

# Annual report 2012

REVISED EDITION





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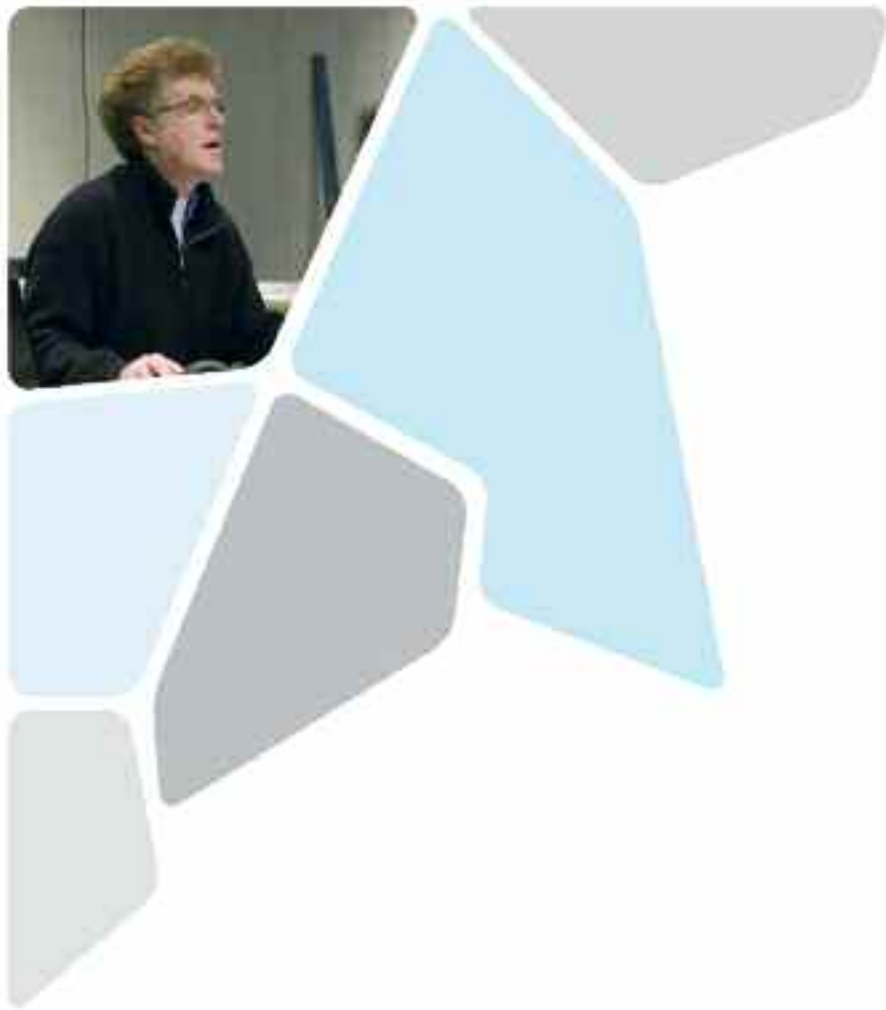
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The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training. We provide information on and analyses of vocational education and training systems, policies,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

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Laurence Martin, *Chair of the Governing Board*



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# Foreword

In 2012, most European countries entered their second recession in four years. Consequences of this double-dip recession scenario are more acute than previously estimated. Latest data show that employment rate for the low-qualified workforce (15-64) is only 44%, which is five percentage points below the peak reached in the third semester of 2008. For young Europeans first-time entry into the labour market has become particularly difficult. But also unemployment of 30-34 year-olds peaked at 10.5% in 2012 compared to 6.8% reported at the beginning of 2008. Especially in those countries with lower levels of public investment in education and training, one side-effect of the crisis has been increasing skill mismatch and a greater number of higher-educated people taking up jobs not commensurate with their skills and competences.

This situation required policies that can bring about immediate and tangible impact. In the course of 2012, the European Commission devised policy packages for education and employment. They focus on exploiting opportunities in job-rich sectors and using vocational education and training's (VET) potential to support economic development and ease transition from learning to work. A youth guarantee is proposed that should give all young people up to the age of 25 a job offer, an apprenticeship or traineeship place or other education opportunities. Work-based learning, more generally, should be a main pillar of VET.

An EU-level alliance is to help create more and better apprenticeships across Member States by reinforcing cooperation and peer learning. These actions are in compliance with long-term strategies which impact on VET developments in Member States. Increasing attention to performance of countries' education and training systems and follow-up of policy recommendations as well as commonly agreed deliverables for VET demand more country-specific information and evidence.

Demand for Cedefop's expertise and analytical capacity has increased further. Despite additional tasks requested and necessary adaptation of several projects, implementation of the work programme progressed as planned.

In 2012, in line with its mandate, the Centre reviewed Member States' progress in achieving intermediate objectives agreed in the Bruges communiqué. Results, for example, indicate increased emphasis on developing apprenticeships and other forms of work-based learning.

Cedefop was invited to contribute to a German initiative on apprenticeship alliances launched at the end of the year. The Centre was also asked to support follow-up of cooperation activities.

One of the Commission's initiatives to address mismatch and unemployment is the EU skills panorama. Launched at the end of the year, it will provide labour market intelligence from different national and European sources.





The Centre contributed to its development. The panorama also includes 2012 results of Cedefop's biennial EU forecast on skill demand and supply for 2010-20. Based on its research and evidence, Cedefop was also invited to prepare a chapter on current and anticipated skill mismatch for the European Commission's report on employment and social developments in Europe in 2012.

Despite focus on the precarious situation of young people, it should not be forgotten that 2012 was the European year for active ageing and solidarity between generations. Through its activities and projects under the new medium-term priority on career and transitions - CVET, adult and work-based learning - Cedefop contributed to a series of events organised by Presidencies and by the European Commission.

Identifying and valuing skills and competences is key in encouraging adults to engage in further learning and improve their employability and career prospects. Although validation has been on the VET policy agenda for a long time, only a few countries have comprehensive systems to recognise people's skills and competences in place. Work on national qualifications frameworks has drawn more attention to this issue. Cedefop's 2012 report reveals that NQFs are opening up to qualifications acquired outside formal education and training. The Council recommendation on validation therefore entrusts Cedefop with reporting on countries' progress on

implementation in the Centre's annual NQF mapping.

Performance indicators show that stakeholders increasingly use the Centre's research and advice. The number of EU-level policy documents and those of international organisations citing Cedefop's work has increased substantially, from 100 in 2011 to 169 in 2012. The range of documents and policy areas that use Cedefop evidence has also become wider. This underlines VET's relevance to a wide range of policy areas and indicates trust in Cedefop's policy advice.

More and more documents make extensive use of Cedefop's findings. Examples include a report by the European Parliament on EQF implementation and the European Commission's staff working document *Vocational education and training for better skills, growth and jobs* which accompanied the communication on rethinking education: investing in skills for better socioeconomic outcomes or the impact assessment which accompanied the proposal for the Council recommendation on validating non-formal and informal learning. Cedefop's research is also used to help shape the European Parliament's debate with the European Commission.

Demand for Cedefop support in Commission expert and working groups has remained strong, in particular on common European tools, qualifications and learning outcomes. As in the past, Cedefop also provided input and



supported the debate at EU Presidency events related to VET and employment, in particular the conference on VET-business cooperation promoting new skills, innovation and growth for the future in Denmark. Written contributions included comparative analyses ('snapshots') for the meeting of the Directors' General for Vocational Training in Denmark and Cyprus on VET-business cooperation and flexible education and training systems.

In response to increasingly frequent requests for written contributions, mainly from the European Commission, Cedefop helped shape a wide range of policy documents. These include staff working documents related to the employment and education package as well as input for the recommendation on validating non-formal and informal learning. In addition, several international organisations invited Cedefop to contribute. The invitation to join the global agenda council on employment of the World Economic Forum together with the OECD and ILO is acknowledgement of the Centre's strong research basis and expertise.

Overall, analysis of the performance indicators points to improvements in most areas of work compared to previous years. This indicates greater effectiveness and efficiency along with continued relevance of Cedefop's work for the European policy agenda. Responses to additional ad-hoc requests show the Centre's flexibility in addressing changing demands. This, however, required some adaptations to the work programme reflected in Chapter 2. Use of Cedefop's work by EU institutions suggests they trust and appreciate the quality of Cedefop's work and consider it an authoritative source of information and policy advice on VET.

Thessaloniki, March 2012

Christian F. Lettmayr  
*Acting Director*



### Box 1. Cedefop's annual report

Accountability and dissemination of its work are important elements of Cedefop's policy to provide assurance to stakeholders for resources used and results achieved. Especially for a centre of research and policy advice such as Cedefop, where its impact is hard to gauge for the common European citizen, legitimacy of public expenditure is important and even more important in times of crisis and budgetary constraint.

Cedefop's annual report is intended as a presentational and accountability tool to help stakeholders and the general public to understand Cedefop's priorities and specific objectives, its main output and outcomes of its work. Information on each project is presented in a standard format, to make it easier to monitor and review projects' implementation.

#### Cedefop fast facts

The European Centre for the Development of Vocational Training (Cedefop) is an agency of the European Union (EU) supporting European vocational education and training (VET) policy development. Its strategic objective is to strengthen European cooperation and support the European Commission, Member States and social partners in designing and implementing policies for attractive VET that promotes excellence and social inclusion.

**Established:** 1975

**Governance:** national governments, trade unions, employers' organisations and the European Commission are represented in Cedefop governing board

**Location:** Thessaloniki, Greece

**Directorate:** Christian Lettmayr (Acting Director), Mara Brugia (Acting Deputy Director)

**Countries:** EU-27 Member States, Iceland and Norway

**Contacts:** [www.cedefop.europa.eu](http://www.cedefop.europa.eu); Cedefop is on Facebook at <http://www.facebook.com/Cedefop> and on Twitter at <http://twitter.com/#!/cedefop>

**Staff:** 101 (establishment plan)

**Budget 2012:** EUR 17 433 900 (EU subsidy)

# 1. Key achievements in 2012

## 1.1. Supporting modernisation of VET systems

### ACTIVITY

#### Policy analysis and reporting

In 2012, Cedefop's analysis of and **reporting on VET policies** set out a framework for monitoring progress on 22 short-term deliverables agreed in the Bruges communiqué, which constitute measures and means to reach the strategic goals set for European VET until 2020.

Cedefop's analysis was based on input from ReferNet <sup>(1)</sup>, the Centre's European network for VET, evidence and data collected through Cedefop's projects and studies – in particular on implementation of common European tools – as well as qualitative and quantitative data from several other sources. In October, the intermediate review of progress across the EU and candidate countries (in cooperation with the ETF), was discussed with the Directors General for Vocational Training (DGVTs) at their meeting in Cyprus. In line with the new monitoring approach, Cedefop also produced country-specific information on developments in the

deliverables (country fiches) to be published early 2013.

Cedefop's report *Trends in VET policy in Europe 2010-12: progress towards the Bruges communiqué* <sup>(2)</sup> aims to reflect countries' different starting points in 2010 and developments since then. It reveals that policy has clearly focused on helping young people remain in, and return to, education and training through apprenticeship and other work-based learning routes. Building on achievements of the past decade, countries have advanced in setting up qualifications frameworks and devising approaches to implement the learning outcomes principle and assure quality in VET. However, VET is missing from many national innovation strategies. Areas that need more attention are professional development of VET staff, better use of VET labour market outcomes to inform learning provision, and, where appropriate, development of suitable incentives and support schemes. The challenge for the coming years is to keep the momentum as many initiatives introduced since 2010 are still in the preparation phase and need to be fully implemented. Results of Cedefop's analysis also figure prominently in the staff working document

<sup>(1)</sup> Cedefop received input from 27 ReferNet partners. Greece did not reply to the questionnaire. Due to institutional changes, Ireland was not a member of the network in 2012.

<sup>(2)</sup> <http://www.cedefop.europa.eu/EN/publications/20814.aspx> [accessed 7.3.2013].



‘Vocational education and training for better skills, growth and jobs’<sup>(3)</sup> that accompanies the European Commission’s communication ‘Rethinking education: investing in skills for better socioeconomic outcomes’<sup>(4)</sup>.

To provide up-to-date **information on VET at national level**, Cedefop regularly publishes reviews of national VET systems<sup>(5)</sup>. In 2012, Cedefop published online about 50 ReferNet news on **new initiatives and policy developments in Member States**<sup>(6)</sup>. News covers VET, employment and labour market issues. To offer special support to Presidency countries, hard-copy publications describe the main features of their national VET systems. A ‘short description’<sup>(7)</sup> and a ‘spotlight’<sup>(8)</sup> on VET in Denmark were prepared to support the **Danish Presidency** of the EU and distributed at the April meeting of DGVTs. The publications show that challenges for modernising VET in Denmark include: increasing completion rates of upper secondary education (target set at 95% in 2015), including by improving VET attractiveness; increasing suitable training placements in enterprises so that supply meets demand; and improving vertical permeability from VET to higher education by creating double

qualification programmes. In addition, despite Denmark having the highest participation rate in adult education and continuing training in the EU, including among the low skilled (23.4% compared to 3.8% in the EU in 2010), rising unemployment levels, and particularly youth long-term unemployment, increase the need for upskilling and reskilling. A thematic snapshot on VET-business cooperation was also prepared for the **Danish Presidency conference ‘VET-business cooperation promoting new skills, innovation and growth for the future’**.

To support the **Cypriot Presidency**, Cedefop released *Vocational education and training in Cyprus – Short description*<sup>(9)</sup> and a *Spotlight on VET Cyprus*<sup>(10)</sup> for the DGVTs meeting in October. In Cyprus, VET helps dealing with adverse effects of the economic crisis on the labour market, as well as laying the foundations for future socioeconomic development. VET features prominently in the Cyprus lifelong learning strategy 2007-13 and the national reform programme on the 2020 strategy. Key priorities for VET in Cyprus include: modernising and upgrading curricula, improving quality and attractiveness, strengthening links between VET, vocational training for adults and the labour

<sup>(3)</sup> Commission staff working document on vocational education and training for better skills, growth and jobs. SWD(2012) 375 final. [http://ec.europa.eu/education/news/rethinking/sw375\\_en.pdf](http://ec.europa.eu/education/news/rethinking/sw375_en.pdf) [accessed 7.3.2013].

<sup>(4)</sup> European Commission. communication on rethinking education. Investing in skills for better social and economic outcomes. [http://ec.europa.eu/education/news/rethinking/com669\\_en.pdf](http://ec.europa.eu/education/news/rethinking/com669_en.pdf) [accessed 7.3.2013].

<sup>(5)</sup> <http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx> [accessed 7.3.2013].

<sup>(6)</sup> <http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/refernet-national-news-on-vet.aspx> [accessed 7.3.2013].

<sup>(7)</sup> <http://www.cedefop.europa.eu/EN/publications/19787.aspx> [accessed 7.3.2013].

<sup>(8)</sup> <http://www.cedefop.europa.eu/EN/publications/19789.aspx> [accessed 7.3.2013].

<sup>(9)</sup> <http://www.cedefop.europa.eu/EN/publications/20281.aspx> [accessed 7.3.2013].

<sup>(10)</sup> <http://www.cedefop.europa.eu/EN/publications/20401.aspx> [accessed 7.3.2013].



market, and promoting transnational mobility by increasing participation in EU programmes.

Cedefop supports improvements in availability, relevance and quality of European data by providing advice and expertise in cooperation with key stakeholders (such as Eurostat, Commission, OECD, Unesco), as well as disseminating relevant statistics. **Statistics of the month** <sup>(11)</sup> are short articles on issues of policy interest based on statistical indicators and data. In 2012, several *Statistics of the month* focused on assessing the impact of the crisis. They show that young people are increasingly pushed towards underemployment in involuntary part-time jobs <sup>(12)</sup>, rising unemployment hits low-skilled adults the hardest <sup>(13)</sup>, and labour market prospects for early leavers from education and training have deteriorated during the crisis <sup>(14)</sup>. An article (November 2012) discussed VET's contribution to reducing unemployment and increasing employability and job quality for youth.

#### ACTIVITY

### Common European tools, qualifications and learning outcomes

In 2012, an increasingly important part of Cedefop's work was related to implementation of the common European tools and principles at national and sectoral levels along with initiatives to increase synergy and coherence between them.

Cedefop directly supported the EU political and institutional process by providing policy advice, expertise and coordination support to working groups, committees and networks set up at European level for implementation of the tools, namely: the **EQF advisory group** and its subgroups – which Cedefop jointly coordinates with the European Commission; **ECVET** users and steering groups and forum; **EQAVET** steering committee and thematic groups; the **ESCO** board, maintenance committee and cross-sectoral reference group.

Through its comparative studies and analytical work, Cedefop promoted policy/peer learning among Member States and social partners and provided evidence to policy-makers on key issues and challenges related to implementation of the tools. The two peer

<sup>(11)</sup> <http://www.cedefop.europa.eu/EN/statistics-and-indicators/2239.aspx> [accessed 7.3.2013]. Nine articles were published in 2012.

<sup>(12)</sup> 'Crisis pushes young people towards involuntary part-time jobs' (February 2012).

<sup>(13)</sup> 'Rising unemployment hits low-skilled adults the hardest' (May 2012).

<sup>(14)</sup> 'Labour market prospects deteriorated for early leavers from education and training' (December 2012).





learning activities (PLA) organised by the EQF advisory group in 2012 – the content of which Cedefop coshaped – fed directly NQF developments and deepened its analysis. The first PLA (February) focused on qualifications related to **lower levels of the EQF** (1-2) and pointed to the need to increase understanding of these qualifications to ensure consistent cross-country referencing processes. The second PLA (April) focused on qualifications at **EQF level 5**. By illustrating that level 5 operates at the cross-roads between general, VET and higher education, the PLA underlined the key role these qualifications play in promoting further learning and employment, by providing the labour market with advanced VET skills and competences, potentially responding quickly to new demands.

Substantial analytical work was devoted to commenting systematically on the (draft and final) national EQF **referencing reports** submitted in 2012 by Austria, Belgium (French-speaking community), Bulgaria, Croatia, Germany, Greece, Italy, Luxemburg, Romania and Slovenia <sup>(15)</sup>. Cedefop's analysis shows that countries are putting considerable effort into preparing credible and reliable referencing reports. However, they encounter several challenges, including: how to ensure coherent

referencing of some 'critical' qualifications (such as school leaving certificates giving access to higher education); how learning outcome-based levels are quality assured; how to involve all relevant stakeholders, including social partners, and improve cooperation between EQF referencing and Bologna self-certification processes. Work was carried out in close cooperation with the Council of Europe (coordinating self-certification in the Bologna process) and the countries concerned.

Cedefop's **fourth annual report on European NQF developments** was drafted in-house and results published in the briefing note *Qualifications frameworks in Europe: an instrument for transparency and change* <sup>(16)</sup> released in October for the DGVTs meeting under the Cypriot Presidency. Cedefop's analysis confirms that qualifications frameworks are seen as key tools for improving transparency and comparability of qualifications at national and international levels. Moreover, frameworks are increasingly used to promote and support incremental changes in education and training. A significant development in 2012 is opening up NQFs to qualifications awarded outside formal education and training systems, for example by sectoral organisations, chambers and other private providers, thus

<sup>(15)</sup> Cedefop provides systematic comments at two different stages of the referencing process: (a) when countries first present their referencing approach and progress at the EQF advisory group (in 2012 this was the case for Belgium French-speaking community, Bulgaria, Germany, Greece, Italy, Romania, Slovenia) and (b) when countries submit their referencing reports (in 2012 this was the case for Austria, Croatia, Germany and Luxemburg).

<sup>(16)</sup> <http://www.cedefop.europa.eu/EN/publications/20509.aspx> [accessed 7.3.2013].



allowing for better links between initial and continuing VET. If successful, this would turn the NQF into an instrument for identifying learning paths and possibilities for vertical and horizontal progression. The 2012 report also shows that NQFs have given new impetus to introducing more coherent actions for validation of non-formal and informal learning. The recently adopted Council recommendation on validation of non-formal learning <sup>(17)</sup> confirms that NQFs have a reform role to play, acting as reference points for national validation arrangements potentially open to all. Cedefop's analysis also points to intensifying discussion in several countries on comparability of qualifications at lower levels of the EQF (such as lower secondary education qualifications equivalent to EQF levels 1-3) also addressing vocational qualifications. Similarly, qualifications at EQF level 5 received increased attention in 2012 with several countries introducing this level as a platform to develop new qualifications. This shows EQF levels work as a reference point not only for comparing existing qualifications, but also for developing new ones. In accordance with the theme selected by Cyprus for its Presidency, Cedefop also released a briefing note on ***Permeable education and training systems: reducing barriers and increasing***

***opportunity*** <sup>(18)</sup> and presented it at the October DGVTs meeting.

Cedefop also contributed to development of the **European standard terminology for skills, competences, occupations and qualifications (ESCO)** by outlining how this initiative can best be linked to and interact with the EQF. In 2012, work focused on development of a data-model for the qualifications pillar and a terminological structure for cross-sectoral and transversal skills and competences. Building on and feeding directly into the above developments, Cedefop analysed qualifications, diplomas, certificates and licences awarded outside public authorities' jurisdiction. By providing examples of various sectors and occupations and developing a typology of international qualifications, the booklet ***International qualifications*** <sup>(19)</sup> – published in July – is a first attempt to shed light on the role, diversity and increasing complexity of 'non-State' qualifications. The analysis underlines that key challenges for policy-makers and users – individual citizens and employers alike – are transparency, accountability and quality assurance, which are the bases for trust in qualifications.

Cedefop continued its analytical work on the changing role of qualifications and how VET

<sup>(17)</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:398:0001:0005:EN:PDF> [accessed 7.3.2013].

<sup>(18)</sup> <http://www.cedefop.europa.eu/EN/publications/20510.aspx> [accessed 7.3.2013].

<sup>(19)</sup> <http://www.cedefop.europa.eu/EN/publications/20265.aspx> [accessed 7.3.2013].





systems are governed and interact with other parts of the education and training system and the labour market. Building on comparative data from several countries and occupational sectors, the study on **the role of qualifications in governing occupations and professions**, finalised late 2012, provides an overview of the different forms of regulation and types of governance, how these are changing in the current economic and political situation due to national and sectoral factors and discusses the implications for VET systems. Four different models of governance in using qualifications as regulatory instruments were identified:

- (a) traditional sector-based licensing;
- (b) international sector-based licensing;
- (c) generic national governance; and
- (d) independent sectoral governance.

Analysis shows that countries differ strongly regarding general intensity of labour market regulation and role of social partners in the governance framework. Most countries are increasingly focusing on labour market relevance of qualifications, using learning outcomes to describe the content of qualifications in relation to occupations and professions.

To support and promote further discussion on governance, Cedefop organised an expert

workshop on the changing role of qualifications in governing the labour market (Thessaloniki, 27 and 28 September 2012) that shed more light on the role qualifications play in the relationship between education and training and the labour market.

In 2012, Cedefop continued to support the European Commission in implementation of the European quality assurance in vocational education and training (**EQAVET**) recommendation. The workshop 'Quality management approaches to establishing a quality culture within VET institutions' (Brussels, 19 and 20 July) discussed interim results of Cedefop's ongoing study on this subject. Discussions pointed to variety of existing self-assessment approaches, use of standardised instruments for collecting data and importance of performance measurement. The workshop also confirmed that outcomes of Cedefop's work on quality assurance of VET providers feed directly into EQAVET implementation.

The European credit system for vocational education and training (**ECVET**) entered its third year of development in 2012. Cedefop continued to support ECVET implementation in Europe through policy advice and analytical work. First, in its booklet *Necessary conditions for ECVET implementation* <sup>(20)</sup>, Cedefop

<sup>(20)</sup> <http://www.cedefop.europa.eu/EN/publications/19848.aspx> [accessed 7.3.2013].



considered the conditions and measures that Member States need to have in place by 2012 to implement ECVET according to the 2009 recommendation. The booklet was disseminated at the annual ECVET forum 2012 'Taking the next step: building the ECVET community of practice' (Paris, 31 May and 1 June) that Cedefop jointly organised with the European Commission.

Second, building on its previous monitoring reports, Cedefop reviewed progress achieved in European countries and presented outcomes of its analysis at the October DGVTs meeting under the Cypriot Presidency. The 2012 ECVET report shows that, despite some progress in putting in place the conditions for implementing ECVET and increasing countries' commitment to apply ECVET, only few Member States are ready for full-scale implementation. One marked progress is designation of national contact points (NCP) for ECVET. While in most countries the main objective of ECVET is cross-border mobility, an increasing number of countries see ECVET also as a tool to align better qualifications with the learning outcomes approach and there is common agreement on importance of the principles underlying ECVET. On the other hand, some countries still do not see a clear added value for ECVET and most countries give priority to establishing NQFs. The

report also shows that ECVET implementation is strongly supported by EU funding (for example, setting up 'national teams of ECVET experts'), with only a minority of countries reporting specific national budgets for ECVET.

To feed these developments, Cedefop's workshop 'Sustaining permeability, implementing mechanisms, testing credits' (Brussels, 23 and 24 January) underlined the need to link ECVET more directly to needs of education and training and its opening up to permeability.

**Europass** continued to be a success story. In 2012, the Europass website showed a continuing increase in activity: 14.8 million visits (compared to 12.9 million in 2011) and 8.3 million CVs generated online (compared to 5.8 million in 2011). Following new design of the Europass website last year, further developments included a new CV template and CV online editor, launched in December, with the European skills passport, a portfolio to help citizens to document and provide evidence of knowledge, skills and qualifications they have acquired throughout life. The 'Europass experience' template, a new document to record non-formal and informal learning outcomes, was designed and agreed with the European Commission. A prototype of an online management tool for the Europass experience was developed and will be tested in 2013 in

<sup>(21)</sup> <http://www.cedefop.europa.eu/EN/publications/19980.aspx> [accessed 7.3.2013].

<sup>(22)</sup> <http://www.cedefop.europa.eu/EN/publications/20816.aspx> [accessed 7.3.2013].



cooperation with national Europass centres. Achievements of Europass and its relevance to citizens were highlighted in the briefing note *Europass 2005-20: achievements and perspectives* <sup>(21)</sup> published in May.

Building on previous work and exchange of experience, Cedefop finalised its research on **curriculum and assessment policies** and practices, and implications of the learning outcomes approach for individuals. The study *Curriculum reform in Europe: the impact of learning outcomes* <sup>(22)</sup> shows the key role outcome-oriented curricula play in raising VET attractiveness and in supporting learner-centeredness in education and training. Their design and delivery pose important challenges for policy-makers, stakeholders and practitioners, especially concerning overall effectiveness of curriculum development processes and the need to ensure transparency in the way learning outcomes are expressed. The study provides key policy messages for effective curriculum design processes and curriculum delivery that may benefit learners. The study's findings were debated at Cedefop's workshop 'Curriculum innovation and reform: changing assessment to improve learning outcomes' (Thessaloniki, 26 and 27 April). Results of this work also fed the Commission's staff working document 'Assessment of key

competences in initial education and training: policy guidance' <sup>(23)</sup> and the 'Literature review, glossary and examples' <sup>(24)</sup> accompanying the European Commission's communication *Rethinking education* <sup>(25)</sup>.

It is widely acknowledged that curriculum reform demands alignment of learners' assessment, frameworks and methods. On the other hand, assessment practices can also exert powerful influence on teaching, taught curricula and training institutions. Cedefop's study *Assessing learning outcomes in VET* was finalised in 2012. Findings show that although assessment reforms geared towards learning outcomes are becoming more spread, progress in many countries is still slow. In most cases, assessment reforms are embedded in broader initiatives focusing on qualifications, curricula and training reform. While this helps ensure overall coherence of the education and training system, it also makes it more challenging to launch deep reflection on quality-assured assessment of learning outcomes as a specific policy priority and its importance for creating common trust among European stakeholders.

Due to dramatic increase in youth unemployment, especially young people with low qualifications, **early leaving from education and training** became a new focus for Cedefop in 2012. Expertise and advice were

<sup>(23)</sup> [http://ec.europa.eu/education/news/rethinking/sw371\\_en.pdf](http://ec.europa.eu/education/news/rethinking/sw371_en.pdf) [accessed 7.3.2013].

<sup>(24)</sup> [http://ec.europa.eu/education/school-education/doc/keyreview\\_en.pdf](http://ec.europa.eu/education/school-education/doc/keyreview_en.pdf) [accessed 7.3.2013].

<sup>(25)</sup> See footnote 4.



provided to the Commission's thematic working group on early school leaving (ESL). This will lead to more substantial work in 2013.

#### ACTIVITY

### Study visits

The academic year 2011/12 covered 215 **study visits** addressing 2 448 education and training decision-makers and practitioners from 33 countries. Of 215 visits, 75 were on general education (35%), 49 on VET (23%) and 91 took a lifelong learning perspective (42%). A slight increase in the proportion of visits on VET and lifelong learning was observed. Overall, 96% of participants were very satisfied or satisfied with their experience.

Analysis of study visits' impact over the past three academic years confirmed that participants value as most beneficial meeting people from various professional backgrounds, and visiting schools and learning from different approaches to common challenges. As for the effect on host organisations, Cedefop's analysis indicates that, as a result of study visits, institutions introduced new methods in teaching and learning, management and professional development of staff. Cedefop's continued targeted promotion of the programme to the social partners made it

possible to maintain a stable proportion of social partners' representatives (6% over the past three years). Study visits publications were among the most popular on Cedefop's web portal and accounted for 55% of Cedefop's publication downloads in 2012. Three study visits publications rated among the top 10 publication downloads in 2012.

#### 1.2. Career and transitions: CVET, adult and work-based learning

#### ACTIVITY

### Adult learning and transitions

Cedefop directly supported implementation of the renewed European agenda for adult learning and provided continuous advice to the European Commission and its two working groups on quality assurance and financing of adult learning.

Cedefop's study *Adult learning in the workplace: **skill development to promote innovation in enterprises*** <sup>(26)</sup> – published in November – highlights the role that VET and learning-conducive working environments play in fostering enterprises' innovative ability.

<sup>(26)</sup> <http://www.cedefop.europa.eu/EN/publications/20704.aspx> [accessed 7.3.2013].



Findings indicate that participation in continuing vocational education and training – including formal, non-formal and informal learning – might be an equally important or even better predictor of innovation performance than participation in higher education (HE). It follows that VET tends to be underestimated as a core prerequisite for innovative ability and, ultimately, for innovation performance, both in research and in innovation reporting systems and scoreboards. The publication was released for Cedefop's workshop 'Fostering innovation through workplace learning: linking innovation and training policies' (Thessaloniki, 29 November 2012) and key outcomes discussed with EU and national policy-makers, including social partners, researchers and practitioners.

Supporting **integration of young people into the labour market** was a specific focus of Cedefop's activities in 2012 (see Box 2). Cedefop was invited to provide its expertise for intergovernmental cooperation on introducing apprenticeship-type work-based learning. In this connection, contributed to a German initiative on **apprenticeship alliances**, launched on 11 December in Berlin 2012 and where memoranda of cooperation were signed by Germany with six EU Member States – Greece, Italy, Latvia, Portugal, Slovakia and Spain. The keynote speech delivered by Cedefop at the event was highly appreciated and widely cited

in the press. This will lead to more substantial work in 2013 with Cedefop taking over a key role in coordinating the initiative at European level.

Content support was provided to the European Commission in preparing the Council recommendation on **validation of non-formal and informal learning** <sup>(27)</sup>. The recommendation stresses the opportunity provided by national qualifications frameworks for promoting validation, in particular through their emphasis on learning outcomes. Based on the recommendation, Cedefop will support the Commission and Member States in preparing updated European guidelines on validation of non-formal and informal learning. Cedefop's study on use of validation in enterprises, finalised in 2012, shows that a large proportion of the 400 enterprises analysed have established validation systems to assess and record competences. However, hardly any interaction with public validation systems developed in recent years, illustrates problems of coordination between the public and private sectors. The study's final results will be published in 2013 and will feed into update of the European inventory on validation of non-formal and informal learning.

The European year of **active ageing** led to rich debates on learning's role in promoting longer and successful working lives. Cedefop organised a workshop 'Sustaining employability

<sup>(27)</sup> The Council recommendation on validation of non-formal and informal learning was formally adopted on 20 December 2012. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:398:0001:0005:EN:PDF> [accessed 7.3.2013].



through learning' (Brussels, 20 November 2012) during the European Commission's conference 'One step up in later life'. The reference publication *Working and ageing – The benefits of investing in an ageing workforce* (released for the conference) discusses the importance of showing benefits of learning not only for older workers themselves but also for employers, the economy and society. Evidence collected in this publication indicates that the emerging 'silver economy' is increasingly considered a driver of future growth, but for the benefits to be reaped, organisations must develop demographic literacy and stimulate intergenerational learning, and stereotypes about ageing must be overcome <sup>(28)</sup>. Cedefop's ongoing work on **guidance** and its role in active management strategies and in fostering employability of adult immigrants supported these activities and was also the basis for Cedefop's speech at the Cypriot Presidency conference on lifelong guidance (Larnaca, 24 October). Cedefop also continued cooperation with the European lifelong guidance policy network (ELGPN).

**Professional development of trainers in VET** was another focus in 2012. The new Commission's thematic working group – jointly coordinated with Cedefop – focuses on trainers at the workplace, operating in both initial and continuing training, with specific attention to

training needs and provision in SMEs. The first peer learning activity took place in September 2012 in Alkmaar, the Netherlands. Participants took stock of in-company trainers' situations in participating countries and throughout Europe, with specific focus on the competences required.

**Loans for vocational education and training in Europe** <sup>(29)</sup> was published in May. It shows that both design of such **financing** schemes and their objectives varies considerably across European countries: some loans aim to increase participation in learning in general, while others are designed to promote equity.

**Payback clauses** are a legal instrument to encourage companies to invest in training by reducing the fear that trained employees are poached by competitors. The report *Payback clauses in Europe – Supporting company investment in training* <sup>(30)</sup> collects information from representatives of ministries, employers' organisations and trade unions and from company cases to review strengths and weaknesses of the instrument and its implementation, to formulate recommendations for policy and practice.

**Training leave – Policies and practice in Europe** <sup>(31)</sup> provides a review of implementation of training leave instruments in Europe and

<sup>(28)</sup> <http://www.cedefop.europa.eu/EN/publications/20649.aspx> [accessed 7.3.2013].

<sup>(29)</sup> <http://www.cedefop.europa.eu/EN/publications/19857.aspx> [accessed 7.3.2013].

<sup>(30)</sup> <http://www.cedefop.europa.eu/EN/publications/20294.aspx> [accessed 7.3.2013].

<sup>(31)</sup> <http://www.cedefop.europa.eu/EN/publications/20733.aspx> [accessed 7.3.2013].





analyses their performance in eight countries <sup>(32)</sup>. According to the adult education survey, time constraints, conflicting training and work schedules, insufficient resources, and health and age barriers are among the main reasons for not participating in lifelong learning. Accordingly, paid training leave may help to increase participation of adults in VET, as it may help to overcome both time and cost barriers. Training leave may be a particularly attractive incentive during times of economic crisis. It reduces negative effects of decreased demand and helps keep people employed. Cedefop's analysis shows that all instruments that addressed specific target groups are more effective and achieve greater impact.

Building on the above outcomes, the conference 'Adult learning – Spotlight on investment', jointly organised with DG EAC in December, reflected on how raising awareness of economic and social benefits of adult learning, combined with targeted investment and cost-sharing mechanisms may help to increase adult learning in Europe and support stronger participation of groups typically underrepresented in adult learning, such as the low skilled or older workers.

Advice and expertise on financing CVET/adult learning was provided through participation in various expert meetings,

including: World Bank-Poland workshop on adult learning hosted by the Chancellery of Prime Minister of Poland and meetings at the European Parliament, in particular the *working breakfast on the student loan guarantee facility in the framework of the future Erasmus for all*.

Much is known about the economic and social returns to education, but less is known about how various types of education play out in the labour market. Cedefop's report ***From education to working life – The labour market outcomes of VET*** <sup>(33)</sup> – published in September – looks at labour market outcomes for young people in Europe and across countries. Using data from the EU labour force survey (2009), it examines how various levels and orientations of education affect employment prospects, transition to work, job quality and wages. The report argues that VET is more successful than general education at getting individuals into work. However, VET graduates tend to be concentrated in technical occupations and particularly in medium-skill occupations, which are expected to face a net contraction over the medium term. This poses a major challenge and underlines lifelong and work-based learning's role in upskilling the labour force and enabling individuals in medium-skill occupations to anticipate labour market restructuring.

<sup>(32)</sup> Belgium, Denmark, Spain, France, Hungary, the Netherlands, Austria and Poland.

<sup>(33)</sup> <http://www.cedefop.europa.eu/EN/publications/20448.aspx> [accessed 7.3.2013].



## Box 2. Better job opportunities with work-based learning

Recent Cedefop evidence points to success of work-based learning in supporting young people's entry into the labour market. As data show, general medium-level VET graduates (ISCED levels 3 and 4) have better job prospects in the short and medium term than those coming from general education. They also tend to find work slightly more quickly and stay longer in their first jobs. Higher workplace exposure in VET leads to even higher employment chances for young people and better labour market outcomes generally.

Learning at the workplace has several advantages. Specific aspects of workplace learning are difficult to replicate or simulate in school-based learning. Being integrated into the work process, learners can familiarise themselves with requirements of work and use up-to-date equipment. They become accustomed to working with others in a team, receive training in social skills, such as customer relations, and they become part of a community of practice. Several enterprises also give their apprentices or trainees an opportunity to work abroad either in an establishment of the same company or in partner companies. Intergenerational learning can also benefit enterprises. Employers look for the candidate who best matches their requirements, has all the basic and most of the specific skills and who requires little introductory training before becoming operational and productive.

The two-way flow of knowledge and information can therefore help employers identify potential future employees and improve young people's chances of being offered a job.

In several European countries work-based learning has a long tradition. Cedefop's policy analysis shows that developing apprenticeships and other forms of work-based learning is a clear trend in many countries. In several this trend was already evident before 2010. All others have taken or are taking action since then. Such actions may concern new or changed regulations on work-based learning, introduction of new programmes or practical organisation and in several countries these aim at supporting young people 'at risk'.

In December, an initiative for a European alliance for apprenticeship was launched in Berlin. It supports bilateral cooperation on how the dual principle of learning at a VET institution and at a workplace can be introduced in different countries and at different levels of education and training. Cedefop was asked to support the initiative and its coordination. In 2013, Cedefop will also examine public and private costs and financing schemes of work-based learning programmes to help understand better the requirements.





In addition, evidence collected by Cedefop in its research paper ***Sectoral perspectives on benefits of vocational education and training*** <sup>(34)</sup> argues for integrating VET into regional and sectoral growth strategies. Case studies show that training institutions may act as catalysts for developing industrial clusters.

Cedefop's work and expertise under this activity fed into the Danish Presidency conference 'VET-business cooperation promoting new skills, innovation and growth for the future' (Copenhagen, 24 and 25 April). Substantial content input was provided for this conference. In addition to the thematic snapshot on VET-business cooperation (see Section 1.1), Cedefop provided: a keynote speech on matching skills demand and supply, thematic introduction and moderation in three workshops (flexible pathways in VET and validation of non-formal and informal learning; training teachers and trainers with focus on innovation; and reducing early leaving from VET) and participation in the closing panel.

Expertise was also provided to the Commission's thematic working group on **entrepreneurship education**, including written input for the forthcoming policy handbook. A speech was delivered at the Danish Presidency conference 'Entrepreneurship in education and training' (17 to 19 June, Copenhagen and Horsens).

Cedefop's work and expertise in this area also fed directly into the Commission's policy handbook on work-based learning, one EU-level deliverable set out in the Bruges communiqué (Cedefop is a member of the steering group of DG EAC's study on this issue) and the staff working document on VET accompanying the Commission's communication 'Rethinking education', with various written inputs provided on request of the European Commission.

### 1.3. Skills and competence analysis

#### ACTIVITY Skills analysis

The **EU skills panorama** <sup>(35)</sup> is an online tool to improve transparency of data and understanding of current and future skill needs in the EU. The EUSP, launched by the European Commission on 7 December 2012, combines several European and national sources, provides access to skill needs indicators and offers analytical insights into top growing occupations, selected sectors and key skills. Cedefop contributed to developing the EUSP throughout the year, not only by participating in the interinstitutional steering committee (with

<sup>(34)</sup> <http://www.cedefop.europa.eu/EN/publications/19891.aspx> [accessed 7.3.2013].

<sup>(35)</sup> <http://euskills panorama.ec.europa.eu/> [accessed 7.3.2013].



DG EMPL and DG EAC) but also by providing feedback on the project deliverables, transferring and incorporating Cedefop skill forecasts into the EUSP, selecting skills indicators to populate the EUSP web interface; and participating in skills observatories network meetings.

With the briefing note *Europe's skill challenge – Lagging skill demand increases risks of skill mismatch* <sup>(36)</sup> and the publication *Future skills supply and demand in Europe – Forecast 2012*, Cedefop presented its latest EU **skill demand and supply forecast** for 2010-20. The forecast takes account of global economic developments and the latest Eurostat population projections. Although a modest economic recovery is forecast up to 2020, the shift to more skill-intensive jobs and more jobs in services will continue. The forecast also indicates that skill demand will lag behind skill supply and may lead to overqualification in the short term. The Centre's latest forecast results were released at the event 'Skills for the future: announcing results of the latest forecast' organised by Cedefop in March with the European Economic and Social Committee (EESC) and at other stakeholders' events (such as thematic liaison forum on skills and jobs, workshop on sector skills council and the Unesco-Unevoc

conference in Seoul). Data are available in a dedicated interface on Cedefop's website <sup>(37)</sup> and form a key input to the EUSP.

***Skills supply and demand in Europe – Methodological framework*** <sup>(38)</sup> – published in November – reviews Cedefop's methodology for forecasting future skills supply and demand in the EU. *Building on skills forecasts – Comparing methods and applications* <sup>(39)</sup> discusses how Cedefop's forecasting results are used at national level, and what other (innovative) activities are taking place in individual Member States. The publication helps to identify the challenges and offer solutions to skills and labour market forecasting.

The **European employer survey on skill needs** aims to investigate the changing skill needs of enterprises in countries, sectors and occupations, and what drives the differences. The pilot survey carried out in spring 2012 successfully validated the approach chosen by Cedefop to measuring changing skills needs from the employers' perspective of in various occupations and sectors in nine countries. Based on the lessons drawn from the pilot, Cedefop recommended to the European Commission to move forward with a whole EU survey. The survey, to be deployed in 2014, will form a unique source of information on

<sup>(36)</sup> [http://www.cedefop.europa.eu/EN/Files/9068\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/9068_en.pdf) [accessed 7.3.2013].

<sup>(37)</sup> <http://www.cedefop.europa.eu/EN/about-cedefop/projects/forecasting-skill-demand-and-supply/skills-forecasts.aspx> [accessed 7.3.2013].

<sup>(38)</sup> <http://www.cedefop.europa.eu/EN/publications/20612.aspx> [accessed 7.3.2013].

<sup>(39)</sup> <http://www.cedefop.europa.eu/EN/publications/20014.aspx> [accessed 7.3.2013].



### Box 3. The skill mismatch challenge in Europe

Skill mismatch – the discrepancy between the qualifications and skills that individuals possess and those needed by the labour market – negatively affects economic competitiveness and growth, increases unemployment, undermines social inclusion, and generates significant economic and social costs.

The financial and economic crisis has increased unemployment in the EU but, despite that, enterprises in particular regions and sectors cannot meet their labour demand and skill needs. In the fourth quarter of 2011, there were more than six unemployed persons for each available vacancy in Europe, ranging from only two to four unemployed workers per vacancy in Belgium, Germany, Austria and Finland to over 20 unemployed persons per vacancy in Spain and Greece. At the same time, the crisis led to a collapse in demand for low-skilled workers and a greater number of higher educated people taking up jobs that are not commensurate with their skills and competences.

Cedefop's cross-country analysis shows that countries with higher-skill mismatches share some common characteristics. They tend to have lower levels of public investment in education and training, which might reduce their quality and ability to respond to changing labour market needs. They also have lower expenditure on labour market programmes and more rigid and segmented labour markets, as the qualification mismatch predominantly affects younger male workers on non-standard contracts. Young people and immigrants suffer more from overqualification, while ageing workers are more prone to skills obsolescence.

Adaptation of education and training to changing requirements of the world of work by increasing transparency and recognition of skills supply is a prerequisite for preventing current and future labour market imbalances. However, tackling skill mismatch also requires demand-side policies. More growth is needed to create high-skilled jobs for which many young people have trained and acquired qualifications.

dynamics of skill needs in enterprises at European level, covering the whole economy.

In March 2012, the European Commission requested Cedefop to prepare a chapter on current and anticipated **skill mismatch** in the EU for its report on employment and social developments in Europe 2012. The chapter provides not only a summary of Cedefop's previous research on skill mismatch and skill

anticipation but also includes new Cedefop research results on incidence of skill mismatch and determinants of cross-country differences in skill mismatch across EU Member States (see Box 3). Tackling skills mismatch through adequate education and employment policies was also the centre of discussions held at a working dinner with members of the European Parliament in January.



Given high policy relevance of reducing skill mismatch in the current economic downturn and high unemployment, an expert group of leading academics, the OECD and Eurofound was set up by Cedefop to inform a **survey on skills mismatch and obsolescence in Europe**. A first draft questionnaire was presented to the expert group in November. The survey will be pre-tested early 2013 and carried out in all EU Member States by end 2013. Finally, to explore other aspects of skills mismatch, Cedefop carried out desk research and some new empirical analyses on the role of enterprises in generating or mitigating skills mismatch. Results were published in March in the research paper ***Skill mismatch: role of the enterprise*** <sup>(40)</sup> and debated at the workshop 'Skill mismatch and firm dynamics: integrating skills with the world of work', coorganised with the Centre for Research in Employment, Skills and Society (CRESS) of Kingston University <sup>(41)</sup>. The reports makes a strong case for new research on mismatch at enterprise level, focusing on the relationship between human resource policies and mismatch, to continue building the evidence base necessary for developing adequate skills policies in Europe. Cedefop's findings on skill mismatch were also presented at the Cyprus

Presidency event 'Job creation and youth employment: developing sustainable youth employment policies in an era of fiscal constraints' in October.

As qualification levels of Europe's workforce are increasing, one challenge is to prevent high-level skills from going to waste. Maintaining and developing them is important for Europe's competitiveness. Skill obsolescence concerns not only unemployed people, but also those in work, older workers and 'prime-age' workers with 20 to 30 years of working life ahead of them. ***Preventing skill obsolescence*** <sup>(42)</sup> – a briefing note released in September on the findings of Cedefop's pilot survey in four countries – discusses the negative consequences of obsolescence on enterprises productivity, as well as employees' job satisfaction and career prospects. The pilot survey showed that on average 16% of workers believe their skills have become outdated in the past two years due to technological developments or structural reorganisation. Survey results also indicate that job design and learning are important factors in alleviating obsolescence.

The research paper ***Green skills and environmental awareness in vocational education and training*** <sup>(43)</sup> examines trends in

<sup>(40)</sup> <http://www.cedefop.europa.eu/EN/publications/19658.aspx> [accessed 7.3.2013].

<sup>(41)</sup> Conference conclusions are available at <http://www.cedefop.europa.eu/EN/events/19151.aspx> [accessed 7.3.2013].

<sup>(42)</sup> Full title: Preventing skill obsolescence: rapid labour market changes leave too many workers at risk of losing their skills.

<sup>(43)</sup> [http://www.cedefop.europa.eu/EN/Files/5524\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5524_en.pdf) [accessed 7.3.2013].



employment, skill needs and training provision for selected occupations likely to be affected by development of a low-carbon and resource-efficient economy. While pointing to positive providers' and employers' attitudes towards development of the green economy, the report also reveals a fragmented picture of both policy coordination and stakeholders' cooperation. Policy-makers, including social partners, and training providers need to work more closely together to ensure a consistent policy and institutional framework, improve recognition of green skills and promote careers in some target occupations. Findings of the publication were disseminated at the Cedefop/OECD green forum in February, with a briefing note *A strategy for green skills* <sup>(44)</sup> and several press releases <sup>(45)</sup>. Further, to foster synergy across international organisations and build on ongoing work, Cedefop – in cooperation with Unevoc, OECD, ILO, ETF and other international agencies – set up a coordination body '**Greening TVET and skills development**'. The second meeting took place in Bonn at the international forum on the role of networks in transforming TVET for a sustainable future organised by Unesco-Unevoc. Results from Cedefop's work on skill needs resulting from

sectoral and occupational developments were presented at different high-level events, including: Unesco-Unevoc international forum on transforming TVET for a sustainable future <sup>(46)</sup>; new skills for a European bioeconomy <sup>(47)</sup>; and a conference on labour market participation of people with intellectual impairment, held at the European Economic and Social Committee's premises <sup>(48)</sup>.

Cedefop also engaged in a joint venture with ILO and ETF to publish series of guides on skills anticipation and matching. The first guides, to appear in 2013, cover skills mismatch analysis, macro-level anticipation and anticipation and matching at sectoral level.

Cedefop was invited to join the **Global Agenda Council on Employment of the World Economic Forum**, with OECD, ILO, IMF and leading experts and members of academia. The summit on the global agenda 2012 highlighted high relevance of Cedefop's contribution on anticipating skill needs and researching skill mismatch, topics which will provide input for the World Economic Forum annual meeting in Davos in 2014.

Cedefop is also active locally, putting theory into practice. The Centre provided guidance and expertise to the **municipality of Thessaloniki**

<sup>(44)</sup> [http://www.cedefop.europa.eu/EN/Files/5524\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5524_en.pdf) [accessed 7.3.2013].

<sup>(45)</sup> <http://www.cedefop.europa.eu/EN/news/press-releases.aspx> [accessed 7.3.2013].

<sup>(46)</sup> [http://www.unevoc.unesco.org/fileadmin/user\\_upload/docs/Final\\_Agenda.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/docs/Final_Agenda.pdf) [accessed 7.3.2013].

<sup>(47)</sup> <http://eubioeconomy.teamwork.fr/newskills/programme> [accessed 7.3.2013].

<sup>(48)</sup> <http://www.eesc.europa.eu/?i=portal.en.events-and-activities-excluded-or-included> [accessed 7.3.2013].



for its initiative to create a **regional skills anticipation monitoring tool**. It advised on terms of reference for a study better to inform curriculum design by anticipating future skill needs in the local economy and sits on the employment and lifelong learning committee consisting of the municipality and local stakeholders.

#### 1.4. Communication, information, and dissemination

##### ACTIVITY

##### External communication

Being an open and authoritative source of information on vocational education and training, Cedefop's external communication activity aims to raise VET's profile by disseminating effectively clear, reliable and timely information and results of VET research, to its key stakeholders: policy-makers at European and national levels, social partners, researchers and practitioners.

Focusing on specific information needs of its various target groups the Centre published in 2012 10 issues of Cedefop's electronic newsletter, 16 press releases and seven

multilingual briefing notes, supporting major conferences, events and publications. The briefing notes, published in seven languages, achieved more than 22 000 downloads in 2012. They covered the following topics: 'From concept to practice – implementing the European training agenda', 'A strategy for green skills', 'Europe's skill challenge', 'Europass 2005-20: achievements and prospects', 'Preventing skill obsolescence', 'Qualifications frameworks in Europe: an instrument for transparency and change' and 'Permeable education and training systems: reducing barriers and increasing opportunity' <sup>(49)</sup>. Targeting the broader public Cedefop's media coverage recorded 525 press clippings which well surpassed the 381 of 2011 (37.8% increase).

Positive development of the download figures indicates that Cedefop's web portal ([www.cedefop.europa.eu](http://www.cedefop.europa.eu)) successfully provided user-friendly access to the Centre's publications and updated information structured by VET theme. Of 860 000 downloads from the Centre's website, 636 000 were publication downloads. Publication downloads increased by about 33% compared to 2011. The number of visits (410 000) and page views (1 200 000) on Cedefop's web portal declined, due to growing importance of social media as information

<sup>(49)</sup> <http://www.cedefop.europa.eu/EN/publications.aspx> [accessed 7.3.2013].





platforms. But Cedefop's social media activities were able to address successfully changing information needs of its audience and recorded remarkable growth: more than 2 700 individuals liked Cedefop's postings on Facebook (+127% compared to 2011) and about 1 300 followed Cedefop on Twitter (+170% compared to 2011), exceeding the target of 20% growth in 2012.

In 2012, Cedefop was also engaged in events to raise awareness of Cedefop's contribution to European VET policy and visibility of the Centre's expertise, in close cooperation with the European Commission, **European Parliament**, Council, Economic and Social Committee, Committee of the Regions, and the host country. Cedefop organised, in cooperation with MEP Elisabeth Morin Chartier, a working dinner on skills mismatch (Brussels, 25 January). The meeting provided an opportunity for a more intensive exchange of views on Cedefop priorities and findings and confirmed that the Centre's work is valuable and useful for key EU policy-makers.

An information day was organised in cooperation with the International Hellenic University Thessaloniki (4 April) and responded to specific information needs of young academics in Greece. Cedefop also reached out to the education and training community of its host city and region, with an event on qualifications and their role in decentralisation of VET governance, organised in cooperation with the Municipality of Thessaloniki and the Regional Directorate for Education (Thessaloniki, 22 November).

Cedefop further contributed to local and national events involving the VET community by participating as keynote speaker at various events hosted by local universities (such as International Hellenic University and Aristotle University of Thessaloniki) and at a high-profile national event organised by the American-Hellenic chamber of commerce on the labour market contribution to economic growth (Athens, November). Cedefop also contributed to other national events during the year of active ageing and provided substantial advice and expertise to the Greek NQF high-level committee.

In total, Cedefop organised 150 meetings attended by 2 508 participants of which 125 took place in Thessaloniki (1 598 participants).

#### ACTIVITY

### Documentation and information

Cedefop provides much of its information upon request. More than 710 VET-related questions were processed by Cedefop in 2012 through its 'Ask the VET expert' service.

Cedefop's digital bibliographical database on VET (VET-Bib) continues to be the most comprehensive source of bibliographical material in Europe with over 83 000 records at end 2012. More than 4 600 records were added during 2012.

Cedefop's contacts database is a centralised repository of accurate and up-to-date contact information that supports Cedefop's



communication activities. It contains contact details of over 5 770 individuals and 2 904 institutions in all relevant VET fields. In 2012, the software was upgraded, the database was improved and use by Cedefop's research areas increased.

Major events at European level are monitored and information is forwarded to online communication channels. Targeted dissemination of Cedefop's key publications is ensured through libraries of other EU stakeholders, such as the European Parliament, Commission, Council, Economic and Social Committee, Committee of the Regions and European agencies.

#### ACTIVITY

### **Publications and content management**

The publication service was continuously refined to deliver high-quality hard-copy and online material presented clearly in a user-friendly way, in formats appropriate for its various multilingual target audiences and major stakeholders.

According to Cedefop's communication policy, most publications were produced in electronic format (online research and working papers), followed by a limited number of printed flagship publications (including printed flyers and brochures). By end December 2012, 32 manuscripts had been edited and/or translated: about 3 657 pages went for English editing, a total of 2 387 pages were translated, mainly from English to French and German.

Following a successful e-book pilot project in 2011, all electronic publications (working papers, research papers and briefing notes) published by Cedefop in 2012 were produced as e-books. In 2012, 12 publications and seven briefing notes (in seven languages) were made available as e-pub files, a format for reading Cedefop publications on mobile devices such as tablet PCs, e-book readers or even smart phones in a very user-friendly way.

Despite a 33% increase in publication downloads, dissemination of hard copies is still substantial: more than 27 000 printed publications and 90 000 flyers were distributed at events, shipped on order or disseminated via stakeholder mailing lists. An additional 6 500 books and 11 000 flyers were disseminated in electronic format using USB sticks. There was also continuous demand for translation licensing of Cedefop publications. The most popular theme was developing lifelong learning.

### 1.5. **Management, resources and internal controls**

Following the second unfruitful procedure to recruit a new Director, new organisational changes were introduced in 2012 and an acting Deputy Director appointed. The procedure was relaunched and a new Director is expected to be appointed in September 2013.





Cedefop reached a budget execution of 99.7% <sup>(50)</sup> (99.2% in 2011) with the EU subsidy and Norway and Iceland 2012 contributions both implemented at 99.7%. The target agreed with the European Court of Auditors (ECA) for use of contributions from Norway and Iceland was fully reached.

The Centre's establishment plan was filled by 97% (96% in 2011) (on 31 December 2012, 92 posts were filled and six post offers were sent of a total of 101 posts).

Following a survey of the childcare needs of staff members, a decision was taken to close the **day care centre** and continue financial support for staff members with pre-school children.

In response to a recommendation from the Internal Audit Service (IAS) concerning an ethics audit, a comprehensive **staff survey** was launched in early December 2012. The concept and questions for the survey were developed in cooperation with the Staff Committee. The areas covered by the survey include: staff satisfaction, working conditions, procedures, management and quality of services. The survey's results will be published in 2013 and will provide the basis for identifying areas for improvement.

Efficiency and effectiveness of support services further increased in 2012. For instance, using Cedefop's payment automation system

(PAME), the average time taken to pay invoices fell below 15 days from an average of 19 days in 2011, a result already substantially below the EC financial regulation target of 30 days.

The most important **ICT projects** concerned operational activities and were: a web tool on skill forecasts (launched in March 2012); the European skills passport and revamp of the Europass CV (launched in December 2012); and improved processing of large statistical data.

Overall, risks identified as critical and probable for 2012 were well controlled <sup>(51)</sup>. The 2012 report of the **Court of Auditors** (on the financial year 2011) gave Cedefop a clean bill of health and confirmed legality and regularity of transactions in the Centre's annual accounts. The Court's remarks concerned high carryover in Title 2, high number of transfers and delays in paying ReferNet grants. Cedefop took good note of the remarks and is already taking the necessary measures to address them.

The **Internal Audit Service's** (IAS) follow-up report on the audit on open recommendations and the annual internal audit report for 2011 confirmed that on 31 December 2011 no very important or critical recommendations were open. The IAS acknowledged progress in implementing recommendations of past audits.

<sup>(50)</sup> Without the BRS (supplementary and amending budget), adopted by the Governing Board on 20 December 2012.

<sup>(51)</sup> The *Annual activity report 2012* to be published in June 2013 will contain more detailed follow-up of the risk management plan 2012.



The two important remaining open recommendations from the ethics audit (implementing rules and awareness-raising for new initiatives – staff survey) were closed by December 2012.

An audit on 'budgeting and budget execution monitoring' was performed by IAS in June 2012. The final report and related action plan were finalised in November 2012. The report confirms that the Centre's internal control system provides reasonable assurance on achievement of the objectives set up for budgeting and budget execution monitoring. The report contains 13 recommendations (two very important and 11 important). The two very important recommendations are: a specific financing decision to be included in the Centre's annual work programme (this recommendation has already been completed and sent to IAS for review); and reevaluation of the migration from Fibus to ABAC through a new study to be launched (study to be completed by November 2013). From the 11 important recommendations contained in the

report, three were already completed and sent to IAS for review by end 2012.

The audit report also pointed to good practices. These included: Cedefop's **performance measurement system (PMS)** and the detailed progress report on implementation of Cedefop's work programme discussed with the Enlarged Bureau of the Governing Board in October of each year.

The **building repairs** were not completed as planned in 2012. Planned complementary works such as painting the building, upgrading conference equipment and completion of installation of the new access control system, were also significantly delayed.

As part of implementation of Cedefop's **internal control standards** and following the policy statement published to all staff in 2011, assessment of business risks and impact of potential emergencies was carried out to conclude a comprehensive business continuity plan (BCP, ICS 10). Conclusions of the assessment were formalised and the action plan approved.

## 2. Monitoring performance and assessing implementation of the 2012 work programme by medium-term priority, activity and project

### 2.1. Cedefop's performance in 2012

Both quantitative and qualitative results are used to understand how Cedefop's work is being used, by whom and its effect. Regular analysis of these results helps to identify strengths and weaknesses, and supports decision-making in a process of continuous improvement.

#### Key findings

Evaluation of results for 2012 indicates:

- performance improvements in most areas of work compared to previous years, greater effectiveness and efficiency, and continued relevance to the European policy agenda;
- Cedefop's expertise is increasingly sought and valued by its stakeholders, shown in particular by citations in EU policy documents, as well as by international organisations, indicating confidence in the soundness of Cedefop's work;
- increasing volume and diversity of media-reach with strong social media improvements, helped to raise awareness among citizens;
- growing demand for Cedefop's online and hard copy research and analyses;
- increased efficiency in core administrative support and effective allocation of resources.

A quantitative summary of the indicators for Cedefop's performance measurement system (PMS) for January to December 2012 is provided in Annex VII.

### Progress in 2012: performance highlights

Assessed from the stakeholders' perspective, Cedefop focuses on the following results: providing policy advice, generating new insights and raising awareness of VET issues.

#### PROVIDING POLICY ADVICE

Research and advice from Cedefop is used in many EU policy documents. Its work was cited or referred to in 169 EU policy documents in 2012 - a considerable increase over 2011. Key policy user in 2012 was the European Commission with more than 100 documents. As in previous years, the European Parliament, Business Europe, the European Economic and Social Committee (EESC) as well as other European organisations made use of Cedefop's work. Several documents expressly acknowledge the value of results prepared by the Centre and some make extensive use of the outcomes in their analyses and conclusions. For example: the European Commission's studies on apprenticeship and traineeship; the European Parliament's report on the EQF or the EESC drawing on Cedefop's research for opinions on youth employment, technical skills and mobility, as well as on VET being an attractive alternative to higher education. Cedefop's cooperation with the European Parliament in 2012, lead to organisation of two joint seminars, on skill mismatch and student loan guarantees, as part of the new YES (youth, education and sport) programme for 2014-20. This also extends to supporting social partners,



for example through Cedefop's cooperation with the EESC as well as direct impact in social partners' policy documents.

In addition, international organisations cited Cedefop's work in 68 policy documents in 2012. Cedefop is frequently approached by major international organisations to provide input and contribute to joint work, including the ILO, Unesco/Unevoc, World Economic Forum, BMW foundation (Munich economic summit) and the Bertelsmann foundation. Cedefop is part of an interagency coordination body in cooperation with Unevoc, OECD, ILO, ETF, and other international organisations on 'greening TVET and skills development'.

Cedefop also participated in EU expert working groups or Presidency events to provide advice and support debate. These are not singular events but Cedefop's support was required 158 times in 2012. In more than 40% of cases Cedefop supported Commission expert groups, working groups and clusters, in particular on common European tools, qualifications and learning outcomes. Additional policy advice was provided through written contributions, particularly to support implementation of common European tools, qualifications and learning outcomes. Examples include: input to preparation of the Council recommendation on validation of non-formal and informal learning; and analytical work on national referencing processes. Written contributions to a range of different EU policy documents include: 'Vocational education and training for better skills, growth and jobs', 'Assessment of

key competences in initial education and training: policy guidance', accompanying the Commission communication 'Rethinking education: investing in skills for better socioeconomic outcomes' and the Commission staff working document 'Employment potential of personal and household services'.

### **GENERATING NEW INSIGHTS**

Demand for and consultation of Cedefop publications continued to grow in 2012. Increasing by more than 30% compared to 2011, key user interest focused on the study visits programme (53% of downloads for 2012 publications), results of the skills forecast and work on career guidance and terminology. A 30% rise in downloads of briefing notes indicates increasing interest in targeted short format publications. Strong demand for briefing notes is also lifted by their higher accessibility: English language versions account for one third of all demand, while around 60% come from French, Italian, Greek, German and, especially, Spanish language versions.

Launch of the new e-book format to provide easy viewing on tablets and smartphones shows positive results and represents close to 10% of total downloads for publications released in both pdf and e-book formats.

Citations of Cedefop publications and studies in academic literature increased by 9% in 2011-12 compared to the two previous years demonstrating once more the Centre's capacity to generate new knowledge and insight on



vocational education and training. Most frequently quoted subjects relate to work on the shift to learning outcomes and skills demand and supply.

### **RAISING AWARENESS AMONG STAKEHOLDERS**

Responding to changing user behaviour towards content, media and messages, Cedefop saw significant growth in demand for its Facebook and Twitter social media activities, with the annual 2012 target achieved in a little over six months. Thus, a shift towards short, targeted messages has helped disseminate publications and other Cedefop results. In parallel, interest in content on the Cedefop website remained important, but overall visits to the website have declined as a result of the social media transition and more e-mail campaigns that link directly to publications (pdf). The number of returning visitors has increased slightly compared to 2011 (by 4%). Demand remained strong for Cedefop expertise at conferences and events organised by other organisations. Although participation is lower overall than in 2011, budgetary constraints required Cedefop to prioritise events at which a formal contribution (such as key note speeches, presentations, papers) was delivered, which now account for around 85% of such events. Where meeting formats allow, greater emphasis was placed on video conferences (including providing policy advice to key stakeholders) using video-conferencing technology, Skype

and Lync. Skype was also experimentally used in recruitment procedures for interviews with satisfactory results.

At 6% of 2 500 people overall, social partner representatives' participation in study visits, as one of Cedefop's main target groups, remained stable. They shared with other participants a high satisfaction rate of 93% for their participation in the 215 study visits organised in the previous academic year.

Varied use of communication channels (such as web, social media, newsletters, mailouts using the contacts database) has generated positive results. Qualitative analysis of policy documents shows that members of the European Parliament (MEPs) have increasingly used Cedefop analyses, such as statistics of the month series. Briefing notes are disseminated regularly to policy-makers including the social partners.

Quality of Cedefop events is high and getting better. Participants rating events as good or very good increased from 90.3% in 2009 to 94% in 2012, with events linked to supporting modernisation of VET systems perceived to be of very high quality in particular.

### **RAISING AWARENESS AMONG CITIZENS**

Cedefop messages are reaching the wider public more and more, as indicated by media coverage which increased to around 525 articles from 381 in 2011, a considerable rise of 38%. As expected, this is partly linked to update of the skills forecast, which generates a high level of





interest and puts media coverage more on a par with results from 2010, when the last major update of the forecast took place. However, further analytical reflections in the statistics of the month series on effects of the crisis for young people, underemployed, and NEETs (not in education, employment or training) have contributed to broader media (including television) coverage of education and the labour market in Europe.

Cedefop continued to reach out to the wider local VET community via institutional networks of the Municipality of Thessaloniki and the Regional Directorate for Education providing technical advice on decentralisation of VET provided for by recent legislation, especially on skills forecasts at local level and role of qualifications in the labour market. The two events Cedefop organised in 2012 attracted many participants reflecting a high level of interest among the local VET community. Satisfaction with quality reached over 90% levels.

Building on 2011 results, a further diversification of media interest continued beyond Greece, in particular in Spain, but also in Germany, Italy, Hungary, Austria and the UK. This reflects Cedefop's efforts to provide more nationally-relevant information, where possible, and to provide texts in a media-friendly format.

Europass continues to be a success story with high levels of use among Europe's citizens. Eight years after its launch it continues to receive an increased number of visits (over 14.8 million in 2012) showing an average growth of 21% in the past three years. It is expected that

the new CV template developed in 2012 along with a new, more user-friendly online version and the European skills passport, will increase the already massive number of 24.7 million documents completed online.

#### **EFFICIENT AND EFFECTIVE SUPPORT**

Using Cedefop's Fibus system, the time taken to pay invoices has fallen to 14 days from an average of 19 in 2011, a result already substantially below the EC financial regulation target of 30 days.

Overall budget execution of the 2012 EU subsidy as well as the Norway and Iceland 2012 funds reached 99.7%, and continued a high level of budget execution for the third consecutive year. The target agreed with the European Court of Auditors (ECA) for use of contributions from Norway and Iceland from previous years was met.

Results of a comprehensive staff survey started in December 2012 will be published in 2013. It is expected that results will help to identify areas for further improvement



Table 1. **Work programme 2012 logical framework: projects, activities and medium-term priorities 2012-14**

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

## 2.2. Monitoring implementation of the work programme 2012 by medium-term priority, activity and project

### MEDIUM-TERM PRIORITY

#### **SUPPORTING MODERNISATION OF VET SYSTEMS**

##### **Activity: Policy analysis and reporting**

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

#### **Desired impact**

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

**Corresponding ABB activity:** Policy analysis



### Principal activity outcomes

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

- Evidence of progress in implementing the 2011-14 short-term deliverables of the Bruges communiqué and related strategic policies' objectives
- Trends in 'VET-business cooperation' and 'Permeability, higher level VET and mobility' in line with the 2012 semester themes
- Factors and determinants of IVET attractiveness, innovative and effective policies to raise participation in IVET
- Barriers to VET learners' mobility and countries' strategies and initiatives to overcome them
- Key features of national VET systems

### Outcome indicators

(with reference to Cedefop's performance measurement system)

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#### Policy advice

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

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#### New knowledge

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

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#### Raising awareness

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

### Activity: Policy analysis and reporting – Progress 2012

Work focused on analysing national progress in implementing the 22 short-term deliverables agreed in the Bruges communiqué. Outcomes were discussed at the October DGVTs meeting under the Cypriot Presidency. In parallel, a policy review on VET attractiveness in EU Member States progressed and a study on the conditions to increase VET learners' mobility was finalised (publication in 2013).

To meet the European Commission's demand for systematic country-based analysis of VET developments needed for the European semester, Cedefop refocused and reprioritised work. One example is introduction of *Spotlights on VET* for all countries as part of the ReferNet 2012 deliverables, instead of limiting their production to EU Presidency countries.

Cedefop provided advice and expertise to the Danish and Cypriot Presidencies through dedicated publications on each country's VET system, thematic snapshots on 'VET-business cooperation promoting new skills, innovation and growth for the future' and 'Permeable education and training systems: reducing barriers and increasing opportunity' and presentations at several Presidency events and conferences. Cedefop also brought expertise to several working groups and/or task forces on learning mobility, statistical surveys on VET and skills and revision of the ISCED.

Despite some adjustments to focus or timing of delivery of outputs to improve quality and align better deliverables with policy needs, work progressed as planned.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 25 meetings of senior stakeholders and Presidency events and 17 other events.

## Project 1. Policy reporting

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

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

## Project 1. Policy reporting – Progress on outputs 2012

For its interim review of progress on the short-term deliverables of the Bruges communiqué, Cedefop devised a questionnaire to ReferNet (January) to collect information on progress in 14 of 22 deliverables. ReferNet's replies were analysed in parallel with information from Cedefop's monitoring of the European tools and principles and other sources. Data and evidence from earlier policy and country reports were collated to have a strong basis for analysing progress.

As a result of this comprehensive analysis, 32 country fiches and a report were prepared. The country fiches were sent to Directors General for VET (DGVT) in September for validation. Following individual country's feedback, all fiches were finalised in December. Cooperation with ETF aimed to agree on a common approach to country fiches and on how to include information on candidate countries in the synthesis.

A draft synthesis report outlining state of play and progress since 2010 towards the short-term deliverables was prepared for the DGVT meeting in October. This involved selecting statistical data and developing indicators and illustrating particular developments in countries with examples of policy initiatives and actions. Cedefop's synthesis report was revised based on feedback from DGVTs and the European Commission and published online in December (<http://www.cedefop.europa.eu/EN/publications/20814.aspx>).

Findings of this report were taken up in the European Commission's staff working document 'Vocational education and training for better skills, growth and jobs' (SWD 2012 315 final) which accompanies its communication 'Rethinking education: investing in skills for better socioeconomic outcomes' (NEW ACTIVITY).

Cedefop's contributions to the DGVT meeting organised under the Danish Presidency (Copenhagen, April) comprised a thematic snapshot on VET-business cooperation. At the DGVT meeting organised under the Cypriot Presidency (Nicosia, October), Cedefop presented outcomes of its review of policy progress under the Copenhagen process as well as a briefing note on permeability in education and training (<http://www.cedefop.europa.eu/EN/publications/20510.aspx>). (Draft) outcomes of Cedefop's review of policy progress were also presented at ACVT meetings (June and November). On the latter issue, continued discussions also took place with the Copenhagen working group.

Work started on guidelines for ReferNet partners' report on measures taken as follow-up to country-specific recommendations under the European semester (NEW ACTIVITY). Information provided biannually by ReferNet will be included in each country fiche.

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

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

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

## Project 2. [Statistics and indicators – Progress on outputs 2012](#)

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Advice and expertise on statistics' and indicators' development was provided through participation in various meetings, task forces and expert groups, including: learning mobility (Eurostat); continuing vocational training survey – CVTS (Eurostat); adult skills (EC-DG EAC); revision of classification of ISCED fields of education (Unesco-UIS); INES-LSO network on labour and social outcomes of learning (OECD); revision of the Unesco-OECD-Eurostat data collection on education and training programmes (Eurostat). In most cases, written contributions were provided.

Statistics of the month have been regularly published in the form of short online articles focusing on issues of high policy interest (<http://www.cedefop.europa.eu/EN/statistics-and-indicators/2239.aspx>). Nine articles were published in 2012: *Labour market prospects deteriorate for early leavers from education and training*; *A head start for young people with vocational education*; *ICT skill levels on the rise*; *Does VET contribute to raising tertiary educational attainment?*; *Young people with a migrant background at greater risk of leaving education and training early*; *Rising*

*unemployment hits low-skilled adults the hardest; Lifelong learning for adults with a low level of education: any recent progress?; The green side of innovation; Crisis pushes young people towards involuntary part-time jobs.*

These articles have been frequently cited by media (three ‘Statistics of the month’ are among the top 10 issues covered by media in 2012). Other data and indicators on VET are regularly updated and available online (<http://www.cedefop.europa.eu/EN/statistics-and-indicators/browse-by-topic.aspx>).

Continuous statistical support was provided to Cedefop’s staff. This included exploiting labour force survey (LFS) micro-data to prepare an innovative statistical analysis on skill mismatch for Cedefop’s input to DG Employment’s report on employment and social development in Europe (NEW ACTIVITY) and provision of statistical data to populate VET in Europe country reports and spotlights.

An analysis of the continuing vocational training and adult education surveys was launched to examine the extent, access, patterns, structure, governance, outcomes and financing of job-related learning and continuing vocational training in enterprises and among the adult population.

Methodological work was finalised to develop a policy-aligned VET statistical review and indicators. *Inter alia*, a list of 31 indicators was organised into three broad themes: (a) access, attractiveness and flexibility; (b) skills development and labour market relevance; (c) transitions and employment trends.

### Project 3. Policy analysis – Attractiveness and mobility

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

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

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

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

### Project 3. Policy analysis, attractiveness and mobility – Progress on outputs 2012

The briefing note on IVET attractiveness was cancelled (CHANGE) as priority was given to other policy topics.

To support economies of scale, the decision was taken to organise only one workshop on IVET attractiveness which also included learner's mobility (CHANGE). The workshop took place on 9 and 10 October and was jointly organised with the European Commission and EESC. Preliminary findings of analysis of IVET attractiveness in all EU countries, including outcomes of the stakeholders survey, were debated with around 50 participants representing the European Commission, other European institutions, national policy-makers, researchers, VET providers and other relevant stakeholder groups. Workshop documents are available at: <http://events.cedefop.europa.eu/vet-policy2012/>

Information on factors and drivers of attractiveness of VET in Europe was also provided to the November ACVT meeting and preliminary findings presented at the Presidency conference on special needs education in VET in Cyprus.

The working paper on learning mobility which includes information from ReferNet as well as other studies was finalised and will be published in 2013.

### Project 4. Describing VET systems

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

Principal outputs 2012	Timing/frequency
Publication: Short descriptions of VET in Denmark (booklet)	April 2012
Publication: Short descriptions of VET in Cyprus (booklet)	October 2012
Publication: 29 online country reports in html and pdf format	Ongoing

### Project 4. Describing VET systems – Progress on outputs 2012

Two Short descriptions of *VET in Denmark* and *in Cyprus* (<http://www.cedefop.europa.eu/EN/publications/19787.aspx>; <http://www.cedefop.europa.eu/EN/publications/20281.aspx>) and two *Spotlights on VET* (<http://www.cedefop.europa.eu/EN/publications/19789.aspx>; <http://www.cedefop.europa.eu/EN/publications/20401.aspx>) were published in time for the DGVT meetings under the Danish (April) and Cypriot (October) Presidencies.

Some 27 ReferNet country reports (from ReferNet work programme 2011) were published online in pdf-format (no submissions from Greece and Luxembourg); 24 reports were also published in html-format in the *VET in Europe database* (Denmark and the Netherlands could not be published in html as their content structure was different to that of the online database; Ireland submitted the report too

late). Publication of the 2012 country reports started in December, after completion of the quality assurance process in Cedefop, and will be finalised early 2013.

Work on revision of the reporting structure to describe national VET systems was completed in June, with support of the joint working group with ReferNet. New guidelines and structure for the 'VET in Europe – Country reports', accompanied by quality criteria to assess and benchmark reports by ReferNet, guided the 2012 country report work processes.

To contribute to preparation of country fiches on VET for the European semester, work on articles was suspended for 2012. Instead, each ReferNet partner delivered a *Spotlight on VET* by end 2012 (CHANGE).

## Project 5. ReferNet

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

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

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



## Project 5. ReferNet – Progress on outputs 2012

ReferNet will count one partner institution for each Member State, Norway and Iceland from January 2013 (Spain joined the network in April 2012 and Ireland will join in January 2013). ReferNet's 10-year anniversary was celebrated in 2012.

National policy reporting questionnaires were delivered in May (Greece did not submit and Ireland was not part of the network) and VET in Europe country reports in November. See also Projects 1 and 4 above.

Some 50 national news items on VET were submitted by ReferNet, edited and published on Cedefop's website (<http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/refernet-national-news-on-vet.aspx>).

Evaluation of national ReferNet websites took place in September with two thirds of the sites assessed as good to excellent.

The plenary meeting took place on 16 and 17 October with representatives from DG EAC, Eurydice and ETF. The meeting focused on policy reporting activities.

Cedefop and ReferNet partners agreed to hold two regional meetings instead of three (CHANGE). To support all partners with the policy reporting questionnaire due on 31 May, both regional meetings took place in March (in Sofia and Den Bosch).

Core group meetings were replaced by working groups with specific mandates (CHANGE). In the first part of 2012, two working groups met on: (a) guidelines, structure and quality criteria for the VET in Europe country reports (see Project 4 above), and (b) visibility of ReferNet deliverables and partnership. These working groups contribute to implementing the action plan that followed the 2010 ReferNet evaluation. In close cooperation with the working group on visibility, and to celebrate the network's 10th anniversary, several actions were launched, including publication of an information flyer on ReferNet, a special issue for the 10-year anniversary event and production of a video clip.

### MEDIUM-TERM PRIORITY

#### SUPPORTING MODERNISATION OF VET SYSTEMS

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

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

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



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

### Desired impact

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

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

### Principal activity outcomes

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

- strengths and limitations of national qualifications frameworks (NQFs) as policy instruments for EQF implementation and national education and training reforms in a lifelong learning perspective;
- transparent and trustworthy referencing of national qualifications levels to the EQF and promote systematic quality assurance of certification processes;
- reliability of learning outcomes-based levels used at national and European levels with particular reference to EQF level 5;
- role of qualifications in governing professions and occupations;
- trends in cooperation between education and training and labour market stakeholders;
- development of ECVET implementation strategies and methodologies for assessing implementation from a comparative perspective;
- role of unitisation and modularisation in VET in supporting implementation of

### Outcome indicators

(with reference to Cedefop's performance measurement system)

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#### Policy advice

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

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#### New knowledge

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

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#### Raised awareness

- Website traffic (broken down by theme and project pages)
- Participation in conferences and events
- Usefulness/satisfaction with Cedefop's conferences and events
- Europass outcomes among citizens (visits, downloads and creation of documents online)
- Media coverage, take-up of articles and press releases

credit arrangements for mobility and lifelong learning;

- implementation of EU tools and principles at national and sectoral levels and increased coherence and synergy between them;
- optimisation of Europass web resources and development of the European skills passport (ESP) to ease validation of learning acquired from mobility within and between Member States;
- improvement of quality culture in training institutions through implementation of internal quality management systems and development of quality approaches to informal learning in SMEs;
- practical implementation of the learning-outcomes approach in defining curricula and renewal of assessment methods in initial VET and links between learning processes and learning outcomes;
- governance patterns and partnerships for permeability in education and training and the need to reduce barriers between higher education and VET.

Policy advice and analytical support provided to:

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

#### Activity: **Common European tools, qualifications and learning outcomes –** Progress on outcomes 2012

Demand for Cedefop's expertise and in-house analytical work increased substantially in 2012. This was linked both to additional tasks requested of Cedefop, especially by the European Commission, and the fact that focus of the current policy framework shifted from policy-making to implementation. Developments in NQF, for example, required much increased analytical work to support systematically Member States in linking their qualifications to the EQF (10 countries in 2012). Similarly, the ESCO project is in full development and this required substantial conceptual work, not only to shape the

qualifications pillar (five concept papers drafted in 2012) but also to develop a terminological structure for cross-sectoral and transversal skills and competences (two concept papers drafted in the same period). For Europass, additional resources were devoted to developing the European skills passport (new project in 2012) and the new Europass document (Europass experience).

In responding to additional requests from the European Commission, the Centre provided extensive written input to several EU policy documents, including: the staff working documents 'Vocational education and training for better skills, growth and jobs' and 'Assessment of key competences in initial education and training: policy guidance', accompanying the communication on rethinking education – investing in skills for better socioeconomic outcomes.

Analytical input was also required to monitor progress achieved by Member States in implementing the European tools, to inform Cedefop's intermediary review of progress to be presented to the October DGVT meeting in Cyprus (see also Project 1 under policy analysis and reporting).

The above additional activities, along with some human resources constraints (unexpected departure of staff and long-term absences), led to some adjustments to planned activities, including refocusing or postponing some of them. On the whole, however, foreseen outputs were delivered as planned.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 67 meetings of senior stakeholders and Presidency events and 17 other events. Some 18 200 publication downloads were recorded (for publications published in 2012) with an average download per publication of 2300.

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

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

Principal outputs 2012	Timing/frequency
Coordination, jointly with the European Commission, of EQF advisory group and its two subgroups (on synergy between qualifications frameworks and recognition for further learning purposes and learning outcomes). Support for the EQF portal steering group	Five advisory group meetings, two to three meetings per subgroup
Publication: International qualifications and the EQF (booklet)	June 2012
Publication: Global NQF developments (coordinated with ETF and Unesco) (working paper)	October 2012
Publication: Analysis and review of NQF developments in European countries (briefing note and working paper)	October/ December 2012
Workshop: Role of qualifications in governing the labour market	September 2012
Input provided to the EQF newsletter (articles)	Two articles

Analytical documents, synthesis, guidance and information material for the EQF advisory group and its subgroups	Ongoing
Advice and expertise provided to the ESCO board and its working groups (especially on the qualifications pillar)	Ongoing (according to DG EAC schedule)
Input provided for presentations at various conferences	Ongoing
Input to monitoring short-term deliverables (Bruges communiqué)	Ongoing

### Project 1. [European qualifications framework \(EQF/NQFs/ESCO\) – Progress on outputs 2012](#)

In 2012, this project required a further increase of analytical capacity from Cedefop.

Cedefop continued to coordinate, jointly with the European Commission, the EQF advisory group (AG) and (co)drafted background documents for its four meetings (23 documents in 2012). To support the referencing process and increase its overall transparency, Cedefop drafted (in cooperation with the Council of Europe) analytical notes on the referencing reports/processes of each country pointing to strengths and weaknesses (comprehensive notes drafted for four countries and analytical feedback for eight countries in 2012).

Cedefop also provided substantial support in co-shaping content of the two peer learning activities (PLAs) organised by the EQF AG. This included carrying out surveys to prepare both PLAs. The first PLA (Prague, 29 February to 1 March) focused on referencing national qualifications at levels 1 and 2 of the EQF. The second (Brussels, 19 and 20 April) focused on referencing qualifications to level 5 of the EQF. Its outcomes fed into preparation of Cedefop's ongoing study on this topic (to be published in 2013).

Linked to the above, Cedefop contributed to the EQF national coordination points' meeting (Brussels, 20 and 21 March) and EQF NCPs and national correspondents of QF-EHEA joint meeting (Mechelen, 6 and 7 November), including preparing background documents and presenting NQF developments in Europe.

To support EQF implementation and ESCO developments, Cedefop published its analysis on international qualifications (<http://www.cedefop.europa.eu/EN/publications/20265.aspx>). The resulting qualifications' typology was taken as a basis for development of the 'data model' of the ESCO qualifications pillar (see below). Outcomes of this analysis were also debated at Cedefop's workshop 'The changing role of qualifications in governing the labour market' (Thessaloniki 27 and 28 September) that gathered around 45 experts, governmental advisers, policy-makers, social partners and practitioners from 17 countries. Workshop documents are available at: <http://www.cedefop.europa.eu/EN/events/20357.aspx>.

To fine-tune its structure and content, and in agreement with ETF and Unesco, a decision was taken to postpone the working paper on global NQF developments to 2013 (CHANGE).

With the above developments, Cedefop finalised its fourth in-house annual report on European NQF developments. The report entered the publication process in December and will be released early 2013 (CHANGE). The briefing note *Qualifications frameworks in Europe: an instrument for transparency and change* was published as planned and distributed to DGVTs for their October meeting ([http://www.cedefop.europa.eu/EN/Files/9071\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/9071_en.pdf)).

Conceptual and analytical support was provided to the ESCO project, in particular on its link to the EQF. In addition to drafting five concept papers on the ESCO qualifications pillar, Cedefop supported

the ESCO board, ESCO maintenance Committee, the cross-sectoral reference group (two papers drafted on categories of cross-sectoral skills) and – to a lesser extent – the sectoral reference groups. The main focus was on development of a data model for the qualifications pillar (see above) and a terminological structure for cross-sectoral and transversal skills and competences.

Cedefop also contributed to several events on EQF/NQF implementation and other European tools organised by national stakeholders (such as Denmark, Greece, Lithuania, Portugal) and EU social partners (such as ETUC conferences in Portugal on 8 and 9 March and in Cyprus on 4 and 5 October).

## Project 2. Quality assurance

This project supports implementation of the EQAVET recommendation adopted in June 2009. In 2012, Cedefop will continue to support the EQAVET steering committee set up by the European Commission, analyse national and sector approaches to quality and support European cooperation between experts and stakeholders on quality in VET.

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

## Project 2. Quality assurance – Progress on outputs 2012

The workshop on the social care sector was cancelled as priority was attached to disseminating outcomes of Cedefop's ongoing work on quality assurance in VET (CHANGE).

Continuous support was provided to the EQAVET steering committee and two EQAVET working groups. Cedefop contributed to one workshop held at the EQAVET annual forum (Elsinore, Denmark, 29 and 30 March) and to two EQAVET information seminars for national reference points (Athens, 10 and 11 May and Paris, 27 and 28 September). Cedefop also provided input for the EQAVET work programme 2013-15 which gives special emphasis to implementation of the EQAVET recommendation and its 2015 deadline.

Cedefop organised an expert workshop (Brussels, 19 and 20 July) to discuss preliminary findings of the ongoing study on 'management approaches to establishing a quality culture within VET institutions'. The study's interim findings were presented at the EQAVET steering committee, the EQAVET national reference points' meeting and the thematic group on quality in adult learning.

Analytical input was required to monitor progress achieved by Member States in implementing the EQAVET recommendation in relation to short-term deliverable 3 of the Bruges communique (Implementation of EQAVET recommendation). Country fiches were compiled and an analysis drafted for inclusion in Cedefop's policy reporting (see Project 1 under policy analysis and reporting).

Cedefop's e-community on quality assurance on VET was continuously updated and enriched to stimulate dialogue and sharing expertise.

### Articles published:

- George Kostakis (2012), Reporting progress on the Bruges communiqué: quality assurance at the core of Europe's vision for VET. *EQAVET newsletter* (December).  
[http://www.eqavet.eu/Libraries/Newsletters/EN\\_EQAVET\\_NEWSLETTER\\_Issue\\_06.sflb.ashx](http://www.eqavet.eu/Libraries/Newsletters/EN_EQAVET_NEWSLETTER_Issue_06.sflb.ashx)

### Project 3. [Qualifications/ learning outcomes/ permeability](#)

This project aims to demonstrate the critical and changing role played by qualifications in education and training systems, and in sustaining learning pathways in the labour market. In 2012, work will focus on: (a) how to apply the learning-outcomes approach to curricula and assessment methods; (b) how education and training and labour market stakeholders cooperate on the (re)definition and renewal of qualifications and standards; and (c) how the relationship between VET and higher education influences permeability of education and training systems and their labour market relevance. Working papers will be drafted on the following issues: learning outcomes impact on teaching practices and key competences in white and green jobs.

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

### Project 3. [Qualifications/learning outcomes/permeability – Progress on outputs 2012](#)

Cedefop's workshop on 'sustaining permeability, implementing mechanisms, testing credits' took place in Brussels on 23 and 24 January (<http://www.cedefop.europa.eu/EN/events/19155.aspx>).

Cedefop's third international Workshop on 'curriculum innovation and reform: changing assessment to improve learning outcomes' took place on 26 and 27 April in Thessaloniki. It gathered 45 researchers, government advisers, policy-makers, social partners and practitioners from 26 countries and representatives from four European and international organisations (<http://www.cedefop.europa.eu/en/events/19351.aspx>).



The reference publication on permeability in VET was cancelled due to insufficient added value to become a stand-alone publication. Findings will be used as relevant in other Cedefop publications, especially in relation to NQF developments (CHANGE). Findings were used to prepare a briefing note *Permeable education and training systems: reducing barriers and increasing opportunity* available for the October DGVTs meeting under the Cypriot Presidency (<http://www.cedefop.europa.eu/EN/publications/20510.aspx>).

The research paper on assessing learning outcomes in VET was cancelled due to poor quality of the final deliverable. Instead, a briefing note and a working document on aligning curriculum and assessment policies and practices will be drafted in-house and published in 2013 (CHANGE).

The research paper *Curriculum reform in Europe: impact of learning outcomes* was published as planned (<http://www.cedefop.europa.eu/EN/publications/20816.aspx>).

Coordination support and analytical documents were provided for the learning outcomes group (LOG) of the EQF advisory group and its peer learning activities (see EQF project).

Expertise and advice were provided for the Commission's thematic working group on assessment of key competences and several written inputs for the Commission's staff working document *Assessment of key competences in initial education and training: policy guidance and Literature review, glossary and examples* accompanying the Commission's communication *Rethinking education – Investing in skills for better socioeconomic outcomes*.

Expertise and advice were also provided to the Commission's thematic working group (TWG) on early school leaving set up in December 2011 (NEW ACTIVITY). Cedefop contributed to the TWG work programme and its 2012 meetings (Brussels, 2 March, 24 and 25 May and 8 and 9 November), provided substantial support in shaping content of the PLA on developing a comprehensive approach to fight ESL (the Netherlands, 9 to 12 September) and drafted a background paper on 'curriculum change as a protective shield to early school-leaving'. At the Commission's request, as of next year, Cedefop will coordinate VET-related activities to be undertaken by this working group.

Cedefop also supported the thematic working group on entrepreneurship education by contributing to its 2012 meetings (January and May) and to preparation of a Commission policy handbook planned for June 2013. Cedefop supported design of a learning-outcomes approach to entrepreneurship education, and tools for measuring entrepreneurship education (NEW ACTIVITY). Cedefop also delivered a speech and moderated a workshop at the Danish Presidency conference on entrepreneurship in education and training (17 to 19 June, Copenhagen and Horsens)

Under this project, Cedefop contributed to several EU and international events, including: the 'international conference on reducing early school leaving: efficient and effective policies in Europe' organised by the Commission (Brussels, 1 and 2 March) and the international conference 'Recognising prior learning in adult learning and skills development: a key to lifelong learning' (New Dehli, 29 June).

#### Articles published:

- Irene Psifidou (2012), Curriculum development and learner assessment: seamless or inconsistent VET policies? In *XXV comparative education society in Europe conference*, 18-21 June, Salamanca, Spain (<http://cese2012.org/en/welcome.html>).
- Irene Psifidou (2012), Innovación Curricular para la Formación Profesional en Europa: el Enfoque Basado en los Resultados de Aprendizaje In *Congreso Internacional Multidisciplinar de Investigación Educativa*, 5 y 6 de julio 2012, Barcelona, Spain ([http://amieedu.org/wp-content/uploads/2012/07/CIMIE\\_2012\\_BCN.pdf](http://amieedu.org/wp-content/uploads/2012/07/CIMIE_2012_BCN.pdf)).
- Irene Psifidou (2012), Empowering teachers to focus on the learner: the role of outcome-oriented curricula in six European countries In *Ginsburg, M. (ed.) Preparation, practice, and politics of teachers: problems and prospects in comparative perspective*. Sense Publishers, Rotterdam, Netherlands.
- Irene Psifidou (2012), Το παράδοξο που φθίνει: Μεταβολές στην πολιτική για την εκπαίδευση και επιμόρφωση των εκπαιδευτικών στην Ευρώπη. *Η Εκπαίδευση των Εκπαιδευτικών στο σύγχρονο κόσμο*, Κ. Καπράς – C.C. Wolhuter, Αθήνα εκδ. Ίων, pp. 285-305.



#### Project 4. European credit system for VET (ECVET)

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

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

#### Project 4. European credit system for VET (ECVET) – Progress on outputs 2012

Cedefop jointly organised with the European Commission and contributed to the annual ECVET forum (Brussels, 31 May and 1 June) by: (co)drafting all background material, delivering a keynote speech, participating in the plenary introduction panel, chairing and reporting in various workshops. Documents and presentations are available at: <http://www.cedefop.europa.eu/EN/events/19618.aspx>. The booklet *Necessary conditions for ECVET implementation* was published in May (NEW ACTIVITY) and broadly disseminated to participants at the ECVET forum ([http://www.cedefop.europa.eu/EN/Files/4113\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/4113_en.pdf)).

The briefing note on ECVET implementation strategies and progress was cancelled as it was decided to include this issue in the working paper *Monitoring ECVET implementation strategies in Europe* (2012). The working paper was finalised and entered the publication process in December. It will be published online early 2013 (CHANGE).

Outcomes of Cedefop's monitoring of ECVET developments were widely discussed with ECVET working groups and presented at the November users' group meeting. They were also debated at the October DGVT meeting and informed Cedefop's policy reporting (see Project 1 under Activity: Policy analysis and reporting).

Continued policy advice and expertise were provided to the ECVET scientific advisory committee, users and steering groups and network. At the May meeting of ECVET users' group Cedefop proposed and organised peer learning sessions on 'quality assured ECVET implementation strategies: case studies'.

#### Articles published:

- Christian Lettmayr (2012), Social partners get actively involved in implementing the common European tools. Editorial in the seventh issue of *ECVET magazine* (February) ([http://www.ecvet-team.eu/sites/default/files/ecvet\\_mag\\_7\\_-\\_01-2012\\_0.pdf](http://www.ecvet-team.eu/sites/default/files/ecvet_mag_7_-_01-2012_0.pdf)).

### Project 5. **Europass**

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

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

### Project 5. **Europass – Progress on outputs 2012**

Important developments were undertaken on redesign of the Europass website and tools. The template for the new document (Europass experience) was presented to DG EAC for review in April. The final layout was presented to national Europass centres and validated by the Commission in Cascais on 15 November. The Europass experience template was not translated into all languages and launched as planned, due to the new priority decided by DG EAC to launch the European skills

passport in December. A prototype online tool for management of the new document was also developed. It will be tested in 2013 in cooperation with NECs. The official launch date of Europass experience and its integration into the Europass website will be decided by DG EAC.

The new CV template was finalised in June and redesign of the CV online editor started after intensive usability review. The new CV online tool was launched as planned on 12 December with the European skills passport, in line with the timetable agreed with the European Commission (see also Project 3 under Area Resources – Operations support).

A briefing note *Europass 2005-20: Achievements and perspectives* was published in May (<http://www.cedefop.europa.eu/EN/publications/19980.aspx>).

## MEDIUM-TERM PRIORITY

### SUPPORTING MODERNISATION OF VET SYSTEMS

#### Activity: Study visits

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

#### Desired impact

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

#### Corresponding ABB activity: Study visits

#### Principal activity outcomes

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

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

Advice and expertise provided to the LLP Committee

#### Outcome indicators

(with reference to performance measurement system)

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#### Raised awareness

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

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#### New insights generated

- Downloads of study visits publications.

### Activity: Study visits – Progress on outcomes 2012

Preliminary findings of the impact assessment of study visits on participants demonstrated that the study visits programme provides useful peer learning and expertise-sharing opportunities on education and training policies and practice in Europe.

- **Proportion of participants stating their satisfaction with study visits**

In 2011/12, 96% of participants were very satisfied or satisfied with study visits (data from group reports). In 2010/11, the satisfaction rate was 97% (data from participants' questionnaires 2010/11).

- **Distribution of study visits themes between general education, VET and a mixed lifelong learning perspective**

Distribution of study visits by theme/topic, type and working language remained practically unchanged compared to the previous year. Of 215 visits in 2011/12, 75 were on general education (35%), 49 on VET (23%) and 91 took a lifelong learning perspective (42%), with a slight increase in proportions of visits with VET and lifelong learning perspectives.

- **Distribution of participants between the programme's target groups, including social partners**

Largest groups of participants continued to be head teachers and teacher trainers (25%), directors of educational and training institutions, guidance and validation centres (15%) and representatives of local, regional and national authorities (10%). Representation of social partners remained stable around 6% over the past three years. Stability was ensured by keeping in contact and regular targeted promotion of calls and publications to social partner organisations in Europe.

- **Downloads of study visits publications**

Study visits publications are among the most popular in Cedefop's web portal as they account for 53% (73 600 downloads) of Cedefop's publication downloads in 2012. Three study visits publications rated among the top 10 publication downloads in 2012 (52 300 downloads for the *Study visits catalogue 2012/13*, 2 300 downloads for its short version, and 8 500 downloads for the *Study visits catalogue 2011/12*).

## Project 1. Study visits

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

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

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

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

Principal outputs 2012	Timing/frequency
<b>Evaluation and dissemination</b>	
• Conference: Annual meeting of national agencies	March 2012
• Conference: Synthesis seminar on 2010/11 study visits results, also involving social partners	June 2012
• Publication: Analysis of impact of study visits on participants and organisers in 2008-11 (flyer)	November 2012
• Publication: Results of 2010/11 study visits (booklet)	December 2012
<b>Implementation of the programme and quality support</b>	
• Call for applications launched (including press releases \ and targeted mailing)	January-February/ July-September 2012
• Publication: Catalogue of 2012/13 study visits	January/February 2012
• Allocation of participants into groups (two matching meetings)	May and November 2012
• Advice and expertise provided to the Lifelong Learning Programme (LLP) Committee	Ongoing (according to DG EAC schedule)

### Project 1. [Study visits – Progress on outputs 2012](#)

In the academic year 2011/12, 215 study visits took place in 29 countries with 2 448 education and vocational training specialists from 33 countries.

In 2011/12, there were five study visits specifically for policy- and decision-makers (one group was cancelled by the organiser):

25	Raising quality of VET in cooperation with employers and higher education	Poland
129	NFQ and EQF, frameworks for lifelong learning	Ireland
159	A comprehensive regional approach to entrepreneurship education in Asturias	Spain
162	Developing entrepreneurial culture: university-enterprise partnerships for innovation	Italy
183	Leadership and management in VET	Finland

Cedefop's supported these visits by helping shape the content and delivering speeches at 3 visits.

The national agencies' annual meeting took place in June and was combined with a synthesis seminar to maximise efficient use of resources (CHANGE). Representatives of national agencies discussed implementation of the study visits programme in 2011/12 and its future developments, including the need to make full use of its potential and existing know-how for transition to the new programme.

The synthesis seminar 'Empowering vulnerable adults to tackle labour-market challenges' (Thessaloniki, 6 and 7 June) brought together about 40 organisers and participants of study visits, representatives of initiatives identified as examples of good practice during visits, experts on the themes and representatives of national agencies, to summarise findings of 25 study visits on these topics. Seminar materials are available online. The booklet on the findings entered the publication process in November and will be released early 2013 (CHANGE).

Work continued on assessing impact of the programme on its participants and organisers and data were collected from 2010/11 study visits. As for participants, 2 723 questionnaires were sent and 1 154 responses received (42% response rate), As for organisers, 131 questionnaires were received. Overall, both participants and organisers reported high levels of satisfaction. Analysis of study visits participants for three years, 2008/09, 2009/10 and 2010/11 was finalised. A flyer summarising results of study visits' impact was finalised in December and will be published early 2013 (CHANGE).

In June, results of the first round of the call for applications 2012/13 were finalised and from August to October the second round of the call for applications took place: of 3 205 applications received (an increase of 3% compared to the same period in 2011/12), 1 364 candidates were approved by national agencies to take part in 112 study visits between March and June 2013.

The 2012/13 catalogue was finalised and printed in January/February and distributed to national agencies, the LLP Committee, social partners' organisations and the Education Committees of the Parliament and the Council. For the first time, study visits are hosted by Switzerland and the German-speaking community of Belgium. The call for proposals for the 2013/14 catalogue ran between July and October 2012: 264 proposals were received. At year end, the 2013/14 catalogue was being prepared and will be published in January 2013.

Promotion and dissemination of results continued to be a focus of Cedefop. Group reports for all years are now available online at: [http://studyvisits.cedefop.europa.eu/index.asp?cid=3&artid=7456&scid=77&artlang=EN&per\\_id=2549](http://studyvisits.cedefop.europa.eu/index.asp?cid=3&artid=7456&scid=77&artlang=EN&per_id=2549).

Advice was provided to the LLP Committee by contributing to its May and November meetings.

#### MEDIUM-TERM PRIORITY

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

#### Activity: Adult learning and transitions

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

trainers in VET, who support people at different stages of their careers and who are at the frontline for implementing policy initiatives related to lifelong learning, employment and VET reforms.

### Desired impact

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

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

### Principal activity outcomes

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

- contribution of work-based learning to adults skills development and innovation in enterprises, and to reintegration of unemployed adults into the labour market;
- the conditions for strengthening use of validation in national VET and lifelong learning policies, as well as in enterprises for human resource development purposes;
- strategies and methods implemented by Member States to support acquisition of key competences in workplaces;
- role of learning and guidance in active age management strategies in Europe and in fostering employability of adult immigrants;
- changing roles and competence requirements, recognition, training and professional development of trainers in VET, focusing on in-company trainers;
- effective, efficient and equitable cost-sharing and other financing instruments to promote CVET and adult learning;
- economic and social benefits of VET, including labour market outcomes of VET at the time of school-to-work transition and role of learning in supporting career and labour market transitions.

### Outcome indicators

(with reference to Cedefop's performance measurement system)

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#### Policy advice

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

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#### New knowledge

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

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#### Raising awareness

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



Policy advice provided to:  
European Commission's working group(s)  
on adult learning, and thematic working  
groups on:

- (a) quality assurance in adult learning;
- (b) financing adult learning; and
- (c) trainers in VET.

#### Activity: **Adult learning and transitions** – Progress on outputs 2012

Cedefop's analytical work directly supported the renewed European agenda for adult learning and the Council recommendation on validation of non-formal and informal learning. Several activities were launched to support the European year of active ageing, including cooperation with DG EAC to prepare its high-level policy conference on active ageing in November.

To support policy on adult learning, the joint Cedefop/EAC conference 'Adult learning: spotlight on investment' convened representatives from governments, industry and social partners as well as experts and members of academia to debate effectiveness of cost-sharing mechanisms and raise awareness of the economic and social benefits of VET.

Advice and expertise were provided through participation in several groups, including: the Commission's working groups on quality assurance in adult learning and financing adult learning; the World-Bank-Poland workshop on adult learning hosted by the Chancellery of Prime Minister of Poland; and meetings at the European Parliament to discuss the loan guarantee facility to be included in the new programme 'Yes Europe'.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 31 meetings of senior stakeholders and Presidency events and 17 other events. Some 8 000 publication downloads were recorded under this activity in 2012.

Despite some adjustments to focus or timing of delivery of outputs to improve quality and align better deliverables with policy needs, foreseen outputs were delivered as planned.

#### Project 1. **Work-based learning**

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

#### Principal outputs 2012

#### Timing/frequency

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

September 2012

Workshop: How skill development can promote innovation in enterprises

October 2012

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Advice and expertise provided to Commission working group(s) on adult learning and the thematic working group on quality assurance in adult learning	Ongoing (according to DGEAC schedule)
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## Project 1. [Work-based learning – Progress on outputs 2012](#)

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The report *Learning and innovation in enterprises* was published in November (<http://www.cedefop.europa.eu/EN/publications/20704.aspx>) due to a need for substantial editing (CHANGE). The study highlights the role that VET and learning-conducive working environments play in fostering innovative ability of enterprises. Findings were disseminated and discussed at Cedefop's workshop 'Fostering innovation through workplace learning: linking innovation and training policies' (Thessaloniki, 29 November) which gathered policy-makers, representatives of enterprises and social partners, and experts from practice and academia. Workshop documents are available at: <http://www.cedefop.europa.eu/EN/events/20491.aspx>.

Continuous advice and expertise were provided to the European Commission and its two thematic working groups on adult learning (financing adult learning and quality assurance in adult learning). Four meetings took place on quality in adult learning (Brussels, 14 and 15 March; Florence, 6 June; Brussels, 13 September and 9 and 10 October) and one meeting on financing adult learning (Brussels, 29 and 30 March). Cedefop contributed to two thematic working groups' work programmes and gave further input, such as a background paper on accreditation and validation for the meeting 'Professional development and mobility of adult education staff (Florence, 6 to 8 June), and a presentation on quality in VET (Brussels, 18 December).

Cedefop also participated in several conferences on adult and work-based learning to disseminate its research work and contribute to the wider policy discourse, such as the ASEM (Asia-Europe) conference 'Lifelong learning unlimited' in Copenhagen (May) and the professional learning Europe conference in Cologne (September).

As a member of the steering group, Cedefop contributed to DG EAC's study on 'work-based learning', one of the EU deliverables set out in the Bruges communiqué and to discussions in a related stakeholders' workshop (Brussels, 28 June).

Cedefop was invited to play a role in coordination of the European Commission's new initiative in support of young people's integration into the labour market: setting up a European alliance for apprenticeships, as indicated in its communication on **rethinking education**. Cedefop was invited to give a keynote speech at a meeting of ministers hosted by Germany (Berlin, 10 and 11 December) where the initiative was launched with six EU Member States (Spain, Greece, Italy, Latvia, Portugal and Slovakia) and countries agreeing to cooperate on introducing the dual principle into their national VET (NEW ACTIVITY).

## Project 2. [Validation](#)

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

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

### Project 2. [Validation – Progress on outputs 2012](#)

The European guidelines and the European inventory have been available on the Cedefop website since 2011. While widely used, experience shows the current version needs further development, in particular allowing for a better integration of (and cross-referencing between) the two instruments.

Publication of the second edition of the guidelines had to be postponed to 2013/14 due to delayed adoption of the Council recommendation on validation of non-formal and informal learning (CHANGE). Following adoption of the recommendation (December), update of the guidelines will start in spring 2013, in close cooperation with Member States. For the same reason, the European conference on validation was postponed to 2013 and will be used as an opportunity to start discussion on the guidelines (CHANGE). Cedefop provided input for the recommendation on validation throughout the entire process.

The project on validation and competence measurement in enterprises was completed in 2012. Due to a need for substantial editing and staff long-term absences, it was necessary to postpone the publication to 2013 (CHANGE).

Cedefop participated in various conferences to disseminate its work on validation and support policy-making (such as the ETUC conference on informal and non-formal learning in Lisbon, June). Cedefop also took part in dialogue on development of validation systems with Indian authorities by contributing to the international conference 'Recognising prior learning in adult learning and skills development: a key to lifelong learning' (New Dehli, 29 June). Cedefop also contributed to discussions in the Economic and Social Committee on validation in November.

### Project 3. [Active ageing and lifelong guidance](#)

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

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

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

### Project 3. Active ageing and lifelong guidance – Progress on outputs 2012

In agreement with DG EAC and to avoid duplication of efforts, the planned Cedefop conference ‘VET, adult learning and active ageing’ was cancelled and reshaped into a one-day Cedefop workshop ‘Sustaining employability through learning’ (Brussels, 20 November) that took place in the framework of DG EAC’s conference on active ageing (Brussels, 19 to 21 November) (CHANGE).

The reference publication *Working and ageing: benefits of investing in an ageing workforce* and the briefing note *Silver workers – Golden opportunities* were finalised in November (<http://www.cedefop.europa.eu/EN/publications/20649.aspx>) and disseminated at the DG EAC conference and Cedefop workshop. The briefing note will be officially released and widely disseminated at beginning of 2013 (CHANGE).

Cedefop was invited to participate in an OECD fact-finding mission on active ageing policies and practices at national and regional levels in three countries (Poland, 26 to 30 March; Japan, 28 and 29 September; The Netherlands, 5 to 9 November) and to contribute to preparation of an OECD report (NEW ACTIVITY). Cedefop also made a presentation on transfer of skills between different generations in the workplace at a high-level event on intergenerational solidarity organised by the European Parliament on 14 November.

A workshop to discuss preliminary results of Cedefop’s study *Guidance in employers’ age management strategies* took place as planned (Thessaloniki, 10 December) and was attended by policy-makers, international guidance experts and social partners’ representatives. Workshop documents are available at: <http://www.cedefop.europa.eu/EN/events/20624.aspx>.

Cedefop’s work on lifelong guidance was presented and disseminated at various events, including: a speech at the Cypriot Presidency conference on lifelong guidance (Larnaca, 24 October); a presentation at the IAEVG (International Association for Educational and Vocational Guidance) international conference ‘Career guidance for prosperity and sustainable employment – Challenges for the 21st century’ (Germany, 3 to 6 October).

Cedefop continued cooperating with the European lifelong guidance policy network (ELGPN) and contributed to its plenary meeting (Larnaca, 24 to 26 October), steering group meetings (Brussels, 14 June and 12 September), including providing input to ELGPN output of 2011-12 and work programme 2013-14.

#### Articles published:

- Alexandra Dehmel and Jasper van Loo (2012), From demographic time bomb to valuable human resource: making the most of active ageing in Europe, *Osservatorio Isfol*, II (2012), No 2, pp. 41-54 (<http://www.isfol.it/pubblicazioni/osservatorio-isfol/numeri-pubblicati/allegati-anno-ii-n.2/dehmel-van-loo>)

- Mika Launikari and Jasper van Loo, (2012), Lavoratori in età avanzata: supporto di orientamento per carriere più lunghe ed una migliore conciliazione vita-lavoro, In *Formazione orientamento professionale – Numero 3-4*, pp. 27-32 ([http://www.lavoro.gov.it/nr/rdonlyres/dbc4383e-ae82-4603-bec4-26e59a7f785a/0/fopordinarion34\\_2011conciliazioneweb.pdf](http://www.lavoro.gov.it/nr/rdonlyres/dbc4383e-ae82-4603-bec4-26e59a7f785a/0/fopordinarion34_2011conciliazioneweb.pdf))
- Alex Stimpson and Jasper van Loo (2012), Learning as a trend in more complex working lives, in *Lifelong learning in Europe*, pp. 59-62 ([http://lile.fi/additional\\_information/\\_b\\_orientation\\_1\\_2012\\_\\_b\\_.html](http://lile.fi/additional_information/_b_orientation_1_2012__b_.html)).

#### Project 4. Trainers in VET

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

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

#### Project 4. Trainers in VET – Progress on outputs 2012

The new thematic working group on professional development of trainers in VET set up by the Commission in cooperation with Cedefop was formed in November 2011. Some 18 countries (Austria, Belgium (French-speaking), Cyprus, Czech Republic, Estonia, France, Germany, Hungary, Lithuania, Malta, Netherlands, Poland, Portugal, Romania, Spain, Sweden, Switzerland, Turkey), ETUCE, ETF, EACEA and EUproVET are represented. On 2 February, the group had its kick-off meeting in Brussels to agree on its mission, overarching thematic priorities and working methods, issues for peer learning activities, work plan and main outputs. The meeting report and background note (drafted by Cedefop) are available at: <http://www.cedefop.europa.eu/EN/events/19344.aspx>.

The first PLA 'Portrait of in-company trainers' took place in Alkmaar (Netherlands) on 19 and 20 September. Some 13 participants from 12 countries (Belgium, Czech Republic, Germany, Estonia, Spain, France, Cyprus, Malta, the Netherlands (host), Poland, Finland and Sweden), representatives of DG EAC, Cedefop and EQAVET network attended. Cedefop shaped the PLA content and drafted a background note sent to participants in July. Participants took stock of the situation with in-company

trainers in participating countries and throughout Europe, with specific focus on the competences required. A final report is in preparation.

The booklet *Competence requirements and certification processes: how to encourage professionalisation of in-company trainers* was delayed due to a need for substantial editing. It entered the publication process in December and will be released in early 2013 (CHANGE). The publication will be used as background material for discussions in the TWG in 2013.

In agreement with DGEAC, the second plenary meeting of the TWG was postponed to 7 February 2013 (CHANGE).

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

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

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

## Project 5. **Financing and other incentives for CVET – Progress on outputs 2012**

The reference publication on financing CVET/adult learning in Europe was postponed to 2013. Additional work is required due to low quality of analysis delivered by the external contractor (CHANGE). The main findings were however discussed at a joint conference with DG EAC, 'Adult learning: spotlight on investment', which took place in December (<http://adult-learning-investment.eu/>; <http://www.cedefop.europa.eu/EN/events/20767.aspx>). The conference aimed at raising awareness of adult learning's benefits and ways to finance it, with focus on cost-sharing.

The research paper *Loans for vocational education and training in Europe (from work programme 2011)* was published in May (<http://www.cedefop.europa.eu/EN/publications/19857.aspx>). Findings were presented and discussed during the European Parliament's working breakfast on the 'student loan guarantee facility in the framework of the future Erasmus for all' (S&D meeting).

The research paper *Payback clauses in Europe: supporting company investment in training* (<http://www.cedefop.europa.eu/EN/publications/20294.aspx>) and *Training leave – Policies and practice in Europe* (<http://www.cedefop.europa.eu/EN/publications/20733.aspx>) were published in July and December (from work programme 2011).

The study on financial and non-financial incentives to activate groups usually underrepresented in learning, such as the low-skilled, migrants or long-term unemployed was cancelled for internal reasons (CHANGE).



Advice and expertise on financing CVET/adult learning was provided throughout the year by participating in various expert meetings, such as the Commission's thematic working group on financing adult learning, World Bank-Poland workshop on adult learning hosted by the Chancellery of Prime Minister of Poland and meetings at the European Parliament.

#### Project 6. **Career and transitions – VET outcomes and benefits**

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

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

#### Project 6. **Career and transitions – VET outcomes and benefits – Progress on outputs 2012**

The workshop on labour market transitions and lifelong learning was held in May. Discussions identified interesting themes that will lend themselves to further research and will inform the next phase of the study.

The research paper on the macroeconomic benefit of VET is progressing but had to be postponed to 2013 as further work is needed to improve quality of final outcomes (CHANGE).

The booklet on the economic and social benefits of VET was postponed to 2013 (CHANGE) due to a need for further consolidation of results from various studies and staff reallocation to deal with additional requests and long-term absences.

The publication *From education to working life: labour market outcomes of VET* was released in September and presented at the EuroSkills competition and the Cyprus Presidency (results were already presented at the Danish Presidency earlier in the year). From September to December, the publication was downloaded more than 3 000 times.

*Sectoral perspectives on the benefits of VET* was released in May (<http://www.cedefop.europa.eu/EN/publications/19891.aspx>) (from work programme 2011).



## MEDIUM-TERM PRIORITY

**ANALYSING SKILLS AND COMPETENCE NEEDS TO INFORM VET PROVISION****Activity: Skills analysis**

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

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

**Desired impact**

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

**Corresponding ABB activities:** Skills needs analysis**Principal activity outcomes**

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

- medium-term trends in skill demand and supply, and analysis of potential labour market imbalances in Europe;
- data needs and methods for skills analysis, including mid-term forecasting, short-term sectoral information and employer survey;
- skill mismatch among individuals and at enterprise level, and skills obsolescence;
- skills requirements for creating a sustainable, low carbon and resource-efficient Europe;

**Outcome indicators**

(with reference to Cedefop’s performance measurement system)

**Policy advice**

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

**New knowledge**

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

- implications of an ageing population for future skill needs.

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

Usefulness/satisfaction with Cedefop's conferences and events

#### **Raising awareness**

- Website traffic
- Participation at conferences and events

### **Activity: Skills analysis – Progress on outcomes 2012**

In 2012, Cedefop pursued its ground-breaking work to provide and disseminate evidence of skill needs and skills mismatch in the EU, in particular by: releasing a new forecast of skills supply and demand in Europe up to 2020 and innovative indicators of imbalances; carrying out new research on skills mismatch in the EU and drivers of cross-country differences; implementing a pilot survey of European employers on emerging skills needs and developing an EU-wide survey on skill mismatch; disseminating outcomes of green skills and environmental awareness in VET.

Across its skills analysis projects, Cedefop provided substantial support to the European Commission and implementation of the agenda for new skills and jobs: (a) the Centre contributed to development of the European skills panorama launched by the European Commission in December; (b) it drafted a chapter on skills mismatch in Europe for employment and social development in Europe 2012; (c) it gave recommendations to the Commission on options for deploying a full-scale European employer survey on skill needs; (d) it provided input for consultation on the Commission's SWD 'Exploiting employment potential of personal and household services'; (e) and participated in an intergovernmental meeting of the subgroup on employment and education Indicators of the Employment Committee (EMCO).

While many outputs were produced as planned, there were also many changes affecting deliverables. These were due to new requests from the European Commission taking priority over other deliverables, combined with understaffing due to long-term leave of staff.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 24 meetings of senior stakeholders and Presidency events and 30 other events. Some 21 400 publication downloads were recorded under this activity in 2012.

Finally, Cedefop was invited to join the global agenda council on employment of the World Economic Forum, with the OECD, ILO, and IMF as well as leading experts and members of academia. The summit on the global agenda 2012, which took place in November in Dubai highlighted high relevance of Cedefop's anticipation of skill needs and research on skill mismatch, topics which will form input for the World Economic Forum annual meeting in Davos in 2014.

## Project 1. Skills forecast

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

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

## Project 1. Skills forecast – Progress on outputs 2012

The new full set of forecast results 2012 was presented at the event 'Skills for the future: announcing results of the latest forecast' organised by Cedefop with the EESC (Brussels, 22 March). Released for this event, the briefing note *Europe's skills challenge* was published (<http://www.cedefop.europa.eu/EN/publications/19651.aspx> – with more than 5 800 downloads in 2012) and the new skills supply and demand forecasting results were made available online in the 'Skills forecasts: online data and results' section of Cedefop's website (<http://www.cedefop.europa.eu/EN/about-cedefop/projects/forecasting-skill-demand-and-supply/skills-forecasts.aspx>).

The research paper *Future skills supply and demand in Europe – Forecast 2012* was released in December (CHANGE) and hard copies were distributed at the European Commission's conference 'Anticipating skills needs at EU level' (<http://www.cedefop.europa.eu/EN/publications/20633.aspx>).

The research paper *Integrating qualitative scenarios with macroeconomic forecasts* was postponed to 2013 (CHANGE) due to long-term absence of staff.

Two methodological publications *Building on skills forecasts – Comparing methods and applications* (<http://www.cedefop.europa.eu/EN/publications/20014.aspx>) and *Skills supply and demand in Europe: methodological framework* (<http://www.cedefop.europa.eu/EN/publications/20612.aspx>) were published respectively in June and November (**from work programme 2011**).

The workshop on methodology improvements and evaluation of forecast results was held in May.

The 2012 skills supply and demand forecast results were presented at different high-level events, including: the thematic liaison forum on skills and jobs, workshops on sector skills councils and the Unesco-Unevoc conference in Seoul. They also formed key input to the European skills panorama launched in December by the European Commission during the high-level conference 'Anticipating skills needs at EU level'.

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

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

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

## Project 2. [Skill needs in enterprises – Progress on outputs 2012](#)

Rather than preparing separate publications on various outcomes of the pilot survey on employers' skills needs in Europe, all results will be published in May 2013 in a comprehensive report covering not only findings but also a description of the approach, method and questionnaire (CHANGE).

Fieldwork was completed in April and data processing was also completed. An anonymous dataset will be available for third-party researchers, along with a user manual/toolkit for carrying out an employers' survey on skills needs in May 2013. Selected results will appear in the EU skills panorama when available.

An expert meeting was held in May, during which pilot findings and recommendations for a full-scale European survey were discussed. Cedefop's proposal to the European Commission for deploying a full-scale European employer survey on skill needs was taken forward in November.

Due to the pilot nature of the dataset available end 2012, it was considered inappropriate for dissemination in the EU skills panorama (CHANGE) (see Project 5 for more information on Cedefop's contribution to the EUSP).

### Project 3. Skill mismatch

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

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

### Project 3. Skill mismatch – Progress on outputs 2012

The briefing note *Preventing skill obsolescence: rapid labour market changes leave too many workers at risk of losing their skills* was released in September (<http://www.cedefop.europa.eu/EN/publications/20414.aspx>) (CHANGE linked to scheduling of briefing note).

The research paper *Skill mismatch: the role of the enterprise* was published in March (<http://www.cedefop.europa.eu/EN/publications/19658.aspx>) ahead of schedule. Its findings were debated at the workshop 'Skill mismatch and firm dynamics: integrating skills with the world of work' in April in cooperation with the Centre for Research in Employment, Skills and Society (CRESS) of Kingston University (<http://www.cedefop.europa.eu/EN/events/19151.aspx>).

Publication of the research paper '*Skill mismatch dynamics during labour market transitions*' was cancelled. The material will be used in Cedefop's contribution to the World Economic Forum in early 2013 (CHANGE).

Two significant NEW ACTIVITIES took place in 2012.

1. In March, the Commission requested Cedefop to prepare a chapter on current and anticipated skill mismatch in the EU for *Employment and social developments in Europe 2012* (<http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7315>). The chapter provides a summary of Cedefop's research on skill mismatch and skill anticipation and presents new Cedefop analysis on incidence of skill mismatch and determinants of cross-country differences across EU Member States. Cedefop's findings on skill mismatch were presented at the Cyprus Presidency event 'Job creation and youth employment: developing sustainable youth employment policies in an era of fiscal constraints' in October.
2. Following a successful Cedefop pilot survey on skills obsolescence in European countries in 2011, and given a high level of policy interest in skill mismatch, Cedefop launched a call for tender to

undertake data collection in all EU Member States on skill mismatch and skills obsolescence. To inform survey development, an expert group of leading academics on skill mismatch, the OECD and Eurofound was put together by Cedefop and meetings were held (June and November). Fieldwork will take place in 2013.

Due to new activities and feedback received at the April Bureau meeting, the new strand of research on skill mismatch in enterprises was put on hold and the planned call for tender cancelled (CHANGE).

#### Project 4. Sectoral and occupational skill needs

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

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

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

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

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

#### Project 4. Sectoral and occupational skill needs – Progress on outputs 2012

A briefing note *Green skills and environmental awareness in VET* was published in February (<http://www.cedefop.europa.eu/EN/publications/19538.aspx>) and disseminated at the OECD-Cedefop green skills forum held at OECD headquarters in Paris on 27 February (over 2 000 downloads in 2012).



The research paper *Green skills and environmental awareness in VET* was published ahead of schedule in June (<http://www.cedefop.europa.eu/EN/publications/20092.aspx>).

The validation workshop on energy policy scenarios took place in April. The draft final report was delivered in December.

In April, Cedefop in cooperation with Unevoc, OECD, ILO, ETF, and other international organisations set up a coordination body 'Greening TVET and skills development'. This interagency working group meets regularly (two or three times per year) to improve cooperation among members by building on ongoing projects and activities. The second IWG meeting was held in Bonn on the occasion of the international forum on the role of networks in transforming TVET for a sustainable future organised by Unesco-Unevoc (NEW ACTIVITY).

Cedefop provided a written contribution in response to consultation on the Commission's SWD 'Exploiting employment potential of personal and household services' early July (NEW ACTIVITY).

Results from Cedefop's sectoral studies were presented at different high-level events, including: Unesco-Unevoc international forum on transforming TVET for a sustainable future ([http://www.unevoc.unesco.org/fileadmin/user\\_upload/docs/Final\\_Agenda.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/docs/Final_Agenda.pdf)); new skills for a European bioeconomy (<http://eubioeconomy.teamwork.fr/newskills/programme>); international conference on employment affects evaluation and job creation ([http://eng.keis.or.kr/eng/board/NR\\_boardView.do?bbsCd=1028&seq=20120716143144073](http://eng.keis.or.kr/eng/board/NR_boardView.do?bbsCd=1028&seq=20120716143144073)); European commerce skills council meeting; higher education and employability (<http://www.tucahea.org/news/tucaheacoregroup.html>); LMO conference on labour market participation of people with intellectual impairment (<http://www.eesc.europa.eu/?i=portal.en.events-and-activities-excluded-or-included>).

Cedefop's work on the skills needed for a greener economy informed the analytical highlight on environmental awareness published in the EU skills panorama ([http://euskills Panorama.ec.europa.eu/docs/AnalyticalHighlights/EnvironmentalAwarenessskills\\_en.pdf](http://euskills Panorama.ec.europa.eu/docs/AnalyticalHighlights/EnvironmentalAwarenessskills_en.pdf)) (see Project 5 for more information on Cedefop's contribution to the EUSP).

### Articles published

- Antonio Ranieri, 'Nuove competenze professionali per vincere la sfida della green economy' (New skills to respond to the green economy challenge), *Energia, Ambiente e Innovazione*, Enea, Speciale giugno 2012 (<http://www.enea.it/it/produzione-scientifica/pdf-eai/speciale-green-economy/competenze-professionali.pdf>).

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

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

Skillsnet is a Cedefop network which brings together researchers and experts in early identification of skill needs to discuss methods and outcomes of skill needs analysis and anticipation. Two special Skillsnet panels of experts supporting and advising Cedefop's work on skills forecasting and skill needs in enterprises will be extended to involve more national experts. In 2012, Skillsnet will include a new strand on skill mismatch.

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

#### Project 5. Skills panorama, Skillsnet and other transversal activities – Progress on outputs 2012

On request of the European Commission, Cedefop cancelled the conference ‘Skills and jobs in 2020’ planned for March because of concern over concentrating attention and momentum on the EU skills panorama (EUSP), launched in December (CHANGE). Due to limited human resource capacity, unforeseen delays with respect to finalisation of the EUSP concept and the Commission’s request for Cedefop to prepare regular updates and reports on skills and employment issues in Europe using data and research available in the EUSP, the booklet *Skills for all – Enabling job-rich growth in Europe* was also cancelled (CHANGE).

Cedefop contributed to developing the EUSP and is a member of its steering group (with DG EMPL and DG EAC). Cedefop has: (a) provided feedback on all relevant deliverables of the project; (b) participated in frequent project meetings and videoconferences between the Commission and the contractor; (c) been in close cooperation with the contractor to support transfer and incorporation of Cedefop skill forecasts into the EUSP; (d) drafted the final list of skills indicators to be used to populate the EUSP web interface; and (e) participated in the skills observatories network meetings in May and October.

Cedefop participated in the steering group of DG EAC project ‘Higher education graduate employability in Europe’. Following an invitation from the Commission’s Employment Committee (EMCO) support team, Cedefop presented its work on skill needs and mismatch at an intergovernmental meeting of the subgroup on employment and education indicators. Cedefop made a keynote speech at the ‘European high-level meeting on skills anticipation in adult learning’ organised by the ILO Training Centre in September.

Guidance and expertise was provided to the municipality of Thessaloniki for its initiative to create a regional/local skills anticipation monitoring tool. Cedefop advised on terms of reference for a study to improve curriculum design by anticipating future skill needs in the local economy. Cedefop also sits on the employment and lifelong learning committee consisting of the municipality and local stakeholders. Findings of research work on skill mismatch were presented at a local VET community event organised by Cedefop and hosted by the municipality of Thessaloniki in November (NEW ACTIVITY).

Cedefop engaged in a joint venture with ILO and ETF to publish a series of guides on skills anticipation and matching. Three guides are being prepared on skills mismatch analysis, macro-level anticipation and anticipation and matching at sectoral level and will be published in 2013 (NEW ACTIVITY). Cedefop is a member of the expert group of the third European company survey (ECS) by Eurofound.

## COMMUNICATION, INFORMATION AND DISSEMINATION

### Activity: External communication

Cedefop's external communication services focus on raising VET's profile. In 2012, Cedefop will communicate key messages on VET to its stakeholders and the media. Cedefop will also continue its close working relationships with European institutions and provide background information to support their debates on VET. Cedefop will organise events for MEPs and policy-makers as well as academic and VET communities to keep them up to date on VET issues and Cedefop's role.

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

### Desired impact

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

### Corresponding ABB activity: External communication

#### Principal activity outcomes

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

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

#### Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

#### New knowledge and insights generated

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

#### Raised awareness

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

### Activity: External communication – Progress outcomes 2012

Work focused on raising VET's profile. In 2012, Cedefop communicated key messages on VET to its stakeholders and the media. Remarkable was positive development of its media coverage, with 525 press clippings surpassing distinctly the 2011 figures by 38%. Seven Cedefop briefing notes, published online in seven languages, generated 22 000 downloads.

The Centre also continued its close working relationships with European institutions and provided evidence to inform their debates on VET. To reach members of the European Parliament (MEPs) more directly, a new initiative – working dinner with MEPs – was launched.

Cedefop's web portal ([www.cedefop.europa.eu](http://www.cedefop.europa.eu)) successfully provided user-friendly access to the Centre's publications and updated information structured by VET theme. A multilingual version of the site was launched in July. Of 859 476 downloads from the Centre's website, 498 619 were publication

downloads which increased by about 42% over last year. Number of visits (409 533) and page views (1 201 390) of Cedefop's web portal declined, while Cedefop's social media activities recorded remarkable growth: more than 2 700 individuals liked Cedefop's postings on Facebook and about 1 300 followed Cedefop on Twitter, exceeding targets for 2012.

Support was provided for 125 Cedefop meetings (conferences, seminars, workshops) as well as 25 visits, attended by 2 508 visitors, 96% of whom rated Cedefop's conferences and events as 'good' or 'very good'.

Despite a few adjustments to focus or timing of delivery, foreseen outputs were delivered as planned.

### Project 1. **Communication with stakeholders and public relations**

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

Principal outputs 2012	Timing/frequency
Production, publication and monitoring of briefing notes online	Minimum of eight briefing notes, each in six languages, throughout the year
Support organisation of Cedefop's attendance and representation at meetings of European institutions	Ongoing
Support organisation of Cedefop conferences and workshops	Ongoing
Organise events for MEPs and social attachés in Brussels	Two events in 2012
Organise a reception for Greek MEPs and local policy-makers and academia	September
Organise a Cedefop event for Europe day	May
Organise an information seminar for the local VET community	November/December
Receive visiting groups of VET professionals from across Europe	Ongoing

### Project 1. **Communication with stakeholders and public relations – Progress on outputs 2012**

Eight briefing notes were produced and seven published online (<http://www.cedefop.europa.eu/EN/publications.aspx>) with more than 65 000 downloads in 2012. Briefing notes focused on: *From concept to practice – Implementing the European training agenda; A strategy for green skills?; Europe's skill challenge – Lagging skill demand increases risks of skill mismatch; Europass 2005-20:*

*achievements and prospects; Preventing skill obsolescence; Qualifications frameworks in Europe: an instrument for transparency and change; Permeable education and training systems: reducing barriers and increasing opportunity.* The briefing note *Silver workers – Golden opportunities* was produced in English for the closing conference of the ‘European year of active ageing and solidarity between generations 2012’ of the European Economic and Social Committee (EESC) on 3 December and will be fully disseminated in 2013.

Cedefop’s conference service supported 125 conferences, seminars and workshops with a total of 2 288 external participants (excluding visits – see below). The service also handled three external meetings (Economic and Social Committee, Spain, Joint Research Centre, Petten, Greek International Business Association).

A working dinner on skills mismatch in cooperation with MEP Elisabeth Morin Chartier (FR, EPP, EMPL Committee) took place on 25 January. The second planned EP event, a working dinner with MEP Thomas Mann on the common EU tools, was postponed to January 2013 due to unavailability of involved MEPs (CHANGE).

A planned reception for Greek MEPs and local policy-makers in Thessaloniki was cancelled due to the political situation in Greece. (CHANGE). A Cedefop information seminar for the local academic community ‘Learning and working pathways in Europe’ was organised in cooperation with the International Hellenic University. It took place on 4 April (and not in May, close to Europe day, as in previous years).

For the local education and training community, Cedefop organised in cooperation with the Municipality of Thessaloniki and the Regional Directorate for Education a conference on 22 November ‘Bridging education and the labour market’. A video clip of the event was produced and published online: <http://www.facebook.com/photo.php?v=475967352446924&set=vb.114165681960428> (NEW ACTIVITY).

Cedefop’s external relations department received 25 visitor groups (220 visitors) in 2012. Visitors came from Austria, Belgium, Bulgaria, Chile, Denmark, Estonia, Finland, France, Germany, Japan, Lithuania, Spain and Sweden. However, a majority of visitors were from Greece.

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

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

Principal outputs 2012	Timing/frequency
Media services framework contract	Starting first quarter 2012
Production, publication and monitoring of a continuous flow of press releases	Minimum of 18 press releases (up to six languages) throughout the year
Production, publication and monitoring of Cedefop newsletter (online)	10 issues

Production, publication and monitoring of a continuous flow of social media postings (Facebook, Twitter)	Posting twice a week. Target: to expand Cedefop's social media audience by 20% (exceeding 1250 Facebook- and 500 Twitter-followers by the end of 2012)
Press conferences, technical briefings and interviews	According to need

## Project 2. News service – Progress on outputs 2012

Work on the planned media services framework contract was postponed to 2013 on advice from Cedefop's procurement service and due to organisational changes in external communications (CHANGE).

Some 16 press releases were issued in 2012 (<http://www.cedefop.europa.eu/EN/news/press-releases.aspx>) and media monitoring registered 525 articles in the European press citing Cedefop, surpassing distinctly 2011 figures of 380 press clippings). The planned number of press releases is indicative and depends on availability of newsworthy content. Some 10 newsletters were published (<http://www.cedefop.europa.eu/EN/news/newsletters.aspx>). They focused on: *How to stay active? Make sure your skills don't become outdated; Worrying signs for green skills?; Skills forecast reveals risks and opportunities in Europe's labour market; Employment trends and labour market data at your fingertips; Cedefop makes the case for communities of practice at ECVET annual forum – Member States take over implementation, Cedefop continues to monitor developments; European Commission invites business community to focus on vocational training; How a study visit helped bring about policy change; Ten years of networking expertise on vocational education and training; From education to working life; The right skills set counts for more in the job market than formal qualification levels.*

The target for 2012 to expand the Centre's social media audience by 20% was already exceeded in the first semester. By December 2012 more than 2 700 individuals 'liked' Cedefop's postings on Facebook (+127% compared to 2011) and about 1 300 followed on Twitter (+170% compared to 2011). The highest 'virality' of all Facebook posts was reached by Cedefop's new online videos. Graphs and photos were also shown to attract more engaged viewers, and a judicious mix of third-party posts also brought people to the page.

Three interviews with Cedefop experts were conducted: on quality for a Russian vocational education magazine (31 May); on continuous vocational training for the Spanish periodical *Profesiones* (29 June); on effects of the crisis on education, training and employment for the Portuguese edition of BBC Brazil (29 June).

In addition, a video interview with Cedefop expert Alex Stimpson 'From education to working life' was produced and published online in December ([www.facebook.com/Cedefop#!/photo.php?v=472828209427505&set=vb.114165681960428&type=2&theater](http://www.facebook.com/Cedefop#!/photo.php?v=472828209427505&set=vb.114165681960428&type=2&theater)) (NEW ACTIVITY).



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

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

Principal outputs 2012	Timing/frequency
Elaborate a multilingual website providing access to content to a wider audience	Ongoing (starting November 2011 - September 2012)
Increase usability of the website, such as the publications section, search functionality	Ongoing
Explore the latest trends in online marketing communications to raise awareness of VET among citizens, video interviews, mobile app, etc.	Ongoing (starting second semester 2012)
Integrate microsites into the Cedefop web portal providing easy access to content from a single entrance point	Ongoing (starting last quarter 2012)
Improve Intranet users experience	First quarter 2012
Provide analysis of users' segmentation data of the Cedefop web portal	Ongoing (quarterly from June 2012)
Promote exchanges of information with ReferNet national websites (RSS news exchange plus evaluation of national websites)	Ongoing (evaluated and revised twice a year)
Evaluate and revise business processes and workflows of the Cedefop web portal	Ongoing

### Project 3. Cedefop's web portal and intranet – Progress on outputs 2012

A multilingual version of Cedefop's web portal was implemented as planned in July. Although English remains the main language and is selected by default, core information (such as the mission statement and navigational elements) is also available in French and German.

The website was constantly improved to make it easier to use: a new format to view online publications was introduced (e-books); subscription forms to receive e-mail notifications were simplified; display of information on the homepage is more dynamic; on-site search is tracked to feed statistical reports to understand better what users are interested in.

Two calls for tender were launched and finalised in the last quarter: one for audio-visual production (Cedefop online videos) and another for online and offline marketing campaigns. Two video interviews and one conference video clip were produced and published online by December.

Integration of microsites into the web portal is ongoing. Archiving microsites' events pages (migrating more than 200 files to the content management system) started in December.

Several fixes were implemented to improve intranet users' experiences. The search functionality was simplified allowing users to search for content stored in Livelink and to find staff members. In addition, the Staff info section was reorganised and Fibus functionalities are now integrated. The left navigation menu was adapted to the information architecture's evolution.

As a first step to users' segmentation, a report was created in Google analytics. It provides an overview of efficiency and performance across all traffic sources.

Progress made by ReferNet members on their national websites is reviewed continuously. Of the 28 ReferNet websites, 26 were available for evaluation in 2012; 19 websites were ranked from good to excellent. Exchange of information between Cedefop web portal and ReferNet national websites continued through RSS feeds. National news on VET submitted by ReferNet members is now available on Cedefop's web portal via a dedicated news channel and is also promoted in the Centre's newsletter.

Procedures for the newsletter and highlights were drafted and workflows for submitting content are being revised taking the new multilingual functionality into account. Procedures and workflows will be approved by the CID head of area after reorganisation of external communication is completed in the first quarter of 2013.

Following the Ombudsman's visit to Cedefop in February, a page on public access to documents (Regulation (EC) No 1049/2001) was implemented in December. This page is complementary to Cedefop's existing policy to publish its key documents online for dissemination to the general public. (NEW ACTIVITY).

#### Activity: Documentation and information

Cedefop's library and documentation services focus on raising VET's profile and supporting Cedefop's operations. In 2012, the library and documentation service will continue to support Cedefop's external communication policy. The library will disseminate Cedefop's information to key 'multipliers' among Cedefop's stakeholders, for example libraries of the EP, EESC, CoR. It will also operate Cedefop's contacts database to send information to Cedefop's main target groups. The reference service 'Ask the VET expert' will provide answers to VET questions from Cedefop's stakeholders. Replies will draw on Cedefop's comprehensive, multilingual and up-to-date databases on VET in the EU.

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

#### Desired impact

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

#### Principal activity outcomes

- Updating online databases (VET-Bib: the reference bibliographical database on VET issues for the past 30 years, VET digital library);
- Operating a reference service, 'Ask the VET expert' available from the new web portal;

#### Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

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

- Developing Cedefop’s multilingual European training thesaurus, for proper use of VET concepts and definitions;
- Managing the contact database;
- Record management and archives.

### Activity: **Documentation and information** – Progress on outcomes 2012

Work in 2012 focused on: (a) compiling and evaluating information sources and bibliographic data, especially for Cedefop reporting activities (such as follow-up of the Bruges communiqué); (b) devising a new document registration policy; (c) collecting regularly accurate information for Cedefop’s performance management system (PMS); (d) ensuring targeted dissemination of Cedefop’s key publications through EU stakeholders’ libraries (EP, Commission, Council, EESC, CoR, EU agencies); (e) improving Cedefop’s contact database.

Despite long-term staff absences and departures, outputs were delivered as planned.

#### Project 1. **Documentation and reference service**

In 2012, Cedefop’s library will concentrate on disseminating targeted information to ‘multipliers’. It will provide updated and comprehensive information to policy-makers, researchers and practitioners through its online databases, including Cedefop’s bibliographic database, the largest on VET in Europe and online tools, such as the European training thesaurus. Questions on VET will be answered through the library’s reference service.

<b>Principal outputs 2012</b>	<b>Timing/frequency</b>
Answer queries (reference service ‘Ask the VET expert’)	Respond to all incoming stakeholder queries within two weeks of receipt
<b>Targeted dissemination of Cedefop information</b>	
• circulate Cedefop information to VET libraries, Eurolib libraries;	Monthly
• send hard copies of Cedefop briefing notes for display in EU libraries (EP, EESC, CoR, EU agencies, etc.);	Eight times a year
• meet representatives of EU libraries to encourage use and dissemination of Cedefop material.	Twice a year
<b>Update and maintain Cedefop’s bibliographic database on VET (VET-Bib)</b>	
• draft marketing action plan for VET-Bib;	Ongoing
• launch several marketing actions to promote VET-Bib.	VET-Bib is known by Cedefop’s stakeholders: increase of awareness

<b>Develop European training thesaurus</b>	December
<ul style="list-style-type: none"> <li>• move towards a collaborative thesaurus management architecture between Cedefop's ETT and Eurovoc;</li> <li>• shared management of concepts between Cedefop's ETT and Eurovoc;</li> <li>• present Cedefop's thesaurus online.</li> </ul>	
<b>Create thematic profiles and bibliographies based on medium-term priorities</b>	Ongoing
<ul style="list-style-type: none"> <li>• produce four new dynamic bibliographies for areas, working with project managers and experts;</li> <li>• update all dynamic bibliographies in real time.</li> </ul>	
Improve the library collection on VET and related issues: publish and disseminate 12 issues of the library's new acquisitions list VET alert	12 times a year
Provide EU news for Cedefop newsletter: select key documents, events and publications for each issue	10 times a year
Provide information for the performance measurement system on citations of Cedefop's work, web links from peer organisations, press cuttings, citations in EU documents and VET literature, as well as links from other websites	Ongoing
Track developments on VET in EU institutions: report on events planned by EU institutions related to VET for the next six months to identify potential communication opportunities for Cedefop	Monthly
Metadata for web portal project and/or controlled vocabularies for the web portal and other Cedefop information systems as needed	Ongoing
Seminars and training for VET experts and staff: two induction seminars for all new staff	First and second semesters

### Project 1. [Documentation and reference service – Progress on outputs 2012](#)

In 2012, 710 information requests from staff (47%) and external users (53%) were answered. Branding the reference service as 'Ask the VET expert' proved to be a success, with an increase in more challenging requests regarding themes. All feedback (224) received was positive with 70 very satisfied and 154 satisfied.

In December, Cedefop's digital library VET-Bib contained 83 200 bibliographic records. In 2012, 4 620 new records were added, of which 1 319 were contributed by ReferNet. During 2012, 185 hard copy publications were ordered for the library collection on behalf of our users, and an additional 85 journal articles were ordered through the British library. The journals collection was renewed including 46 electronic journals and 15 printed journals. The collection of electronic databases included eight resources. The number of page views of the VET-Bib OPAC (online public access catalogue) was 227 566 in 2012, a clear increase over previous years (less than 200 000), with a monthly average of almost 18 000.

Based on the marketing plan for VET-Bib, several promotional actions were launched. They included: dissemination of Cedefop's leaflets, closely involving ReferNet members; a 'refreshed' VET-Bib appearance online; creation and positioning of promotional web banners for all library services; placing a link to VET-Bib directly from Cedefop's homepage and ReferNet homepage; launch of a follow-up VET-Bib survey to Cedefop's stakeholders, targeted announcements on social media. English and French copies of all briefing notes published in 2012 were sent to all Eurolib libraries, to be displayed at libraries' entrances.

In May, a new electronic publication of the ETT (*European training thesaurus: a multilingual synopsis* <http://www.cedefop.europa.eu/EN/publications/20031.aspx>) was launched on Cedefop's web portal. The publication is a PDF synopsis which works as an interactive tool and allows users to navigate the thesaurus from one concept to another, and from one language to another. A press release in the same 11 languages as the thesaurus was released to announce the new tool. By December, the ETT was downloaded over 8 700 times – one of the most downloaded Cedefop publications in 2012. Cedefop is also moving towards shared thesaurus management architecture between Cedefop's ETT and Eurovoc and is participating in the European-wide thesaurus alignment project, where matches between different European terminology tools are analysed and validated.

In close cooperation with Cedefop experts, online bibliographies were produced (or updated) on issues related to the European VET agenda, including: early identification of skills needs, validation of non-formal and informal training, VET in Europe.

According to schedule, 12 issues of VET alert (the library's new acquisitions list) were published and disseminated to a steadily increasing number of subscribers; 2 452 subscribers currently subscribe to VET alert (1 975 in 2011 and 534 in 2010).

Librarians regularly updated the contact database with contacts retrieved from press clippings and VET literature.

A new project (N-VET) was initiated to monitor developments on legislation and initiatives at national level, based on recommendations of the Bruges communiqué and European semester. The first test results will be produced at the beginning of 2013. Results will be presented as an online dynamic bibliography (NEW ACTIVITY).

The library and documentation team inserted 109 news and events of a total of 260 items published on Cedefop's web portal. Some 38 key events on VET at EU level were identified and published on the web portal. As a result, 75 alerts were disseminated by Dods (alert service on EU affairs), citing Cedefop as a source.

As input to Cedefop's performance measurement system (PMS), data collection was supported for indicator 1 (citations in the EU and international policy documents), indicator 6 (citations in the literature) and indicator 12 (media coverage in 27 EU countries, Iceland and Norway).

All staff members who joined Cedefop in 2012 were offered in-depth induction training by library staff. Presentations of the service were also given to external visitors.

Cedefop is chairing the Eurolib group (libraries form about 40 European organisations, <http://www.eurolibnet.eu>) from 2010 to 2015. During 2012, the first copublication with Eurolib was published as a Cedefop working paper: *EU grey literature* (<http://www.cedefop.europa.eu/EN/publications/20720.aspx>) (NEW ACTIVITY).

## Project 2. Records management and archives

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In 2012, this service will continue to ensure organisational records are authentic, reliable, and accessible to meet business, financial, and legal obligations, preserve records of historical value and make it easier for people to do their work.

Principal outputs 2012	Timing/frequency
Records bank: records provided by records bank correspondents: Implementation of system for registering internal/external records in Livelink	Daily, at least 1 200 records per year
Organisation of Cedefop archives	First quarter
Send a new set of historical archives to the historical archives of the European Communities (European University Institute, Florence)	Ongoing
Seminars for VET experts and staff; training for records bank correspondents	At least two per year, plus face-to-face training
Contribute to meetings of electronic records management systems (ERMS), and user group for international organisations	Once a year

## Project 2. [Records management and archives – Progress on outputs 2012](#)

Records bank correspondents from each area and service received face-to-face support and advice. Training on file and document management for records bank correspondents was provided in January, a presentation to procurement staff in February. Face-to-face sessions were organised throughout the year. Records were regularly stored in Cedefop's records bank (more than 62 000 records in 2012, compared to 46 781 in 2011 and 21 390 in 2010).

A system for registering internal/external records in mail registration (registration plus) was examined in a testing environment and successfully deployed in October as planned. All incoming mails were registered and scanned directly into Cedefop enterprise content management system (Livelink) via a dedicated application. More than 3 200 mails were registered. For outgoing mail and internal documents, log files managed by each area and service were replaced by a new application. The new Livelink application, 'registration plus', was tested and put into production in July. A final presentation of the new registration policy and registration plus was organised for all records bank correspondents in November.

The Centre's new archives room was fully set up and operational in the first quarter as planned. Intermediary archives are being regularly transferred to Cedefop's central archives using the appropriate transfer request. Several requests for destruction were processed following the procedure. Due to departure of the archivist/records manager in April, no historical archives could be appraised for transfer to the EU historical archives in Florence (CHANGE).

Cedefop contributed to the 10th annual meeting 'Electronic document and records management systems: user group for international organisations', organised by the Organisation for Security and Cooperation in Europe (OSCE) in Vienna on 6 and 7 May.



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

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

Principal outputs 2012	Timing/frequency
<b>Contacts database</b>	
Maintenance, improvements and user support	Ongoing
Contacts and activity management policy approved	March
Upgrade to MS Dynamics CRM 2011	August
<b>European training thesaurus</b>	
ETT, Cedefop glossary and CVL are available on the web portal using the ITM web interface created for Eurovoc	December
<b>ALEPH</b>	
Maintenance, improvements and user support	Ongoing
Finalise upgrade to ALEPH v. 20	December
<b>VET-DET Livelink</b>	
Maintenance, improvements and user support	Ongoing

### Project 3. [Electronic information systems – Progress on outputs 2012](#)

Contacts database/CRM: upgrade to MS Dynamics CRM 2011 was completed. Some 691 individual contacts and 393 institutions were imported. A second round of training seminars for contact and activity managers took place. Increased use of the contact database application by Cedefop research areas (such as for announcement of events and/or calls for tender). Based on assessment of contact database implementation in 2012, a note, defining goals, roles and responsibilities for Cedefop's CRM system, was prepared in December (CHANGE).

*European training thesaurus: a multilingual synopsis* was published (replacing the project to use the ITM web interface created for Eurovoc). See Project 1: Documentation and reference service.

ALEPH/VET-Bib/web OPAC: six support and maintenance issues were fixed, including critical security vulnerability in the Oracle database. It was decided not to upgrade to ALEPH v.20 hosted by Cedefop, but to migrate to the cloud solution ALEPH Direct in 2013 (CHANGE).

VET-DET Livelink: an online application which allows ReferNet extranet members to classify and submit bibliographic records is in production. Troubleshooting access problems and support were carried out as needed. User accounts for new ReferNet national members were created as necessary (such as Belgium, Bulgaria, Czech Republic, Estonia, Ireland, Spain, Italy, Netherlands, Austria, Slovakia and United Kingdom).

### Activity: Publications and content management

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

#### Desired impact

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

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

#### Principal activity outcomes

- Raised profile of VET through high-quality hard-copy and online material presented clearly in a user-friendly way, in a format appropriate for its various multilingual target audiences and major stakeholders
- Cedefop's operations supported by providing regular, efficient and effective internal publication policies, procedures and services

#### Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

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

### Activity: Publications and content management – Progress on outcomes 2012

Cedefop continued to produce high-quality hard-copy and online material for publication and conferences. Publishing activities continued to focus on electronic publication formats and a limited number of flagship publications. Following a successful e-book pilot project in 2011, all Cedefop electronic publications (working papers, research papers and briefing notes) published in 2012 were produced as e-books. In 2012, 12 publications and seven briefing notes (in seven languages) were made available in e-pub format, a format for reading publications on mobile devices like tablet PCs, e-book readers or even smart phones in a user-friendly way.

Despite many publication downloads via Cedefop's web portal, dissemination of printed materials remained remarkable. In total 27 404 printed publications and 90 911 flyers were distributed at events and conferences. Also notable is continuous demand for translation licensing of Cedefop publications. Some 12 requests for acquiring language licences for 15 different titles were treated in 2012.

**Note:** English editing, layout and printing may report different numbers of publications because not all printed publications in English pass through English editing; some publications appear in a number of language versions in addition to English; and some publications are printed after (possible) editing and layout, but others are not. Electronic publications can be printed on demand.

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

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

Principal outputs 2012	Timing/frequency
Translation and 'linguistic review' services provided by translation and language-support services to Cedefop's administration and other services	Ongoing; about 5 000 pages translated/reviewed on time
Editing for various publications including:	About 4 000 pages edited; four Cedefop corporate publications (annual report, annual activity report, work programme, exhibition/publication catalogues); five reference publications, a minimum of eight briefing notes, research papers and working papers

## Project 1. [Editing and translation – Progress on outputs 2012](#)

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By 31 December 32 editing requests totalling 3 657 pages were submitted. These included 16 information publications (booklets, flyers), six research papers, four working papers, three reference publications and three corporate publications. Some 304 pages of English text not for publication (language review) were also edited.

In the same period, 2 387 pages were translated, including 482 into French, 465 into German, 332 into English, 194 into Spanish, 491 into Greek and 154 into Danish (including material for the Danish and Cyprus Presidencies).

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

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

Principal outputs 2012	Timing/frequency
Develop graphic design concepts for Cedefop publications: <ul style="list-style-type: none"> <li>• Two Cedefop corporate publications (work programme, annual report)</li> <li>• Four or five reference publications</li> <li>• Four or five information publications/booklets</li> <li>• Four or five Working papers</li> <li>• Four or five Research papers</li> <li>• Nine Briefing notes</li> <li>• Flyers/promotional brochures</li> </ul>	Ongoing
Develop visual identity systems and promotional material for at least two large Cedefop conferences: programmes, folders, notepads, posters, banners	Ongoing
Develop graphic design concepts for web applications and online promotional materials	Ongoing

### Project 2. [Layout and design – Progress on outputs 2012](#)

Graphic design and layout concepts (including language adaptations) were developed for the following publications:

- corporate publications: four publications (two titles, two language adaptations)
- reference series: four publications (two titles, two language adaptations)
- information series and booklets: 14 publications (nine titles and five language adaptations)
- working papers: three titles
- research papers: 10 titles
- promotional brochures and flyers: 22 publications (five titles, 17 language adaptations)
- briefing notes: 63 publications (seven titles, 56 language adaptations).

Visual identity systems were developed for promotional material related to conferences/workshops (two conference programmes, 10 posters, 12 banners, one notepad, three folders, 300 stickers).

Graphic design concepts were developed for several online interactive products (such as European thesaurus multilingual synopsis; Cedefop visual identity manual; Europass experience tool; web banners and one library promotional template).

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

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

Principal outputs 2012	Timing/frequency
Print publications and flyers	Within three weeks of reception of final PDF file
Produce material for conferences, promotional material	Material provided on time for at least four Cedefop conferences and exhibitions
Disseminate all publications to stakeholders	Within two weeks after delivery
Execute orders for dispatch to conferences	Within two weeks of request for up to 20 conferences
Process individual orders for publications	Within five working days for up to 1 500 orders
Ensure stocks are at a reasonable level (Cedefop and Publications Office)	Run 'destockage' action annually and organise reprints as needed
Provide statistics on electronic and hard-copy publications	Monthly

### Project 3. [Printing and dissemination – Progress on outputs 2012](#)

#### Dissemination

A total of 27 404 publications, 90 911 flyers and 1 640 miscellaneous items were distributed as follows:

	Books	Flyers	Miscellaneous (*)	Jobs
Events/conferences	7 717	18 715	1 310	81
Orders	7 652	4 297	26	38
Mailing list distribution	11 430	67 442	0	55
Miscellaneous (**)	605	457	304	145
<b>Total</b>	<b>27 404</b>	<b>90 911</b>	<b>1 640</b>	<b>319</b>

(\*) Non-Cedefop publications, stationery, folders, gifts, etc.

(\*\*) Miscellaneous requests from colleagues, in-house dissemination on delivery.

In addition, 6 500 books and 11 000 flyers were disseminated in electronic format using USB sticks. Dissemination to stakeholders took place within two weeks after delivery.

All orders for dissemination were processed within five working days; dispatch to conferences was made within two weeks of receipt of request.

**New publications:** four working papers, 11 research papers, nine information series (12 translations), five flyers (17 translations), seven briefing notes (49 translations), 23 newsletters (10 Cedefop newsletters, 12 VET alert, one Skillsnet newsletter). All printed publications were produced within three weeks from receipt of the final PDF version.

**E-book (e-pub) production:** 12 publications (EN) and seven briefing notes in seven languages.

**Copyright/translation requests:** 12 requests for translation licensing of Cedefop publications (languages: Bosnian, French, Greek, Japanese, Korean, Latvian, Polish, Slovak and Turkish, concerning 15 titles in total).

Stock was kept at a reasonable level with only publications from the past five years kept in the internal stock room. Constant review of Cedefop stock in-house and at Luxembourg; copies were ordered for in-house stock and/or reprints when needed.

Monthly statistics on electronic and hard-copy publications were prepared.

#### RESOURCES – ADMINISTRATIVE SERVICES

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

#### Activity: Area Resources – Operations support

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

#### Desired impact

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

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

#### Principal activity outcomes

Good support services provided and good administrative practice followed through:

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

#### Outcome indicators

(with reference to Cedefop's performance measurement system)

Efficient and effective support services:

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



- facilities management, follow up of the successful completion of the building repair works;
- Cedefop business continuity plan (BCP) – Phase 2: Implementation of the BCP in accordance with agreed priorities and availability of resources (human and financial).
- **Timeliness and duration of selection procedures:**
  - Target 1: on average 60 working days between deadline for applications to finalisation of selection board report;
  - Target 2: on average 120 working days between publication of vacancy notice to decision of Appointing Authority;
- **Training provision** meets targets set in the strategy: 10 days on average per staff member per calendar year;
- **Total budget:** 96% of execution rate, with 98% of EC subsidy execution;
- **Average period for payments** 28 days, maximum 40 invoices remaining unpaid for more than 30 days at year end;
- **Timeliness of procurement procedures:** on average 150 days for open and 60 days for negotiated procedures;
- **Procurement processes:** 90% success rate;
- **Availability of core ICT systems and services:** 99% web portal, Europass, Olive, Fibus, Livelink, e-mail and telecommunications.

#### Activity: Area Resources – Operations support – Progress on outcomes 2012

All basic services were provided efficiently and effectively and main targets met. This is exemplified by: (a) further improvement in timeliness of payment below 15 days (19 days in 2011); (b) over 99.5% (99.5% in 2011) availability of core ICT systems and services; (c) 97% (96% in 2011) occupation rate of the establishment plan on 31 December 2012; (d) 99.7% (99.2% in 2011) budget implementation rate taking into account automatic carryovers to 2013; (e) an average of 8.1 days (8.7 in 2011) of training provision per staff member; (f) average of 91 working days (94 in 2011) between publication of vacancy notice to decision of the AIPN; and (g) an average of 195 days (194 in 2011) duration of open procurement procedures.

The report from the European Court of Auditors on budget execution 2011 and the Internal Audit Service annual report continued to acknowledge Cedefop as a well-run organisation.

The building repairs works were not completed by 31 December. Despite several reminders no revised planning is available yet. Therefore, painting the building, upgrading the conference equipment and completion of installation of a new access control were significantly delayed.

#### Project 1. [Human resources](#)

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

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

### Project 1. [Human resources – Progress on outputs 2012](#)

On 31 December, occupation rate of the establishment plan was 97% (in line with the MASPP approach: posts offered equal posts filled). One post was kept vacant so it can be cut in 2013 in response to the Commission's request for a 5% staff cut over the next few years. For the remaining two posts selection procedures were ongoing.

The selection procedure for recruitment of a new Cedefop Director was relaunched as the second selection procedure finalised in 2012 was also unfruitful. In line with the Governing Board decision, the vacancy notice for the Director's post was revised and disseminated.

Average duration of selection procedures was consistent with 2011 levels and well below target levels: 49 working days between deadline for applications to finalisation of selection board report, and 91 working days between publications of vacancy notices to decisions of Appointing Authority.

Training profiles of key functions are under revision and a more systematic analysis of staff members' training needs was conducted and will feed into the training plan 2013. Experiences were exchanged with other agencies on practical approaches to conduct training impact analysis.

Following a survey of childcare needs of staff members and taking account of all the parameters, the Acting Director proposed closure of the day care centre (DCC) to the Governing Board. Based on the Acting Director's proposal, the Governing Board decided to close the DCC and continue financial support for staff members with pre-school children.

A comprehensive staff survey was launched on 3 December. It covers the following areas: organisational effectiveness; job contents; effort, recognition and reward; cooperation; effectiveness of management; professional development and effectiveness of internal communication.

The concept and questions for the survey were developed in an internal working group including representatives from various parts of the organisation as well as a Staff Committee representative.

Recruitment and appraisal of applications online continue to be further refined in light of user feedback.

The general implementing provisions on early retirement without reduction of pension rights was submitted to the Commission for agreement on 29 October following consultation with the Staff Committee. The general implementing provisions on the procedure to deal with professional incompetence was put on hold based on advice from the Commission. The Commission is currently in discussion with the legal service about new implementing rules on Article 51 of the Staff Regulations. The agencies will be informed once a new decision is adopted.

## Project 2. Finance and procurement (FP)

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

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

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

Principal outputs 2012	Timing/frequency
Effective guidance for all involved in implementation of a 2012 budget with a new structure and nomenclature, and establishment of preliminary draft budget 2013 (including provision for execution of the fresh appropriations from Norway and Iceland), accompanied by relevant ABB adaptation	Following the calendar of the internal (GB) and external (EC, budget authority) budget procedure
In 2012, FP services will continue to work (in collaboration with ICT) on developing a consolidated budget monitoring and reporting tool with integrated information on procurement activity and payments that allows swift, comprehensive monitoring and reporting on Cedefop's financial management in its three components: procurement activity, budget execution and payments	Throughout 2012
Continuous delivery of training on finance and procurement matters to staff, to ensure alignment to the rules and to contribute to fast and efficient processing of payments and tenders to support optimal execution of the work programme and smooth budget implementation	Throughout 2012

## Project 2. Finance and procurement (FP) – Progress on outputs 2012

All necessary actions for effective implementation of the budget in its new structure were taken, including creation and allocation of funds on new budget lines in Fibus. Attention was drawn to the comments accompanying the new budget lines, and on the need for a balanced execution of EU subsidy and own revenue, fresh (2012) contributions of Norway and Iceland and the last part of such contributions from previous years. The revised budget execution table was used successfully for the

first round of the mid-term review held on 4 July and the second round held on 2 October, in view of elaboration of the transfers made, within Titles 2 and 3 and from Title 1 to these two titles.

The project for establishing a consolidated, monitoring and reporting tool started. Recommendations resulting from the external Fibus audit carried out late 2011 and from 2012 audits of the European Court of Auditors and Internal Audit Service were taken into account.

Procurement planning was regularly monitored and implementation proceeds smoothly.

All three guidance documents available to staff were updated: (a) the decision on procurement procedures and thresholds applicable; (b) guidelines for drafting tender specifications; (c) guidelines for opening and evaluation committees.

Training sessions on procurement-related issues were organised for project managers and heads of area.

### Project 3. Information and communication technology (ICT)

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

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

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Monitor administrative procedures to improve efficiency, in particular implementation of a new clocking system	Throughout 2012
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### Project 3. Information and communication technology (ICT) – Progress on outputs 2012

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Major platforms were fully available and maintained (Europass, Olive, Fibus, Livelink, web portal): availability of services was very high throughout the reporting period, over 99.7%, due to efficient maintenance. Rapidly increasing visits to the Europass website were sufficiently supported in terms of infrastructure, performance and service health.

An open call for tender for all Europass ICT services was launched and the contract signed in July. The European skills passport and revamped Europass CV were launched on 12 December as planned. Technical specifications for the Europass experience document were completed and a prototype developed, to be presented in the first quarter of 2013. These activities are in cooperation with Area ECVL – see Project 5 under activity ‘Common European tools, qualifications and learning outcomes’.

The web tool for presenting skills forecasts was finalised and made available online in March.

Review of the ‘VET in Europe’ web interface was postponed to 2013 when the project needs will be better defined (CHANGE).

The desktop platform was fully upgraded (to Ms Office 2010 and Windows 7) for all end-users, using new equipment and a new Eurolook template for all administrative documents across Cedefop.

Migration to Ms Exchange was postponed to the second semester 2012 as priority was given to business continuity and disaster infrastructure (CHANGE). An additional Internet wireless link was designed and planned to be finalised in first quarter of 2013, the new link will increase bandwidth (~100Mbps) and at the same time reduce telecommunication costs (fixed cost of installation and acquisition of the link equipment).

Work progressed in improving security, following up the ICT security audit report of 2011 and collaboration started with the Commission’s community emergency response teams and a subscription to their (CERT-EU mailings). The public key infrastructure for encrypted e-mails within the organisation was postponed and will be done after migration to Exchange 2010 in 2013 (CHANGE).

The ICT main tape back-up system was upgraded in February, and off-site storage of back-up media continued.

An open call for tender for ensuring continuity of ICT support for the study visits web management tool and other web applications was launched in June and the contract signed in November. Handover to the new contractor will be completed by January 2013, with considerable improvement of existing documentation and system configuration.

Web statistics were improved and used in the PMS.

The new clocking system (following complete change of access control systems) was completed in March.

To improve further administrative procedures, a new procedure was put in place for forecasting/following up execution of commitment and payment appropriations (NEW ACTIVITY). In addition, improvements were made to Recon, CDR, document registration, ABB, contact database, and payment of salaries.

Several projects were related to operational needs for processing large statistical data. These included acquisition of specialised software NVIVO, updated versions of Stata, HLM and an improvement to the computer infrastructure for processing large statistical data (NEW ACTIVITY).

Work started on developing an ICT strategy taking new technologies and costs/benefits of cloud computing into account. The strategy is expected to be completed in 2013 (NEW ACTIVITY).

## Project 4. **Facilities**

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

In 2012, this service will focus on implementation, improvement and follow-up of standard maintenance of the infrastructure as well as business continuity and contract procedures.

Principal outputs 2012	Timing/frequency
Outputs are composed of the following standard categories:	
Basic facilities and security services, maintenance works	Regular reporting
Implementation and follow-up of repair works for the building disorders (implementation by Egnatia Odos AE with Greek funding). Partial reception of the building.	Second semester
Facilities contribution to business continuity plan	July and November
Follow up ongoing services contracts, draft technical specifications for new tenders	Ongoing
Proposals for improvements (energy saving, health, safety, and security matters)	June and November
Facilities planning and budget monitored	Regular reporting

### Project 4. **Facilities – Progress on outputs 2012**

All basic facilities, security services and maintenance works were closely followed up.

Building repairs works were not completed by 31 December. Despite several reminders, no revised planning is available yet. Therefore painting the building, upgrading the conference equipment and completion of installation of a new access control system were significantly delayed (CHANGE).

Business continuity plan: assessment of business risks and impact of potential emergencies was carried out. Conclusions of the assessment was formalised and an action plan approved by end of 2012.

Ongoing service contracts were followed up and tendering procedures launched as planned.

Following last year's unfruitful procedure, a new procedure was launched in 2012 and the contract for carrying out an energy audit and to acquire an energy performance certificate for Cedefop's building was signed in August. The report is expected to be finalised early 2013 and taking account of available resources, an action plan will be proposed to the Director.

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## ANNEX I

# Cedefop Governing Board

## (as at 31 December 2012)

An updated list can be found on Cedefop's website:

<http://www.cedefop.europa.eu/EN/about-cedefop/governance/governing-board.aspx>.

### Participating in the Bureau meeting

Chair Employees' organisations	Mr <b>Hermann Nehls</b> Deutscher Gewerkschaftsbund – DGB Germany
Vice-chair Representative of employers' organisations	Ms <b>Barbara Dorn</b> BDA – Confederation of German Employers' Associations Director Education – Vocational Training Germany
Vice-chair Government representative	Ms <b>Micheline Scheys</b> Ministry of Education and Training Belgium
Vice-chair European Commission	Mr <b>António Silva Mendes</b> European Commission Directorate-General Education and Culture Director DG EAC/B
European Commission	Mr <b>Pierre Mairesse</b> European Commission Directorate-General Education and Culture Director DG EAC/A
European Commission	Mr <b>João Delgado</b> European Commission Directorate-General Education and Culture Head of Unit DG EAC/B4
European Commission	Ms <b>Isabelle Mazingant</b> European Commission Directorate-General Education and Culture Desk Officer DG EAC/B4
Coordinator Government Group	Ms <b>Carina Lindén</b> Swedish Ministry of Education and Research – Sweden

Representative in Bureau Employees' Group	<b>Ms Laurence Martin</b> Force Ouvrière – F.O. – France
Coordinator, Employers' Group	<b>Mr Robert Plummer</b> The Confederation of European Business – BUSINESSEUROPE
Coordinator, Employees' Group	<b>Ms Agnes Roman</b> European Trade Union Confederation – ETUC
European Commission	<b>Ms Ana-Maria Stan</b> European Commission Directorate-General Education and Culture Policy Officer DG EAC/B4
Observer EEA representative	<b>Ms Ásta Sif Erlingsdóttir</b> Ministry of Education, Science and Culture University of Iceland – Research Liaison office – Iceland

### Cedefop Governing Board Members <sup>(a)</sup>

	<b>Government representatives</b>	<b>Employees organisations' representatives</b>	<b>Employers organisations' representatives</b>
<b>BE</b>	(rota system) <b>Ms Micheline Scheys</b> Ministry of Education and Training	<b>Mr Jef Maes</b> FGTB/ABVV	<b>Mr Jan Delfosse</b> F.E.D.I.S.
	<b>Ms Isabelle Voiturier</b> FOREM		
<b>BG</b>	<b>Ms Emilia Valchoska</b> Ministry of Education and Science	<i>Will be appointed at a later stage</i>	<b>Ms Daniela Simidchieva</b> Bulgarian Industrial Association Union of the Bulgarian Business
<b>CZ</b>	<b>Mr Jakub Stárek</b> Ministry of Education, Youth and Sports	<b>Mr Petr Pečenka</b> CMKOS	<b>Mr Milos Rathouský</b> Confederation of the Industry of the Czech Republic
<b>DK</b>	<b>Mr Lars Mortensen</b> Ministry of Children and Education	<b>Mr Erik Schmidt</b> FTF – Confederation of Professionals in Denmark	<b>Mr Henrik Bach Mortensen</b> Dansk Arbejdsgiverforening
<b>DE</b>	<b>Mr Peter Thiele</b> Bundesministerium für Bildung und Forschung	<b>Mr Hermann Nehls</b> Vice-chair Deutscher Gewerkschaftsbund – DGB	<b>Ms Barbara Dorn</b> Vice-chair Employers' Group BDA – Confederation of German Employers' Associations Director Education – Vocational Training

	<b>Government representatives</b>	<b>Employees organisations' representatives</b>	<b>Employers organisations' representatives</b>
<b>EE</b>	<b>Mr Kalle Toom</b> Estonian Ministry of Education and Research	<b>Ms Kaja Toomsalu</b> Confederation of Estonian Trade Unions	<b>Mr Marek Sepp</b> Estonian Employers' Confederation
<b>IE</b>	<b>Mr John Mc Grath</b> FÁS Head Office	<b>Mr Frank Vaughan</b> Irish Congress of Trade Unions	<b>Ms Tony Donohoe</b> IBEC Irish business and employers
<b>EL</b>	<b>Mr Dimitrios V. Skiadas</b> <sup>(b)</sup> University of Macedonia Department of International and European Studies	<i>Will be appointed at a later stage</i>	<b>Mr Evangelos Boumis</b> K.E.K. – IVEPE
<b>ES</b>	<b>Mr D Jesús Barroso Barrero</b> Ministerio de Empleo y Seguridad Social	<b>Mr Fernando Puig-Sampter Mulero</b> Responsible for Vocational Training at CCOO	<b>Mr Juan Carlos Tejeda Hisado</b> Confederación Española de Organizaciones Empresariales – CEOE
<b>FR</b>	<b>Mr Jean-Marc Huart</b> Ministère de l'éducation nationale de la Jeunesse et de la Vie Associative	<b>Ms Laurence Martin</b> Representative in Bureau Employees'group Force Ouvrière – F.O.	<b>Ms Siham Saïdi</b> Mouvement des Entreprises de France – MEDEF
<b>IT</b>	<b>Ms Lucia Scarpitti</b> Ministerio del Lavoro e delle Politiche Sociali	<b>Mr Bruno Vitali</b> FIM CISL Nazionale	<b>Mr Claudio Gentili</b> Confindustria
<b>CY</b>	<b>Mr George Papageorgiou</b> Ministry of Labour and Social Insurance	<b>Mr Nikos Nikolaou</b> Cyprus Workers' Confederation SEK	<b>Mr Michael Pilikos</b> Cyprus Employers & Industrialists Federation
<b>LV</b>	<b>Ms Nellija Titova</b> <sup>(c)</sup> Ministry of Education and Science	<b>Ms Ruta Porniece</b> Free Trade Union Confederation of Latvia – LBAS	<b>Ms Marina Sklara</b> LDDK – Employers' Confederation of Latvia
<b>LT</b>	<b>Ms Aleksandra Sokolova</b> Ministry of Education and Science	<b>Ms Tatjana Babrauskiene</b> Lithuanian Trade Union Confederation	<b>Ms Dovile Baskyte</b> Lithuanian Confederation of Industrialists
<b>LU</b>	<b>Mr Antonio De Carolis</b> Ministère de l'Education nationale et de la Formation professionnelle	<b>Ms Danièle Niele</b> OGB-L	<b>Mr Paul Krier</b> Chambre des Métiers du Grand Duché du Luxembourg

	<b>Government representatives</b>	<b>Employees organisations' representatives</b>	<b>Employers organisations' representatives</b>
<b>HU</b>	Mr <b>László Odrobina</b> Ministry of National Economy	<i>Will be appointed at a later stage</i>	Ms <b>Adrienn Bálint</b> Confederation of Hungarian Employers and Industrialists – MGYOSZ
<b>MT</b>	Mr <b>James Joachim Calleja</b> Ministry of Education, Youth and Employment	Mr <b>Kevin Bonello</b> Forum of Maltese Unions (FOR.U.M)	Ms <b>Jeanelle Brincat</b> Malta Chamber Foundation
<b>NL</b>	Mr <b>Peter van IJsselmuiden</b> Ministerie van Onderwijs, Cultuur en Wetenschappen	Mr <b>H.A. (Bert) Van der Spek</b> Christelijk Nationaal Vakverbond (CNV)	Mr <b>G.A.M. van der Grind</b> LTO Nederland
<b>AT</b>	Mr <b>Reinhard Nöbauer</b> Bundesministerium für Unterricht, Kunst und Kultur	Mr <b>Alexander Prischl</b> Österreichischer Gewerkschaftsbund – ÖGB	Mr <b>Gerhard Riemer</b> Industriellenvereinigung
<b>PL</b>	Mr <b>Piotr Bartosiak</b> Ministry of National Education – Ministerstwo Edukacji Narodowej	<i>Will be appointed at a later stage</i>	Mr <b>Andrzej Stepnikowski</b> ZRP – Polish Craft Association
<b>PT</b>	Ms <b>Isilda Fernandes</b> Ministry of Economy and Employment	Mr <b>Antonio Louis Correia</b> UGT	Ms <b>Ana Maria Santos</b> Gouveria Lopes CARRISTUR – Formação
<b>RO</b>	Ms <b>Gabriela Ciobanu</b> National Centre for Technical and Vocational Education and Training Development	Mr <b>Gheorghe Simon</b> National Confederation of Free Trade Unions in Romania – CNSLR-FRATIA	<i>Will be appointed at a later stage</i>
<b>SI</b>	Mr <b>Anton Simonič</b> Ministry of Education and Sport Division for European Affairs	Mr <b>Anton Rozman</b> Association of Free Trade Unions of Slovenia – ZSSS	Mr <b>Anze Hirs</b> Association of Employers of Slovenia
<b>SK</b>	Mr <b>Juraj Vantuch</b> State Institute of VET Slovak National Observatory of VET	Mr <b>Alexander Kurtanský</b> Confederation of Trade Union of the Slovak Republic (KOZ SR)	Mr <b>Martin Hošták</b> <sup>(d)</sup> Republikova unia zamestnavateľov
<b>FI</b>	Ms <b>Tarja Riihimäki</b> Ministry of Education	Ms <b>Kirsi Rasinaho</b> The Central Organisation of Finnish Trade Unions (SAK)	Ms <b>Satu Agren</b> Confederation of Finnish Industries EK

	<b>Government representatives</b>	<b>Employees organisations' representatives</b>	<b>Employers organisations' representatives</b>
<b>SE</b>	<b>Ms Carina Lindén</b> Coordinator for the Government Group Swedish Ministry of Education and Research	<b>Mr German Bender</b> TCO Sweden	<b>Ms Karin Thapper</b> The Swedish Food Industry
<b>UK</b>	<b>Ms Marilyn East</b> Department of Business, Innovation and Skills	<b>Mr Iain Murray</b> Trade Union Congress – TUC	<b>Ms Kate Ling</b> Confederation of British Industry – CBI

### European Commission representatives <sup>(e)</sup>

**Mr Jan Truszczyński**  
Directorate-General Education and Culture  
Director-General for Education and Culture

**Mr António Silva Mendes**  
Vice-Chair European Commission  
Directorate-General Education and Culture  
Director DG EAC-B  
Lifelong Learning: policies and programmes

**Mr Pierre Mairesse**  
Directorate-General Education and Culture  
Director DG EAC-A  
Lifelong Learning: horizontal Lisbon policy issues and 2020 strategy

**Mr João Delgado**  
Directorate-General Education and Culture  
Head of Unit DG EAC-B4  
Lifelong Learning: policies and programme  
Vocational training: Leonardo da Vinci

Also attending meetings:  
**Ms Isabelle Mazingant**  
Directorate-General Education and Culture  
Desk Officer DG EAC-B4

**Ms Ana-Maria Stan**  
Directorate-General Education and Culture  
Policy Officer DG EAC-B4

	<b>Government representatives</b>	<b>Employees' organisations' representatives</b>	<b>Employers' organisations' representatives</b>
<b>Coordinators</b>			
		<b>Ms Agnes Roman</b> European Trade Union Confederation – ETUC	<b>Mr Robert Plummer</b> BUSINESSEUROPE The Confederation of European Business
<b>Observers</b>			
<b>IS</b>	<b>Ms Ásta Sif Erlingsdóttir</b> Ministry of Education, Science and Culture University of Iceland – Research Liaison office		
<b>NO</b>	<b>Ms Kristin Evensen</b> EEA Representative in the Bureau Royal Ministry of Education, Research and Church Affairs	<b>Mr Tor-Arne Solbakken</b> Norwegian confederation of Trade Unions	<b>Mr Kristian Ilnert</b> The Confederation of Norwegian Enterprise

(<sup>a</sup>) Council Decision of 16 July 2012 renewing Cedefop Governing Board (OJ C 228, 31.7.2012, p.3).

(<sup>b</sup>) Council Decision of 24 September 2012 (OJ C 308, 12.10.2012).

(<sup>c</sup>) Council Decision of 24 September 2012 (OJ C 308, 12.10.2012).

(<sup>d</sup>) OJ C 382 of 12.12.2012, p.7.

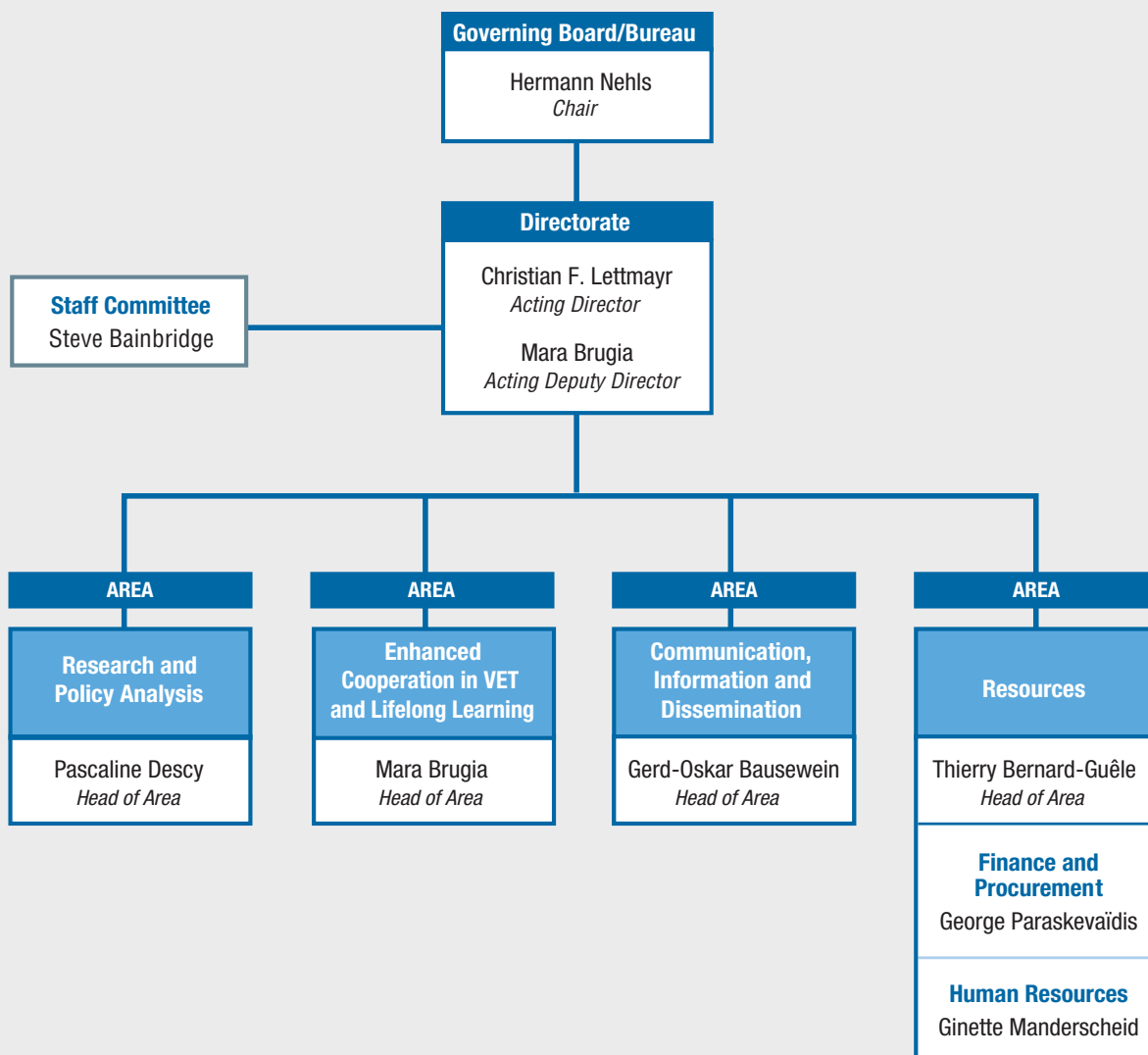
(<sup>e</sup>) Communication – Appointment of Commission representatives (OJ C 88, 25.3.2000, p. 6).



ANNEX II

# Cedefop organisation chart

## Situation at 31 December 2012



## ANNEX III

# Human resources

## Staff Situation at 31 December 2012

The establishment plan 2012 had 101 posts (50 AD and 51 AST). There were more temporary than permanent posts, both in function group AD (43/7) and in function group AST (35/16).

On 31 December 2012, the Centre employed 92 staff on the basis of the establishment plan. For the nine vacant posts: six new staff members are expected to start work in the first months of 2013; two selection procedures are ongoing; one post is kept vacant so that it can be cut in 2013 in response to the Commission request for a 5% staff cut over the next years.

On 31 December 2012, there were 117 staff members working at Cedefop, including:

- three seconded national experts,
- 22 contract agents.

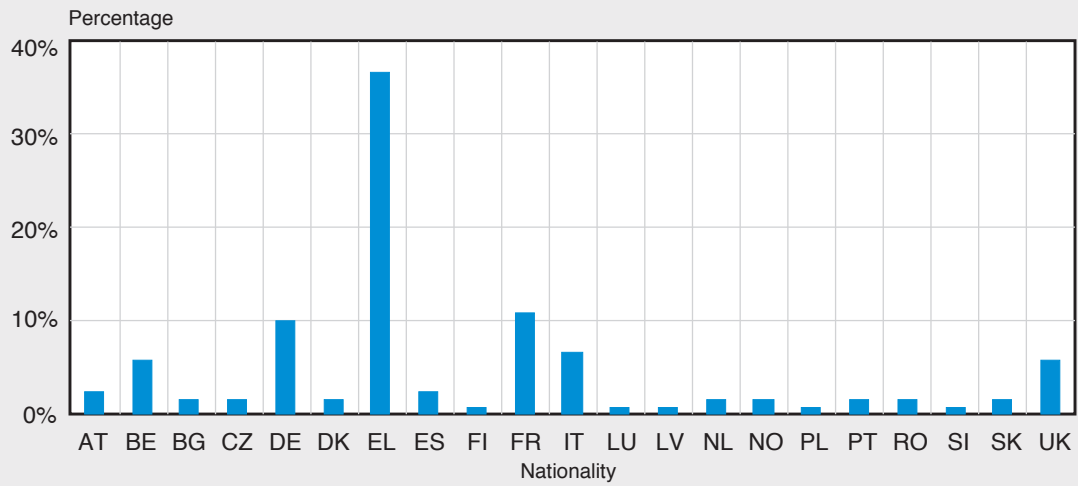
In addition, the following non-statutory intra-muros staff also worked at the Centre:

- medical officer and ICT support (Helpdesk);
- security guards working in three shifts under a specific service contract that provides security services to Cedefop 24 hours a day. The same company also provides the Centre with switchboard operators;
- cleaning services;
- contractors that provide maintenance of the building and grounds.

The following charts show the composition of the statutory staff by nationality, age, gender and years of service at Cedefop.

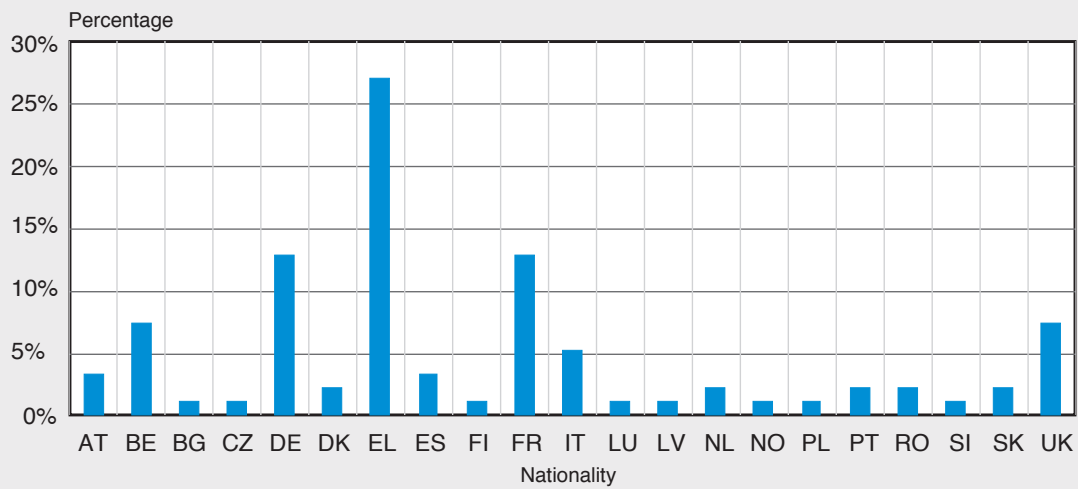
## Nationality

Staff (\*) by nationality

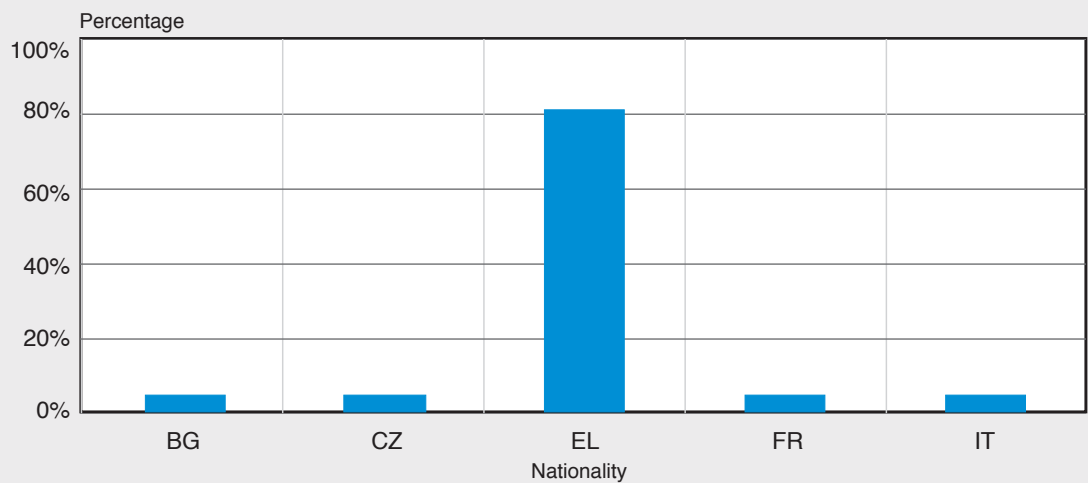


(\*) Includes officials, temporary agents, contract agents and seconded experts..

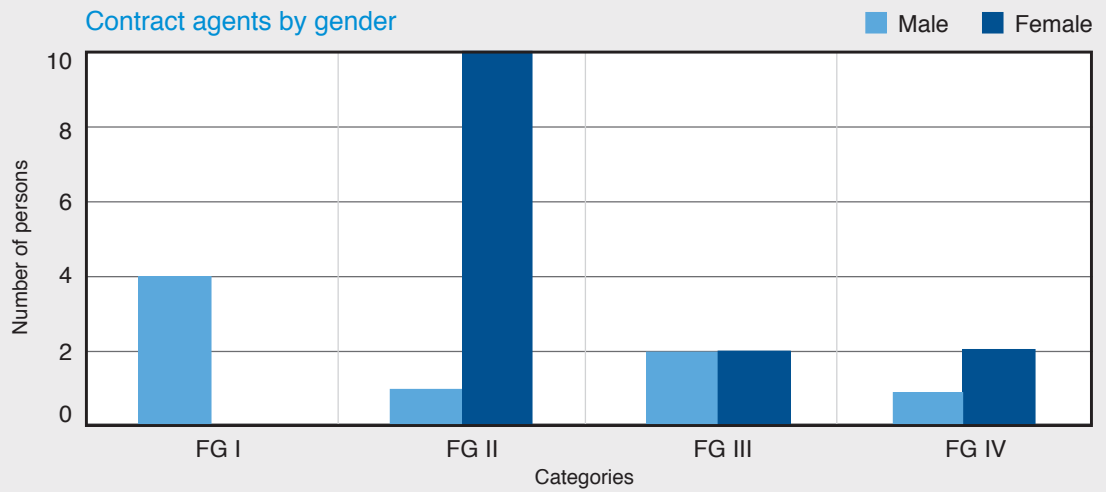
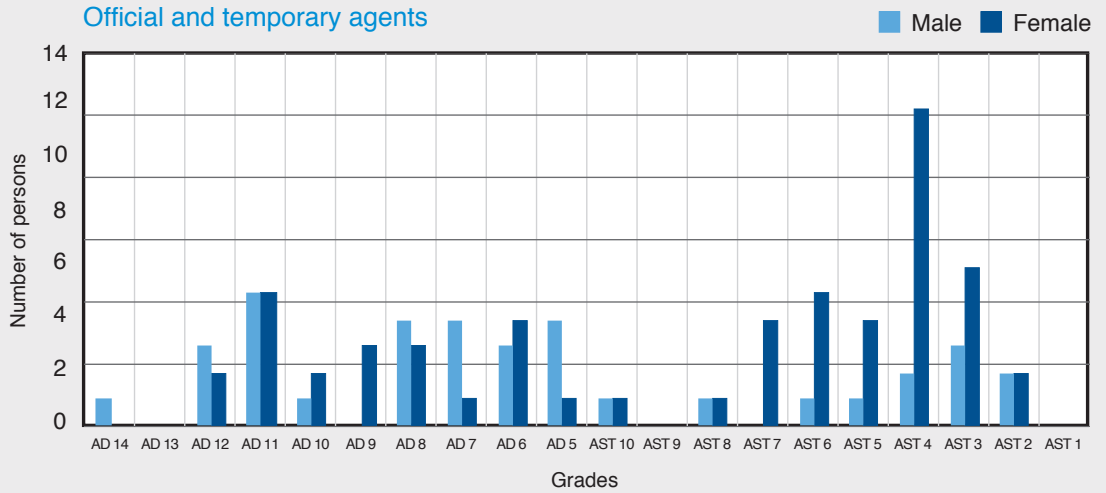
Officials and temporary agents by nationality



Contract agents by nationality

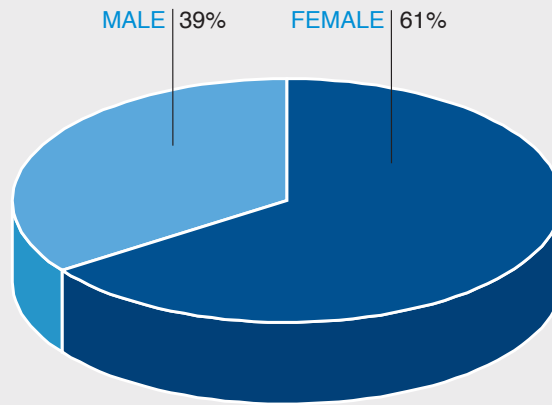


### Cedefop occupied posts (male/female)



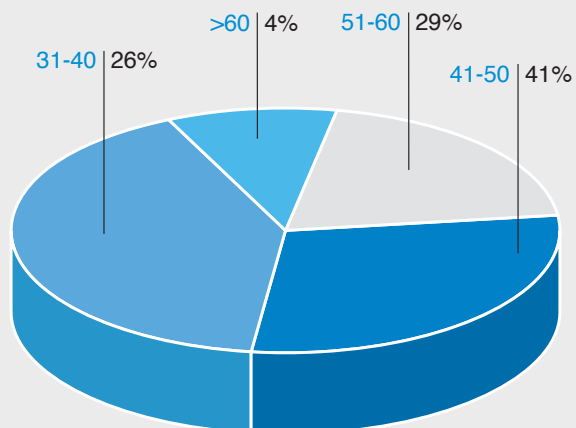
**By gender**

All staff (excluding SNEs) by gender



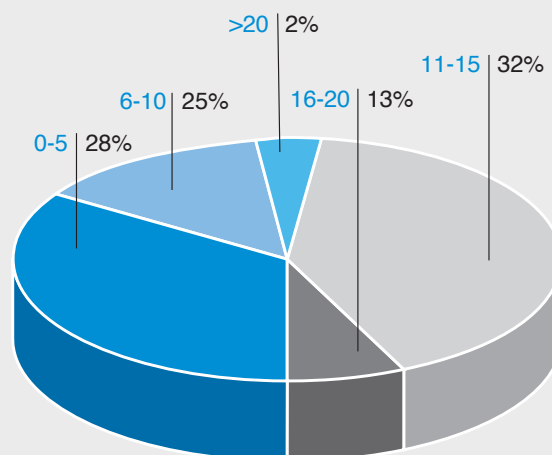
**By age**

Officials, temporary agents, contract agents and SNEs by age



**By years of service**

Officials, temporary agents and contract agents by years of service



## ANNEX IV

## Cedefop staff by Area (at 31 December 2011)

### Directorate

Acting Director	<b>Lettmayr Christian</b>	
Acting Deputy Director	<b>Brugia Mara</b>	
Senior assistant	Boucouvala-Ketterer Michèle	
Assistant	Soerensen-Ballis Tine	
Assistant	Vlahiotis Christina	
Assistant to the Director	Schmid Eleonore	(40%)
Senior advisor	Tossounidis Lazaros	

### Legal services, data protection and performance measurement system (PMS)

Legal advisor	Fuchs Miriam	
Assistant	Karamanoli Maria	
Data protection officer	Antoniou Spyros	(25%)
Data protection officer	Jesus Bustamante	(20%)
Senior expert	Bainbridge Steven	(15%)
Expert	Stimpson Alex	(25%)
Senior assistant	Graziosi Adriano	(30%)

#### 1. Area Research and Policy Analysis

Head of Area	<b>Descy Pascaline</b>	
Assistant/area management	Puurunen Rauni-Helena	
Expert	Barabasch Antje	
Assistant	Berkat Maria	
Senior expert/ReferNet coordination	Bousquet Sylvie	
Senior assistant	Graziosi Adriano	(70%)
Expert	Haugoy Grethe	
Senior assistant	Herpin Béatrice	
Senior expert	Hrabinska Maria	

Senior expert	Kvetan Vladimir	
Expert	Lipinska Patrycja	
Assistant	Panagiotou Roula	
Expert	Pouliakas Konstantinos	
Senior expert	Ranieri Antonio	
Senior expert	Russo Giovanni	
Expert	Serafini Marco	
Expert	Sofroniou Nicholas	
Expert	Stimpson Alex	(75%)
Assistant	Van de Veerdonk Eleonore	
Senior expert	Van Loo Jasper Bastiaan	
Assistant	Zoppi Marena	
Expert	Zukersteinova Alena	

## 2. Area Enhanced Cooperation in VET and LLL

Head of Area	<b>Brugia Mara</b>	
Senior assistant/area management	Katsaouni Pelagia	
Assistant	Basiakou Joanne	
Senior expert	Bertzeletou Tina	
Senior expert Brussels office	Bjørnåvold Jens	
Expert	David Craescu Ramona Carmen	
Assistant	De Martino Alessia	
Expert	Dehmel Alexandra	
Senior expert/study visits coordination	Feuerstein Michaela	
Assistant/study visits programme	Gadji Silke	
Senior expert/study visits programme	Hamers Hélène	
Expert/study visits programme	Jemeljanova Irina	
Senior assistant/study visits programme	Karagiozopoulou Mary	
Expert/study visits programme	Kostakis George	
Assistant	Noutsia Yvonne	
Assistant	Oraiopoulou Vasiliki	
Expert	Psifidou Irene	
Senior expert	Schmid Eleonora	(60%)
Senior expert	Tissot Philippe	
Expert	Villalba-Garcia Ernesto	
Assistant/study visits programme	Wehrheim Stéphanie	
Senior expert	Zahilas Loukas	
Assistant/study visits programme	Zekou Chryssa	



### 3. Area Communication, Information and Dissemination

Head of Area	<b>Bausewein Gerd Oskar</b>	
Assistant/area management	Wintrebert Catherine	
Senior expert/stakeholder relations	Bainbridge Steve	(85%)
Assistant/English editing	Bochori Styliani	
Senior assistant/English editing	Bond David	
Senior assistant	Brenner Bettina	
Senior expert/system librarian	Bustamante Jesus	(80%)
Senior assistant/translation	Clark Alison	(50%)
Senior expert/layout and design	Dreyer Isabel	
Assistant/printing and distribution	Fotopoulou Zacharoula	
Senior expert/public relations events	Frey Corinna	
Assistant/web content management	Ioannides Michael	
Assistant/mail registration	Kanakoglou Vania	
Senior expert	Mughini Clara	
Senior expert/news service	Nezi Ioanna	
Assistant/library and documentation	Roman Cosmin	
Senior assistant/library and documentation	Santos Maite	
Assistant/printing and distribution	Seiffert Peter	
Assistant/printing and distribution	Tanakidis Michalis	
Senior assistant/web content management	Toussaint Nancy	
Senior assistant/library and documentation	Tsaika Annie	
Senior assistant/library and documentation	Tzolas Ekaterina	
Head of library and documentation	Willem Marc	
Senior assistant/layout and design	Wolny Dagmar	
Assistant	Zaveska-Deligiani Sarka	

### 4. Area Resources

Head of Area	<b>Bernard-Guêlle Thierry</b>	
Assistant/area management	Kiorpelidou Josephina	
Head of human resources	Manderscheid Ginette	
Head of finance and procurement	Paraskevaidis George	
Senior expert/ICT operations and infrastructure	Antoniou Spyros	(75%)
Administrative assistant/procurement	Assumel-Lurdin Clotilde	
Administrative assistant/procurement	Bacharidou Glykeria	
Administrative assistant/human resources	Bassou Dimitra	

Senior assistant/training coordination	Clark Alison	(50%)
Cook	Deliopoulos Aris	
Technical assistant/general support services	Dimakopoulos Dimitris	
Senior administrative assistant/imprest account	Dovas Kalliope	
Administrative assistant/procurement	Eleftheroudi Dimitra	
Expert/HR policy and reporting	Germanova Rayna	
Senior administrative assistant/finance	Joureau Philippe	
Deputy accountant	Kalpakidi Athanasia	
Administrative assistant/human resources	Koufa Christina	
Technical assistant	Kyparissa Martha	
Administrative assistant/finance	Lantzoni Alexandra	
Technical assistant/general support services	Markoglou Anastassios	
Assistant/information systems development and administration	Mellios Thomas	
Senior administrative assistant/finance	Mouffe Bernadette	
Restaurant manager	Nikolaïdis Dimitris	
Technical assistant	Papadopoulos Alexandros	
Senior assistant/IT development	Papargeris Stella	
Administrative assistant/human resources	Pedersen Trine	
Expert/facility management and Security	Sainidou Areti	
Senior assistant/ystems administration	Sakellariou Theodoros	
Expert/web development and ICT security	Siaperas Athanassios	
Administrative assistant/procurement	Sirakov Yancho	
Administrative assistant/procurement	Stogianou Elena	
Cook	Tanis Dimitris	
Accountant	Temkow Stephen Rocco	
Administrative assistant/human resources	Theodoridis Theodoros	
Senior expert/information systems	Thomas-Kollias Isabelle	
Assistant/ICT	White Caroline	
Technical assistant	Ziogas Konstantinos	

## ANNEX V

## Budget implementation 2012

This table shows that Cedefop's budget 2012 has been implemented at a rate of 99.7%.

In addition, Norway and Iceland funds from previous years were effectively managed and exhausted and the target agreed upon with the Court of Auditors was reached.

The planned underspending in Title 1, due to savings on some departures and postponement of recruitment procedures, has covered expenditure in Title 2 and Title 3 linked to requirements for services/deliverables foreseen in the work programme.

The late decision of the European Commission to proceed with a European employment survey on skill needs (decision taken in November) led to late finalisation of the 2012 grant agreement with DG Employment for the skills analysis (European skill supply and demand forecast and European employer survey on skill needs) and prevented full commitment of the grant received in December 2012.

Headings	A – Initial budget	B – Transfers and BRS	C – Final budget (after end of year transfers and BRS) = A+B
<b>Title 1</b> (Staff)	10 930 000	-322 885	10 607 115
<b>Title 2</b> (Buildings equipment operating expenditure)	1 410 000	260 195	1 670 195
<b>Title 3</b> (Operational expenditure without BRS)	5 108 900	62 690	5 171 590
<b>Total budget</b> (without BRS)	17 448 900	0	17 448 900
<b>Norway and Iceland contribution 2012</b>	448 051	0	448 051
<b>BRS</b>		1 320 000	1 320 000
<b>Total budget</b> (with chapter 31)	<b>17 896 951</b>	<b>1 320 000</b>	<b>19 216 951</b>

### Implementation of European Union subsidies

European Union subsidy	17 433 900
Participation of non-Member States (Norway and Iceland)	448 051
Own resources	15 000
<i>Total</i>	17 896 951
of which implemented in 2012	99.68%
BRS (adopted by the GB on 20.12.2012)	1 320 000
<i>Grand total</i>	19 216 951
of which implemented in 2012	94.91%

<b>D – Blocked on provisional and specific commitment</b>	<b>E – Remaining budget at year end = C–D</b>	<b>F – Effective execution (blocked as % of final budget) = D/C</b>	<b>G – Automatic carryovers to 2013</b>	<b>H – Final budget execution = D+G</b>	<b>I – Budget execution rate = H/C</b>
10 581 833	12 956	99.76%	12 318	10 594 151	99.88%
1 634 719	26 455	97.88%	9 021	1 643 740	98.42%
5 142 783	16 894	99.44%	11 913	5 154 696	99.67%
17 359 335	56 305	99.49%	33 252	17 392 587	99.68%
446 824	1 227	99.73%	0	446 824	99.73%
399 985	920 015	30.30%	0	399 385	30.30%
<b>18 205 544</b>	<b>977 547</b>	<b>94.73%</b>	<b>33 252</b>	<b>18 238 796</b>	<b>94.91%</b>

## ANNEX VI

# ABB compact report 2012

This table shows the status of ABB implementation at 31 December 2012. As regards human resources allocated to the various activities, some shifts have occurred because of personnel changes, additional activities and related reallocation of staff. Unforeseen departures and postponement of recruitment procedures have led to a total reduction of almost two full-time employees (FTEs).

Activity name	FTE (*)		Title 1	Title 2	Title 3	Total		
	Initial	Current				Initial	Current	(%)
Policy analysis and reporting	20.09	20.46	1 815 221.06	238 737.64	1 249 807.74	3 303 766.44	3 355 662.51	101.57
Common European tools, qualifications and learning outcomes	24.11	23.50	2 305 976.56	286 537.95	1 662 310.24	4 254 824.75	4 161 154.35	97.80
Study visits	12.77	12.03	1 100 925.83	151 656.64	196 217.74	1 448 800.21	1 393 578.24	96.19
Adult learning transitions	22.46	20.27	1 984 919.02	266 859.90	496 941.46	2 748 720.38	2 380 014.08	86.59
Skills analysis	13.77	14.04	1 219 205.53	163 550.17	2 071 778.15 <sup>(1)</sup>	3 454 533.85	3 058 411.31	88.53
External communication	17.40	17.61	1 560 955.69	206 619.46	418 935.22	2 186 510.37	2 165 292.01	99.03
Documents and information services	13.97	12.33	1 177 796.48	166 038.20	255 963.42	1 599 798.10	1 434 380.20	89.66
<b>ABB</b>	<b>124.57</b>	<b>120.24</b>	<b>11 165 000.17</b>	<b>1 479 999.96</b>	<b>6 351 953.97</b>	<b>18 996 954.10</b>	<b>17 948 492.70</b>	<b>94.48</b>
<b>Final budget 2012</b>			<b>11 165 000.00</b>	<b>1 480 000.00</b>	<b>6 571 951.00<sup>(1)</sup></b>	<b>19 216 951.00<sup>(2)</sup></b>		

(\*) FTE: The FTE comprises of a) the direct staff allocation and b) the redistribution of the non-core activities. The initial redistribution key is based on the activities' planned costs while the 'current' is based on the activities' actual costs (blocked).

<sup>(1)</sup> Grand of EUR 1 320 000 from DG EMPL (initial forecast: EUR 1 100 000) for skills analysis. It is included in Title 3, the BRS was only signed on 20 December 2012 and it represents more than 5% of Cedefop 2012 total annual budget.

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

EU subsidy	17 433 900
Norway and Iceland (contributions 2012)	448 051
Cedefop own revenue (Titles 2 & 3)	15 000
BRS (DG EMPL)	1 320 000
<b>Total</b>	<b>19 216 951</b>

(\*) As regards Norway and Iceland contributions, a total of EUR 465 000 (from previous years) is foreseen to be committed in 2012 (but this amount is not included in the total budget overview):  
 Title 2: EUR 195 000;  
 Title 3: EUR 270 000.

## December 2012

Budget 2012	Title 1	Title 2	Title 3	Total
Initial amount	11 165 000.00	1 480 000.00	5 251 951.00	17 896 951.00
Various transfers	-328 095.00	264 655.00	63 440.00	0.00
BRS (supplementary amending budget)	0.00	0.00	1 320 000.00	1 320 000.00
Final amount	<b>10 836 905.00</b>	<b>1 744 655.00</b>	<b>6 635 391.00</b>	<b>19 216 951.00</b>

Budget execution 2012	Title 1	Title 2	Title 3	Total
Blocked	10 809 757.43	1 709 308.19	5 685 247.45	18 204 313.07
(Blocked/final amount) %	99.75%	97.97%	85.68%	94.73%
Paid	10 600 595.83	1 004 192.27	2 077 021.35	13 681 809.45
(Paid/final amount) %	97.82%	57.56%	31.30 %	71.20%

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

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

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

## ANNEX VII

## Cedefop performance indicators

1 January to 31 December 2012

Type	Indicator	Results											
<b>Output PMS indicators</b>													
<b>Policy advice provided to stakeholders</b>	Citations in EU policy documents	169 EU policy documents with references to Cedefop's work (100 in 2011) 68 policy documents of international organisations with reference to Cedefop's work (5 in 2011)											
	Mandates and assignments given to Cedefop in policy documents	5 new mandates and assignments entrusted to Cedefop (16 in 2011)											
	EU policy documents to which Cedefop has participated	Cedefop contributed to 24 EU policy documents published in 2012 (31 in 2011) and to 2 policy documents of international organisations											
	Participation in Presidency events and meetings of senior stakeholders or which support policy implementation	<table border="1"> <tr> <td>Meetings of senior stakeholders or which support policy implementation</td> <td>137</td> <td>87%</td> </tr> <tr> <td>Presidency events and meetings related to their preparation</td> <td>8</td> <td>5%</td> </tr> <tr> <td>Meetings that combined both of the above</td> <td>13</td> <td>8%</td> </tr> <tr> <td><b>Total</b></td> <td><b>158</b></td> <td><b>100%</b></td> </tr> </table>	Meetings of senior stakeholders or which support policy implementation	137	87%	Presidency events and meetings related to their preparation	8	5%	Meetings that combined both of the above	13	8%	<b>Total</b>	<b>158</b>
Meetings of senior stakeholders or which support policy implementation	137	87%											
Presidency events and meetings related to their preparation	8	5%											
Meetings that combined both of the above	13	8%											
<b>Total</b>	<b>158</b>	<b>100%</b>											
<b>New knowledge and insights generated</b>	Downloads of publications/working papers/other	<p>860,000 downloads from the Cedefop web-site 29% increase on 2011</p> <p>636,000 downloads of Cedefop publications 33% increase on 2011</p> <p>Amongst publications published in 2012:</p> <ul style="list-style-type: none"> <li>• 69% MTP1: Supporting modern. of VET systems</li> <li>• 6% MTP2: Careers and transitions</li> <li>• 15% MTP3: Analysing skills and competence needs to inform VET provision</li> <li>• 10% MTP: Communication, Information and Dissemination</li> </ul>											



Type	Indicator	Results
	Citations of Cedefop publications/studies in the literature	415 citations of Cedefop publications and studies in academic literature in the period 2011-12 8.6% increase in the period 2010-11
<b>Raised awareness among stakeholders and the education and training or wider VET community</b>	Website traffic	<b>2012</b>
		<b>average annual % growth (2010-11)</b>
		Visits 410 000 -11.74 %
		Unique visitors 250 000 -14.72 %
		Visits by returning visitors 171 000 -5.39 %
	Returning visitors 53 000 0.07 %	
	Page views 1 201 000 -14.58 %	
	Participation in conferences and events	Participation in conferences and events <b>91</b> At which Cedefop: Made a presentation 50 % Chaired or animated discussions and/or made a presentation 34 % Other 16 % Total 100 %
	Quality of events organised by Cedefop	94% of participants thought event was good or very good 3.57 satisfaction on a scale from 1 to 4 MTP1: 3.77 – MTP2: 3.50 – MTP3: 3.55
	Study visit outcomes among stakeholders and the education and training community <ul style="list-style-type: none"> <li>Proportion of participants satisfied with study visits</li> <li>Distribution of study visits by theme</li> </ul>	93% of participants are very satisfied or satisfied 2 448 participants, of which 6 % social partners

Type	Indicator	Results																				
<b>Raised awareness among stakeholders and the education and training or wider VET community</b>	<ul style="list-style-type: none"> <li>Distribution of study visits participants by target group</li> </ul>	Encouraging cooperation between the worlds of education, training and work (57), Supporting initial and continuous training of teachers, trainers and education and training institutions' managers (44), Promoting acquisition of key competences throughout the education and training system (75), Promoting social inclusion and gender equality in education and training, including integration of migrants (22), Developing strategies for lifelong learning and mobility (17).																				
<b>Raised awareness among citizens</b>	Europass outcomes among citizens <ul style="list-style-type: none"> <li>visits</li> <li>downloads</li> <li>creation of documents online</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>2012 (million)</th> <th>2011 (million)</th> <th>2010 (million)</th> <th>% change</th> </tr> </thead> <tbody> <tr> <td>Visits</td> <td>14.8</td> <td>13.0</td> <td>10.1</td> <td>21 %</td> </tr> <tr> <td>Downloads</td> <td>10.5</td> <td>9.9</td> <td>8.1</td> <td>14 %</td> </tr> <tr> <td>Creation of documents online</td> <td>8.3</td> <td>5.9</td> <td>3.9</td> <td>46 %</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Europass data refer to the period Jan – Dec 2012.</li> </ul>		2012 (million)	2011 (million)	2010 (million)	% change	Visits	14.8	13.0	10.1	21 %	Downloads	10.5	9.9	8.1	14 %	Creation of documents online	8.3	5.9	3.9	46 %
	2012 (million)	2011 (million)	2010 (million)	% change																		
Visits	14.8	13.0	10.1	21 %																		
Downloads	10.5	9.9	8.1	14 %																		
Creation of documents online	8.3	5.9	3.9	46 %																		
	Media coverage, take-up of articles and press releases	<ul style="list-style-type: none"> <li>525 media articles with coverage of Cedefop. 37.8% increase compared to 2011 (381 articles in 2011).</li> </ul>																				
	Events for the local community (in Cedefop, in Greece): <ul style="list-style-type: none"> <li>Usefulness/satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>90% of participants thought event was good or very good</li> <li>3.45 satisfaction on a scale from 1 to 4</li> </ul>																				
<b>Efficient and effective support services</b>	Internal support services – Resources <ul style="list-style-type: none"> <li>Percentage of establishment plan filled</li> <li>Training intensity</li> <li>% of budget executed</li> <li>Timeliness of procurement procedures</li> <li>Success rate of procurement processes</li> <li>ICT system and service availability</li> </ul>	<ul style="list-style-type: none"> <li>97% of establishment plan filled on 31.12.2012 or 99% including ongoing procedures – 96% in 2011</li> <li>8.10 average training days (target = 10 days) – 8.75 days in 2011</li> <li>99.76% budget execution (EC subsidy) (target=99%) – 99.2% in 2011</li> <li>195 days for open procedures (target=150 days) – 194 in 2011</li> <li>95.83% (target=92%) – 91.50% in 2011</li> <li>99.9%</li> </ul>																				
	Quality and satisfaction with internal services, including training and commun. services	To be included in Annual report 2013																				

Type	Indicator	Results
<b>Output PMS indicators</b>		
	Number of publications/ working papers	120 Publications of different types: <ul style="list-style-type: none"> <li>• 4 working papers,</li> <li>• 11 research papers,</li> <li>• 7 briefing notes,</li> <li>• 9 information series,</li> <li>• 23 newsletters,</li> <li>• 64 translations (briefing notes).</li> </ul>
	Number of meetings/events organised by Cedefop	150 meetings/events organised by Cedefop
	Number of news items published on website	348 news items
	Number and types of visitors at Cedefop events	2 508 visitors (some visit more than once)
	Number of study visits	215 study visits

**NB** : this excludes citations in international organisation documents  
e.g. OECD, WB, UNESCO.

Type	Indicator	2012	Trend 2010-12		
			2010	2011	2012
Policy advice provided to stakeholders	EU policy documents citing Cedefop work	169			
	Mandates and assignments given to Cedefop in policy documents	5			
	EU policy documents to the preparation of which Cedefop has participated	26			
	Participation in Presidency events and meetings of senior stakeholders or which support policy	158			
New knowledge and insights generated	Downloads of publications/working papers/other				
	Total downloads	860 000			
	Publication downloads	636 000			
	Citations of Cedefop publications/studies in the literature	415			
Raised awareness among stakeholders and the education and training or wider VET community	Web site traffic				
	Visits	410 000			
	Unique visitors	250 000			
	Visits by returning visitors	171 000			
	Returning visitors	53 000			
	Page views	1 201 000			
	Participation in conferences and events	91			
	Quality of events organised by Cedefop (participants thought event was very good or good)	94 %			
Study visit outcomes among stakeholders and the education and training community (satisfaction rate)	93 %				
Raised awareness among citizens	Europass outcomes among citizens				
	Visits	14.81 m			
	Downloads	10.54 m			
	Creation of documents online	8.31 m			

Type	Indicator	2012	Trend 2010-12		
			2010	2011	2012
Raised awareness among citizens	Media coverage take-up of articles and press releases	525			
	Quality of events for the local community (in Cedefop in Greece)	90 %			
Efficient and effective support services	Internal support services – Resources				
	Percentage of establishment plan filled	97 %			
	Duration of selection procedures	91			
	Training intensity	8.10			
	% of budget executed	99.76 %			
	Timeliness of payments (number of days to make payments)	14.10			
	Timeliness of procurement procedures (number of days for open procedures)	195			
	Success rate of procurement processes (for open and negotiated procedures)	95.83 %			
	ICT system and service availability	99.90 %			
Output PMS indicators					
	Number of publications/working papers 4 working papers 11 research papers 9 information series 23 newsletters 7 briefing notes 64 translations (including briefing notes)	120			
	Number of meetings/events organised by Cedefop	150			
	Number of news items published on website	348			
	Number and types of visitors at Cedefop events (some visit more than once)	2 508			
	Number of study visits	215			

## ANNEX VIII

## Major publications 2012

Title	Description
<p><i>Working and ageing – Benefits of investing in an ageing workforce</i></p>	<p>This publication, which marks the European year 2012 for active ageing and solidarity between generations, contributes to the debate on population ageing and its implications for economies and societies by providing new insights based on the latest research and best practices in Europe and Member States. Evidence points to importance of demonstrating benefits of learning to all stakeholders and developing capacity of organisations to make best use of their employees' abilities at any age.</p>
<p><i>From education to working life – Labour market outcomes of vocational education and training</i></p>	<p>In this report, Cedefop looks at labour market outcomes of VET for young people in Europe and across countries. Using data from the EU labour force survey (2009), it examines how various levels and orientations of education affect employment prospects, the transition to work, job quality and wages. Findings of the report should be placed within a larger picture, taking into account structural changes in EU labour markets and how they are expected to affect demand for occupations in different sectors.</p>
<p><i>Trends in VET policy in Europe 2010-12 – Progress towards the Bruges communiqué</i></p>	<p>This report reflects countries' different starting points in 2010 and stages of development since then. Building on their joint work in the past decade, countries have advanced in setting up qualifications frameworks and devising approaches to assure quality in VET, but much work is still in the planning stage. More attention to professional development of VET staff, better monitoring of VET labour market outcomes, and considering incentives where appropriate, could help progress in the coming years.</p>
<p><i>Necessary conditions for ECVET implementation</i></p>	<p>Cedefop has been monitoring implementation of ECVET in Member States and its reports of 2010 and 2011 show how much progress has been achieved. But there is now a growing feeling that common guidelines are needed to help formulate strategy. In this booklet, Cedefop considers the conditions and measures that Member States need to have in place in 2012 if they are to implement fully the 2009 ECVET recommendation.</p> <p>The booklet was prepared in cooperation with the European Commission, members of the ECVET users group, the ECVET secretariat and network of European agencies for lifelong learning.</p>
<p><i>Vocational education and training in Denmark – Short description</i></p>	<p>Vocational education and training in Denmark has embarked on a process of modernisation. Assessment and recognition of informal and non-formal learning, competence-based curricula, innovative approaches to teaching, and increased possibilities for partial qualifications are factors that bring Danish education and training closer to learners.</p>

Languages	Bibliographical reference	Link
English	Cedefop. Luxembourg: Publications Office, 2012 (Cedefop reference series, No 95)	<a href="http://www.cedefop.europa.eu/EN/publications/20649.aspx">www.cedefop.europa.eu/EN/publications/20649.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2012 (Cedefop reference series, No 94)	<a href="http://www.cedefop.europa.eu/EN/publications/20448.aspx">www.cedefop.europa.eu/EN/publications/20448.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2012 (Cedefop working paper, No 14)	<a href="http://www.cedefop.europa.eu/EN/publications/20814.aspx">www.cedefop.europa.eu/EN/publications/20814.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2012	<a href="http://www.cedefop.europa.eu/EN/publications/19848.aspx">www.cedefop.europa.eu/EN/publications/19848.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2012	<a href="http://www.cedefop.europa.eu/EN/publications/19787.aspx">www.cedefop.europa.eu/EN/publications/19787.aspx</a>



Title	Description
	<p>Recent introduction of new apprenticeship and EUX programmes increase flexibility in vocational upper secondary education and training and reflect an overall educational policy trend towards more differentiated and individualised working methods.</p> <p>Public financing of VET is a central feature of the system, and government attaches great importance to improving quality and efficiency.</p>
<i>International qualifications</i>	<p>An increasing number of qualifications – certificates and diplomas – are awarded at international level, outside national authorities' jurisdiction. These 'non-State' qualifications have been developed by a wide range of bodies, and their value is defined outside traditional national qualifications systems. This raises some key questions and challenges for policy-makers as well as users – be they individual citizens or employers. This report is a first effort to increase transparency in this field, notably by pointing to existing sources and clarifying the concepts to be used for mapping and analysis.</p>
<i>Vocational education and training in Cyprus – Short description</i>	<p>The vocational education and training (VET) system of Cyprus is undergoing essential reforms. The VET structure is being transformed by introduction of a new modern apprenticeship (fully operational by 2015), an alternative pathway for young people between 14 and 20, and establishment of post-secondary institutes for TVET. Secondary technical and vocational education new curricula, expected to be developed by 2015, will improve attractiveness of VET and match specialisations with current needs of the labour market. VET is an important part of Cyprus lifelong learning strategy, which improves lifelong guidance and counselling services, and development of a national qualifications framework (NQF).</p>
<i>Future skills supply and demand in Europe – Forecast 2012</i>	<p>According to the new Cedefop's forecasts, the European economy will create some eight million new jobs up to 2020. However, nearly 10 times as many jobs, around 75 million, will need to be filled as people retire or leave the workforce. Although there will be job openings for all types of occupations, most new jobs will be at the higher and lower end of the skill spectrum bringing a risk of job polarisation. In 2020, Europe will have the most highly-qualified workforce in its history, although weak employment growth may cause an oversupply of people with high qualifications in the short term. This publication provides the data behind these trends and discusses the challenges they pose for policy-makers.</p>

Languages	Bibliographical reference	Link
English	Cedefop. Luxembourg: Publications Office, 2012	<a href="http://www.cedefop.europa.eu/EN/publications/20265.aspx">www.cedefop.europa.eu/EN/publications/20265.aspx</a>
English, Greek	Cedefop. Luxembourg: Publications Office, 2012	<a href="http://www.cedefop.europa.eu/EN/publications/20281.aspx">www.cedefop.europa.eu/EN/publications/20281.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2012 (Cedefop research paper, No 26)	<a href="http://www.cedefop.europa.eu/EN/publications/20633.aspx">www.cedefop.europa.eu/EN/publications/20633.aspx</a>

Title	Description
<i>Training leave – Policies and practice in Europe</i>	<p>For adult employees, some of the most important barriers to training are lack of time, and conflicting training and work schedules. Paid training leave can therefore encourage more adults to add to and upgrade their skills. In times of economic crisis, paid leave can also be combined with part-time work to alleviate effects of decreased demand.</p> <p>In this study, Cedefop maps application of training leave in Europe, reviews how it operates, analyses its performance, and sets out recommendations on how to improve its effectiveness.</p>
<i>Learning and innovation in enterprises</i>	<p>How can our workplaces become good environments for learning and innovation? Are European companies applying any policies or public programmes that combine innovation and skills development? Covering EU-27 plus Norway, this report looks at innovation and learning in enterprises and examines the role that training and learning-conducive work environments can play in making companies more innovative.</p>
<i>Skill mismatch – Role of the enterprise</i>	<p>This report is a first attempt to explore the role of enterprises in mitigating skill mismatch. Specific attention is given to the potential role of human resource practices (such as recruitment, training, performance appraisal and pay-setting, job design, employee empowerment) and high performance workplaces for ensuring that knowledge, skills and competences of individuals are used to best effect. The report paves the way for a closer look into what has previously been a black box of the skill mismatch agenda: what is the firm's role in anticipating and matching skill needs with skill supply in a fast-paced and uncertain economic environment?</p>
<i>Development of ECVET in Europe (2011)</i>	<p>This monitoring report describes how far the European credit system for vocational education and training (ECVET) has progressed in Member States and the regions. ECVET is now at a crossroads. What will most determine its success is not just relevant policy decisions, but their wide dissemination.</p> <p>The entire spectrum of education and training needs to understand how ECVET contributes to learner mobility, transparency of qualifications, and greater parity between vocational and general education.</p>

Languages	Bibliographical reference	Link
English	Cedefop. Luxembourg: Publications Office, 2012 (Cedefop research paper, No 28)	<a href="http://www.cedefop.europa.eu/EN/publications/20733.aspx">www.cedefop.europa.eu/EN/publications/20733.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2012 (Cedefop research paper, No 27)	<a href="http://www.cedefop.europa.eu/EN/publications/20704.aspx">www.cedefop.europa.eu/EN/publications/20704.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2012 (Cedefop research paper, No 21)	<a href="http://www.cedefop.europa.eu/EN/publications/19658.aspx">www.cedefop.europa.eu/EN/publications/19658.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2012 (Cedefop working paper, No 14)	<a href="http://www.cedefop.europa.eu/EN/publications/19523.aspx">www.cedefop.europa.eu/EN/publications/19523.aspx</a>

## ANNEX IX

## Major conferences 2012

Title	Short description
<b>Sustaining permeability, implementing mechanisms, testing credits</b>	<p>The expert workshop, organised in cooperation with the European Commission aimed at better understanding how permeability functions and impacts on education and training. The workshop gathered 30 experts and had specific focus on roles and implications of credit systems (ECVET and ECTS) on permeability.</p>
<b>Working dinner for MEPs on skills mismatch</b>	<p>For the first time, Cedefop organised a working dinner with MEPs, to reach more MEPs directly and make them aware of our research and studies. The event was organised with MEP Elisabeth Morin Chartier (FR, EPP, EMPL Committee); it brought about a deeper exchange of views on Cedefop priorities and findings, confirmation that Cedefop work is valuable to key policy-makers and increasing visibility for Cedefop.</p>
<b>Cedefop/OECD green forum 2012</b>	<p>The forum aimed to draw lessons from current work conducted by Cedefop, the OECD, and other research and international organisations on implications of the green economy for skills development and training policies. Participants presented current practices and policies to foster potential of green growth through skills development activities, and discussed how strategies for green skills should be integrated into other areas of policy.</p>
<b>Skills for the future: results of the latest forecast</b>	<p>In cooperation with the EESC, Cedefop held an event to announce findings of its latest skills forecast. The event addressed skills needed for tomorrow's jobs, sectors and countries at risks of labour market imbalances and implications for policy.</p>
<b>Learning and working pathways in Europe</b>	<p>This information event for the academic community of Cedefop's host city was the fourth of its kind and was held in cooperation with the International Hellenic University and Europe Direct. The aim was to inform local academia on Cedefop's work on skills (forecasts, transitions education-labour market, Europass) and to foster closer links with these stakeholders.</p>
<b>Validation workshop: sustainable energy policy scenarios</b>	<p>Cedefop undertook this research to explore employment effects and policy implications for VET of transition towards a more sustainable economy. This workshop discussed preliminary findings of policy scenarios, including sustainable energy and employment policy options and interactions between them.</p>

Date	Place	Link
23-24 January	Brussels, Belgium	<a href="http://www.cedefop.europa.eu/EN/events/19155.aspx">www.cedefop.europa.eu/EN/events/19155.aspx</a>
25 January	Brussels, Belgium	N/A
27 February	Paris, France	<a href="http://www.cedefop.europa.eu/EN/events/19148.aspx">www.cedefop.europa.eu/EN/events/19148.aspx</a>
22 March	Brussels, Belgium	<a href="http://www.cedefop.europa.eu/EN/events/19579.aspx">www.cedefop.europa.eu/EN/events/19579.aspx</a>
4 April	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/EN/events/19641.aspx">www.cedefop.europa.eu/EN/events/19641.aspx</a>
26 April	Brussels, Belgium	<a href="http://www.cedefop.europa.eu/EN/events/19706.aspx">www.cedefop.europa.eu/EN/events/19706.aspx</a>

Title	Short description
<b>Third international workshop on curriculum innovation and reform</b>	Drawing on new Cedefop research findings, the workshop examined how introduction of new outcome-oriented curricula in many European countries has encouraged policy-makers and practitioners to rethink effectiveness of traditional learners' assessment practices. Outcomes of the workshop supported evidence-based curriculum and assessment policy development at national and international levels and curriculum delivery that may benefit learners.
<b>Skills mismatch and firm dynamics: integrating skills with the world of work</b>	The workshop aimed to obtain a clearer insight into the relationship between work-based training, work organisation/human resource policies (such as recruitment, training, wage policies and performance appraisals, career development, job design) and skill mismatch within enterprises. The workshop was attended by approximately 50 experts on skills, skill mismatch and education and training, as well as representatives from consultancies and employer confederations.
<b>Forecasting skill supply and demand in Europe: policy scenarios and recommendations for the future</b>	This workshop aimed to discuss latest developments in Cedefop's skills supply and demand forecasting project, mainly to design new policy scenarios and provide recommendations for future work.
<b>Forecasting skill supply and demand in Europe: policy scenarios and recommendations for the future</b>	Cedefop organised an expert focus group on first results of the pilot employer survey on skill needs. The main objective was to review and discuss the first results and potential scenarios for upscaling the survey to the whole European Union.
<b>Annual ECVET forum</b>	The third annual ECVET forum, coorganised by Cedefop, the European Commission and the ECVET team, focused on how to transform current ECVET initiatives, projects and networking activities into reliable, resourceful and sustainable cooperation towards 2014 by creating an ECVET community of practice. Around 220 VET policy-makers, VET providers, social partners, sector or branch organisations and researchers participated.
<b>Synthesis seminar: empowering vulnerable adults to tackle labour-market challenges</b>	The seminar brought together about 40 organisers and participants of study visits, representatives of initiatives identified as examples of good practice during visits, experts on the themes and representatives of national agencies to summarise findings of 25 study visits on these topics. A booklet on findings will be published in January 2013.
<b>Study visits annual meeting</b>	Representatives of national agencies discussed implementation of the study visits programme in 2011/12 and its future developments, including a need to make full use of the programme's potential and existing know-how in transition to the new programme.



Date	Place	Link
26-27 April	Thessaloniki, Greece	<a href="http://events.cedefop.europa.eu/curriculum-innovation-2012/">http://events.cedefop.europa.eu/curriculum-innovation-2012/</a>
27 April	London, UK	<a href="http://www.cedefop.europa.eu/EN/events/19151.aspx">www.cedefop.europa.eu/EN/events/19151.aspx</a>
10-11 May	Venice, Italy	<a href="http://www.cedefop.europa.eu/EN/events/19414.aspx">www.cedefop.europa.eu/EN/events/19414.aspx</a>
24-25 May	Brussels, Belgium	<a href="http://www.cedefop.europa.eu/EN/events/19762.aspx">www.cedefop.europa.eu/EN/events/19762.aspx</a>
31 May-1 June	Brussels, Belgium	<a href="http://www.cedefop.europa.eu/EN/events/19618.aspx">www.cedefop.europa.eu/EN/events/19618.aspx</a>
6-7 June	Thessaloniki, Greece	<a href="http://studyvisits.cedefop.europa.eu/index.asp?cid=3&amp;artid=8952&amp;scid=77&amp;artlang=EN">http://studyvisits.cedefop.europa.eu/index.asp?cid=3&amp;artid=8952&amp;scid=77&amp;artlang=EN</a>
8 June	Thessaloniki, Greece	<a href="http://studyvisits.cedefop.europa.eu/index.asp?cid=5&amp;artid=9035&amp;scid=80&amp;artlang=EN">http://studyvisits.cedefop.europa.eu/index.asp?cid=5&amp;artid=9035&amp;scid=80&amp;artlang=EN</a>

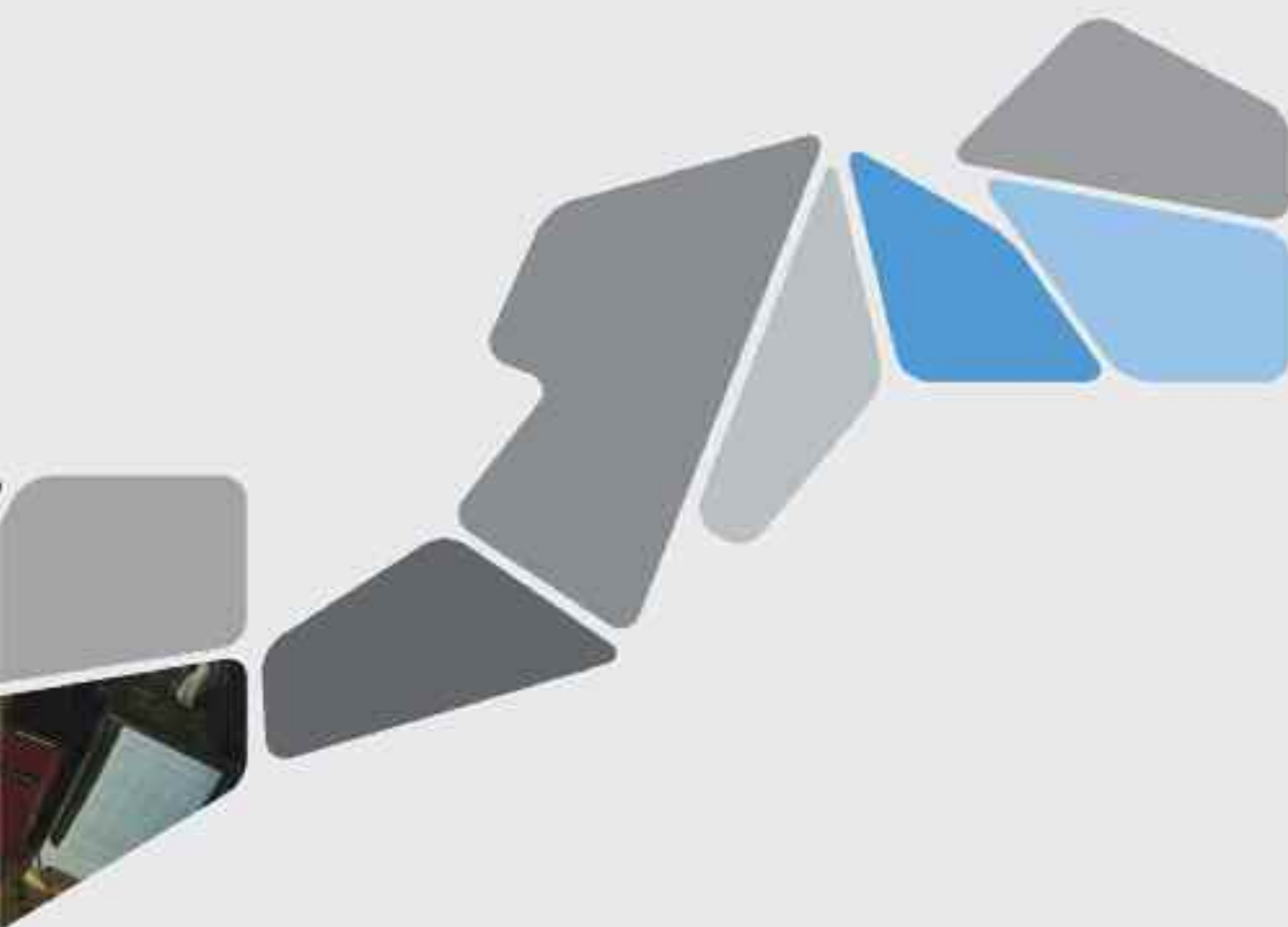
Title	Short description
<b>Role of qualifications in governing the labour market</b>	The expert workshop on the changing role of qualifications in governing the labour market gathered 44 experts, governmental advisers, policy-makers, social partners and practitioners from 17 countries. The workshop presented and discussed Cedefop's work on governance and international qualifications and contributed to a better understanding of the role of qualifications in the dynamic relationship between education and training and the labour market as well as areas that require future research.
<b>ReferNet 10-year ceremony</b>	This event celebrated ReferNet's 10th anniversary. It was open to researchers and experts on VET, representatives of EU institutions, ReferNet members and Greek stakeholders. A French expert in foresight and future studies made a presentation and a debate took place on the main challenges for VET in relation to trends emerging in our societies at European and global levels.
<b>ReferNet plenary 2012</b>	The 10th ReferNet plenary meeting was the first under the new framework partnership agreement (2012-15). It aimed at: (a) contextualising ReferNet reporting activities; (b) exchanging constructive feedback on 2012 activities which will be renewed in 2013 (policy reporting and VET in Europe country report) and validating new templates and guidelines for the 2013 work plan (spotlight, visibility actions, final Implementation report). It was preceded by celebration of the 10th anniversary of the network.
<b>Bridging the gap between education and training and labour market needs</b>	Cedefop organised this information seminar on decentralisation of labour market governance and assessment/validation of qualifications for its Greek VET stakeholders in cooperation with the Municipality of Thessaloniki, the Regional Directorate for Education and the European information network Europe Direct. The event was opened by Thessaloniki's mayor Yiannis Boutaris and has definitely sealed Cedefop's recognition from policy-makers of its host city and beyond.
<b>Fostering innovation through workplace learning: linking innovation and training policies</b>	Main objectives of the workshop were to present outcomes of the Cedefop study Learning and innovation in enterprises, to discuss concrete implications for policy-making and practice, and to provide a forum for networking and exchange of knowledge, to inspire future policy and strategy action. The workshop brought together European and national policy- and decision-makers, representatives of governments, enterprises, social partners and research.
<b>Enhancing the value of age: guidance in employers' age management strategies</b>	This workshop examined preliminary results of Cedefop's study aimed at investigating: how lifelong guidance is embedded in employer's age management strategies supporting older workers' skills development; and to what extent different forms of guidance support are available to this target group. The workshop was attended by international experts, policy-makers and social partners' representatives.

Date	Place	Link
27-28 September	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/EN/events/20357.aspx">www.cedefop.europa.eu/EN/events/20357.aspx</a>
15 October	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/EN/news/20505.aspx">www.cedefop.europa.eu/EN/news/20505.aspx</a>
16-17 October	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx">www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx</a>
22 November	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/EN/events/20608.aspx">www.cedefop.europa.eu/EN/events/20608.aspx</a>
29 November	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/EN/events/20491.aspx">www.cedefop.europa.eu/EN/events/20491.aspx</a>
10 December	Thessaloniki, Greece	<a href="http://www.cedefop.europa.eu/EN/events/20624.aspx">www.cedefop.europa.eu/EN/events/20624.aspx</a>

Title	Short description
<b>Adult learning – Spotlight on investment</b>	<p>This conference was organised jointly by Cedefop and the European Commission to discuss how to share responsibility for adult learning/CVET and how to increase effectiveness and efficiency of spending on this area. During the event Cedefop presented and disseminated its recent work on financing and benefits of education and training.</p> <p>The conference outcomes will feed into revising future priorities under the Copenhagen process and into implementation of the renewed European agenda for adult learning.</p>



Date	Place	Link
12-13 December	Brussels, Belgium	<a href="http://adult-learning-investment.eu">http://adult-learning-investment.eu</a>



## ANNEX X

# Europass statistics 2012

## Introduction

Launched in February 2005, the Europass website (<http://europass.cedefop.europa.eu>), developed and hosted by Cedefop on behalf of the Commission, is available in 26 languages.

## Statistics 2012

Use of the Europass portal (<http://europass.cedefop.europa.eu>) is constantly rising:

- **14.8** million visits in 2012 (against **12.9** million in 2011), and a total of **59.5** million visits since its launch;
- **10.5** million documents downloaded in 2012 (against **9.9** million in 2011), and a total of **47.7** million downloads since its launch; top downloaded documents are CV template, instructions and examples.
- **8.3** million documents generated online in 2012 (against **5.9** million in 2011): **8.2** million CVs and 115 000 language passports; a total of **25.2** million documents were generated online since its launch.

## Developments in 2012

In 2012, Cedefop redesigned the Europass CV template and online editor, launched in December with the European skills passport.

The Centre also designed the template for the new Europass experience, and a dedicated prototype web-based management tool.

**Total visits since launch  
(February 2005) 59.5 m**  
(by year/in millions)

Year	Total visits
2005	1.2
2006	2.7
2007	4.1
2008	6.0
2009	7.4
2010	10.0
2011	12.9
2012	14.8
<b>Total</b>	<b>59.5</b>

**Documents downloaded since launch  
(February 2005): 47.7 m**  
(by year)

Year	Total downloads
2005	518 520
2006	2 623 052
2007	3 916 107
2008	5 625 527
2009	6 505 213
2010	8 105 172
2011	9 929 998
2012	10 539 285
<b>Total</b>	<b>47 742 874</b>



## ANNEX XI

# Study visits statistics 2011/12

Table 1. Study visits 2011/12 – Distribution by theme

Category of themes	Topics	No of visits
1. Encouraging cooperation between the worlds of education, training and work (57)	Transition from education and training to the world of work	10
	Workplace learning	5
	Integration of disadvantaged groups into the labour market	5
	Increasing attractiveness of VET	9
	Social partners' contribution to lifelong learning	4
	Cooperation between education and training institutions, enterprises and local communities	16
	New skills for new jobs	2
	Fostering entrepreneurship and employability	6
2. Supporting initial and continuous training of teachers, trainers and education and training institutions' managers (44)	Quality assurance mechanisms in schools and training institutions	18
	Teachers' and trainers' initial training, recruitment and evaluation	4
	Teachers' and trainers' continuing professional development and career opportunities	14
	Leadership and management in schools and training providers	8
3. Promoting acquisition of key competences throughout the education and training system (75)	Increasing literacy and numeracy levels	3
	Language teaching and learning	12
	Use of ICT in learning	19
	Developing entrepreneurship	2
	Education for active citizenship and sustainable development	19
	Developing creativity in learning and teaching	16
	Learning mathematics and science	4



Category of themes	Topics	No of visits
4. <b>Promoting social inclusion and gender equality in education and training, including integration of migrants</b> (22)	Early learning opportunities	2
	Measures to prevent early school leaving	3
	Equal opportunities for disadvantaged groups	17
5. <b>Developing strategies for lifelong learning and mobility</b> (17)	National and sectoral qualifications frameworks linked to EQF	3
	Tools to promote transparency of qualifications and mobility of citizens	2
	Validation of non-formal and informal learning	1
	Reforms in national education and training systems	2
	Implementation of flexible learning pathways	1
	Increasing adult participation in education and training	3
	Lifelong guidance for learning and working	2
	Learning mobility in education and training	3
<b>Total</b>		<b>215</b>

Table 2. Study visits 2011/12 – Distribution by sector

Economic sector	No of visits
Accommodation and food service activities	2
Agriculture, forestry and fishing	2
Arts, entertainment and recreation	2
Human health and social work activities	1
Manufacturing	2
Transportation and storage	1
<b>Total</b>	<b>10</b>

Table 3. Study visits 2011/12 – Distribution by type

Type of visit	No of visits
General education	75
Mixed	91
Vocational education and training	49
<b>Total</b>	<b>215</b>

Table 4. Study visits 2011/12 – Distribution by working language

Working language	No of visits
English	186
French	22
German	6
Spanish	1
<b>Total</b>	<b>215</b>

Table 5. 2011/12 participants and visits – Distribution by country

Country	Number of participants	Number of visits
Austria	44	6
Belgium	79	10
Bulgaria	53	3
Croatia	27	2
Cyprus	13	1
Czech Republic	77	6
Denmark	50	4
Estonia	33	3
Finland	50	6
France	207	14
Germany	194	20
Greece	67	5
Hungary	77	5
Iceland	10	1
Ireland	46	6
Italy	198	13
Latvia	34	3
Liechtenstein	1	0
Lithuania	44	2
Luxembourg	3	0
Malta	16	1
Netherlands	48	8
Norway	32	4
Poland	157	14
Portugal	83	8
Romania	107	8
Slovakia	32	0
Slovenia	47	1
Spain	224	21
Sweden	48	6
Switzerland	8	0
Turkey	132	15
United Kingdom	207	19
<b>Total</b>	<b>2 448</b>	<b>215</b>

(\*) Participating countries are in alphabetical order.

Table 6. **Participants 2011/12 – Distribution by category**

Category of education and training specialists	Number of participants	% of participants
Directors of education and vocational training institutions, centres or providers; guidance centres; validation or accreditation centres	368	15.0
Educational and vocational training inspectors	132	5.4
Head teachers, teacher trainers	613	25.0
Heads of departments	237	9.7
Pedagogical or guidance advisers	199	8.1
Representatives of education and training networks and associations	90	3.7
Representatives of educational services, labour offices or guidance centres	95	3.9
Representatives of local, regional and national authorities	239	9.8
Representatives of social partners	146	6.0
Researchers	82	3.3
Other	247	10.1
<b>Total</b>	<b>2 448</b>	<b>100.0</b>

ANNEX XII

# ReferNet – Cedefop's network for VET

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## ANNEX XIII

## Cedefop I Photomuseum award 2012

Since 2007, Cedefop and the Thessaloniki Museum of Photography have been organising international competitions for the best photographic portfolio on the theme of working and learning. The winner is chosen by an international jury of experts in photography and receives the Cedefop I Photomuseum Prize of EUR 5 000. The prize is awarded every two years during the Thessaloniki Photobiennale, which will be held next in 2014.

The Photobiennale includes about 30 exhibitions held across the city of Thessaloniki, portfolio reviews, awards, master classes, colloquia and screenings. Some of the exhibitions are also shown abroad and in other Greek cities.

This collaborative effort by the two institutions has become a fixture of this festival of photography and highlights the event's international profile and draws attention to the themes of Cedefop's mandate: training, skills, lifelong learning and the links between employment and education.

In 2007 and 2008, the title was 'People at work, people in training'. In 2010 and 2012, the title was 'Learning for life, working to grow' and the first prize went to Turkish photographer **Aydin Cetinbostanoglu** for his project 'Diary of a village doctor'. Honourable mentions were given to **Daniela Dostálková** (Czech Republic) for her project 'The process of measuring' and to **Kerstin Hehman** (Germany) for her project 'The game of others-visiting a LAN for parents'.

**Aydin Cetinbostanoglu**  
Turkey

FIRST PRIZE

Diary of a village doctor



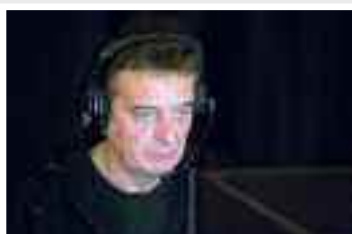
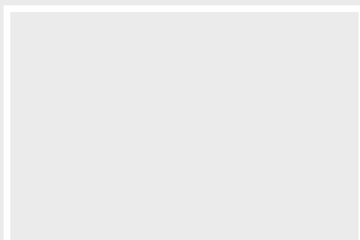
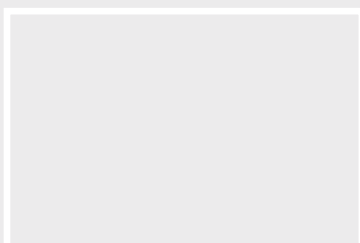


**Daniela Dostalkova**  
Czech Republic

HONOURABLE MENTION

The process of measuring

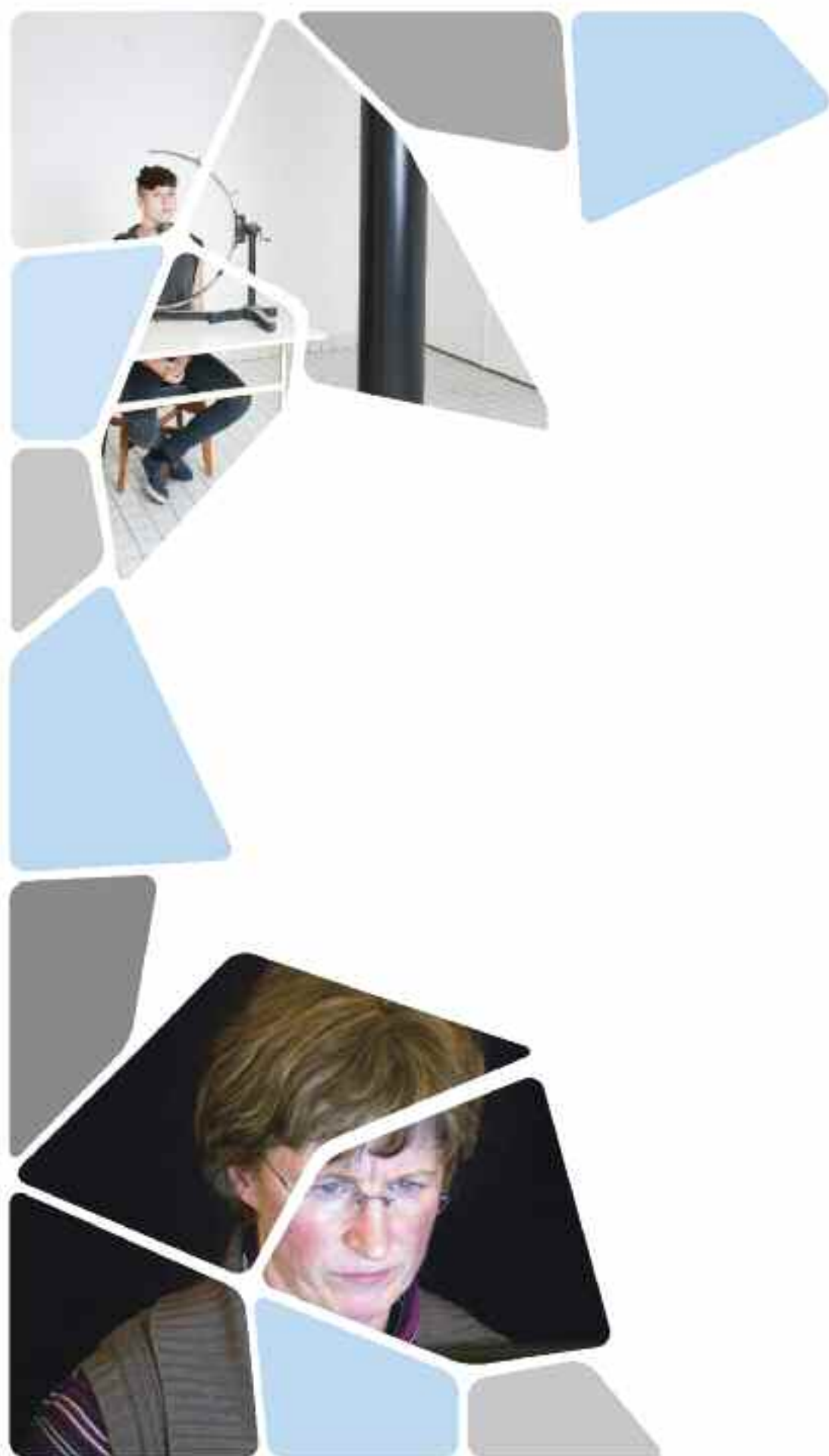




**Kerstin Hehman**  
Germany

HONOURABLE MENTION

The game of others – visiting a LAN for parents







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