



CEDEFOP

European Centre for the Development
of Vocational Training



Cedefop strategic planning



2017-22 Cedefop external evaluation

Key outcomes

- Successfully delivered expected outputs for all its objectives in VET, skills and qualifications
- Successfully achieved its expected impacts by providing knowledge, evidence data, facilitating peer learning
- Focused increasingly on supporting EU policy-making and implementation significant support to the EU VET and skills policy agenda
- Impacted VET and skills policy also national level
- Brought EU added value by providing evidence with unique thematic and EU coverage and comparable data
- Increased social media reach and website visits
- Adjusted well to EU policy priorities (Green Observatory) and was agile (Covid and Russia's war against Ukraine)

Cedefop closely aligned its work with EU upskilling and reskilling policies, in particular the **European Skills Agenda**, the **Council recommendations on VET**, the **Osnabrück Declaration** and the **Digital Education action plan**.

- ReferNet is the **key source of information** for VET policy monitoring
- The network maintained a good level of **cost effectiveness** with **high take up of its work**
- ReferNet partners contribute to **capacity building at the national level**
- Cedefop (in cooperation with ReferNet) demonstrates **considerable flexibility in preparing relevant deliverables**

Cedefop multi-annual objectives

Produce innovative and forward-looking research and policy analysis to inspire policy-making and support well-designed policy implementation;

Develop and maintain the knowledge base and the unique blend of expertise to sustain its role as the authoritative source on VET in Europe;

Share skills, VET and policy intelligence, data, information, tools and perspectives **and promote policy learning to foster partnerships** in European VET and interactivity with our stakeholders;

Focus corporate communication on increasing stakeholder engagement and outreach via social media, a more interactive web portal and online tools.

Develop and maintain the knowledge base as the authoritative source of VET in Europe

Monitoring and
analysing the
**European
cooperation on VET**

Describing
VET systems

Monitoring and
analysing
**National
Qualification
Frameworks**

Examples of Cedefop activities

Produce innovative and forward-looking research and policy analysis

Strengthen European values
and democratic citizenship

Focus on quality assured
continuing VET

Scale up recognition
of qualifications

Examples of Cedefop
forthcoming research in line
with the 2024-29 political
guidelines of the European
Commission

Strengthen European values and democratic citizenship

- knowledge and application of democratic principles,
- political literacy, including how political systems and institutions function
- civic engagement
- critical thinking and (digital) media literacy
- knowledge of the EU history and values, including respect for diversity and ethical responsibility

Study 2025-27:

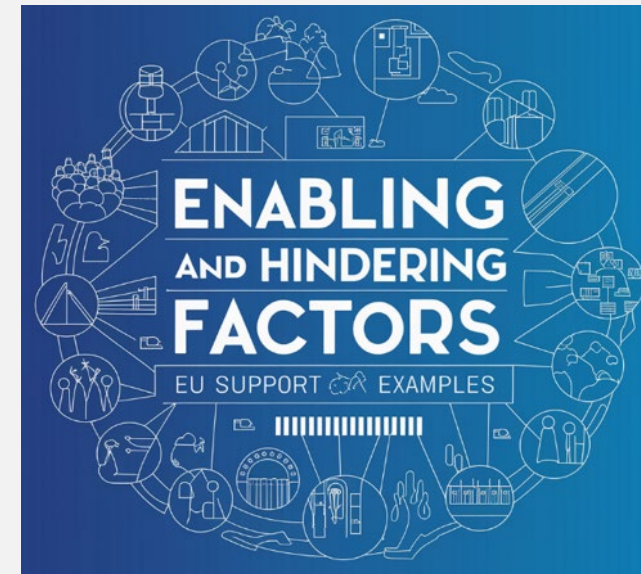
How initial VET systems support the development of citizenship competence

Study will cover

- policy (national, regional, local) and
- implementation (VET providers: schools and companies)

Study outputs

- analysis of EU-level activities
- guide for VET policy-makers and providers and a toolkit



Quality assured continuing VET – the Why

Changing landscape in continuing VET

- Not a clear-cut institutional divide between IVET and CVET (UK, IE, LT, FI, NL)
- IVET providers responding to the increasing demand for CVET offer (CZ, EE, SI, LT, FI)
- Emphasis on modular VET programmes offered to young people and workers brings closer IVET and CVET (FR, PT, ES)
- CVET programmes upgraded as part of higher VET (DE)

Microcredentials: the new hype

Scenario 1: Supply-driven microcredentials (as part of formal education) for further learning

Scenario 2: Supply-driven microcredentials for LM entry and job setting (professional credentials)

Scenario 3: Demand-driven microcredentials (examples of enterprises/sectors)

Scenario 4: Microcredentials for vulnerable groups /groups at risk (upskilling/reskilling)

Source: Cedefop (2023) research paper, No 91. <http://data.europa.eu/doi/10.2801/726631>

Source: Pouliou, A. (2024) Cedefop working paper series, 22 <http://data.europa.eu/doi/10.2801/671358>

Quality assured continuing VET – the What

Scope of the 2025-27 study

- learning of adults after leaving initial education
- learning in some way organised and structured (e.g. an education and training institution or a company)
- learning that leads to formal qualification
- learning that is vocation/occupation specific

Research questions

- How formal CVET is systematically supported by QA arrangements? To which extent EQAVET framework and its elements are used in the selected countries?
- How does the changing CVET landscape and the blurring boundaries between IVET and CVET influence QA approaches in formal CVET?
- To which extent QA arrangements in formal CVET are based on learning outcomes approaches as compared to traditional approaches that focus on learning delivery?

Scale up recognition of qualifications

- Work continues in 2025 on comparability and recognition of qualifications across borders
- Identify the needs of decision makers and of end-users
- Examine the potential of digitalisation and AI
- Develop a methodology based on learning outcomes to ensure quality and external legitimacy of comparison
- Examine the necessity of European guidelines on comparison and recognition of qualifications



Informing VET and skills policies

next generation skills intelligence for a #decadeofskilling

Producing and
disseminating
Skills intelligence

Technological, social
and economic
megatrends & skill
needs

National and sectoral
stakeholder needs

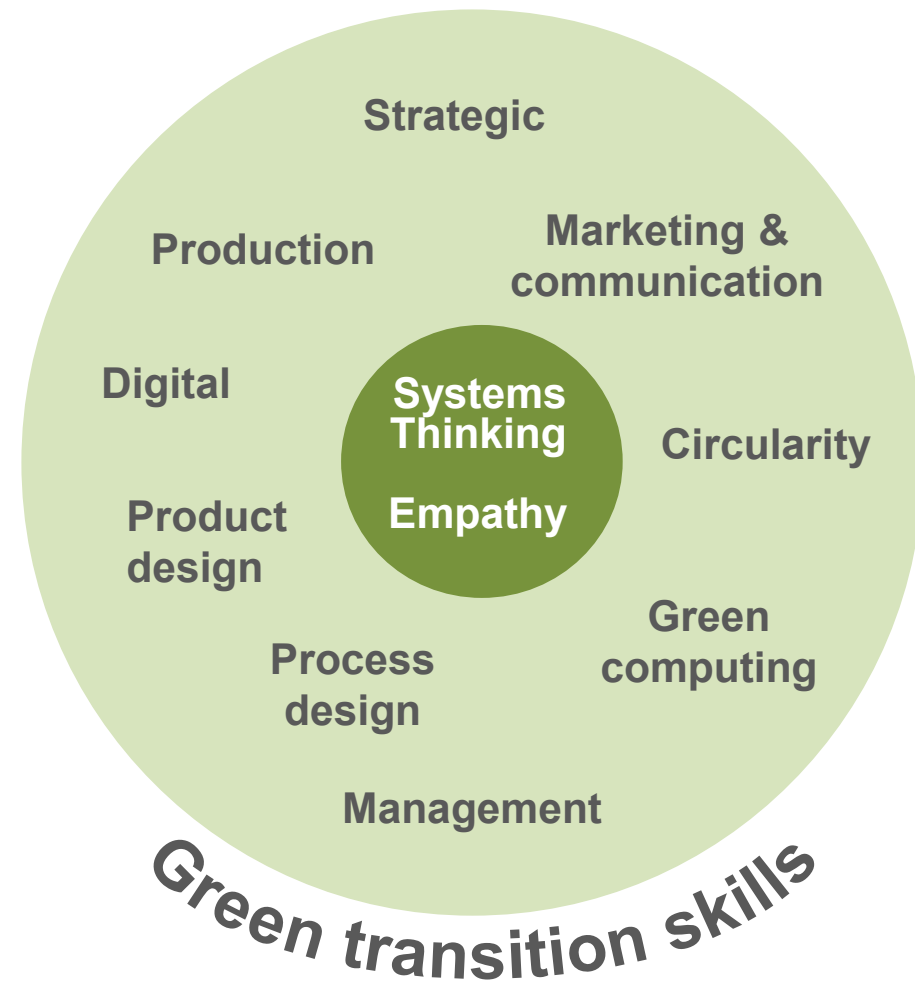
Education & training

Competitiveness Green transition

Digital transformation Innovation Inclusion & integration

Employment Migration Cohesion

Greening transforms work but *greenification* of jobs is slow



Online job ads published in 2019-22
that mention at least 1 green skill (%)

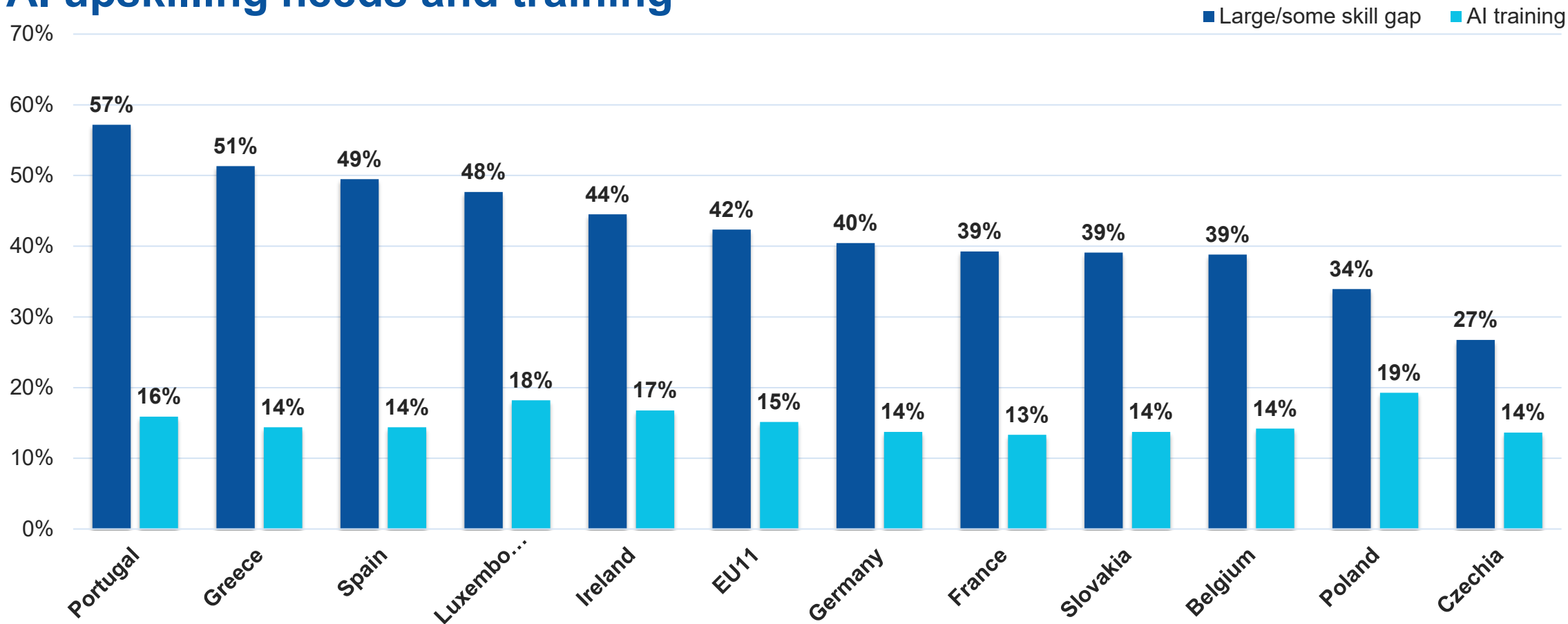


Source: Cedefop policy brief Tracking the green transition in labour markets

<https://www.cedefop.europa.eu/en/publications/9197>

AI upskilling to bridge the AI skill gap

AI upskilling needs and training



Source: Cedefop AI skills survey (2024)

Blending insights for better skills intelligence



key priorities in 2025

- Release of 2025 skills forecast
- OVATE: supporting twin transition, mapping green and digital transition skills needs, drivers of shortages and gaps
- Survey analysis: European Training and Learning Survey, 2nd European Skills and Jobs Survey
- AI research – analysis of AI skills survey and sectoral foresight in the automotive sector, creative sector and in geriatric nursing
- Start preparing for ESJS3 and 3rd Tripartite Exchange Seminar (with Eurofound)
- Upscale Cedefop Green Observatory

Thank you

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