



CEDEFOP

European Centre for the Development  
of Vocational Training

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document



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**The European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training, 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 This decision was repealed in 2019 by Regulation (EU) 2019/128 establishing Cedefop as a Union Agency with a renewed mandate.

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# Disclaimer

This programming document (PD) covers the period 2020-22 and sets the strategy and activities of the Agency for that period, including specific deliverables, indicators and targets for 2020. However, at the time of writing this document, several factors that are expected to have a direct impact on the Agency's strategy for 2020 and beyond are still unknown.

First, the EU multiannual financial framework (MFF) for the period 2021-27 is currently under discussion. Second, discussions are also ongoing on the EU political framework and priorities guiding VET post 2020. While an opinion adopted in December 2018 by the Advisory Committee for Vocational Training has outlined a vision for VET 2030 and made proposals for future cooperation, the EU future strategic agenda still needs to be shaped.

Finally, albeit the European elections were held in spring 2019, and a new Commission is to take office in November 2019, the Brexit process is far from over and many factors remain to be defined, including possibly substantial financial implications for the Agencies' budget 2020 and onwards.

Nevertheless, the Commission's guidelines on drafting the EU Agencies' PDs, as well as the provisions of Cedefop's financial rules and the EU Framework Financial Regulation, require Cedefop to finalise a PD 2020-22 and submit to the Management Board for approval by end 2019. In doing so, Cedefop had to plan activities according to a certain level of financial and human resources. For preparing the planned budget 2020-22, and the corresponding multiannual staff policy plan, Cedefop has proceeded as follows: the estimate of the 2020 draft budget respects the ceilings set out in the MFF 2014-20; pending the decision on the new MFF 2021-27, the projections for the draft budgets 2021 and 2022 are based on the Commission's working document for the budget of decentralised agencies. The latter foresees that Cedefop's budget remains stable in nominal terms for the whole period up until 2027.

As the necessary elements to propose a new Cedefop strategy beyond 2020 are, thus, still unknown, this PD and Work Programme 2020 are established within Cedefop's current multiannual objectives and the strategic areas of operation which were agreed by its Management Board for the period 2017-2020.

Once a clearer picture of the factors outlined above becomes available, and how they will affect Cedefop's strategy beyond 2020, deeper reflection on the Agency's multiannual programme will allow Cedefop to revise its strategy for the period 2020-22 based on the strategic indications agreed by its Management Board. Adjustments of the relevant sections of this programming document will be made at that stage as necessary.

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# Foreword

The year 2020 marks a new policy framework for vocational education and training (VET), and therefore for Cedefop's work. This new policy framework is part and parcel of a new strategy for Europe as set by the new Commission that took office in 2019. It builds on the achievements in the past 10 years in the overall Europe 2020 strategy and its targets, the education and training framework (ET 2020), the adult learning agenda and the joint work on vocational education and training. At the same time, the new policy framework aims to address the multifaceted challenges in an ever more rapidly evolving environment, which makes investing in people and their knowledge, skills and competences throughout their lives paramount, in the European Union (EU) and globally.

This is reflected in the proposed financial framework for the EU in 2021-27. All people, whether young or adults, employed or jobless, and irrespective of their qualification levels, need to have an opportunity to develop, update and upgrade their skills to keep up with rapidly changing work realities, succeed in their personal lives and contribute actively to a cohesive society based on European common values and tolerance. This also requires quality jobs and making the best possible use of the skills people possess, as well as addressing skills gaps in support of Europe's long-term competitiveness. Addressing multiple dynamic technological, economic, environmental, demographic challenges and widening social gaps necessitates comprehensive short-term and forward-looking policy approaches. Located at the intersection of education, economic, industrial, employment and social policy, VET is pivotal in this context.

The new policy framework aims to reinforce and balance VET's excellence dimension with

its inclusion potential. The vision for VET in the decade ahead is to help all citizens develop their full potential throughout their lives. VET offers opportunities to all talents, different age groups and people in different life situations by providing occupational as well as key competences and promoting social advancement. The new policy framework also takes account of VET's expansion at higher level, and the blurring boundaries and necessary bridges between initial and continuing VET. Lifelong VET is seen as a way to aid economic and social cohesion, competitiveness and growth, to support smart, inclusive and sustainable development, and foster democratic citizenship and European values.

With our reports on developments in the priority areas (Bruges-Riga report), research, analyses and expertise from all strands of our work, we contributed to shaping the new policy framework for VET and related parts of the adult learning agenda. In turn, this policy framework – as in the past – will be guiding Cedefop's multiannual strategy and yearly work programme, notably the shared vision and renewed priorities for European VET policy and revised cooperation format.

Our analyses of the future of work, skills demand and supply, qualifications and the future of VET will continue to inform reflections and discourse on policy implications. We will support the Commission, Member States, social partners and other stakeholders at EU level in line with the mandates of Cedefop's revised Founding Regulation and the policy framework. Promoting cross-country policy learning will continue to be at the heart of our activities.

Our reinforced strand of work on VET for adults and VET's inclusiveness yields interesting insights this year. The publication on the outcomes of Cedefop's second opinion survey



presents a picture of how people view adult learning and continuing VET. This provides a complementary perspective to the analysis carried out over recent years on the development of upskilling pathways for adults, lifelong guidance and validation.

Cedefop has also been looking into new VET-related approaches and their role in integrating people in need of international protection, to support Member States in this endeavour. Pooling our expertise on tackling early leaving from education and training and upskilling adults, we are able to offer a revamped and enriched platform and toolkits for our stakeholders, complementing others available at EU level. Validation and lifelong guidance are main pillars of effective policies to value people's skills and help develop them further. Linking our related web resources is a further step in our effort to improve user access to related themes, on the way towards a new web portal with a wider range of interactive and visualisation tools.

We are also pleased to be able to enrich the skills intelligence that we have traditionally provided. By designing a system to generate real-time information on skills demanded by employers across the EU, applying big data and machine learning technology, Cedefop has, once again, proved its commitment to exploring new grounds.

Our collaboration with Eurofound, our sister agency in Dublin, has enabled us to shed more light on how business and skills strategies are linked, how they respond to the digitalisation challenge, and how work organisation and employee engagement incentivise skills development.

Issues related to digitalisation and digital skills were a common thread in several Cedefop activities in recent years. This makes it possible

to present findings from different perspectives this year; from provision of digital competences in VET for young people to retraining and upskilling the skills of those engaged in platform work or the 'gig' economy as a result of digitalisation. By bringing together these different perspectives, we complement the work of other EU and international organisations.

In 2020 Cedefop will have completed the transition period following the recast of its Founding Regulation. 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. We have also increased our effort to reach out to researchers and practitioners by supporting mutual learning and bringing our knowledge, tools and ideas closer to their environment to help spread the European dimension of VET and support implementation of European policies on the ground.

As in the past, Cedefop is committed to supporting the Commission, the Member States and social partners, whose crucial role in VET is again acknowledged in our Founding Regulation and the composition of our Management Board. We will continue to promote partnerships and cooperation, which is crucial to the tripartite nature of VET. As our Management Board now also includes a member nominated by the European Parliament, we are looking forward to an even closer collaboration with its Employment Committee.

**Jürgen Siebel**  
*Executive Director*



# Acronyms

<b>ABB</b>	activity-based budget
<b>ACVT</b>	Advisory Committee for Vocational Training
<b>AD</b>	administrator
<b>AHCC</b>	authority authorised to conclude contracts [ <i>autorité habilitée à conclure des contrats</i> ]
<b>AIPN</b>	appointing authority [ <i>autorité investie du pouvoir de nomination</i> ]
<b>AST</b>	assistant
<b>CareersNet</b>	Cedefop's expert network for lifelong guidance and career development
<b>CPD</b>	continuous professional development
<b>CVET</b>	continuing vocational education and training
<b>DCM</b>	Department for communication
<b>DGVT</b>	Directors General for Vocational Education and Training
<b>DLE</b>	Department for learning and employability
<b>DRS</b>	Department for resources and support
<b>DSI</b>	Department for VET systems and institutions
<b>DSL</b>	Department for skills and the labour market
<b>Eafa</b>	European alliance for apprenticeships
<b>ECVET</b>	European credit system for vocational education and training
<b>EPSO</b>	European Personnel Selection Office
<b>EQAVET</b>	European quality assurance for vocational education and training
<b>EQF</b>	European qualifications framework
<b>ESCO</b>	European skills, competence and occupations
<b>ETF</b>	European Training Foundation
<b>Eurofound</b>	European Foundation for the Improvement of Living and Working conditions
<b>FR</b>	financial rules
<b>FTE</b>	full-time equivalent
<b>HR</b>	human resources
<b>IAS</b>	European Commission's internal audit service
<b>IVET</b>	initial vocational education and training
<b>ISCO</b>	international standard classification of occupations
<b>ISCED</b>	international standard classification of education
<b>IT</b>	information and technology
<b>LM</b>	labour market
<b>MASPP</b>	multiannual staff policy plan
<b>MB</b>	mobility scoreboard
<b>MFF</b>	multiannual financial framework
<b>NACE</b>	National Association of Colleges and Employers
<b>NEET</b>	not in education, employment or training

<b>NQF</b>	national qualifications framework
<b>OAR</b>	open access repository
<b>OECD</b>	Organisation for Economic Cooperation and Development
<b>PIAAC</b>	programme for the international assessment of adult competencies
<b>PMS</b>	performance measurement system
<b>PD</b>	programming document
<b>ReferNet</b>	Cedefop's European network of expertise on VET
<b>STEM</b>	science, technology, engineering and mathematics
<b>VET</b>	vocational education and training



# Mission statement, vision and values

- (1) Cedefop's mission reflects the aim and tasks outlined in its recast Founding Regulation <sup>(1)</sup> and those that the Agency has been entrusted with over time.
- (2) Since it was established in 1975 <sup>(2)</sup>, Cedefop has played an important role in supporting the development of a common vocational education and training policy. At the same time, the concept and significance of vocational training has evolved under the influence of changing labour markets, technological developments, particularly in the digital area, and increasing labour mobility. Vocational training policies have evolved accordingly and encompass a variety of instruments and initiatives, including those related to skills and qualifications and the validation of non-formal and informal learning, which necessarily go beyond the traditional boundaries of VET. Cedefop's new tasks, as described in its recast Founding Regulation (see box below), reflect these developments and the actual scope of the activities carried out by the Agency, which go beyond VET and include skills and qualifications.
- (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 <sup>(3)</sup>). Since then, the legal basis <sup>(4)</sup> and the EU-level VET policy agenda have evolved. European cooperation within the so-called 'Copenhagen process' <sup>(5)</sup> 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 <sup>(6)</sup>.
- (4) Cedefop has been at the cutting edge of these developments, promoting a more active policy-supporting role <sup>(7)</sup>, as evident in the Copenhagen process and ET 2010 and 2020 cooperation frameworks <sup>(8)</sup>: it has helped shape the EU policy agenda,

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<sup>(1)</sup> Cedefop's recast Founding Regulation came into force in February 2019: Regulation (EU) 2019/128 of the European Parliament and of the Council of 16 January 2019 establishing a European Centre for the Development of Vocational Training (Cedefop) and repealing Council Regulation (EEC) No 337/75. *Official Journal of the European Union*, L 30, 31.1.2019, pp. 90-105. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32019R0128> [accessed 9.9.19].

<sup>(2)</sup> Consolidated version of Cedefop's Founding Regulation as amended by Regulation No 2051/2004, in use until February 2019: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:01975R0337-20041221>. The original Regulation (EEC) No 337/75 of the Council of 10 February 1975 establishing a European Centre for the Development of Vocational Training is available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:31975R0337> [accessed 9.9.19].

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<sup>(3)</sup> 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.

<sup>(4)</sup> 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.

<sup>(5)</sup> [https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet\\_en](https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_en) [accessed 15.11.2019].

<sup>(6)</sup> 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.

<sup>(7)</sup> 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.

<sup>(8)</sup> [https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework\\_en](https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en) [accessed 15.11.2019].



Previous Founding Regulation (Art. 1, 2 and 3)	Current Regulation (Art. 1 and 2)
<p>1. The <b>aim</b> 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.</p>	<p>1. The <b>objective</b> of the Agency shall be to support the promotion, development and implementation of the Union policy in the field of vocational education and training as well as skills and qualifications policies by working together with the Commission, Member States and social partners. To this end, the Agency shall enhance and disseminate knowledge, provide evidence and services for policy-making, including research-based conclusions, and facilitate knowledge sharing among and between Union and national actors.</p>
<p>2. The main <b>tasks</b> of the Centre shall be:</p> <ul style="list-style-type: none"> <li>– 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;</li> <li>– to contribute to the development and coordination of research in the above fields;</li> <li>– to disseminate all useful documentation and information;</li> <li>– 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;</li> <li>– to provide a forum for all those concerned.</li> </ul>	<p>2. Cedefop shall have the following <b>tasks</b> with respect to the policy areas referred to in Article 1(2), while fully respecting the responsibilities of the Member States:</p> <ul style="list-style-type: none"> <li>(a) analyse trends in vocational education and training, skills and qualification policies and systems, and provide comparative analyses thereof across countries;</li> <li>(b) analyse labour market trends in relation to skills and qualifications, and vocational education and training;</li> <li>(c) analyse and contribute to developments related to the design and award of qualifications, their organisation into frameworks, and their function in the labour market, and in relation to vocational education and training, with a view to enhancing their transparency and recognition;</li> <li>(d) analyse and contribute to developments in the field of validation of non-formal and informal learning;</li> <li>(e) carry out or commission studies and carry out research on relevant socio-economic developments and related policy issues;</li> <li>(f) provide forums for exchange of experiences and information between the governments, the social partners and other stakeholders at national level;</li> <li>(g) contribute, including through evidence-based information and analyses, to the implementation of reforms and policies at national level;</li> <li>(h) disseminate information with a view to contributing to policies and to raising awareness and understanding of the potential of vocational education and training in promoting and supporting the employability of people, productivity and lifelong learning;</li> <li>(i) manage and make available tools, data sets and services for vocational education and training, skills, occupations and qualifications to citizens, companies, policy-makers, the social partners and other stakeholders;</li> <li>(j) establish a strategy for relations with third countries and international organisations in accordance with Article 29 concerning matters for which Cedefop is competent.</li> </ul>
<p>3. In its activities the Centre shall take into account the links which exist between vocational training and the other branches of education.</p>	



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. In line with the tripartite nature of the Agency, all Cedefop's stakeholders increasingly draw on its expertise and expect the Agency to support their work. The external evaluation in 2013 concluded that the Founding Regulation should be amended to include Cedefop's work on skills as one of its tasks and to integrate more clearly its work on policy reporting and common European tools and initiatives. This is reflected in the new Agency regulation.

- (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 VET for young people and adults, skills and qualifications. Cedefop's analyses of current and future relations 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.
- (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:



Cedefop supports the promotion, development and implementation of the Union policy for a world-class and inclusive VET that provides relevant skills and qualifications, by working together with the Commission, Member States and social partners.

- (10) The values the Agency 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: its 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 <sup>(9)</sup> it has been entrusted with; the mandates to develop and maintain Europass 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. By rebalancing Cedefop's work related to policy development, policy implementa-

tion 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 priorities set out for 2020 in the relevant EU policy documents: *Education and training 2020* (ET 2020), the Bruges communiqué and the Riga conclusions for European cooperation in VET (Copenhagen process), the *Renewed European agenda for adult learning*, the European Commission's *New skills agenda* <sup>(10)</sup> and the European pillar of social rights <sup>(11)</sup>. Supporting the agenda for jobs, growth, fairness and democratic change, Cedefop's work has contributed to achieving the goals Europe set itself for 2020. Cedefop's plans are also consistent with the European Commission's 2025 vision of a European education area and the Council's 2019 commitment to taking

<sup>(10)</sup> 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> [accessed 15.11.2019].

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 15.11.2019].

<sup>(11)</sup> European Parliament; Council of the European Union; European Commission (2017). *Proclamation on the European pillar of social rights*: Luxembourg: Publications Office. [https://ec.europa.eu/commission/sites/beta-political/files/social-summit-european-pillar-social-rights-booklet\\_en.pdf](https://ec.europa.eu/commission/sites/beta-political/files/social-summit-european-pillar-social-rights-booklet_en.pdf) [accessed 5.11.2019].

<sup>(9)</sup> <https://www.cedefop.europa.eu/en/events-and-projects/projects/skills-forecast> [accessed 15.11.2019].



- it forward <sup>(12)</sup> as well as its conclusions on the key role of lifelong learning policies <sup>(13)</sup>.
- (14) The Agency's multiannual objectives and strategic areas of operation may need revisiting once the EU policy and financial frameworks beyond 2020 have been agreed. However, the vision for VET 2030 outlined by the Advisory Committee for Vocational Training <sup>(14)</sup>, adopted in December 2018 to guide EU-level policy, confirms that Cedefop's vision and work programme for 2020 are well designed to support future objectives and priorities. They are also aligned with the overall EU policy agenda outlined in the European Council's 2019-24 strategy <sup>(15)</sup>, the commitment to achieving the sustainable development goals and the new Commission's political guidelines <sup>(16)</sup>.

As in the past, the Agency will continue taking due account of Europe's socio-economic environment and emerging challenges that Member States and social partners will face.

- (15) 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.

<sup>(12)</sup> Council of the European Union (2019). Council Resolution on further developing the European education area to support future-oriented education and training systems. *Official Journal of the European Union*, C 389, 18.11.2019, pp. 1-6. [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32019G1118\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32019G1118(01))

See also the Commission's press release published on 22.5.2018: *Towards a European education area by 2025*. [https://ec.europa.eu/commission/news/towards-european-education-area-2025-2018-may-22\\_en](https://ec.europa.eu/commission/news/towards-european-education-area-2025-2018-may-22_en) [accessed 19.11.2019].

<sup>(13)</sup> Council of the European Union (2019). Council conclusions on the key role of lifelong learning policies in empowering societies to address the technological and green transition in support of inclusive and sustainable growth. *Official Journal of the European Union* C 389, 8.11.2019, pp. 12-18. [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52019XG1118\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52019XG1118(01)) [accessed 19.11.2019].

<sup>(14)</sup> Advisory Committee for Vocational Training (2018). *Opinion on the future of vocational education and training post 2020*, 3.12.2018. <https://ec.europa.eu/social/BlobServlet?docId=20479&langId=en> [accessed 15.11.2019].

<sup>(15)</sup> *A new strategic agenda, 2019-2024*. <https://www.consilium.europa.eu/media/39914/a-new-strategic-agenda-2019-2024.pdf> [accessed 15.11.2019].

<sup>(16)</sup> *A Union that strives for more: my agenda for Europe: political guidelines for the next European Commission 2019-24*, by candidate for President of the European Union, Ursula

von der Leyen. [https://ec.europa.eu/commission/sites/beta-political/files/political-guidelines-next-commission\\_en.pdf](https://ec.europa.eu/commission/sites/beta-political/files/political-guidelines-next-commission_en.pdf) [accessed 15.11.2019].





## General context

- (16) In spite of uncertainties related to global factors, the latest economic indicators continue to point to ongoing expansion of the European economy. Unemployment has declined close to pre-crisis level and employment remains above the peak recorded in 2008. However, the exceptionally extended period of crisis has left long-lasting consequences on many European economies, making it essential to strengthen Europe's resilience. Disparities between and within Member States persist. The low employment rate of low-skilled workers and the refugee crisis continue to pose considerable challenges, not least for labour market integration and inclusion of disadvantaged groups. Despite recent progress, tackling youth and long-term unemployment remains high on the policy agenda.
- (17) The legacy of the crisis has made meeting several of the objectives set in the Europe 2020 strategy more challenging. Although the share of people at risk of poverty and exclusion has decreased, the poverty target is still out of reach, as is the ET 2020 target on adult participation in lifelong learning. In a scenario of growing social inequality and geographical 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 2019 <sup>(17)</sup> stresses that investments
- raising innovation and productivity are crucial to ensure future growth prospects, job creation and environmental sustainability. Targeted investment in education and training and skills helps increase both productivity and employment in the context of rapid change and digitalisation. The survey calls on Member States to ensure equal access to quality education and achieving high educational outcomes, and to develop strategic approaches to lifelong skills development. It particularly advocates reinforcing actions to upskill low-skilled adults and support the integration of migrants <sup>(18)</sup>. As development of youth unemployment suggests, comprehensive structural reforms that include labour market and education and training policies can bring about change. People aged 15 to 24 not in jobs, education or training are at a similar level to 2008. The rate of those leaving education and training early is close to the Europe 2020 target of 10%, although the situation varies considerably among the Member States.
- (18) 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 (e.g.

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<sup>(17)</sup> European Commission (2018). *Draft joint employment report from the Commission and the Council accompanying the communication from the Commission on the annual growth survey 2019*. COM(2018) 761 final. [https://ec.europa.eu/info/sites/info/files/file\\_import/2019-european-semester-draft-joint-employment-report\\_en\\_1.pdf](https://ec.europa.eu/info/sites/info/files/file_import/2019-european-semester-draft-joint-employment-report_en_1.pdf) [accessed 15.11.2019].

<sup>(18)</sup> 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].



globalisation, technological advances, ICT proliferation) have been accelerated by the economic downturn, with the consequent acceleration 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.

- (19) A specifically dedicated investment package<sup>(19)</sup> within the 2014–19 European Commission’s agenda for jobs, growth, fairness and democratic change aimed to stimulate job creation, encourage innovation and increase competitiveness. Education and training have been among the measures eligible for support by the Strategic Investment Fund<sup>(20)</sup>. A specific action within the Erasmus+ programme dedicated to platforms of centres of vocational excellence aims to tap into and demonstrate VET’s capacity to help shape the future. It promotes VET as integrative part of knowledge triangle and skills ecosystems, contributing to national and regional development, innovation, and smart specialisation strategies.

- (20) Getting people (back) into work and promoting equality, inclusion and solidarity has been the main thread of EU policies in recent years: the five Presidents’ report, which calls for ‘a stronger focus on employment and social performance’<sup>(21)</sup>; the youth guarantee; the recommendation on integrating the long-term unemployed into the labour market<sup>(22)</sup>; the joint report on European cooperation in the youth field and the 2019–27 youth strategy<sup>(23)</sup>; and the joint report on the implementation of the strategic framework for European cooperation in education and training (ET 2020)<sup>(24)</sup>.

<sup>(19)</sup> European Commission (2014). *An investment plan for Europe: communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions and the European Investment Bank*. COM (2014) 0903 final. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2014:903:-FIN> [accessed 28.11.2018].

<sup>(20)</sup> [https://ec.europa.eu/commission/priorities/jobs-growth-and-investment/investment-plan-europe-juncker-plan\\_en](https://ec.europa.eu/commission/priorities/jobs-growth-and-investment/investment-plan-europe-juncker-plan_en) [accessed 18.9.2018].

<sup>(21)</sup> 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](http://ec.europa.eu/priorities/economic-monetary-union/index_en.htm) [accessed 28.11.2018].

<sup>(22)</sup> 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].

<sup>(23)</sup> 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](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*. No 14080/18. <http://data.consilium.europa.eu/doc/document/ST-14080-2018-INIT/en/pdf> [accessed 28.11.2018].

<sup>(24)</sup> 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].



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' <sup>(25)</sup>. 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.

- (21) The 2019-24 European Council's strategic agenda and the new Commission's President-elect political guidelines build on the past years' policy. They reiterate the need to step up investment in people's skills and education and implement the social rights pillar. The EU's commitment to the sustainable development goals, and to making Europe fit for the digital age and green transition, will also require reinforced education and training measures. Education and training *per se* cannot solve Europe's current and future technological, environmental, economic and social challenges. They require strategies that combine different policy strands and partnerships across them involving social partners. This calls for a holistic and integrative approach to

skills governance, with particular attention to ensuring effective social dialogue, within <sup>(26)</sup> and across economic sectors. Education and training, and particularly VET, plays a crucial role for learners of all ages and socioeconomic environment to be prepared for and contribute to employment, innovation, economic growth and democratic citizenship.

- (22) 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 <sup>(27)</sup>.
- (23) Stronger emphasis on helping address the pressing economic and employment challenges caused by the crisis made it necessary to 'recalibrate the policy focus'. The ET 2020 report stressed 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 came as unprecedented challenges were arising: 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 third-country nationals from different geo-

<sup>(25)</sup> *Interinstitutional proclamation on the European pillar of social rights*. <http://data.consilium.europa.eu/doc/document/ST-13129-2017-INIT/en/pdf> [accessed 28.11.2018].

<sup>(26)</sup> *Blueprint for sectoral cooperation on skills*. <https://ec.europa.eu/social/main.jsp?catId=1415&langId=en> [accessed 15.11.2019].

<sup>(27)</sup> 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.



graphic and 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<sup>(28)</sup>. This also makes more demands of the inclusive potential of VET.

- (24) 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 the average and Member States are already implementing relevant policies as the *Joint employment report 2018* shows<sup>(29)</sup>. The need for STEM qualifications is not confined to higher education level: mechatronics, information and technology, media design, for instance, 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<sup>(30)</sup>. Its digital action plan also aims to support Member States in their endeavours, not least by stimulating better use of digital technology for teaching and learning<sup>(31)</sup>.

- (25) The need to develop every workplace as a place of continuous learning is increasingly emphasised. This implies (re)organising work to stimulate learning; social dialogue and making use of trade unions' and employer organisations' learning offers and support; and using tools and methods to ensure valuing, recognition and transferability of their skills and competences. Workers and jobseekers need stronger support through a mix of learning and activation policies, which include customised VET provisions and work-based learning. Labour market intelligence combined with guidance and counselling should support finding career development paths that best fit people's qualifications and aspirations.
- (26) Supporting a shared commitment in this effort, the European Commission's *New skills agenda* launched in 2016<sup>(32)</sup> works

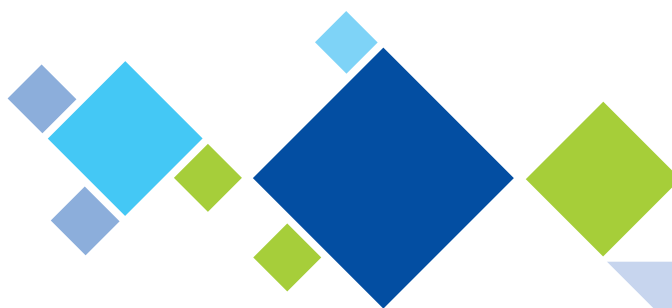
<sup>(28)</sup> Council of the European Union (2018). Recommendation of the Council of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching. *Official Journal of the European Union* C195/01, 7.6.2018, pp.1-5. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0607%2801%29> [accessed 28.11.2018].

<sup>(29)</sup> European Commission (2018). *Joint employment report 2018 as adopted by the EPSCO Council on 15 March 2018*. <http://ec.europa.eu/social/main.jsp?advSearchKey=joint+employment+report&mode=advancedSubmit&catId=22&policyArea=0&policyAreaSub=0&country=0&year=0> [accessed 28.11.2018].

<sup>(30)</sup> This initiative is part of the *New skills agenda*, see *Digital skills and jobs coalition*. <https://ec.europa.eu/digital-single-market/en/digital-skills-jobs-coalition> [accessed 28.11.2018].

<sup>(31)</sup> 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].

<sup>(32)</sup> 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*



‘towards a common vision about the strategic importance of skills for sustaining jobs, growth and competitiveness’. It stresses that updating one’s skills continuously is vital for everyone in the workforce, irrespective of their skills levels. The success of the skills agenda will not only depend on the commitment and expertise of education, training and labour market actors, governments and social partners, but also on effective social dialogue. A positive mind-set towards lifelong learning in organisations and civil society and people’s readiness to seize the opportunities they are offered is advantageous. It also requires effective support to individuals of any age and social-economic background, particularly people undergoing work and job transition, and to social partners.

- (27) For Europe’s over 60 million adults with low education attainment, the skills agenda advocates creating adequate pathways to improve their employability. It also aims to ensure all young people and adults have the strong key competence base needed in the 21st century across all sectors and occupations. The revised key competence framework for lifelong learning<sup>(33)</sup> and the

2016 recommendation on upskilling pathways<sup>(34)</sup> support this objective. The latter suggests that low-skilled adults get the chance and effective help 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. The European Council attaches high importance to delivering on the upskilling pathways recommendation and the skills agenda more generally and putting the social rights pillar in place. They are considered key contributions towards building inclusive and cohesive societies and sustaining competitiveness<sup>(35)</sup>. This requires holistic approaches, sustainable long-term measures and partnerships, as the 2019 Council conclusions on implementing upskilling pathways underline<sup>(36)</sup>, reflecting

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, 15.12.2016, 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].

<sup>(33)</sup> 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,

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 available at: [https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning\\_en](https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en) [accessed 28.11.2018].

<sup>(34)</sup> 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].

<sup>(35)</sup> 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].

<sup>(36)</sup> Council of the European Union (2019). Council conclusions on the implementation of the Council recommendation on upskilling pathways: new opportunities for adults. *Official Journal of the European Union*, C 189, 5.6.2019,



the outcomes of Cedefop's policy learning forums and the results of the Commission stocktaking report on upskilling pathways. To be effective, social partners and civil society organisations need to be involved in their design and implementation.

- (28) VET plays a central role in the *New skills agenda*. Hence, the annual growth survey 2019 calls for upgrading VET and strengthening work-based learning. 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 still 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 IVET may face image problems. Other countries suffer from a lack of parity of esteem with '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 <sup>(37)</sup> aims to improve

their attractiveness and reputation with positive impact on the image of initial VET.

- (29) Countries' continuing vocational education and training (CVET) landscapes are very diverse. The multifaceted and multi-stakeholder nature of CVET may lead to fragmented offers rather than appropriate, coherent and quality upskilling and reskilling opportunities for the whole workforce. This hurdle needs to be overcome by strategic approaches to boosting lifelong learning policies that enable continuous learning paths for everyone, irrespective of age or gender <sup>(38)</sup>. Social dialogue and collective bargaining will be crucial in building such approaches. The outcomes of CVET and IVET 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, one of aims embedded in the *Skills agenda* and supported by the recommendation on tracking

pp. 23-27. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52019XG0605\(01\)&from=RO](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52019XG0605(01)&from=RO) [accessed 9.9.2019].

<sup>(37)</sup> Council of the European Union (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].

<sup>(38)</sup> Council of the European Union (2019). Council conclusions on the key role of lifelong learning policies in empowering societies to address the technological and green transition in support of inclusive and sustainable growth. *Official Journal of the European Union*, C 389, 18.11.2019, pp. 12-18. [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52019XG1118\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52019XG1118(01)) [accessed 19.11.2019].



graduates<sup>(39)</sup>. Both aim to improve the evidence base for policy-making with a view to achieving the employability benchmark set for 2020: 82% of 20-34 year-old graduates, having left education and training no more than three years before the reference year, should be employed<sup>(40)</sup>.

(30) 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 careers. Learning-outcomes-based qualifications frameworks should be used more actively to visualise opportunities and pathways and to support recognition/validation.

(31) The 2017 revision of the recommendation on establishing a European qualifications

framework<sup>(41)</sup> aims to make it more effective. The European tools for transparency and recognition of qualifications provide a systematic infrastructure that supports permeability<sup>(42)</sup> between VET 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 [of qualifications] for the purpose of further learning'. This relates to: upper secondary education and training qualifications giving access to higher education; outcomes from up to one-year learning periods abroad. For higher education, the aim is to achieve automatic mutual recognition of mobility outcomes and qualifications at the same level<sup>(43)</sup>. These measures are crucial to a Euro-

<sup>(39)</sup> 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].

<sup>(40)</sup> 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, 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].

<sup>(41)</sup> 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, 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].

<sup>(42)</sup> '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*, second edition. Luxembourg: Publications Office. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4117> [accessed 28.11.2018].

<sup>(43)</sup> 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 peri-



pean education area where spending time in another Member State to learn, work or do research is normal; and where people speak two other languages next to their own and have a strong sense of European identity. 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 currently available tools <sup>(44)</sup>.

- (32) 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 ap-

prenticeships <sup>(45)</sup> exemplifies the social partners' key role and the importance of a collaborative approach to ensure successful VET policy. When measuring quality, indicators will not only need to focus on training within companies and in schools or other training institutions. They will also need to consider all criteria set out in the Council recommendation, including social dialogue, collective agreements, fair pay, contractual relations and working conditions, and health and safety of apprentices at company level.

- (33) How to modernise and strengthen the tripartite character of VET, at all qualifications levels in different national contexts, remains a key challenge. It is this partnership between education/training and labour market actors, particularly social partners, which is a prerequisite to achieving the aims in countries' joint work on VET for young people and adults. As agreed in the Riga Presidency conclusions (Copenhagen process) <sup>(46)</sup>, this joint work has focused on

ods abroad. <https://www.consilium.europa.eu/en/meetings/eys/2018/11/26-27/> [accessed 28.11.2018].

<sup>(44)</sup> 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 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/?qjd=1543486331459&uri=CELEX:32018D0646> [accessed 28.11.2018].

<sup>(45)</sup> Council of the European Union (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].

The 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.

<sup>(46)</sup> Since 2002, European countries, social partners and the European Commission have worked together on common





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.
- (34) Transversal priorities were defined to underpin work in these areas: 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, were considered crucial.

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priorities for VET and aimed at making mobility for work and learning and access to lifelong learning easier. A series of communiqués has 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 available at: [http://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet\\_en](http://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_en) and <http://www.cedefop.europa.eu/en/news-and-press/news/european-ministers-endorse-riga-conclusions-vet> [accessed 28.11.2018].

(35) Accomplishing the VET deliverables and the renewed European agenda for adult learning has also been at the heart of the European cooperation framework for education and training more generally (ET 2020) and its priorities<sup>(47)</sup>. These and other initiatives to support Member States in their reforms were reinforced in the *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.
- (36) The commitment to making the European pillar of social rights a reality and its follow-up in the context of the European semesters have reinforced the policy framework. The European Council's new strategy and the Commission's President elect commitments to empower people through education and skills and to make the European Education Area a reality by 2025 are taking this framework forward. To guide policy beyond 2020, the ACVT has set a vision on excellent, inclusive and lifelong VET for 2030 and proposals for future cooperation. This vision promotes VET at all levels, including at higher levels, which integrates initial and continuing training and caters for young and adult learners. It

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<sup>(47)</sup> 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, 15.12.2015, pp. 25-35. [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015X-G1215\(02\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015X-G1215(02)&from=EN) [accessed 28.11.2018].



also aims to strengthen the excellence dimension of VET. By advocating platforms of centres of vocational excellence, it aims to promote a European approach to an agile VET that is forward looking and responsive. The goal is to offer attractive, responsive, innovative, diversified and quality assured VET accessible for all that is valued; and to help everyone develop their full potential in a lifelong learning continuum by acquiring the skills, competences and qualifications that ensure they are employable, can adapt to change, grow personally and become active citizens who adhere to European values. The previously agreed policy framework and the ACVT opinion, which has been informed by the outcomes of Cedefop's research and analyses, provide key parameters and orientation for the planning of the Agency's work.



## Multiannual programming 2020-22

### 2.1. Multiannual objectives

- (37) 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, particularly the objectives and priorities of the Copenhagen process, and thus the overall ET 2020 framework.
- (38) The outcomes of countries' joint work towards the Bruges communiqué and the Riga deliverables and the renewed European agenda for adult learning have also contributed to the vision for a European education area by 2025. Though processes in their own right, countries' joint work on VET and adult learning will remain a main pillar in achieving the overall education and training 2030 objectives. In the future, support to and follow-up of **European cooperation in VET until 2030 and VET-related aspects of the post 2020 adult learning agenda** will remain at the heart of Cedefop's work. Together with the **European employment initiatives**, the **New skills agenda**, the **European pillar of social rights and the education and training objectives** 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. And it is this expertise which also enables the Agency to rebalance its activities.
- (39) The increasing emphasis on more relevance and impact of VET is reflected in the way Cedefop is expected to monitor countries' progress in their commonly agreed priorities for VET. It has also already been evident in Cedefop's more recent work: support to implementing national qualification frameworks is moving towards assisting countries more directly in this task; the work on turning labour market data and information into intelligence helps policy-makers decide on skills and jobs in Europe; by carrying out country reviews on apprenticeships and skills governance and introducing policy learning forums, 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.
- (40) 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.
- (41) Cedefop's multiannual objectives reflect the aim pursued by 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.

- (42) The achievement of Cedefop's multiannual objectives will be assessed using a battery of indicators from Cedefop's performance measurement system (PMS) focusing on the outcomes achieved by the Agency.
- (43) Cedefop's PMS (Annex XI) concentrates on three types of result:
- the organisation's impact in helping develop European VET policies in Europe;
  - the outcomes or achievements of Cedefop's activities;
  - its outputs.
- (44) Outcomes are measured by quantitative and qualitative indicators <sup>(48)</sup>. They provide evidence on the degree to which Cedefop's information and expertise is used and valued, is of interest to and reaches its target groups. They measure, for example, the references to, and take-up of, 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); Cedefop's success in facilitating policy learning as well as user satisfaction with its online interactive tools, publica-

tion downloads, media coverage or quality of events.

- (45) A selection of Cedefop's PMS indicators is also used to inform the key performance indicators <sup>(49)</sup> to assess the Director's performance in achieving operational objectives and in managing human and financial resources in the context of the discharge procedure. Within the Work Programme 2020, eight indicators will be used for this purpose.

## Strategic areas of operation

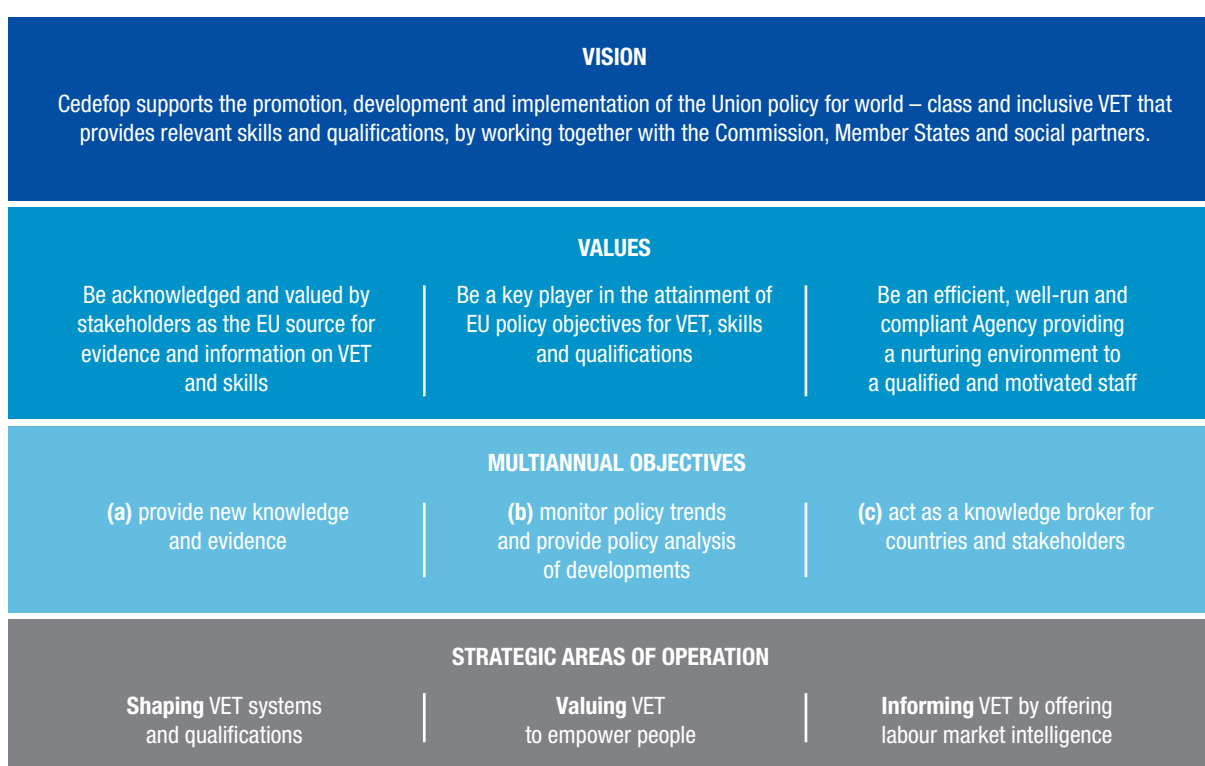
- (46) In line with the vision and values set for the Agency, during the programming period, three main thematic strategic areas of operation have been defined:
- shaping VET:** support the understanding of the future of VET and foster the renewal and modernisation of VET systems and institutions in response to rapidly changing policy needs and priorities; support the development and use of European tools and principles promoting lifelong and life-wide learning;
  - valuing VET:** support the development and implementation of VET and con-

<sup>(48)</sup> In 2019, Cedefop's PMS was complemented by qualitative indicators to assess its role as a knowledge broker, its targeted support to Member States (e.g. policy learning forums) and the shift from printed/conventional publications to online, user-friendly, interactive and visualisation tools.

<sup>(49)</sup> Common approach on EU decentralised agencies in the *Joint statement of the European Parliament, the Council of the EU and the European Commission on decentralised agencies* of 19 July 2012. [https://europa.eu/european-union/sites/europaeu/files/docs/body/joint\\_statement\\_and\\_common\\_approach\\_2012\\_en.pdf](https://europa.eu/european-union/sites/europaeu/files/docs/body/joint_statement_and_common_approach_2012_en.pdf); See also the 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](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].



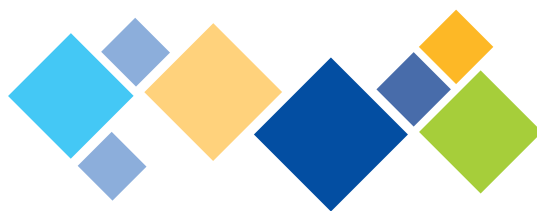
Figure 1. Rationale guiding Cedefop's strategy



tinuing/adult learning policies creating the conditions for all people to gain the knowledge, competences and values required for employability, entrepreneurship, innovation and tolerant and inclusive society;

- (c) **informing VET:** inform the design of VET and skills policies that ensure the availability of a qualified workforce and its continuous and effective skilling in light of marked technological and social developments shaping the future of work; promote policies that can facilitate skills utilisation of individuals in alignment with changing skill needs.

- (47) 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 multiannual objectives of the Agency: providing evidence and new knowledge; monitoring and analysing policies; and acting as a knowledge broker for countries and stakeholders. Constant efforts will also 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 learning and implementation.



- (48) Being a well-run organisation will help 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 the 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.
- (49) The rationale guiding Cedefop's strategy is shown in Figure 1.
- (51) The EU 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. 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.
- (52) In the period 2020-22, the Agency will give priority to:
- (a) **monitoring and analysing VET policy developments.** This work will offer an overview of policy developments in the agreed European priorities to: support policy-making in VET in the Member States; and provide evidence to the European Commission for the preparation of country-specific recommendations in the context of the European semester. The monitoring framework will be adapted in line with the new objectives and priorities of European cooperation in VET post 2020. The Agency's approach will be based on the following principles: strong stakeholder involvement, including the Directors General for VET (DGVTs) and the Advisory Committee on Vocational Training (ACVT); focus on countries' priorities in relation to the new objectives and the ways to address them. Cedefop will also continue to provide information, including through its innovative interactive VET in

## 2.2. Multiannual programme 2020-22

### 2.2.1. Strategic area of operation 1: shaping VET

- (50) Under this strategic area of operation, Cedefop will continue to support the European Commission, Member States, social partners and other VET stakeholders: monitoring policy developments and steps taken towards implementation of the commonly agreed objectives by EU countries; providing technical expertise and evidence that helps shaping common EU objectives, principles and tools; and providing concise and comparative analyses of trends, challenges and opportunities for European VET systems and institutions.



Europe online tool, on national VET systems. The aim is to help policy-makers and other stakeholders to understand the main VET features and key characteristics in the Member States, Iceland and Norway (EU-27+). Drawing on its ReferNet network, Cedefop will also continue to disseminate regularly recent information on national news on VET, highlighting VET policy developments and current challenges in the EU 27+ on topics related to the European VET policy agenda. 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. Cedefop will also continue work on key competences in VET. The research will complement the results of the 2018-19 study on digital competences and languages/literacy by analysing the second group of key competences in VET in the EU;

- (b) **implementation of European tools and principles for transparency and recognition of qualifications.** Work will focus on the consistent implementation of the European qualifications framework for lifelong learning and the modernisation of national systems through further implementation 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. A specific aim will be 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 EQF, and continue working on providing insights into the way qualifications are defined, reviewed and renewed. Cedefop will also continue to provide conceptual support to working groups looking into international qualifications and comparing third countries' national and regional qualifications frameworks. Building on the experience from jointly developing and managing Europass, Cedefop will provide advisory support to the Commission in designing the new Europass, which will offer better services for learning opportunities, skills and qualifications, validation of non-formal and informal learning and recognition of qualifications and skills. Cedefop will continue to work on quality assurance mechanisms in VET in line with the European quality assurance framework for VET (EQAVET) recommendation and contribute to work on the European credit system for VET (ECVET);

- (c) deepening the understanding of **the future of VET** by analysing systematically the influence of internal factors, such as pedagogical approaches and institutional models, and external drivers on the delivery and take-up of initial and continuing VET. The latter include, for instance, labour market, technolo-



gy and demographics, and demand for skills versus demand for qualifications. This research will continue Cedefop's work on the changing nature and role of VET, particularly on alternative development paths for European VET in the 21st century. Cedefop will make sure to include the perspectives of different stakeholders, notably those of national and regional authorities, enterprises and trade unions.

### 2.2.2. Strategic area of operation 2: valuing VET

- (53) This strategic area of operation deals with the functions of initial VET and continuing/adult learning in European economies and societies. It focuses on understanding better which strategic approaches and intervention models can be successfully designed and implemented to prepare young people well for their future work and life; and to ensure adults' continuous learning, self-improvement and progression within the labour market in a lifelong perspective. Ensuring more effective policy implementation benefits individuals and their employability and thus societies, as it helps increase productivity, innovation, economic development, social inclusion and responsibility.
- (54) Particularly relevant policy areas for this strategic area of operation can be derived from several European policy documents, such as the Council recommendations on *Upskilling pathways: new opportunities for adults* and validation of non-formal and informal learning; the Council declaration on the European alliance for ap-

prenticeships; the *New skills agenda* and the medium-term deliverables agreed in Riga in 2015; the Council recommendation on a European framework for quality and effective apprenticeships; the ACVT opinion on the future of VET; as well as the joint proclamation of the European pillar of social rights.

- (55) In the period 2020-22, special attention will be given to further integration and coordination among different strands of work within this area of operation: promoting access, attractiveness and inclusiveness of VET and adult learning opportunities in line with the first principle of the pillar of social rights; improving VET quality and effectiveness and adult learning policies in line with the strategic objectives of quality and inclusive lifelong learning, and supporting the diffusion of training rights entitlements; and increasing awareness of policy-making on individual citizens', workers' and firms' attitudes and expectations. Activities will also consider several aspects, such as multi-stakeholder, multi-level and cross-border dimensions and challenges, with special attention to social dialogue and social partners' role in governance: transformation of work; migration flows; diversification of VET governance and institutions; improving initial VET provision to promote key competence development and permeability to the labour market and further education; the growing role of quality and recognised company based learning for young and adult learners.
- (56) Against this background, in the period 2020-22 Cedefop will give priority to:





- (a) **promoting access, attractiveness and inclusiveness in VET and adult learning.** Improving adaptability of individuals and firms in a constantly changing labour market requires looking at the different roles of VET for young people and adults. It also means considering the specific socioeconomic context as well as the broader perspective of VET-related policies. Taking full advantage of opportunities to engage European social partners, Cedefop work in this area will continue its focus: efficient and integrated guidance and validation systems; suitable and sustainable financial and non-financial incentives; and tailored support for the (re)integration into education and training and the labour market of specific groups of the population, for instance low-skilled adults and early leavers from education and training;
- (b) **enhancing the effectiveness of VET and adult learning.** Bridging the gaps between knowledge and practice is essential to strengthen the impact of VET and adult learning policies and to provide high-quality skills and qualifications that help improve people's employability, encourage entrepreneurship, and meet labour market needs. Special focus will be on: work-based learning in all its forms, particularly apprenticeships; initial and continuous professional development of VET teachers, trainers and mentors; cooperation between all VET stakeholders to foster CVET policy and practice. In-depth analyses of VET policies, measures and practices in selected national contexts will enrich policy learning between countries and allow Cedefop to provide relevant and tailored policy advice;
- (c) **increasing awareness of individuals' and firms' attitudes, expectations and opinions on VET and adult learning.** Deep and rapid changes affecting the European economy offer many opportunities, but also pose many challenges for European citizens. This is why listening to people, including workers and employers, is an important element of adapting VET and adult learning policy to what really matters to them. Collecting people's views and investigating individuals' needs and perspectives will be an integral part of this strategic area of work in the years to come.
- (57) Work in this area will build on systematic collection and analysis of evidence. Cross-disciplinary and thematic approaches will be used to increase the evidence base at European level that can support policy- and decision-making across EU Member States.
- (58) To strengthen countries' and social partners' capacity to use Cedefop's evidence and policy advice, better knowledge management will be implemented through networking platforms and tailored knowledge dissemination activities. Knowledge mobilisation and policy learning across countries will support cooperation among Member States, social partners and other VET and labour market stakeholders, and also provide direct support to selected clusters of countries and policy areas.



### 2.2.3. Strategic area of operation 3: informing VET

- (59) In the coming years all EU Member States will have to ensure healthy adaptation to the new realities of the future world of work. This requires providing common and universal skill development opportunities for workers aligned to new tasks and skill demands in digital jobs and new forms of work. Updating and modernising VET is a key element of the policy package that needs to be deployed for Member States to rise to these challenges and make their labour supply future-proof.
- (60) By providing sound and forward-looking labour market information (LMI), including evidence on skill supply, demand and mismatch, Cedefop can help reshape VET and ease labour market tensions. With the advent of new technological breakthroughs in machine learning and other artificial intelligence methods, LMI is becoming faster, cheaper and more detailed. This will help governments, firms and individuals to make better and more targeted human capital investments. Forward-looking LMI should, therefore, exploit the marked potential of new algorithmic technologies and data analytics. In addition to producing high-quality LMI, Cedefop policy analysis and policy learning activities aim at improving countries' overall capacity for engaging in skills anticipation and technological skills foresight analysis. This is necessary not only for countries to be adequately prepared to face any looming developments in their future labour markets, but also for shaping them by engaging relevant stakeholders and social partners in an informed decision-making process.
- (61) Building a comprehensive LMI system in countries and the EU requires adaptation and blending of both traditional and recent data analytics. Cedefop is well-placed to support EU Member States in this process. By 2020 – on top of its traditional skills supply and demand foresight – Cedefop will be in the unique position of having collected in-depth information on changing skill needs based on employers' job vacancies extracted using state-of-the-art machine learning techniques. As part of the second wave of its European skills and jobs survey, Cedefop will also possess new data on changing tasks, skills and skill mismatches in EU labour markets due to the advances in new technologies. Understanding the necessary changes that EU firms need to make to adapt better to emerging technological and other challenges is also central to securing higher productivity dividends, without sacrificing employment and skills. Such insights will be made possible by analysis of the data from the joint Eurofound-Cedefop fourth European company survey. This survey will focus on detecting areas of further development in organisational practices in EU firms that can facilitate workers' continuous learning in parallel to the effective utilisation of their skills within suitably matched jobs.
- (62) In the period 2020-22, Cedefop will therefore give priority to:
- (a) **providing high-quality evidence on trends in the labour market and skill needs** and delivering it to end users in a fit-for-purpose and timely fashion. To



do so, 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 surveys, methods and tools, including big data analysis, Cedefop will continue to investigate changes affecting skill supply and demand, forecast future skill needs in Europe <sup>(50)</sup> and explore reasons behind skill mismatch. The Agency will also analyse skill utilisation and development in enterprises and explore the links between skills strategy, HR management, and market conditions shaping the context in which firms operate. This data and intelligence will be put at the service of policy-makers and sectoral cooperation on skills to increase the responsiveness of VET. It will also be used to: support organisations in their efforts to rethink human resources and skills development policies; and to assist employment services and guidance counsellors in helping young people and adults alike identify career and learning opportunities that meet and help them develop their skills, qualifications and aspirations, be it in a different occupation, sector, region or country;

- (b) **understanding drivers, impact and implications of technological, social and economic changes on skill needs and demands for learning associated with the increasing digitalisation of labour markets.** The Agency

will collect new EU data which will link the proliferation of new technologies associated with the fourth industrial revolution with workers' skill formation and matching practices. This will shed light on the means of effectively mitigating the emergence of technological skills obsolescence. Cedefop will also promote insights from its analysis on learning practices, skills requirements and effective initial and continuing VET of individuals employed in new forms of digital work;

- (c) **supporting policy learning and helping build capacity in Europe.** Cedefop will support countries and stakeholders, including social partners, who aim to develop their own intelligence and data on skills and employment needs: to learn about the most effective and current anticipation methods; and implement effective policies and concrete actions to tackle skill mismatch. Cedefop will invest in developing further methodological guides and handbooks for strengthening the capacity of EU countries to adopt forward-looking skills anticipation methods. These include technological skills foresights, and LMI based on the use of big data from web portals and firms. Cedefop will also spread policies that support economic development through cooperation of education and training providers, including VET institutions, enterprises and other stakeholders, with the aim of increasing responsiveness of education and training to labour market changes and needs, and improving the

<sup>(50)</sup> According to its mandate, Cedefop produces every two years pan-European forecasts of trends in skill supply and demand.



efficient development and utilisation of skills across the workforce. This information will be used to facilitate policy learning.

#### 2.2.4. Communication and dissemination

- (63) Effective communication supports achieving Cedefop's vision, especially the value to 'be acknowledged and valued by stakeholders as the European source for evidence and information on VET, skills and qualifications'.
- (64) Like the European Commission, Cedefop communication follows 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 stakeholder groups: policy-makers and social partners, researchers and international organisations, practitioners as well as the wider public.
- (65) 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-oriented, 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 invest in social media communication and innovative and interactive publication formats, like audiovisuals, infographics, animation, webinars and online polls. Printing and dissemination of hard copy publications will be reduced to a minimum.
- (66) 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 interests 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.
- (67) 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. It will, in the mid-term, 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 audiovisuals 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.

#### 2.2.5. Management and resources

- (68) 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.
- (69) In the period 2020-22, continuing to improve 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. Cedefop strives to improve the geographic balance of staff to the extent feasible by broader dissemination of vacancy notices and implementation of measures to attract and retain non-local staff. This includes Cedefop's schooling policy and efforts to revise its seat agreement in line with the 'common approach'.
- (70) To meet evolving demands and attract and retain highly qualified staff, the availability of diverse professional develop-

ment opportunities, alongside adequate performance management, is indispensable. Cedefop will continue to invest in experts', managers' and assistant staff's skills through its comprehensive learning and development strategy.

- (71) Staff wellbeing is an additional focus and will be addressed through several policies and initiatives, including an action plan following the 2019 staff survey, and health and safety actions. In this context, Cedefop will further social dialogue.
- (72) In its continuous pursuit for increasing efficiencies and reducing administrative burden, Cedefop will continue to review its processes and investigate possible synergies and further efficiency gains within the organisation. This will be supported by initiatives to improve electronic reporting and activity-based management and to optimise use of resources. More generally, the Agency will endeavour to streamline and automate procedures further to improve the efficiency of processes.
- (73) This includes continuing efforts to implement paperless budgetary and financial transactions by introducing electronic payments, recovery orders, transfers and automated review, as well as signature workflows. The e-Procurement project will see in the period 2020-22 further initiatives, progressively leading to procurement, contract management and e-invoicing procedures run fully online.
- (74) Cedefop will continue to upgrade its existing IT infrastructure and applications with new technologies and with systems available in other European institutions, as relevant. Cedefop's stakeholders will have



secure and fast access to resources including mobile technology.

- (75) The ICT service will also continue to 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).
- (76) In addition to improving the functionality of its building facilities, Cedefop will, within the limits of evolving budgetary constraints, gradually convert to a reliable, sustainable and competitive energy system. The aim is to generate savings through energy efficiency as well as to reduce the environmental footprint of the organisation.
- (77) Across the organisation, and particularly for administrative processes, Cedefop will continue to search for synergies with the network of EU agencies, either to benefit from shared services or to launch joint procurement procedures, and with European Commission, using service-level agreements.

## 2.3. Human and financial resource outlook for the years 2020-22

### 2.3.1. Overview of the past and current situation

#### 2.3.1.1. Staff population overview for 2018

- (78) Cedefop's 2018 establishment had 91 posts (48 AD and 43 AST). It included 13 permanent and 78 temporary posts. In 2018, Cedefop employed 27 contract

agents <sup>(51)</sup> and three seconded national experts. Cedefop also hosts one expert seconded from the Commission. Cedefop staff were drawn from 22 EU nationalities <sup>(52)</sup> and Norway.

#### 2.3.1.2. Expenditure for 2018

- (79) **The rate of commitment of budget appropriations for the year 2018 was 100% and the rate of payment appropriations was 99.9%**, demonstrating the successful effort towards optimal 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 included in the work programme (Title 3).

### 2.3.2. Resource programming for the years 2020-22

The estimate of the 2020 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) <sup>(53)</sup>. Cedefop's estimate is also based on the experience of previous years.

At the time of drafting, for the years 2021 and 2022 Cedefop has relied on the Commission's working document on decentralised agencies,

<sup>(51)</sup> Table 1 of Annex III indicates 25 contract agents (CAs) and three external staff of occasional replacement, which brings the maximum authorised number of CAs to a total of 28.

<sup>(52)</sup> The six unrepresented EU nationalities are: Estonia, Ireland, Lithuania, Luxembourg, Hungary and Malta.

<sup>(53)</sup> Also referred to as the multiannual financial framework (MFF) 2014-20.



in which Cedefop, like other agencies, would receive a stable budget in nominal terms over the period 2021-27. This corresponds to a progressive reduction of the budget of the Agency in real terms, due to inflation. However, the discussions on the MFF 2021-27 continue.

In the past, retroactive salary adjustments which are beyond the standard estimates of the Agency for salary increases (2% per annum), have led to significant budgetary shortfalls in Title 1 (staff costs). In previous years, Cedefop covered these 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.**

#### 2.3.2.1. Financial resources

(80) The estimates for the budget 2020 (see Table 1) stay within the budgetary constraints of the Multiannual Financial Framework (MFF) 2014-20; during the conciliation phase of the EU Budget 2020 adoption, the final revenue adopted by the Budgetary Authority is **EUR 300 000 below the MFF 2013-20 ceiling**, thus reducing the Agency's expected annual budget for 2020 by 1.7%. It should be noted that the budget 2019 was affected by a 2% penalty, applied by the Commission due to payment appropriations cancellation in 2017. **However, as regards budget 2021 and 2022, which are part of the new MFF 2021-27, and pending decision on the new MFF, the Agency has based its budgetary projections on the Commission's working document for the budget of decentral-**

**ised agencies. The latter foresees that the budget of the agency will remain stable in nominal terms for the whole period up until 2027.**

(81) However, a stable budget in nominal terms means a reduced budget in real terms, i.e. it is estimated that by 2027 Cedefop budget would be reduced by 15% in real terms. Moreover, assuming an average increase of staff expenditure (due to inflation and weighting factor) and stable infrastructure expenditure, it is expected that **operational expenditure would, over the period 2021-27, be reduced by 41% in real terms**. In order to avoid further pressure on its core business, the budget planning 2020-22 foresees several measures: a staff policy that takes account of budgetary constraints (for instance not systematically replacing staff as they retire or by limiting the number of promotions/reclassifications); phasing-out existing tasks (e.g. transferring Europass back to the European Commission, as scheduled for June 2020); developing further synergies with other EU agencies; and setting further negative priorities in the core business. However, to maintain high-quality work standards, the Agency is no longer in a position to absorb any additional budget cuts through 'piece-meal cuts'. Instead, Cedefop will have to discontinue entire projects and/or entire horizontal activities and focus its resources on a limited number of 'positive priorities'.

(82) The revenue of the Agency consists of the subsidy from the EU Budget, Norway and



Iceland contributions <sup>(54)</sup>, and own revenues (mainly interest generated from cash at banks). In the context of possible future increased budget constraints, the Agency may need to consider options to generate own revenues.

### Allocation and evolution of the budget appropriations by Title: budgets 2020-22

(83) For Title 1, the estimate for 2020 is based on the provisions for the establishment plan and its occupation (see also Annex III). It takes into account new recruitment in middle and senior management, turnover and retirements, and the staff resources needed for the implementation of Cedefop's activities, thus representing an increase of 4.7% in 2020 compared to 2019 <sup>(55)</sup>. For the years 2021 and 2022, Cedefop's budget estimates for salary costs are 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, as well as promotion and reclassification exercises, following staff appraisals). However, this 2% increase does not include any likely change in the

weighting factor for Greece and inflation having an impact on salaries and allowances. Natural increases in staff costs (Title 1) imply an increasing pressure on the overall budget given that any cap imposed by the MFF needs to be respected and most staff costs are inelastic. In consequence, Cedefop will have to absorb any increase in staff expenditure by refocusing and further reducing its activities and deliverables (negative priorities) in Titles 2 and 3. Further, retrospective salary adjustments <sup>(56)</sup> may not only cancel out any residual budgetary flexibility; they may create a shortfall in Title 1. Any sudden shortfall in Title 1 resulting from salary adjustment can only be covered through cuts across Titles 2 and 3.

(84) For the year 2020, budget in Title 2 is planned to increase by about 12.2% in comparison to 2019. This will cover basic running costs, maintenance and standard repair needs of the building and other infrastructure and equipment. This also includes the fees and other related costs of migrating Cedefop's financial and accounting system to ABAC, the system used in the Commission and other agencies. Projects such as energy management, energy savings and green initiatives may only be taken forward on a case-by-case basis subject to budgetary availability.

(85) As regards Title 3, appropriations will suffer a reduction of 4.78% in 2020, due to the unexpected reduction of EU contribution

<sup>(54)</sup> The rates of the 'proportionality factor' for Norway and Iceland, applicable as a ratio on the EU subsidy amount for the calculation of budget 2019, are used for the estimates of the years 2020-22. The amount increases in line with increases in the EU subsidy.

<sup>(55)</sup> Salary and allowance costs are calculated based on the December 2018 salaries.

<sup>(56)</sup> Like all other EU institutions, Cedefop is subject late in any given year to a retrospective salary adjustment effective from 1 July of that year. This salary adjustment is known only in November and takes account of adjustments in the inflation rate and the weighting factor.





to the Agency budget by EUR 300 000, as compared to the Agency request. However, Title 3 will increase by 4.4% in 2021 and fall again by 1% in 2022, assuming a fixed nominal total budget foreseen in the draft MFF 2021-27 for the years post 2020 and increasing pressure of staff costs to the overall budget.

#### 2.3.2.2. Human resources

- (86) In line with the final staff cuts for the redeployment pool, Cedefop's establishment plan has 91 posts for 2018 and onwards. Successive reductions in the weighting factor <sup>(57)</sup> had, until 2016, in theory, provided budgetary flexibility, particularly for Title 3 expenditure. However, in a knowledge-based organisation such as Cedefop, the accompanying fall in human capital available to work on core business activities cancels out this potential operational gain. To complicate matters, the rapid and significant reduction in the weighting factor has a tangible negative impact on the Agency's ability to attract geographically diverse staff and has also adversely affected staff morale.
- (87) Sustained efficiency drives, redeployments and reassignments have been employed to address new and growing tasks 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.

### Resource outlook over the years 2020-22

- (88) The revised Founding Regulation of Cedefop, which entered into force in spring 2019, reflects the evolution of the Agency's missions since its foundation in 1975. Cedefop's mission and tasks now extend well beyond VET for young people and adults to include qualifications and the analysis of skill needs in the labour market, topics on which Cedefop has already been working for several years in line with its multiannual programming documents. The revised Agency Regulation thus reflects the actual scope of its tasks and confirms the Agency's role at the intersection between education and the labour market in the context of VET and skills policies.
- (89) (It should also be noted, especially in view of the forthcoming MFF 2021-27, that 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.
- (90) To address effectively, and to the expected level of quality, the new and growing tasks described hereafter, Cedefop would need human and financial resources that go beyond the present constraints. In the absence of these resources, Cedefop can only absorb new and growing tasks to a level commensurate with its capacity and by defining negative priorities regarding other activities and projects.

<sup>(57)</sup> From 94.8% in 2010 to 79.3% in 2016.

Table 1: Budget evolution 2020-22 by Title <sup>(58)</sup>

	Draft budget 2019	VAR 2020/2019	Envisaged in 2020	VAR 2021/2020	Envisaged in 2021	VAR 2022/2021	Envisaged in 2022
Title 1 Staff expenditure	10 785 210	4.71%	11 293 336	1.95%	11 513 130	0.89%	11 615 530
Title 2 Infrastructure and operating expenditure	1 518 000	12.18%	1 702 900	1.29%	1 724 900	-2.57%	1 680 500
Title 3 Operational expenditure	5 547 000	-4.78%	5 281 654	4.38%	5 513 000	-1.05%	5 455 000
<b>TOTAL</b>	<b>17 850 210</b>	<b>2.40%</b>	<b>18 277 890</b>	<b>2.59%</b>	<b>18 751 030</b>	<b>0.00%</b>	<b>18 751 030</b>

(91) In summary, the Agency stresses that:

- (a) its mission is highly relevant to the critical European economic and social challenges;
- (b) this is reflected in its revised Founding Regulation which extends the mandate of the Agency from VET to also include qualifications and skills policies. This is an acknowledgment of a mandate that had progressively been broadened over the years and which has not been accompanied by additional resources, demonstrating that Cedefop is not an Agency at 'cruising speed';
- (c) implementation of the further 5% cut for the redeployment pool (2016-18) and the perspective of a stable budget in nominal terms, and thus a substantial reduction in real terms for the next MFF 2021-27, raises concerns regarding the ability of the Agency to fulfil its missions and objectives in the future at the required effectiveness and quality level;

if materialised, it will imply more drastic strategic choices.

- (92) In line with the EC guidelines for the programming document, possible **growing tasks** which might materialise during the programming period (2020-22) and affect the Agency's planned activities and resources include the following activities:
- (a) analysis of real-time labour market data;
  - (b) support to Member States, social partners and other stakeholders in the context of implementing EU policies.

### Analysis of real-time labour market data

- (93) The analysis of big data to produce real-time labour market information dramatically increases our capacity to analyse skill needs in different occupations and regions of Europe. In recent years, Cedefop has successfully tested the feasibility of setting up a tool to retrieve information on online

<sup>(58)</sup> 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.



vacancies and developed a prototype IT system to scrape vacancies, map relevant information to existing classifications and taxonomies and visualise the results. Since 2019, a publicly available platform has presented first information on skills demand by employers across countries, regions, sectors and occupations in the EU based on online job vacancies. Using this information to identify job career prospects in different occupations, sectors and regions of the EU for jobseekers in 'real time', and indicate areas in which there might be skills gaps, requires significant conceptual development and analysis. Regularly assessing labour market and skill needs and making real-time labour market information available will impact on the Agency's IT infrastructure, storage and data analysis capacity. Using such information in the context of initiatives such as the new Europass is also expected to increase the demand on the project. However, Cedefop is organising interinstitutional collaboration with Eurostat and DIGIT in order to secure the future sustainability of the system.

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

(94) Cedefop's external evaluation 2013 concluded that Cedefop should provide more direct and additional support to Member States. To address this additional demand, since 2015 Cedefop has organised forums to promote

policy learning within and between Member States, social partners and other education and training and labour market stakeholders. Drawing on Cedefop activities, the policy learning forums supported countries in implementing developments and reforms in areas such as learning outcomes, apprenticeships, VET teachers and trainers, skill mismatch and skills anticipation methods. Providing demand-driven support to Member States, Cedefop also conducted thematic country reviews in several countries which were assessed positively in the 2017 external evaluation. However, it also pointed to capacity issues and the need to disseminate the findings of these activities more widely. To increase the effectiveness of its work, Cedefop has therefore revisited the thematic country support it provides. While support to Member States will not be downsized overall, the focus of new activities will be more on issues or challenges of mutual interest across country clusters, so that more countries can benefit. In both types of activities, cross-national and individual country support, actors benefiting from support activities will be asked to assume a substantial role in shaping them.

(95) Demand on the Agency for country specific information and analyses has increased in line with the needs of the European Semester. In response, Cedefop will marshal the information and analyses it possesses on countries' developments in several fields: implementation of the common European tools, skill forecasts, skill mismatch, apprenticeships, adult learning, VET 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.

## Efficiency gains

- (96) 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) as early as 2009.
- (97) 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; a user satisfaction survey in 2019 aimed to understand better to what extent the quality and relevance of Cedefop's work and expertise is used and valued by its stakeholders. Cedefop cooperates with Eurofound, EU-OSHA and the ETF to compare and, where possible align, administrative indicators and to improve data collection and analysis methods for output/outcome indicators more generally. This is in line with a recommendation following the 2017 evaluation of the four agencies within the remit of DG Employment.
- (98) Cedefop systematically considers further scope for efficiency gains, an effort that the Commission has acknowledged and recommended to continue. In the past few years, these were achieved through: expenditure reduction on mission and translation costs; a review of meetings process, including use of video conferences; simplification and digitalisation of administrative processes; cooperation and synergies with other Agencies, e.g. ETF-Cedefop peer learning exercise; as well as internal redeployment of staff, for example from library/documentation or the administration towards operational departments.
- (99) While there is limited residual scope for substantial further efficiency gains within existing regulatory and compliance constraints, the following initiatives are foreseen for 2020-22:
- (a) use of interdisciplinary project teams in the core business such as the joint Cedefop-Eurofound European company survey;
  - (b) further use of (Commission/inter-agency) framework contracts wherever possible, to reduce administrative overheads;
  - (c) further streamlining and rationalising internal administrative processes;



- (d) further deployment of digitalisation of workflows and adoption of ABAC as accounting system;
- (e) develop integrated electronic reporting facilities and analytical tools;
- (f) use, as appropriate, of the inter-agency shared services catalogue;
- (g) continuing exploration of inter-agency joint procurement whenever possible for common services;
- (h) participation in selected inter-agency working groups to pool expertise, resources and best practices;
- (i) carry out a systematic review of Cedefop's outputs to streamline and focus them further;
- (j) revisit HR and budget situation to secure additional resources to the core business.

### Negative priorities/reduction in existing tasks

(100) 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<sup>(59)</sup>, also to identify and agree negative priorities and make room for new demands. Cedefop will continue this close dialogue with its Executive Board

and Management 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, as per the related MFF ceilings, provided. For this reason, several activities have been discontinued or downsized in previous years: (i) the 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; (ii) the cancellation of the launch of a new line of activity concerning foresight studies on skill needs in selected sectors and related sectoral approaches and social partner cooperation in designing and implementing VET-related policies; (iii) cancellation of the study and publication on the use of guidance and counselling by EU citizens; (iv) downsizing dissemination activities regarding the European skills index and skills forecast.

- (101) In addition, in the period 2020-22, negative priorities will affect the following tasks and deliverables:
- (a) the third conference of the European community of learning in 2020;
  - (b) cancellation of the policy learning forum on IVET mobility;
  - (c) the launch of the planned *Cedefop year-book* will continue to be postponed;
  - (d) the role of the thematic country reviews exercises will be redefined to reduce the resource burden while preserving its overall effectiveness: from systemat-

<sup>(59)</sup> With the entry into force of the revised Agency Regulation, the term 'Governing Board' changed to 'Management Board' and the term 'Bureau' changed to 'Executive Board'.



ic support to individual Member States in a specific area of policy, to a tool for improving Cedefop's policy learning capacity in a variety of policy areas;

- (e) cancellation of the study planned in 2020 on the changing nature of vocational qualifications and credentials;
- (f) cancellation of the final work assignment of the project on *Complementary pathways for adult refugees: the role of VET skills and qualifications*;
- (g) no interpretation at Management Board meetings;
- (h) printing and dissemination of hard copy publications will be radically reduced and progressively replaced by alternative communication channels, such as mobile-friendly electronic formats and impact-oriented, interactive online tools.

For several years, the Department for resources and support has set negative priorities to help focus resources on core business. These include minimal resources for the greening agenda, postponing the upgrade of conference room equipment, and limited ICT developments.

The anticipated budgetary constraints envisaged under the new MFF 2021-27 will imply further downsizing or cuts among the activities of the Agency, which has to manage the tension between fulfilling the missions and tasks entrusted to it in its new Regulation and the ever tighter budgetary resources allocated to it.

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

## Redeployment

- (102) Redeployments between administration and operational departments and reassignments between projects and operational departments have been employed systematically to address new and growing tasks within ever-increasing resource constraints.

## Work programme 2020

### 3.1. Executive summary

- (103) The Work Programme 2020 should contribute directly to achieving the strategy set for the Agency for the period 2020-22. While there are still some elements of uncertainty (see disclaimer note), Cedefop's Work Programme 2020 has already taken into account the possible implications of ongoing strategic developments.
- (104) First, in 2020 Cedefop will have accomplished the transition period following the recast of its new Regulation, which entered into force in February 2019. The new Regulation partly redefined Cedefop's mission and tasks in order to reflect more clearly its tripartite nature and the actual scope of the activities the Agency carries out, which goes beyond VET and includes skills and qualifications.
- (105) Second, the ACVT opinion on the future of VET in December 2018, calls for the adoption of a new communiqué that will define the vision for VET 2030 and its endorsement by the ministers in charge of VET, European social partners and the Commission, as well as a new overarching Council recommendation. While the new set of priorities guiding VET post 2020 is still to be defined, ongoing discussions indicate that skills and VET are key drivers for the EU economic and social model. As a result, it can reasonably be assumed that Cedefop will largely maintain the overall strategic framework designed in previous programming documents.
- (106) In any case, once the EU policy and financial frameworks for the coming years have been agreed, Cedefop's multiannual strategy, and as necessary the Work Programme 2020, will be refocused and adjusted accordingly in agreement with its Management Board. The aim is to continue supporting the actions that operationalise the VET modernisation agenda for the next decade, aimed at informing and supporting national reforms and providing the EU-level support needed for their implementation.
- (107) With this in mind, the Work Programme 2020 will continue the focus on the future of VET. Monitoring the implementation of priorities outlined in the Riga conclusions and in the *New skills agenda for Europe* is at the core. In 2020, Cedefop will publish its final report on the implementation of the priorities agreed in the Riga conclusions in Member States, Iceland and Norway. Results from our research on the changing nature and role of VET illustrate that there is no single model of VET, and solutions need to be contextualised to have a more positive impact on people's lives. Building on the debate stimulated by this research in 2018, Cedefop will seek to frame the next generation of VET to provide a new generation of skills.
- (108) Labour market integration and social inclusion has already become a key pillar of Cedefop's work programme from 2019. In 2020, Cedefop will continue to examine how VET can empower all individuals to embark on learning experiences tailored to their needs and aspirations. Access to, and 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. 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, outreach activities and professional development of VET teachers and trainers. The results of Cedefop's second opinion survey on VET and adult learning in the EU will be published in 2020 and will provide insights into European residents' opinions and attitudes towards adult learning and CVET, and additional findings on some crucial questions about the role and effectiveness of learning in adulthood.

- (109) Skills anticipation remains central to Cedefop's evidenced-based research to inform policy-makers, social partners and other stakeholders on changing labour market trends. Cedefop's real-time evidence on employer demand for skills, provided through big data analysis of online vacancies and complemented by the joint Cedefop/Eurofound European company survey, will be available in 2020. It will provide insights into the link between company skills and business strategies, such as how skill strategies are responding to digitalisation.
- (110) The EU possesses a wealth of experience. Sharing this experience through dialogue and exchange can help solutions emerge. This is why, in 2020, 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 under-

standing, generate new ideas and support partnerships and social dialogue. Reaching the actors of change is at the heart of Cedefop's events and policy learning strategy.

- (111) 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 ethics, integrity and compliance with regulations and recommendations by the European Court of Auditors and the Commission's internal audit service.

### 3.2. Activities 2020 – 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

- (112) 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.
- (113) In 2020, this strategic area of operation will continue to focus on:
- (a) monitoring implementation and analysing national VET systems and policies;





- (b) supporting the development and use of European tools and principles for VET and lifelong learning;
- (c) carrying out comparative research on the future of VET.

### 3.2.1.1. **Monitoring implementation and analysing national VET systems and policies**

(114) In 2020, Cedefop will publish its final report on the implementation of the priorities agreed in the Riga conclusions in Member States, Iceland and Norway, and the candidate countries in close cooperation with the ETF. To present and debate the outcomes of its analysis of VET policy developments, Cedefop will organise a high-level conference jointly with the European Commission and the ETF under the auspices of the Croatian Presidency of the EU. Building on the results of this work, and taking into account other related work, Cedefop will align its monitoring of national VET policies and systems to the revised EU political framework and priorities guiding VET beyond 2020. Cedefop's annual monitoring of developments focuses on measures that Member States are taking to implement the commonly agreed VET priorities and builds on its past experience of monitoring European cooperation in VET since 2002. This will be carried out in cooperation with the European Commission and other stakeholders, particularly the DGVTs and the ACVT. In 2020 Cedefop will reengineer the way it collects and analyses information on VET policy developments to support policy-making in VET in the Member States and provide evidence to the Eu-

ropean Commission for the preparation of country-specific recommendations in the context of the European semester. In addition, Cedefop will pilot an interactive online tool of VET policy developments providing a comprehensive and up-to-date overview across countries on the commonly agreed VET priorities in Europe. It will complement existing publications which analyse VET policy developments and will ease information search about VET policy developments, helping better understand how these influence the development of VET systems in Europe. In the future, the tool will link to other Cedefop's data sources.

(115) Cedefop's reporting on national VET systems helps policy-makers and other VET and labour market stakeholders understand the main features and key characteristics of VET in the EU Member States, Iceland and Norway. This work also helps increase transparency of VET systems in Europe and supports comparative work and analysis on VET related topics across countries. In 2020 Cedefop will produce short descriptions of VET systems in Croatia and Germany, holding the EU Presidency in 2020, accompanied by spotlight on VET flyers for these countries to inform DGVTs and ACVT meetings and other presidency events. It will also launch the update of the compilation of spotlights on VET to be made available early 2021. The publication will be an update of the 2018 compilation – a 'bestseller' of Cedefop publications – which provides concise, clear and concrete pictures of national VET systems. In close cooperation with Cedefop's ReferNet partners, *National news on VET* will be



made available online to present the latest national developments in VET in the EU Member States, Iceland and Norway.

- (116) 2020 will be the first year of the new ReferNet framework partnership agreement (FPA) for the period 2020-23. Cedefop will continue to use its ReferNet network to collect and disseminate information on national VET systems and latest policy developments in the EU+ countries. The new FPA will allow for necessary adjustments to reflect the priorities guiding the post-2020 EU policy framework. Emphasis will be given on topics related to the European VET policy agenda and results will be published on Cedefop's website, newsletters and magazine.
- (117) Work will continue to support key competences implementation in IVET. The results of the study on the first set of key competences (digital, languages, literacy) will be published and disseminated. Building upon these outcomes, Cedefop will further extend the analysis to one or two additional key competence(s) from the renewed framework on key competences for lifelong learning, and will assess what policies best ensure improving the selected key competence(s) in initial VET. This work will make use of the analytical framework from the 2018-19 study. The comparative analysis will focus on the efficiency of the policies and how they ensure equity and quality. Dissemination tools will be used to ensure embeddedness of the results in the Member States' VET systems.
- (118) To support mobility across the EU, Cedefop will continue to work with the European Commission on the IVET mobility score-

board. In 2020, work on country-specific policy briefs, targeted to national-level policy-makers, and cross-country thematic briefs focusing on specific indicators will continue. In cooperation with the European Commission, work will start on identifying ways to support the recognition of learning outcomes acquired abroad, information and guidance prior, during and after the mobility period, and language training.

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

- (119) Based on analysis and assessment of Cedefop's experiences in the conceptual development and implementation of the EU tools over recent years, Cedefop will continue contributing to reflections on the conceptual and technical needs for the various tools to function as a visible and operational front office and a consistent back office. Given the changes in EU tools and the differences in their development stages, Cedefop will support the work of the European Commission systematically, focusing on the relationship and synergies between the tools and addressing them as a total entity.
- (120) Cedefop's work on the European qualifications framework (EQF) will continue with a focus on associated national qualifications frameworks (NQFs) and their contribution to national and European policies and practices. Focus will be on the role of qualifications frameworks in supporting recognition of qualifications for learning and career purposes, as well as on the (potential) role of qualifications frameworks as a labour market instrument facilitating careers



- and upskilling. Taking forward the *European NQF inventory* (developed since 2009) Cedefop will further strengthen the evidence base on the impact of qualifications frameworks and their role in supporting the modernisation of VET and lifelong learning policies. The *Overview and analysis of NQF developments in Europe* and a dedicated flyer on NQF developments 2020 will be published. Cedefop will also continue to support the development of the terminology on skills competences, qualifications and occupations (ESCO) through conceptual work (ensuring the link to learning outcomes) and through testing (big data analysis of vacancies and as a reference point for comparison of qualifications). Cedefop will also contribute to testing ESCO's new skills hierarchy.
- (121) Cedefop will continue to work on qualifications and learning outcomes, focusing on their role in increasing consistency between the European tools. Cedefop will continue to contribute its expertise on learning outcomes into work by UNESCO and the ETF on the international dimension of learning outcomes. The results will feed into the work on a global handbook on defining, writing and applying learning outcomes that will be published in 2021.
- (122) Cedefop will continue to work closely with the European Commission on the quality assurance mechanisms in VET in line with the European quality assurance framework for VET (EQAVET) recommendation and the European credit system for VET (ECVET), while taking into account that it is expected that these may be subject to review in the context of the ongoing discussions on the post-2020 EU policy framework. Cedefop will specifically take into account the experiences from the work on learning outcomes and validation of non-formal and informal learning as well as work supporting EQF implementation and on the new Europass.
- (123) In 2020, according to the work plan agreed in 2017, Cedefop will conclude its work with learning providers, building on the work of the Platform of European Associations of VET Providers. The results of the three years of cooperation will be presented in a closing conference that will be organised in cooperation with the European Commission within the framework of the Vocational skills week.
- (124) Cedefop will continue to maintain the current Europass web resources for end users and promote interoperability until June 2020. As indicated by the Commission, it will then itself take over the development and maintenance of the new Europass and will also ensure business continuity of the new Europass online platform with the existing Europass CV editor. Cedefop will continue providing advisory support to the European Commission in developing the concept for the new platform. The precise role and scope of involvement of Cedefop in the new Europass will be defined in agreement with Cedefop's Management Board, based on the Commission's proposals.
- 3.2.1.3. **Carrying out comparative research on the future of VET**
- (125) To monitor implementation of VET policy effectively, it is important to understand how VET is changing in response to internal as well as external factors. IVET sys-



tems in most European countries need to adapt not only to ageing populations but also to labour markets influenced by somewhat contradictory tendencies. Digitalisation and automation may, on the one hand, reduce the traditionally important role played by skilled workers in the economy and ‘hollow out’ medium level skills. On the other hand, the increasingly important role played by the service economy may point towards a renaissance of the skilled worker. Together with the expansion of VET at higher levels (EQF 5-8) and efforts to adapt IVET systems to the needs of adults, European VET is expected to change significantly in the next decade.

(126) The results of the *Changing role and nature of VET in Europe* project (2016-2018) form the basis for Cedefop’s work in this area. The new project *The future of VET* will start by systematically addressing how the content and profile of VET is changing, notably by analysing how knowledge, skills and competences are being combined, mixed and (re)balanced in new ways. This will be supported through an analysis of the role played by assessments and the extent to which these support teaching and learning, thus providing insights into the de facto learning objectives of the sector. The project will also address how the delivery of IVET is changing, paying particular attention to institutional change and innovation, as exemplified by the emergence of combined and ‘hybrid’ institutions combining VET and general education. This will eventually form the basis for a better understanding of the interaction between initial and continuing VET, reflecting on the

role of VET in developing operational life-long learning systems. This work will feed into the VET development ‘scenarios’ from the previous project, and will be used to stimulate debate further at EU and national levels on the future of VET in Europe. The way forward to 2035 will be discussed in a dedicated event involving researchers, policy-makers, social partners and other VET stakeholders. Results will be presented and published throughout the project-period. The outcomes of this research will feed ongoing political discussions on VET post-2020 to be taken forward in close dialogue with the Commission, Member States and social partners.

(127) 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. Exploring how automated solutions can complement and add value to existing (manual) approaches, these methodological developments directly support national and EU efforts to strengthen the relevance of VET qualifications. The conceptual basis of this work will be published in 2020. Cedefop’s efforts in this area should be seen in the context of internationalisation of VET skills and competences where systematic cross-border learning is becoming increasingly important. The comparative approach will allow for a better understanding of the changing nature of skills requirements and how these need to be continuously addressed by VET systems and institutions. This work will contribute to, and support,



the work of the EQF advisory group on horizontal comparison of qualifications.

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

(128) Achieving high-quality lifelong learning for all is a prerequisite for more equitable opportunities and labour market outcomes in European societies. This strategic area of operation focuses on end users of VET and adult learning policies and systems, be these learners, employees and employers, or people not in employment. The ability to address their needs very much defines the success or failure of policy effort in this area, making it possible to design and implement relevant and high-quality VET and adult learning policies.

(129) In 2020, this strategic area of operation will focus on:

- (a) promoting attractiveness and inclusiveness of VET and adult learning;
- (b) enhancing effectiveness of VET and adult learning;
- (c) increasing awareness on individuals' and firms' attitudes, expectations and opinions on VET and adult learning.

#### 3.2.2.1. Promoting attractiveness and inclusiveness of VET and adult learning

(130) In 2020, following the conclusion of its study on validation of non-formal and informal learning and career guidance, and with the new portal on lifelong guidance systems, Cedefop resources on validation and lifelong guidance will be further inter-linked to aid user-oriented dissemination

and policy learning. Synergies with the new Europass will be taken into account. Following discussion with the Commission in 2020 a specific strategy for cooperation in this area will be finalised in 2021. Following the Commission's reporting to the Council on the evaluation of the 2012 recommendation on validation, Cedefop will contribute to the policy process as a member of the EQF advisory group and through the promotion of findings of the 2018 inventory update. Cedefop will contribute through its expertise to the next update for the European inventory on validation (2020/21) that will be carried out under the responsibility of the Commission.

(131) In 2020, the work of CareersNet, Cedefop's expert network on lifelong guidance, will be further developed towards the establishment of an evidence base that reflects the state of play, outputs and impacts of national lifelong guidance systems. A set of national evaluation reports prepared by CareersNet members will be published, reflecting the state of national systems as well as identified gaps and areas for potential improvement. The network will meet for the fourth time in 2020.

(132) To help address the current knowledge gap pertaining to the cost-effectiveness of incentives and support to careers and learning, the pilot study launched end 2019 will complement the currently existing information as follows: (i) characterising resource usage and outcomes of recently developed supply-side activation measures for upskilling and career development aiming at higher accountability and better policy evaluations; (ii) developing a methodological



standard for the monitoring and evaluation of outcomes of career development services; (iii) collecting detailed information on the design and performance of financial instruments/incentives for companies and individuals to encourage the provision of, and participation in, education and training; (iv) and elaborating the typology and analysing the effectiveness of financial and non-financial incentives to stimulate training in micro, small and medium-sized enterprises.

(133) A new online source of reference on VET policies, practices and tools to support social inclusion and labour market integration will be piloted and discussed through policy learning initiatives in 2020. The new online platform will draw on available and new research and sources in respective Cedefop databases. Studies and will address three main policy priorities: leaving education and training; youth employment; and upskilling/reskilling adults. Through this platform, Cedefop will take full advantage of opportunities to engage VET stakeholders and of possible synergies with other EU platforms. Cedefop's platform will have a dedicated section on upskilling pathways integrating good practice examples in implementing this initiative.

(134) Building on the policy learning forums on low-skilled adults held in 2018 and 2019, and the results of Cedefop's study investigating the potential of work-based learning in developing upskilling pathways for adults (published in 2019), Cedefop will organise further policy learning initiatives to support mutual learning and exchanges among Member States and social partners, also in connection with the implementation

of the *Upskilling pathways* recommendation and a view to help implementing the key principles of the European pillar of social rights. Cedefop policy learning initiatives will continue to be aligned with and complement mutual learning activities organised by the Commission and European social partners in this area. In line with the revised approach to country reviews, Cedefop will initiate one or two thematic country reviews on upskilling pathways for adults. Building also on the outcomes of the mutual learning programme steered by the Commission in recent years, this will allow for a better understanding of critical challenges at the ground (national) level of implementation and provide a basis for policy learning between Member States.

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

(135) Preliminary results of the first thematic cross-country study on long-term cross-country mobility in apprenticeships will be available in 2020. The major part of the thematic perspective delivered by ReferNet on the same topic to complement these results will be published <sup>(60)</sup>. Taking into account the services that will be provided under the Commission's Apprenticeship Support Services, in 2020 Cedefop will explore the scope for a second cross-country study with a focus on specific aspects which will be identified by an in-house paper on enhancing the role and value of work-placed learning, including

<sup>(60)</sup> Several thematic perspectives (articles) were published in 2019.



apprenticeships, in training young people for lifelong learning, society and working life. The cross-country studies allow Cedefop to improve its role of knowledge generator and broker by addressing specific areas of policy and applying a cross-disciplinary approach, as well as engaging more directly with relevant stakeholders at different levels and in several countries.

- (136) 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<sup>(61)</sup>. In 2020, the fourth policy learning forum on apprenticeships will be organised. The proceedings of the 2019 *Joint Cedefop-OECD symposium: the next steps for apprenticeships*, Paris, 7 October 2019, will be published.
- (137) Cedefop will continue working with the community of experts on apprenticeships set up in 2018 to improve the understanding of apprenticeship schemes and, ultimately, support their quality implementation. Cedefop's European database on apprenticeship schemes will be kept up to date and possibly linked to other relevant data sources on apprenticeships, particu-

larly the European Commission web page on the Alliance for apprenticeships and the Apprenticeship Support Services, but also to other Cedefop databases, such as the one on financing apprenticeships. In 2020, Cedefop and the community of experts will cooperate to identify a line of activity to be developed by the community's members. The community will have its third annual meeting in 2020.

- (138) Following the outcomes of the policy learning forum in 2019 on professional development of teachers and trainers in VET, the results of the ET 2020 working groups on teachers and trainers (2014-16) and on teachers and trainers in work-based learning (2016-18), as well as the monitoring of the Riga deliverables, Cedefop will continue to support policy learning among Member States and social partners. It will further examine needs and ways of supporting VET teachers and trainers in companies so they can adopt flexible and innovative approaches to teaching and learning that respond to developments in industry and the labour market. The role of school leaders in creating quality and learning culture in their organisations and local communities will also be explored.
- (139) Cedefop will provide continued support to the 2018-20 generation of the ET 2020 working groups in agreement with the European Commission.
- (140) Following the additional cut in Cedefop's budget and the cancellation of the final work assignment of the study, part of the expected results from Cedefop's study *Complementary pathways for adult refugees* will not be available. The study aims

<sup>(61)</sup> Council of the European Union (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].



at investigating the role of VET-related policies to support the integration of people in need of international protection. Work carried out will complement the conceptual framework published in 2019 and will serve as a basis for Cedefop to continue cooperation with the European social partners and the Commission, to develop new models and approaches aimed at supporting Member State policy efforts and the role of social partners in this area.

### 3.2.2.3. **Increasing awareness of individuals' and firms' attitudes, expectations and opinions on VET and adult learning**

(141) To enrich comparative information on Europeans' opinions of their awareness, the attractiveness and effectiveness of VET in Europe, full results of Cedefop's second opinion survey on VET and adult learning in the EU (initiated in 2018 and finalised in 2019) will be published in 2020. Communication of the outcomes will give special attention to main EU level events including the Vocational skills week. While the focus of the first survey (published in 2017) was on initial VET, the second will provide insights into European residents' opinions and attitudes towards adult learning and CVET, and additional findings on some crucial questions about the role and effectiveness of learning in adulthood, as well as of guidance and counselling services. The survey will also allow Cedefop to explore lessons for other policies in this area. The survey design considered possible links with the Riga priorities and their impact on public opinion of VET. Pooling data from the two opinion surveys will allow Ce-

defop to investigate VET and adult learning attractiveness and access for specific groups at risk of exclusion, such as low-skilled and low-qualified adults.

(142) Preparatory work for the launch of the third opinion survey on VET and adult learning will be initiated in 2020, including conceptualisation and design. In line with the longitudinal modularisation approach conceived by Cedefop to address different topics over time while safeguarding the continuity of key information/indicators, the new survey will identify a specific thematic focus which will allow Cedefop to enrich the knowledge base in this area. Alongside possible themes already identified (such as entrepreneurship in CVET/adult learning and learning mobility across the EU), consultation with the European Commission, Member States and social partners will be undertaken on the main areas of interests of Cedefop's stakeholders.

(143) An update of Cedefop's VET statistical overviews for all EU Member States will be published in 2020. Cedefop will strengthen its cooperation with the European Commission, Eurostat, and the OECD to improve collection, analysis and accessibility of comparative international data and statistics on VET.

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

(144) Complementing the two previous strategic areas of operation, the third provides labour market intelligence to inform VET and skills policies to ensure the availability of a qualified workforce for the marked techno-





logical and social developments shaping the labour market and future of work.

(145) In 2020, this strategic area of operation will focus on:

- (a) providing high-quality data for skills and labour market intelligence;
- (b) identifying and matching skills to emerging and future skill needs;
- (c) supporting national and sectoral stakeholders in making skills intelligence actionable.

(146) The Agency will continue to cooperate with other organisations, including Eurofound and the ETF, and experts in skill needs anticipation to develop and improve data and methods for labour market and skill needs analysis and to develop stronger evidence on good practices in skills anticipation and matching.

#### 3.2.3.1. **Providing high-quality data for skills and labour market intelligence**

(147) Cedefop will continue to develop its system to collect and analyse data from online job advertisements. Using big data techniques, the system helps better understanding employers' skills demand across and within EU Member States and detecting trends, changes and new skills demanded in the labour market, providing 'real-time' evidence on the demand for skills by employers across the EU. The system strengthens Cedefop's capacity to provide relevant skills intelligence: it provides information at much more detailed level and enables analysis of the hiring practices of EU employers and the 'skills bundles' they require when hiring. The information can also be used to guide jobseekers better in

a rapidly changing labour market. Building on the agreement with Eurostat concluded in 2019, Cedefop will continue to support the maintenance and further development of the system to ensure it remains fully operational after 2020. It will also organise interinstitutional collaboration with Eurostat and DIGIT to ensure the future sustainability of the system.

(148) In parallel, a new forecast of future skills supply and demand in the EU will be released in 2020, including an analysis of the data at sectoral, occupational and national levels. The forecast provides a comparative assessment of future skill needs across sectors and occupations by country with a time horizon of 10 to 15 years. Cedefop's forecast results are increasingly used by EU Member States to understand sectoral employment trends. Guidance practitioners have also been using the forecasts to help young people and workers in making informed career decisions.

#### 3.2.3.2. **Identifying and matching skills to emerging and future skill needs**

(149) Cedefop will continue its work in the area of digitalisation and the future of work. Through various activities it will analyse the impact and drivers of automation, robotics, artificial intelligence and other digital technologies on employment and changing skill needs of jobs.

(150) Preparatory work will continue in 2020 for the second European skills and jobs survey, aiming to run the survey in all EU Member States end 2020/early 2021. As with the first wave, 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. It will particularly focus on bringing more robust evidence regarding the impact of technological change (including automation, artificial intelligence and other I.4.0 technologies) and digitalisation on skills development, obsolescence and mismatch. Cedefop will also take full account of other existing surveys to avoid overlaps and ensure complementarity.

- (151) In 2020, Cedefop and Eurofound will release in a joint event the results from the fourth wave of the European company survey (ECS), carried out on data delivered in autumn 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 are collected from private sector EU companies. After the presentation of the main results, both agencies will continue to engage with the analysis of the ECS data to provide a solid knowledge base on skill utilisation practices in organisations. These secondary analyses will be undertaken jointly by Eurofound and Cedefop and will be published as a series of joint reports coming up in later years. Cooperation with Eurofound will strengthen the investigation of issues related to work organisation and employee engagement and their impact on incentives for training and skill formation.

- (152) Apart from investigating how to integrate digital competences successfully in IVET, in 2020 Cedefop will also publish new evidence on the challenges for retraining and upgrading the skills of those engaged in

new forms of employment made possible by digitalisation, such as platform work or the ‘gig’ economy. This work aims to help EU Member States develop IVET and CVET policies that consider the specificities of skills formation and matching in new on-line forms of work and is complementary to projects undertaken by, and in close cooperation with, the Commission, Eurofound, the Joint Research Centre of the European Commission and the OECD. In addition to understanding the skill needs and learning practices of platform workers, Cedefop will streamline existing data sources to focus on implications for skill needs linked to the proliferation of machines, robotics, artificial intelligence and other digital technologies. By providing in-depth information on digital skills, Cedefop’s online job vacancy analysis supports this work.

- (153) To contextualise the implications of the changing world of work, Cedefop will also release insights into the VET graduate transitions, with a focus on employment outcomes. This work is based on the European labour force survey (LFS) ad-hoc module on young people on the labour market <sup>(62)</sup>.

### 3.2.3.3. Supporting national and sectoral stakeholders in making skills intelligence actionable

- (154) Under this strand of work, Cedefop’s knowledge and expertise on skills anticipation and matching is used to help na-

<sup>(62)</sup> The module is part of the 2016 European labour force survey (LFS) and covers 15-34 year olds. It was added to provide additional information on the link between work-based learning and labour market outcomes.



tional and sectoral stakeholders, including social partners, address clearly defined issues or challenges. Based on the principle that stakeholders benefiting from this work take the lead in shaping it, in 2020 Cedefop will develop an approach to shape policy learning and focused support activities. While ensuring complementarity with efforts by other organisations, Cedefop will also prepare a new methodological handbook on technological skills foresights methods and examples of other recent big data methods of collecting labour market intelligence focusing on identification of emerging technologies and related skill needs. To increase awareness of the opportunities and limitations of using big data for policy-making, Cedefop will contribute to the development of a short policy brief by the inter-agency working group on technical vocational education and training to be released in 2020.

(155) In 2020, Cedefop will consolidate its evidence and analysis on governance of skills anticipation and matching systems in EU countries: the capacity of countries to assess and anticipate skill needs and ensure that relevant infrastructure is in place so that the evidence generated is appropriately disseminated and used for policy-making and for supporting social dialogue. The matching skills online tool, which presents a collection of skills policies and practices in EU countries, makes use of labour market skills and information to improve skills matching and aims to inspire policy-makers when designing new skills policies. Results of the four thematic country reviews carried out in Bulgaria, Estonia, Greece and

Slovakia and will be published in 2020. The findings of the reviews will be discussed at a conference on labour market trends and policy perspectives up to 2030 planned for early 2021.

(156) In 2020 Cedefop will update the European skills index (ESI), a composite indicator that measures the performance of a country's skills system and supports its priority setting for targeted skills policies. The objective of a skills system is not only continually to develop the skills of the population, but also to activate and effectively match these skills to the needs of employers in the labour market. The ESI comprises three pillars, each measuring a different aspect of a country's skills formation, activation and matching system. They are used to organise and aggregate 15 individual indicators into a single summary measure. The ESI monitors Member States' performance over time and identifies areas for improvement. The index constitutes a key input for supporting EU countries and contributes to the implementation of the European pillar of social rights.

(157) To ensure that high-quality labour market and skills intelligence is properly disseminated and used to inform policy choices on developing skills and shaping quality jobs that use them – a key pillar of a skills governance system – Cedefop puts 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. Cedefop makes sure that information and data are regularly updated and presented in a way and format that meet the needs of a wide range of end users,



such as policy-makers, social partners, VET providers or guidance counsellors.

- (158) Using infographics and data visualisation techniques and relying on its expertise, Cedefop provides labour market and skills intelligence to a range of users through different platforms and seeks to inspire EU countries in setting up their own online skills and labour market intelligence platforms. In 2020, activities under the Skills Panorama will focus on preparing the transition of content to the new Cedefop web portal in 2021. Only key indicators and data will be updated. Cedefop will liaise with the Commission to advise on how Cedefop's labour market intelligence could be used in the new Europass portal to benefit its users.

#### 3.2.4. Communication and dissemination

- (159) Disseminating information is one of Cedefop's main tasks and will continue to follow its corporate communications strategy in 2020. As a specific group among Cedefop's key stakeholders, the Agency's key accounts will be addressed 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.
- (160) In 2020, Cedefop's communication strategy will continue to feature 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 award project.

- (161) The work of Cedefop's Brussels liaison office will be streamlined and based on a revised integrated stakeholder relations policy. The 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. The aim is to bring Cedefop's expertise closer to stakeholders who affect policy priorities directly or indirectly, or shape VET, skills and qualifications.

- (162) Cedefop's research support centre ensures continuity in retrieving electronic information and monitoring citations of Cedefop's work in EU documents, EU and international scientific literature and the media. Records management and archives focus consistently on providing access to records and preserving Cedefop's legacy.

- (163) The web portal – [www.cedefop.europa.eu](http://www.cedefop.europa.eu) – plays a fundamental role in communicating Cedefop's outputs to a wider public and engaging key European and national stakeholders. In 2020, strategic emphasis will be placed on designing a new-generation web portal, moving from static information provision to user engagement via tailored interactive online services, with a strong focus on data visualisation, online tools and cross-thematic interconnectivity. Systematic key stakeholder, web portal user and expert consultations will help organise and present Cedefop's research outputs through user-centric thematic access points. These access points will require a fully integrated cross-departmen-



tal approach of information management and dissemination, including all relevant existing and future data collections. Specific structures and workflows will be developed to ensure systematic cooperation between researchers and web content management.

- (164) Providing high-quality audiovisual online content will continue as a regular service, with targeted video interviews, thematic video clips and animations (e.g. video animations of VET systems in Germany and Croatia holding the EU presidency in 2020). 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.
- (165) Printing and dissemination of hard copy publications will be radically reduced, focusing instead on high-quality electronic publications in pdf and e-book formats. Cedefop's reference books and research papers will be further rationalised and streamlined. Cedefop's magazine *Skill-set and match* will continue to showcase Cedefop's work and European VET developments for a wider audience and complement electronic briefing notes and newsletter articles. Resources will be systematically shifted to alternative communication channels, targeting the growing needs of key stakeholders for more compact, impact-oriented and interactive on-line information.

### 3.2.5. Resources and support

- (166) Cedefop strives to be a well-run organisation with efficient and compliant processes and a qualified and motivated staff, working in a nurturing environment.
- (167) In 2020, Cedefop will focus on selected key activities to support continued improvement of systems, processes and services for the direct benefit of the core business. These include:
  - (a) further streamlining of administrative workflows and use of electronic workflows;
  - (b) development and implementation of the action plan following the 2019 staff engagement survey;
  - (c) finalising an ICT strategy and roadmap focused on supporting efficient corporate solutions and further integration and alignment of ICT systems of Cedefop with those of the Commission and other agencies, while ensuring a high level of ICT security;
  - (d) maintaining a high level of health and safety at work and supporting energy and environmental management;
  - (e) achieving further efficiency gains and capitalising on knowledge-sharing and best practices by leveraging of collaboration with other agencies (shared services, inter-agency calls for tender and other initiatives).



# Activity fiches 2020

OPERATIONAL ACTIVITY 1:

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

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This activity includes: monitoring VET policy developments and their impact, in line with the objectives set by the Member States and the revised EU political framework and priorities guiding VET beyond 2020; the further development and support for the implementation of European tools and principles for transparency and recognition of qualifications; and research on the future of European VET 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 DGVTs, 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, the new Europass, ECVET, EQAVET and ESCO.

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### THE MAIN ACTIVITIES FOR 2020 ARE:

- monitor and analyse Member States' progress on the priorities of European cooperation in VET, including the role of social partners, and improve the visibility and standing of VET systems in Europe;
  - continue the analytical work on the future of VET;
  - continue work on the analysis of key competences in VET;
  - provide support to the further implementation of the EQF and the learning outcomes approach;
  - support the further implementation of quality assurance mechanisms.
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### Activity objective

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

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### Expected results – Outcomes 2020

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#### NEW KNOWLEDGE AND EVIDENCE PROVIDED ON:

- VET policies and systems;
- future of VET;
- key competences in IVET;
- 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 instruments and initiatives to support lifelong and life-wide progression in learning;

- methodologies for comparing VET qualifications and for supporting their continuous review and renewal.

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#### 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;
- mobility scoreboard for IVET;
- transparent and trustworthy referencing of national qualifications levels to the EQF.

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#### 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.

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**Indicators:** see corporate indicators (Annex XI)

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#### Main outputs 2020

- Workshop: Future of VET
- Conference: European cooperation in VET 2015-20
- Publication: Enhancing European cooperation in VET: outcomes of the Riga round – Progress in common priorities for 2015-20 – Final report
- Publication: VET in Croatia short description and Spotlight on VET (Presidency January-June 2020)
- Publication: VET in Germany short description and Spotlight on VET (Presidency July-December 2020)
- Publication: Key competences in IVET: digital and literacy/languages
- Publication: Overview and analysis of NQF developments in Europe
- Publication: Comparing VET qualifications: a conceptual basis
- Online: National news on VET

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#### Targets 2020

- Updated country information and findings from the analysis of country progress towards the common priorities on European cooperation in VET, inform stakeholder discussions
- Increased number of countries involved in the policy learning about EU tools implementation
- Work on the future of VET informing more countries and stakeholders on the value and relevance of VET

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#### Resources 2020

44.8 FTEs – includes indirect staff FTEs

EUR 5.8 million total ABB resource allocation – Title III operational budget is EUR 1.84 million

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**Corresponding ABB activity:** Shaping VET

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## OPERATIONAL ACTIVITY 2:

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

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This activity is concerned with the functions of VET and adult learning in European economies and societies. The aim is to achieve a better understanding of which strategic approaches and models of intervention can be successfully implemented, both to prepare young people well for their future work and life and to ensure adults' continuous learning, self-improvement and progression within the labour market in a lifelong perspective. It focuses on end users of systems and institutions, be these learners, employees and employers, or people not in employment. Success or failure of VET and adult learning policies and measures very much depend on addressing the end users' needs and the involvement of social partners in the development of effective governance structures suitable to improve responsiveness to contextual factors.

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### THE FOCUS OF THE ACTIVITY FOR 2020 IS:

- getting insights into participation in work-based learning, including apprenticeships and upskilling pathways;
  - understanding adult opinions of VET and adult learning;
  - aiding the transition of young people from education and training to labour market through quality apprenticeships;
  - understanding the role of guidance and validation in supporting people to undergo VET and adult learning and addressing early school leaving.
- 

### Activity objective

To support the development and implementation of VET and continuing/adult learning policies creating the conditions for all people to gain the knowledge, competences and values required for employability, entrepreneurship, innovation and tolerant and inclusive society. To improve policy learning between countries, social partners and VET stakeholders.

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### Expected results – Outcomes 2020

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#### NEW KNOWLEDGE AND EVIDENCE PROVIDED ON:

- approaches to monitoring and evaluating guidance services;
  - European residents' opinions and attitudes towards adult learning and VET;
  - the role of VET, skills and qualifications in supporting legal mobility of adult refugees;
  - costs and benefits of VET and adult learning.
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#### MONITORING AND ANALYSIS OF POLICIES AND PRACTICES ON:

- national apprenticeship systems/schemes.
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#### KNOWLEDGE BROKERING FOR COUNTRIES AND STAKEHOLDERS AT NATIONAL AND EU LEVELS ON:

- apprenticeships and work-based learning;
  - the role of and supporting measures for VET teachers and in-company VET trainers;
  - upskilling pathways for adults;
  - lifelong guidance services and early leaving from VET;
  - role of social partners and trade unions in supporting learning in the workplace.
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**Indicators:** see corporate indicators (Annex XI)

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#### Main outputs 2020

- Publication: Second opinion survey on VET and adult learning in Europe
  - Publication: Complementary pathways for adult refugees
  - Publication: Proceedings of 2019 Cedefop-OECD symposium 'The next steps for apprenticeship'
  - Publication: Cedefop analytical framework for developing upskilling/reskilling pathways for adults
  - Publication: Work-based learning and upskilling pathways for adults – Volume 2
  - Publication: Financing of apprenticeships
  - Publication: Geographic mobility of apprenticeships in Europe
  - Third policy learning forum on flexible learning pathways for low-skilled adults
  - Fourth policy learning forum on apprenticeships
  - Fourth CareersNet meeting (Cedefop's network for lifelong guidance and career development)
  - Third meeting of Cedefop's community of experts on apprenticeships
  - Online: VET statistical overviews
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#### Targets 2020

- 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
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#### Resources 2020

31.9 FTEs – includes indirect staff FTEs

EUR 5.3 million total ABB resource allocation – Title III operational budget is EUR 1.12 million

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**Corresponding ABB activity:** Valuing VET

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OPERATIONAL ACTIVITY 3:

## **INFORMING VET BY OFFERING LABOUR MARKET INTELLIGENCE AND SKILL NEEDS ANALYSIS**

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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 jobseekers; the analysis of skills anticipation and matching systems across the EU; and support to national and sectoral stakeholders, including social partners, who want to develop their capacity to anticipate and match skill needs.

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### **THE MAIN CHALLENGES FOR 2020 ARE:**

- to deliver a fully fledged system on skills demanded by employers using online vacancies covering all EU countries;
  - to deliver key results from the European company survey carried out jointly with Eurofound;
  - to prepare for the collection of data within the next round of the European skills and jobs survey;
  - to support policy learning in skills anticipation and matching.
- 

### **Activity objective**

Inform the design of VET and skills policies that ensure the availability of a qualified workforce and its continuous and effective skills update for the marked technological and social developments shaping the future of work. Promote policies and practices that can support lifelong skills development and skills utilisation of individuals in alignment with changing skill needs.

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### **Expected results – Outcomes 2020**

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#### **NEW KNOWLEDGE AND EVIDENCE PROVIDED ON:**

- labour market trends and skill needs in the EU, countries, sectors and occupations;
  - skill needs of employers within occupations using big data analysis;
  - learning practices, skill formation and matching of platform economy workers;
- 

#### **MONITORING AND ANALYSIS OF POLICIES AND PRACTICES PROVIDED ON:**

- skills matching policies and practices (matching skills web tool)
- 

#### **KNOWLEDGE BROKERING FOR NATIONAL AND SECTORAL STAKEHOLDERS ON:**

- skills anticipation and matching;
  - emerging methods to identify new technologies and skills;
  - trends in skills, jobs and the labour market.
-

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**Indicators:** see corporate indicators (Annex XI)

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#### **Main outputs 2020**

- Publication: Skills formation and matching of online platform workers
  - Publication: Governance of skills anticipation and matching system in Slovakia
  - Publication: Governance of skills anticipation and matching system in Bulgaria
  - Publication: Governance of skills anticipation and matching system in Estonia
  - Publication: Transition of VET graduates to the labour market
  - Event: Release of the European company survey results (jointly with Eurofound)
- 

#### **Targets 2020**

- All countries covered in production of 'real-time' labour market data based on online vacancies
  - Release of the European company survey data
- 

#### **Resources 2020**

31.1 FTEs – includes indirect staff FTEs

EUR 5.3 million total ABB resource allocation – Title III operational budget is EUR 1.27 million

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**Corresponding ABB activity:** Informing VET

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## TRANSVERSAL ACTIVITY 1:

**COMMUNICATION AND DISSEMINATION**

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Cedefop's main communication focus is raising VET's profile and attractiveness. This 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: linguistic support (editing and translation); provision of high-quality innovative publication and promotion formats (layout, design, production and dissemination); and centralised web content management, developing in 2020 a new version of Cedefop's state-of-the-art web portal – [www.cedefop.europa.eu](http://www.cedefop.europa.eu) – which disseminates valuable and accurate information on VET, promoting optimal user experience and interactivity. 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 management and archives.

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**THE MAIN CHALLENGES FOR THE YEAR 2020 ARE:**

- organising increased outreach in the Member States, 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;
  - responding to newly 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.

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### Expected results – Outcomes 2020

- Raising profile and attractiveness of VET
  - 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 and employment, experts, social partners and learners in VET
  - Efficient communication of selected VET themes via stakeholder relations events, briefing notes, newsletters, 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 (Annex XI)

---

### Main outputs 2020

- Online publishing: development of a new generation web portal with a strong focus on data visualisation online tools and cross-thematic interconnectivity
  - Press and news: press releases, social media, magazine *Skillset and match*, online news and newsletters
  - 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 2020

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

### Resources 2020

17.2 FTEs– includes indirect staff FTEs

EUR 1.8 million total ABB resource allocation – Title III operational budget is EUR 0.75 million

---

**Corresponding ABB activity:** Communication and dissemination

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TRANSVERSAL ACTIVITY 2:

## RESOURCES AND SUPPORT

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Cedefop's Department for resources and support provides efficient and effective administration services (HR, finance and procurement, ICT, facilities and other general services) in support of the strategic and operational objectives of the Agency. It develops and implements internal policies and procedures as required by the Staff Regulations and the financial rules. It develops in-house tools to streamline administrative tasks, optimise organisational efficiency and ensure clear and accurate reporting. It supports the development of a coherent Agency HR strategy and the implementation of the learning and development plan.

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### ACTIVITIES ARE DISTRIBUTED ACROSS FOUR SERVICES:

- human resources (HR) provides a full range of centralised human resource management services for Cedefop staff and assists Cedefop's management in attracting and retaining qualified employees;
  - finance and procurement (FP) provides support 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) provides the underlying hardware, software, network infrastructure, and enterprise services as well as information systems to support the Agency's core business;
  - facilities ensures the maintenance and security of the building.
- 

### 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.

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### Main outputs 2020

- Further streamlining of administrative workflows and use of electronic workflows
  - Start the migration to ABAC, the finance and accounting system of the Commission and agencies
  - Update of the staff action plan following the 2019 staff survey
  - ICT focus on ICT security, efficient corporate solutions as well as integration and alignment of systems
  - Systematic leveraging of collaboration with other agencies (shared services, inter-agency calls for tender and other initiatives) to achieve further efficiency gains and capitalise on knowledge-sharing and best practices
- 

### Resources 2020

31 FTEs and EUR 1.7 million (redistributed across operational activities in the ABB)

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<b>Expected results – Outcomes 2020</b> Efficient support services provided and good administrative practice followed through:	<b>Outcome indicators</b>	<b>Targets 2020</b>
<ul style="list-style-type: none"> <li>• Proper financial management</li> </ul>	<ul style="list-style-type: none"> <li>• Budget execution rate:</li> <li>• Average period for payments of invoices:</li> </ul>	<ul style="list-style-type: none"> <li>• 98% on total commitment and payment appropriations</li> <li>• 28 days</li> </ul>
<ul style="list-style-type: none"> <li>• Timely availability of well-trained and qualified staff</li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness of training provision</li> <li>• Establishment plan's occupation rate (including ongoing procedures)</li> <li>• Timeliness and duration of selection procedures</li> </ul>	<ul style="list-style-type: none"> <li>• assessed qualitatively and reported annually, based on feedback on impact assessment</li> <li>• 95%</li> <li>• On average 60 working days between deadline for applications and finalisation of selection board report</li> <li>• On average 120 working days between publication of vacancy notice and decision of Appointing Authority</li> </ul>
<ul style="list-style-type: none"> <li>• Secure information technology infrastructure based on user requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of core ICT external systems (Web access, email and telecommunications):</li> <li>• Availability of core ICT internal systems (e.g. ERP systems):</li> </ul>	<ul style="list-style-type: none"> <li>• 97%</li> <li>• 95%</li> </ul>





## ANNEX I

## Resource allocation per activity 2020-22

Activity	FTEs	Total budget (€)	% of total budget	% budget change on previous year	
<b>2020</b>					
Shaping VET	44.8	5 848 925	32%	-1%	Change total budget % <b>2.40</b>
Valuing VET	31.9	5 300 588	29%	1%	
Informing VET	31.1	5 300 588	29%	1%	
Communication and dissemination	17.2	1 827 789	10%	-1%	
	<b>125</b>	<b>18 277 890</b>	<b>100%</b>		
<b>2021</b>					
Shaping VET	44.7	6 000 330	32%	0%	Change total budget % <b>2.60</b>
Valuing VET	31.8	5 437 799	29%	0%	
Informing VET	31.2	5 437 799	29%	0%	
Communication and dissemination	17.3	1 875 103	10%	0%	
	<b>125</b>	<b>18 751 030</b>	<b>100%</b>		
<b>2022</b>					
Shaping VET	44.7	6 000 330	32%	0%	Change total budget % <b>0.00</b>
Valuing VET	31.8	5 437 799	29%	0%	
Informing VET	31.2	5 437 799	29%	0%	
Communication and dissemination	17.3	1 875 103	10%	0%	
	<b>125</b>	<b>18 751 030</b>	<b>100%</b>		

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 configuration reflects the Agency's organisational structure which includes four operational departments:

- VET systems and institutions (shaping VET);
- learning and employability (valuing VET);
- skills and the labour market (informing VET);
- communication (communication and dissemination).

Cedefop envisages the relative share of resource allocation to remain essentially the same over the coming years.

## ANNEX II

## Financial resources (tables) 2020-22

Table A2.1: Expenditure

EXPENDITURE	N (2019)		N+1 (2020)	
	Commitment appropriations	Payment appropriations	Commitment appropriations	Payment appropriations
Title 1	10 785 210	10 785 210	11 293 336	11 293 336
Title 2	1 518 000	1 518 000	1 702 900	1 702 900
Title 3	5 547 000	5 547 000	5 281 654	5 281 654
<b>Total expenditure</b>	<b>17 850 210</b>	<b>17 850 210</b>	<b>18 277 890</b>	<b>18 277 890</b>

EXPENDITURE	Executed budget N-1 (2018)	Budget N (2019)	Draft budget N+1 (2020)
			Agency request
<b>Title 1 Staff expenditure</b>	<b>10 173 903</b>	<b>10 785 210</b>	<b>11 124 253</b>
11 Salaries and allowances	9 431 404	10 023 210	10 424 253
• of which establishment plan posts	7 961 944	8 393 710	8 729 458
• of which external personnel	1 469 459	1 629 500	1 694 795
12 Expenditure relating to staff recruitment	182 421	156 000	136 000
13 Mission expenses	132 300	100 000	100 000
14 Socio-medical infrastructure	184 384	209 000	209 000
15 Training	117 525	120 000	120 000
16 External services	106 970	161 000	119 000
17 Receptions and events	18 900	16 000	16 000
<b>Title 2 Infrastructure and operating expenditure</b>	<b>1 561 970</b>	<b>1 518 000</b>	<b>1 624 000</b>
20 Rental of buildings and associated costs	614 556	603 000	603 000
21 Information and communication technology	627 293	599 000	650 000
22 Movable property and associated costs	4 967	10 000	62 000
23 Current administrative expenditure	130 453	173 000	173 000
24 Postage/Telecoms	170 450	120 000	123 000
25 Meeting expenses	14 250	13 000	13 000
<b>Title 3 Operational expenditure</b>	<b>6 113 721</b>	<b>5 547 000</b>	<b>5 831 427</b>
30 Transversal activities	305 494	330 000	330 000
32 Skills and labour market	1 483 536	1 288 000	1 335 000
33 VET systems and institutions	1 936 940	2 016 000	2 099 000
34 Learning and employability	1 730 575	1 251 000	1 283 000
35 Communication	657 175	662 000	784 427
<b>Total expenditure</b>	<b>17 849 594</b>	<b>17 850 210</b>	<b>18 579 680</b>



**Commitment and payment appropriations**

<b>Draft budget N+1 (2020)</b>	<b>VAR N+1 / N</b>	<b>Envisaged in N+2 (2021)</b>	<b>Envisaged in N+3 (2022)</b>
<b>Budget forecast</b>			
<b>11 293 336</b>	<b>4.71%</b>	<b>11 513 130</b>	<b>11 615 530</b>
10 512 296	4.88%	10 732 091	10 835 640
8 871 070	5.69%	8 953 517	9 102 540
1 641 226	0.72%	1 778 635	1 732 012
215 178	37.93%	215 178	215 178
100 000	0.00%	100 000	100 000
198 762	-4.90%	198 700	198 700
120 000	0.00%	120 000	120 000
131 100	-18.57%	131 100	131 100
16 000	0.00%	16 000	16 000
<b>1 702 900</b>	<b>12.18%</b>	<b>1 724 900</b>	<b>1 680 500</b>
628 400	4.21%	666 400	648 000
736 000	22.87%	702 000	676 000
15 000	50.00%	15 000	15 000
162 000	-6.36%	162 000	162 000
154 500	28.75%	172 500	172 500
7 000	-46.15%	7 000	7 000
<b>5 281 654</b>	<b>-4.78%</b>	<b>5 513 000</b>	<b>5 455 000</b>
308 148	-6.62%	310 000	300 000
1 268 000	-1.55%	1 263 000	1 250 000
1 840 000	-8.73%	2 060 000	2 040 000
1 120 300	-10.45%	1 260 000	1 245 000
745 206	12.57%	620 000	620 000
<b>18 277 890</b>	<b>2.40%</b>	<b>18 751 030</b>	<b>18 751 030</b>



Table A2.2: Revenue

REVENUE	N (2019) Revenues estimated by the Agency	N+1 (2020) Budget forecast
EU contribution	17 434 000	17 838 000
Other revenue	416 210	429 890
<b>Total revenues</b>	<b>17 850 210</b>	<b>18 277 890</b>

REVENUE	N-1 (2018)	N (2019)	N+1 (2020)
	Executed budget	Revenues estimated by the Agency	As requested by the Agency
1. Revenue from fees and charges			
2. EU contribution	<b>17 434 000</b>	<b>17 434 000</b>	<b>17 838 000</b>
• of which assigned revenues deriving from previous years' surpluses	333 764	1 323 605	22 510
3. Third countries contribution (incl. EFTA and candidate countries)	<b>406 210</b>	<b>406 210</b>	<b>431 680</b>
• of which EFTA	406 210	406 210	431 680
• of which candidate countries			
4. Other contributions	<b>0</b>	<b>0</b>	<b>0</b>
• of which delegation agreement, ad hoc grants	0	0	0
5. Administrative operations	10 000	10 000	10 000
6. Revenues from services rendered against payment			
7. Correction of budgetary imbalances			
<b>Total revenues</b>	<b>17 850 210</b>	<b>17 850 210</b>	<b>18 579 680</b>

Table A2.3: Budget outturn and cancellation of appropriations

BUDGET OUTTURN	N-4 (2015)	N-3 (2016)	N-2 (2017)
Revenue actually received (+)	16 790 638	17 910 504	18 002 235
Payments made (-)	-16 338 197	-17 948 962	-16 092 569
Carry-over of appropriations (-)	-1 803 509	-911 165	-952 222
Cancellation of appropriations carried over (+)	55 829	49 645	52 767
Adjustment for carry-over of assigned revenue appropriations from previous year (+)	1 359 026	1 230 780	312 728
Exchange rate differences (+/-)	-7 188	2 963	667
Adjustment for negative balance from previous year (-)	0	0	0
<b>Total</b>	<b>59 282</b>	<b>333 764</b>	<b>1 323 605</b>



Budget forecast	VAR N+1 / N	Envisaged in N+2 (2021)	Envisaged in N+3 (2022)
<b>17 838 000</b>	<b>2.32%</b>	<b>18 300 000</b>	<b>18 300 000</b>
22 510	-98.30%	300 000	300 000
<b>429 890</b>	<b>5.83%</b>	<b>441 030</b>	<b>441 030</b>
429 890	5.83%	441 030	441 030
<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>
0	0.00%	0	0
10 000	0.00%	10 000	10 000
<b>18 277 890</b>	<b>2.40%</b>	<b>18 751 030</b>	<b>18 751 030</b>

N-1 (2018)
17 912 176
-17 653 998
-670 287
62 137
373 605
-1 122
0
<b>22 510</b>

# Human resources – Quantitative

Table A3.1: **Staff population and its evolution; overview of all categories of staff** <sup>(63)</sup>

Staff population		Actually filled as of 31 December N-2 (2017)	Authorised under EU budget N-1 (2018)	Actually filled as of 31 December N-1 (2018)	Authorised under EU budget for year N (2019)
Officials	AD	4	4	4	4
	AST	9	9	8	8
	AST/SC	0	0	0	0
TA	AD	41	44	42	45
	AST	34	34	33	34
	AST/SC	0	0	0	0
<b>Total</b>		<b>88</b>	<b>91</b>	<b>87</b>	<b>91</b>
CA	GF IV	4	5	5	5
	GF III	6	6	6	6
	GF II	10	10	10	10
	GF I	4	4	4	4
<b>Total CA</b>		<b>24</b>	<b>25</b>	<b>25</b>	<b>25</b>
SNE		4	4	3	4
<b>TOTAL</b>		<b>116</b>	<b>120</b>	<b>115</b>	<b>120</b>
Structural service providers		8.5	8.5	8.5	8.5
External staff for occasional replacement		2	4	3	5

<sup>(63)</sup> As indicated in Table A3.2 of Annex III, there has been an application of the flexibility rule during 2018 whereby one permanent AST9 post was transformed into a temporary AD9.

Actually filled as of 31 December N (2019)	Draft budget for year N+1 (2020)	Envisaged in N+2 (2021)	Envisaged in N+3 (2022)	Envisaged in N+4 (2023)
4	3	3	3	3
8	7	7	7	7
0	0	0	0	0
42	46	46	46	46
32	35	35	35	35
0	0	0	0	0
<b>86</b>	<b>91</b>	<b>91</b>	<b>91</b>	<b>91</b>
4	5	5	5	5
5	6	6	6	6
12	11	11	11	11
4	3	3	3	3
<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
3	4	4	4	4
<b>114</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>
8.5	8.5	8.5	8.5	8.5
0	5	5	5	5







Table A3.2: Multiannual staff policy plan year 2019-23

Category and grade	Establishment plan in EU budget N-1 (2018)		Filled as of 31 December N-1 (2018)		Modifications in year N-1 (2018) in application of flexibility rule		Establishment plan in voted EU budget N (2019)	
	Official	TA	Official	TA	Official	TA	Official	TA
AD16								
AD15		1						1
AD14		1		1				1
AD13		2		2				2
AD12	4	4	4	4			4	7
AD11		10		9				8
AD10		10		10				9
AD9		5		5		+1		6
AD8		5		5				5
AD7		4		4				4
AD6		2		2				2
AD5								
<b>Total AD</b>	<b>4</b>	<b>44</b>	<b>4</b>	<b>42</b>			<b>4</b>	<b>45</b>
AST11		1		1				1
AST10	1	1	1	1			1	1
AST9	1	2		1	-1		1	2
AST8	1	2	1	2			1	3
AST7	3	7	3	7			3	6
AST6	3	5	3	5			2	7
AST5		6		6				6
AST4		10		10				8
AST3								
AST2								
AST1								
<b>Total AST</b>	<b>9</b>	<b>34</b>	<b>8</b>	<b>33</b>			<b>8</b>	<b>34</b>
AST/SC1								
AST/SC2								
AST/SC3								
AST/SC4								
AST/SC5								
AST/SC6								
<b>Total AST/SC</b>								
<b>Total</b>	<b>13</b>	<b>78</b>					<b>12</b>	<b>79</b>



Modifications in year N (2019) in application of flexibility rule		Establishment plan in draft EU budget N+1 (2020)		Establishment plan N+2 (2021)		Establishment plan N+3 (2022)		Establishment plan N+4 (2023)	
Official	TA	Official	TA	Official	TA	Official	TA	Official	TA
			1		1		1		1
			1		1		1		1
			2		3		3		3
		3	9	3	10	3	10	3	10
			8		8		8		10
			9		9		9		9
			6		7		7		6
			5		4		4		3
			4		3		3		3
			1						
		3	46	3	46	3	46	3	46
			1		1		1		1
		1	1	1	1	1	2	1	2
		2	3	2	4	3	5	3	5
		1	3	1	4	2	4	2	4
		3	10	3	10	1	10	1	10
			8		8		8		8
			6		6		4		4
			3		1		1		1
		7	35	7	35	7	35	7	35
		10	81	10	81	10	81	10	81

# Human resources – Qualitative

## A. Recruitment policy

Cedefop employs officials, temporary agents 2(f) <sup>(64)</sup>, contract agents 3(a) <sup>(65)</sup> and seconded national experts. The last are seconded to Cedefop and remain in the employment of their seconding organisation while working at Cedefop.

Employment of officials is governed by the EU 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/40/. 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 inter-agency 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.

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 Management Board members and members of Cedefop's networks as appropriate. Since 2019, vacancy notices are also published on the EPSO website. Wide, tailor-made dissemination also 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 might request the assistance of external members. Selection boards receive guidance and support from the HR service;
- (c) pre-selection of candidates based on CVs and application forms submitted online;
- (d) selected candidates are invited to written tests and interviewed based on questions selected in advance by the selection board in order to assess the specific knowledge and competences in the area of expertise general aptitudes, knowledge of EU institutions and language abilities as relevant;
- (e) the selection board prepares a final report with a proposed short list of successful candidates which is sent to the AIPN/AHCC;
- (f) in the case of key positions, additional interview(s) with the AIPN/AHCC may be scheduled;

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<sup>(64)</sup> With the exception of the Director, who is a temporary agent 2(a).

<sup>(65)</sup> Contract agents 3(a) may eventually receive an indefinite contract subject to certain conditions.



- (g) in the case of management positions, an additional assessment of management capacities by external HR consultants (assessment centre) is required;
- (h) On this basis, a successful candidate is appointed and/or a reserve list or list of suitable candidates is established by the AIPN/AHCC; the offer of the post is signed by the AIPN/AHCC.

The above current procedure is the main vehicle for recruitment of CAs at Cedefop. In addition, the EPSO CAST lists provide a time- and resource-efficient possibility to address urgent staff needs.

#### A1. Officials

See Section A2.

#### A2. Temporary agents

##### Temporary agents on long-term employment

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

- (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 are 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;
- AD 9 to AD 12 for middle-management posts.

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 a maximum of 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 a 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 recruited for a specific period at a range of grades corresponding to the function and according to Cedefop's priorities and work programme.

The term of office of the Executive Director is 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 became contract agents in 2005 – that Cedefop has a number of contract agents who perform tasks of a long-term nature.

In addition, 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 to address flexibly specific short-falls which cannot be addressed through rationalisation or redeployment.

Contract agents may also be engaged in Function Group IV to work as experts, providing core business support under the supervision of temporary staff or officials in case operational needs cannot be addressed via the establishment plan.

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. Renewals of contracts of contract agents are also subject to a thorough examination of the staff member's performance and depend on the Agency's work programme priorities, available budgetary provisions, and not being able to cover 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 long-time absences, and cover peaks of workloads for limited periods.

Contract agents may also be engaged in Function Group IV to work as experts, providing core business support under the supervision of temporary staff or officials, in particular on projects which are either of a time-limited nature or on projects with fluctuating competence needs.

Contract agents on short-term contracts are offered time-limited contracts, which may be renewed once.

## 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. The types of services typically include ICT helpdesk, other ICT assistance, on-site technical support related to Europass, security and receptionists, maintenance, cleaning, gardening, and medical doctor services, some of which are on a part-time basis. Due to the absence of an in-house legal service since November 2017, external service providers are also used to secure legal advice for the Agency (on top of service-level agreements with DGHR).

### **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 Agency-level goals applicable to all staff which reflect the corporate values of Cedefop (e.g. compliance, integrity and time management). The objectives also include standardised management objectives applicable to staff with project and/or staff 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 taking into account the Agency's strategy. 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 Executive Director.



Table A4.1: Reclassification of temporary staff/promotion of officials

Category and grade	Staff in activity at 1 January Year N-2 (2017)		How many staff members were promoted/reclassified in Year N-1 (2018)		Average number of years in grade of reclassified/promoted staff members
	Officials	TA	Officials	TA	
AD 16					
AD 15					
AD 14		1			
AD 13		1			
AD 12	2	4	1	2	5.6
AD 11	2	6		2	2.8
AD 10		6			
AD 9		3		1	3
AD 8		4		3	3.3
AD 7		5		4	2.8
AD 6		7		4	3.5
AD 5		5			
<b>Total AD</b>	<b>4</b>	<b>42</b>	<b>1</b>	<b>16</b>	
AST 11					
AST 10					
AST 9	1	1			
AST 8	2	5			
AST 7	2				
AST 6	5	1	1	3	3.25
AST 5	1	12		5	2.6
AST 4		9		1	4
AST 3		4			
AST 2		1			
AST 1					
<b>Total AST</b>	<b>11</b>	<b>33</b>	<b>1</b>	<b>9</b>	



Category and grade	Staff in activity at 1 January Year N-2 (2017)		How many staff members were promoted/ reclassified in Year N-1 (2018)		Average number of years in grade of reclassified/ promoted staff members
	Officials	TA	Officials	TA	
AST/SC 1					
AST/SC 2					
AST/SC 3					
AST/SC 4					
AST/SC 5					
AST/SC 6					
<b>Total AST/SC</b>					
<b>Total</b>	<b>15</b>	<b>75</b>	<b>2</b>	<b>25</b>	



Table A4.2: **Reclassification of contract staff**

Function group	Grade	Staff in activity at 1 January Year N-2 (2017)	How many staff members were reclassified in Year N-1 (2018)	Average number of years in grade of reclassified staff members
CA IV	18			
	17			
	16	2	1	4
	15	2		
	14	1		
	13			
CA III	12			
	11	2		
	10	2	1	4.6
	9	3		
	8			
CA II	7	1	1	6
	6	7		
	5	2		
	4			
CA I	3			
	2			
	1	4		
<b>Total</b>		<b>26</b>	<b>3</b>	



## C. Mobility policy

### (a) 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 2018 16 staff members were reassigned.

### (b) Inter-agency mobility

The 2014 Staff Regulations and the related implementing rules adopted in 2015 provide for inter-agency 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.

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 and 2018, there were no cases of inter-agency mobility.

### (c) 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 2018.

## D. Gender and geographical balance

### Gender balance

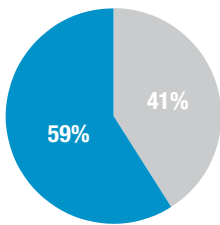
At the end of 2018 (see below), the gender balance amongst Cedefop was 41:59 weighted towards female staff. In the management team the ratio was 50:50. Female staff represents the majority in the AST function group and contract agents.

Cedefop is an equal opportunity employer: all vacancy notices make references 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.

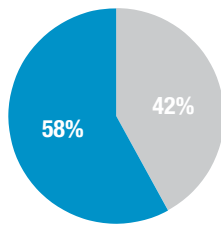
A formalised equal opportunities policy is in preparation and will be finalised in 2020.

**Staff by gender**

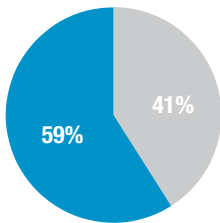
■ Male ■ Female



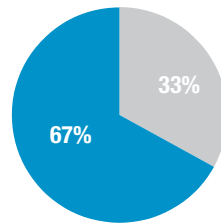
(% of all staff)



(% of temporary/officials)

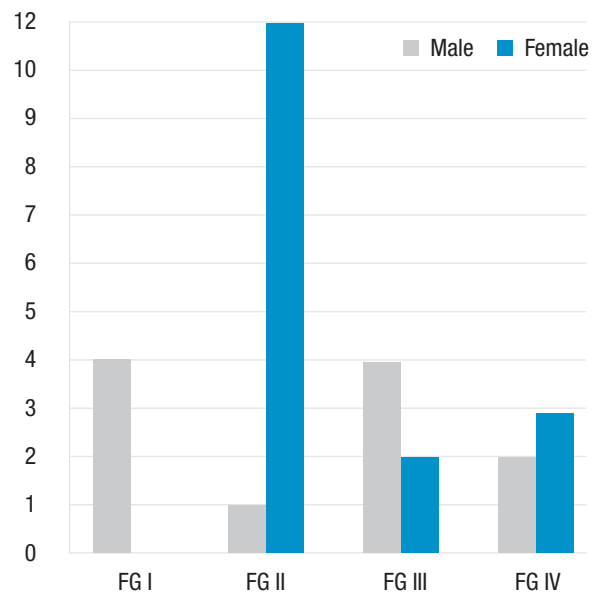


(% of contract agents)



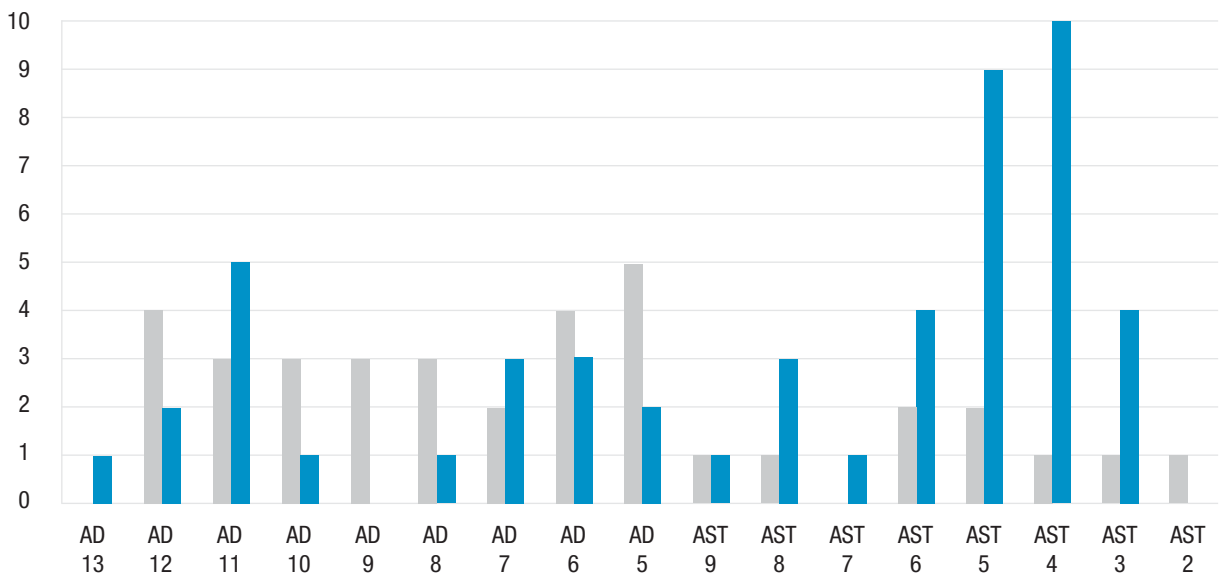
(% of SNEs)

**Category of contract agents by gender**



**Cedefop occupied posts (male/female)  
Officials and temporary agents**

■ Male ■ Female

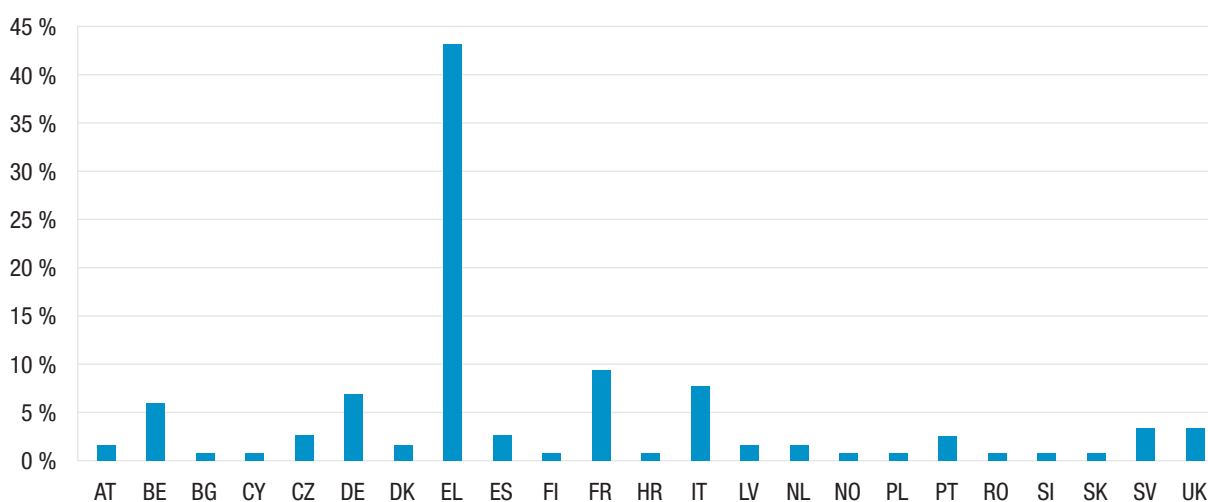




### Geographic balance

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 the best existing practices 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:

<b>Primary level</b>	English	Pinewood School of Thessaloniki (U.S. accredited programme)
	German	Deutsche Schule Thessaloniki (German programme and Greek programme)
	French	École Française de Thessalonique (French programme)
<b>Secondary level</b>	English	Pinewood School of Thessaloniki (U.S. accredited programme and International Baccalaureate)
	English	Anatolia College (Greek programme and International Baccalaureate)
	German	Deutsche Schule Thessaloniki (German programme and Greek programme)
	French	École Française de Thessaloniki (French programme; a 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 at previous Greek Government level, no concrete steps were taken nor can such be expected.

To support Cedefop's effort 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 staff. In the absence of a European School offering the European Baccalaureate, the IB, which is available in educational establishments in Thessaloniki, offers an internationally recognised pathway to higher education. In 2016, the Director adopted a decision on increased financial support also for primary and secondary schooling of children of staff members in Thessaloniki. In 2019 <sup>(66)</sup>, a new decision on the financing of schooling for children of Cedefop staff was adopted as a measure of a social nature.

## F. Staff wellbeing

Staff in Cedefop can benefit from flexitime and other opportunities to achieve a better work-life balance, such as parental leave and teleworking.

A staff engagement survey is planned to be conducted end 2019, according to the commitment to repeat such surveys every two years. In 2020, a follow-up action plan will be devised.

Cedefop attaches utmost priority to creating a respectful working environment and preventing any form of harassment. The implementation of the dignity at work policy is supported with comprehensive awareness raising efforts (e.g. presentations and a leaflet for staff, workshops targeted to management, and mandatory information sessions for newcomers). Cedefop confidential counsellors play an important role during the informal procedure and receive regular training and supervision to be fully equipped for their role.

## G. Telework

Cedefop's General Provisions on the implementation of telework, which are based on the Commission's model decision for the agencies, were adopted by the Governing Board in 2017. The evaluation of teleworking at Cedefop showed that both staff members and management believe it has had positive results. Staff members appreciate the opportunity to increase the quality of their work-life balance and report higher productivity (particularly due to fewer interruptions). Management also finds teleworking beneficial in terms of fulfilment of the objectives of staff and motivation. Comprehensive guidelines on teleworking are available to managers and staff to ensure consistent implementation of teleworking across the organisation.

<sup>(66)</sup> DIR 04/2019.

## ANNEX V

# Building

	Name, location and type of building	Other comment
<b>Cedefop building – Thessaloniki</b>		
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)
<b>Cedefop liaison office – Brussels</b>		
Annual rent (in EUR)	17 593.63	
Type and duration of rental contract	Service level agreement with the Office for infrastructure and logistics in Brussels (covers 2017)	50.30 m <sup>2</sup> (office space and common space)



# Privileges and immunities

Agency privileges	Privileges granted to staff	
<p><b>Protocol on the privileges and immunities of the European Union</b> <sup>(64)</sup></p>	<p><b>Protocol on the privileges and immunities of the European Union</b></p>	<p><b>Education/day care</b> <sup>(65)</sup></p>
<p>[...]  <b>Art. 1</b> - 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>[...]  <b>Art. 11</b> - 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>	<ul style="list-style-type: none"> <li>• Financial support for pre-school attendance (DIR 2012/219)</li> </ul>
<p><b>Art. 2</b> - The archives of the Union shall be inviolable.</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>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>
<p><b>Art. 3</b> - 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>(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"> <li>• Financing of the International Baccalaureate (Internal decision 2015-02)</li> <li>• Increased financial support for primary and secondary schooling of children of staff members in Thessaloniki (Internal decision 2016-06)</li> </ul>

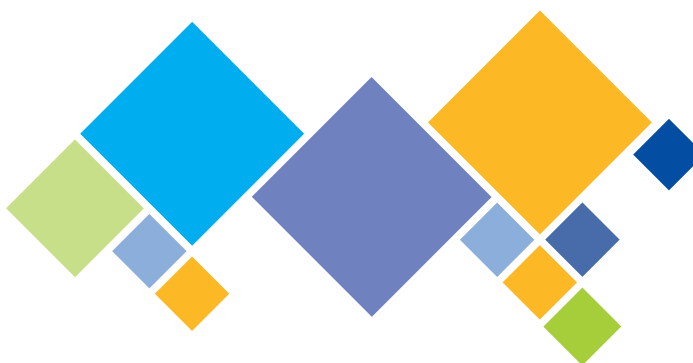
<sup>(67)</sup> <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:12006E/PRO/36>

<sup>(68)</sup> See Annex IV.E above for more detailed information.



Agency privileges	Privileges granted to staff	
<p><b>Protocol on the privileges and immunities of the European Union</b> <sup>(64)</sup></p>	<p><b>Protocol on the privileges and immunities of the European Union</b></p>	<p>Education/day care <sup>(65)</sup></p>
<p><b>Art. 4</b> - 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. 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><b>Art. 5</b> - 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. Official correspondence and other official communications of the institutions of the Union shall not be subject to censorship. [...]</p>	<p><b>Art 12</b> - Officials and other servants [...] shall be exempt from national taxes on salaries, wages and emoluments paid by the Union.</p> <p><b>Art 13</b> - [...] 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. 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. 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	
<p><b>Headquarters Agreement concluded between the Greek State and Cedefop <sup>(69)</sup></b></p>	<p><b>Headquarters Agreement concluded between the Greek State and Cedefop</b></p>	
<p>[...]  <b>Art. 2.1</b> - 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>[...]  <b>Art. 4</b> - 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>	
<p><b>Art. 2.2</b> - 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>		

<sup>(69)</sup> 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 in this respect, 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 Executive Director, Deputy Director and heads of departments meet on a (bi)weekly basis to discuss strategic matters and monitor developments in all operational and support activities and take decisions on issues related to financial and human resource management, including outreach involvement of management and experts as well as the day-to-day administration of the Agency. Follow-up actions are reviewed regularly;
- (b) the Executive Director, Deputy Director, heads of departments and services, budget correspondents and selected senior experts meet in performance monitoring meetings (PMMs) three times 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 September to discuss in detail progress on the implementation of the budget and the work programme and to agree on corrective actions as necessary. Budget correspondents assigned to each department provide regular monitoring of the budget throughout the year;
- (d) the progress report, the annual report and the consolidated annual activity report (CAAR) are discussed with the Executive Board and the Management Board, besides the regular reporting to the Executive Board/Management Board on the results of audits and evaluations, budget implementation, and transfers of appropriations. Executive Board and Management Board members are systematically informed of 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 since 2014 its own first anti-fraud strategy <sup>(70)</sup>. The Agency's anti-fraud strategy <sup>(71)</sup> and guidelines for reporting on potential conflicts of interest in selection and recruitment processes were updated in 2019 <sup>(72)</sup>. The related action plan is being implemented and followed up on a regular basis.

On 2 October 2019, the Management Board adopted new rules on the prevention and management of conflicts of interests for Management Board members, independent experts, seconded national experts and other staff not employed by Cedefop <sup>(73)</sup>. The declarations of interests of Management Board members and independent expert from the European Parliament are published on the Agency's website.

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<sup>(70)</sup> RB(2014)02387 adopted on 22 October 2014.

<sup>(71)</sup> Adopted by the Management Board on 28 January 2019 - RB(2019)00110.

<sup>(72)</sup> RB(2019)00472.

<sup>(73)</sup> RB(2019)01326.



### Safeguarding of assets

Regular controls and checks are in place to safeguard assets and reliability of financial records. Procedures and record-keeping 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, e.g. inventory controls and bank reconciliations, at reasonable intervals.

### Performance measurement

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).

### External evaluation

The last periodic external evaluation of Cedefop was completed in 2018. Carried out by DG Employment, the evaluation assessed Cedefop individually as well as in a cross-cutting perspective vis-à-vis the other agencies under the remit of DG Employment: Eurofound, the ETF and EU-OSHA. Cedefop is following up on resulting recommendations. The resulting Commission's staff working document (SWD) was published on 9 April 2019. The outcomes of the cross-agency evaluation were generally positive while also highlighting areas for improvement. It confirmed the good quality of the Agencies' work despite budgetary and HR constraints, their alignment to the EU agenda and the uniqueness of their outputs/services. Potential overlaps at the level of the Agencies' mandate did not occur in practice. It also became clear that there would be no overlaps with the recently established European Labour Authority (ELA).

Cedefop's action plan as a follow-up to the Commission's SWD was transmitted to DG EMPL on 11 October 2019 <sup>(74)</sup> who particularly welcomed the actions, including precise deadlines, addressing the Cedefop-specific recommendations, as well as the cooperation with the other agencies concerned (Annex XV).

Cedefop's evaluation policy was adopted by the Executive Director on 14 November 2019 <sup>(75)</sup>. The decision repeals the 2015 procedure for carrying out *ex-post* evaluations <sup>(76)</sup> and the 2016 procedure for carrying out *ex-post* controls on procurement procedures <sup>(77)</sup>.

<sup>(74)</sup> RB(2019)01389.

<sup>(75)</sup> RB(2019)01501 of 14 November 2019 – DIR 12/2019.

<sup>(76)</sup> RB(2015)00556 of 11 March 2015.

<sup>(77)</sup> RB(2016)01896 of 23 September 2016.



Cedefop follows the European Commission's guidelines for evaluation <sup>(78)</sup> and applies evaluation requirements and EU guidelines in a multiannual perspective, aiming to implement a coherent set of evaluation activities.

The Agency's commitment to evaluation is supported by the implementation of its Performance Measurement System (PMS), which underpins and supports the programming cycle by informing evaluations where appropriate.

The different types of evaluation and control activities undertaken and steered by Cedefop are:

- (a) *ex-ante* evaluations;
- (b) *ex-post* evaluations;
- (c) *ex-post* controls of payments and procurement procedures;
- (d) review and validation of local accounting system.

### **Ex-ante and ex-post evaluations**

In accordance with Article 29.1 of Cedefop's financial rules (FR) of 16 July 2019, Cedefop undertakes both *ex-ante* and *ex-post* evaluations 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 500 000 are subjected to an *ex-ante* evaluation.

Programmes, projects or activities, where the resources mobilised exceed EUR 500 000 may also be subjected to an *ex-post* evaluation. The number of *ex-post* evaluations is limited to maximum three per year.

The selection of the activities to be evaluated annually is based on a thematic approach, intended to identify relevant activities which attracted the focus in previous years' programming documents and where the Agency invested significant financial and human resources to achieve the objectives set.

Evaluation of such activities will enable the Agency to improve future decision-making on where to place its focus and how to achieve the required results better.

### **Ex-post controls of payments**

*Ex-post* controls on payments are conducted annually to check that the following internal control objectives are met: compliance with Cedefop's financial rules; operational efficiency; accurate reporting.

A sample of five payments is selected from a list prepared by the Accounting Officer. The sample selection is commensurate to the size and complexity of the underlying transactions.

### **Ex-post controls of payments of grants**

*Ex-post* controls of (ReferNet) grants are carried out on a sample of supporting documents relating to the grant agreement.

<sup>(78)</sup> <https://ec.europa.eu/transparency/regdoc/rep/10102/2017/EN/SWD-2017-350-F1-EN-MAIN-PART-1.PDF> [accessed 13.11.2019].

### **Ex-post controls on procurement procedures**

*Ex-post* controls on procurements are conducted in order to ascertain that procedures are correctly implemented and comply with applicable provisions.

Cedefop conducts *ex-post* controls on a sample of procurement procedures (maximum three per year).

### **Review and validation of local accounting system**

The review and validation determine whether (a) the internal control system of the local accounting system is working as intended and (b) there have been material changes since the previous validation, either in the systems or in the control environment, which would warrant a reassessment of their adequacy.

The objective is to check whether the internal control systems implemented in the local accounting system produce information that is accurate, complete and timely for drafting the annual accounts and producing reliable reporting, both for the management and for regulatory compliance purposes.

Cedefop closely follows up the evaluation and audit recommendations and keeps its Management Board and Executive Board 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 2020

Risk assessment and management, an integral part of Cedefop's planning and reporting processes since 2006, is governed by a (revised) policy the Agency adopted in 2011 <sup>(79)</sup>.

Following the revision of its Internal Control Framework shifting from a compliance-based to a principle-based approach, the risk assessment for the year 2020 is carried out in line with the EU Commission Implementation Guide <sup>(80)</sup><sup>(81)</sup>.

The identification of risks is performed both at project level and at department level, so risks relate to the non-achievement of objectives/projects. After the assessment of identified risks by Cedefop's management, only moderate to critical risks shall appear in the programming document and be reported in the risks register under the supervision of the Internal Control Coordinator.

The scope of Cedefop's policy extends to internal risk assessment and management, including fraud risks as outlined in Cedefop's revised anti-fraud strategy and its annexes, adopted by the Governing Board on 28 January 2019 <sup>(82)</sup>. It does not cover the risk assessment of the European Commission's internal audit service (IAS), which builds the basis for the IAS multiannual strategic audit plan <sup>(83)</sup>.

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 2020, one generic risk has been identified which remains above the threshold of 15 points, so the draft 2020 risk management plan has only one generic risk <sup>(84)</sup>.

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<sup>(79)</sup> DIR/CFL/TBG/2011/ 426 of 14 October 2011.

<sup>(80)</sup> 2018-19 edition.

<sup>(81)</sup> A risk is defined as 'Any event or issue that could occur and adversely impact the achievement of the Commission's political, strategic and operational objective. Lost opportunities are also considered as risks' (Implementation guide, p. 5).

<sup>(82)</sup> RB(2019)00110 adopted on 28 January 2019.

<sup>(83)</sup> The IAS Strategic audit plan 2017-19 for Cedefop was endorsed by its Governing Board in September 2016.

<sup>(84)</sup> A complete overview of the risk assessment is included in the Annual Management Plan 2020.



## Risk management plan 2020 (RMP)

### 1) Lack of internal legal expertise (generic risk)

<b>Issue</b>	Absence of internal legal function
<b>Responsible in Cedefop</b>	Management
<b>Risk</b>	<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"> <li>• prevents Cedefop from performing effective quality control of the legal advice procured and received from external sources;</li> <li>• prevents Cedefop key users from having access to informal legal advice and resolving legal issues quickly;</li> <li>• increases fragmentation, reduces effectiveness and transparency of the legal advice received, and creates a risk to the consistent treatment of cases, due to the multiple sources of external legal advice;</li> <li>• considerably increases workload in house as several staff members with no legal background must devote an increased percentage of their time to shaping requests for legal advice, as well as discussing, analysing and implementing legal advice received from multiple external sources;</li> <li>• reduces accountability as external lawyers are not accountable to Cedefop's AIPN, e.g. in case of serious mistakes;</li> <li>• due to the considerably increased cost of the legal function (direct and staff costs) which have materialised in 2018 and 2019, the full externalisation adds risk to the principle of sound financial management, namely the principle of efficiency, as well as a negative impact on the feasibility of other core business tasks.</li> </ul> <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>
<b>Planned actions</b>	<p>Cedefop operates within a complex set of EU rules, regulations, 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.</p> <p>Cedefop is recruiting an HR officer with legal background from the CAST list. The level of mitigation will depend on the actual expertise that can be secured. Due its nature this risk can only be mitigated to a limited extent.</p> <p>Based on the risks flagged by the European Court of Auditors in its report on Cedefop's financial year 2018, Cedefop will reassess the way its legal function is organised.</p>

## ANNEX IX

# Procurement plan for 2020

## (Title 3 – Operational expenditure)

Main procurement initiative	Value	Indicative timeframe for launching the procurement	Type of procedure and contract
<b>OPERATIONAL DEPARTMENTS (DSL, DSI, DLE)</b>			
Thematic country reviews on upskilling pathways for adults	650 000	Q2	Open / FWC
Real-time LMI	1 000 000	Q1	Open / FWC
3rd survey on VET and adult learning	1 300 000	Q3	Open / FWC
Key competences in VET	400 000	Q3	Open / FWC
<b>COMMUNICATION (DCM)</b>			
Printing of Cedefop calendar	20 000	Q3	Negotiated / FWC
Publications support to EU presidency (Croatia) for 1st semester 2020	4 500	Q1	Negotiated / Purchase Order
Publications support to EU presidency (Germany) for 2nd semester 2020	6 300	Q2	Negotiated / Purchase order
Web portal services	296 000	Q1	Negotiated / increase of existing FWC ceiling
Web portal services	888 000	Q4	Open / FWC
Catering services in Brussels for <ul style="list-style-type: none"> <li>working dinner at European Parliament</li> <li>Brussels office seminar (1st semester)</li> <li>Brussels office seminar (2nd semester)</li> </ul>	3 000 3 000 3 000	Q1 Q2 Q4	Negotiated / Purchase order
<b>RESOURCES AND SUPPORT (DRS) - OPERATIONAL NEEDS</b>			
Interactive web and mobile applications (IWAMA)	350 000	Q4	Open / FWC

GRANTS	Value	Indicative timeframe for launching the procurement	Type
Specific grant agreement (SGA) ReferNet 2020	1 000 000	Q4	Call for proposals per country for the 2020 action (under the relevant FPA).





Article 72 of Cedefop's financial rules (FR) stipulates that commitment of operational expenditure shall be preceded by a financing decision. Cedefop's annual and multiannual work programmes included in the programming document constitute the financing decision for the operational activities it covers, provided that elements of activities set out in Article 32(2) and (3) are clearly defined. An overview of the related procurement procedures and grants for the year 2020 is provided in the present Annex IX.

While *substantial changes* to the work programme and procurement activities therein should be adopted by the same procedure as the initial work programme <sup>(85)</sup>, *non-substantial changes* may be adopted by the relevant authorising officer in accordance with Article 45 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.

#### Flexibility clause

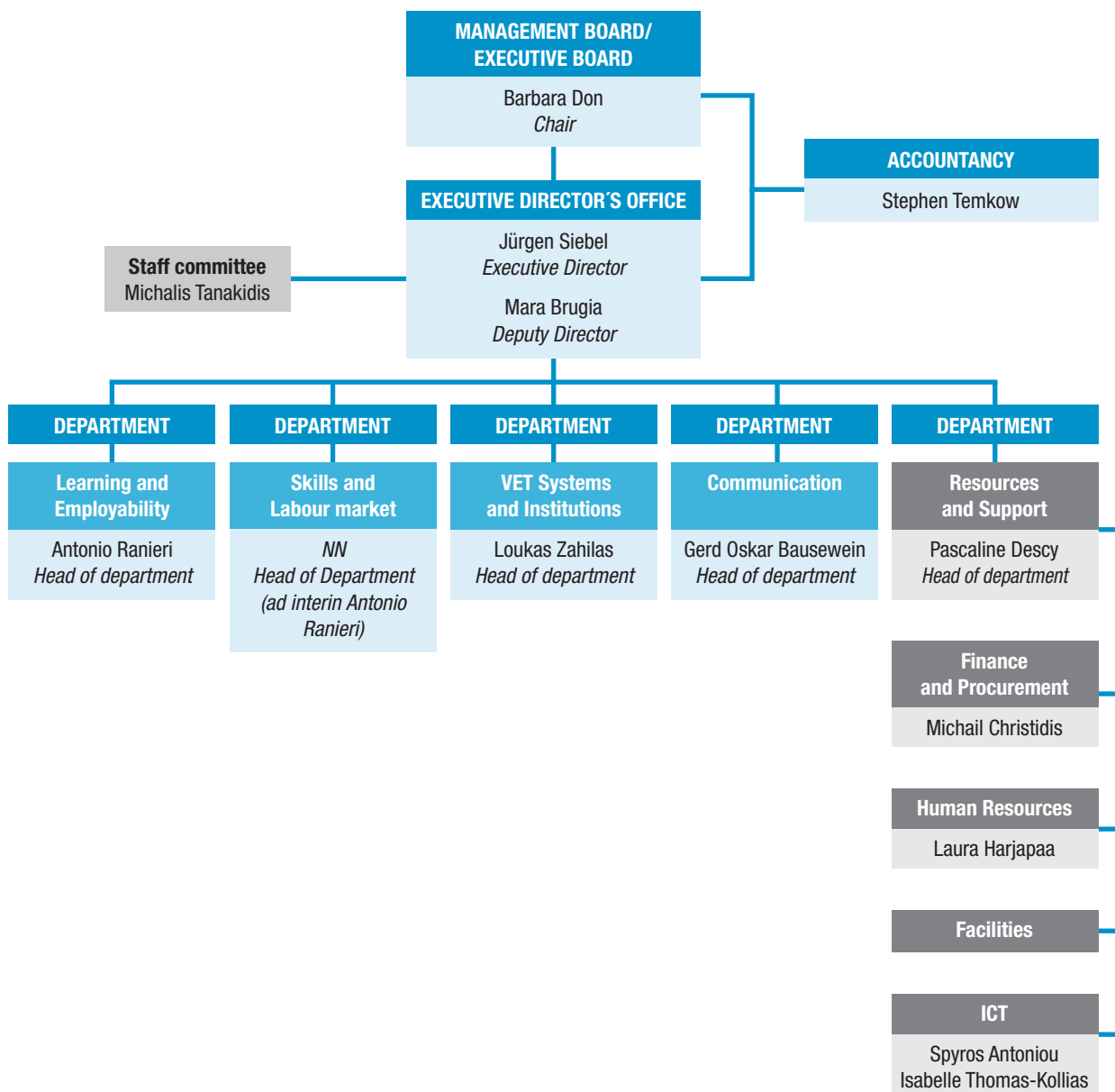
Cumulative changes to the allocations to specific actions listed in the Financing Decision not exceeding 20% of the total amount of the Financing Decision shall not be considered substantial within the meaning of Article 32(3) of Cedefop FR, where those changes do not significantly affect the nature 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 2020, following the adoption of that budget by the budgetary authority or as provided for in the system of provisional twelfths.

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<sup>(85)</sup> Article 32(3) of Cedefop's financial rules.

# Organisation chart of 2020





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 A10.1: **Distribution of staff between departments (data 31 December 2018)**

Entity	Officials	TA	CA	SNE	Total
Director's office	1	6.15	0.85		8
Department for skills and labour market	2	13			15
Department for learning and employability		14	2.4		16.4
Department for VET systems and institutions	4.9	13	5	3	25.9
Department for communication	3.1	13.4	5.75		22.25
Department for resources and support including:		2.45			2.45
<i>Human resources and general support services</i>		3	5		8
<i>Finance and procurement</i>		4	4		8
<i>Facilities</i>		2	2		4
<i>ICT</i>	1	3	2		6
<b>Total</b>	<b>12</b>	<b>74</b>	<b>27</b>	<b>3</b>	<b>116</b>

# 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's success in facilitating the policy-learning

### 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

Mobilisation of Cedefop's stakeholders to act as information multipliers

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's 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

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

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Environmental indicator

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Availability of core ICT systems

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**Output indicators**

Number of Cedefop publications

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Number of meetings/events organised by Cedefop

---

Number of policy learning activities organised by Cedefop

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Number of Cedefop press releases

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Number of visitors at Cedefop events

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# Cooperation between Cedefop and the ETF in 2020

Core themes	Specific themes for 2020	Exchange of information and good practice	Joint actions	Knowledge sharing seminars
1. Vocational education and training systems, policies and governance	VET policy reporting/ Riga monitoring	Exchange of information and experience on EU and third country policy and operational issues	<ul style="list-style-type: none"> <li>Joint publication of Riga final report, March 2020</li> <li>Organisation of a joint policy conference in Thessaloniki in June 2020</li> <li>Joint presentations of policy reporting including Riga outcomes at ACVT-DGVT events</li> </ul>	Two knowledge-sharing seminars covering a number of specified themes: one seminar in Thessaloniki in June 2020; one in Torino in December 2020
	Adult learning and continuing training with a focus on guidance, validation and work-based learning		<ul style="list-style-type: none"> <li>Active contribution to events: ETF-led seminar under EaFA, for EU candidate countries, Cedefop PLF on upskilling pathways for adults</li> <li>Coordinate the development of a European inventory on validation (ETF covers four partner countries), for publication in 2021</li> <li>ETF participation in Cedefop-led CareersNet (European expert network) sharing good practices of career guidance system in candidate countries</li> <li>Developing and disseminating advocacy tool for career guidance as part of the work programme of the inter-agency group on work-based learning</li> </ul>	
	Qualifications European qualifications framework advisory group World reference levels Skills matching Anticipation and identification of skill needs		<ul style="list-style-type: none"> <li>For EQF advisory group: cooperation, particularly in new project group on third-country QFs to EQF comparison, analysis, etc.</li> <li>Supply of NQF country chapters for the candidate and potential candidate countries by the ETF to Cedefop</li> <li>Development with UNESCO of the Global NQF inventory, fourth edition (publication in 2021)</li> <li>Collaboration with UNESCO and other international organisations in development of World reference levels; one to two meetings during 2020</li> <li>Contribution to Cedefop workshops on qualifications and learning outcomes</li> </ul>	

Core themes	Specific themes for 2020	Exchange of information and good practice	Joint actions	Knowledge sharing seminars
			<ul style="list-style-type: none"> <li>• Knowledge sharing on methodologies on skills demand anticipation</li> <li>• Developing a joint note on the use of big data for skills anticipation, as part of the work programme of the IAG on skills identification</li> </ul>	
2. Communication and transversal themes	Agencies' strategies and planning, international inter-agency initiatives, post-2020	Exchange of information on strategic and methodological issues	<ul style="list-style-type: none"> <li>• Participation in the respective Governing/Management Board meetings: Cedefop Management Board in October 2020; ETF Governing Board in June and November 2020</li> <li>• Coordination of participation in the Vocational skills week 2020</li> <li>• Regular exchange of views and input on future of VET and related items, e.g. centres of vocational excellence, digital skills</li> </ul>	



# Cooperation between Cedefop and Eurofound in 2020



<b>CEDEFOP</b>	
Date: 28 NOV 2019	
No: 2116	In: TMA
To: DIR/JS1	
Cc:	



## Annex to the Collaboration Agreement

between

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

### ACTION PLAN FROM JANUARY TO DECEMBER 2020

In accordance with Article 3 of the Collaboration Agreement, and with regard to the Recommendations 9 -14 of the Commission's staff working document on the agencies external evaluation (reference 26/04/2019, ref. Ares(2019)2820794) on Reinforced cooperation, Eurofound and CEDEFOP have agreed the following action plan to cover the time period from January to December 2020:

Actions	Activities
Cooperation	<ul style="list-style-type: none"> <li> <p>• <b>European Company Survey (ECS)</b></p> <ol style="list-style-type: none"> <li>a. Designated staff working group to manage an external data quality assessment of the survey</li> <li>b. Designated staff working group to draft the survey overview report and organise internal and external reviews of the draft report</li> <li>c. Designated staff working group to review contributions for, an edited volume on the survey topic and organise a related mini-conference</li> <li>d. Execution of a joint communication plan and strategy</li> <li>e. ECS secondary analysis reports: i) Skill shortages and mismatches to be led by CEDEFOP; and ii) innovation and workplace practices in transnational companies to be led by Eurofound. Both Agency logos to be used for all publications</li> <li>f. Relevant staff to discuss lessons learned from running this joint project</li> </ol> <p>Contacts for tasks a to c: <a href="#">Gijs van Houten</a> / <a href="#">Giovanni Russo</a>            Contacts for task d: <a href="#">Mary McCaughey</a> / Gerd-Oskar Bausewein            Contacts for task e: <a href="#">Giovanni Russo</a> / <a href="#">Gijs van Houten</a> ; <a href="#">Irene Mandi/Stavroula Demetriades</a>            Contacts for task f: <a href="#">Gijs van Houten</a>; <a href="#">Wojciech Kostka</a> / <a href="#">Giovanni Russo</a>; <a href="#">Clotilde Assumel-Lurdin</a></p> </li> <li> <p>• <b>Follow up to recommendation 5 of the Commission's staff working document on the agencies external evaluation</b> (reference 26/04/2019, ref. Ares(2019)2820794) – as outlined in the respective action plans</p> <p>Contacts: Barbara Schmidt; Mattanja de Boer/ George Kostakis; Eleonora Schmid</p> </li> </ul>

*Handwritten signature and initials*



<b>Participation in activities and exchange of information</b>	Platform work: A joint publication in the form of a blog or article in the CEDEFOP's magazine Contacts: <a href="#">Irene Mandl</a> / <a href="#">Konstantinos Pouliakas</a> / <a href="#">Jasper Van Loo</a>
<b>Development of Programming Document</b>	Exchange of draft work programmes before their approval by the respective Administrative Boards. Both agencies will refer to each other's work and cooperation where appropriate. Contacts: <a href="#">Stavroula Demetriades</a> and <a href="#">Sylvaine Recorbet</a> / <a href="#">Jasper Van Loo</a>
<b>Organisation of the annual consultation</b>	Organisation of an annual meeting to discuss and assess progress on the above and other relevant issues. Contacts: <a href="#">Stavroula Demetriades</a> / <a href="#">Jasper Van Loo</a>

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

**Agreed by both Agencies and signed:**

for the European Centre for the Development of Vocational Training

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




**Jürgen Siebel**  
Executive Director

**Juan Menéndez-Valdés**  
Executive Director

Date: 28/11/2019

Date: 27/11/2019

Place: Thessaloniki

Place: Dublin

# Web-based services in 2020

## Mobility scoreboard web service

Web service	Mobility scoreboard
Main objectives	<p>The mobility scoreboard aims to:</p> <ul style="list-style-type: none"> <li>• assist policy-makers in designing policies for the international mobility of IVET learners;</li> <li>• support mobility practitioners and organisers (VET institutions, mobility agencies, companies involved in mobility, guidance institutions, staff involved in organising mobility activities) in improving practices;</li> <li>• inform IVET learner organisations, experts, researchers, and the general public on mobility-related issues.</li> </ul>
Planned outcomes	<p>The mobility scoreboard is expected to:</p> <ul style="list-style-type: none"> <li>• further inform policy-making in the area of IVET learners' mobility;</li> <li>• make policy monitoring in this area easier;</li> <li>• make mobility-related information of practitioners, learners, experts, researchers and the general public more complete.</li> </ul>
Annual plans and priorities for future development	<ul style="list-style-type: none"> <li>• Biennial update of database content</li> <li>• Production of country-specific policy briefs</li> <li>• Development of cross-country thematic policy briefs</li> <li>• Policy-learning events</li> <li>• Work on increased visibility and use by stakeholders</li> </ul>
Indicators	<ul style="list-style-type: none"> <li>• Commission's regular feedback on and support to the scoreboard</li> <li>• Feedback from other scoreboard users and website visitors</li> <li>• Web traffic metrics specific to the mobility scoreboard section: page views, visits, unique visitors, returning visitors</li> </ul>
Resource allocation 2020	<p>0.5 FTEs EUR 5 000</p>



### Europass web service

Web service	Europass
Main objectives	<ul style="list-style-type: none"> <li>• Support to the European Commission (DG EMPL) on the conceptualisation and development of the new Europass</li> <li>• Maintenance and improvement of the existing Europass platform</li> </ul>
Planned outcomes	With the launch of the new Europass, Cedefop will stop allocating resources to the maintenance of the current platform after mid-2020. Cedefop will continue its advisory support to the Commission in the design and development of the new platform.
Plans and priorities for future development	<ul style="list-style-type: none"> <li>• Provide support to the Commission in shaping and implementing the new Europass</li> <li>• Ensure a smooth transition between the current Europass and the future new Europass</li> </ul>
Indicators	Visibility among citizens: <ul style="list-style-type: none"> <li>• number of visits;</li> <li>• number of downloads;</li> <li>• numbers of CVs generated online.</li> </ul>
Resource allocation 2020	1.8 FTEs EUR 10 000



## EQF web service

Principal objectives	<ul style="list-style-type: none"> <li>• 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</li> <li>• Maintenance and improvement of the EQF, NQF and learning outcomes websites</li> </ul>
Planned outcomes	<ul style="list-style-type: none"> <li>• Provide support to five meetings of the EQF AG</li> <li>• Analytical documents, syntheses, guidance and information material for the EQF AG</li> <li>• Develop EQF guidance material in cooperation with the Commission</li> <li>• Provide technical comments to (revised) referencing reports</li> <li>• Provide technical support to EQF working groups (international qualifications, comparing third countries' national and regional qualifications frameworks, horizontal comparison of qualifications)</li> <li>• Provide support to four planned peer learning activities on EQF/NQF implementation (jointly with the European Commission)</li> <li>• Update the NQF fiches with a focus on NQF impact</li> <li>• Regularly update and improve the EQF and NQF website</li> </ul>
Plans and priorities for future development	<p>Support EQF work programme (2020) in the following key areas:</p> <ul style="list-style-type: none"> <li>• referencing reports and related tasks;</li> <li>• EQF levels and guidance for communicating;</li> <li>• updating the referencing report;</li> <li>• qualifications and learning outcomes;</li> <li>• levelling and comparison of levelled qualifications;</li> <li>• international qualifications;</li> <li>• third countries' national and regional qualifications frameworks.</li> </ul>
Indicators	<ul style="list-style-type: none"> <li>• Number of countries that have referenced to the EQF</li> <li>• Number of countries that have updated the referencing report</li> <li>• Number of countries that have included EQF / NQF levels: (a) in the qualifications documents and (b) in the qualifications databases</li> </ul>
Resource allocation 2020	<p>2.75 FTEs EUR 15 000</p>



### 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 skill 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 about education, training and employment issues.</p> <p>The key objective for 2020 is gradually to integrate the data from online job vacancies for all EU countries as part of the skills and labour market intelligence.</p>
Planned outcomes	<ul style="list-style-type: none"> <li>• Update relevant indicators for which new data will become available (ongoing)</li> <li>• Introduce new qualitative information (ongoing)</li> </ul>
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 successful integration with the new Europass.</p>
Indicators	<ul style="list-style-type: none"> <li>• Number of users</li> <li>• Number of new visitors</li> <li>• Number of returning visitors</li> <li>• Number of sessions</li> <li>• Average session duration</li> </ul>
Resource allocation 2020	<p>2.5 FTEs (direct staff allocation) EUR 200 000</p>

# Action plan as a follow-up to the Commission's staff working document on the agencies' external evaluation

To track the status of the actions mentioned in the action plan better, Cedefop has adopted the 'degrees of implementation' logic: at any given point in time, every action will be in one of the five statuses described in the table below. This will enable Cedefop and its stakeholders to assess better what has been accomplished so far, though still in sufficiently abstract terms to allow for planning, comparisons and aggregation across actions.

Degree of Implementation (DI)	Definition	Example: the bridge
DI 1	The problem is identified	Growth on the east bank lags behind growth on the west bank of a river.
DI 2	A possible solution (= the action) is chosen from a list of options	A bridge across the river will enable growth to catch up on the east bank and is preferable to a tunnel or a ferry.
DI 3	The solution (= the action) is fully described, including resources, time, and budget	The architect has completed the plan for the bridge and budget and execution plans/timelines have been fixed.
DI 4	The solution (= the action) is fully implemented (go-live)	The bridge has been opened to traffic.
DI 5	The solution (= the action) is effective in solving the initial problem. The action is closed.	Growth on the east bank is picking up.





#### a. Cedefop-specific recommendations <sup>(86)</sup>

The first recommendation relates to reinforcing Cedefop's operational areas by reallocating human and financial resources. While the European Commission acknowledges the measures Cedefop has already taken, it proposes to continue these efforts. In line with this recommendation, Cedefop will continue the following actions.

Cedefop-specific recommendations	Actions to be continued	Who	Degree of implementation
The Agency could continue looking for ways to reallocate even more resources from administration to its core operations.	<ul style="list-style-type: none"> <li>Revisit HR situation to see whether additional staff can be deployed to operational areas</li> </ul>	<ul style="list-style-type: none"> <li>Management, supported by the HR unit</li> </ul>	Current DI: 3 Target date for DI 4 (in-depth review of HR situation): 30 June 2020
	<ul style="list-style-type: none"> <li>Identify transfer opportunities from administrative to operational budget lines 2020 target: EUR 20 000 (budget and/or FTEs)</li> </ul>	<ul style="list-style-type: none"> <li>Management, supported by the Finance unit</li> </ul>	Current DI: 2 Target date for DI 4 (transfer takes place): 30 April 2020
	<ul style="list-style-type: none"> <li>Further streamline administrative workflows and procedures using more electronic tools (NB: investments in automation may lead to temporary cost increases)</li> </ul>	<ul style="list-style-type: none"> <li>Management, supported by the IT service</li> </ul>	Current DI: 2 Target date for DI 3 (ICT strategy shaped): 30 September 2020
	<ul style="list-style-type: none"> <li>Collaborate with other agencies to achieve further efficiency gains through shared services (e.g. using the agencies' catalogue of shared services) and joint procurement procedures, e.g. for ICT helpdesk services with ENISA in 2018 Some of the ongoing actions have already reached DI 5 (e.g. joint company survey with Eurofound)</li> </ul>	<ul style="list-style-type: none"> <li>Management and services concerned</li> </ul>	Current DI: 2 Target date for DI 4: 30 September 2021

The second recommendation addresses the presentation of two Cedefop performance measurement indicators in the Agency's reports. They relate to informing policies and their implementation (take-up of the Agency's findings), and contributions to policy-relevant stakeholder meetings (citations in policy documents of EU institutions/EU-level and international organisations). The presentation of

<sup>(86)</sup> See Section 6.2.2. of the Commission staff working document on the evaluation of the EU Commissions agencies working in the employment and social affairs policy field: Eurofound, Cedefop, ETF and EU-OSHA. SWD(2019)159, final.



their values in Cedefop's reports is considered too aggregated. While the qualitative information in Cedefop's reports refers to the types of documents and events covered, the advice is for this to be reflected in the presentation of the quantitative data as well.

This recommendation has already been addressed.

Cedefop-specific recommendations	Actions implemented and to be continued	Who	Degree of implementation
<p>The Agency could provide greater detail when presenting indicators relating to evidence, to inform policies and their implementation. In particular, it is advised that the indicators 'Policy documents citing Cedefop work' and 'Participation in Presidency events and meetings of senior stakeholders, or which support policy', should not present aggregated figures for items of a very different nature.</p>	<ul style="list-style-type: none"> <li>Indicator on citations in policy documents: present disaggregated data showing the different nature of the EU-level policy documents and reports that cite/use/refer to Cedefop work</li> <li>Indicator on contributions to policy-relevant meetings of senior stakeholders: present indicator in disaggregated manner</li> </ul>	<ul style="list-style-type: none"> <li>Performance measurement team</li> <li>Performance measurement team</li> </ul>	<p>Current DI: 4 Target date for DI 5 (stakeholders feedback through survey): 30 June 2020</p> <p>Current DI: 4 Target date for DI 5 (stakeholders feedback through survey): 30 June 2020</p>





**b. Overall recommendation advising the four agencies to align their performance measuring systems further (87)**

Exchange of information and experience with other agencies is an integral part of Cedefop's work on its performance measurement system. While the systems – specifically outcomes and impact indicators – need to suit the specific nature, mandates and tasks of each agency, Cedefop, the ETF, Eurofound and EU-OSHA have initiated discussions on potential further alignment. Work will follow a sequential approach.

Overall recommendations Agency-level innovation (efficiency)	Actions that have been initiated	Who	Degree of implementation
Recommendation 5: [...] Therefore the agencies could work to further align their performance indicator methodologies. They are advised to consider developing a more systematic approach to measuring use of their outputs at national level, while taking account of individual agencies' mandates and the cost-effectiveness of the additional investments this requires.	<ul style="list-style-type: none"> <li>Cedefop, Eurofound, EU-OSHA and ETF have agreed to:               <ol style="list-style-type: none"> <li>compare administrative indicators and their methodologies with the aim of aligning them where feasible. Most of these indicators are already included in the list measuring Directors' performance (COM, SWD(2015), 62 final);</li> <li>consult with other PDN members, e.g. EUIPO, ECA, regarding the indicators on uptake in, and contributions to, policy documents (Cedefop indicators 1 &amp; 3), including national level ones.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Performance measurement team in cooperation with ETF, Eurofound, EU-OSHA;</li> </ul>	Current DI: 2 Target date for DI 4 (indicators aligned): 31 December 2020
	<ul style="list-style-type: none"> <li>Drawing on other agencies' experience, Cedefop has designed a survey to understand how its outputs and services are perceived and used: publications, online interactive tools, databases, peer learning activities and networking capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Performance measurement team</li> </ul>	Current DI: 3 Target date for DI 5 (survey results analysed): 31 December 2019

<sup>(87)</sup> SWD(2019)159 final, Section 6.2.1.



# 2020-22 programming document

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