



CEDEFOP

European Centre for the Development
of Vocational Training

EN



2019-21

programming document

Programming document 2019-21

Please cite this publication as:
Cedefop (2019). *Programming document 2019-21*.
Luxembourg: Publications Office. Cedefop information series.
<http://data.europa.eu/10.2801/70408>

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Luxembourg:
Publications Office of the European Union, 2019

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PRINT

ISBN: 978-92-896-2870-9
doi:10.2801/612005
TI-AR-19-001-EN-C

PDF

ISBN: 978-92-896-2869-3
doi:10.2801/70408
TI-AR-19-001-EN-N

*Designed by Missing Element Prague
Printed in the European Union*

The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training, skills and qualifications.

We provide information, research, analyses and evidence on vocational education and training, skills and qualifications for policy-making in the EU Member States.

Cedefop was originally established in 1975 by Council Regulation (EEC) No 337/75. This decision was repealed in 2019 by Regulation (EU) 2019/128 establishing Cedefop as a Union Agency with a renewed mandate.

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Foreword

The year 2019 will bring winds of change to the European Union (EU) with the foreseen exit of the United Kingdom, the European elections in spring and a new Commission taking office later in the year. While change may not be felt immediately in all spheres of EU-level work, it will require navigating some uncertain waters in the transitional stage and readjusting the sails once the new policy framework has been set.

In 2019, Member States are also on their last stretch towards the overall Europe 2020 objectives, those set generally for education and training and those agreed specifically for vocational education and training (VET). Despite recently positive economic and labour market trends, disparities prevail, not only between but also within Member States. The EU's capacity to be competitive and cohesive and its resilience need strengthening to resist potential new shocks. Ensuring the provision of adequate skills and competences and reducing the risk of poverty remain high on the EU agenda. At the same time, dynamic technological, economic, environmental, demographic and social developments pose multifaceted challenges, not least to social cohesion. They require immediate responses, as well as comprehensive forward-looking policy approaches.

Investing in people and their knowledge, skills and competences throughout their lives as a backbone for prosperous economies and societies is essential. This is reflected in the recommendations that countries have received within EU-level coordination and the Commission's proposal for its future multiannual financial framework. VET has a central role to play in this context, as it benefits people and companies. It bridges education and work and is at the intersection of economic, industrial, employment and

social policy. Offering pathways for all talents, different age groups and people in different life situations, it leads to qualifications at nearly all levels, with VET in higher education on the rise. It provides occupational and key competences, helping young people and adults develop skills to be creative and innovate. It empowers them to find and maintain jobs, manage career and life changes and helps promote social advancement.

But VET also needs to anticipate and continually adapt to its rapidly changing environment; not only in terms of remaining labour market relevant, but also in the way learning is made available and organised. A world where employer-employee relations are changing and an increasing number of people are engaged in global platform economies affects demand for the support VET can provide. National VET is faced with internationalisation of qualifications, world-wide online learning opportunities and an increasing number of training providers.

As we head towards 2020, policy discourse focuses on developing a shared vision for future European VET policy, outlining possible EU-level support and suitable cooperation formats for the years to come. Reflections on the future of VET aim at tapping its inclusion and excellence potential alike. Some years ago, knowledge triangles linking research, education and innovation were mainly oriented towards universities and higher VET institutions. Today, tapping the innovation capacity of all forms of VET, at all levels through networks and partnerships with industry and higher education, has been recognised as an asset for the future. Such cooperation and research-based methods will also be enriching for VET.

It is in this spirit that we have drawn up our programme for 2019 and our plans until 2021.



At the interface between the world of education and training and the world of work, Cedefop's activities have always been at the cutting edge of developments. Despite limited resources and the need to reprioritise, we continue our forward-looking work with our qualitative and quantitative research to help inform, shape and value VET. It is our conviction that being proactive is more effective, and often cheaper, than fixing adverse effects at a later stage.

Cooperation by all parties is key to tapping VET's potential for excellence and inclusion. In 2019 and beyond we will also continue to act as a knowledge broker to strengthen synergies and complementarities between European and national policy-making, and to foster partnerships and cooperation, crucial to the tripartite nature of VET. We will remain a strategic focal point for information sharing, networking and support to the European Commission, Member States and social partners on all aspects of VET reform. We will also reach out to researchers and practitioners, supporting mutual learning and bringing our knowledge, tools and ideas closer to their environment. This will help spread the European dimension of VET and support implementation of European policies on the ground.

Cedefop's current multiannual strategy, as agreed by our Governing Board, extends to 2020. In 2019, we also expect our revised Founding Regulation to come into force and a new Director to take over Cedefop's helm. Once the policy and financial frameworks for the coming years have been agreed, and our multiannual strategy has been refocused accordingly in close collaboration with our Governing Board, we will make our longer-term plan more specific.

As in the past, Cedefop is committed to helping harness VET's potential to ensure it remains

future-fit. For us, to say it in Jean-Paul Sartre's words, commitment is an act, not a word.

Mara Brugia

Acting Executive Director



List of acronyms

ABB	activity-based budget
AD	administrator
AL	adult learning
ACVT	Advisory Committee for Vocational Training
AST	assistant
CPD	continuous professional development
CVET	continuing vocational education and training
DCM	department for communication
DLE	department for learning and employability
DGVT	Directors General for Vocational Education and Training
DRS	department for resources and support
DSI	department for VET systems and institutions
DSL	department for skills and the labour market
EAfA	European alliance for apprenticeships
ECA	European Court of Auditors
ECVET	European credit system for vocational education and training
ECS	European company survey
EQF	European qualifications framework
EQAVET	European quality assurance for vocational education and training
ESCO	European skills, competences, qualifications and occupations
ETF	European Training Foundation
EUROFOUND	European Foundation for the Improvement of Living and Working conditions
FPA	framework partnership agreement
FR	financial rules
FTE	full-time equivalent
IAS	European Commission's internal audit service
ILO	International Labour Organization
IVET	initial vocational education and training
ISCO	international standard classification of occupations
ISCED	international standard classification of education
JRC	Joint Research Centre of the European Commission
LM	labour market
MASPP	multiannual staff policy plan
MB	mobility scoreboard
MFF	multiannual financial framework
MTDs	medium-term deliverables
NACE	National Association of Colleges and Employers

NEET	not in education, employment or training
NQF	national qualifications framework
OAR	open access repository
OECD	Organisation for Economic Cooperation and Development
PES	public employment services
PIAAC	programme for the international assessment of adult competencies
PMS	performance management system
PD	programming document
ReferNet	Cedefop's European network of expertise on VET
STEM	science, technology, engineering and mathematics
TT	training of trainers
VET	vocational education and training



Mission statement, vision and values

- (1) Cedefop's mission reflects the aim and tasks outlined in its Founding Regulation ⁽¹⁾ and those that the Agency has been entrusted with over time.
- (2) In the 1960s and 1970s, the economic and societal challenges that Europe faced led to reforms in education and training. Skilled labour shortages, coexisting with high unemployment and the need to recognise VET qualifications across Member States, were among the drivers advancing the EU agenda. Cedefop was meant to help implement 'a common VET policy' and complement Member State activities. Article 2 of Cedefop's Founding Regulation (see box below) reflects this context and the need to understand the Member States' very different and differentiated VET systems and the qualifications they provide.

(a) The aim of the Centre shall be to assist the Commission in encouraging, at Community level, the promotion and development of vocational training and of in-service training. To that end, within the framework of the guidelines laid down by the Community, it shall contribute, through its scientific and technical activities, to the implementation of a common vocational training policy.

It shall, in particular, encourage the exchange of information and the comparison of experience.

(b) The main tasks of the Centre shall be:

- to compile selected documentation relating in particular to the present situation, the latest developments and research in the relevant fields, and to matters of vocational training structure;
- to contribute to the development and coordination of research in the above fields;
- to disseminate all useful documentation and information;
- to encourage and support any initiative likely to facilitate a concerted approach to vocational training problems. The Centre's activity in this respect shall deal in particular with the problem of the approximation of standards of vocational training with a view to the mutual recognition of certificates and other documents attesting completion of vocational training;
- to provide a forum for all those concerned.

(c) In its activities the Centre shall take into account the links which exist between vocational training and the other branches of education.

- (3) The grounds for cooperation in VET had already implicitly been laid in the 1951 agreement establishing the European Coal and Steel Community and then in the Treaty of Rome (Articles 118 and 128 ⁽²⁾). Since then,

⁽¹⁾ Council of the European Union. Council Regulation of 10 February 1975 establishing the European Centre for the Development of Vocational Training (Cedefop) EEC No 337/75, *Official Journal of the European Communities*, L 39, 13.2.1975 as last amended by Council Regulation EC No 2051/2004. Cedefop's Founding Regulation has been revised. The new Founding Regulation is expected to come into force in 2019.

⁽²⁾ Article 118 is about promoting close cooperation between Member States in the social field. Article 128 refers to the need to promote cooperation on basic and advanced vocational training.

the legal basis ⁽³⁾ and the EU-level VET policy agenda have evolved. European cooperation within the so-called ‘Copenhagen process’ ⁽⁴⁾ has generated common tools and principles that help make people’s knowledge, skills and competence better visible and easier to compare and understand. They promote links between and combinations of different types and levels of education and training ⁽⁵⁾.

- (4) Cedefop has been at the cutting edge of these developments, promoting a more active policy-supporting role ⁽⁶⁾, as evident in the Copenhagen process and ET 2010 and 2020 cooperation frameworks ⁽⁷⁾: it has helped shape the EU policy agenda, supported implementation and monitored progress in the common priorities. Closer European cooperation has, in turn, influenced Cedefop’s profile and working methods. Following its external evaluation in 2007, Cedefop’s policy-supporting role has become more prominent and is now widely acknowledged. Commission services increasingly draw on its expertise and expect the Agency to support their daily work.

- (5) Cedefop has traditionally given high priority to providing overviews of VET-related research. In recent years the Agency has become a recognised centre of quantitative and qualitative policy-relevant research on skills needs, supply and mismatch. Cedefop’s analyses of current and future relationships between jobs, skills and qualifications, provide policy-makers with the opportunity to be proactive in modernising VET. Its research on qualifications that helped develop common transparency tools based on the outcomes of learning, has supported VET reform across Europe and contributed to a different perception of VET.
- (6) These strands of work have reinforced the Agency’s role at the interface of education and training and the labour market, an area not covered by any other EU organisation.

Vision and values

- (7) Today, VET is seen as a pillar of lifelong and life-wide learning, leading to initial qualifications and/or taking the form of continuing education and training. VET and VET-oriented programmes for young people and adults exist at nearly all levels, including higher education. VET takes place in a variety of learning settings and contexts, not necessarily traditionally associated with VET: in schools and various other education and training institutions, in enterprises or in a combination of both; in formal and non-formal education and training; within active labour market measures; on the job, through volunteer work or family and leisure activities.

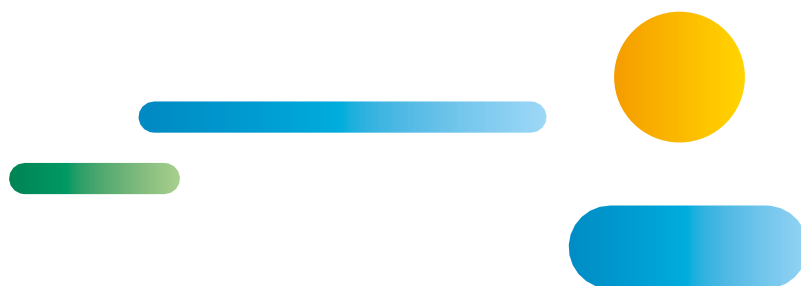
⁽³⁾ Articles 165 on encouraging cooperation between Member States for ‘the development of quality education’ and 166 on ‘a vocational training policy’ of the Lisbon Treaty.

⁽⁴⁾ http://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_en [accessed 28.11.2018].

⁽⁵⁾ The European qualifications framework (EQF) based on learning outcomes covers all education and training sectors and levels and helps to open it up to valuing learning that happens outside formal education and training.

⁽⁶⁾ See, for instance, the joint initiative of the Commission and Cedefop to set up the European forum on transparency in 1998; suggestions in Cedefop’s VET policy report in 2000.

⁽⁷⁾ http://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en [accessed 28.11.2018].



- (8) This diversity of opportunities, not limited to particular institutions or levels, enables VET to cater for a wide group of (lifelong) learners. This reflects VET's potential to help address Europe's economic and social challenges through its excellence and inclusion dimensions. By working to improve the interaction between education and training and employment, Cedefop aims to help ensure VET benefits employers and citizens alike.
- (9) This aim is reflected in the vision that will guide Cedefop's work in the current programming cycle:

Strengthen European cooperation in vocational education and training (VET) and support the European Commission, Member States and social partners in designing and implementing policies for world-class and inclusive VET that provides skills and qualifications relevant for working lives and the labour market.

- (10) The values the organisation has committed itself to, will help us achieve our vision:
 - (a) we want to be a key player in attaining the EU policy objectives for VET, skills and qualifications;
 - (b) we want to be acknowledged and valued by stakeholders as the European source for evidence and information on VET, skills and qualifications;
 - (c) we want to be an efficient, well-run and compliant Agency providing a nurturing environment to a qualified and motivated staff.

- (11) This vision builds on Cedefop's role and achievements that have evolved over time; Cedefop's work on the common European tools; its initiative to develop a European approach for anticipating skill needs and supply, to inform VET policy and provision and citizens, and the regular forecasts ⁽⁸⁾ the Agency has been entrusted with; the mandates to develop and maintain Euro-pass and the European Skills Panorama – these bear witness to this development.
- (12) This vision also reflects the evolving EU policy framework. Emphasis on the relevance and impact of VET is increasing; Cedefop's multiannual objectives for 2019-21 reflect this shift in focus. By rebalancing Cedefop's work related to policy development, policy implementation and research, our vision, values and multiannual objectives are fully aligned to the new policy parameters.
- (13) Cedefop's multiannual programming reflects the objectives and renewed priorities of *Education and training 2020* (ET 2020), European cooperation in VET as agreed in the Bruges communiqué and the Riga conclusions (Copenhagen process), the *Renewed European agenda for adult learning*, the European Commission's *New skills agenda* launched in 2016 ⁽⁹⁾ and the Eu-

⁽⁸⁾ www.cedefop.europa.eu/en/events-and-projects/projects/forecasting-skill-demand-and-supply [accessed 28.11.2018].

⁽⁹⁾ European Commission (2016). *A new skills agenda for Europe: working together to strengthen human capital, employability and competitiveness: communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions*. COM(2016) 381 final. <http://ec.europa.eu/social/BlobServlet?docId=15621&langId=en> [accessed 28.11.2018].

European pillar of social rights⁽¹⁰⁾. It is also consistent with the European Commission's 2025 vision of a European education area where spending time in another Member State to learn, work or do research is normal; people speak two other languages next to their own and have a strong sense of European identity⁽¹¹⁾. Cedefop's work will contribute to achieving the goals Europe set itself for 2020, as it supports the agenda for jobs, growth, fairness and democratic change. As in the past, the Agency will take due account of Europe's socioeconomic environment and emerging challenges that Member States and social partners will face.

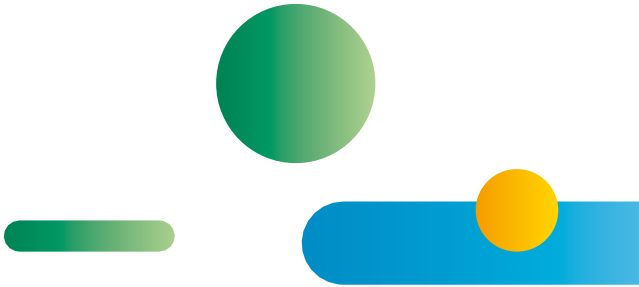
- (14) Progress towards achieving our vision and accomplishing our values will be assessed at the end of the programming period using an evaluative approach and qualitative assessment, including the views of our key stakeholders.

Council of the European Union (2016). Council resolution on a new skills agenda for an inclusive and competitive Europe. *Official Journal of the European Union*, C 467, 15.12.2016, pp. 1-2. [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016G1215\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016G1215(01)&from=EN) [accessed 28.11.2018]

(10) Council of the European Union (2017). *Interinstitutional proclamation on the European pillar of social rights*. 13129/17. Brussels, 20 October 2017. <http://data.consilium.europa.eu/doc/document/ST-13129-2017-INIT/en/pdf> [accessed 18.9.2018].

(11) European Commission. *Communication on strengthening European identity through education and culture*. COM(2017) 673. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2017%3A673%3AFIN> [accessed 18.9.2018].

General context

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- (15) In spite of uncertainties related to global factors, the latest economic indicators continue to point to ongoing solid growth. Unemployment has declined close to pre-crisis levels and employment has increased substantially ⁽¹²⁾. However, despite recent progress, tackling youth and long-term unemployment remains high on the policy agenda. Disparities persist, growth varies across countries and the refugee crisis continues to pose considerable challenges. The exceptionally extended period of crisis has left long-lasting consequences on many European economies, making it essential to strengthen Europe's resilience.
- (16) The legacy of the crisis has made it more challenging to meet many of the objectives set in the Europe 2020 strategy: Europe is still far from achieving the ET 2020 target on adult participation in lifelong learning. In a scenario of growing social inequality and geographic disparity, the simple fine-tuning of the labour market is not sufficient to avoid the risk of a new prolonged period of jobless growth in the coming years. The European Commission's annual growth survey 2018 stresses that investments raising productivity are crucial to ensuring future growth prospects. Targeted investment in specific areas, including education and training, can increase both productivity and employment ⁽¹³⁾. As development of youth unemployment suggests, comprehensive structural reforms that include labour market and education and training policies can bring about change ⁽¹⁴⁾.
- (17) If we look beyond 2020, there are some deeper challenges which pre-date or coincided with the crisis and require a renewed approach to VET and adult learning policies in Europe. Some long-term trends (globalisation, technological advances, ICT proliferation) have been accelerated by the economic downturn, with the consequent quickening of structural changes in the economy and the labour market requiring new and renewed skills profiles and qualifications. Concerns that skills mismatch, which has increased since the outbreak of the crisis, prevail in European labour markets have become stronger. At the same time, demographic ageing will lead in the next decade to a progressive – and in some countries sharp – fall in labour supply.
- (18) A specifically dedicated investment package ⁽¹⁵⁾ within the European Commission's
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- ⁽¹²⁾ See Eurostat's article *Steady increase and new record of high employment rate* (in its section *Employment rates and Europe 2020 national targets*): https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Employment_rates_and_Europe_2020_national_targets#Employment_rate_gender_gap_shrinking_but_still_above_10_percentage_points [accessed 18.9.2018].
- ⁽¹³⁾ European Commission (2018). *Annual growth survey 2018: communication from the Commission to the European Parliament, the Council, the European Central Bank, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank*. COM (2017) 0690 final <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1543401300778&uri=CELEX:52017DC0690> [accessed 18.9.2018].
- ⁽¹⁴⁾ European Commission (2016). *The youth guarantee and youth employment initiative three years on: communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions*. COM (2016) 646 final. <https://ec.europa.eu/transparency/regdoc/rep/1/2016/EN/1-2016-646-EN-F1-1.PDF> [accessed 28.11.2018].
- ⁽¹⁵⁾ European Commission (2014). *An investment plan for Europe: communication from the Commission to the European Parliament, the Council, the European Economic and Social*

agenda for jobs, growth, fairness and democratic change aims to stimulate job creation, encourage innovation and increase competitiveness. Its main elements are to strengthen Europe's industrial base and its share of renewable energy, speed up diffusion of digital technologies in industry, and create a business-friendly environment with major private investment. Education and training and activities are among the measures eligible for support by the strategic investment fund ⁽¹⁶⁾.

- (19) Getting people (back) into work and promoting equality, inclusion and solidarity has been the main thread of EU policies in recent years: from the five Presidents' report, which calls for 'a stronger focus on employment and social performance' ⁽¹⁷⁾, to the youth guarantee, the *Recommendation on integrating the long-term unemployed into the labour market* ⁽¹⁸⁾, the joint report on European cooperation in the youth field and the 2019-27 youth strategy ⁽¹⁹⁾, and the

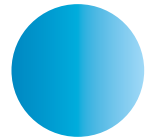
joint report on the implementation of the strategic framework for European cooperation in education and training (ET 2020) ⁽²⁰⁾. 'Education, training and lifelong learning' is the first of 20 key principles of the European pillar of social rights proclaimed by the Council of the EU, the European Parliament and the European Commission in 2017: 'Everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market' ⁽²¹⁾. Citizens' rights and opportunities to have their skills and competences assessed and valued, to receive tailored support and guidance and the chance to (re)access education and training also underpin other principles this pillar is built on.

Committee and the Committee of the Regions and the European Investment Bank. COM (2014) 0903 final. <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2014:903:-FIN> [accessed 28.11.2018].

- ⁽¹⁶⁾ https://ec.europa.eu/commission/priorities/jobs-growth-and-investment/investment-plan-europe-juncker-plan_en [accessed 18.9.2018].
- ⁽¹⁷⁾ European Commission; Juncker, J.C. et al. (2015). *Completing Europe's economic and monetary Union*. http://ec.europa.eu/priorities/economic-monetary-union/index_en.htm [accessed 28.11.2018].
- ⁽¹⁸⁾ Council of the European Union (2016). Recommendation of the Council of 15 February 2016 on the integration of the long-term unemployed into the labour market. *Official Journal of the European Union*, C 67, 20.2.2016, pp.1-5. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32016H0220%2801%29&qid=1456753373365> [accessed 28.11.2018].
- ⁽¹⁹⁾ Council of the European Union (2015). Joint report of the Council and the Commission on the implementation of the renewed framework for European cooperation

in the youth field (2010-18). *Official Journal of the European Union*, C 417, 15.12.2015, pp. 17-24. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:O-J.C_.2015.417.01.0017.01.ENG [accessed 28.11.2018]; Council of the European Union (2018). *The European Union youth strategy 2019-27: draft resolution of the Council of the European Union and the representatives of the Governments of the Member States meeting within the Council on a framework for European cooperation in the youth field*. 14080/18. Brussels, 15 November 2018. <http://data.consilium.europa.eu/doc/document/ST-14080-2018-INIT/en/pdf> [accessed 28.11.2018].

- ⁽²⁰⁾ Council of the European Union (2015). New priorities for European cooperation in education and training: joint report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET2020). *Official Journal of the European Union*, C 417/04, 15.12.2015, pp. 25-35. [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215\(02\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215(02)&from=EN) [accessed 28.11.2018].
- ⁽²¹⁾ Council of the European Union (2017). *Interinstitutional proclamation on the European pillar of social rights*. 13129/17. Brussels, 20 October 2017. <http://data.consilium.europa.eu/doc/document/ST-13129-2017-INIT/en/pdf> [accessed 28.11.2018].



- (20) Education and training *per se* cannot solve Europe's current and future technological, environmental, economic and social challenges. They require strategies that combine the different policy strands and new forms of partnership across them. This calls for a holistic and integrative approach to skills governance within ⁽²²⁾ and across economic sectors. Education and training, and particularly VET, plays a crucial role in creating the necessary conditions for employment, innovation and growth; its response to the world of employment can help put more learners into jobs.
- (21) In this context, VET's excellence and inclusion goals remain important building blocks in the EU policy agenda and the joint work to progress towards the Europe 2020 goals which are still relevant ⁽²³⁾⁽²⁴⁾.
- (22) Stronger emphasis on helping address the pressing economic and employment challenges caused by the crisis have made it necessary to 'recalibrate the policy focus'. The ET 2020 report stresses the role of education and training in 'promoting equity and

non-discrimination and in imparting fundamental values, intercultural competences and active citizenship'. This emphasis on inclusive education and training, intercultural and citizenship competences comes at a time when Europe faces unprecedented challenges: the need to support the values at the heart of the EU in response to terrorist attacks, radicalisation and increasing xenophobia; and integrating large numbers of arrivals from several countries and different cultural backgrounds into education and training and the labour market. Against this background, a Council recommendation aims to help safeguard Europe's civic values and promote inclusive education and a European dimension of teaching ⁽²⁵⁾. This puts more demands on the inclusive potential of VET.

- (23) VET will need to help ensure that innovative and skilled jobs of good quality can actually lead to higher productivity and growth. Skills in science, technology, engineering and mathematics (STEM) are expected to become more important, considering that related sectors are expected to grow faster than average and Member States are already implementing relevant policies as the *Joint employment report 2018* shows ⁽²⁶⁾. The need for STEM qualifications is not

⁽²²⁾ *Blueprint for sectoral cooperation on skills*. https://ec.europa.eu/growth/content/new-skills-agenda-blueprint-sectoral-cooperation-skills-1_en [accessed 28.11.2018].

⁽²³⁾ European Commission (2015). *Results of the public consultation on the Europe 2020 strategy for smart, sustainable and inclusive growth: communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions*. COM (2015) 100 final. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2015:0100:FIN> [accessed 28.11.2018].

⁽²⁴⁾ Vocational education and training (VET) prepares for (nearly) all qualification levels, including the highest; it addresses young people and adults in a lifelong and life-wide perspective; it is offered by different institutions; VET (oriented learning) takes place in formal, non-formal as well as informal settings. It includes initial VET, continuing VET and other types of adult learning.

⁽²⁵⁾ Council of the European Union (2018). Recommendation of the Council of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching. *Official Journal of the European Union*, C 195/01, 7.6.2018, pp. 1-5. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0607%2801%29> [accessed 28.11.2018].

⁽²⁶⁾ European Commission (2018). *Joint employment report 2018 as adopted by the EPSCO Council on 15 March 2018*. <http://ec.europa.eu/social/main.jsp?advSearch-Key=joint+employment+report&mode=advancedSubmit&>



confined to higher education: mechatronics, IT, media design, as examples, can be acquired through upper and post-secondary school-based VET and also through apprenticeships in several countries. To embrace digital transformation skills, the European Commission has invited Member States to develop national skills strategies and monitors progress ⁽²⁷⁾. Its digital action plan also aims to support Member States in their endeavour not least by stimulating better use of digital technology for teaching and learning ⁽²⁸⁾.

- (24) The need for serious efforts from government and social partners to develop every workplace as a place of continuous learning is increasingly emphasised. Workers and those hit hard by the crisis need stronger support through a mix of learning and activation policies, which include customised VET provisions and work-based learning. This also implies (re)organising work to promote opportunities for learning as well as using tools and methods to ensure valuing, recognition and transferability of their skills and competences. Labour market

intelligence, combined with guidance and counselling, should support finding career development paths that fit best with people's qualifications and aspirations.

- (25) Supporting a shared commitment to this effort, the European Commission's *New skills agenda* launched in 2016 ⁽²⁹⁾ works 'towards a common vision about the strategic importance of skills for sustaining jobs, growth and competitiveness'. Its success will depend on more than the commitment and expertise of education, training and labour market actors and social partners. It will also require a shift in the mindsets of organisations and civil society; most important, people will need to seize the opportunities they are offered to tap into their talents. It stresses that all members of the workforce, of all skills levels, need to be continuously updating their skills. It advocates adequate pathways for Europe's over 60 million adults with a low level of education to improve their employability and aims to ensure all young people and adults have the strong key competence base needed in the 21st century across all sectors and occupations.

catId=22&policyArea=0&policyAreaSub=0&country=0&year=0 [accessed 28.11.2018].

⁽²⁷⁾ This initiative is part of the *New skills agenda*. See information on the Commission's webpage on Digital skills and jobs coalition: <https://ec.europa.eu/digital-single-market/en/digital-skills-jobs-coalition> [accessed 28.11.2018].

⁽²⁸⁾ European Commission (2018). *The digital education action plan: communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions*. COM (2018) 22 final. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2018:22:FIN> [accessed 28.11.2018] backed by the Sofia call for action on digital skills <https://educatetocreate2018.bg/cms/wp-content/uploads/2018/03/Sofia-Call-for-Action-Digital-Skills-and-Education-280318-v2-clean.pdf?x79405> [accessed 28.11.2018].

⁽²⁹⁾ European Commission (2016). *A new skills agenda for Europe: working together to strengthen human capital, employability and competitiveness: communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions*. COM(2016) 381 final. <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1543429345675&uri=CELEX:52016DC0381> Council of the European Union (2016). Council resolution on a new skills agenda for an inclusive and competitive Europe. *Official Journal of the European Union*, C 467, 15.12.16, pp. 1-2. [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016G1215\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016G1215(01)&from=EN) [accessed 28.11.2018].

- (26) The revised key competence framework for lifelong learning ⁽³⁰⁾ and the 2016 recommendation on upskilling pathways ⁽³¹⁾ support this objective. The latter suggests that low-skilled adults get the chance to acquire a minimum level of literacy, numeracy and digital competence and/or a qualification at EQF level 3 or 4. Similar to youth guarantee measures and those supporting the long-term unemployed, learning offers should build on assessment and validation of their skills and competences supported by guidance. Delivering on the upskilling pathways recommendation and the skills agenda more generally, and putting the social rights pillar in place, are among the priority areas outlined by the European Council, advocating education and training throughout people's lives as a key contribution to building inclusive and cohesive societies and sustaining competitiveness ⁽³²⁾.
- (27) VET plays a central role in the *Skills agenda*. The annual growth survey 2018 calls for upgrading VET and strengthening work-

based learning ⁽³³⁾. The attractiveness and quality of VET vary significantly across Europe. Enrolment data are difficult to compare and sometimes contradictory trends coexist. While many European countries have strong initial VET systems that have a high standing among citizens and in the labour market, in too many others initial vocational education and training (IVET) has a poor reputation and is considered a second choice for young people. Even countries with well-established initial VET may face image problems. Other countries suffer from a lack of parity of esteem with the 'academic' higher education sector, which can undermine the important role played by VET for employment and growth. The European vocational skills weeks, organised by the European Commission since 2016, are considered a valuable contribution to raising VET's image. By promoting high-quality standards for apprenticeships, the European framework for quality and effective apprenticeships ⁽³⁴⁾ aims to improve their attractiveness and reputation, with positive impact on the image of initial VET.

⁽³⁰⁾ Council of the European Union (2018). Council recommendation of 22 May 2018 on key competences for lifelong learning. *Official Journal of the European Union*, C 189/01, 4.6.2018, pp. 1-6. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN) [accessed 28.11.2018].

Further information: https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en [accessed 28.11.2018].

⁽³¹⁾ Council of the European Union (2016). Recommendation of the Council of 19 December 2016 on upskilling pathways: new opportunities for adults. *Official Journal of the European Union*, C 484, 24.12.2016, pp. 1-6. [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016H1224\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016H1224(01)&from=EN) [accessed 28.11.2018].

⁽³²⁾ European Council (2017). *Conclusions of the meeting of 14 December 2017*. EUCO 19/17. Brussels, 14 December 2017. <http://www.consilium.europa.eu/media/32179/14-final-conclusions-en.pdf> [accessed 28.11.2018].

⁽³³⁾ European Commission (2018). *Annual growth survey 2018: communication from the Commission to the European Parliament, the Council, the European Central Bank, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank*. COM (2017) 0690 final. <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1543401300778&uri=CELEX:52017DC0690> [accessed 28.11.2018].

⁽³⁴⁾ Council of the EU (2018). Recommendation of the Council of 15 March 2018 on a European framework for quality and effective apprenticeships. *Official Journal of the European Union*, C 153, 2.5.2018, pp. 1-6. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0502\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0502(01)&from=EN) [accessed 28.11.2018].



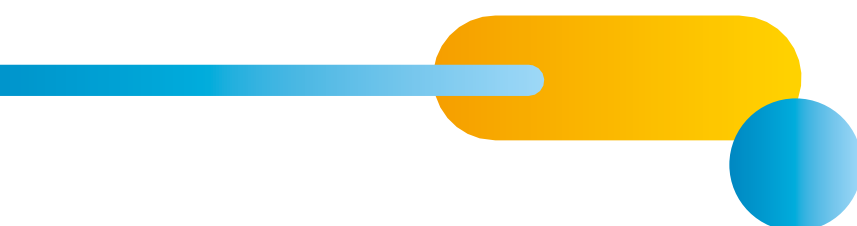
- (28) Not all countries have continuing vocational education and training (CVET) offers that provide appropriate and coherent upskilling and reskilling opportunities for the whole workforce. Its multifaceted and multi-stakeholder nature may lead to fragmented offers that do not cater adequately for all target groups. The outcomes of national initial and continuing VET also vary significantly between European countries: this demonstrates the importance of monitoring and reviewing more systematically the actual learning outcomes of VET compared to the intended ones, and of understanding better how graduates fare on the labour market. The latter requires better qualitative and quantitative data and regular feedback to inform VET policy and provision, guidance services and learners: it is one of aims embedded in the *Skills agenda* and supported by the recommendation on tracking graduates⁽³⁵⁾. Both aim to improve the evidence base for policy-making with a view to achieving the employability benchmark set for 2020: 82% of 20 to 34 year-old graduates, having left education and training no more than three years before the reference year, should be employed⁽³⁶⁾.
- (29) VET provision for young people and adults, whether initial or continuing, at secondary, post-secondary or tertiary level, is complex and delivered by an increasing range of institutions and stakeholders. The need to rethink and broaden the concept of VET and to consider how these diverse institutions and stakeholders can interact and work in combination with the labour market is increasingly important. This will also require reflection on how initial and continuing VET are connected, underlining the need for a life-course perspective where learning careers are developed hand in hand with occupational ones. Learning-outcomes-based qualifications frameworks should be used more actively to visualise opportunities and pathways and to support recognition/validation.
- (30) To this end, the 2017 revision of the recommendation on establishing a European qualifications framework⁽³⁷⁾ aims to make it more effective. The European tools for transparency and recognition of qualifications provide a systematic infrastructure that supports permeability⁽³⁸⁾ between VET

⁽³⁵⁾ (Council of the European Union (2017). Recommendation of the Council of 20 November 2017 on tracking graduates. *Official Journal of the European Union*, C 423, 9.12.2017, pp. 1-4. <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2017:423:FULL&from=EN> [accessed 28.11.2018].

⁽³⁶⁾ Council of the European Union (2012). Council conclusions of 11 May 2012 on the employability of graduates from education and training. *Official Journal of the European Union*, C 169/04, 15.6.2012, pp. 11-15. <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2012:169:FULL&from=EN> [accessed 28.11.2018].

⁽³⁷⁾ Council of the European Union (2017). Recommendation of the Council of 22 May 2017 on the European qualifications framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning. *Official Journal of the European Union*, C 189/03, 15.6.2017, pp. 15-28. [https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1543485008821&uri=CELEX:32017H0615\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1543485008821&uri=CELEX:32017H0615(01)) [accessed 28.11.2018].

⁽³⁸⁾ 'Capacity of education and training systems to enable learners to: access and move among different pathways (programmes, levels) and systems; validate learning outcomes acquired in another system or in non-formal/informal setting'. Cedefop (2014). *Terminology of European education and training policy: a collection of 130 key terms*,



and other forms of education and training, enabling individualised and flexible learning pathways. Building on these tools, the Council recommended Member States to ‘put in place, by 2025, the steps necessary to make substantial progress towards automatic mutual recognition for the purpose of further learning’ of upper secondary education and training qualifications, giving access to higher education and outcomes from up to one-year learning periods abroad and to achieve automatic mutual recognition of qualifications at the same level and mobility outcomes in higher education ⁽³⁹⁾. By promoting mobility across sectors and borders, the European tools are also engines of lifelong employability. This calls for quality jobs that integrate non-formal and informal learning as well as effective quality assurance arrangements. To help people showcase their skills and qualifications in a more user-friendly way and access information on work and learning, the 2018 decision on a new Europass framework aims at improving the currently available tools ⁽⁴⁰⁾.

- ⁽³¹⁾ All forms of work-based learning, and especially apprenticeship, are recognised as crucial to ensuring people acquire relevant and (potentially) excellent skills at all levels. At the same time, expanding different types of work-based learning at different levels requires enterprises that are willing to cooperate and have the capacity to provide placements and training. It also requires high-quality standards and a shared understanding of what defines effective apprenticeships. The European framework for quality and effective apprenticeships ⁽⁴¹⁾ exemplifies the social partners’ key role and the importance of a collaborative approach for successful VET policy.
- ⁽³²⁾ How to modernise and strengthen the tripartite character of VET at all qualifications levels in different national contexts, remains a key challenge. This partnership between education/training and labour market actors is a prerequisite to achieving the aims in countries’ joint work on VET for

second edition. Luxembourg: Publications Office.

www.cedefop.europa.eu/en/publications-and-resources/publications/4117 [accessed 28.11.2018].

⁽³⁹⁾ Council of the European Union (2018). *Recommendation of the Council of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad*. www.consilium.europa.eu/en/meetings/eycs/2018/11/26-27/ [accessed 28.11.2018].

⁽⁴⁰⁾ Council of the European Union; European Parliament (2018). Decision 2018/646 of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass) and repealing Decision No 2241/2004/EC. *Official Journal of the European Union*, L 112, 2.5.2018, pp. 42-50. <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1543486331459&uri=CELEX:32018D0646> [accessed 28.11.2018].

⁽⁴¹⁾ Council of the EU (2018). Recommendation of the Council of 15 March 2018 on a European framework for quality and effective apprenticeships. *Official Journal of the European Union*, C 153, 2.5.2018, pp.1-6. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0502\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0502(01)&from=EN) [accessed 28.11.2018].

Following work on quality and cost-effectiveness of apprenticeships, which was financially supported by the Commission, European social partners agreed on a shared vision for apprenticeships. Subsequently, upon their initiative, the EU-level tripartite Advisory Committee on Vocational Training adopted a joint opinion on quality and effective apprenticeships and work-based learning. This opinion informed the Council recommendation. The criteria it recommends include elements of the analytical framework that Cedefop designed for its apprenticeship reviews. Social partners, representatives of the Member States as well as Cedefop and the ETF had also developed 20 guiding principles on high-performance apprenticeships and work-based learning as members of the 2014-15 *Education and training 2020* working group on VET.

young people and adults. As agreed in the Riga Presidency conclusions (Copenhagen process) ⁽⁴²⁾, this joint work will focus on five main areas in the period up to 2020 to achieve the objectives endorsed in the Bruges communiqué in 2010:

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

- (33) Work in these areas will be underpinned by: promoting excellence and innovation in VET, linking businesses with VET schools; focusing on learning outcomes; establishing comprehensive validation arrangements and using the common European tools consistently; and ensuring efficient funding. To achieve

these deliverables, strong partnerships, particularly with social partners, will be crucial.

- (34) Accomplishing the VET deliverables and the *Renewed European agenda for adult learning* is also at the heart of the European cooperation framework for education and training more generally (ET 2020) and its priorities ⁽⁴³⁾. These and other initiatives to support Member States in their reforms are reinforced in the 2016 *New skills agenda* which aims to:
- (a) improve the quality and relevance of skills formation;
 - (b) make skills and qualifications more visible and comparable;
 - (c) improve skills intelligence and information for better career choices.

These aims, and those of the Copenhagen process and the Agenda for adult learning, are further strengthened by the commitment to making the European pillar of social rights a reality and to its follow-up in the context of the European semester. Together these policy documents set the key parameters for Cedefop's work in the coming years.

Although support to achieving the 2020 goals is the focus of many of Cedefop's activities, reflections on the future of VET beyond 2020 take place at meetings of high-level policy-makers. While Cedefop contributes through its own research to these reflections, they will also guide the planning of its work programmes.

⁽⁴²⁾ Since 2002, European countries, social partners and the European Commission have worked together on common priorities for VET and aimed at making mobility for work and learning and access to lifelong learning easier. A series of communiqués have guided this voluntary process. The Bruges communiqué in 2010 combined a long-term vision for 2020 and a set of actions until 2014. In 2015, the Riga Presidency conclusions outlined another set of actions for 2015-20. Further information: http://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_en and www.cedefop.europa.eu/en/news-and-press/news/european-ministers-endorse-riga-conclusions-vet [accessed 28.11.2018].

⁽⁴³⁾ Council of the European Union (2015). New priorities for European cooperation in education and training: joint report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET2020). *Official Journal of the European Union*, C 417/04, 15.12.2015, pp. 25-35. [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215\(02\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215(02)&from=EN) [accessed 28.11.2018].

Multiannual programming 2019-21

2.1. Multiannual objectives

(35) Cedefop's mission and its expertise at the interface between education and training and the labour market have guided its past and current objectives, medium-term priorities and annual work programmes. External evaluations have confirmed that Cedefop's work has been well aligned with the EU's overall policy agenda, to ET 2020 and, in particular, the objectives and priorities of the Copenhagen process.

(36) **In the future, support to and follow-up of the Copenhagen process with its *Bruges communiqué* and *Riga conclusions* will remain at the heart of Cedefop's work.** The Riga deliverables and the *Renewed European agenda* for adult learning, though processes in their own rights, form a main pillar of the overall ET 2020 framework and contribute to the vision of a European education area. Together with the European employment initiatives, the European Commission's New skills agenda and the European pillar of social rights, they will guide Cedefop's work in the coming years. Sound understanding of the highly differentiated VET systems, policy developments and labour market changes and skill needs across Europe have enabled Cedefop to assist the European Commission, Member States and social partners in shaping and implementing common VET-related policies. It is this expertise which also enables the Agency to rebalance its activities.

(37) The increasing emphasis on greater VET relevance and impact is reflected in the way Cedefop is expected to monitor countries' progress in their commonly agreed priori-


ties for VET. It has also already been evident in Cedefop's more recent work: support to implementing national qualifications frameworks is moving towards assisting countries more directly in this task; the work on the European Skills Panorama turns labour market data and information into intelligence that helps policy-makers decide on skills and jobs in Europe; by carrying out country reviews on apprenticeships and skills governance and introducing policy learning fora, for instance on how to write learning outcomes, Cedefop has already responded to the increasing need to work more closely with Member States and social partners.

(38) Considering these developments, Cedefop's multiannual objectives reflect the core functions of the Agency:

- (a) providing **new knowledge** and evidence;
- (b) monitoring policy trends and providing **policy analysis** of developments;
- (c) acting as a **knowledge broker** for countries and stakeholders.

Combined with the thematic strategic areas of operation (Section 2.2.) they define the type and scope of work the Agency intends to deliver during the programming period.

(39) Cedefop's multiannual objectives reflect the aim of the Agency to support the design and inform an evidence-based policy agenda that fosters the continuous development of VET in response to the economic, social and employment challenges, global competition, and rapidly evolving labour markets in the EU. Cedefop is also working to promote European cooperation and policy learning between countries, social partners and stakeholders, while supporting the implementation of EU policies and measures.

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- (40) The achievement of Cedefop's multiannual objectives will be assessed using a battery of indicators from its performance measurement system (PMS) focusing on the outcomes achieved by the Agency.
 - (41) Cedefop's PMS (detailed in Annex XI) concentrates on three types of result:
 - (a) the organisation's impact in helping develop European VET policies in Europe;
 - (b) the outcomes or achievements of Cedefop's activities;
 - (c) its outputs.
 - (42) Outcomes are measured by performance indicators and provide evidence of the degree to which Cedefop's information and expertise is used, is of interest and reaches its target groups. They measure, for example, references to Cedefop's work in (EU) policy documents and academic literature, Cedefop's contribution to policy relevant meetings of senior stakeholders (such as Directors General for VET), publication downloads, media coverage or quality of Cedefop events.
 - (43) A selection of PMS indicators is also used to inform the key performance indicators⁽⁴⁴⁾ to assess the Director's performance in achieving operational objectives and in managing human and financial resources in the context of the discharge procedure. Eight indicators will be used for the work programme 2019 (Annex XI). These were

proposed by an ad hoc working group set up by decision of the Cedefop Governing Board in June 2015. These were endorsed by the Cedefop Governing Board in September 2016 and the Enlarged Bureau in December 2016 and March 2017. The Governing Board in October 2017 considered the mandate of the working group completed.

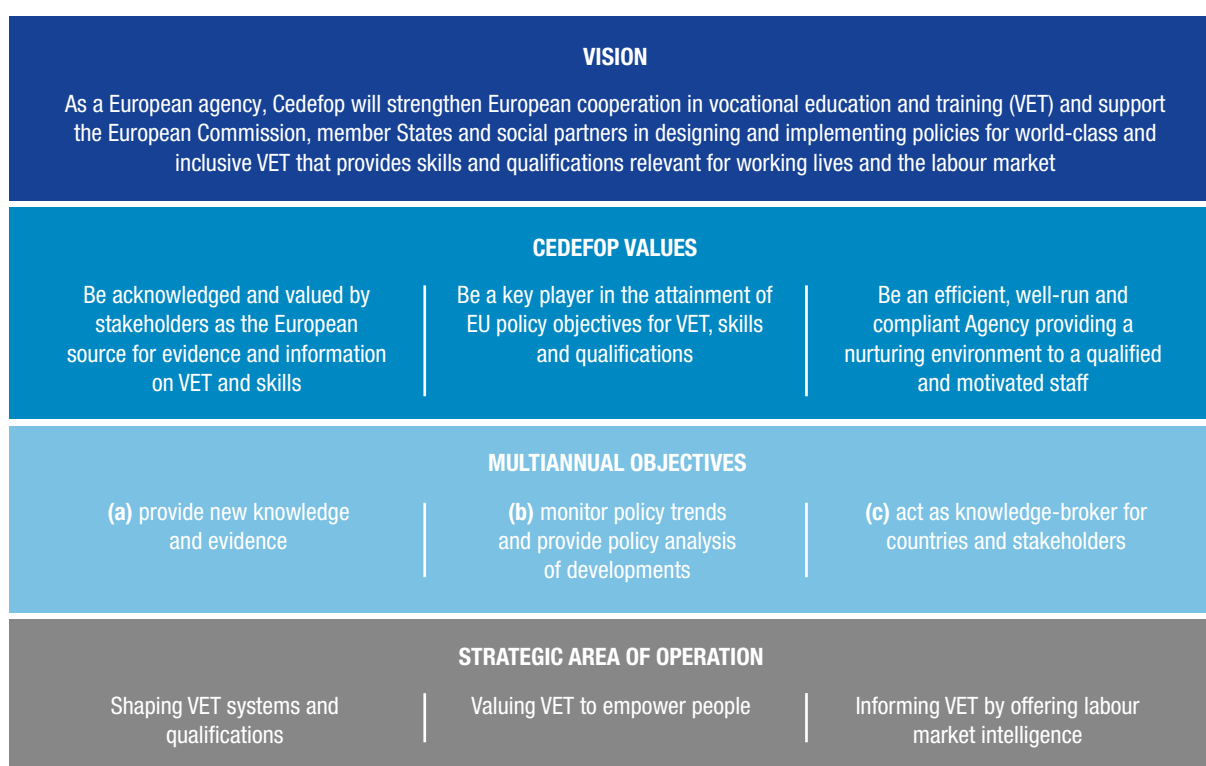
2.2. Strategic areas of operation

- (44) In line with the vision and values set for the Agency, during the programming period, three main thematic strategic areas of operation have been defined:
 - (a) **shaping VET:** foster the renewal and modernisation of VET systems and institutions in response to rapidly changing policy needs and priorities, and support the development and use of European tools and principles promoting lifelong and life-wide learning;
 - (b) **valuing VET:** support the development and implementation of VET policies and programmes, helping all citizens to achieve competences and skills required for work, employability, entrepreneurship, and lifelong learning in a constantly changing labour market;
 - (c) **informing VET:** inform the design of VET and employment policies that ensure the availability of a qualified workforce and its continuous as well as effective skilling, and promote jobs that value, develop and make the best possible use of people's skills throughout their working lives.

⁽⁴⁴⁾ Common Approach on EU decentralised agencies: https://europa.eu/european-union/sites/europaeu/files/docs/body/joint_statement_and_common_approach_2012_en.pdf
Associated roadmap: https://europa.eu/european-union/sites/europaeu/files/docs/body/2012-12-18_roadmap_on_the_follow_up_to_the_common_approach_on_eu_decentralised_agencies_en.pdf [accessed 28.11.2018].



Figure 1. Rationale guiding Cedefop's strategy



(45) These thematic strategic areas of operation have been selected taking due account of the context and key challenges for VET, as well as EU policy objectives. Across these strategic areas, activities will contribute to fulfilling the Agency's multiannual objectives: providing evidence and new knowledge; monitoring and analysing policies; and acting as a knowledge broker for countries and stakeholders. Constant efforts will be made to build synergies between the three strategic areas of operation to provide an integrated view

of trends and developments and support, more effectively, policy shaping, learning and implementation.

(46) Being a well-run organisation will support the attainment of the Agency's vision and values. Attaining our objectives will contribute to Cedefop being further acknowledged and valued by its stakeholders as the European source for evidence on VET, skills and qualifications. It will also ensure that the Agency remains a key player in the attainment of EU policy objectives, strengthening European cooperation and

efforts by the European Commission, Member States and social partners to design and implement world-class and inclusive VET, in line with the Riga medium-term deliverables, the objectives of the Copenhagen process, the EU Skills agenda and the European pillar of social rights.

- (47) The rationale guiding Cedefop's strategy is shown in Figure 1.

2.3. Multiannual programme 2019-21

NOTE: At the time of writing this programming document, the multiannual financial framework (MFF) beyond 2020 was not known. The EU political framework and priorities guiding VET post-2020 are also unknown. Cedefop's multiannual strategy agreed by its Governing Board only extends to 2020. A clearer picture of the above unknown factors is expected in 2019. A deeper reflection will be then required on the multiannual programme, including the (possibly refocused) orientation of the strategic areas of operation and related activities beyond 2020. This will lead to revising this section to reflect the strategic orientations agreed by the Governing Board. However, to comply with the Commission's guidelines on the drafting of programming documents, Cedefop is requested to put forward at this stage initial estimates of human and financial resources as well as broad lines of activities for 2021.


2.3.1. Strategic area of operation 1: shaping VET

(48)

Foster the renewal and modernisation of VET systems and institutions in response to rapidly changing policy needs and priorities, and support the development and use of European tools and principles promoting lifelong and life-wide learning.

- (49) VET systems and qualifications should be driven by the labour market and the need to respond to social, political and economic changes. The pace of the changes affecting society, the economy, the labour market and technologies has increased, which implies constant renewal and modernisation of systems and institutions delivering initial, higher and continuing VET. VET should continue to strike a balance between ensuring professional and vocational excellence and supporting the integration of all citizens into society and the labour market. Above all, it should provide to all citizens the relevant skills needed for employment and lifelong learning.

- (50) To rise to these challenges, EU Member States and social partners have engaged in a process of cooperation and have set strategic objectives to be attained by 2020 by European VET systems. They have also agreed on mid-term deliverables to focus reforms on key areas where modernisation is critical. This process, spearheaded by the European Commission, is fully integrated with the European process of economic coordination (European Semester) and the *Education and training 2020 objectives*.

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- (51) The European tools and principles for transparency of qualifications are a tangible outcome of the European cooperation process. They aim to increase permeability between VET and other forms of education and training, aid mobility across sectors and borders and promote lifelong learning and employability.
- (52) Under this strategic area of operation, Cedefop will continue to support the European Commission, Member States, social partners and other VET stakeholders by: (a) monitoring policy developments and steps taken towards implementation of the commonly agreed objectives by EU countries; (b) providing technical expertise and evidence that helps shape common EU objectives, principles and tools; and (c) providing a concise and comparative analysis of trends, challenges and opportunities for European VET systems and institutions.
- (53) Working at the interface of VET and the labour market, Cedefop is in a unique position to understand how policies, tools and principles affect diverse VET systems, institutions and stakeholders to serve the needs of individuals, employers and society in general.
- (54) In the period 2019-21, the Agency will give priority to:
- (a) **monitoring VET policy developments**, in line with the objectives set by the Member States for 2020 and the mid-term deliverables for VET agreed in Riga in 2015. Progress will be monitored and analysed taking into account individual country challenges and policy priorities, and using both qualitative and quantitative indicators. The approach will be

based on three principles: (a) strong stakeholder involvement; (b) focus on countries' priorities in relation to the mid-term deliverables and the ways to address them; (c) clustering countries facing similar issues or with similar state of play and policy priorities to present a synthesised view of progress towards VET policy objectives. Building on the interim report produced in 2017, the final report presenting progress across countries and mid-term deliverables will be produced in 2020 (according to Cedefop's mandate) feeding discussions on the monitoring of policy developments for the post-2020 period. Work will also continue on the IVET **mobility scoreboard**, shedding light on the challenges that IVET learners face when they participate in international learning mobility. The Agency will also continue to work on **key competences in VET**, one of the five 2015-20 Riga deliverables analysing links between policies promoting selected key competences at national/regional level and their implementation in initial VET. The findings of this work will also feed into the interim and final reports on progress of the 2015-20 medium-term deliverables for VET. The choice of competences selected – literacy, languages and digital competences – was informed by the Commission's work on the review of the key competences framework and based on information gaps identified in the initial mapping exercise, the findings of the monitoring process and further qualitative and quantitative evidence from other sources (e.g. OECD, JRC).

Work on digital competences will be closely linked to work on digitalisation;

(b) further development and support of the **implementation of European tools** and principles for transparency and recognition of qualifications. The focus will be on the consistency of implementation of the European qualifications framework for lifelong learning and the modernisation of national systems through the further development of learning-outcomes-based national qualifications frameworks covering all levels and types of qualifications. Work will also address the impact of qualifications frameworks on education and training policies and practices and seek to understand better the role of learning outcomes in improving and promoting quality, transparency and recognition of qualifications. Cedefop will contribute to the work undertaken by the Member States, the Commission, social partners and other stakeholders in relation to horizontal comparisons of content and profile of qualifications in the context of the European qualifications framework. Work will also focus on providing insights into the way qualifications are defined, reviewed and renewed. This will take into account the work on learning outcomes and will support the development of relevant and high-quality VET. Building on the experience from jointly developing and managing Euro-pass, Cedefop will continue to support the Commission's effort to provide better services for skills and qualifications;

(c) deepening the understanding of **how the nature and role of European VET is changing** by systematically analysing the influence of internal (e.g. pedagogical approaches and institutional models) and external factors (e.g. labour market, technology and demographics, demand for skills versus demand for qualifications) on the delivery and take-up of initial and continuing VET. This work, supported by the evidence provided through monitoring and analysis of VET policies, will feed into scenarios outlining alternative development paths for European VET in the 21st century. These scenarios will strive to include the perspectives of different stakeholders, notably those of national and regional authorities, enterprises and trade unions. The scenarios will also demonstrate how VET policies operate at the interface of social, economic and education and training policy goals. Results of the research project and follow-up actions directly inform political discussions and are at the centre of developments on the **future of VET** beyond 2020.

2.3.2. Strategic area of operation 2: valuing VET

(55)

Supporting the design, diffusion and implementation of VET policies and measures helping all citizens, particularly specific target groups, to achieve the knowledge, skills and competences required for work, employability and lifelong learning in a constantly changing labour market.



- (56) The ultimate goal of VET policy is to meet the needs of individuals for work, employability and welfare while addressing ambitious stakeholder goals for increased productivity, economic development, and social inclusion. The segmentation and diversity of VET policies reflects the fact that citizens' and societies' needs are diverse and that VET serves different and sometimes conflicting objectives. This is why the actual value of VET policy, programmes and measures depends on their responsiveness to contextual factors and specific needs of individuals and target groups.
- (57) The focus of this strategic area of operation is on promoting better understanding of which strategic approaches and models of intervention can be successfully implemented to attract and retain people in VET, while promoting successful transitions to work and progression of individuals within the labour market.
- (58) To this end, in-depth analysis of selected VET policies, programmes, and measures in specific national contexts will be developed to aid policy learning between countries and directly support effective implementation of VET policies, including the recommendation *Upskilling pathways: new opportunities for adults*.
- (59) This will be done by building on systematic collection and analysis of evidence and supporting cooperation among Member States, social partners and other VET and labour market stakeholders. Direct support will be provided to selected countries and on selected areas of VET policy to increase the evidence-base at European level that can support policy- and decision-making across all Member States.
- (60) Cedefop will contribute to the implementation of the Council recommendation on validation of non-formal and informal learning through expert input to the work of the EQF advisory group (or its successor) and related peer learning activities.
- (61) In line with the medium-term deliverables agreed in Riga in 2015, relevant priorities in the *New skills agenda* and the joint proclamation of the European pillar of social rights by the European Parliament, the Council, and the Commission, in the period 2019-21 Cedefop work will contribute to increasing VET policy attractiveness, effectiveness and inclusiveness where VET is provided and targeted by focusing on:
- (a) promoting **access to VET and its attractiveness** for individuals and firms and improving adaptability of workers in a constantly changing labour market through: (a) efficient and integrated guidance services; (b) systems and tools to improve validation of non-formal and informal learning; (c) suitable and sustainable financial and non-financial incentives;
 - (b) assisting the development of **effective VET policies and programmes** that provide high-quality skills and qualifications relevant to employability of individuals, entrepreneurs, and labour market needs, with a special focus on: (a) work-based learning in all its forms, particularly apprenticeships; (b) initial and continuous professional development of VET teachers, trainers and mentors; (c) cooperation between



VET stakeholders to foster continuing training (CVET) policy and practice;

- (c) supporting the **inclusive role of VET** to facilitate the (re)integration into education and training and the labour market of specific groups of the population (e.g. low-skilled adults, early leavers from education and training).

- (62) Cedefop's work in this area will look at the different roles of VET for young people and adults, taking into account the specific socioeconomic context and the broader perspective of VET-related policies. In-depth analysis of VET policies, measures and practices in selected national contexts will assist policy learning between countries and directly support effective policy implementation. To this end, Cedefop will also take full advantage of opportunities to engage VET stakeholders.

2.3.3. Strategic area of operation 3: informing VET

(63)

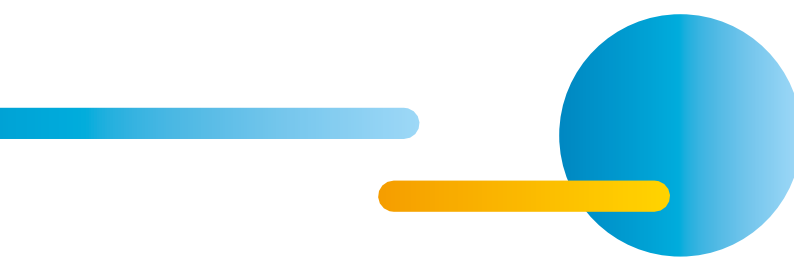
Inform the design of VET and employment policies that ensure the availability of a qualified workforce and its continuous as well as effective skilling, and promote jobs that value, develop and make the best possible use of people's skills throughout their working lives.

- (64) There is widespread concern that skill mismatch might prevail in Europe. The financial and economic crisis has increased unemployment to unprecedented levels in some countries, badly affecting young

people trying to enter the labour market. When people stay outside of the labour market or education and training for too long, this negatively affects the currency of their skills and their chances of finding a suitable job and building a successful career in the future.

- (65) In parallel, a significant share of employers report that they cannot fill vacancies and that, despite a general rise in qualification level, job applicants suffer from a lack of technical and soft skills as well as job readiness. However, Cedefop's *European skills and jobs survey* points to a significant underutilisation of skills available in Europe. First, the share of individuals not being able to find jobs matching their skills and qualifications, already significant before the crisis, has been increasing. Second, the skills possessed by workers tend to be underused and underdeveloped by their employers. This is not only to the detriment of the employee job satisfaction and opportunities to develop skills and learn at work, it also negatively affects enterprise competitiveness and innovation capacity.

- (66) These seemingly contradicting facts and trends are indicative of various tensions and mismatches in the labour market, as well as between the worlds of education and training and employment. By providing sound labour market intelligence as well as evidence on skills supply, demand and mismatch, Cedefop can help ease these tensions. Labour market intelligence, including the anticipation of skill needs, is instrumental in informing VET and ensuring it can support the skilling and reskilling of individuals, in line with labour market needs,



by making relevance a key quality factor in a person's qualification. Good labour market intelligence, readily available to end-users, also promotes worker mobility between occupations, sectors and countries.

(67) Further, raising productivity and competitiveness in Europe depends not only on education and training, including VET, and on meeting labour market needs; it also requires that people can find a good quality job, matching their qualification and in which their skills are valued, used, and continuously developed. Key challenges in the coming years are to foster economic growth, to provide the right policy and institutional environments to create more and better jobs and maintain existing ones, and to help jobseekers find well-matched and good quality jobs across Europe to reach the full potential of Europe's labour force. On top of incentives for growth and investments, VET is a key element of the policy package that has to be deployed to rise to these challenges.

(68) In the period 2019-21, Cedefop will therefore give priority to:


(a) **providing high-quality evidence on trends in the labour market and on skill needs, and delivering it to end-users in a fit-for-purpose and timely fashion.** To do this, the Agency will carry out research on trends in the economy and in companies and their influence on changes in employment, jobs and skills. Using state-of-the-art methods and tools, including big data analysis, the Agency will also continue to investigate changes affecting skill supply and skill demand, as well as to

forecast future skill needs in Europe ⁽⁴⁵⁾ and the reasons behind skill mismatch. This intelligence will be put at the service of policy-makers alongside sectoral cooperation on skills to increase the responsiveness of VET. It will also be used to support employment services and guidance counsellors who help young people and adults alike identify career and learning opportunities that meet and help them develop their skills, qualifications and aspirations, irrespective of occupation, sector, region or country;

(b) **identifying policies and practices that encourage stakeholders (including social partners), institutions and VET providers to work in partnerships to address skill mismatch.** The objective will be to spread policies that support economic development through cooperation among education and training providers, including VET institutions, enterprises and other stakeholders, with the aim of increasing the responsiveness of education and training to labour market changes and needs, and improving the efficient development and utilisation of skills across the workforce;

(c) **supporting policy learning and helping build capacity in Europe.** Cedefop will increasingly support countries and stakeholders, including social partners, who aim to develop their own intelligence and data on skills and em-

⁽⁴⁵⁾ According to the mandate provided to Cedefop by the Council, every two years Cedefop produces a pan-European forecast of trends in skill supply and demand.



ployment needs, learn about the most effective and current anticipation methods, and implement effective policies and concrete actions to tackle skill mismatch.

2.3.4. Communication and dissemination

(69)

Effective communication supports achieving Cedefop's vision and, in particular, having value acknowledged and appreciated by stakeholders as the European source for evidence and information on VET, skills and qualifications.

(70) Like the European Commission, Cedefop communication is following the principles of corporate communications. In the context of a European agency this implies: management and steering of all internal and external communication activities in such a way as to create a favourable point of view among the organisation's key accounts and various stakeholders groups: comprise policy-makers and social partners, researchers and international organisations, practitioners and VET providers as well as the wider public.

(71) The target is to link communication effectively to the Agency's business strategy, expressed by its three multiannual objectives with well-defined performance indicators. Efficient communication in the medium term is more than just meeting the expectations of various groups of key stakeholders by delivering information that is target-group-specific, user-need-orient-

ed, coherent, reliable, up to date and timely. Cedefop's communication activities will go beyond pure information provision and will focus on user engagement. This means push/pull of a wide range of information formats, as well as provision of interactive channels for stakeholder engagement. In this context Cedefop will systematically monitor developments in social media communication and innovative and interactive publication formats, like audiovisual, infographics, animation, webinars and online polls.

(72) Cedefop communication will not work in isolation, but will strategically align with the Commission's (DG EMPL) communication unit and, where relevant, with the communication strategy for the European vocational skills week. An integrated communication approach, with joint forces in the areas of press work, social media, publications and events, as well as concerted communication campaigns, will assure high efficiency and maximum outreach in the interest of European citizens. Regular exchange of information will ensure identifying joint communication themes, goals and priorities, determining key messages, defining common or complementary target audiences, and efficiently sharing resources, communication channels and means for impact assessment.

(73) Another strategic milestone for Cedefop's external communication will be the development of an open access repository (OAR). As an EU agency, Cedefop aims at supporting free and accessible dissemination of high-quality VET research results in the framework of the open access standard.



But a Cedefop OAR will be more than just an online archive for collecting, preserving, and disseminating digital copies of the intellectual output of the organisation. In the mid-term it will allow Cedefop to interact more efficiently with the international open access community and communicate in a more systematic manner, following the latest developments in the dissemination of scientific, research and policy information. The Agency's open access policy will cover all key publications, reports, grey literature, new audiovisual and other innovative data visualisation formats, findings from Cedefop's activities and from partner organisations in Europe. The Agency's OAR is of paramount importance for Cedefop to be acknowledged not only as an authoritative source, but also as the leading knowledge broker for providing evidence to inform and shape European VET policy.

2.3.5. Management and resources

(74)

Human capital and its management are crucial to the effectiveness of a knowledge-based organisation such as Cedefop, and even more so in the context of increasing budget cuts.

(75) In the period 2019-21, improving the attractiveness of the Cedefop employer brand, while making best use of electronic media and networks, will support recruitment of highly qualified and diverse staff.

(76) To meet evolving demands and attract and retain highly qualified staff, the availability

of professional development systems, alongside appropriate performance management, is indispensable. Cedefop will continue to invest in expert, manager and assistant staff skills through its comprehensive learning and development strategy.

(77) Staff wellbeing is an additional focus and will be addressed through several policies and initiatives, including a staff survey in 2019, and a wide-ranging health and safety action plan. In this context Cedefop will expand social dialogue and conduct supplementary activities as follow-up to the 2017 staff survey.

(78) Cedefop will continue its efforts to implement paperless budgetary and financial transactions by introducing electronic payments, recovery orders, transfers and automated review, as well as signature workflows.

(79) The e-procurement project will see further initiatives in the period 2019-21, progressively leading to fully online run procurement, contract management and e-invoicing procedures.

(80) In its continuous pursuit of increasing efficiencies and reducing administrative burden, Cedefop will review its processes and investigate possible synergies and further efficiency gains within the organisation. This will be supported by initiatives to improve electronic reporting facilities and analytical tools to apply activity-based management to optimise use of resources.

(81) Cedefop will continue upgrading its existing IT infrastructure and applications with new technologies and systems available in other European institutions. Cedefop's stakeholders will have secure and fast access to resources, including mobile technology.



- (82) The Department for resources and support will cooperate closely with the operational departments to innovate and develop new tools which will contribute directly to the core business, such as visualisation of large data sets (e.g. data mining and big data analysis from online vacancies).
- (83) In addition to improving the functionality of its building facilities, Cedefop will, within the limits of evolving budgetary constraints, systematically implement the recommendations of the 2015 energy feasibility study to convert gradually to a reliable, sustainable and competitive energy system. The measures/objectives defined by the project group on green initiatives will limit the environmental footprint.

2.4. Human and financial resource outlook for the years 2019-21

2.4.1. Overview of the past and current situation

2.4.1.1. Staff population overview for 2017

- (84) Cedefop's 2017 establishment had 92 posts (48 AD and 44 AST). It included 14 permanent and 78 temporary posts. In 2017, Cedefop employed 26 contract agents and four seconded national experts. Cedefop also hosts one expert seconded from the Commission. Cedefop staff were drawn from 23 EU nationalities⁽⁴⁶⁾ and one national of EFTA.

2.4.1.2. Expenditure for 2017

- (85) The rate of commitment of budget appropriations for the year 2017 was 99.95%, demonstrating the constant effort to optimise the use of resources entrusted. Cedefop closely monitors budget execution and the appropriate means and controls are in place to ensure that possible savings in administrative expenditure (Titles 1 and 2) are used to fund operational activities (Title 3) included in the work programme.

2.4.2. Resource programming for the years 2018-20

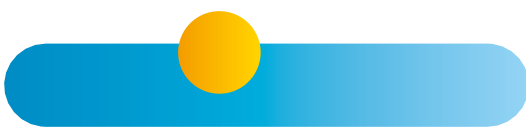
The estimate of the 2019-20 draft budget respects the budgetary constraints set out in the Commission communication on programming of human and financial resources for decentralised agencies 2014-20 (COM(2013)519 final)⁽⁴⁷⁾. Cedefop's estimate is based on the experience of previous years.

Retroactive salary adjustments which are beyond the standard estimates of the Agency for salary increases (2% per annum), have led in the past to significant budgetary shortfalls in Title 1 (staff costs) which, in 2017 and 2018, Cedefop covered by expanding the list of negative priorities across all Titles.

This illustrates the vulnerability of Cedefop's budgetary planning and management to external factors which are completely outside its control and where experience is not a reliable guide. The budgetary impact of the 2016 salary adjustment, carried forward into 2017 and beyond (and possibly compounded by comparably high ad-

⁽⁴⁶⁾ The five unrepresented EU nationalities are: Estonia, Ireland, Lithuania, Hungary and Sweden.

⁽⁴⁷⁾ Also referred to as the multiannual financial framework (MFF) 2014-20.



justments in the coming years) makes the cap on Title 1 expenditure unsustainable and had to be offset by setting additional negative priorities throughout the programming period.

2.4.2.1. Financial resources

- (86) Estimates for the 2019 and 2020 budget (Table 1) stay within the budgetary constraints of the multiannual financial framework (MFF) 2014-20. **However, as regards the 2021 budget, which is the first year of the new MFF 2021-27 and currently under discussion, the Agency estimated an annual increase of appropriations of 2% across all Titles of its annual budget,** pending future decisions on the next MFF.
- (87) In nominal terms, the EU subsidy has been kept constant from 2012 to 2018. Due to a 2% penalty applied by the European Commission ⁽⁴⁸⁾ the 2019 budget will remain at the same level as in 2018, which corresponds to a decreasing budget in real terms. It takes into consideration the redeployment of staff in view of budgetary constraints, the phasing-out of existing tasks and growth in existing tasks (Section 2.4.2.2.).
- (88) Agency revenue consists of the subsidy from the EU budget, Norway and Iceland contributions ⁽⁴⁹⁾, and own revenues (mainly interest generated from cash at banks).

⁽⁴⁸⁾ The penalty applied by the Commission to Cedefop's budget is due to the high cancellation of payment appropriations in the budget 2017 (higher than the 5% threshold set by the Commission).

⁽⁴⁹⁾ The rates of the 'proportionality factor' for Norway and Iceland, applicable as a ratio of the EU subsidy amount for the calculation of budget 2018, is used for the 2019-21 estimates. The amount increases in line with increases in the EU subsidy.

Allocation and evolution of the budget appropriations by Title: budgets 2019-21

- (89) For Title 1, the estimate is based on the provisions for the establishment plan and its occupation (see also Annex III – Table 2: Multiannual staff policy plan 2019-21). It takes into account staff ongoing recruitment, turnover and retirements, and the staff resources needed for the implementation of Cedefop's activities, representing an increase of 0.74% in 2019 compared to 2018. Salary and allowance costs are calculated based on November 2017 salaries (including an estimate on the update of the salary scale of officials and other employees of the European Union institutions and bodies applicable as of 1 July 2017). For the years 2019-21, Cedefop's budget estimates for salary costs were based on the assumption of a 2% increase every year, linked to staff career progression (automatic step increase every two years as provided for by the EU Staff Regulation). The MFF provided an increase in EU contribution for 2019 compared to 2018. However, following the penalty applied, there is increasing pressure on Title 1. Given that the cap of MFF 2014-20 needs to be respected and most staff costs are inelastic, Cedefop will have to absorb the increase in staff expenditure by refocusing and reducing its activities and deliverables (negative priorities) in Titles 1, 2 and 3. For the year 2020, the increase in Title 1 has been estimated at 6.6% taking into account inflation, filling of senior and middle management posts currently vacant, staff maturity (progression into steps, reclassification,





and promotion) and departures of staff in pension who will be replaced with staff in lower grades.

- (90) For the year 2019, budget in Title 2 will drop by 5.07% and just cover basic running costs and maintenance needs of the building and other infrastructure and equipment. In the absence of an in-house legal service, and until further arrangements are decided, the pressure on Title 2 will be higher due to increased costs of Cedefop's legal function, which will rely on external sources of legal advice. Projects such as energy

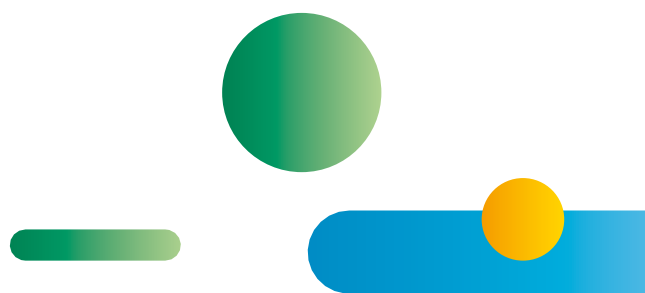
management, energy savings, green initiatives and ICT infrastructure upgrades may only be taken forward on a case-by-case basis subject to budget availability.

- (91) For Title 3, appropriations are expected to remain relatively stable in the years 2019 and 2020: +0.04% and -0.35% respectively. This is the result of the increasing pressure of staff costs, which cannot be absorbed by the 2% increase in overall appropriations provided in the MFF for the years 2018-20.

Table 1. **Budget evolution 2018-20 by Title** ⁽⁵⁰⁾

	Draft budget 2018	VAR 2019/2018	Envisaged in 2019	VAR 2020/2019	Envisaged in 2020	VAR 2021/2020	Envisaged in 2021
Title 1 Staff expenditure	10 706 261	0.74%	10 785 210	6.6%	11 496 973	1.99%	11 726 200
Title 2 Infrastructure and operating expenditure	1 599 000	-5.06%	1 518 000	2.01%	1 548 500	2.00%	1 579 400
Title 3 Operational expenditure	5 544 949	+0.04%	5 547 000	-0.03%	5 525 527	+1.63%	5 636 000
TOTAL	17 850 210	2.00%	17 850 210	0.00%	18 571 000	2.00%	18 941 600

⁽⁵⁰⁾ The budget allocation by Title includes the contributions from Norway and Iceland as well as own revenues, because they are an integral part of the Agency's budget. The distinction of EU contribution allocation by Title is not necessary as it fits the purpose of presenting the budget of partially fee-financed agencies.



2.4.2.2. Human resources

(92) In line with the further 5% staff cut for the redeployment pool, Cedefop's establishment plan 2017 foresees 92 posts and 91 from 2018 onwards. Successive reductions in the weighting factor⁽⁵¹⁾ had, until 2016, in theory, provided budgetary flexibility, particularly for Title 3 expenditure. However, in a knowledge-based organisation such as Cedefop, the accompanying reduction in human capital available to work on core business activities cancels out this potential operational gain. To compound matters, the rapid and significant fall in the weighting factor has a tangible impact on the Agency's ability to attract geographically diverse staff and has also negatively affected staff morale. To ensure the Agency's responsiveness to evolving priorities and new tasks, the increasingly acute staff shortfall will therefore need to be addressed through additional negative priorities.

(93) The unexpectedly high 2016 retrospective salary adjustment not only cancelled out any residual budgetary flexibility; it also created a shortfall in Title 1 which, starting in 2017 and carried forward into the following years, makes the cap on Title 1 expenditure unsustainable (Section 2.4.2.1.). **The shortfall in Title 1 can only be covered through cuts across Titles**, including minimal resources for the greening agenda and for the upgrade of the conference rooms, reduced measures for social and leisure activities and limited further ICT developments. In addition, **more negative priorities will be identified in Title 3** (Sec-

tion 2.4.2.2c). Sustained efficiency gains (Section 2.4.2.2b), redeployments and a comprehensive restructuring of operational departments in 2015 (Section 2.4.2.2d) have been employed to address new and growing tasks (Section 2.4.2.2a) within ever increasing resource constraints. These instruments can only yield residual further gains which will, in any case, not directly translate into core business capability. The 2% penalty applied to the budget 2019, in comparison with the draft budget submitted by the Agency, further increases the need for negative priorities in Title 2 and Title 3, as there is little room to adjust Title 1, staff expenditure.

Resource outlook over the years 2019-21

(94) The revision of Cedefop's Founding Regulation, expected to enter into force in 2019, reflects the evolution of the Agency's mission since its foundation in 1975. Missions and tasks now extend well beyond VET to include adult learning, qualifications, and the analysis of skills needs in the labour market, topics on which Cedefop has already been working for several years in line with its multiannual programming documents; this will align the Founding Regulation to the actual scope of its tasks and confirming the Agency's role at the intersection between education and the labour market in the context of VET and skills policies. This seems all the more appropriate as Cedefop's classification as an agency at cruising speed does not reflect the many new and growing tasks it has taken on in the recent past and will have to cover in the future. This change should also reflect the

⁽⁵¹⁾ From 94.8% in 2010 to 79.3% in 2016.

high political priority of the Agency's work at the interface between vocational education and training and the labour market.

(95) It should be noted that, especially in view of the new MFF 2021-27, the budgetary constraints in terms of financial and human resources need to be reconsidered as **there is an increasing risk that Cedefop will not be able to fulfil the various mandates and requests under the present circumstances.**

(96) To address effectively and to the expected level of quality the new and growing tasks described in the following, Cedefop would need human and financial resources that go beyond the present constraints. In the absence of those resources, Cedefop can only absorb new and growing tasks to a level commensurate with the Agency capacity and by defining negative priorities regarding other ongoing activities and projects.

(97) In summary, the Agency stresses that:

- (a) its mission is highly relevant to critical European economic and social challenges;
- (b) this is reflected in increasing tasks which demonstrate that Cedefop is not an agency at 'cruising speed';
- (c) implementation of the further 5% cut for the redeployment pool (2016-18) as well as a 2% budget penalty (as is the case for the budget 2019) have put at risk its ability to meet all its challenges and fulfil its mission at the required effectiveness and quality level.

(a) New and growing tasks

(98) In line with the EC guidelines for the programming document, possible **growing**

tasks which might materialise during the programming period (2019-21) and affect the Agency's planned activities and resources include the following:

- (a) policy monitoring and reporting in the process of EU cooperation in VET;
- (b) support to the European alliance for apprenticeships;
- (c) analysis of real-time labour market data;
- (d) support to Member States, social partners and other stakeholders in the context of implementing EU policies.

Policy monitoring and reporting in the process of EU cooperation in VET

(99) As demanded by the Bruges communiqué, Cedefop monitors and reports on the progress in the Copenhagen process. Since 2011, this reporting has expanded significantly for two reasons: first, the Communiqué has defined specific short-term deliverables to be monitored in addition to the strategic objectives; second, the Agency has been asked to follow closely developments in the Member States. The demand for country-specific information has increased in line with the needs of the European Semester, which is a new, albeit related, task. In 2015, the process of EU cooperation in VET entered a new policy cycle with a new set of deliverables 2015-20 to guide policy interventions by governments, social partners, VET providers and the European Commission. The Riga conclusions reconfirmed Cedefop's mandate to monitor and analyse progress in VET, in particular the five medium-term deliverables (MTDs) and the overall Bruges objectives (Copenhagen process).



- (100) To support the adoption and implementation of the **Riga conclusions**, Cedefop had to review its monitoring methodology to streamline and adapt it to the revised objectives. The revised approach reflects and builds on the experience gained and lessons learned in the 2011-14 cycle. It considers the different nature of the 2015-20 deliverables and transversal principles and addresses the new requirements for monitoring set out in the Riga conclusions. In particular, the Agency's revised methodology takes into account: (i) the need to focus on countries' priorities in terms of MTDs and in the ways to address them; (ii) the need to assess the actual results achieved by countries' policy measures interlinking policy objectives to policy implementation. Preparatory work will start in 2019 to align Cedefop's monitoring methodology to the priorities and governance structure for VET beyond 2020, which may lead to a further expansion of this activity.

Support to the European alliance on apprenticeships

- (101) Since 2014, Cedefop has also been supporting cooperation at European level and among Member States in the context of the European alliance for apprenticeships (EAfA). During 2019-21 this activity will continue along four main lines. First, to create a solid basis for monitoring and analysis, which is necessary to inform and support effective apprenticeships, Cedefop will strive to enrich and systematise the knowledge base on apprenticeships in Europe, including Riga MTD 1 monitoring; and complement it

with extensive qualitative and quantitative country-based information and monitor progress in relation to Member State commitments under the EAfA. Second, following the successful implementation of country reviews (TCRs) in Greece, Italy, Lithuania, Malta, and Slovenia, additional countries have been engaged in 2017 in this exercise. At the same time, Cedefop has been following policy developments closely in all the TCR countries and expanded policy learning activities, enabling Member States and European stakeholders to learn from each other and share experiences with a view to setting up and implementing high-quality apprenticeships in their national contexts. Helping countries build capacity in developing their own apprenticeships will require increased in-house analytical capacities as well as broadened cooperation with a wider range of education and training and labour market stakeholders at national, regional and local levels. Third, in line with the ultimate aim of country reviews to increase knowledge and Cedefop expertise in this area to the benefit of all Member States, Cedefop will augment its role as facilitator for policy learning by offering increased platforms for clusters of countries and stakeholders to exchange apprenticeship experiences and challenges. Fourth, the Agency will continue to develop new research avenues on apprenticeships, including the current work on apprenticeship schemes for adults and mobility of apprentices, at the cross-road of education and training and active labour market policies.

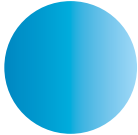


Analysis of real-time labour market data

- (102) Analysis of big data to produce real-time labour market information dramatically increases our capacity to examine skills needs in different occupations and regions of Europe. Cedefop has successfully tested the feasibility of setting up a tool to retrieve information on online vacancies and developed a prototype IT system to scrape vacancies, map relevant information to existing classifications and taxonomies and visualise the results. The prototype has shown that it is possible to retrieve added-value information on skills demanded by employers across countries, regions and occupations. Such a tool could be used to provide information to jobseekers on career prospects in different occupations, sectors and regions of the EU in 'real-time' and indicate areas in which there might be skills gaps. Expanding the prototype to all EU countries to assess labour market and skill needs regularly will impact on IT infrastructure, storage and data analysis capacity in the Agency. Using such information in the context of initiatives such as the new Europass may further increase the demand on the project.

Support to Member States, social partners and other stakeholders in the context of implementing EU policies

- (103) Cedefop's external evaluation concluded that Cedefop should provide more direct and additional support to Member States. To address this additional demand, in 2015 Cedefop launched 'policy learning fora' on a pilot basis to encourage policy

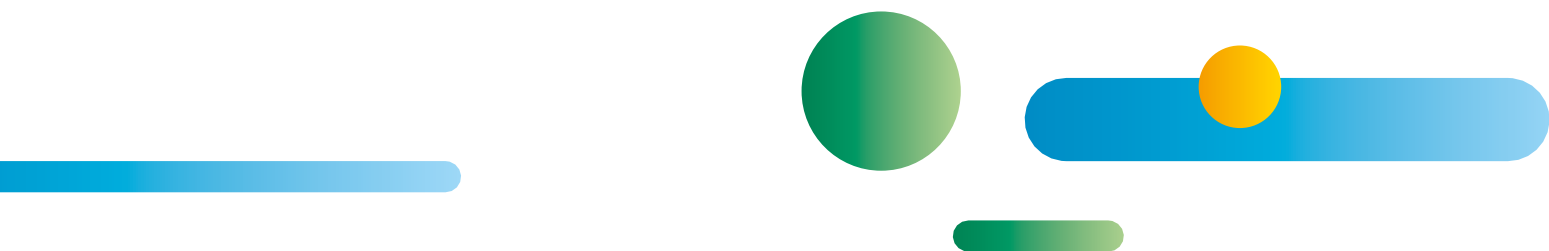


implementation and learning within and between Member States, social partners and other education and training and labour market stakeholders. Building on the results of the pilot, Cedefop moved into full scale implementation from 2016 onwards by extending policy learning fora to several of its activities (such as learning outcomes, apprenticeships, VET teachers and trainers, skill mismatch, skills anticipation methods).

- (104) Demand on the Agency for country-specific information and analyses has increased in line with the needs of the European Semester. Cedefop will organise the information and analyses it possesses on countries' developments in several fields, including: implementation of the common European tools, skill forecasts, skill mismatch, apprenticeships, adult learning, systems developments and policy progress in VET. In addition to producing much increased country-based evidence, Cedefop will also reinforce its support to EU countries, social partners and other stakeholders who request its help and expertise to build their capacity to produce own data, intelligence or to implement their own VET-related policies adapted to specific contexts, needs and traditions.

(b) Efficiency gains

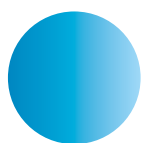
- (105) To ensure optimum use of its resources, Cedefop has been operating an activity-based budget (ABB) since 2007 and introduced a performance measurement system (PMS) in 2009. The internal audit service (IAS) highlighted the PMS as an example of good practice in 2012.



(106) The PMS measures project, activity and organisational level performance. It helps Cedefop manage and evaluate its impact, efficiency, effectiveness and relevance, and strengthens the alignment of the organisation's activities with its strategic objective and priorities. The PMS uses three types of result – output, outcome and impact – which are measured using a set of indicators. Results are contextualised qualitatively to understand where further performance improvements and efficiency gains can be made. The PMS thus provides a system for tracking and improving performance and efficiency. In 2018 Cedefop launched a review of its PMS to complement its key performance indicators (KPIs) with new qualitative indicators allowing better understanding of the extent to which the quality and relevance of Cedefop's work and expertise is used and valued by its stakeholders. Cedefop systematically considers further scope for efficiency gains. In recent years, these were achieved through: expenditure reduction on mission and translation costs; a review of meetings process, including use of video conferences; automation of administrative processes (e.g. traineeship online application, procurement, recruitment, publication/translation workflows, centralisation and automation of staff data, staff training requests); paperless commitments; cooperation with other agencies, such as the ETF-Cedefop peer learning exercise; review and documentation of procedures; internal redeployment of staff, for example from library/documentation to operational departments.

(107) The additional 5% cut in connection with the redeployment pool puts the Agency under acute pressure to streamline further. While there is limited residual scope for substantial further efficiency gains within existing regulatory and compliance constraints, the following initiatives are foreseen for 2019-21:

- (a) use of interdisciplinary project teams in the core business such as the joint Cedefop-Eurofound European company survey;
- (b) use of (Commission) framework contracts, wherever possible, to reduce administrative overheads;
- (c) implementation of the recommendations of the working group on the review of the administration, established in April 2017 to investigate prospects for streamlining and rationalising internal administrative processes;
- (d) further deployment of e-workflows including for financial transactions (2018-20);
- (e) developing integrated electronic reporting facilities and analytical tools (2017 onwards);
- (f) deployment of e-tendering modules, using the European Commission's e-prior platform, leading gradually to fully automated procurement and contract management (by end 2018);
- (g) use, as appropriate, of the inter-agencies shared services catalogue;
- (h) continuing exploration of interagency joint procurement whenever possible for common services;



- (i) participation in selected interagency working groups to pool expertise, resources and best practice.

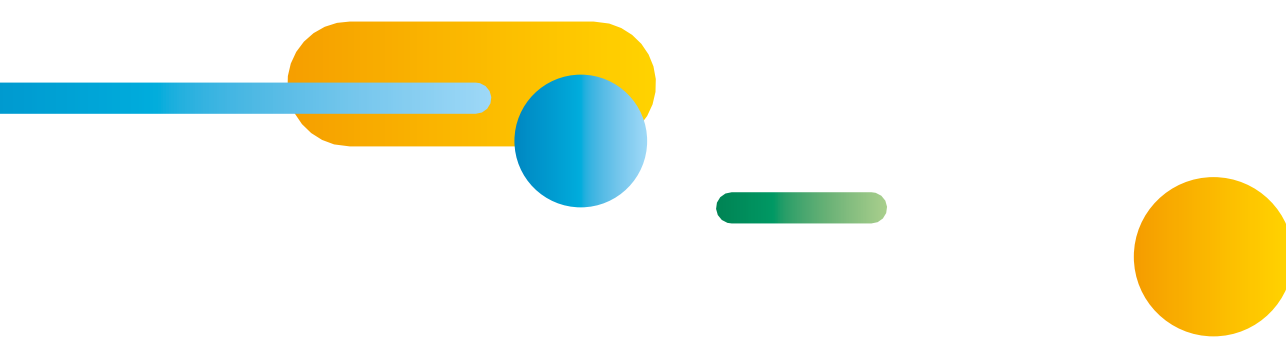
(c) Negative priorities/reduction in existing tasks

- (108) Cedefop has seen growth and changes in existing tasks and has been entrusted with new or growing tasks over the past several years, in light of evolving policy priorities at EU level. These developments have been systematically discussed with Cedefop (enlarged) Bureau and Governing Board, also to identify and agree negative priorities and make room for new demands. Cedefop will continue this close dialogue with its (enlarged) Bureau and Governing Board. Negative priorities have been set because the additional human and financial resources needed for the Agency to fulfil its mandate and carry out the new and growing tasks outlined above are not provided, as per the related MFF ceilings. This will affect the following tasks and deliverables:
- (a) cancellation of a new study focusing on effective combination of financial instruments and accompanying (non-financial) measures to increase attractiveness of training for individuals/companies;
 - (b) cancellation of a new study aimed at developing sectoral approaches and social partner cooperation to designing and implementing VET-related policies;
 - (c) reduction of the regularity of updates of a selection of policy-relevant indicators offering snapshots on progress in VET and lifelong learning across countries in terms of access and attractiveness,

- VET investment and outcomes and labour market transitions;
- (d) transfer of the second conference of learning providers' practitioners community under DG EMPL and in the framework of the vocational skills week under the Finnish Presidency;
- (e) cancellation of the policy learning forum on IVET mobility;
- (f) cancellation of foresight studies on skill needs in selected sectors;
- (g) cancellation of the study and publication on the use of guidance and counselling by EU citizens (based on data from the adult education survey);
- (h) cancellation of the planned Cedefop *Yearbook*;
- (i) no additional thematic country reviews will be launched in 2019; one additional country review on apprenticeships and two flash country reviews on skills governance are cancelled;
- (j) transfer the updates of the inventory of validation of non-formal and informal learning to DG EMPL;
- (k) downsizing dissemination activities regarding the European skills index.

Since 2017, the Department for resources and support has set negative priorities to absorb the budgetary impact of the unexpectedly high 2016 salary adjustment and other budget cuts. These include: minimal resources for the greening agenda; postponing the upgrade of conference room equipment and limited further ICT developments.

These budgetary constraints are not sustainable and this increasing shortfall will



ultimately undermine the Agency's ability to fulfil part of its mission and objectives.

Specific (additional) negative priorities for the coming years must, by definition, be flexibly identified to respond to the dynamic policy environment.

(d) Redeployment

(109) Against the backdrop of discussions on a revised Founding Regulation, the preparation of new multiannual objectives and conclusions from the 2013 external evaluation, Cedefop's operational departments were restructured in March 2015 to reflect the broader scope of VET and developments in Cedefop's work and expertise, and strengthen the Agency's organisational and strategic alignment. The restructuring established three thematic departments:

- (a) **Department for VET systems and institutions (DSI)**, which addresses the conditions to make VET more attractive, accessible and relevant, including by reducing institutional barriers and strengthening the visibility of skills through qualifications;
- (b) **Department for learning and employability (DLE)**, which addresses VET policies from the perspective of learners and workers, focusing on how to promote their participation in high-quality learning in VET provision and at the workplace;
- (c) **Department for skills and labour market (DSL)**, which provides labour market intelligence, including changes in skill needs, to support VET policy-making and provision.

(110) The thematic focus of the three departments has clarified and focused their respective responsibilities. Indications are that the size and operational focus of the departments has synergised and rationalised Cedefop's work to align it more closely with available resources.


Work programme 2019

3.1. Executive summary

- (111) The work programme 2019 marks the passing of the halfway mark of Cedefop's programming document for 2017-20. Cedefop's work as the European Union's agency for promoting vocational education and training (VET) continues; and its expertise in supporting the European Commission, Member States and social partners to develop and implement policies to make VET fit for purpose for individuals and enterprises in the 21st century remains in demand.
- (112) With this in mind, the work programme 2019 has a special focus on the future of VET. Monitoring of the implementation of priorities outlined in the Riga conclusions and in the *New skills agenda for Europe* is at the core. Results from our project *The changing nature and role of VET* also illustrate that there is no one model of VET and solutions need to be contextualised to impact more positively on people's lives. Building on the debate stimulated by the project in 2018, Cedefop will seek to frame the next generation of VET to provide a new collection of skills.
- (113) Labour market integration and social inclusion has become a key pillar of the Cedefop work programme 2019. With 2020 on the horizon, Cedefop will examine how VET can empower all individuals to embark on learning experiences tailored to their needs and aspirations. Access to, and the attractiveness of, VET will be an overarching theme feeding into Cedefop's research and activities. Cedefop will continue to explore the effectiveness of VET policies and programmes, for groups such as low-

skilled adults, early leavers, migrants/refugees and young people not in employment, education or training (NEETs). This will be considered systemically, looking at the roles of VET (especially but not limited to work-based learning and apprenticeships), lifelong guidance, validation of informal and non-formal learning, financial and non-financial incentives and professional development of VET teachers and trainers.

- (114) Skills anticipation remains central to Cedefop's evidenced-based research to inform VET providers on changing labour market trends. Cedefop's real-time evidence on employer demand for skills, provided through big data analysis of online vacancies, will be complemented by the joint Cedefop/Eurofound European company survey. The survey results will be available in 2020 and should provide insights into the link between company skills and business strategies, such as how skill strategies are responding to digitalisation.
- (115) The European Union possesses a wealth of experience. Sharing this experience through dialogue and exchange can help solutions emerge. This is why in 2019 Cedefop's expertise will continue to lie, not only in its knowledge and research, but also in its ability to bring stakeholders together to deepen understanding, generate new ideas and create new partnerships. Reaching the actors of change is at the heart of Cedefop's events and policy learning strategy.
- (116) Cedefop's highly qualified staff will be further supported by continuing professional development and a working environment conducive to dialogue, innovation and



learning. We will continue to strive to meet the highest standards of compliance with regulations and recommendations by the European Court of Auditors and the European Commission's internal audit service.

3.2. Activities 2019 – Annual work programme

3.2.1. Strategic area of operation 1: shaping VET by modernising VET systems and institutions and by supporting the use of EU tools and principles

(117) The first strategic area of operation focuses on the delivery and provision of VET and how different institutions and systems, operating according to diverse objectives and in different contexts, accomplish this. Cedefop's work in this area will take into account how external factors, notably changes in labour markets, technologies and demographics, influence the relevance of VET.

(118) In 2019 Cedefop will contribute to the achievement of its mission, values and multiannual objectives set for the period 2019-21, by (continuing to):

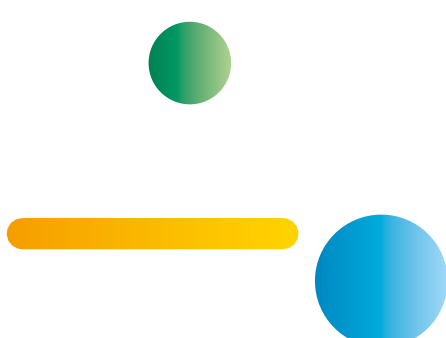
- (a) monitoring implementation of and analyse national VET policies in line with the objectives set by the Member States for 2020 and the Riga medium-term deliverables, and providing up-to-date knowledge of VET systems and their features across Europe;
- (b) supporting the use and further development of European tools and principles for VET and lifelong learning;

- (c) carrying out comparative research on the future of VET, improving our understanding of how VET is changing in the EU.

3.2.1.1. Monitoring implementation of and analysing national VET policies and systems

(119) Cedefop's **policy analysis and reporting** in 2019 will build on its preceding monitoring exercises of VET policies and systems and other related work. This involves drafting the final report on the implementation of the priorities agreed in the Riga conclusions, accompanied by detailed country chapters ⁽⁵²⁾. Carried out in close cooperation with the ETF, Cedefop's annual monitoring of developments focuses on measures that Member States are taking to implement agreed medium-term deliverables over the period 2015-20 and the strategic objectives for European cooperation in VET (Bruges communiqué/Riga conclusions). Its findings will inform discussions on priorities for VET beyond 2020 building also on the results of the *Changing role and nature of VET in Europe* research project. It will continue to inform the European Commission work on the European Semester and the 2019 Education and training monitor. 2019 will also be an opportunity to start preparatory work and reflect on the future needs, monitoring approach and online data visualisation of policy analysis and reporting beyond 2020. This will be carried out in cooperation with the Commis-

⁽⁵²⁾ Covering the 28 EU Member States, Iceland and Norway, and the candidate countries. The final synthesis report and the country chapters will be published in 2020.



sion and other stakeholders such as the Directors General for VET (DGVTS) and the Advisory Committee on Vocational Training (ACVT), and build on the experience of monitoring frameworks currently in place.

(120) Cedefop's reporting on national VET systems helps policy-makers and other stakeholders understand the main features and key characteristics of VET in the Member States, Iceland and Norway. In 2019 Cedefop will produce short descriptions of VET systems in Romania and Finland, holding the EU presidency in 2019, accompanied by spotlight on VET flyers for these countries to inform the meetings of DGVTS, ACVT and other high-level Presidency events.

(121) Cedefop's **ReferNet network** will continue to be the main source of information on national VET systems, developments and policy progress, to form the basis for country reports on VET and for national news on VET in the EU-28+ countries with an emphasis on topics related to the European VET policy agenda. In 2019, Cedefop will launch an open call for proposals for signing new framework partnership agreements (FPAs) for the years 2020-23 with one VET institution/consortium in each Member State, Norway and Iceland. The new FPA will enter into force in January 2020.

(122) To support mobility across the EU, Cedefop will continue to work with the European Commission on the **IVET mobility scoreboard**. The production of country-specific policy briefs targeted to national-level policy-makers will continue; work on cross-country thematic briefs focusing on specific indicators will start. Analyses will focus on the challenges that IVET learners

face when they participate in international learning mobility and suggestions for addressing these challenges. Cedefop will continue to exploit the data and support increased use by stakeholders, including by contributing to relevant EU events focusing on mobility in VET.

(123) Work on **key competences** will continue. Cedefop will complete the study analysing links between policies promoting selected key competences at national/regional level and its implementation in initial VET. The study will identify the state of play of three selected key competences in initial VET in EU+ (EU Member States, Norway and Iceland), evaluate the challenges in, and suggest innovative approaches for, future policy implementation. The results will feed into the final report on the implementation of the priorities agreed in the Riga conclusions and will also inform the discussions in the Romanian Presidency, key competences being among their priorities. Work on digital competences will create synergies and complement work on digitalisation of the economy and labour market, and will feed into preparation of the second European skills and jobs survey with the aim of bringing together all Cedefop activities in this field in a coherent way. A workshop will be organised to validate and disseminate the research outcomes.

3.2.1.2. **Supporting the development and use of European tools and principles**

(124) To enable citizens to progress in learning and work more easily, and to help them to use more effectively their learning and work experiences, in 2019 Cedefop will

continue to support the European Commission, Member States and social partners to develop further and implement existing **European tools and principles**. This includes progressing with the use of the European qualifications framework (EQF), analysing developments of associated national qualifications frameworks (NQFs) and strengthening research on their contribution to policies and practices. A particular focus will be on the role of qualifications frameworks in reducing barriers to learning progression, notably in connection with credit systems and validation of non-formal and informal learning. Cedefop will also continue to support the development and improvement of the terminology of the European skills, competences, qualifications and occupations (ESCO), notably by testing it through big data analysis and as a reference point for comparison of qualifications.

- (125) Cedefop will continue to work on **learning outcomes**, which are the basis of the European tools, to strengthen understanding and comparability of qualifications, improve learning and teaching practices and facilitate dialogue between education and training and the labour market. Working closely with policy-makers, social partners, researchers and education and training practitioners and providers, Cedefop will help identify strengths and weaknesses in using learning outcomes for different purposes. Cedefop will further develop its Handbook on defining, writing and applying learning outcomes, also in cooperation with experts outside Europe. Building on its work on monitoring

implementation of national VET policies, Cedefop will continue to work on **quality assurance** mechanisms in VET in line with the European quality assurance framework for VET (EQAVET) recommendation. Cedefop will also contribute to a (possible) review of the **European credit system for VET** (ECVET), particularly by taking into account experiences from the work on learning outcomes and validation of non-formal and informal learning. Cedefop will also continue supporting the European Commission in its work with the learning providers, building on the work done by the Platform of European **Associations of VET providers** set up by the Commission and the closer working relations between the providers and Cedefop. Cooperation with the learning providers' community will continue in close coordination with the European Commission. The second meeting of learning providers' community of practitioners will be organised by the Commission, with content support by Cedefop, in the framework of the vocational skills week under the Finnish Presidency.

- (126) Cedefop will continue to improve the current **Europass** web resources for end-users and promote interoperability. It will also continue to support the European Commission in developing the concept for, and content of, the new Europass platform, paying special attention to the continuity between the current service and the new platform. Support will be commensurate with the new arrangements whereby the Commission will take on, in 2020, the responsibility for the development and evol-

ing maintenance of the new Europass on-line platform.

3.2.1.3. **Carrying out comparative research on the future of VET**

- (127) To monitor implementation of VET policy effectively, it is important to understand how VET is changing in response to internal and external factors. While fast-moving technologies, labour markets and demographics require VET to change and adapt, VET providers are becoming more diverse and are expanding VET at all levels and to new areas. Cedefop needs to reflect on these changes and how they potentially will affect VET delivery and provision.
- (128) Building on the outcomes of the **Changing role and nature of VET in Europe** research project, Cedefop will launch concrete follow-up activities (e.g. dedicated publications, events) to support directly the discussion and the vision of European VET beyond 2020. Based on the conclusions of the project, and notably the scenarios presented end- 2018 and to be published in a final synthesis report in 2019, particular attention will be paid to: (a) factors influencing the responsiveness of national VET systems to change; (b) factors influencing the role of VET in life-long learning; and (c) factors influencing the expansion of VET at higher levels of education and training (EQF 5-8). Together these will feed directly ongoing policy discussions about VET post-2020.
- (129) Work on increasing the **relevance of national VET qualifications** will continue through research and targeted testing, to prepare a methodology allowing for

systematic comparison of the content and profiles of VET qualifications on a cross-border basis. Based on previous studies carried out by Cedefop, the research should strengthen the ability of the Agency and national stakeholders to analyse systematically the content and profile of VET qualifications. Outcomes of the research will be discussed at a Cedefop conference involving relevant stakeholders.

3.2.2 **Strategic area of operation 2: valuing VET to empower people to achieve competences and skills for work and life**

- (130) Whereas the first strategic area of operation focuses on VET systems and institutions to increase the quality and transparency of provision, the second focuses on end-users of systems and institutions: learners, employees and employers, or people not in employment. Addressing their needs very much defines the success or failure of VET systems, making it possible to reflect on policies and measures promoting relevant and high-quality VET.
- (131) In 2019 Cedefop will contribute to the achievement of its vision, values and multiannual objectives set for the period 2019-21, by continuing work focused on the three key activities set for this strategic area:
- (a) promoting **access to and attractiveness of VET**;
 - (b) enhancing **effectiveness of VET and adult learning**;
 - (c) supporting **labour market integration and social inclusion**.

3.2.2.1. Promoting access to and attractiveness of VET

- (132) In 2019, Cedefop will continue to update its resources for **lifelong guidance and validation** based on two main inputs. First, the outcomes of the study launched in 2018 on validation of non-formal and informal learning and career guidance will be published and will shed light on mechanisms for the integration and coordination of validation and guidance services. It will contribute to the implementation of the *Upskilling pathways* recommendation. Second, the 2018 update of the European inventory on validation, carried out in collaboration with the Commission, will be made available on the Cedefop web portal and its synthesis report will be published ⁽⁵³⁾. This and the other existing inventory updates will serve as input to the Commission's reporting to the Council on progress made in achieving the objectives set by the 2012 recommendation on validation. Together with the Commission, ETF and UNESCO-UIL, Cedefop will be involved in the organisation of the *Validation of prior learning* biennale in May 2019.
- (133) In 2019 the work of **CareersNet, the new Cedefop experts network on lifelong guidance**, will be further developed towards the establishment of an evidence base that reflects state of the play, outputs and impacts of national lifelong guidance systems. This will reflect progress towards EU level policy priorities and the state of play of services provided to key client groups, such as young people, the

unemployed and migrants. The network will also collaborate with Cedefop on the further development of online resources for practitioners, managers and policy-makers in the field. The first biennial analytical reports on national lifelong guidance systems will be prepared in cooperation with the national experts. Early development of career-related skills and workplace career development will be in focus. Links to other relevant policy fields in career development will be explored: key skills development, work-based learning, validation, and migrant and refugee integration.

- (134) To enrich comparative information on Europeans' opinions on the awareness, attractiveness and effectiveness of VET in Europe, **Cedefop's second opinion survey on VET in the EU**, launched in 2018, will be finalised and preliminary results made available in 2019. Its results could be exploited also within the communication campaign for the 2019 European vocational skills week. Building on the outcomes of the first edition, the second applies a 'longitudinal modularisation' approach that will allow Cedefop to address different topics over time while safeguarding the continuity of key information/indicators. The survey will provide particular insights into European residents' opinions and attitudes to adult learning and CVET, as well as access to guidance services, and additional findings on some crucial questions about the role and effectiveness of VET. The survey will also allow Cedefop to explore lessons for other policies in this area. The survey design will take into account possible links with Riga priorities and *Upskilling path-*

⁽⁵³⁾ In agreement with the European Commission.

ways recommendation and their impact on public opinion of VET.

- (135) To allow for more policy-relevant exploration of EU level data sets, such as the opinion survey on VET or the Programme for the international assessment of adult competencies (PIAAC) data set, Cedefop will launch a **pilot study on labour market activation policies based on VET and skills development**. Activation services are scattered across several administrative branches (including public employment services (PES), social security, education, youth policies) and frequently weakly accounted for or poorly captured by official statistics. To be able correctly to assess the effects of activation policies over user preferences and learning dynamics, information is required about types of activation measure, costs, and outcomes. The aim of this pilot study is to assess the feasibility of gathering data which can be modelled to provide insight into how increasingly popular services such as key skills development, validation of skills, guidance, mentoring, and outreach may impact on learning and skills levels of participants. The study will build on and complement existing European labour market policy (LMP) statistics, collected by DG EMPL and published by Eurostat, and will focus on training-related measures.

- (136) To contribute to promoting access to and the attractiveness of VET, Cedefop will explore **non-financial incentives** implemented in Member States to increase companies' provision of CVET (special focus will be on micro and small companies). To this end, Cedefop will: (a) investigate

the effectiveness of measures encouraging CVET in companies, with a special focus on the circumstances under which financial incentives (might) underperform and should be complemented or substituted by non-financial incentives; (b) identify possible non-financial incentives, provide their typology and assess their effectiveness in supporting CVET in companies; (c) explore synergies in providing both financial and non-financial incentives, and analyse their combined effectiveness.

- (137) Attractiveness of VET and adult learning depends on their estimated (and perceived) costs and benefits. Given the importance of cost-benefit analyses as necessary evidence to underpin decision-making on VET and adult learning, and the high interest expressed in this topic by national stakeholders, specific in-house activity will be developed in 2019 in this area. Cedefop in-house work will first build on existing evidence generated by in-house and external research and policy analyses. Cedefop will then assess the opportunity to develop further a methodological framework and practical guidelines to support decision-making in VET and adult learning policies.

3.2.2.2. **Enhancing effectiveness of VET and adult learning**

- (138) Cedefop's work on apprenticeships will continue to be underpinned by policy learning activities enabling countries and European stakeholders to learn from each other, including sharing experiences in approaches to apprenticeship quality and supporting the implementation of the Council recommendation on a European

- framework for quality and effective apprenticeships⁽⁵⁴⁾. Building on the results of the cross-national overview on apprenticeship schemes in European countries⁽⁵⁵⁾, Cedefop will: (a) organise a dedicated event to discuss fundamental differences and common challenges among apprenticeships in Europe; and (b) work together with a community of experts on apprenticeship set up in 2018. The latter's main task will be to support the continuous update of the Cedefop **European database on apprenticeship schemes**, while the experts' long-term collaboration is expected to improve the understanding of apprenticeship schemes and, ultimately, support their quality implementation. The results of the research on the use of apprenticeships for qualifying adult learners will be published.
- (139) Building on the outcomes of the 2016 policy learning forum on teachers, a second forum will be organised in 2019. Cedefop will continue to support policy learning among Member States and promote specific initiatives aimed at further investigating the role of VET teachers and trainers in companies and the kind of support they need. At the

same time, Cedefop will provide continued support to the next generation of the **ET 2020 working groups** (2018-20) in agreement with the European Commission.

- (140) As a pragmatic contribution to the design of socially sustainable and effective mechanisms to improve the management of the refugee crisis in EU Member States, preliminary results from the study *Complementary pathways for adult refugees* will help increase understanding of the role of VET, skills and qualifications in expanding the potential for adult refugees to move between host countries and reach durable solutions to their international protection needs. They will serve as a basis for Cedefop to continue cooperation with the European Commission and European stakeholders, including social partners, to develop new models and approaches aimed at supporting Member States policy efforts.

3.2.2.3. Supporting VET for labour market integration and social inclusion

- (141) Following new research and building on available sources in respective Cedefop databases (such as guidance, validation, and the inventory of skills matching policies and practices) and studies, the **Cedefop VET toolkit for tackling early leaving** will be refined and expanded to become a reference source for information on practices addressing **social inclusion and labour market integration through VET and adult learning**. The second edition of the toolkit, to be launched in a policy learning forum in spring 2019, will offer a new user-friendly design, new and updat-

⁽⁵⁴⁾ European Commission's fact list of 5 October 2017: *European framework for quality and effective apprenticeships: questions and answers*. http://europa.eu/rapid/press-release_MEMO-17-3586_en.htm

Council of the European Union (2018). Council recommendation of 15 March 2018 on a European framework for quality and effective apprenticeship. *Official Journal of the European Union*, C 153, pp. 1-6. <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2018:153:FULL&from=EN>

⁽⁵⁵⁾ Cedefop (2018). *Apprenticeship schemes in European countries: a cross-nation overview*. Luxembourg: Publications Office. www.cedefop.europa.eu/en/publications-and-resources/publications/4166

ed tools as well as new intervention approaches and good practices from European countries to tackle early leaving from education and training. Cedefop will hold online meetings/webinars with the new virtual community of ambassadors who contribute to the toolkit's wide dissemination and use. At the same time, the toolkit will be further developed to address the needs of different groups at risk of social exclusion (such as low-skilled adults and young people at risk).

- (142) Building on the policy learning forum on **low-skilled adults** held in 2018, and the results of Cedefop's study investigating the potential of work-based learning in developing upskilling pathways for adults (which will be available in the second half of 2019), Cedefop will organise further policy learning initiatives to foster mutual learning and exchanges among Member States and social partners, also in connection with the implementation of the upskilling pathways recommendation and in close coordination with the wider European initiatives supporting implementation of this recommendation. More generally, these initiatives will also support Member States' efforts to implement the key principles of the European pillar of social rights.

3.2.3. Strategic area of operation 3: informing VET by offering labour market intelligence

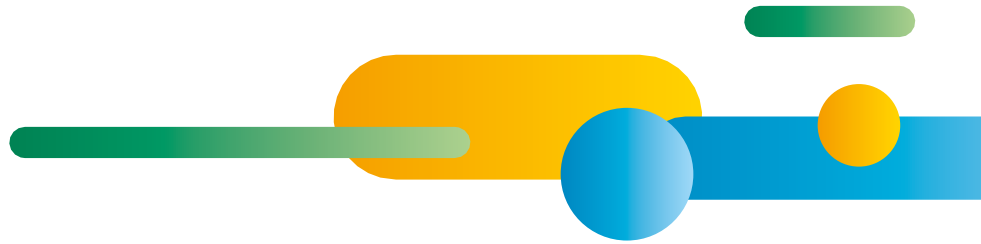
- (143) The third strategic area of operation complements the two previous ones by providing labour market intelligence to inform VET policy with the aim of better linking

the world of education and training and the world of employment.

- (144) In 2019 Cedefop will contribute to the achievement of its mission, values and multiannual objectives for the period 2019-21, by:
- (a) continuing to investigate changes in **current and future skill needs** in Europe, to provide strong evidence in support of VET policies and practices;
 - (b) continuing its **support to EU countries, social partners and other stakeholders** aiming to build capacity to produce their own data, intelligence on skills and employment needs, learn about the most effective and current anticipation methods, implement effective policies and concrete actions to tackle skill mismatch, and help increase responsiveness of VET provision to labour market needs;
 - (c) delivering **online and timely labour market intelligence** and data on trends in skill needs in a format that is fit for purpose and takes into account the characteristics of different end-users.
- (145) The Agency will also continue to exchange with other organisations and experts in skill needs anticipation on existing approaches to developing and improving data and methods for labour market and skill needs analysis and developing stronger evidence on best practices in skills anticipation and matching.

3.2.3.1. Current and future skill supply and demand in the European labour market

- (146) Cedefop will continue developing its system to collect and analyse big data from on-



line vacancies using automated web tools to provide **‘real-time’ evidence on the demand for skills by employers** across occupations in different EU countries and regions. By collecting big data on job vacancies, the system aids understanding of trends in skills demand and detection of changes and new skills demanded in the labour market. A first data release will take place in spring 2019 for seven EU countries ⁽⁵⁶⁾; later in the year, further analysis of the data will be produced, visualisations and algorithms will be fine-tuned and the number of countries covered will be progressively increased to achieve complete EU coverage by end 2020. To complement the analysis and contextualise the data, Cedefop will produce a booklet on how online job vacancies can be used for labour market analysis and an overview of the online job portals landscape across all EU Member States.

- (147) In parallel, work will start on the preparation of a **new forecast of future skills supply and demand** in the EU in 2020. The forecast offers the foundation for analysing, developing scenarios of, and debating future labour market trends in the EU in terms of employment, as well as the future supply of skills. It provides a comparative assessment of future skill needs across sectors and occupations, with a time horizon of typically 10 to 15 years. Future labour market imbalances are also scrutinised and analysed. Cedefop’s forecast is increasingly used by EU Member States who do not have their own forecasting model; at

the same time, the developed methodological framework has been utilised as a role model for developing national approaches. Guidance practitioners have also been using the forecasts to help young people and workers in making career decisions.


- (148) Cedefop will continue to cooperate with the European Commission, Eurostat, and the OECD to improve the **availability and analysis of data and statistics**. In 2019, Cedefop will publish its analysis of the transition to work and labour market outcomes of VET graduates using labour force survey data (pending positive assessment of data quality).
- (149) In 2010, Cedefop published its first analysis on **Skills for green jobs** in the EU. In 2019, following the update of national country reports in six countries ⁽⁵⁷⁾ which review national skills developments in response to the greening of the economy, Cedefop will publish an updated EU analysis on Skills for green jobs, revealing progress made since 2010 and the challenges still to be overcome to achieve the needed green transformation of our economies. As in the first edition, the EU analysis takes place in the context of a close collaboration with the ILO and will feed into a global report considering green skills and jobs in several countries across the world.

3.2.3.2. **Developing, matching and using skills effectively**

- (150) Under this strand of work, Cedefop’s knowledge and expertise on skills anticipation and matching is used to support ca-

⁽⁵⁶⁾ Czechia, Germany, Ireland, Spain, France, Italy and the UK.

⁽⁵⁷⁾ Denmark, Germany, Estonia, Spain, France and the UK.



capacity building in interested countries and with stakeholders, including social partners, ensuring complementarity with ongoing efforts from other organisations, such as the OECD. This also offers an opportunity for Cedefop to consolidate its evidence and analysis on **governance of skills anticipation and matching systems in EU countries**, (exercises to assess and anticipate skill needs and how the evidence generated is used for policy-making). In 2019, Cedefop will finalise country reviews of Bulgaria, Estonia, Greece and Slovakia. The final outcomes on the Governance of skills anticipation and matching in Greece will be published at the end of 2019. Cedefop will also consider how to support countries in developing their capacity in skills anticipation methods (VET graduate tracking, employer skills surveys and technological skills foresights).

(151) In 2019, Cedefop and Eurofound will review the quality of data and start the analysis of the **European company survey** (ECS), the fieldwork of which is to be completed early 2019. The survey focuses on the link between company skills and business strategies – including the response to digitalisation – and how they affect business outcomes. Data will be collected from private sector EU companies. Following delivery of the whole data set, both agencies will engage in data analysis with a view to releasing results in 2020. The earlier European company surveys have already provided evidence that companies with high levels of employee engagement perform better, not only in terms of economic results but also in the wellbeing of their em-

ployees. This edition of the survey aims to explore in-depth the role of skills strategies in that context, i.e. how companies develop and use their workers' skills, and how this in turn influences employee engagement and business outcomes. Cooperation with Eurofound will strengthen the investigation of issues related to work organisation and employee engagement through the survey. Being a unique, Europe-wide data set on this topic, previous waves of the ECS have been used to inform policy-makers and support them in their work. For the fourth ECS, additional value-added could be realised through the increased focus on skills strategies and skills utilisation. Further, the new coverage of the role of digitalisation in European workplaces could be useful for the overall policy debate on digitalisation and its effect on employment.

(152) Preparatory work will start in 2019 for the **second European skills and jobs survey** aiming to run the survey in all EU Member States at the end of 2020 or early 2021. In the first edition, the survey will consider the match between EU workers' skills and their jobs and investigate factors that affect skills development and utilisation of EU employees. The second edition will focus on the impact of automation, artificial intelligence and digitalisation on skills development, obsolescence and mismatch. The fourth industrial revolution has sparked concerns about the future of work and learning. On top of investigating how to integrate digital competences successfully into initial VET, Cedefop will continue to **investigate the challenges for retraining and upgrading the skills**



of those engaged in new forms of employment made possible by digitalisation, such as platform working or the ‘gig’ economy. It will also focus on implications for changing skill needs linked to new digital technologies and the proliferation of machines and artificial intelligence. The growing prevalence of workers employed in non-conventional forms of employment, most noticeably in the platform economy and other forms of virtual work, poses important questions about how and who can sustain their continuing vocational training and what policy solutions may help promote and make visible their skill formation over the life-cycle. This work aims to help formulate concrete policies that consider the skills formation and matching in new online forms of employment and will be complementary to projects undertaken by and in close cooperation with the Commission, Eurofound, the Joint Research Centre (JRC) and the OECD.

3.2.3.3. **Online labour market and skills intelligence**

- (153) To inform policy choices on skills and jobs in Europe, Cedefop puts strong emphasis on giving **online access to data, information and evidence on trends in the labour market and their impact on skill needs** across the EU.
- (154) Using infographics and data visualisation techniques, and relying upon its expertise, Cedefop provides labour market intelligence to a range of users through different platforms. First, Cedefop’s website will continue to provide the Agency’s latest data and analysis on skill supply and demand in

the EU, including real-time data on skills demand from online job vacancies analysis. Second, the **Skills Panorama** will be kept up to date with data on trends in skills and jobs until it forms an integral part of the new Europass. Cedefop makes sure that information and data are regularly updated and presented in a way and format that meets the needs of a wide range of end-users, such as policy-makers, social partners, VET providers or guidance counsellors.

3.2.4. **Communication and dissemination**

- (155) Disseminating information is one of Cedefop’s main tasks and it will continue to follow its **corporate communications** strategy in 2019. The Agency’s key stakeholders and key accounts will be addressed specifically with information targeted to their needs. Improving interactivity with the wider VET community in Member States, including ministries responsible for VET and employment, experts, social partners and learners will remain a high priority.
- (156) In 2019, Cedefop’s **communication strategy** will continue to address an aligned communication approach and joint media, public relations and stakeholder activities with DG EMPL, such as the European vocational skills week and a Cedefop audio-visual award competition.
- (157) The **Brussels liaison office** will continue to play an important role in ensuring that Cedefop’s work gains maximum exposure among key stakeholders in Brussels through regular contact with the European institutions, Member States’ Permanent Representations and European social partners.



- (158) Cedefop's **research support centre** retrieves electronic information and monitors citations of Cedefop's work in EU documents, scientific literature and the media. Records management and archives follow best practice in providing access to records and preserving the Agency's legacy.
- (159) The **web portal** (www.cedefop.europa.eu) plays a fundamental role in communicating to a wider public and alerting VET and labour market stakeholders about Cedefop's latest outputs. In 2019, emphasis of web portal developments will be on optimised **usability, navigation, search functionalities** and **data visualisation** to present complex online information in a clear and user-friendly manner. Resources will also be focused on new publication formats, targeting the growing needs of key stakeholders for more compact, impact-oriented and 'smart' publications.
- (160) Providing high-quality **audiovisual online content** will continue as a regular service, with targeted video interviews, thematic video clips and video animations. **Social media** and other online communication channels offering opportunities for increased interactivity, such as online surveys and event live tweets, will be used according to the information needs of Cedefop's target groups.
- (161) Cedefop's **publications** – reference books and research papers – will be further **rationalised and streamlined**. Cedefop's hardcopy magazine *Skillset and match*, will continue to showcase Cedefop's work and European VET developments to a wider audience and complement electronic briefing notes and newsletter articles. Cedefop will

continue to apply the concept of **granular publishing** – a major trend in scientific publishing – allowing target audiences to download entire publications, specific thematic sections or executive summaries as self-contained files, according to their specific information needs. Granular publishing will make it easier to link, share and comment on features to engage target groups via social media.

3.2.5. Resources and support

- (162) Cedefop strives to be a well-run organisation with efficient and compliant processes and a qualified and motivated staff, working in a nurturing environment.
- (163) In 2019, in addition to the baseline objectives set out above, Cedefop will focus on selected key activities to support continued improvement of systems, processes and services for the benefit of the core business. These include:
- (a) further streamlining of administrative workflows and use of electronic workflows, follow-up of 2018 actions;
 - (b) continuing implementation of the action plan following the 2017 staff survey; planning and administering the 2019 staff engagement survey;
 - (c) addressing the recommendations made by the IAS as a result of its audit on HR management and ethics, by implementing the related action plan adopted end 2018;
 - (d) focusing ICT on core business requirements and big data; a significant activity of the ICT service is ICT security;
 - (e) further implementing the energy management and environmental manage-

ment systems towards a sustainable environmental footprint;

- (f) further implementing critical health and safety and security management components (such as a closed-circuit television (CCTV) upgrade);
- (g) leveraging collaboration with other agencies (shared services, interagency calls for tender and other initiatives) to achieve further efficiency gains and capitalise on knowledge sharing and best practice.



Activity fiches 2019

OPERATIONAL ACTIVITY 1:

SHAPING VET BY MODERNISING VET SYSTEMS AND INSTITUTIONS AND BY SUPPORTING THE USE OF EU TOOLS AND PRINCIPLES

This activity includes: monitoring VET policy developments and their impact, in line with the objectives set by the Member States for 2020 and the mid-term deliverables agreed in Riga in June 2015; further development and support for the implementation of European tools and principles for transparency and recognition of qualifications; and the investigation of how the nature and role of European VET is changing by analysing the influence of external factors (e.g. labour market, technology and demographics) on the delivery and take-up of initial and continuing VET. Conceptual support (e.g. background papers) will be provided for the meetings of Directors General for VET (DGVTS), the Advisory Committee on Vocational Training (ACVT) and Enlarged ACVT Bureau (supporting/steering the follow-up of the VET deliverables until 2020). Support will also be provided to relevant EU-level working groups, notably working groups and networks related to the EQF, Europass, ECVET, EQAVET and ESCO.

MAIN ACTIVITIES FOR 2019

- Carry out analysis of progress towards the 2015-20 deliverables (MTDs) and the strategic objectives for European cooperation in VET (Bruges communiqué/Riga conclusions), including an in-depth study on key competences in initial VET
 - Provide support to the further implementation of the EQF, strengthening transparency and facilitating recognition of qualifications, and deepen research and analyses of NQFs and their contribution to policies and practices on qualifications and skills
 - Provide analysis of the synergies between qualifications frameworks and instruments facilitating learning progression, notably credit systems, validation of non-formal and informal learning, and guidance counselling (coordinated with operational activity 2)
 - Support and strengthen the implementation of the learning outcomes approach, facilitating the dialogue between education and training and work
 - Based on an in-depth analysis of existing strengths and weaknesses of European VET, support European policy developments and cooperation between Member States, including in the context of the European Semester
-

Activity objective

Support an evidence-based European VET policy agenda and stronger European cooperation between countries sharing common policy priorities and the development and implementation of EU tools stimulating VET policies (reforms) at all levels, strengthening dialogue and interaction between education and training and labour market stakeholders, and easing mobility of citizens.

Expected results/outcomes 2019

NEW KNOWLEDGE AND EVIDENCE PROVIDED ON

- VET policies and systems;
 - key competences in IVET;
 - VET's changing role in Europe and scenarios for future developments;
 - contribution of national qualifications frameworks (NQFs) to policies and practices on qualifications and skills; analyses of strengths and limitations of NQFs as policy instruments for EQF implementation;
 - coordinated use of European and national initiatives and instruments to support lifelong and life-wide progression in learning;
 - comparing VET qualifications.
-

MONITORING AND ANALYSIS OF POLICIES AND PRACTICES PROVIDED ON:

- progress and achievements in VET in Europe and VET's contribution to meeting the Europe 2020 objectives;
 - key features of national VET systems and trends in selected VET-related issues;
 - mobility scoreboard for IVET;
 - transparent and trustworthy referencing of national qualifications levels to the EQF and inclusion of EQF levels on new certificates and diplomas, Europass supplements and qualifications databases.
-

KNOWLEDGE BROKERING FOR COUNTRIES AND STAKEHOLDERS ON:

- design, writing and application of learning outcomes;
 - opportunities for simplification and increased relevance of EU tools and principles to citizens;
 - comparison of VET qualifications supporting mutual learning.
-

Indicators: see corporate indicators (Section 2.1 and Annex XI)

Main outputs 2019

- Conference: Comparing VET qualifications
 - Workshop: Key competences in initial VET
 - Publication: Changing nature and role of VET – Synthesis report (reference publication)
 - Publication: Changing nature and role of VET – VET from a lifelong learning perspective (research paper)
 - Publication: VET in Romania short description and Spotlight on VET (Presidency January-June 2019)
 - Publication: VET in Finland short description and Spotlight on VET (Presidency July-December 2019)
 - Publication: VET qualifications at EQF levels 3 and 4 (research paper)
 - National news on VET
-

Targets 2019

- Updated country information, and the findings from the analysis of country progress towards the Riga MTDs, inform stakeholder discussions
- Increased number of countries involved in the policy learning about EU tools implementation
- Work on the changing nature and role of VET informs more countries and stakeholders on the value and relevance of VET

Resources 2019

45.3 FTEs – includes indirect staff FTEs

EUR 5.89 million total ABB resource allocation – Title III operational budget is EUR 2.016 million

Corresponding ABB activity: Shaping VET

OPERATIONAL ACTIVITY 2:

VALUING VET TO EMPOWER PEOPLE TO ACHIEVE COMPETENCES AND SKILLS FOR WORK AND LIFE

The focus of this activity is on supporting the diffusion and implementation of policy and strategies to attract and retain people in vocational education and training and to provide all people with the competences and skills necessary to aid their transition to work and their progression in the labour market and in life. Since the value of VET depends on their responsiveness to contextual factors and specific needs of individuals and firms, in-depth analysis of selected VET policies and programmes in specific national contexts will be conducted to assist policy learning between countries and directly support effective implementation of VET.

IN 2019, WORK UNDER THIS ACTIVITY IS ORGANISED AROUND THREE MAIN STRANDS:

- promoting access to VET and its attractiveness to individuals and firms by efficient and integrated guidance services, the implementation of validation of non-formal and informal learning, and suitable and sustainable financial and non-financial incentives;
- increasing the effectiveness of VET and adult learning by promoting quality apprenticeships and other forms of work-based learning, and supporting the implementation of European policies aimed at providing upskilling pathway opportunities for low-skilled adults;
- supporting the inclusive role of VET to ensure equal access for all people and to facilitate (re)integration into education and training and the labour market of specific groups, with a focus on low-skilled adults, early leavers, learners at risk, and on the role of VET and work-based learning.

Activity objective

Supporting the diffusion and effective implementation of VET policy and programmes to provide all people with the competences and skills necessary to aid their transition to work and their progression in the labour market and in life.

Expected results/outcomes 2019

NEW KNOWLEDGE AND EVIDENCE PROVIDED ON:

- upskilling/reskilling adults through apprenticeships and work-based learning;
- the role of validation of non-formal and informal learning and career guidance;
- European residents' opinions and attitudes towards adult learning and CVET.

MONITORING AND ANALYSIS OF POLICIES AND PRACTICES ON:

- national apprenticeship systems/schemes;
- countries' progress in the development and implementation of validation arrangements (in cooperation with the Commission).

KNOWLEDGE BROKERING FOR COUNTRIES AND STAKEHOLDERS AT THE NATIONAL AND EU LEVELS ON

- apprenticeship purposes and functions in a cross-national perspective;
- the role of and supporting measures for VET teachers and in-company VET trainers;
- Cedefop European database on apprenticeship schemes;
- Cedefop toolkits for practitioners and users on lifelong guidance services and for early leaving from VET.

Indicators: see corporate indicators (Section 2.1 and Annex XI)

Main outputs 2019

- Publication: Validation of non-formal and informal learning and career guidance (reference publication)
 - Publication: Apprenticeships for adults (booklet)
 - Publication: Upskilling pathways for adults and work-based learning (research paper)
 - Publication: Synthesis report of the 2018 update of the European inventory (to be confirmed, in cooperation with the Commission)
 - Policy learning forum on professional development of teachers and trainers in VET
 - Policy learning forum on flexible learning pathways for low-skilled adults
 - Policy learning forum on preventing early school leaving
 - Conference: Apprenticeships in the EU: purposes and functions
 - Conference: Third validation of prior learning biennale (in cooperation with the Commission, the ETF, UNESCO, etc.)
 - Third CareersNet meeting
-

Targets 2019

- Increased number of stakeholders and countries involved in policy learning activities
- Updated and extended inventories of data, toolkits, and best practices to support European policy implementation
- New evidence and insights to support policy debates and developments

Resources 2019

31.2 FTEs – includes indirect staff FTEs

EUR 5.0 million total ABB resource allocation – Title III operational budget is EUR 1.25 million

Corresponding ABB activity: Valuing VET

OPERATIONAL ACTIVITY 3:

INFORMING VET BY OFFERING LABOUR MARKET INTELLIGENCE AND SKILLS NEEDS ANALYSIS

This activity includes the investigation of education and training outcomes and labour market changes, and how they influence skill needs in Europe; the delivery of timely labour market intelligence to end-users, primarily policy-makers and experts but also career counsellors, VET providers, or job-seekers; the analysis of skills anticipation and matching systems across the EU; and the support to countries, institutions, social partners and other stakeholders who want to develop their capacity to anticipate and match skill needs.

MAIN CHALLENGES FOR 2019:

- to deliver first data on skills demanded by employers using online vacancies in spring 2019 for seven EU countries;
- to analyse and start delivering some key results from the European company survey carried out jointly with Eurofound;
- to define clear objectives and topics for the next round of the European skills and jobs survey.

Activity objective

Inform the design of VET and employment policies that ensure the availability of a qualified workforce, and its continuous and effective skilling, and promote jobs that value, develop and make the best possible use of people's skills throughout their working lives.

Expected results/outcomes 2019

NEW KNOWLEDGE AND EVIDENCE PROVIDED ON:

- labour market trends and skill needs in the EU, countries, sectors and occupations;
 - skills needs of employers within occupations using big data;
 - transition to work and labour market outcomes of VET graduates;
 - learning practices, skill formation and matching of platform economy workers.
-

MONITORING AND ANALYSIS OF POLICIES AND PRACTICES PROVIDED ON:

- governance of skills anticipation and matching systems in EU countries;
 - skills development policies and practices in companies.
-

KNOWLEDGE BROKERING FOR COUNTRIES AND STAKEHOLDERS ON:

- governance of skills anticipation and matching systems;
 - trends in skills, jobs and the labour market.
-

Indicators: see corporate indicators (Section 2.1 and Annex XI)

Main outputs 2019

- Publication: Transition to work and labour market outcomes of VET graduates
 - Publication: The landscape of online job portals in the EU
 - Publication: How to use online job vacancies for labour market analysis
 - Publication: Skills for green jobs – European report
 - Publication: Governance of skills anticipation and matching system in Greece
 - Workshop: Review of the skills anticipation and matching system in Bulgaria – final outcomes of the national review
 - Workshop: Review of the skills anticipation and matching system in Slovakia – final outcomes of the national review
 - Online: Data and analysis on skills supply and demand in the EU (Skills Panorama)
-

Targets 2019

- Increased number of countries for which ‘real-time’ labour market data can be produced
 - Finalise the data collection for all EU Member States for the European company survey
-

Resources 2019

30.3 FTEs – includes indirect staff FTEs

EUR 5.0 million total ABB resource allocation – Title III operational budget is EUR 1.29 million

Corresponding ABB activity: Informing VET

TRANSVERSAL ACTIVITY 1:

COMMUNICATION AND DISSEMINATION

Cedefop's main communication focus is raising VET's profile and attractiveness. The activity focuses on stakeholder relations, by organising events for members of the European Parliament, European policy-makers and social partners, as well as researchers and the VET communities, to keep them up to date with VET-related issues and Cedefop's role. Cedefop seeks to engage stakeholders further by providing online news, newsletter articles, social media updates, the Cedefop magazine *Skillset and match*, audiovisual material and press releases, targeting regular interaction with the media. Communication is supported by a number of transversal activities such as: (a) linguistic support (editing, translation and revision), (b) production of high-quality hard-copy and electronic formats (layout, design, printing on demand and dissemination), (c) web content management, continuously developing Cedefop's interactive state-of-the-art web portal (www.cedefop.europa.eu), which disseminates valuable and accurate information on VET. Documentation and information activities respond to information needs of Cedefop's core business and focus on providing projects with required information, disseminating results, measuring impact and maintaining the Agency's records and archives.

MAIN CHALLENGES FOR 2019:

- organising increased outreach in the Member States; ministries, wider VET community and media;
- meeting the information needs of the key target groups by keeping the right media mix: balance between events, publications, audiovisual content, social media channels and other interactive online information formats;
- anticipating new technological platforms, emerging communication channels and changing user behaviour.

Activity objective

Relevant and up-to-date information is provided to Cedefop's stakeholders in formats serving their needs and encouraging their engagement. Supporting the Agency to be acknowledged as an authoritative source of information on VET.

Expected results/outcomes 2019

- Raising profile and attractiveness of vocational education and training
- Increased outreach, communication focused and targeted to the information needs of the Agency's key stakeholder groups
- Interactive relationship-building with the VET community in the Member States, ministries responsible for VET, ministries responsible for employment, experts, social partners and learners in VET
- Efficient communication of selected VET themes via stakeholder relations events, briefing notes, newsletter, corporate magazine, web portal, social media and press work
- Authentic, reliable and accessible organisation records, meeting legal obligations
- Research support centre serving the information needs of Cedefop research projects

Indicators: see corporate indicators (Section 2.1 and Annex XI)

Main outputs 2019

- Online publishing: interactive web applications, online databases and data visualisation
- Press and news: press releases, social media, magazine *Skillset and match*, online news and newsletter
- Audiovisual: corporate video production, video interviews, animations and video teasers
- Publications: corporate information material, briefing notes, brochures and flyers
- European vocational skills week: linking Cedefop communication activities to this initiative and providing communication support
- Stakeholder events: in close collaboration with Cedefop's Brussels liaison office

Targets 2019

- Increase in communication outreach in the Member States
- Rise in interactive relationships and stakeholder engagement, including international media
- Cedefop's knowledge base is accessible via user-friendly and interactive web formats

Resources 2019

17.2 FTEs – includes indirect staff FTEs

EUR 1.96 million total ABB resource allocation – Title III operational budget is EUR 0.66 million

Corresponding ABB activity: Communication and dissemination

TRANSVERSAL ACTIVITY 2:

RESOURCES AND SUPPORT

Cedefop's Department for resources and support provides efficient and effective administration services (HR, accounting, finance and procurement, ICT and facilities) in support of core business 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 rules. It develops in-house tools and procedures to streamline administrative tasks, optimise organisational efficiency and ensure clear and accurate reporting.

ACTIVITIES ARE DISTRIBUTED ACROSS FOUR SERVICES:

- 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;
 - finance and procurement (FP): this service provides support to Cedefop staff in forecasting, implementing and monitoring budget appropriations and in designing, running and completing the required procurement and grant procedures in all fields of Cedefop activity;
 - information and communication technology (ICT): ICT provides the underlying hardware, software, network infrastructure, and enterprise services as well as information systems;
 - facilities: the facilities service continues to ensure the maintenance and security of the building and deliver adequate support to staff.
-

Activity objective

Cedefop aims to be acknowledged as a well-run organisation with efficient and compliant processes and a qualified and motivated staff in a nurturing environment.

Expected results/outcomes 2019	Outcome indicators	Targets 2019
Good support services provided and good administrative practice followed through:		
<ul style="list-style-type: none"> proper financial management 	<ul style="list-style-type: none"> Budget execution rate Average period for payments 	<ul style="list-style-type: none"> 98% on total budget 28 days
<ul style="list-style-type: none"> timely availability of well-trained and qualified staff 	<ul style="list-style-type: none"> Training provision: effectiveness of training provision is assessed qualitatively and reported annually, based on impact assessment feedback Establishment plan: occupation rate (including ongoing procedures) Timeliness and duration of selection procedures 	<ul style="list-style-type: none"> n/a 95% On average 60 working days between deadline for applications and finalisation of selection board report On average 120 working days between publication of vacancy notice and decision of Appointing Authority
<ul style="list-style-type: none"> secure information technology infrastructure based on client-oriented user requirements 	<ul style="list-style-type: none"> Availability of core ICT external systems (Europass, web access, email and telecommunications) Availability of core ICT internal systems (e.g. ERP systems) 	<ul style="list-style-type: none"> 97% 95%

Main outputs 2019

- Further streamlining of administrative workflows and use of electronic workflows, follow-up of 2018 actions
- Finalisation of the implementation of the action plan following the 2017 staff survey
- Plan and administer the 2019 staff engagement survey
- Implement the action plan on HR and ethics, based on the recommendation from the related IAS audit
- Finalise and implement the equal opportunities policy
- Review and streamline selection procedures
- ICT focus on core business requirements; a significant activity of the ICT service is ICT security
- Systematic leveraging of collaboration with other agencies (shared services, interagency calls for tender and other initiatives) to achieve further efficiency gains and capitalise on knowledge sharing and best practice

Resources 2019

31 FTEs (redistributed across operational activities); the job screening methodology is applied and reported in the CAAR
 EUR 1.5 million (redistributed across operational activities)

ANNEX I

Resource allocation per activity 2019-21

Activity	FTEs	Total budget (€)	% of total budget	% budget change on previous year	
2019					
Shaping VET	45.3	5 890 569	33%	0%	Change Total Budget % 0.00
Valuing VET	31.2	4 998 059	28%	1%	
Informing VET	30.3	4 998 059	28%	0%	
Communication and documentation	17.2	1 963 523	11%	-1%	
	124	17 850 210	100%		
2020					
Shaping VET	44.4	5 942 720	32%	-1%	Change Total Budget % 4.00
Valuing VET	31.6	5 385 590	29%	1%	
Informing VET	30.9	5 385 590	29%	1%	
Communication and documentation	17.1	1 857 100	10%	-1%	
	124	18 571 000	100%		
2021					
Shaping VET	44.0	6 061 312	32%	0%	Change Total Budget % 2.00
Valuing VET	31.3	5 493 064	29%	0%	
Informing VET	30.7	5 493 064	29%	0%	
Communication and documentation	17.0	1 894 160	10%	0%	
	123	18 941 600	100%		

The activity-based budget (ABB) is an internally generated calculation of how the whole of Cedefop's resources are allocated to its various activities. From 2017 onwards this allocation has been based on the four central ABB activities as opposed to the six activities reported in previous years. This new configuration reflects the restructuring of the operational areas into four departments:

- (a) VET systems and institutions (shaping VET);
- (b) learning and employability (valuing VET);
- (c) skills and labour market (informing VET);
- (d) communication (communication and dissemination).

Cedefop envisages the relative share of resource allocation remaining essentially the same over the coming years but with a small narrowing of the gap between shaping VET and the other two activities, informing VET and valuing VET.

ANNEX II

Human and financial resources 2019-21

Table 1. **Expenditure**

EXPENDITURE	N (2018)		N+1 (2019)	
	Commitment appropriations	Payment appropriations	Commitment appropriations	Payment appropriations
Title 1	10 706 261	10 706 261	10 785 210	10 785 210
Title 2	1 599 000	1 599 000	1 518 000	1 518 000
Title 3	5 544 949	5 544 949	5 547 000	5 547 000
Total expenditure	17 850 210	17 850 210	17 850 210	17 850 210

EXPENDITURE	Executed budget N-1 (2017) ⁽⁵⁸⁾	Budget N (2018)	Draft budget N+1 (2019)
			Agency request
Title 1 Staff expenditure	10 075 076	10 706 261	11 140 620
11 Salaries and allowances	9 450 371	9 981 261	10 405 620
• of which establishment plan posts	7 813 342	8 397 261	8 728 620
• of which external personnel	1 470 080	1 584 000	1 677 000
12 Expenditure relating to staff recruitment	53 193	156 000	156 000
13 Mission expenses	94 383	100 000	100 000
14 Socio-medical infrastructure	180 930	209 000	209 000
15 Training	120 000	120 000	120 000
16 External services	159 596	119 000	134 000
17 Receptions and events	16 600	21 000	16 000
Title 2 Infrastructure and operating expenditure	1 385 574	1 599 000	1 484 000
20 Rental of buildings and associated costs	610 455	586 000	591 000
21 Information and communication technology	495 878	774 000	616 000
22 Movable property and associated costs	24 316	10 000	40 000
23 Current administrative expenditure	103 108	100 000	111 000
24 Postage/Telecoms	143 078	116 000	113 000
25 Meeting expenses	8 737	13 000	13 000
Title 3 Operational expenditure	6 408 738	5 544 949	5 582 910
30 Transversal activities	218 642	340 000	310 000
31 Participation of non-MS in WP	0	0	0
32 Skills and labour market	1 961 545	1 327 000	1 288 000
33 VET systems and institutions	2 146 000	2 016 000	2 122 000
34 Learning and employability	1 447 120	1 240 000	1 241 000
35 Communication	635 429	621 949	621 910
Total expenditure	17 869 389	17 850 210	18 207 530

⁽⁵⁸⁾ Final data will be available early 2018.



Commitment and payment appropriations

Draft budget N+1 (2019)	VAR N+1 / N	Envisaged in N+2 (2020)	Envisaged in N+3 (2021)
Budget forecast			
10 785 210	0.74%	11 496 973	11 726 200
10 023 210	0.42%	10 796 973	11 013 200
8 393 710	-0.04%	9 028 973	9 210 000
1 629 500	2.87%	1 768 000	1 803 200
156 000	0.00%	136 000	139 000
100 000	0.00%	100 000	102 000
209 000	0.00%	209 000	213 000
120 000	0.00%	120 000	122 000
161 000	35.29%	119 000	121 000
16 000	-23.81%	16 000	16 000
1 518 000	-5.07%	1 548 500	1 579 400
603 000	2.90%	591 000	603 000
599 000	-22.61%	661 000	674 400
10 000	0.00%	49 000	50 000
173 000	73.00%	111 000	113 000
120 000	3.45%	123 500	126 000
13 000	0.00%	13 000	13 000
5 547 000	0.04%	5 525 527	5 636 000
330 000	-2.94%	310 000	316 000
0	0.00%	0	0
1 288 000	-2.94%	1 290 000	1 316 000
2 016 000	0.00%	2 059 000	2 100 000
1 251 000	0.89%	1 243 000	1 268 000
662 000	6.44%	623 527	636 000
17 850 210	0.00%	18 571 000	18 941 600

Table 2. **Revenue**

REVENUE	N (2018)	N+1 (2019)
	Revenues estimated by the Agency	Budget forecast
EU contribution	17 434 000	17 434 000
Other revenue	406 210	406 210
Total revenue	17 850 210	17 850 210

REVENUE	N-1 (2017)	N (2018)	N+1 (2019)
	Executed budget	Revenues estimated by the Agency	As requested by the Agency
1. Revenue from fees and charges			
2. EU contribution	17 434 000	17 434 000	17 783 000
• of which assigned revenues deriving from previous years' surpluses	59 282	333 763	60 000
3. Third countries contribution (incl. EFTA and candidate countries)	425 389	406 210	414 330
• of which EFTA	425 389	406 210	414 330
• of which candidate countries			
4. Other contributions			
• of which delegation agreement, ad hoc grants			
5. Administrative operations	10 000	10 000	10 200
6. Revenues from services rendered against payment			
7. Correction of budgetary imbalances			
Total revenues	17 869 389	17 850 210	18 207 530

Table 3. **Budget outturn and cancellation of appropriations**

BUDGET OUTTURN	N-4 (2014)	N-3 (2015)	N-2 (2016)
Revenue actually received (+)	17 453 013	16 790 638	17 910 504
Payments made (-)	-16 552 818	-16 338 197	-17 948 962
Carry-over of appropriations (-)	-1 911 090	-1 803 509	-911 165
Cancellation of appropriations carried over (+)	39 949	55 829	49 645
Adjustment for carry-over of assigned revenue appropriations from previous year (+)	1 363 330	1 359 026	1 230 780
Exchange rate differences (+/-)	-8 750	-7 188	2 963
Adjustment for negative balance from previous year (-)	0	0	
Total	383 635	59 282	333 764



Budget forecast	VAR N+1 / N	Envisaged in N+2 (2020)	Envisaged in N+3 (2021)
17 434 000	0%	18 138 000	18 500 000
1 323 605	296.57%	60 000	60 000
406 210	0%	422 600	431 000
406 210	0%	422 600	431 000
	0%	0	0
	0%	0	0
10 000	0%	10 400	10 600
17 850 210	0%	18 571 000	18 941 600

N-1 (2017)
18 002 235
-16 092 569
-952 222
52 767
312 728
667
1 323 605

ANNEX III

Human resources – quantitative (staff and MASPP)

Table 1. **Staff population and evolution; overview of all staff categories**

Staff population		Actually filled as of 31 December N-2 (2016)	Authorised under EU budget N-1 (2017)	Actually filled as of 31 December N-1 (2017)	Authorised under EU budget for year N (2018)
Officials	AD	4	4	4	4
	AST	12	10	9	9 ⁽⁵⁹⁾
	AST/SC	0	0	0	0
TA	AD	42	44	41	44
	AST	34	34	34	34
	AST/SC	0	0	0	0
Total		92	92	88	91
CA	GF IV	5	5	4	5
	GF III	6	6	6	6
	GF II	10	10	10	10
	GF I	4	4	4	4
Total CA		25	25	24	25
SNE		3	4	4	4
TOTAL		120	121	116	120
Structural service providers		8.5	8.5	8.5	8.5
External staff for occasional replacement ⁽⁶⁰⁾		1	4	2	4

⁽⁵⁹⁾ On 1 January 2018, there were 10 permanent AST posts, one of which was cut upon retirement of one staff member in 2018.

⁽⁶⁰⁾ Refers to short-term contract agents working on specific projects or replacing other staff on longer-term absences.

Draft budget for year N+1 (2019)	Envisaged in N+2 (2020)	Envisaged in N+3 (2021)
4	3	3
8	7	7
0	0	0
45	46	46
34	35	35
0	0	0
91	91	91
5	5	5
6	6	6
11	11	11
3	3	3
25	25	25
4	4	4
120	120	120
8.5	8.5	8.5
4	4	3

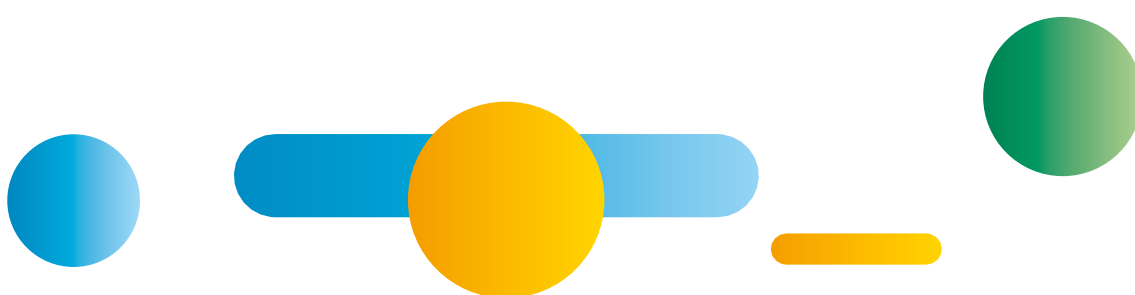
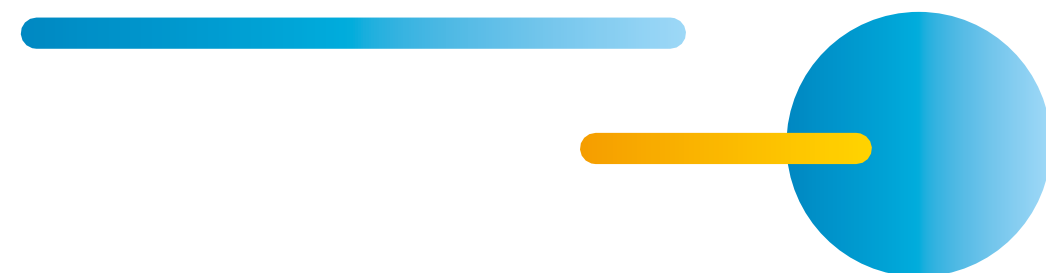


Table 2. Multiannual staff policy plan year 2019-21

Category and grade	Establishment plan in EU budget N-1 (2017)		Filled as of 31 December N-1 (2017)		Modifications in year N-1 (2017) in application of flexibility rule		Establishment plan in voted EU budget N (2018)	
	Official	TA	Official	TA	Official	TA	Official	TA
AD16								
AD15		1		1				1
AD14		1		1				1
AD13		2		2				2
AD12	4	4	4	4			4	4
AD11		10		8				10
AD10		10		9				10
AD9		5		5				5
AD8		5		5				5
AD7		4		4				4
AD6		2		2				2
AD5								
Total AD	4	44	4	41			4	44
AST11		1		1				1
AST10	1	1	1	1			1	1
AST9		2		2			1	2
AST8	2	2	1	2			1	2
AST7	3	7	3	7			3	7
AST6	4	5	4	5			3 ⁽⁶¹⁾	5
AST5		7		7	-1	+1		6
AST4		9		9				10
AST3								
AST2								
AST1								
Total AST	10	34	9	34			9	34
AST/SC1								
AST/SC2								
AST/SC3								
AST/SC4								
AST/SC5								
AST/SC6								
Total AST/SC								
Total	14	78	13	75			13	78

⁽⁶¹⁾ On 1 January 2018 there were four permanent AST 6 posts, one of which was cut upon retirement of one staff member in 2018.



Modifications in year N (2018) in application of flexibility rule		Establishment plan in draft EU budget N+1 (2019)		Establishment plan N+2 (2020)		Establishment plan N+3 (2021)	
Official	TA	Official	TA	Official	TA	Official	TA
			1		1		1
			1		1		1
			2		2		3
		4	7	3	10	3	10
			8		8		8
			9		9		9
	+1		6		6		7
			5		5		4
			4		4		3
			2				
		4	45	3	46	3	46
			1		1		1
		1	1	1	1	1	1
-1		1	2	2	3	2	4
		1	3	1	3	1	4
		3	6	3	10	3	10
		2	7		8		8
			6		6		6
			8		3		1
		8	34	7	35	7	35
		12	79	10	81	10	81

Human resources – qualitative

A. Recruitment policy

Cedefop employs officials, temporary agents 2(f) ⁽⁶²⁾, contract agents 3(a) ⁽⁶³⁾ and seconded national experts. The last group are seconded to Cedefop and remain in the employment of their seconding organisation while working at Cedefop.

Employment of officials is governed by the Staff Regulations. Detailed rules on the employment of temporary agents 2(f) are set out in the general implementing provisions on the procedure governing the engagement and use of temporary staff under Article 2(f) of the Conditions of Employment of Other Servants of the European Union (Cedefop/DGE/23/2015). Employment of contract agents is governed by Cedefop/DGE/4/2008. The Commission adopted new general implementing provisions governing the conditions of employment of contract staff on 16 October 2017 and notified the agencies accordingly. The standing working party is now drafting a model decision for the agencies. Employment of seconded national experts is governed by the rules on seconded national experts which follow closely those of the Commission.

Selection procedures

Selection procedures for temporary agents are governed by the implementing provisions adopted by Cedefop Governing Board in June 2015. These rules include provisions on internal and interagency mobility for 2(f) temporary agents.

Selection procedures for contract staff (both long-term and short-term) are largely identical to those followed for temporary agents, with the exception of internal and interagency mobility phases.

- Recruitment procedures for temporary agents and contract agents include the following main steps:
- (a) publication of vacancy notice on Cedefop's website (and internally, for 2(f) temporary staff). Vacancy notices are also sent to all other EU institutions and agencies, as well as to Governing Board members and members of Cedefop's networks as appropriate. Wide, tailor-made dissemination takes place to attract quality candidates. Hard-copy publication in the international press is also foreseen in specific cases. The vacancy notices fix eligibility and selection criteria and indicate type and duration of contract and recruitment grade;
 - (b) setting up a selection board which represents the team where the future staff member will work, the administration and staff committee. For highly specialised posts, Cedefop frequently requests the assistance of external members. A guide for selection boards provides guidance and assistance to the selection board members and contributes to the streamlining of the selection process;
 - (c) pre-selection of candidates using CVs and application forms submitted online;
 - (d) selected candidates are invited to written tests covering the specific competences in the area of expertise, knowledge of European Institutions, general aptitudes and language abilities. Candidates are interviewed by the selection board using questions decided in advance;

⁽⁶²⁾ With the exception of the Director, who is a temporary agent 2(a).

⁽⁶³⁾ Contract agents 3(a) may eventually receive an indefinite contract subject to certain conditions.



- (e) the selection board prepares a final report with a proposed shortlist of successful candidates which is sent to the AIPN/AHCC. A reserve list or list of suitable candidates is established by the AIPN/AHCC;
- (f) in the case of VET experts and key positions, additional interview(s) with the AIPN/AHCC may be scheduled;
- (g) in the case of management positions, an additional assessment of management capacities by external HR consultants may be required;
- (h) the offer of the post is signed by the AIPN/AHCC.

A1. Officials

See Section B.

A2. Temporary agents

Temporary agents on long-term employment

Cedefop's criteria for identifying posts of a long-term duration:

- (a) posts covering tasks of a long-term nature in the administration and in the operational departments as identified in the Agency's strategy;
- (b) safeguarding continuous expertise in the specific department/group.

All tasks of a long-term nature should be carried out by officials/temporary agents. Typically, officials would carry out permanent administrative tasks. For historical reasons, this does not reflect the current situation (transfer of Cedefop from Berlin to Thessaloniki, as a result of which staff with a wide range of job profiles became officials).

Grade and function group corresponding to the tasks and to the level of the post

Long-term temporary agents comprise a range of job profiles (expert, management, and assistant-level job profiles, both technical and administrative).

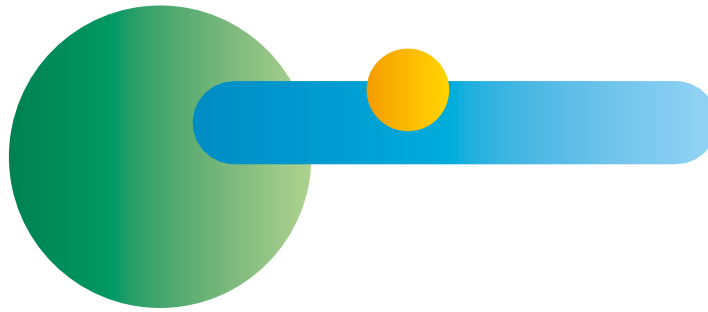
Long-term temporary agents will be recruited at the levels indicated below in order to permit long-term career development.

- AST 1 to AST 4 for the AST category
- AD 5 to AD 8 for the AD category

Long-term temporary agents whose job functions require high-level technical expertise will be recruited at level AD 9 to 12, with a view to securing the services of staff who have a level of expertise and experience commensurate with the responsibilities of the post.

Such recruitments will be strictly limited and remain within the limits of 20% of recruitments per year (averaged over five years) for long-term employment within the Agency. They will also be justified and recorded in line with the relevant implementing provisions.

Rules on grading of temporary agents 2(f) are laid down in the respective implementing provisions adopted by Cedefop by analogy.



Duration of employment

Long-term temporary agents are offered a contract of maximum five years, renewable for another time-limited period not exceeding five years. Renewals for a second prolongation are of an indefinite character. All renewals of contract are subject to thorough examination of the performance of the staff member and depend on Cedefop's work programme, priorities, and available budgetary provisions.

Temporary agents on short- to medium-term employment

Short-term temporary agents are offered a contract for a time period consistent with the specific project or function with the possibility of one renewal for another time-limited period. Short-term temporary agents may be engaged for specific time-limited projects or tasks.

Short-term temporary agents may be recruited for a specific period at a range of grades corresponding to the function and according to Cedefop's priorities and work programme.

The posts of Director and Deputy Director are renewable once for five years.

A3. Contract agents

Contract agents on long-term employment

In principle, contract agents should not perform tasks of a long-term nature. It was initially mainly for historic reasons – for example, several of the former local agents were transformed into contract agents – that Cedefop has a number of contract agents who perform tasks of a long-term nature. 12 Cedefop contract staff are former local staff who became contract agents on 1 May 2005. These former local staff members were regraded in function groups I, II and III respectively and are on indefinite contracts.

Contract agents are offered time-limited contracts. Contracts are renewable once for another time-limited period consistent with Cedefop's needs and priorities. If a second renewal is granted, it will be for an indefinite period.

However, contract agent staff may also be recruited in administrative tasks of a permanent nature if it is not possible to fill such positions via the establishment plan or flexibly to address specific shortfalls which cannot be addressed through rationalisation or redeployment.

Renewals of contracts of contract agents are also subject to thorough examination of the staff member's performance and depend on the Agency's work programme priorities, available budgetary provisions, and the impossibility of covering the post under the provisions of the establishment plan.

Contract agents on short-term employment

Contract agents on short-term employment are employed exclusively to work with specific, time-limited projects, fill gaps during extended absences, and cover peaks of workloads for limited periods.

Contract agents on short-term contracts are offered time-limited contracts, which may be renewed once. Given the clearly time-limited nature of the assignments of short-term contract agents, it is not intended to exceed a total employment length of two years.

Contract agents may also be engaged in function group IV to work as experts, providing content support under the supervision of temporary staff or officials, particularly on projects which are either



of a time-limited nature or with fluctuating competence needs, such as in support of Member States. To ensure the necessary flexibility, these experts will be offered maximum two contracts, with each contract limited to a maximum duration of three years.

A4. Seconded national experts

This category is not covered by the Staff Regulations. Cedefop uses seconded national experts to benefit from new ideas and approaches at national and European levels and to develop links with sending institutions. Cedefop has adopted the Commission's rules on the secondment of national experts with minor adaptations.

A5. External service providers

External service providers are contracted via procurement procedures. Usually this is done through an open tendering procedure and the duration of the framework contract is four years. The types of services typically include ICT helpdesk, other ICT assistance, on-site technical support related to Europass, security and receptionists, maintenance and cleaning, and medical doctor services, some of which are part-time.

B. Appraisal of performance and reclassification/promotions

Cedefop's appraisal and promotion/reclassification rules follow those of the Commission. Cedefop has an annual appraisal system which covers all staff and is an integral part of performance management. At the beginning of the year, individual objectives are set for each jobholder. Individual objectives are aligned with Department/Service objectives and, ultimately, with the work programme, multiannual objectives and mission of Cedefop.

The objectives include Cedefop-level goals applicable to all staff, reflecting the Agency's corporate values (e.g. compliance, integrity and time management). The objectives also include standardised management objectives applicable to staff with project and/or budget management responsibilities.

The previous year's performance is appraised in relation to the assessment criteria (indicators) laid down in the jobholder's work programme and objectives of that year.

Learning and development needs are discussed during the appraisal in a multiannual perspective and a training map is established annually for the jobholder to chart development needs (and related training solutions) identified and discussed during the appraisal process.

Separate rules cover the appraisal procedure for the Director.

Table 1. **Reclassification of temporary staff/promotion of officials**

Category and grade	Staff in activity at 1.1. Year N-2 (2016)		How many staff members were promoted/reclassified in Year N-1 (2017)		Average number of years in grade of reclassified/promoted staff members
	Officials	TA	Officials	TA	
AD16					
AD15					
AD14		1			
AD13		1			
AD12	2	4		1	6
AD11	3	6		1	4
AD10		5		2	4
AD9		4			
AD8		3		1	4.3
AD7		5		1	5
AD6		8		1	2.7
AD5		5			
Total AD	5	42		7	
AST11					
AST10					
AST9	1	1			
AST8	2	3		2	3.5
AST7	2	2			
AST6	2		3	1	7.8
AST5	5	8		6	4.3
AST4		14		1	4
AST3		5			
AST2		1			
AST1					
Total AST	12	34	3	10	

Category and grade	Staff in activity at 1.1. Year N-2 (2016)		How many staff members were promoted/ reclassified in Year N-1 (2017)		Average number of years in grade of reclassified/ promoted staff members
	Officials	TA	Officials	TA	
AST/SC1					
AST/SC2					
AST/SC3					
AST/SC4					
AST/SC5					
AST/SC6					
Total AST/SC					
Total	17	76	3	17	



Table 2. **Reclassification of contract staff**

Function group	Grade	Staff in activity at 1.1. Year N-2 (2016)	How many staff members were reclassified in Year N-1 (2017)	Average number of years in grade of reclassified staff members
CA IV	18			
	17			
	16	1		
	15	2		
	14	1		
	13			
CA III	12			
	11	2		
	10	2		
	9	3		
	8			
CA II	7	1		
	6	7	2	5
	5	2		
	4			
CA I	3	4		
	2			
	1			
Total		25	2	

C. Mobility policy

C1. Internal mobility

Internal mobility is pursued through reassignment of staff. This is particularly needed when changes of Cedefop priorities and tasks demand organisational adjustment. It can also take place at the request of the staff member in the perspective of professional development.

In 2017, seven staff members were reassigned.

C2. Interagency mobility

The 2014 Staff Regulations and the related implementing rules adopted in 2015 provide for interagency mobility, supported by the continuity of grade, step and contract succession in the case of 2(f) temporary agents who move from one agency to another as a result of interagency mobility.

In 2015, one short-term contract agent was recruited to Cedefop from another agency. In 2016, one temporary agent moved to Cedefop from another agency.

In 2017, there was no case of interagency mobility.

C3. Mobility between Cedefop and the institutions

Permanent posts in the establishment plan are occupied by officials transferred from other institutions and by former temporary agents of Cedefop who passed open EU competitions. There were no transfers of officials in 2017.

D. Gender and geographic balance

D1. Gender balance

The gender balance at Cedefop is 41:59, weighted towards female staff. In the management team the ratio is 67:33, weighted towards male staff. Female staff represents the majority in the AST function group and contract agents. See below for the situation at the end of 2017.

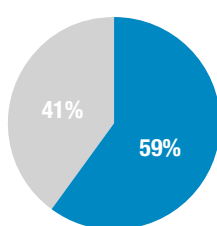
Cedefop is an equal opportunity employer: all vacancy notices make reference to this. On a day-to-day basis, the provisions of the reform which foresee part-time work for parents of young children and the flexitime provisions in force provide a healthy environment for Cedefop staff to achieve a reasonable work-life balance.

A formal equal opportunities policy is in preparation, and will be finalised after the arrival of a new Head of Human Resources (Q1 2019).

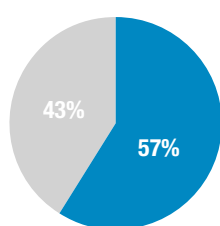


Staff by gender

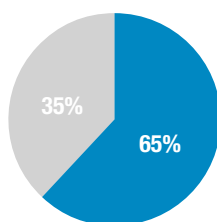
■ Male ■ Female



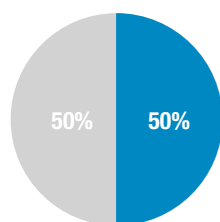
(% of all staff)



(% of temporary/officials)



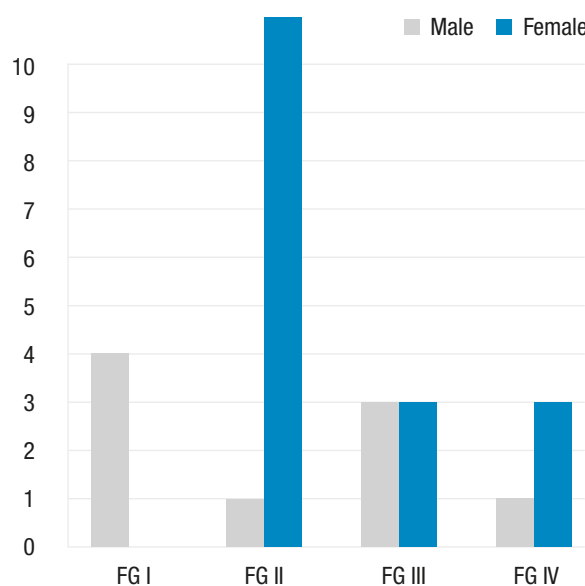
(% of contract agents)



(% of SNEs)

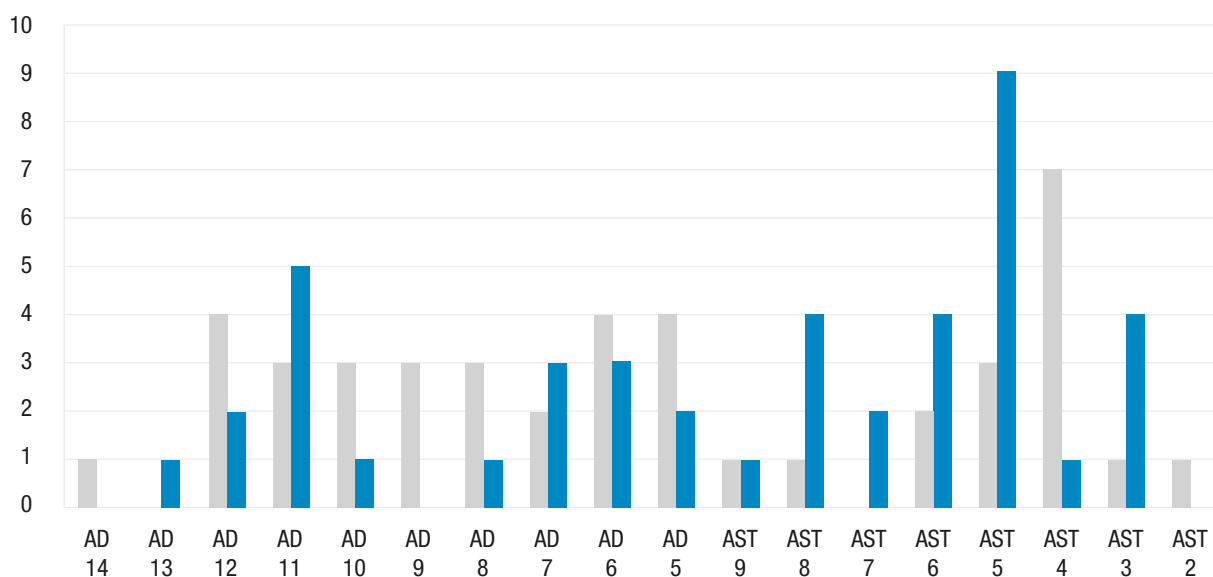
Category of contract agents by gender

■ Male ■ Female



Category of TAs and officials by gender

■ Male ■ Female

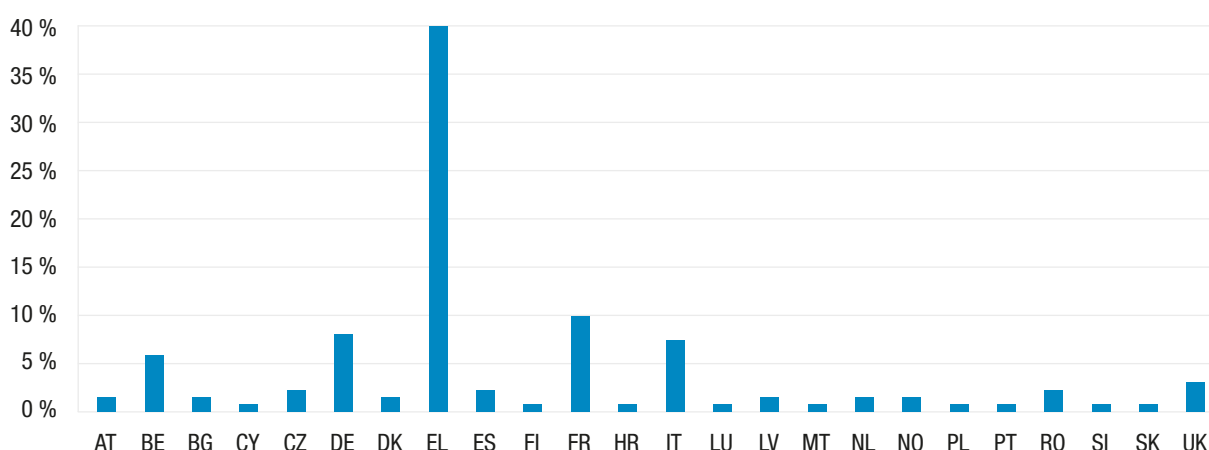




D2. Geographic balance

Cedefop ensures the widest possible dissemination of its vacancy notices to attract quality candidates from all EU Member States. However, difficulties relating to spouse employment, lack of European schooling and limited flight connections impact on the distribution of staff by nationality.

Staff by nationality (includes officials, TAs, CAs and seconded national experts)



E. Schooling

In the absence of a European school or a European associated school in Thessaloniki, solutions based on best existing practice should be found for the schooling of children of staff to attract the best candidates from the Member States.

Currently, besides private and public Greek establishments, the schooling options available in Thessaloniki are:

Primary level	English	Pinewood School of Thessaloniki (U.S.-accredited programme)
	German	Deutsche Schule Thessaloniki (German programme + Greek programme)
	French	Ecole française de Thessalonique (French programme)
Secondary level	English	Pinewood School of Thessaloniki (U.S.-accredited programme + International Baccalaureate)
	English	Anatolia College (Greek programme + International Baccalaureate)
	German	Deutsche Schule Thessaloniki (German programme, Greek programme)
	French	Institut Français (French programme – combination of tutoring and distance learning)



A small number of private Greek schools offer early and continuous foreign language teaching while following a Greek curriculum.

Possibilities to establish an (associated) European school in Thessaloniki were explored in the past with the Greek Government. Despite some positive reactions and discussions with the previous Greek Government, no concrete steps were taken nor can such be expected. Nonetheless, Cedefop will further address these issues with the Greek Ministry of Education and the Greek authorities in Thessaloniki and Northern Greece.

To support Cedefop's efforts to attract and retain highly qualified staff, in 2015 the Director adopted a decision to finance the International Baccalaureate (IB) for the children of Cedefop's staff. In the absence of a European School offering the European Baccalaureate, the IB, which is available in education establishments in Thessaloniki, offers an internationally recognised pathway to higher education. In June 2016, the Director adopted a decision on increased financial support also for primary and secondary schooling of children of staff members in Thessaloniki. This support is subject to certain conditions and will be reviewed annually.

F. Staff wellbeing

A staff engagement survey was conducted in April 2017 and will be repeated at two-year intervals to allow time for reflection, consultation and follow-up. It is therefore expected that a new staff survey will be carried out in 2019.

The follow-up actions are being implemented in a two-stage approach. In stage one, four cross-department working groups were set up to work on the following issues: communication and cooperation; management and decision-making; HR issues; non-discrimination. The second phase of the process has started, leading to the adoption of a fully fledged and cohesive action plan by Cedefop management, taking into consideration the reports from the working groups as well as direct staff input.

G. Telework

The DGE on telework was adopted by the Governing Board on 6 October 2017. It is based on the model for the agencies.

ANNEX V

Building

	Name, location and type of building	Other comment
Cedefop building – Thessaloniki		
Surface area (in square metres)	6 714.72	Useful space
	9 565.28	Useful space plus basement
• of which office space	3 520.75	(deducted from useful space)
• of which non-office space	3 193.97	
Host country grant or support	n/a	
Present value of the building (in million EUR)	2.3	Four storey building set in its own grounds on the outskirts of the city. (Net book value as per 2016 Financial Statements)
Cedefop liaison office – Brussels		
Annual rent (in EUR)	17 593.63	
Type and duration of rental contract	SLA with OIB (covers 2017)	50.30 m ² (office space and common space)



Privileges and immunities

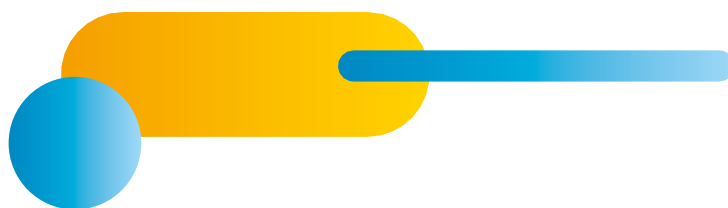
Agency privileges	Privileges granted to staff	
Protocol on the privileges and immunities of the European Union ⁽⁶⁴⁾	Protocol on the privileges and immunities of the European Union	Education/day care ⁽⁶⁵⁾
<p>[...]</p> <p>Art. 1 - The premises and buildings of the Union shall be inviolable. They shall be exempt from search, requisition, confiscation or expropriation. The property and assets of the Union shall not be the subject of any administrative or legal measure of constraint without the authorisation of the Court of Justice.</p> <p>Art. 2 - The archives of the Union shall be inviolable.</p> <p>Art. 3 - The Union, its assets, revenues and other property shall be exempt from all direct taxes. The governments of the Member States shall, wherever possible, take the appropriate measures to remit or refund the amount of indirect taxes or sales taxes included in the price of movable or immovable property, where the Union makes, for its official use, substantial purchases the price of which includes taxes of this kind. These provisions shall not be applied, however, so as to have the effect of distorting competition within the Union. No exemption shall be granted in respect of taxes and dues which amount merely to charges for public utility services.</p>	<p>[...]</p> <p>Art. 11 - In the territory of each Member State and whatever their nationality, officials and other servants of the Union shall:</p> <p>(a) [...] be immune from legal proceedings in respect of acts performed by them in their official capacity, including their words spoken or written. They shall continue to enjoy this immunity after they have ceased to hold office;</p> <p>(b) together with their spouses and dependent members of their families, not be subject to immigration restrictions or to formalities for the registration of aliens;</p> <p>(c) in respect of currency or exchange regulations, be accorded the same facilities as are customarily accorded to officials of international organisations;</p> <p>(d) enjoy the right to import free of duty their furniture and effects at the time of first taking up their post in the country concerned, and the right to re-export free of duty their furniture and effects, on termination of their duties in that country, subject in either case to the conditions considered to be necessary by the government of the country in which this right is exercised;</p> <p>(e) have the right to import free of duty a motor car for their personal use, acquired either in the country of their last residence or in the country of which they are nationals on the terms ruling in the home market in that country, and to re-export it free of duty, subject in either case to the conditions considered to be necessary by the government of the country concerned.</p>	<ul style="list-style-type: none"> • Financial support for pre-school attendance (DIR 2012/219) • Cover of English-schooling fees on case by case basis for staff subject to criteria related to continuity of schooling and previous education (Internal decision 2014-08) • Financing of the International Baccalaureate (Internal decision 2015-02) • Increased financial support for primary and secondary schooling of children of staff members in Thessaloniki (Internal decision 2016-06)

⁽⁶⁴⁾ <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:12006E/PRO/36>

⁽⁶⁵⁾ See Annex 6.4.E. above for more detailed information.



Agency privileges	Privileges granted to staff	
Protocol on the privileges and immunities of the European Union ⁽⁶⁴⁾	Protocol on the privileges and immunities of the European Union	Education/day care ⁽⁶⁵⁾
<p>Art. 4 - The Union shall be exempt from all customs duties, prohibitions and restrictions on imports and exports in respect of articles intended for its official use: articles so imported shall not be disposed of, whether or not in return for payment, in the territory of the country into which they have been imported, except under conditions approved by the government of that country.</p> <p>The Union shall also be exempt from any customs duties and any prohibitions and restrictions on import and exports in respect of its publications.</p> <p>Art. 5 - For their official communications and the transmission of all their documents, the institutions of the Union shall enjoy in the territory of each Member State the treatment accorded by that State to diplomatic missions.</p> <p>Official correspondence and other official communications of the institutions of the Union shall not be subject to censorship. [...]</p>	<p>Art 12 - Officials and other servants [...] shall be exempt from national taxes on salaries, wages and emoluments paid by the Union.</p> <p>Art 13 - [...] officials and other servants of the Union who, solely by reason of the performance of their duties in the service of the Union, establish their residence in the territory of a Member State other than their country of domicile for tax purposes at the time of entering the service of the Union, shall be considered, both in the country of their actual residence and in the country of domicile for tax purposes, as having maintained their domicile in the latter country provided that it is a member of the Union. This provision shall also apply to a spouse, to the extent that the latter is not separately engaged in a gainful occupation, and to children dependent on and in the care of the persons referred to in this Article.</p> <p>Movable property belonging to persons referred to in the preceding paragraph and situated in the territory of the country where they are staying shall be exempt from death duties in that country; such property shall, for the assessment of such duty, be considered as being in the country of domicile for tax purposes, subject to the rights of third countries and to the possible application of provisions of international conventions on double taxation.</p> <p>Any domicile acquired solely by reason of the performance of duties in the service of other international organisations shall not be taken into consideration in applying the provisions of this Article [...]</p>	



Agency privileges	Privileges granted to staff	
Headquarters Agreement concluded between the Greek State and Cedefop ⁽⁶⁶⁾	Headquarters Agreement concluded between the Greek State and Cedefop	
<p>[...]</p> <p>Art. 2.1 - Direct taxes: CEDEFOP shall be exempt from all national, regional or municipal dues and taxes which may be charged on the premises of which CEDEFOP is the owner or occupier. Unless they are charged as a fee for specific services rendered.</p> <p>Art. 2.2 - Taxes on the acquisition of goods and service: The Greek authorities shall exempt CEDEFOP from taxes on the import and intra-Community acquisition and supply of goods and services and on the provision of services to it. [...]</p>	<p>[...]</p> <p>Art. 4 - Officials and other servants of Cedefop: Tax exemption referred to in Article 12 of the [...] Protocol on the Privileges and Immunities of the European Communities includes exemption from VAT, Special Consumer Tax and Lump-Sum Additional Special Tax (E.P.E.T.). This exemption shall be granted once, and for one vehicle, for each of the officials or other servants of CEDEFOP. The exemption shall not be granted to officials or other servants who are appointed after 1.9.1995 and who are resident in Greece at the time of taking on their duties at CEDEFOP. Also, with the exception mentioned at the end of the previous paragraph, VAT exemption shall be granted on the supply of household articles which are acquired within 12 months of the date of taking on duties at CEDEFOP. [...]</p>	

⁽⁶⁶⁾ The Headquarters Agreement concluded between the Greek State and Cedefop on 22 June 1995 reflects in general terms the basic provisions of the Protocol on the Privileges and Immunities of the European Union albeit in a brief and nondescript manner. It was complemented subsequently by a number of ministerial decisions and clarification circulars aiming at addressing specific issues. No further diplomatic privileges have been accorded to Cedefop staff members despite the fact that they have been accorded to other agencies in Greece, a fact which constitutes an infringement of EU primary law. Cedefop recently proposed to the competent Greek authorities a review of the Headquarters Agreement in light of some incongruities in its implementation. Discussions are still in progress with the Greek Government. In this context, several discrepancies in the implementation of the Protocol by the Greek State have been noted over the past eight years. Various explanatory notes have been addressed to the competent Greek authorities by the Agency as a response, yet several issues remain pending.

Evaluations

Cedefop has developed a **comprehensive set of processes and documents** to plan and report reliably on the implementation of its work programmes and the deployment of its human and financial resources:

- (a) the Director, Deputy Director and heads of departments meet on a (bi)weekly basis to monitor developments in all operational and support activities and take decisions on issues related to financial and human resource management activities, including outreach involvement of management and experts and the day-to-day administration of the Agency. Follow-up actions are reviewed regularly;
- (b) the Director, Deputy Director, heads of departments and services, budget correspondents and selected senior experts meet in management team meetings (two to three meetings per year) in which systematised reports on financial issues (budget implementation, procurements), human resources developments, and monitoring reports on achievements compared to the planned objectives are discussed. Achievements are monitored through the performance indicators and targets set in the annual work programme. These meetings also aid strategic considerations and opinion exchange on policy issues, planning, and other operational and organisational issues;
- (c) a budgetary mid-term review is conducted in July and September/October to discuss in detail progress on the implementation of the budget and the work programme and to agree on any corrective actions needed. 'Budget correspondents' assigned to each department monitor the budget regularly throughout the year;
- (d) the progress report, the annual report and the consolidated annual activity report (CAAR) are discussed with the Bureau and the Governing Board, besides the regular reporting to the Bureau/Governing Board of the results of audits and evaluations, budget implementation, and transfers of appropriations. (Enlarged) Bureau and Governing Board members are also systematically informed of key changes that may occur in the implementation of the work programme.

The Agency has also developed **processes to monitor and report on legality and regularity** and has deployed its own anti-fraud strategy ⁽⁶⁷⁾ and a policy on prevention and management of conflicts of interests ⁽⁶⁸⁾.

- (a) On the legality and regularity of underlying transactions, the objective is to ensure that the estimated annual risk of errors in commitments and payments at the time of the authorisation of the transactions is less than 2%. Cedefop's standard quantitative material threshold is set at EUR 200 000. Deviations from this materiality threshold are justified in the consolidated annual activity report.
- (b) As foreseen in the Commission's anti-fraud strategy (CAFS) ⁽⁶⁹⁾ and in the action plan of the inter-institutional working group's road map, Cedefop adopted its anti-fraud strategy on 22 October 2014, along with the policy on prevention and management of conflicts of interests. An internal procedure on reporting on irregularities is attached to the anti-fraud strategy, including legal framework and basic principles ⁽⁷⁰⁾. The anti-fraud strategy is being updated and will enter into force in 2019.

⁽⁶⁷⁾ RB(2014)02387 adopted on 22 October 2014.

⁽⁶⁸⁾ RB(2014)02388 adopted on 22 October 2014.

⁽⁶⁹⁾ COM(2011) 376, 24.6.2011.

⁽⁷⁰⁾ Already issued by Cedefop's management in 2008 (DIR/CFL/2008-312 dated 20 June 2008).



Revised **internal control standards** were put in place in 2009. They are structured in six building blocks: (1) mission and values, (2) human resources, (3) planning and risk management processes, (4) operations and control activities, (5) information and financial reporting, and (6) evaluation and audit. The internal control standards are systematically monitored and followed up. As a follow-up to the revision of the Commission's internal control framework, Cedefop is revising its own internal control framework. Shifting from a compliance-based to a principle-based approach, Cedefop's revised framework will enter into force in 2019, after adoption by the Governing Board.

Regular controls and checks are in place to ensure **safeguarding of assets**. Procedures and record-keeping concerned with safeguarding assets and reliability of financial records are designed to provide assurance that:

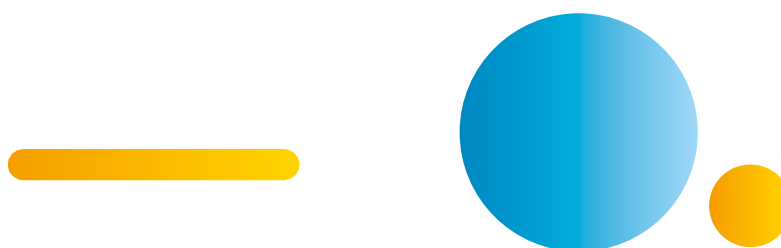
- (a) transactions are executed in compliance with management's (delegated) authorisation;
- (b) transactions are recorded as necessary to permit preparation of financial statements in conformity with the Agency's financial rules and to maintain accountability for assets;
- (c) access to assets is restricted through the hierarchical structure of verifications and in line with the financial rules;
- (d) the recorded value of assets is compared with existing asset checks, such as inventory controls and bank reconciliations, at reasonable intervals.

Cedefop's results and impact are regularly evaluated to assess whether activities satisfy the needs they address.

To measure performance, Cedefop developed in 2009 a **performance measurement system** (PMS) that helps evaluate and manage its impact, efficiency, effectiveness and relevance. The PMS system uses three types of results – output, outcome and impact – to measure performance in relation to its multiannual objectives (Annex XI).

The last periodic **external evaluation** of Cedefop required by the financial rules was completed in 2018. The evaluation assessed Cedefop individually as well as in a cross-cutting perspective vis-à-vis the other agencies falling under the remit of DG Employment, i.e. Eurofound, the ETF and EU-OSHA. Cedefop will follow up on resulting recommendations when they become available. The staff working document by DG EMPL outlining the political conclusions drawn from the evaluation is expected in early 2019. Cedefop also evaluates selected activities in accordance with the annual evaluation plan embedded in the Agency's annual planning process (annual work programme and annual management plan). These evaluations are performed by Cedefop staff (multidisciplinary working groups) as well as by external evaluators. In recent years, such evaluation activities covered topics as varied as HR data reporting, budgetary monitoring of reporting, cost/benefit assessment of the library services, traineeship procedure, green initiatives and environmental policy, health and safety, and several operational activities.

In accordance with Article 29.5 of Cedefop's financial rules (FR) and Article 9 of its implementing rules (IR), Cedefop undertakes both *ex-ante* and *ex-post* evaluations in line with guidance provided by the Commission of all programmes and activities which entail significant spending. All proposals for programmes or activities occasioning budget expenditure for which the overall estimated expenditure exceeds EUR 200 000 are subject of an *ex-ante* evaluation. Programmes, projects or activities, where



the resources mobilised exceed EUR 500 000 are the subject of an *ex-post* evaluation in terms of the human and financial resources allocated and the results obtained in order to verify their consistency with the objectives set.

In 2016-17, three *ex-post* evaluations were carried out on (a) the ReferNet framework partnership agreements 2012-15; (b) the survey on skills obsolescence and mismatch among EU workers; and (c) the travel agency services for the period 2012-15. The resulting action plans were finalised in 2017 and are being followed up.

The 2017 *ex-post* evaluations were finalised on (a) the development and maintenance services for Europass; (b) building maintenance; and (c) mid-term skills supply and demand forecast. The resulting action plans will be finalised by end of October 2018 and will be followed up in 2018 and beyond. The 2018 *ex-post* evaluations cover two activities: a) opinion survey on VET, contract 2015 FWC9/AO/DLE/LSALVA-EVGARNET_Survey/003/15 (value EUR 1 300 000); b) PCO services, contract 2013 FWC3/AO/CID/CF/PC0/020/12 (value EUR 900 000).

Cedefop is preparing a new evaluation policy where *ex-post* evaluations will be based on two main principles: a thematic one, which is intended to identify relevant programmes, projects or activities which will enable the Agency to learn lessons for the future on key issues; and a financial one, which will cover the requirements of the financial regulation. The new evaluation policy is expected to come into force in 2019.

In 2019, two activities/projects will be subject to *ex-post* evaluation:

- Cedefop enterprise content management system (Livelihood of Open Text);
- knowledge brokering in VET (support to Member States and social partners).

Annual audit activities typically cover the European Court of Auditors (ECA), the European Commission's internal audit service (IAS) and *ex-post* controls on samples of ReferNet grants, payments and procurement procedures.

Cedefop closely follows up the evaluations and audits recommendations and keeps its Governing Board, Enlarged Bureau and Bureau regularly informed on the follow-up carried out and the status of the recommendations. Follow-up action plans give a comprehensive view of the recommendations, actions envisaged, responsibilities, deadlines and status of implementation.



Risks for 2019

Risk assessment and management has been an integral part of Cedefop's planning and reporting processes since 2006 and is governed by a (revised) policy the Agency adopted in 2011 ⁽⁷¹⁾. It is aimed at:

- (a) raising awareness among Cedefop's staff and management of risks which may impact on the achievement of the Agency's objectives as outlined in its annual work programme;
- (b) identifying high risks requiring particular attention, thereby also allowing prioritisation of actions in a context of limited resources;
- (c) providing a basis for systematic follow-up and strengthening of the internal control system.

The scope of Cedefop's policy extends to internal risk assessment and management, including fraud risks as outlined in Cedefop's anti-fraud strategy ⁽⁷²⁾. It does not cover the risk assessment of the IAS, which builds the basis for the IAS multiannual strategic audit plan ⁽⁷³⁾.

Cedefop's risk assessment is a form of *ex-ante* evaluation which considers generic risks at organisational level as well as at the level of operational and transversal activities.

Risks are evaluated based on their potential impact on the organisation (scale 1 to 5) and likelihood that risks will materialise (scale 1 to 5). Multiplication of the two indicators provides the risk level. Risks for which residual risk levels are 15 or higher become part of the risk management plan and are closely followed up by management with regular checks on the impact of mitigating actions and assessment of developments. Residual risks are a result of assessment of original risk levels and impact of mitigating actions.

For the work programme 2019, one generic risk has been identified which remains above the threshold of 15 points.

The draft 2019 risk management plan currently has one single generic risk ⁽⁷⁴⁾.

⁽⁷¹⁾ DIR/CFL/TBG/2011/ 426 of 14 October 2011.

⁽⁷²⁾ RB(2014)02387 adopted on 22 October 2014.

⁽⁷³⁾ The IAS Strategic Audit Plan 2017-2019 for Cedefop was endorsed by its Governing Board in September 2016.

⁽⁷⁴⁾ A complete overview of risk assessments is included in the Annual Management Plan 2019. Only risks assessed at or above the benchmark of 15 points are reflected in the risk management plan.

Risk management plan 2019 (RMP)**1) Absence of internal legal function (generic risk)**

Issue	Absence of internal legal function
Responsible in Cedefop	Management
Risk	<p>The current legal function is fully externalised as of 16 November 2017. The lack of specialised in-house legal expertise bears the following risks:</p> <ul style="list-style-type: none"> • prevents Cedefop from performing effective steering, monitoring and quality control of the legal advice procured and received from external sources; • prevents Cedefop key users from having access to informal legal advice and resolving legal issues quickly; • increases fragmentation and reduces effectiveness and transparency of the legal advice received, due to the multiple sources of external legal advice; • reduces accountability, as external lawyers are not accountable to Cedefop's AIPN in case of (for example) serious mistakes; • considerably increases the cost of the legal function (direct and staff costs) with negative impact on the feasibility of other core business tasks. <p>High systemic risk associated with the new arrangement of the legal function risks affecting several areas of Cedefop work, especially those activities (e.g. prevention of unethical behaviour, litigation risks, and, more generally, quality assurance and guidance to key users of legal advice) for which risks cannot be effectively mitigated through the use of external sources for legal advice.</p>
Planned actions	<p>Cedefop operates within a complex set of EU rules, regulations, and policies, as well as internal control and ethics frameworks. This regulatory framework guides and supports staff. Related policies, procedures and guidelines are available to all staff. Mandatory awareness-raising sessions are organised for all staff. The absence of an in-house legal service leads to increased challenges in interpreting and implementing the regulatory framework correctly. HR-related risks are mitigated through the SLAs concluded with DG HR. However, for non-HR issues no effective mitigation actions are possible in the absence of internal legal expertise.</p> <p>Cedefop will explore the possibility of recruiting an experienced lawyer as contract agent (e.g. from the CAST list) for the transitional period until a new Director takes up duties. The level of mitigation will depend on the timeliness of recruitment and the actual expertise that can be secured. Due its nature, this risk can only be mitigated to a limited extent.</p>

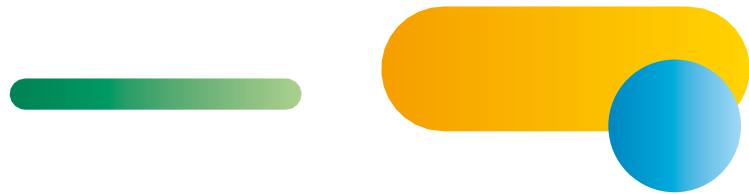
ANNEX IX

Procurement plan for 2019

(Title 3 – Operational expenditure)

Main procurement initiative	Value	Indicative timeframe for launching procurement	Type of procedure and contract
OPERATIONAL DEPARTMENTS (DSL, DSI, DLE)			
Statistical services for data monitoring, analysis and reporting in the field of VET, lifelong learning and skills	500 000	Q4	Open/FWC
Production of skills supply and demand forecasts	900 000	Q3	Open/FWC
Preparation and implementation of the second Cedefop European skills and jobs survey	1 500 000	Q2	Open/FWC
Promoting access to and attractiveness of VET and adult learning through labour market activation policies and non-financial incentives/measures	600 000	Q2	Open/FWC
The future of VET - Responsiveness of national VET systems	800 000	Q2	Open/FWC
COMMUNICATION (DCM)			
Reprint of media wall	3 000	Q1	Negotiated/purchase order
Subscriptions to scientific journals	160 000	Q2	Open/FWC
Animation	60 000	Q2	Negotiated/FWC
Printing of Cedefop calendar	4 000	Q3	Negotiated/purchase order
English editing	72 000	Q4	Open/FWC
Translation English to Croatian for 1st semester 2020 (EU presidency)	3 000	Q4	Negotiated/purchase order
Services for the contacts database	60 000	Q4	Negotiated/FWC
Catering for working dinner at European Parliament for Brussels office	2 000	Q4	Negotiated/purchase order





Grants	Value	Indicative timeframe for launching the procurement	Type
Framework partnership agreements (FPA) ReferNet 2020-23	4 000 000	Q2	Open call for proposals/FPA to be awarded in 2019 for four years
Specific grant agreement (SGA) ReferNet 2020	1 000 000	Q4	Negotiated procedure for the submission of one proposal per country for the 2020 action (under the relevant FPA).

Article 68 of Cedefop's financial rules (FR) provides that the commitment of any expenditure shall be preceded by a financing decision, which is also required to launch a procurement procedure/grant procedure. Cedefop's annual work programme constitutes the financing decision for the operational activities it covers. An overview of the related procurement procedures and grants for the year 2019 is provided in Annex IX ⁽⁷⁵⁾.

While substantial changes to the work programme and procurement activities therein should be adopted by the same procedure as the initial work programme ⁽⁷⁶⁾, non-substantial changes may be adopted by the relevant authorising officer in accordance with Article 44(1) and (3) of Cedefop FR and in accordance with the principles of sound financial management and proportionality within the limits specified in a 'flexibility clause' which is included in the financing decision/work programme ⁽⁷⁷⁾.

Flexibility clause

Cumulative changes to the allocations to specific actions listed in the financing decision not exceeding 20% of the total amount of the financing decision shall not be considered substantial within the meaning of Article 32(4) of Cedefop FR, where those changes do not significantly affect the nature of the actions and objectives of the work programme. If changes significantly affect the nature of the action and the objectives of the work programme (e.g. insertion of a completely new activity), this change is always substantial and requires a modifying financing decision, irrespective of the amounts concerned.

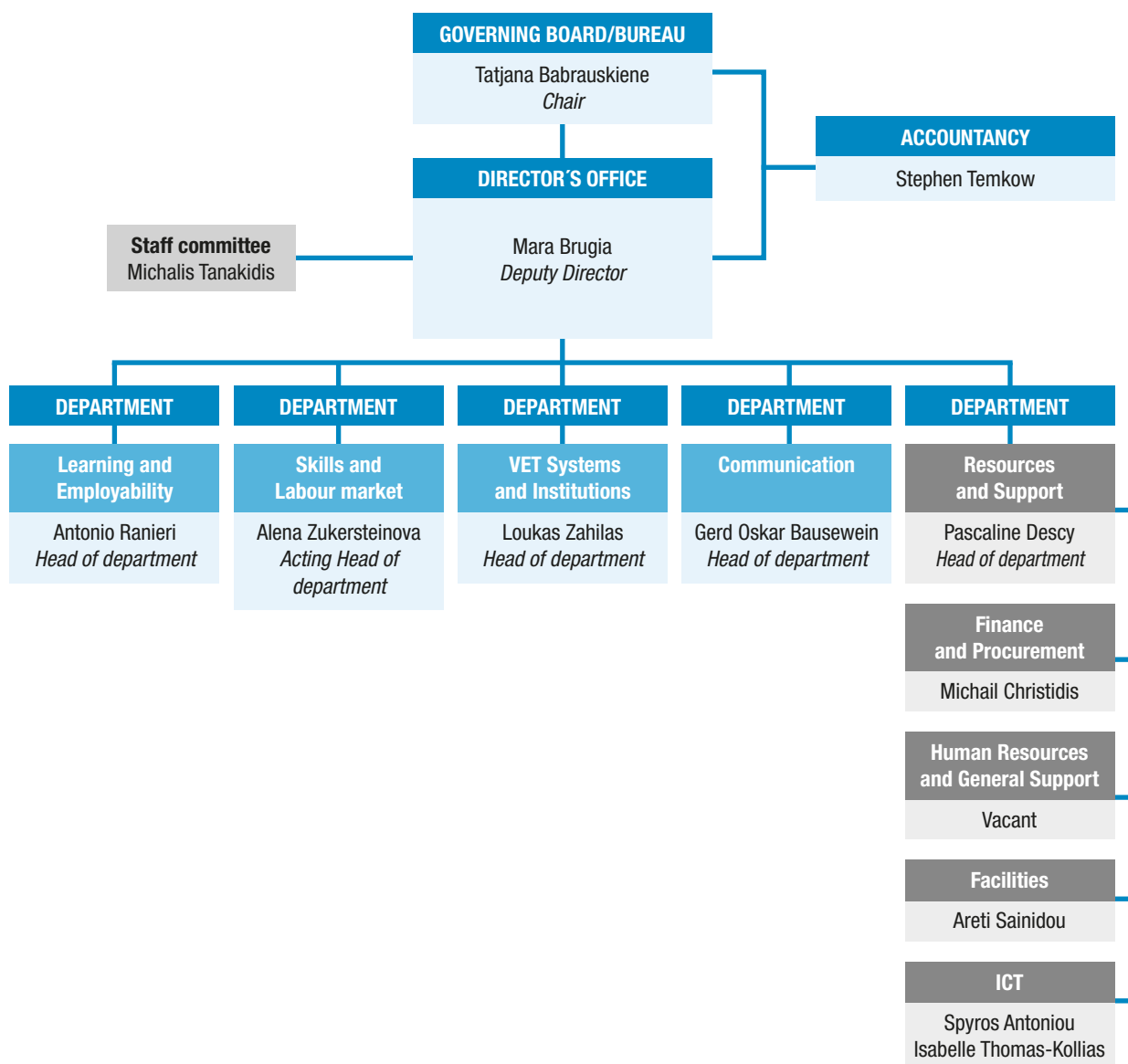
The implementation of the financing decision is subject to the availability of the appropriations provided for in the draft general budget of the Union for 2017, following the adoption of that budget by the budgetary authority or as provided for in the system of provisional twelfths.

⁽⁷⁵⁾ Article 68 of Cedefop's financial rules and Article 56 of the implementing rules.

⁽⁷⁶⁾ Article 32(4) of Cedefop's financial rules.

⁽⁷⁷⁾ DG BUDG circular *Financing decision and work programme for operational expenditure under the financial regulation*, October 2015.

Organisation chart of 2019

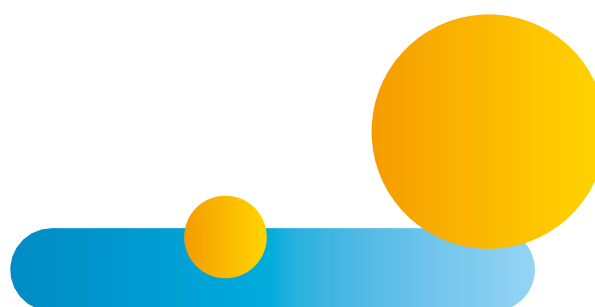




Cedefop has departments (units) depicted in blue. Within the department for resources and support, there are two services (Human resources and general support and Finance and procurement) and two smaller organisational entities (facilities and ICT).

Table 1. **Distribution of staff between departments (data 31 December 2017)**

Entity	Officials	TA	CA	SNE	Total
Director's Office		6.4	1.3		7.7
Department for skills and labour market	2	15.15			17.15
Department for learning and employability		11.15	3		14.15
Department for VET systems and institutions	5.9	13.75	2	4	25.65
Department for communication	3.1	12.55	3.7		19.35
Department for resources and support including:	2	14	16		32
<i>Human resources and general support services</i>		3	7		10
<i>Finance and procurement</i>		4	5		9
<i>Facilities</i>		2	2		4
<i>ICT</i>	1	2	2		5
Total	13	73	26	4	116



Cedefop performance indicators

Organisational impact

Measured by using an evaluative approach based on the external evaluation and the analysis of a set of outcome indicators, complemented by user feedback survey, focus groups, etc. as needed

Cedefop is a key player in attaining the EU policy objectives for VET, skills and qualifications

Mandates and assignments given to Cedefop in policy documents

Policy documents to the preparation of which Cedefop has contributed

(a) contribution to EU policy documents

(b) contribution to EU policy documents of international organisations

Active participations of Cedefop in policy relevant meetings of senior stakeholders

Cedefop is acknowledged and valued as a European source for evidence and information on VET and skills

Citations of Cedefop's work in policy documents of

(a) EU institutions

(b) international organisations

Downloads of Cedefop publications

Citations of Cedefop publications/studies/analyses in the academic literature

Active participation in conferences and events

Quality and expected impact of events organised by Cedefop

Website traffic

Media coverage

(a) take-up of Cedefop's work in press clippings

(b) take-up of Cedefop's work in social media

Europass outcomes among citizens

(a) visits

(b) download

(c) creation of documents online

Skills Panorama portal traffic

Cedefop is an efficient, well-run and compliant agency providing a nurturing environment to a qualified and motivated staff

Engagement of Cedefop staff members

Cedefop consultation with key stakeholders

Timely submission of the work programme

Rate of implementation of commitment appropriations (budget execution)

Rate of outturn (payment appropriations)

Rate of payments completed within the legal/contractual deadlines

Rate of accepted audit recommendations implemented within agreed deadlines

Percentage of establishment plan filled

Quality of Cedefop's training provision to staff members

Timeliness of recruitment procedures

Timeliness of procurement procedures

Environmental indicator

Availability of core ICT systems

Key performance indicators to assess the Director's performance for the annual work programme (point 15 of the Common approach on EU decentralised agencies)

Output indicators

Number of Cedefop publications

Number of meetings/events organised by Cedefop

Number of Cedefop press releases

Number and types of visitors at Cedefop events



Framework agreement for cooperation between Cedefop and the ETF



CEDEFOP
European Centre for the Development
of Vocational Training

FRAMEWORK AGREEMENT FOR COOPERATION BETWEEN THE EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING (CEDEFOP) AND THE EUROPEAN TRAINING FOUNDATION (ETF)

PERIOD: 2018-2020

CEDEFOP	
Date: 23 JAN 2018	
Id: 0124	In: SZD
To: JCA, MB	
Cc: erla, tsoba	
File:	

Background

Cooperation between the two agencies as defined by formal agreements dates back to 1997.

Both Cedefop and ETF, as EU agencies, support the European Commission in the field of vocational education and training (VET) in a lifelong learning context. The operations of Cedefop and ETF are governed by distinct mandates established by their Founding Regulations. The differences in the operational actions of Cedefop and the ETF are also defined in their mandates.

Cedefop's mission, according to its Programming Document 2017-2020, is to 'Strengthen European cooperation in vocational education and training (VET) and support the European Commission, Member States and social partners in designing and implementing policies for a world-class and inclusive VET that provide skills and qualifications relevant for working lives and the labour market.' Cedefop works with the European Commission, the Member States and social partners and responds to their distinct needs as they develop and implement different aspects of European VET policy.

According to its mandate, ETF, supports the development of human capital in transition and developing countries in the context of EU external relations policies. The focus of ETF's work is to help partner countries in the lifelong development of individuals' skills and competences through the improvement of vocational education and training systems. Within this context the ETF provides expertise to the European Commission and to partner countries outside the EU to improve their human capital development. The thematic expertise of ETF is continuously developing to cover new emerging areas and challenges in the domain of skills and VET with relevance to the partner countries and the EC.

Cedefop's multiannual objectives reflect the core functions of the Agency that focus on: (a) providing new knowledge and evidence; (b) monitoring policy trends and providing policy analysis of developments; (c) acting as a knowledge broker for countries and stakeholders. Cedefop's multiannual objectives reflect the aim pursued by the Agency to support the design and inform an evidence-based policy agenda that fosters continuous development of VET in response to economic, social and employment challenges, global

competition, and rapidly evolving labour markets in the EU. Cedefop is also working to promote European cooperation and policy learning between countries, social partners and stakeholders, while supporting the implementation of EU policies and measures.

ETF carries out activities involving the following key actions: thematic and technical advice in human capital development to EU services (European Commission: DG Employment Social Affairs and Inclusion, DG NEAR, DG Education and Culture, DG Development and Cooperation, DG Enterprise and Industry, DG Home Affairs, and the European External Action Service) and in support of the external relation programmes (IPA, ENPI, DCI) in programming and project cycle; policy advice to partner country governments and stakeholders on policy solutions appropriate to the problems they face and capacity building of key actors, including governments, in the field of education and training and employment. The ETF also disseminates information on approaches and trends in vocational education reform being followed in the EU.

Without prejudicing the distinctive mandates and functions of either Cedefop or ETF, the shared focus on vocational education and training offers potential synergies through co-operation. Their institutional capacity and respective expertise in EU and non-EU systems of VET and human capital development provide a solid basis for cooperation that can be beneficial for both EU member states and ETF partner countries. Thus, cooperation between the two agencies facilitates further cooperation between EU member states and ETF partner countries in the area of VET in line with intergovernmental processes like the Copenhagen process, the New Skills Agenda and the common priorities for VET established therein.

Through knowledge sharing and active participation in the activities of the agencies, ETF and Cedefop deepen their expertise and ensure continued complementarity of activities and synergy. Peer reviewing and peer learning also enhance the quality and added value of common or coordinated products (like the Inventories assessing developments in National Qualifications Frameworks, the Riga Monitoring Framework or the guides for skills anticipation) while at the same time avoid overlaps.

Cooperation between Cedefop and the ETF 2018 -2020

In the context of the institutional mandate and the geo-political scope of each agency, Cedefop and ETF will continue their cooperation in the period 2018 – 2020. With full respect to their mandates, the two agencies will continue exploiting possibilities for further synergies between them. The two agencies are committed to seek ways to expand and deepen cooperation, where appropriate, and in a cost-effective and efficient way.

Thus, Cedefop and ETF will focus cooperation in the following areas:

- VET policy reporting as part of the implementation and monitoring of Riga medium-term deliverables. Cedefop and ETF will continue cooperation based on a shared mandate under the Riga Conclusions of 2015 to assist EU and partner countries in implementing reforms and to monitor and analyse progress in the

- area of VET. Cooperation includes preparation of joint background papers, reports and presentations in platforms like the ACVT and DGVT meetings.
- Qualification systems, including validation of non-formal learning. Cedefop and ETF will continue exchange and knowledge-sharing e.g. via seminars at Thessaloniki and Turin; cooperate in EQF implementation; co-produce further editions, with UNESCO, of the biennial Global NQF Inventory; and cooperate in gathering and analysing ETF partner country data to be included in Cedefop's Validation Inventory.
- Work based learning and work-placed learning. ETF and Cedefop will maintain continuous dialogue and discussion on apprenticeships and other forms of work-based learning and are both members of the ET2020 Working Group on VET and the Inter-Agency Working Group on WBL.
- Skills matching and anticipation and identification of skills needs. Cedefop and ETF will continue to engage experts to promote learning and knowledge sharing.

Involvement of Cedefop and ETF experts in events and projects of mutual interest organised by both agencies. The two agencies agree to convene, as a minimum, two joint thematic meetings per year to facilitate knowledge sharing and complementarity in their activities. The nature and format of these meetings will be discussed and agreed on an ad-hoc basis to better capture current developments in their domain of interest.

ETF and Cedefop will continue sharing good practice and support each other in transversal matters such as IT, finance, procurement, legal, online services and general administration.

The two agencies also agree to strengthen cooperation in communication activities in EU initiatives where both agencies are active, like the European Vocational Skills Week.

Implementing the framework for cooperation

- Communication between the two agencies will be continuous.
- The two agencies commit to deepen exchange of information on areas of common interest.

Cedefop and ETF will implement the framework through a joint annual work programme annexed to the annual work programmes and Programming Documents of each agency. ETF and Cedefop will provide an annual report to the European Parliament on progress in the implementation of the framework for cooperation. This report will be included in the Consolidated Annual Activity Report of both agencies.

Strategic planning and coordination between the two agencies will be maintained at Director's level.

The two agencies will be invited and represented at each other's Governing Board meetings.

The framework for co-operation will be reviewed at the latest by Q3, 2020.


Cesare Onestini
Director ETF
15.01.18

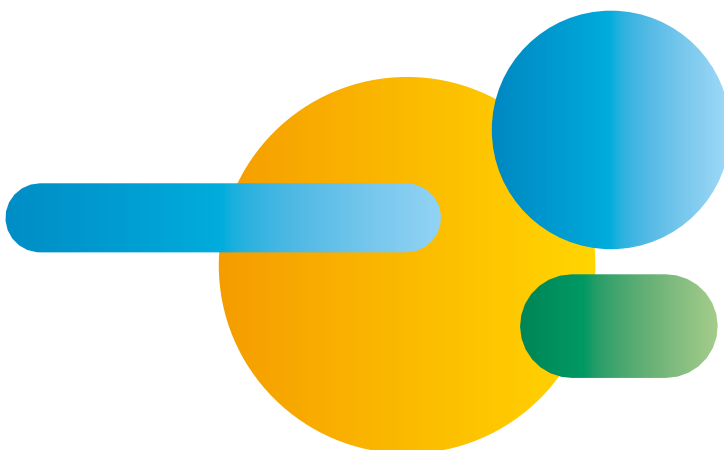

James Joachim Calléja
Director Cedefop
09.01.2018

Web-based services in 2019

Mobility scoreboard web service

Web service	Mobility scoreboard
Main objectives	<p>The mobility scoreboard aims to:</p> <ul style="list-style-type: none"> • assist policy-makers in designing policies for the international mobility of IVET learners; • support mobility practitioners and organisers (VET institutions, mobility agencies, companies involved in mobility, guidance institutions, staff involved in organising mobility activities) in improving practices; • inform IVET learner organisations, experts, researchers, and the wider public on mobility-related issues.
Planned outcomes	<p>The scoreboard is expected to:</p> <ul style="list-style-type: none"> • further inform policy-making in the area of IVET learning mobility; • make policy-monitoring in this area easier; • make mobility-related information of practitioners, learners, experts, researchers and the wider public more complete.
Annual plans and priorities for future development	<p>2019</p> <ul style="list-style-type: none"> • Update of database content • Production of country-specific policy briefs • Preparatory work for cross-country thematic briefs • Policy learning forum • Work on increased visibility and use by stakeholders
Indicators	<ul style="list-style-type: none"> • Commission's regular feedback on and support to the scoreboard • Feedback from other scoreboard users and website visitors • Web traffic metrics specific to the mobility scoreboard section, namely: <ul style="list-style-type: none"> - page views; - visits; - unique visitors; - returning visitors. <p>Exploring the possibility of complementary indicators is on the agenda of a forthcoming contracted-out study on revisiting Cedefop's performance management system indicators.</p>
Resource allocation 2019	<p>0.50 FTEs 2019: EUR 3 000</p>

Web service	Europass
Main objectives	<ul style="list-style-type: none"> • Support to the European Commission (DG EMPL) for the conceptualisation and development of Europass2 • Maintenance and improvement of the existing Europass platform
Planned outcomes	<p>2019</p> <ul style="list-style-type: none"> • Involvement in the design and development of the new Europass. Development and maintenance services for the existing Europass web resources. <p>2020</p> <ul style="list-style-type: none"> • Depending on the date of launch of the new Europass, Cedefop will continue its support to the Commission and keep developing and maintaining the existing Europass; this is expected to cover the first semester of 2020.
Plans and priorities for future development	<ul style="list-style-type: none"> • Provide support to the Commission in shaping and implementing the new Europass framework • Ensure smooth transition between the current Europass framework and the future new Europass
Indicators	<p>Visibility among citizens:</p> <ul style="list-style-type: none"> • number of visits; • number of downloads; • numbers of CVs generated online.
Resource allocation 2019	<p>2.65 FTEs EUR 230 000</p>



EQF web service

Principal objectives	Support the European Commission (DG EMPL), Member States and social partners in the implementation of the revised EQF recommendation (2017), NQFs and learning outcomes, strengthening transparency and facilitating recognition of qualifications and coordinated use of European and national initiatives and instruments to support lifelong and life-wide progression in learning and career. Maintenance and improvement of the EQF, NQF and learning outcomes websites.
Planned outcomes	2019 outputs <ul style="list-style-type: none"> • Provide support to five meetings of the EQF AG (February, April, June, October and December) • Analytical documents, syntheses, guidance and information material for the EQF AG • Develop EQF guidance material in cooperation with the Commission • Provide technical comments to (revised) referencing reports • Provide support to four planned peer learning activities (PLA) on EQF/NQF implementation (on communication issues, on horizontal comparison, on quality assurance and on EQF level 5 (jointly with the European Commission)) • Update the NQF fiches with a focus on NQF impact • Regularly update and improve the EQF and NQF website
Plans and priorities for future development	Support EQF work programme (2019-20) in the following key areas: <ul style="list-style-type: none"> • referencing reports and related tasks; • EQF levels and guidance for communicating; • updating the referencing report; • qualifications and learning outcomes; • levelling and comparison of levelled qualifications; • international qualifications; • third countries' national and regional qualifications frameworks.
Indicators	<ul style="list-style-type: none"> • Number of countries that have referenced to the EQF • Number of countries that have updated the referencing report • Number of countries that have included EQF/NQF levels: <ul style="list-style-type: none"> - in their qualifications documents - in their qualifications databases
Resource allocation 2019	2.75 FTEs EUR 10 000

Skills Panorama web service

Web service	Skills Panorama
Principal objectives	<p>The principal objective of the Skills Panorama is to provide a single entry point to information on skills needs and labour markets in the EU. The aim is not only to offer data and information but to select and present that information in a way that helps users make informed decisions or choices on education, training and employment issues.</p> <p>The key objective for 2019 is to showcase the potential of the online job vacancies for seven EU countries as part of the skills and labour market intelligence.</p>
Planned outcomes	<ul style="list-style-type: none">• Launch of a selected number of indicators coming from the online job vacancies analysis (Q1)• Update relevant indicators for which new data will become available (ongoing)• Introduce new qualitative information (blog articles) (ongoing)
Plans and priorities for future development	<p>The future plans and priorities of the Skills Panorama will focus on keeping the website up to date, leading to a potential successful integration into the new Europass.</p>
Indicators	<p>Number of users Number of new visitors Number of returning visitors Number of sessions Average session duration</p>
Resource allocation 2019	<p>2.5 FTEs (direct staff allocation) EUR 200 000</p>

2019-21 programming document

4170 EN – TI-AR-19-001-EN-N – doi:10.2801/70408

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