease mobility of learners and workers, and promote lifelong learning. While implementation of single tools will continue, Cedefop will also provide technical and conceptual support to the planned revisions of the EQF recommendation and the Europass decision.

Cedefop will continue its support to implementation of the European qualifications framework (EQF), notably by deepening analyses of developments of national qualifications frameworks (NQFs) and supporting ongoing national referencing processes. Work on implementation and development of the European credit system for VET (ECVET) and on the European classification of skills, competences and occupations (ESCO) will continue. Cedefop will also continue its support to the EQAVET network and Europass web resources which will be upgraded to meet end-users’ requirements better.

Work on learning outcomes will move to a new stage in 2016 seeking to provide direct support to national policy-makers and practitioners. Cedefop will continue to analyse roles and functions of

qualifications and how the shift to learning outcomes may help modernise VET and lifelong learning more generally.

Desired impact

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

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

Principal activity outcomes

Generate knowledge and insight, provide evidence to inform policies and their implementation, policy advice and raise awareness of policy-makers and stakeholders at European and national levels, including social partners, researchers and practitioners at EU and national levels on:

- implementation of EU tools and principles at national and sectoral levels and increased coherence and synergy between them; identify opportunities for simplification and increased relevance to citizens;
- strengths and limitations of national qualifications frameworks (NQFs) as policy instruments for EQF implementation, follow-up to the Council recommendation on validation of non-formal and informal learning and national education and training reforms in a lifelong learning perspective;
- transparent and trustworthy referencing of national qualifications levels to the EQF including international sectoral qualifications and the influence of internationalisation/globalisation on the review and renewal of the content of VET qualifications;
- VET's changing role in Europe and vocationally oriented education and training's role at all levels of EQF/NQF;
- development and testing of ESCO common terminology on skills, competences, occupations and qualifications easing dialogue between education and training and the labour market;

Outcome indicators

(with reference to Cedefop's performance measurement system)

Evidence to inform policies and their implementation

- Citations in EU and national policy documents
- Mandates and assignments 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
- Active participation in conferences and events
- Quality of meetings and events organised by Cedefop

Raised awareness

- Website traffic media coverage, take-up of articles and press releases, take-up by social media
- Europass outcomes among citizens (visits, downloads and creation of documents online)

- development of ECVET implementation strategies;
- application of the learning outcomes approach across Europe, how it benefits learners and impacts on teaching and training practices;
- optimisation of Europass web resources.

Policy advice and analytical support

(e.g. background papers, guidance and information material, data) provided to the European Commission and the following EU and international working groups:

- EQF advisory group and subgroups;
- ECVET users group, ECVET network and annual forum;
- EQAVET steering committee, expert working group, annual network meeting and annual forum;
- ESCO board, ESCO maintenance committee and ESCO cross-sectoral reference group;
- National Europass centres (NECs);
- steering committee on the Commission's IT feasibility study on a 'single integrated service' for skills and qualifications.

Project 6: European qualifications framework (EQF/NQFs/ESCO)

In 2016, Cedefop will continue to support the European Commission and Member States in implementation of EQF, NQFs and ESCO through four interlinked strands.

First, analytical and coordination support will be provided to the EQF advisory group, the EQF national coordination points and peer learning activities (five EQF AG meetings, two NCP meetings, two PLAs). This work seeks to help ensure and deepen quality and credibility of EQF/NQF referencing processes necessary for the EQF to be trusted as a European reference framework. Support will also be given to the impact assessment process and possible revision of the EQF recommendation. Based on evidence and analysis Cedefop will help identify problem drivers and clarify options.

Second, analysis and mapping of NQF developments will continue with a focus on countries' progress towards the second milestone of the EQF recommendation and on the impact of NQFs on progression and mobility of learners and workers. The mapping will also reflect how validation arrangements are embedded in and linked to NQFs.

Third, work on international sectoral qualifications will be taken forward, closely reflecting the work of the EQF AG and possible revision of the EQF recommendation.

Fourth, analytical support will be provided to ESCO aiming for a common European classification of skills, competences, occupations and qualifications. Work will focus on testing and developing

terminology on transversal skills and competences, a task relevant to both ESCO and EQF.

The project will also provide evidence and content input to Cedefop's monitoring of the Riga deliverables.

Principal outputs 2016	Timing/frequency
6.1. Publication: analysis and review of NQF developments in Europe (working paper and updated country fiches online)	Q4
6.2. Briefing note: analysis and review of NQF developments in Europe: progress towards the second milestone of the EQF recommendation	Q4

Project 7: [European credit system for VET \(ECVET\)](#)

In 2016, Cedefop will continue its work with the European Commission and Member States in supporting implementation of the ECVET recommendation, providing analytical support to the users group, working groups and annual forum. Cedefop will contribute to the ECVET user guide revision and will monitor national developments related to ECVET. Results of the 2015 monitoring exercise will be published. This project will also provide evidence and content input to Cedefop's monitoring of the Riga deliverables.

Principal outputs 2016	Timing/frequency
7.1. Input for the ECVET newsletter (articles)	1-2 articles
7.2. Publication: monitoring ECVET in Europe (working paper and updated country fiches online)	Q3

Project 8: [Europass](#)

In cooperation with the European Commission, Europass work in 2016 will continue on upgrading Europass web resources to meet end-user needs better: optimising the online editor (CV, language passport, cover letter and European skills passport (ESP); further promoting interoperability of Europass with private and public employment services and businesses, and with EU institutions and agencies; and integrating ESCO taxonomies when available. Building on outcomes of the Commission IT feasibility study on a 'single integrated service', Cedefop will support the European Commission in any adaptations to Europass, and in preparation for possible revision of the 2004 Europass decision. Support will also be provided to national Europass centres.

Principal outputs 2016	Timing/frequency
8.1. Migration of Europass infrastructure to the Cloud	Q2
8.2. Migration of Europass website's content and selected functionalities to Drupal content management system	Q2

Project 9: Quality assurance

This project aims to promote implementation of the 2009 EQAVET recommendation and expand the evidence base on quality assurance in VET through research and analyses. In 2016, Cedefop will continue to support the EQAVET steering committee, annual network and its working group(s) on complementing the EQAVET recommendation on issues related to certification, learning outcomes and work-based learning. Cedefop will build on and disseminate the outcomes of its comparative study on the quality assurance of certification in IVET, linking them to other strands of Cedefop work such as national or sectoral qualifications frameworks. Analytical work will also be carried out to comment on national EQF referencing reports (criteria 5 and 6 related to quality assurance) and the quality of VET provision.

This project will also provide evidence and content input to Cedefop's monitoring of the Riga deliverables.

Principal outputs 2016	Timing/frequency
9.1. Workshop: exploring the feasibility of piloting country reviews on quality assurance in VET	Q3

Project 10: Synergy between tools/learning outcomes

Work under this project aims at reducing barriers to progression in learning and work by creating synergies between the EU tools and principles. This supports the planned Commission initiative in building an integrated service at European level. Increased focus will also be given to digital tools and services for citizens.

This project also aims to support the shift to learning outcomes in education and training policies and practices and make sure that this contributes to overall improvement of quality and relevance. Based on the outcomes of a number of studies it carried out since 2009, Cedefop will provide practical support to stakeholders at European, national and sectoral level, allowing them to build on existing rich experiences across Europe (and beyond). Building on the outcomes of the first Cedefop policy learning forum in 2015, the following outcomes are envisaged:

First, Cedefop Handbook on the writing of learning outcomes (first version) will be published. Second, Cedefop's work will feed into the work programme on learning outcomes agreed by the EQF advisory group. This work programme aims to ease coordination between different education and training areas and stakeholders and to make it possible to share experiences and join resources.

Third, the working method developed in the first policy learning forum in September 2015 on how to write learning outcomes will be followed by a second event in 2016. This will build on the needs expressed by Member States and social partners and feed the work on the handbook.

Fourth, the outcomes of the study on the shift to learning outcomes in the 33 countries of the EU/EESA will be published.

Fifth, the study on the role of learning outcomes in supporting the dialogue between education and training and the labour market will be finalised.

Sixth, efforts will be made to link the work of Cedefop on learning outcomes with the parallel work carried out by UNESCO outside Europe. Strengthening cooperation will make it possible to understand better how Europe compares to broader, global developments.

Principal outputs 2016	Timing/frequency
10.1. Publication: handbook on learning outcomes (booklet)	Q3
10.2. Publication: application of learning outcomes approaches in Europe (reference publication)	Q2
10.3. Event: the definition and writing of learning outcomes (2nd policy learning forum)	Q3

MEDIUM-TERM PRIORITY:

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

Activity: Empowering adults and young people

To analyse policies and strategies that help pursue VET and adult learning for adults and young people, work is organised according to three main strands. First, aiding successful transitions during working life by promoting suitable forms of apprenticeship and other forms of work-based learning. Second, understanding the role that VET can play in promoting labour market integration and social inclusion with a focus on specific groups such as young NEETs and low-skilled adults. Third, enhancing attractiveness and effectiveness of VET, by developing: closer cooperation between higher education institutions and enterprises to foster excellence in CVET; sustainable financial and non-financial arrangements; governance arrangements and stakeholder engagement in policy design and implementation; efficient and integrated guidance services, plus systems and tools to improve validation of non-formal and informal learning; systematic approaches for initial and continuous professional development of VET teachers, trainers and mentors.

Desired impact

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

Corresponding ABB activity: Empowering adults and young people

Principal activity outcomes

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

- policies and strategies, institutional frameworks and conditions promoting development of VET and adult learning in Europe;
- policies and strategies supporting EU Member States to develop effective work-based learning approaches,

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

including apprenticeships, in IVET and CVET;

- policies and practices to improve VET and adult learning attractiveness in the EU, with focus on financial and non-financial incentives and arrangements targeted to SMEs;
- policies and practices supporting career, professional development and up-skilling of VET teachers and in-company trainers/coaches;
- VET's role in labour market integration and social inclusion with focus on early leaving from education and training;
- promoting the diffusion of successful methodologies and tools for the integration and usage of information technologies and labour market information in lifelong guidance;
- mapping and disseminating policies and practices on validation of non-formal and informal learning as a key factor in ensuring access to VET for all;
- investigating the role of VET-related policies to promote labour market and social integration of migrants and refugees.

Policy advice and analytical support

(e.g. background papers, guidance and information material, data) provided to the following EU and international working groups:

- ET 2020 working groups on VET/apprenticeships and adult learning;
- Inter-agency working group on work-based learning;
- Reference group on lifelong guidance policies;
- Steering committee of the 2016 update of the European inventory (coordinated in cooperation with the European Commission);
- EQF advisory group on issues related to validation.

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 11: **Work-based learning and apprenticeships**

As part of Cedefop's support to cooperation at European level and among Member States to foster development of apprenticeships and other types of work-based learning, Cedefop will continue to accompany the European alliance for apprenticeships, which aims to strengthen the supply of apprenticeships and improve their quality and image. In 2016, Cedefop work on apprenticeships will focus on three interrelated strands. First, Cedefop will carry out analysis and mapping of existing apprenticeships in Member States and of apprenticeship Member State commitments under the EAfA to create a solid basis for monitoring progress. Second, following successful implementation of the country reviews on apprenticeships in five EU Member States, two new countries will be engaged in this exercise. Finally, Cedefop will continue its cooperation with the inter-agency working group on work-based learning and with the OECD on costs and benefits of apprenticeships. Given the humanitarian crisis currently affecting Europe, special attention will be also given to the possible role of work-based learning and other VET-related policies (including validation and guidance) for labour integration of migrants and refugees.

Principal outputs 2016	Timing/frequency
11.1. Workshop: the role of VET and VET-related policies (such as validation, WBL and transparency tools) for migrant and refugee integration in Europe	Q3

Project 12: **VET for labour market integration and social inclusion**

In 2016, Cedefop will continue to support the European Commission, Member States and social partners to inform policies aimed at reducing shares of young people who leave education and training early (Europe 2020 headline target). In 2016, the third stage of Cedefop's study will focus on identifying 'models of intervention' to prevent and/or reduce early leaving from education and training in different contextual conditions; and designing tools and instruments that can be used at EU, national, and local levels to collect data/evidence on the phenomenon, as well as monitor and evaluate policies and measures undertaken. Results from the previous phases of the study will be published in a briefing note and a research paper. An in-house scoping paper on the role of VET and adult learning policies in promoting labour market integration and social inclusion will also be prepared. Based on the results of the scoping paper, a new study may be launched in 2017.

Principal outputs 2016	Timing/frequency
12.1. Briefing note: the role of VET in reducing early leaving from education and training	Q1
12.2. Publication: the role of VET in reducing early leaving from education and training (research paper)	Q3
12.3. In-house scoping paper on the role of VET and adult learning policies in promoting labour market integration and social inclusion	Q4

Project 13: Continuing training and vocational adult learning

This project aims to provide continued support to the implementation of the renewed agenda for adult learning, the Bruges communiqué, and the 'rethinking education' communication. It will also inform the implementation of the Riga conclusions.

Work in 2016 will focus on a new research strand on cooperation between higher education institutions and enterprises to foster excellence in CVET, and helping address the challenges low-skilled adults face in the labour market and society.

The first strand will investigate which models of cooperation for continuing work-related training exist, and how cooperation between higher education institutions and companies can be supported to bring higher education to people already in employment.

Under the second strand, Cedefop will publish its study on reviewing and analysing issues surrounding measurement of economic and social costs of low skilling to individuals and societies.

Cedefop will also continue to contribute to the inter-agency working group on work-based learning and other relevant working groups set up by the European Commission following the conclusion of the ET 2020 working groups on adult learning in 2015.

Principal outputs 2016	Timing/frequency
13.1. Workshop: fostering partnerships for CVET	Q1
13.2. Workshop: economic and social costs of low-skilled adults in the EU	Q3
13.3. Publication: economic and social costs of low-skilled adults in the EU (research paper)	Q3

Project 14: VET attractiveness and financing

In 2016, Cedefop will update and extend the scope of its online inventory/database of cost-sharing mechanisms in EU. Cedefop will analyse the collected data by looking at countries' patterns of financing, levels of investment, incidence of and participation in adult learning and other data/findings from European statistics and surveys.

A workshop on governance and financing of apprenticeship, building on the outcomes of the project finalised in 2015, will bring together national stakeholders from the countries participating in the project.

Together with ITC-ILO and ETF, Cedefop will organise a workshop/training course on financing skills development, targeted at VET stakeholders. Cedefop will also cooperate with the Commission and the OECD on costs and benefits of apprenticeships.

Finally, Cedefop will start investigating sustainable and effective combinations of financial and non-financial incentives, and governance/regulatory arrangements to improve the attractiveness of, and support provision of and participation in, VET with a special focus on SMEs.

Principal outputs 2016	Timing/frequency
14.1. Workshop: governance and financing of apprenticeship	Q1
14.2. Publication: governance and financing of apprenticeship (research paper)	Q1

14.3. Online: updated inventory on financing adult learning	Q2
14.4. In-house paper on financial and non-financial incentives to increase attractiveness, provision of and participation in VET/AL, with a focus on SMEs	Q4
14.5. Workshop/training course on financing skills development in cooperation with ITC-ILO and ETF	Q2

Project 15: [Opinion survey on VET in EU](#)

This project aims at providing key insights into awareness, attractiveness and perceived effectiveness of VET from the end-user point of view.

Building on the initial findings from a pilot survey launched in 2015, in 2016 Cedefop will launch a full-scale opinion survey on VET in Europe. The survey aims at providing key insights into characteristics of the population participating in VET, the main reasons for training, their expectations, levels of satisfaction, potential/actual demand and perceived obstacles, outcomes and other relevant aspects such as duration, focus of training, modes of delivery, and cost-sharing.

Designed to complement existing European sources (ELFS, CVTS, AES, and other European surveys), this survey will provide a unique source of comparative information on European citizens' opinions of VET policies and their attractiveness and effectiveness.

Principal outputs 2016	Timing/frequency
15.1. Workshop: Cedefop's opinion survey on VET in EU (pilot survey, validation workshop)	Q1

Project 16: [Teacher and trainer professional development](#)

Initial and continuing professional development (CPD) of VET teachers and trainers is one of the mid-term deliverables set for European cooperation in VET for 2015-20. To support this deliverable, Cedefop will continue processing information from ReferNet thematic articles received in 2015, focusing on arrangements in different countries aimed at ensuring quality training of VET teachers, (school-based and in-company) trainers, coaches, and mentors, such as measures in place for initial and continuing training, company-based CPD, requirements for qualification, accreditation or licensing. Cedefop will also organise a policy learning forum on supporting CPD and up-skilling of VET teachers and in-company trainers, especially in the context of work-based learning and apprenticeships. Based on the information and examples acquired through the articles, policy learning forum and from other sources, Cedefop will initiate mapping and comparative analysis of countries' approaches with a view to possible development of guidelines on professional development for VET teachers.

Cedefop will also provide support to the relevant ET 2020 working groups, whenever appropriate, on issues related to VET teachers and trainers.

Principal outputs 2016	Timing/frequency
16.1. Online: ReferNet articles, supporting teachers and trainers for successful reforms and quality of VET – mapping their professional development in the EU	Q1
16.2. Briefing note: supporting VET teachers and trainers for quality VET	Q2
16.3. Event: developing VET teachers and trainers competences for better VET (Policy learning forum)	Q4

Project 17: Lifelong guidance

In 2016 Cedefop will initiate a study on the diffusion of successful methodologies and tools for integrating and using information technologies (ICT) and labour market information (LMI) in lifelong guidance. The study, to be concluded in 2017, will emphasise capacity development of career guidance services in ICT and LMI, as well as practitioner competences and skills' development in those areas.

Cedefop will publish in 2016 the results of its study on labour market information in lifelong guidance. The results will be validated at a workshop which will debate key messages for lifelong guidance policy. The workshop will also discuss the feasibility of toolkits for practitioners and users of lifelong guidance services in different national contexts.

Cedefop will also initiate in-house work on the development of a structured knowledge base on guidance systems and practices and an evidence base regarding lifelong guidance practice outcomes and impacts.

Principal outputs 2016	Timing/frequency
17.1. Workshop: results of study on LMI in lifelong guidance	Q2
17.2. Publication: LMI in lifelong guidance (research paper)	Q4
17.3. Setup, update and validation of database on LLLG systems and practices	Q4

Project 18: Validation

Cedefop will continue supporting implementation of the 2012 Council recommendation on validation of non-formal and informal learning. Building on the 2014 update of the European inventory on validation and the 2015 preparatory work, data collection will be carried out for the 2016 validation inventory 'light' update. At the end of the year, Cedefop will publish country updates and a synthesis report summarising main issues in implementing the recommendation. A European conference will allow to reflect on progress in validation and to engage policy-makers in a discussion on what needs to be done in the run up to the 2018 'deadline' and the effective use of the validation guidelines in the context of Europe's workers as well as migrants and refugees. Cedefop will work to integrate the inventory and the European guidelines on validation, updated and published at the end of 2015 in consultation with Member States and stakeholders. A new web tool integrating the two will be finalised and improved.

Five reports on specific themes agreed with the Commission (validation perspectives; validation and open education resources; funding of validation; validation in the care and youth sectors; measuring validation) will be published and disseminated in 2016.

Cedefop will continue to monitor the link between NQF developments and national validation policies (see project 6).

This project will also provide evidence and content input to Cedefop's monitoring of the Riga Conclusions (mainly MTD3).

Principal outputs 2016	Timing/frequency
18.1. Online: guidelines and validation inventory	Q1
18.2. Publication: five thematic reports (booklets)	Q2
18.3. Online: validation inventory – country updates and synthesis report	Q4
18.4. Event: European conference on validation of non-formal and informal learning	Q4

MEDIUM-TERM PRIORITY:

ANALYSING SKILLS AND COMPETENCE NEEDS TO INFORM VET PROVISION

Activity: Skills analysis

Under this activity Cedefop aims to produce evidence and develop expertise and put them at the service of policy-makers, stakeholders and citizens who need to make informed decisions about education, training and employment.

To provide a comprehensive view of trends in skill needs in Europe, Cedefop combines: analyses of current labour market needs and skill mismatch; anticipation of critical sectoral and occupational changes affecting skill needs; and forecasts of skill supply and demand in Europe 10 to 15 years ahead (according to Cedefop's mandate by the Council). The agency collects its evidence using advanced modelling methods, quantitative and qualitative analysis of developments and surveys on skill needs and skill mismatch in Europe. Cedefop's skills and competence analysis feeds into and is informed by development of the European skills, competences and occupations taxonomy (ESCO).

From 2016 onwards, the agency will reinforce its activities addressing directly the needs of end-users. This will take the form of two activities: the skills panorama, which aims to offer labour market intelligence to policy-makers (including social partners), intermediary bodies (such as public employment and guidance services) and individuals (both young people and adults); and supporting EU countries and stakeholders to develop their capacity to anticipate and match skill needs through training on anticipation methods and policy learning on tackling skill mismatch.

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

Desired impact

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

Corresponding ABB activity: Skill needs analysis**Principal activity outcomes**

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

- medium-term trends in skill demand and supply up to 2030, and analysis of potential labour market imbalances in Europe and Member States;
- current and short-term skill shortages and surplus in specific sectors and occupations in Europe;
- incidence, causes and consequences of skill mismatch in Europe and effective policy strategies;
- methods and data requirements for analysing and anticipating skill needs.

Policy advice and analytical support

(e.g. background papers, guidance and information material, data) provided to the following EU and international working groups:

- the EU skills panorama steering group;
- the inter-service group of the Commission on sectoral skills initiative.

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 19: EU skills panorama

The skills panorama is an online platform to improve transparency of skills and labour market intelligence in Europe. Since 2014, Cedefop has been responsible for developing and maintaining the Panorama, in cooperation with DG EMPL and launched a new dynamic platform for policy-makers in 2015. In 2016, work will continue on developing an interface to be used by career and skills development advisors and counsellors to gather critical information on trends in skill needs in Europe. The Panorama relies heavily on outcomes of Cedefop's work on analysing skill needs and forecasts, but it also provides access to data and evidence from other EU projects, such as EURES or work on sectoral skills developed by various DGs of the European Commission as well as from national forecasts, labour market data and skills intelligence. To underpin future development of the Panorama towards an online platform providing information for career and lifelong guidance of individuals and job-seekers, explorative work will continue on collecting data on skills per occupation, job requirements and integration of the ESCO taxonomy in the Panorama. Work will also be aligned with the development of the EC 'single integrated service' for skills and qualifications (under discussion in the Commission).

In 2016, Cedefop will develop profiles on EU countries skills anticipation systems and publish a Cedefop skills index measuring the performance of EU Member States skills systems.

Principal outputs 2016	Timing/frequency
19.1. Skills panorama (website developed and maintained by Cedefop)	Q1-Q4
19.2. Online: analytical highlights, data and information input to the Panorama	Q1-Q4
19.3. Workshop: 2nd meeting of the EURES advisors working group to inform development of the Panorama career advice tool	Q2
19.4. Workshop: guidance practitioners working group to inform development of Panorama career advice tool	Q2 (to be discussed with the Commission)
19.5. Online: Cedefop's skills performance index	Q3

Project 20: Skillsnet and international cooperation

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

In 2016, Cedefop will continue to pursue its European and international cooperation activities with ETF, ILO, Unesco-Unevoc, OECD, World Economic Forum (WEF).

Principal outputs 2016	Timing/frequency
No deliverables in 2016	Not applicable

Project 21: Skills forecasting

With a view to understanding future skill needs, and according to the mandate given to Cedefop by the Council ⁽⁴⁴⁾ Cedefop prepares regular European skill demand and supply forecasts. The forecasts provide information on trends in labour supply as well as changes in employment prospects by sectors and occupations. They provide an EU-wide view of the future labour market as well as specific trends in EU countries.

In 2016, a new forecast, fully compatible with the recent revisions of the ISCO, NACE and ISCED classifications, will be published online on the web portal and the skills panorama. The forecast will provide a view of the labour market in 2030 and the possible tensions in skill supply and demand that can be prevented early on by adequate policies. Regular alternative future scenarios (baseline, optimistic, pessimistic) will be complemented by alternative labour force assumptions to consider the impact of activation and migration policies on labour supply. This work will benefit from cooperation with DG EMPL and the OECD.

Cedefop will also prepare the ground for developing more detailed prospective work on future trends in selected sectors and/or occupations, based on the forecasts results.

⁽⁴⁴⁾ Council of the European Union (2010). *Council conclusions on 'new skills for new jobs: the way forward'*. 3019th employment, social policy, health and consumer affairs Council meeting. Brussels, 7 June 2010.
http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/114962.pdf [accessed 15.5.2015].

Principal outputs 2016	Timing/frequency
21.1. Online: skill supply and demand in 2030 (data and indicators in Cedefop's web portal and EU skills panorama)	Q1
21.2. Publication: critical labour force trends: skill supply and demand up to 2030 (research paper)	Q4
21.3. Conference: the future of jobs and skills in the EU	Q3
21.4. Workshop: technical workshop on prospective sectoral analysis	Q4

Project 22: [Sectoral and occupational skill needs](#)

Cedefop will finalise development of a short-term anticipatory system for labour market and skill needs to provide timely information on emerging skill surplus and shortages in Europe. After review of the prototype developed, the agency will decide if the system can be fully implemented and first results produced will be included in the skills panorama.

Following review of the feasibility study of using online vacancies to analyse skill needs, Cedefop will consider the possibility to take further this work by extending it to 'difficult' countries for semantic web crawling technologies, i.e. countries with different character sets (Bulgaria or Greece), difficult grammar (Slovak Republic, Finland), lower penetration of Internet (Romania, Bulgaria) or very small countries (Slovenia, Baltic States).

Cedefop will continue to cooperate with relevant DGs of the European Commission and the inter-service group set up by DG EMPL to promote comparability and visibility of sectoral skills analysis.

In 2016 Cedefop will publish a list of critical occupations likely to experience skill shortages in each Member States.

Principal outputs 2016	Timing/frequency
22.1. Briefing note: mitigating critical skill shortages – the catalytic role of VET providers	Q4
22.2. Online: critical skill shortages in EU countries (web portal and skills panorama)	Q4

Project 23: [Skill mismatch](#)

This project investigates incidence and nature of mismatches between supply and demand for skills in Member States, their determinants, economic and social consequences, and effectiveness of public policies that aim to strengthen the link between education and training and the labour market. Taking a long-term perspective, the project also investigates how institutional constraints and inadequate take-up of labour market signals of skill needs in European countries can foster skill shortages and inhibit local/regional and/or national economic development.

In 2016, Cedefop will continue to explore, the first Cedefop European skills and jobs survey carried out in all 28 Member States, and extensively disseminate results and policy implications. Results will be published using various formats: online data, indicators, and blogs in the web portal and the skills panorama.

Building on earlier work, Cedefop will start organising follow-up country visits to identify best practices in skills anticipation and governance. Cedefop will launch a new study to analyse the effectiveness of skills anticipation and governance models and to explore key factors associated with the success of such systems in the EU, barriers and necessary conditions for effective dissemination of skills intelligence to VET providers, as well as incentives to foster better alignment and responsiveness of VET providers to skill needs and broader economic competitiveness targets.

Cedefop will also organise a first policy learning forum bringing together policy-makers and practitioners to share effective policy actions to tackle skill mismatch and learn from each other.

Principal outputs 2016	Timing/frequency
23.1. Publication: tackling skill mismatch – policy orientations (booklet)	Q3
23.2. Event: tackling skill mismatch (policy learning forum)	Q4
23.3. Briefing note: successful experiences and policies to tackle skill mismatch	Q4

Project 24: [Learning cultures in organisations](#)

To support development of learning at work in Europe there is a need to increase awareness of training and adult learning's positive impact on enterprise innovation and competitiveness. Increasingly, evidence highlights that skill mismatch is a dynamic process which is affected by the possibilities one is offered not only to train and learn at work, but also to use one's skills. Aspects of job design and work organisation and the way they affect learning and skills at work should be further investigated.

Rich information and analysis of successful experiences in developing, matching and using skills for business success may inspire stakeholder approaches and may offer points of reference for benchmarking and policy learning. To develop a more extensive pool of evidence for public and private stakeholders, this Cedefop project focuses on how learning cultures are shaped by enterprises and support success of organisations. The project will build on a qualitative study looking in depth at practices in successful enterprises in selected sectors across Europe. The qualitative work will aim at developing a reservoir of practices for future capacity-building activities of the agency.

The collection of case studies will take place throughout 2016.

Principal outputs 2016	Timing/frequency
No outputs in 2016	Not applicable

COMMUNICATION, INFORMATION AND DISSEMINATION

Activity: External communication

Cedefop's external communication services' main focus is raising VET's profile and attractiveness. In 2016, Cedefop and DG EMPL will work together more systematically in four main areas: press work, social media, publications, and events. The agency's new Brussels liaison office will ensure that Cedefop's work, particularly its deliverables, gain maximum exposure among all stakeholders in Brussels through regular contact with the European institutions, permanent representations and European social partners. Cedefop will organise events for members of the European Parliament, European policy-makers and social partners, as well as researchers and the VET communities to keep them up to date with VET issues and Cedefop's role.

A major revision of Cedefop's communication strategy will reflect these new developments, with specific focus on redesigning the agency's publications policy and relationship building with international journalists and key media in Member States.

External communication is supported by a number of transversal activities: linguistic support (editing, translation and revision); publication production of high-quality hard-copy and electronic formats (layout, design, printing on demand and dissemination); and web content management, a centralised function continuously developing Cedefop's state-of-the-art web portal (www.cedefop.europa.eu), disseminating valuable and accurate information on VET, encouraging user experience and interactivity.

Desired impact

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

Corresponding ABB activity: External communication

Principal activity outcomes

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

- communicating selected VET themes highlighted in Cedefop's publications, conferences, web portal and press releases;
- focusing on key target groups, the wider VET community and citizens more 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
- 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 25: Stakeholder relations

This project communicates Cedefop's key messages on VET to stakeholders and promotes a positive image of Cedefop at European, national and local levels. Cedefop will continue to follow agendas of European institutions closely to provide relevant information to support debate and policy-making. It

will contribute to activities targeting Brussels stakeholders as needed, in collaboration with Cedefop's Brussels liaison office. It will continue to receive international visiting groups of VET stakeholders and to provide organisational and logistic support to Cedefop's conferences, seminars, workshops and external stakeholder events hosted by Cedefop. The work will include the production of written material for stakeholders, such as briefing notes and other communication material, and stakeholder correspondence.

Principal outputs 2016	Timing/frequency
25.1. Cooperation with local stakeholders (education and training community) to maintain Cedefop's profile as an 'ambassador' of the EU in its host country: organise one local stakeholder activity in Greece	Q3-Q4
25.2. Update the flyer <i>Cedefop in brief</i> , and organise online dissemination in all official EU languages (making basic corporate information available in all EU languages on Cedefop's website)	Q3

Project 26: [Press and news service](#)

In 2016, the press and news service seeks to engage stakeholders further by providing online news, press releases, newsletter articles, social media updates, the Cedefop magazine *Skillset and match*, and video material, and to target regular interaction with the media. This includes: active participation in/jointly organising with DG EMPL a seminar on skills for journalists; maintaining the media database; and monitoring uptake of Cedefop-related news.

Principal outputs 2016	Timing/frequency
26.1. Event: seminar on skills for journalists (joint event with DG EMPL)	Q2
26.2. Production, publication and monitoring of Cedefop's magazine <i>Skillset and match</i>	Four-monthly (January, May, September)
26.3. Production, publication and monitoring of Cedefop's electronic newsletter	10 issues
26.4. Production and publication of website news headlines	One a week on average
26.5. Production, publication and monitoring of press releases (in up to eight languages), including press releases accompanying Cedefop's briefing notes	Up to 12 press releases throughout the year
26.6. Production, publication and monitoring of a continuous flow of social media postings (Facebook, Twitter)	Posting about twice a week
26.7. Press conferences, organising interviews with the media for Cedefop staff	Q1 to Q4

26.8. Production, publication and monitoring of audiovisual content (video interviews, online video clips)	Up to 10 video interviews and four thematic video clips
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Project 27: [Brussels liaison office](#)

The Brussels office ensures effective communication and cooperation with European institutions and stakeholders based in Brussels. It helps organise joint activities with the European Commission and other Brussels-based institutions; it enables a regular flow of information between Cedefop and the European institutions, permanent representations, European social partners or other stakeholders, and updates the database of Cedefop's Brussels-based stakeholders.

Principal outputs 2016 (communication and liaison)	Timing/frequency
27.1. Organise information and dissemination meetings targeting stakeholder groups based in Brussels	Three to five during the year
27.2. Organise regular information/discussion meetings on Cedefop activities targeting stakeholder groups based in Brussels	Q1-Q4
27.3. Participate in Brussels-based activities on Cedefop's core business	Q1-Q4

Principal outputs 2016 (content)	Timing/frequency
Refer to outputs in projects 6 (European qualifications framework), 10 (Synergy between tools/learning outcomes) and 5 (The changing role of VET in Europe)	

Project 28: [Editing and translation](#)

This project provides added value to Cedefop publications by ensuring edited and translated texts get Cedefop's message across clearly and reach a wide audience. It also coordinates the formatting of publications. It provides linguistic support to various internal stakeholders such as authors, project managers and the Directorate. Finally, it provides English language review for non-publication texts and translates administrative and legal texts.

Principal outputs 2016	Timing/frequency
28.1. Introduce anti-plagiarism check for publications	Q3

Project 29: [Layout, design, printing and dissemination](#)

This project provides graphic design concepts and is responsible for Cedefop's corporate image. It creates infographics for Cedefop publications, website and social media. It creates and produces on-demand visual identity and design concepts for new publication formats and conference materials. It takes care of printing, dissemination and storage of Cedefop's publications. It disseminates hard copies, including print on demand, to conferences or other events. The target is to ensure that high-quality hard-copy and online material is presented in a format appropriate for its various target audiences and major stakeholders, and contribute to Cedefop being recognised as a reliable source of useful information on vocational education and training.

Principal outputs 2016	Timing/frequency
29.1. Produce animated videos for Presidency country VET systems	Q2 and Q4
29.2. Create and disseminate a new template for drafting publication manuscripts	Q3

Project 30: [Web content and contacts management](#)

The web portal is Cedefop's principal means of communication on the Internet.

Based on user feedback, web statistics and user experience design practices, Cedefop will continue evolving the web portal structure, its functionalities and the presentation of information to improve usability, electronic services and content discoverability.

Depending on available new content, Cedefop will create new web portal sections, online databases, data visualisations, progress and comparison tools that enable its target audiences to read and reuse the agency's VET expertise and supporting data.

Import of contact data for the contacts database will be supervised to ensure overall quality.

Principal outputs 2016	Timing/frequency
30.1. New online database for European skills and jobs survey	Q1
30.2. Monitor, adapt and improve the new reporting tool for the performance measurement system (PMS) indicator of website downloads	Q2
30.3. New data and functionalities for skills forecast data visualisation	Q2
30.4. New online database for financing of CVET	Q3

Activity: **Documentation and information**

Cedefop's documentation and information activity responds to information needs of Cedefop's core business and focuses on providing projects with required information, disseminating results and measuring impact. This activity also covers management of business records to ensure regulatory compliance and preservation of Cedefop's legacy. This activity comprises the research support centre and records management and archives.

Desired impact

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

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

Principal activity outcomes:

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

Outcome indicators/measures

(with reference to Cedefop's performance measurement system, PMS):

- databases usage traffic (overall, broken down by section);
- satisfaction of internal stakeholders – information is delivered on time;
- increased visibility of Cedefop publications through more citations in scientific literature.

Project 31: **Research support centre**

The new research support centre will focus on information needs of the agency's operations. The service will regularly evaluate and update tools, services, information solutions and databases and organise ad hoc meetings and interviews with VET experts and staff from operational departments. The research support centre will purchase books, e-books and articles and subscribe to online journals and databases at the request of the operational departments.

Principal outputs 2016

Timing/frequency

31.1. Maintain the Summon discovery tool and the other electronic resources. Evaluate usage periodically to include subscribed resources and selected open access journals	Summon discovery tool will be evaluated quarterly
31.2. Organise information collected for and from all Cedefop projects in one unique access point (VET-Bib). Key EU and international documents as well as studies and reports commissioned by Cedefop will be catalogued	Monthly basis
31.3. Follow up the results of the feasibility study for an open access institutional repository at Cedefop and prepare the migration process	Q3-Q4

Project 32: Records management and archives

This project follows best practice in providing access to records and preserving the agency's legacy. In 2016, work 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 departments.

Principal outputs 2016	Timing/frequency
32.1. Identify and inventorise physical records stored at Historical Archives of the European Union (HAEU) for digitisation in line with requirements of updated Archives Regulation 354/83	Q2
32.2. Contribute to meetings of electronic records management systems (ERMS), and user group for international organisations	Q2
32.3. Seminars and training for VET experts and staff; training for records bank correspondents	Q2 and Q4
32.4. Reviewing and updating classification plan and retention schedule to ensure accordance with Commission retention rules and evolving requirements concerning public access and data protection	Q4
32.5. Verify composition of groups and roles in Livelink and ensure that access controls are correctly configured	Q4
32.6. Integrated registration of incoming and outgoing records in Cedefop's electronic document and records management system (EDRMS) Livelink. All incoming and outgoing mail (requiring registration) registered	All incoming mail registered on day of delivery.
32.7. Organisation and classification of Cedefop archives. Improved and more comprehensive inventory of physical records, extended to include material stored in offices. All inactive records processed in accordance with classification plan and retention schedule within three months of becoming inactive	Q1 to Q4

TRANSVERSAL OBJECTIVE:

TO SUPPORT CEDEFOP'S OPERATIONS BY PROVIDING REGULAR, EFFICIENT AND EFFECTIVE INTERNAL POLICIES, PROCEDURES AND SERVICES**Activity: Department for Resources and Support**

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

Desired impact

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

Corresponding ABB activity: Costs are redistributed as indirect costs across operational activities.

Principal activity outcomes:

Good support services provided and good administrative practice followed through:

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

Implementation of the Staff Regulations reform;

Follow-up to 2014 conclusions/recommendations from:

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

Comprehensive Cedefop business plan test.

Outcome indicators

(as part of Cedefop's performance measurement system): Efficient and effective support services:

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

Timeliness and duration of selection procedures:

- Target 1: on average 60 working days between deadline for applications and finalisation of selection board report; on average 120 working days between publication of vacancy notice and decision of appointing authority
-

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

Total budget: 98% of execution rate

Average period for payments: 28 days

Availability of core ICT systems and services: 99% web access, Europass, Fibus, Livelink, email and telecommunications.

Project 33: Human resources (HR)

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. Basic HR services include selection, recruitment, rights and obligations, appraisal and promotions, leaves and absences, statistics.

Principal outputs 2016	Timing/frequency
33.1. Learning and development focused on:	
• Support to managers (coaching)	Q1-Q2
• In-house knowledge-sharing activities (infographic storytelling, labour market statistics and analysis, panel data methods)	Q1-Q4
• Professional development of experts	Q1-Q4
33.2. Development and implementation of trainee alumni network	Q2
33.3. Implementation of the 2014 Staff Regulations: practical application of new rules on promotion and on the employment of contract agents	Q2 (depending on progress at Commission level)
33.4. Initiatives in support of staff wellbeing, in the areas of health and stress management	Q2 to Q4

Project 34: Finance and procurement (FP)

This service provides support to Cedefop staff in forecasting, implementing and monitoring budget appropriations. The service elaborates proposals and contributes to the review of the activity-based budget (ABB) in view of its integration in a gradually developed activity-based management (ABM) process. It ensures internal and external reporting on finance and budget-related matters. The service delivers training on finance and procurement matters to staff, of general or specific nature (for newcomers and in response to the needs of interested groups, respectively) and presentation/facilitation of use of the new processes and tools resulting from the above projects. It further ensures centralised financial verification for all transactions. The service also provides necessary guidance and support for implementation of *ex ante* evaluations for all programmes or activities for which the overall estimated budget expenditure exceeds EUR 200 000, as per Article 9(1) of the new implementing rules (IR) (2014) referring to Article 29(5) of the new financial rules (FR) (2014). It also provides support to Cedefop staff in planning, designing, and carrying out procurement and contracting procedures, and monitors administrative and financial aspects of contract execution.

Principal outputs 2016	Timing/frequency
34.1. Optimising the procurement procedure by exploiting the results of the e-tendering project run jointly with DG DIGIT (Article 79 FR)	Q1-Q2
34.2. Improving accessory activity by exploiting the outcomes of the paperless commitment	Q1-Q2

34.3. Improving the methodology for optimal implementation of the new provisions of the 2014 financial rules and implementing rules regarding the consolidated annual activity report (Article 47 FR/Article 24 IR) and the annual and multiannual programming (Article 32 FR)	Q1-Q4
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Project 35: **Information and communication technology (ICT)**

ICT provides the underlying hardware, software, network infrastructure, and enterprise services as well as information systems. ICT supports the agency's core business and researches new products/solutions for achieving user-friendliness and efficiency. ICT ensures well-maintained ICT infrastructure and core systems, workstations and operational services with emphasis on preventive maintenance, and continues to support the optimisation of administrative systems, such as Fibus and Livelink, with the objective to implement paperless procedures. It also provides support to the core business of the agency by providing specific ICT competences and tools in regards to Europass, EU skills panorama, skills forecasts, contacts and bibliographical databases, web services for internal and external users, showing responsiveness and flexibility with emphasis on preventive maintenance of the ICT infrastructure. To increase awareness of vulnerability to cyber-attacks, Cedefop will participate in ENISA's pan-European cyber crisis cooperation exercise (CYBER Europe 2016) throughout the year.

Principal outputs 2016	Timing/frequency
35.1. Improving operational and administrative reporting facilities	Q1-Q4
35.2. Integration with EU DIGIT-provided cloud services	Q1-Q4

Project 36: **Facilities**

The facilities service ensures maintenance and security of the building and delivers adequate support to allow staff to achieve Cedefop's objectives. It provides standard facilities and security services and maintenance works.

In 2016, renovation and maintenance activities postponed, pending completion of the building repair works by Egnatia Odos, will be resumed.

Projects for the implementation of 'renewable resources' and 'energy management system' will be launched.

Facilities, in cooperation with the human resources service, will focus on implementing the health and safety work programme established in 2015 (e.g. replacement of windows).

Principal outputs 2016	Timing/frequency
36.1. Upgrade of audio systems in the conference rooms	Q2

ANNEX I

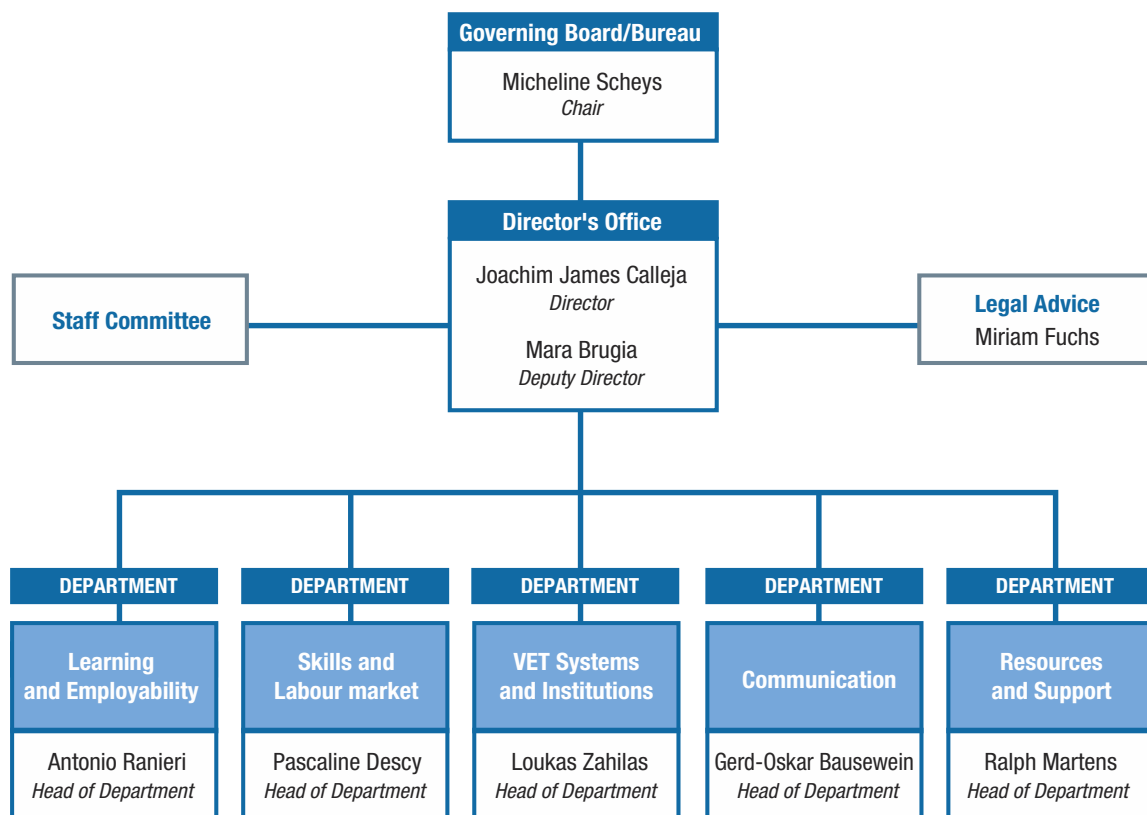
Activity-based budget (ABB) 2016

Activity	FTE	Total budget (in €)	% of budget allocation
Policy analysis and reporting	29.46	4 603 515	25.55%
Common European tools, qualifications and learning outcomes	21.06	2 939 420	16.31%
Empowering adults and young people	31.46	4 426 602	24.57%
Skills analysis	26.89	4 241 996	23.54%
External communication	8.14	955 063	5.30%
Documentation and information	6.96	853 349	4.74%
	123.97	18 019 944	100.00%



ANNEX II

Cedefop organisation chart

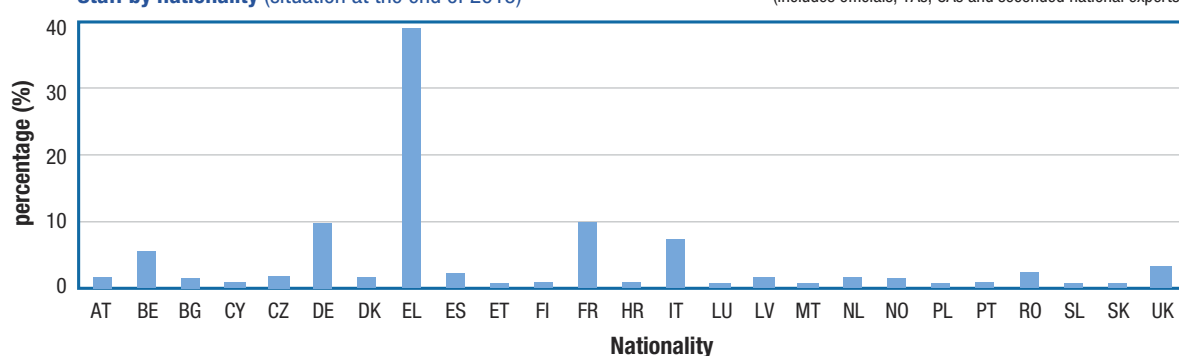


ANNEX III

Human resources

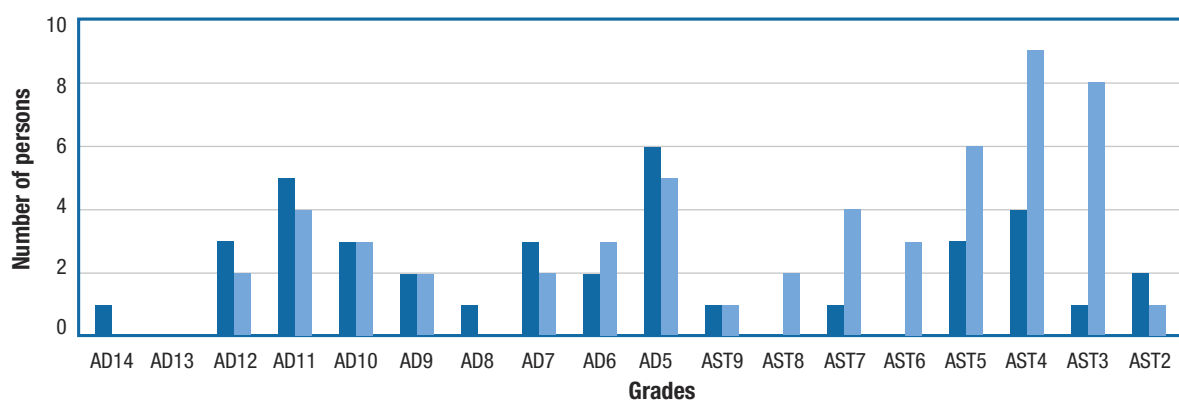
Staff by nationality (situation at the end of 2015)

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

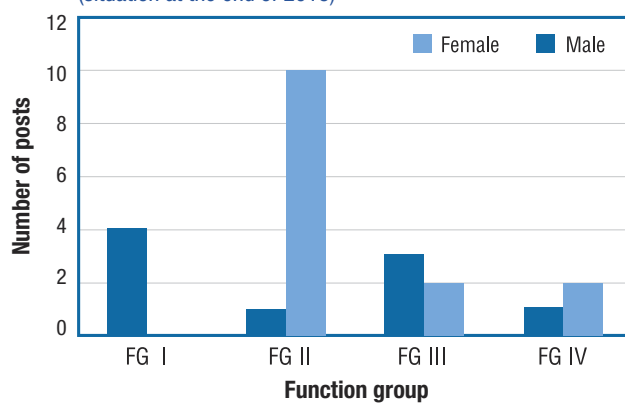


AD and AST categories of temporary agents and officials by gender (situation at the end of 2015)

Female Male



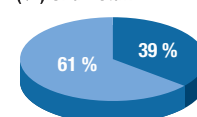
Category of contract agents by gender
(situation at the end of 2015)



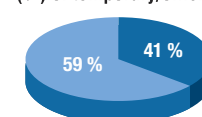
Gender balance

(situation at the end of 2015)

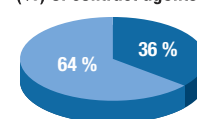
(%) of all staff



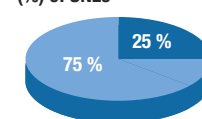
(%) of temporary/officials



(%) of contract agents



(%) of SNEs



Female Male

Indicative overview of 2016 grants and procurement

The following description of proposed grants and procurements in 2016 is structured according to the respective requirements of Article 56.1-2 of the implementing rules of the financial rules (Article 68.2-3) of Cedefop.

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

Cedefop provides grants exclusively to ReferNet partners. In 2016, Cedefop will launch a call for proposals for the signature of specific grant agreements (SGAs) for the implementation of the 2017 annual work plan. This will be the second such call under the new four-year framework partnership agreement (2016-19) with ReferNet partner institutions selected following the corresponding open call for proposals concluded in 2015.

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

Award of EU grants is governed by the legal basis of the ReferNet 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 2016;
- Cedefop's financial rules and implementing rules (of 9 January 2014 and 3 June 2014 respectively, both applicable from 1 January 2014);
- regulation (EU, Euratom) No 966/2012 of the European Parliament and of the Council of 25 October 2012 on the financial rules applicable to the general budget of the Union and repealing Council regulation (EC, Euratom) No 1605/2002;
- Commission delegated regulation (EU) No 1268/2012 of 29 October 2012 on the rules of application of regulation (EC, Euratom) No 966/2012 of the European Parliament and of the Council on the financial rules applicable to the general budget of the Union.

The budget line for Cedefop grants (for the 28 EU countries and for associated countries Norway and Iceland) as from 2016 is 3330, formerly 3250.

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

ReferNet's priority in 2017 ⁽⁴⁵⁾ will be given to reporting on national VET systems and policy developments. This reporting corresponds to the need at EU level to perform continuous monitoring of VET policy developments. A second priority will be to raise visibility of VET issues at national level and act as a multiplier and dissemination channel for Cedefop/ReferNet products.

⁽⁴⁵⁾ Call for proposal taking place in 2016.

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

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

Award criteria

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

To be awarded a specific grant agreement for the 2017 action which will be jointly financed by Cedefop, all applicants will be required to submit a proposal for the ReferNet 2017 work plan including an estimated budget in euros.

(d) **Timetable and indicative amount of the calls for proposals for 2017 SGAs**

Following the above, Cedefop's grant award activity in 2016 will consist of launching a call aiming at concluding with each of the 30 ReferNet framework partners a specific grant agreement for a work plan to be carried out in 2017.

The timeframe for this process is from October to December 2016. The **maximum total value of SGAs 2017 to be signed is estimated to be of the order of EUR 980 000** according to the relevant provisions of the FPA 2016-19 programme.

2. Procurements 2016

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

Forecast total amount of commitments in 2016 resulting from procurement procedures of the same year is about **EUR 3.75 million**. This amount includes first order form(s) on new framework contracts, of about EUR 1.6 million, of which EUR 450 000 on a new framework contract related to implementation of the DG EMPL delegation agreement of December 2013 (assigned revenue, BL 3122).

The total value of order forms to be issued in 2016 on existing framework contracts is estimated to be of the same order as in 2015 (about EUR 2.7 million). The total value of ReferNet SGAs 2016 (about EUR 980 000), to be booked for the first time on the same year's budget, should be added to that amount.

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

In 2016, the agency estimates to launch **20/21 open procedures (OPs) and 14/15 negotiated procedures (NPs)** to cover Cedefop's contracting needs in line with the annual work programme. 2/3 of the OPs relate to operational expenditure (Title 3 of the budget); 1/3 of the OPs as well as almost all NPs concern administrative (staff and operating) expenditure (Titles 1 and 2 of the budget). At this stage therefore, it is expected to administer some 34 to 36 new procedures in 2016.

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

Timing of procurement and grant activities is organised in such way as to ensure that expected contracts are in place when needed by the services concerned, in line with the provisions of the work programme 2016, and that resources of the procurement service are properly used throughout the year.

It is planned that: about 15 (43%) procedures will start in the 1st quarter 2016 and be concluded in the 2nd at the latest; about 13 (37%) will start in the 2nd quarter and be concluded in the 3rd at the latest; and the remaining few procedures will start in the 3rd and 4th quarters and be concluded in the 4th or in early 2017 at the latest. More detailed procurement planning is reflected in the table below and in the annual management plan.

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

ProLive is an automated online tool used by Cedefop since 2009 to plan, monitor and report electronically on all procurement and grant activity at Cedefop.

Indicative list of 2016 grants and procurement procedures (Title 3)

Budget Line	Project No	ABB Activities	Contract subject/title	Draft estim. budget (EUR)	Contract type	Estimated launching date
3440	5101	Empowering adults and young people	Country reviews on apprenticeships	550 000.00	Service	2nd Quarter
3440	5104	Empowering adults and young people	Cost-sharing mechanisms in VET	280 000.00	Service	2nd Quarter
3440	5103	Empowering adults and young people	Cooperation between higher education institutions and enterprises to foster CVET	260 000.00	Service	3rd Quarter
3240	1204	Skills analysis	Development, user experience, hosting and maintenance of the skills panorama	800 000.00	Framework	1st Quarter
3240	1201	Skills analysis	Real-time LMI	700 000.00	Framework	1st Quarter
3240	1205	Skills analysis	Effective skills governance and skills ecosystems	1 000 000.00	Framework	1st Quarter
3240	1202	Skills analysis	Sectoral and occupational foresight	800 000.00	Framework	2nd Quarter
3340	2105	Common EU tools	Comparative study on the consistency of referencing IVET qualifications to the EQF	250 000.00	Service	2nd Quarter
3330	2204	Policy analysis and reporting	SGA ReferNet	980 000.00	Framework	4th Quarter
3540	3201	Documentation and information	Software for an open access repository	15 000.00	Service	2nd Quarter
3540	3201	Documentation and information	Outsourcing services for the open access repository and the research support centre (hosting, implementation, migration) incl. maintenance	255 000.00	Framework	2nd Quarter
3541	3201	Documentation and information	Digitisation of archives material records currently held at the HAEU	5 000.00	Service	3rd Quarter
3510	3302	Content management	Design and prepress	300 000.00	Framework	2nd Quarter
All	3101	External communication	PCO services	700 000.00	Framework	4th Quarter

ANNEX V

Cedefop networks

Network title	For more information see:
ReferNet – the European network for VET	http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx
Skillsnet – network on anticipation of skill needs	http://www.cedefop.europa.eu/EN/about-cedefop/networks/skillsnet/index.aspx



ANNEX VI

Cooperation with ETF

Core themes	Specific themes for 2016	Exchange of information and good practices	Joint actions	Knowledge-sharing seminars and major events
Vocational education and training system development and provision	VET policy reporting, including lessons learned and follow-up action on entrepreneurial learning	Exchange of information and experience on EU and third country policy and operational issues	Policy analysis and system progress monitoring • Follow-up to Riga conclusions	Thessaloniki KSS (ETF-Cedefop)
	Work-based and workplace learning, including apprenticeships		VET provision and quality assurance • Cooperation on the implementation of the European alliance for apprenticeships focusing on the MTD – WBL perspective • Mutual contributions to events on work-based learning and quality assurance in VET, as MTDs 2020	
	Qualifications development		Qualifications and qualifications systems, to support work on the Riga medium-term deliverables 2015-20: • ETF will contribute to Cedefop's annual updating of its NQF analysis where it covers the ETF partner countries; • ETF will contribute to Cedefop's work on VET globalisation • Cooperation (also with UNESCO) will continue on global qualifications frameworks developments • Cedefop experts will contribute to the ETF 2016 corporate conference	
	Skills matching and anticipation/identification of skill needs		Cooperation in development of methodologies	
Administrative issues	HR, procurement, finance, budget, ICT, facilities management	Exchange of good practice	Iterative process	
Strategic issues	Participation in Governing Board meetings	Cedefop GB: June 2016 ETF GB: June and November 2016		
	Performance management in the agencies	ETF will share its performance management framework 2012-17 Cedefop will share its PMS 2017-20		
	Stakeholder cooperation	ETF will share its stakeholder cooperation framework for action.		

ANNEX VII

Cooperation with Eurofound

Eurofound and Cedefop have agreed the following action plan to cover January to December 2016.



CEDEFOP

European Centre
for the Development
of Vocational Training

Annex to the Collaboration Agreement

between

**The European Foundation for the Improvement of Living and Working Conditions,
Dublin (“Eurofound”) and
European Centre for the Development of Vocational Training (“CEDEFOP”)**

ACTION PLAN FROM JANUARY TO DECEMBER 2016

In accordance with Article 3 of the Collaboration Agreement, Eurofound and CEDEFOP have agreed the following action plan to cover the time period from January to December 2016:

Actions	Activities
1. Research cooperation	1.1. Set-up a working group to discuss possibilities for a joint company survey 1.2. Cooperation in relation to Eurofound’s project “Future of Manufacturing”, in particular its apprenticeship strand to identify synergies and complementarities.
2. Information sharing on analytical work	Exchange of views and related research reports with regard to: • Long-term unemployed youth. • Reactivate-return to work of long-term excluded. • The use of ECS data for research on company practices and particularly on topics such as training, work organisation, company performance (e.g.CEDEFOP work on “skill formation strategies in companies and their link to business outcomes” and Eurofound ECS).

Actions	Activities
3. Knowledge sharing seminar	A thematic seminar on NEETS will take place in 2016 to discuss methodological challenges in carrying out this research with a view to reinforce complementarity between the Agencies and contribution to the achievement of EU policy priorities which require differentiated inputs from each Agency.
4. Development of Work Programmes	Exchange of draft work programmes before their approval by the respective Administrative Boards. Both agencies will refer to each other's work and cooperation where appropriate.
5. Annual review of activities	Organisation of an annual meeting (possibly teleconference) to discuss and assess progress on the above and other relevant issues.

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

Agreed by both Agencies and signed:

for the European Centre for the
Development of Vocational Training



Joachim James Calleja
Director

Thessaloniki, 15.12.2015

for the European Foundation for the
Improvement of Living and Working Conditions



Juan Menéndez-Valdés
Director

Dublin, 16.12.2015

Planned publications and events 2016

Planned publications 2016

1st QUARTER	Activity: Policy analysis and reporting
	• VET in the Netherlands (booklet) – (Output 1.1)
	• VET in the Netherlands (spotlight) – (Output 1.2)
	• Update of spotlights for EU-28 plus Iceland and Norway – (Output 1.3)
	• ReferNet flyer – (Output 2.1)
	Activity: Empowering adults and young people
	• The role of VET in reducing early leaving from education and training (briefing note) – (Output 12.1)
	• Governance and financing of apprenticeship (research paper) – (Output 14.2)
	Activity: External communication
	• Work programme 2016
2nd QUARTER	• Cedefop's magazine <i>Skillset and match</i> – (Output 26.2)
	• Cedefop 2015-16 (briefing note)
	Activity: Policy analysis and reporting
	• Update of spotlights for EU-28 plus Iceland and Norway – (Output 1.3)
	Activity: Common European tools, qualifications and learning outcomes
	• The application of learning outcomes approaches in Europe (reference) – (Output 10.2)
	Activity: Empowering adults and young people
	• Supporting VET teachers and trainers for quality VET (briefing note) – (Output 16.2)
	• Validation – Thematic report 1 (booklet) – (Output 18.2)
	• Validation – Thematic report 2 (booklet)
	• Validation – Thematic report 3 (booklet)
	• Validation – Thematic report 4 (booklet)
	• Validation – Thematic report 5 (booklet)

3rd QUARTER	Activity: External communication
	- Annual report 2015 (information series) - Cedefop's magazine <i>Skillset and match</i> – (Output 26.2)
	Activity: Policy analysis and reporting
	- VET in Slovakia (booklet) – (Output 1.6) - VET in Slovakia (flyer) – (Output 1.7) - Learning mobility in IVET – Mobility scoreboard (briefing note) – (Output 4.5) - External drivers influencing European VET (briefing note) – (Output 5.1)
	Activity: Common European tools, qualifications and learning outcomes
	- Monitoring ECVET developments in Europe – (Output 7.2) - Handbook on learning outcomes (booklet) – (Output 10.1)
	Activity: Empowering adults and young people
	- Economic and social costs of low-skilled adults in the EU (research paper) – (Output 13.3) - The role of VET in reducing early leaving from education and training (research paper) – (Output 12.2)
	Activity: Skills analysis
	Tackling skill mismatch – policy orientations (booklet) – (Output 23.1)
4th QUARTER	Activity: External communication
	- Cedefop's magazine <i>Skillset and match</i> – (Output 26.2) - Cedefop in brief (flyer) – (Output 25.2)
	Activity: Common European tools, qualifications and learning outcomes
	- Analysis and review of NQF developments in Europe (working paper) – (Output 6.1) - Analysis and review of NQF developments in Europe: progress towards the second milestone of the EQF recommendation (briefing note) – (Output 6.2)
	Activity: Empowering adults and young people
	LMI in lifelong guidance (research paper) – (Output 17.2)
	Activity: Skills analysis
	- Critical labour force trends: skill supply and demand up to 2030 (research paper) – (Output 21.2) - Mitigating critical skill shortages – The catalytic role of VET providers (briefing note) – (Output 22.1) - Successful experiences and policies to tackle skill mismatch (briefing note) – (Output 23.3)

Planned events 2016

1st QUARTER	Activity: Policy analysis and reporting
	Workshop: meeting of the mobility scoreboard expert group – (Output 4.1)
	Activity: Empowering adults and young people
	- Workshop: governance and financing of apprenticeship – (Output 14.1) - Workshop: fostering partnerships for CVET – (Output 13.1) - Workshop: Cedefop's opinion survey on VET in EU (pilot survey, validation workshop) – (Output 15.1)
2nd QUARTER	Activity: Policy analysis and reporting
	- Workshops: ReferNet regional meetings including workshop on the mobility scoreboard with ReferNet respondents – (Outputs 2.2, 2.3, 4.2 and 4.3) - Workshop: ReferNet induction meeting for newcomers selected during 2016 – (Output 2.4) - Scoreboard launching event – (Output 4.4)
	Activity: Empowering adults and young people
	- Workshop: results of study on LMI in lifelong guidance – (Output 17.1) - Workshop/training course on financing skills development' in cooperation with ITC-ILO and ETF – (Output 14.5)
	Activity: Skills analysis
	- Workshop: 2nd meeting of the EURES advisors working group to inform development of the Panorama career advice tool – (Output 19.3) - Workshop: Guidance practitioners working group to inform development of Panorama career advice tool – (Output 19.4)
	Activity: External communication
	Seminar on skills for journalists – (Output 26.1)
	Activity: Policy analysis and reporting
	Event: meeting of the mobility scoreboard expert group (in cooperation with the European Commission) – (Output 4.6)
3rd QUARTER	Activity: Common European tools, qualifications and learning outcomes
	- Workshop: exploring the feasibility of piloting country reviews on quality assurance in VET – (Output 9.1) - Event: definition and writing of learning outcomes (2nd Policy learning forum) – (Output 10.3)
	Activity: Empowering adults and young people
	- Workshop: economic and social costs of low-skilled adults in the EU – (Output 13.2) - Workshop: the role of VET and related policies (such as validation, WBL and transparency tools) for migrants and refugees integration in Europe – (Output 11.1)

4th QUARTER	Activity: Skills analysis
	• Conference: the future of jobs and skills in the EU – (Output 21.3)
	Activity: Policy analysis and reporting
	• ReferNet workshop: improve reporting – (Output 2.5)
	• ReferNet annual plenary meeting – (Output 2.6)
	• Workshop: external drivers influencing European VET – (Output 5.2)
	Activity: Empowering adults and young people
	• Event: European conference on validation of non-formal and informal learning – (Output 18.4)
	• Event: developing VET teachers and trainers competences for better VET (policy learning forum) – (Output 16.3)
	Activity: Skills analysis
	• Technical workshop on prospective sectoral analysis – (Output 21.4)
	• Event: tackling skill mismatch (policy learning forum) – (Output 23.2)

Country-based publications and information available for EU Member States, Norway and Iceland

• Update of spotlights for EU-28 plus Iceland and Norway – (Outputs 1.2, 1.3)
• VET in Europe – country reports – (Outputs 1.1, 1.6, 1.7)
• ReferNet articles on key competences – (Output 1.4)
• National news on VET – (Output 1.5)
• Analysis and review of NQF developments – (Output 6.1)
• Governance and financing of apprenticeship – (Output 14.2)
• Updated inventory on financing adult learning – (Output 14.3)
• Validation inventory – Country updates and synthesis report – (Output 18.3)
• Country analytical highlights and country dashboards in skills panorama – (Output 19.2)
• Skill supply and demand in 2030 – (Output 21.1)



Information available on Cedefop's web portal at:
<http://www.cedefop.europa.eu/>

Performance measurement and continuous improvement at Cedefop

Cedefop's performance measurement system (PMS) supports transparent reporting to stakeholders and promotes a culture of continuous improvement among its staff. Steered by the overall strategic context, it provides understanding of the Centre's achievements, relevance and efficiency. A review of the system in 2015 confirmed that the PMS provides a clear analytical tool to understand Cedefop's performance focusing on the outcomes of the agency's work.

In 2016 the PMS will continue to provide evidence on the added value of Cedefop's work. Efforts will concentrate during the year on aligning the existing system to the new strategic goals and multiannual objectives 2017-20.

Cedefop's performance measurement framework concentrates on three types of results (see figure):

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

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

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

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

Outcomes of Cedefop's activities are defined as observable results that Cedefop's work is having an effect among external stakeholders. They focus on the degree, to which the organisation provides policy advice, generates new knowledge or raises awareness of VET issues among different target groups. They are designed to support Cedefop's medium-term priorities and they become visible in a short- to medium-term perspective.



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

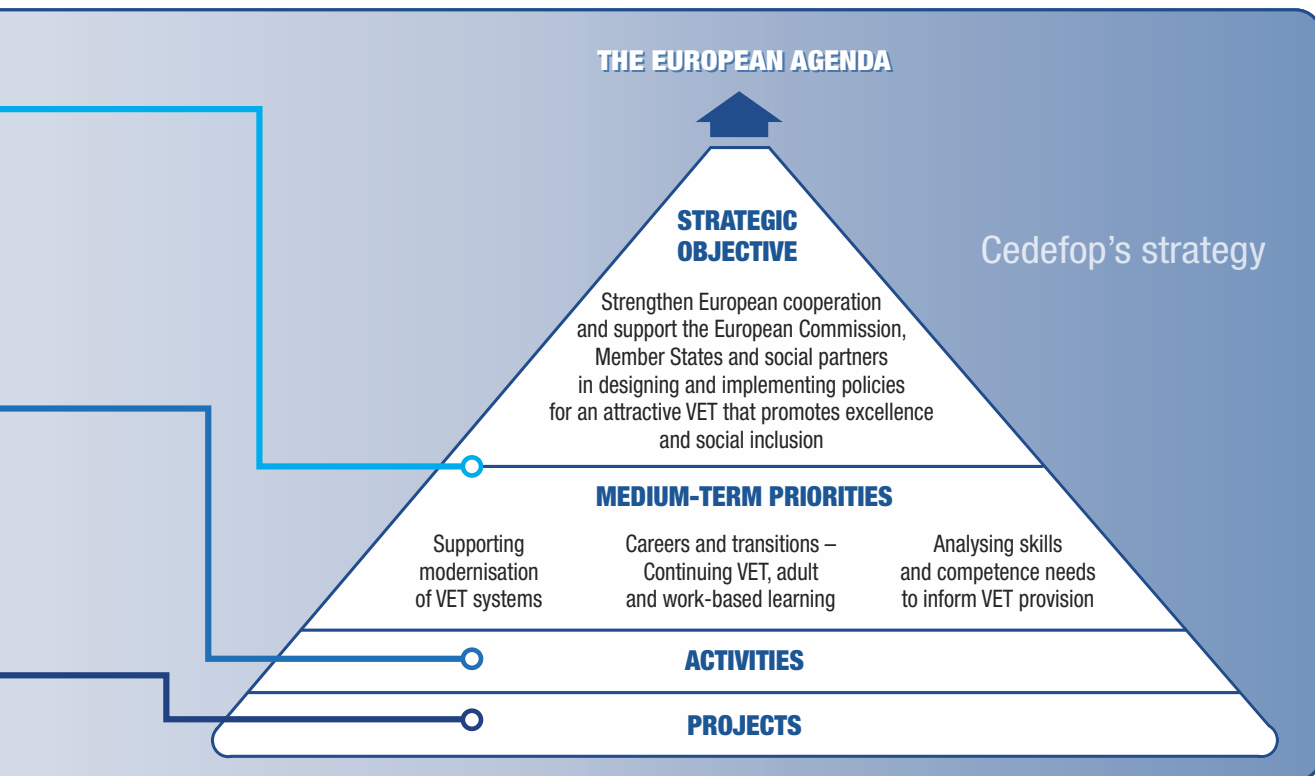
Qualitative analysis is an integral part of the PMS approach, making results more meaningful and helping the organisation to understand certain trends. For example, the type and range of European institutions using Cedefop research and the context of its use complements more quantitative information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

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

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

The link between Cedefop's strategy and performance measurement framework

What is measured	How	Level of measurement
Performance: Organisational impact		
Help strengthen European cooperation in developing and implementing European VET policy to promote excellence and social inclusion. • An evidence-based European VET and skills policy agenda which includes the outcomes of Cedefop's work. • Stronger European cooperation as Member States implement European tools and principles and share policy priorities. • Cedefop is acknowledged as an authoritative source of information on VET, skills and competences and as a well-run organisation.	• Evaluative approach, including external evaluation. • Qualitative assessment relying also on analysis of a set of outcome indicators.	• Organisational level. • Medium-term priority level. • On occasion on a set of outcome indicators.
Performance: Activity outcomes		
Observable results among stakeholders that Cedefop's work is having an effect. • Policy advice provided to stakeholders. • Knowledge gaps filled and new knowledge or insights generated. • Raised awareness among stakeholders.	• Analysis based on 16 outcome indicators, each corresponding to an outcome type, such as policy advice provided to stakeholders.	• Organisational level. • Medium-term priority level. • Activity level.
Performance: Project and service outputs		
Project and service outputs applying to a particular annual work programme.	• Analysis based on five output indicators.	• Project or service level.





work programme 2016

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