



2019

ANNUAL REPORT





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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 This decision was repealed in 2019 by Regulation (EU) 2019/128 establishing Cedefop as a Union Agency with a renewed mandate.

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Jürgen Siebel, *Executive Director*  
Barbara Dorn, *Chair of the Management Board*



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# CONTENTS

<b>CONTENTS</b>	<b>5</b>
<b>FOREWORD</b>	<b>6</b>
<b>1. HIGHLIGHTS OF 2019</b>	<b>10</b>
Key achievements 2019	18
Use of Cedefop evidence by its European stakeholders and partners	19
Invitations by European stakeholders and partners to share Cedefop expertise	20
Cedefop evidence and expertise valued outside Europe	21
An efficiently run organisation committed to high standards	21
<b>2. RESULTS ACHIEVED</b>	<b>23</b>
2.1. Operational activity: shaping VET by modernising VET systems and institutions and by supporting the use of EU tools and principles	23
2.2. Operational activity: valuing VET to empower people to achieve competences and skills for work and life	28
2.3. Operational activity: informing VET by offering labour market intelligence and skill needs analysis	34
<b>3. COMMUNICATION, INFORMATION AND DISSEMINATION</b>	<b>39</b>
<b>4. RELATIONS WITH EU AGENCIES</b>	<b>42</b>
4.1. Cooperation with the ETF	42
4.2. Cooperation with EUROFOUND AND EU-OSHA	42
4.3. Cooperation with ENISA	43
4.4. Cooperation with the EU agencies' network	43
<b>5. RESOURCES</b>	<b>44</b>
<b>ABBREVIATIONS/ACRONYMS</b>	<b>45</b>
<b>ANNEXES</b>	<b>46</b>
I. Organisation chart	46
II. Selected performance indicators: 1 January to 31 December 2019	47
III. Web-based services	48

# FOREWORD

2019 was a year of change: a new political leadership at the helm of the Commission and ambitious goals for the EU. For Cedefop, it brought a new Regulation which reflects developments over time. It captures today's broad understanding of vocational education and training (VET) and its interlinkages with employment, economic and social policies. Maintaining the tripartite governance structure, the regulation ensures Cedefop's research, analyses and support to countries bridge VET and the labour market. And it corroborates the principle of close partnerships between governments and social partners, a key ingredient for successful VET.

2019 was also a year of change for me personally: a previous user of Cedefop work as manager of a large multinational company's global VET activities, I ventured into uncharted sea by joining the Agency in September to lead its team. I would like to thank all Cedefop colleagues for the warm welcome I received when I took up my job and their commitment and unfailing support since then. Particular thanks go to Mara Brugia, our Deputy Director, and all heads of department, for skilfully steering the Agency prior to my arrival and ensuring a smooth handover. I am grateful for the support I received from them, the European Commission's Directorate-General for Employment, the outgoing and incoming Chairs and all members of Cedefop's Management Board and Executive Board in these first months.

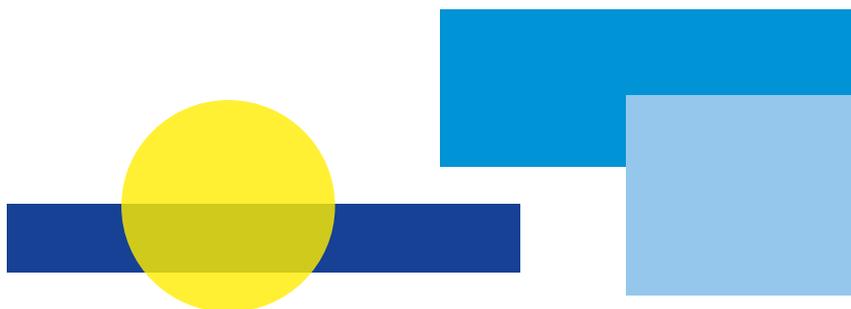
Still feeling new in my position, I invite you to take a look at the achievements of Cedefop's highly competent and dedicated team in the past year. Their contribution to the European vocational skills week events, drawing on all strands of the Agency's work, was just one example. Another was our new skills intelligence tool. Revealing which skills employers are currently looking for and which jobs are high in demand or emerging, this tool can inform VET policy-making and delivery and, thus, support the digital transition and secure Europe's competitiveness. Rapid transformations entail risks that many people, especially the low-skilled and the low-qualified, are left behind. The social dimension of VET reinforces the need to invest in skills and reflect on education and training's role. The move to a green and digital economy, and the aim to ensure a fair transition, will require massive upskilling and reskilling efforts and flexible lifelong learning paths. We expect this to be reflected in the Commission's renewed skills agenda and the new

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VET policy framework which will guide Cedefop's future strategy. Reflections on our future directions have begun. Cedefop is ready and able to adjust its research and tools for VET, skills and qualifications to the evolving needs of our stakeholders. This annual report demonstrates the value of our work and the ingredients of the Agency's success: being a step ahead, understanding current trends, and a solid knowledge and evidence base on VET, skills and qualifications.

It is a pleasure to lead Cedefop in such exciting times.

**Jurgen Siebel**  
*Executive Director*



## CEDEFOP

Cedefop is one of the oldest of the EU's decentralised agencies. Founded in 1975, and based in Greece since 1995, Cedefop supports the promotion, development and implementation of the Union policy in the field of VET, skills and qualifications by working together with the European Commission, EU Member States and the social partners <sup>(1)</sup>.

In line with its vision and values set for 2017-20, Cedefop's strategic areas of operation are:

- (a) 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 life-long and life-wide learning;
- (b) valuing VET: 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;
- (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.

Cedefop's multiannual objectives – providing evidence and new knowledge; monitoring and analysing policies; acting as a knowledge broker for countries and stakeholders – reflect the core functions of the Agency. Combined with the thematic strategic areas of operation, they define the type and scope of the work the Agency delivers. The multiannual objectives steer the activities of Cedefop's annual work programmes and ensure the continuity of its work, allowing the necessary flexibility to respond to changing needs.

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<sup>(1)</sup> 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.  
[www.cedefop.europa.eu/en/about-cedefop/what-we-do/cedefop-regulation](http://www.cedefop.europa.eu/en/about-cedefop/what-we-do/cedefop-regulation)

## CEDEFOP GOVERNANCE



### MAIN BUDGET SOURCES:

general Union budget,  
Norway, Iceland

reports to gives discharge

**EUROPEAN PARLIAMENT**

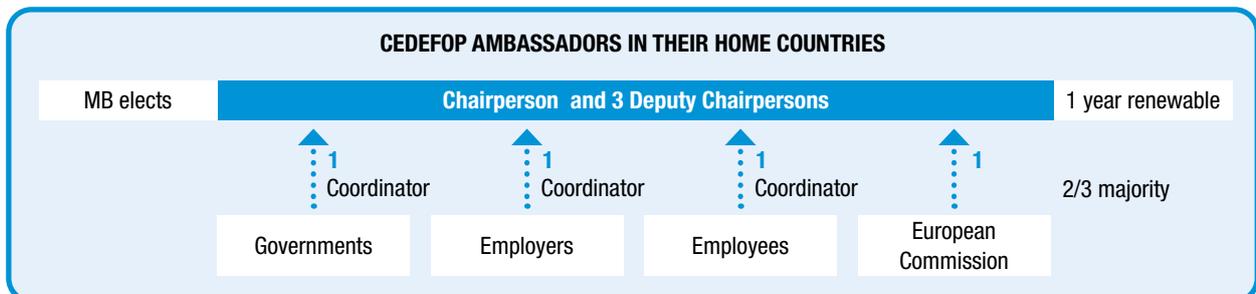
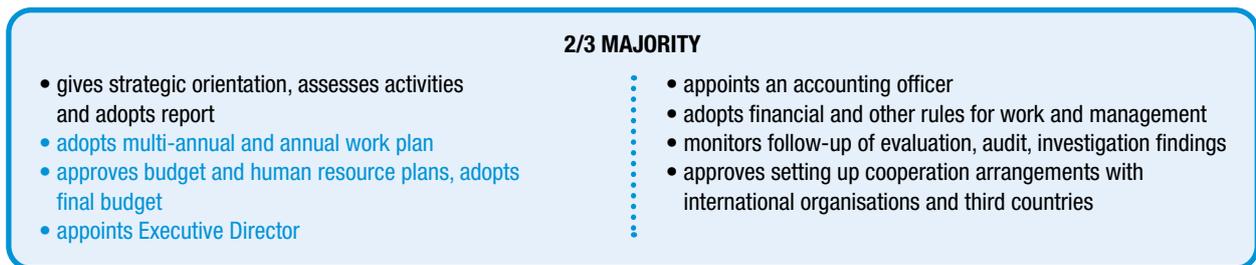


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## CEDEFOP'S MANAGEMENT BOARD: DIRECTS, APPOINTS, AUTHORISES, SUPERVISES



### Meet 1x/year

also on request of Chairperson,  
Commission, or min. 1/3 of members



### Decision-making

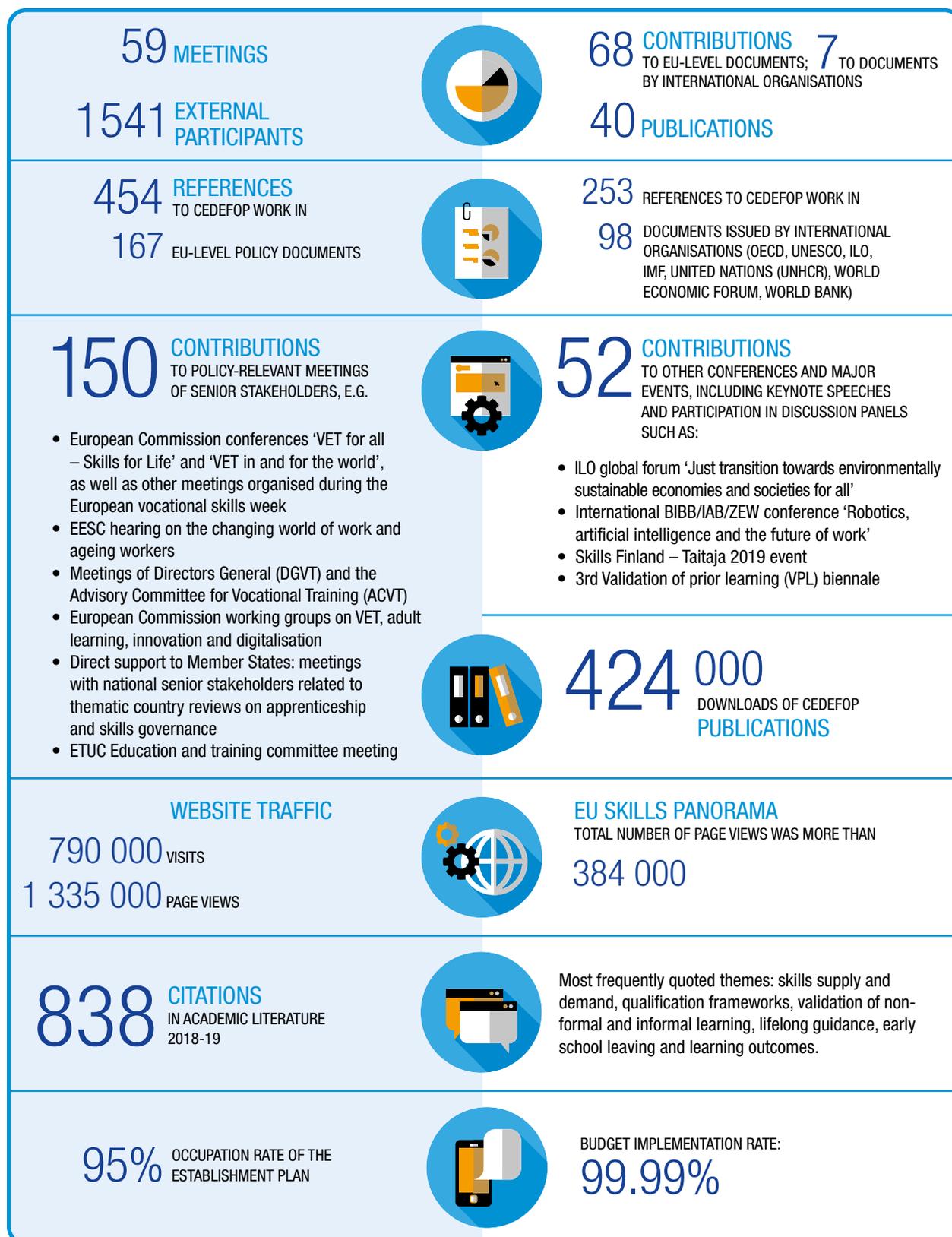
simple majority if absent  
→ voting rights to alternates



**Adopts** its own and  
the Executive Board's  
rules of procedure

# HIGHLIGHTS OF 2019

## PERFORMANCE<sup>(?)</sup>



<sup>(?)</sup> Figures do not necessarily add up to the totals presented in this table and in Annex II as some values may refer to a combination of activities from different operational areas.

Continuity and innovation characterise the achievements of Cedefop in 2019 – a year when the overall and the VET-specific EU policy framework was in transition. While the VET and adult learning policy cycles 2010-20 were moving into their final stage, in the second half of the year, the new Commission's ambitious goals and priorities were unfolding. They confirmed the added value of Cedefop's forward-looking approach and its readiness to explore untrodden paths.

To help people and enterprises manage the transition to new skill demands and types of work, VET and qualifications need to adjust accordingly. Anticipating and analysing skill demand and mismatch to inform policy-making remained central to Cedefop's work. This included assisting several countries in their work to strengthen their anticipation capacity and use labour market and skills intelligence to support social dialogue and policy-making for VET.

Cedefop's work on skills for green jobs is another example of the Agency's proactive strategy. Building on a joint initiative with ILO nearly a decade ago, Cedefop published an update of its report <sup>(3)</sup> on major changes in green jobs, employment and policies supporting green skills in several EU countries. The Agency's subsequent contribution to the ILO's global forum on boosting skills for a just transition and the future of work was highly valued. The publication of the new report was timely: several months later, the *European Green Deal* was presented <sup>(4)</sup>, highlighting the need to promote greening and sustainable development skills.

The rapid pace of change in the world of work is a particular challenge for upskilling and reskilling activities. Speedy and detailed information is required to meet immediate and emerging skill demand. Taking up this challenge is Cedefop's tool to provide real-time data from across the EU derived from online vacancy notices, using big data and machine learning techniques.

In 2019, the first data sets were released in the Skills-OVATE database, attracting particular interest from the Agency's partner DG in the European Commission. As Cedefop used the European classification for skills, competences, qualifications and occupations (ESCO) for the

analysis, its findings also inform the further work on this scheme.

The new online vacancy analysis tool complements Cedefop's well-established sources of labour market intelligence, such as the European skills forecast <sup>(5)</sup>, the European skills index <sup>(6)</sup>, and the European skills and jobs survey <sup>(7)</sup>.

Besides skills requirements and jobs, the way people work and learn is also changing. Platform/gig or crowd work is one of the most visible technology-related shifts that have left their marks on our labour markets. Freelance work mediated by online platforms is expected to grow rapidly, including in the EU. This has implications, not only for skill needs and matching but also for skills development and, subsequently, VET and people's lifelong learning and career paths.

Cedefop's CrowdLearn study investigated these issues, with findings presented at a seminar hosted by the Finnish Presidency within Cedefop's regular Brussels events. This event, which also came under the umbrella of the European vocational skills week, attracted high interest among representatives of the EU institutions, Member States, European social partners and different interest groups. The report will follow in 2020 as a cornerstone of the Agency's activity on Digitalisation, AI and the future of work <sup>(8)</sup>. The resonance to this strand of work – which the European Parliament mentioned favourably in its discharge report on Cedefop's 2017 budget implementation <sup>(9)</sup> – and download statistics of the briefing note *Artificial or human intelligence?* <sup>(10)</sup> prove that the Agency is keeping pace with current IT-led developments.

<sup>(3)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/3078](http://www.cedefop.europa.eu/en/publications-and-resources/publications/3078)

<sup>(4)</sup> [https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en)

<sup>(5)</sup> [www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast](http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast)

<sup>(6)</sup> [www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-skills-index](http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-skills-index)

<sup>(7)</sup> [www.cedefop.europa.eu/en/events-and-projects/projects/european-skills-and-jobs-esj-survey](http://www.cedefop.europa.eu/en/events-and-projects/projects/european-skills-and-jobs-esj-survey)

<sup>(8)</sup> [www.cedefop.europa.eu/en/events-and-projects/projects/digitalisation-and-future-work](http://www.cedefop.europa.eu/en/events-and-projects/projects/digitalisation-and-future-work)

<sup>(9)</sup> [www.europarl.europa.eu/doceo/document/TA-8-2019-0258\\_EN.pdf](http://www.europarl.europa.eu/doceo/document/TA-8-2019-0258_EN.pdf)

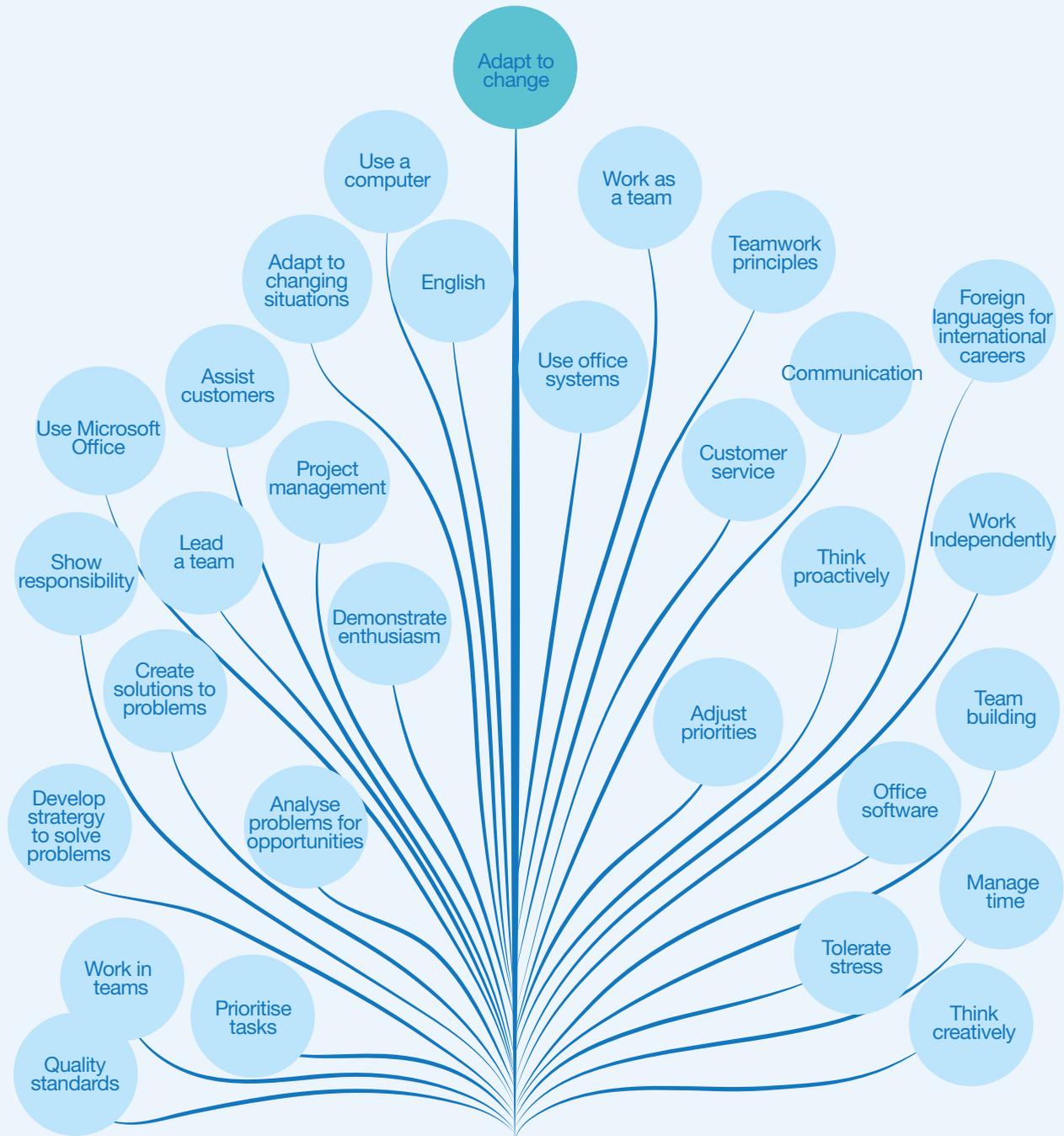
<sup>(10)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/9140](http://www.cedefop.europa.eu/en/publications-and-resources/publications/9140)

## THE SKILLS EMPLOYERS WANT

The ability to adapt to change is the skill most in demand by employers in Europe. Working in a team, using a computer, English and assisting customers also rank high on the list. Data analysis skills are requested in a variety of occupations in-

cluding clearing and forwarding agents. Transversal skills make up a third of those listed in vacancy notices; less than half are hard skills, while a quarter are digital skills.

Skills most in demand in online vacancies



Source: Cedefop.

This is the result of Cedefop's analysis based on more than **70 million online job advertisements** in all Member States and languages. They covered a wide variety of occupations, ranging from cleaners, plumbers or shop sales assistants, freight handlers, software developers or systems analysts. Data show which jobs employers offer and what skills they demand within and across countries. The online sources used included public and private job portals, those of public employment services, recruitment agencies or online newspapers. Cooperation with Eurostat and national experts supported data quality and the interpretation of trends.

By the end of 2019, data sets for 18 countries were available in Cedefop's Skills-OVATE database. Data and dashboard visualisations were also made available through the European Skills Panorama <sup>(1)</sup>, which Cedefop managed on behalf of the European Commission. This information is useful for VET stakeholders in general, and for guidance and validation staff as well as jobseekers. It supports job mobility within and across countries. In 2020, the database will be fully populated.

(1) [https://skillspanorama.cedefop.europa.eu/en?utm\\_source=Cedefop%20Web%20Portal&utm\\_medium=web&utm\\_campaign=WP2SP](https://skillspanorama.cedefop.europa.eu/en?utm_source=Cedefop%20Web%20Portal&utm_medium=web&utm_campaign=WP2SP)

## A GLIMPSE INTO FUTURE WORK AND LEARNING

Data entry and analysis, specialised software development, graphic or web design are just examples of the variety of work that freelancers perform remotely for clients who they find via online labour platforms. As the current Commission aims to make EU's citizens fit for the digital age and ensure seamless lifelong learning paths for all, policy-makers cannot ignore this growing trend.

With the first ever study exploring implications for European skills and education policy, Cedefop is at the cutting-edge of development. For this purpose, Cedefop's CrowdLearn study investigated:

- how crowd workers' skills are matched to jobs;
- which skills they develop doing their jobs;
- how gaps are identified and who takes responsibility for skills development and its quality;
- which skills crowd workers invest time and money in;
- how these skills are certified and recognised by platform markets and valued outside the gig economy.

Study findings point to a unique blend of skills as a prerequisite for success in this digital market place. They include 'entrepreneurial', 'self-branding', 'communication' and 'organisational' skills and personal dispositions.

The analysis of large data sets and in-depth interviews with platform owners, workers and policy stakeholders also helped to mark out challenges of algorithmic skills matching, the use of reputation scores and barriers to newcomers; and to understand learning practices and the roles of platforms in skills development.



To manage transitions and build lifelong learning and career development paths, people and organisations need effective assistance. Validation and guidance help to value skills gained outside formal learning, put them to use and identify training to fill gaps. Both underpin the joint priority of EU cooperation to ‘enhance access to qualifications for all’ <sup>(12)</sup> and the principles of the European Pillar of Social Rights <sup>(13)</sup>. Not only are they essential parts of successful upskilling and reskilling strategies <sup>(14)</sup>, they also need to complement and reinforce one another. A Cedefop study explored how best to interlink, coordinate

and improve these interdependent services <sup>(15)</sup>. This requires political will, an overarching strategy, extensive dialogue and strong commitment by policy-makers, social partners and a wide range of stakeholders. The study findings and the analysis of country progress in setting up comprehensive validation arrangements, to which Cedefop contributes, will inform the Commission’s report on following up the 2012 Council recommendation <sup>(16)</sup>. The success criteria for a holistic and coherent approach to guidance and validation presented in Cedefop’s study, can inspire countries in their efforts to boost lifelong learning policies, as called for by the Education Council at the end of 2019 <sup>(17)</sup>.

<sup>(12)</sup> <https://op.europa.eu/en/publication-detail/-/publication/200c516d-b8de-4c2a-a233-218671296c8d/language-en>

<sup>(13)</sup> [https://ec.europa.eu/commission/publications/european-pillar-social-rights-booklet\\_en](https://ec.europa.eu/commission/publications/european-pillar-social-rights-booklet_en)

<sup>(14)</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016H1224\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016H1224(01)&from=EN) and [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016H0220\(01\)&qid=1580206834588&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016H0220(01)&qid=1580206834588&from=EN)

<sup>(15)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/5575](http://www.cedefop.europa.eu/en/publications-and-resources/publications/5575)

<sup>(16)</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32012H1222\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32012H1222(01)&from=EN)

<sup>(17)</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52019XG1118\(01\)&qid=1580289388774&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52019XG1118(01)&qid=1580289388774&from=EN)

## COMPREHENSIVE, COHERENT AND QUALITY GUIDANCE AND VALIDATION: A MAIN PILLAR OF LIFELONG LEARNING

Drawing on case studies from several countries, Cedefop’s research outlines the main criteria to help ensure guidance and validation services are well coordinated and effective:

- (a) people receive adequate information and guidance, not only before they decide to undergo validation but also throughout and after the entire validation process; prerequisites include:
  - policy strategy or (legal) framework across occupations and education sectors that clearly connect both services;
  - involving practitioners in its design;
  - clearly defined objectives, roles and responsibilities at all levels;
  - setting up clear links between the two services;
  - allocating adequate human and financial resources;
- (b) staff use common occupational, qualifications or competences standards or reference frame-

works to identify, document and assess people’s skills;

- (c) guidance and validation staff are trained to have a shared understanding of validation procedures and to develop their specific roles and tasks; the quality of services is monitored.



Ensuring and supporting access for all is not enough to make lifelong learning a reality. To be able to encourage more people to develop their skills, it is important to understand how they perceive VET and its benefits. Considering the massive need for skills development, Cedefop's second opinion survey on VET focused on their views and attitudes towards continuing training. Initial findings suggest that Europeans of all education levels widely acknowledge the value of adult learning for career and personal development, job seeking and income. Full results will be released in 2020 and discussed at key EU level events, including the European vocational skills week.

Increasingly valued as an effective way to meet companies' skills demands and ease transitions into jobs, apprenticeships are not only seen as a valuable option for young people but also for adults. Cedefop's explorative study on apprenticeships for adults <sup>(18)</sup> – the first to look at this issue from an EU-wide perspective – was, therefore, timely. In its continued support to country and social partner

<sup>(18)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/4179](http://www.cedefop.europa.eu/en/publications-and-resources/publications/4179)

efforts to expand and improve apprenticeships and the related European alliance, the Agency focused on three areas: enriching the evidence base; supporting the implementation of the European framework for quality and effective apprenticeship; and stimulating reflections on the future.

At the end of 2019, a new database on funding arrangements and instruments was made available, offering new evidence for policy learning and development. Together with the one on apprenticeship schemes <sup>(19)</sup>, it helps to monitor how countries progress in applying the respective European quality framework. For this purpose, Cedefop has mapped the database information against the criteria set by the framework in an 'implementation dashboard' <sup>(20)</sup>.

The outcomes of the symposium that Cedefop organised jointly with the OECD, will feed into the Agency's reflections on how best to support policy-makers and social partners in building tomorrow's apprenticeships.

<sup>(19)</sup> [www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes](http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes)

<sup>(20)</sup> [www.cedefop.europa.eu/en/events-and-projects/projects/apprenticeships-work-based-learning/referencing-to-efqea](http://www.cedefop.europa.eu/en/events-and-projects/projects/apprenticeships-work-based-learning/referencing-to-efqea)

## NEW EVIDENCE FOR POLICY LEARNING AND DEVELOPMENT

Cedefop's new financing apprenticeship database <sup>(21)</sup> presents different funding arrangements and instruments motivating employers and individuals to embark on this type of training. It:

- provides information on some 30 apprenticeship financing arrangements;
- presents over 50 financing instruments;
- allows for comparison across countries;
- gives an overview of over 20 countries.



<sup>(21)</sup> [www.cedefop.europa.eu/en/tools/financing-apprenticeships](http://www.cedefop.europa.eu/en/tools/financing-apprenticeships)

## SHAPING THE APPRENTICESHIP OF THE FUTURE



- maintain employer engagement while ensuring it serves the interests of learners, employers and society by blending employability and education goals;
- place more emphasis on cognitive skills and ensure a balance of broader and more specific occupational skills;
- provide apprenticeships also at higher education level;
- promote intergenerational learning through new pedagogical approaches.

Advanced technologies, new forms of work and learning, and socio-demographic changes: apprenticeship will not be immune to these trends.

How to take it forward against this backdrop was at the core of a joint Cedefop-OECD symposium.

Cedefop and the OECD invited international researchers to present their new work to over 100 participants representing ministries, social partners and national apprenticeship institutions from around the world. Discussions highlighted several goals for future apprenticeship:

Discussing the research findings, senior experts and policy analysts from the European Commission, the ETF, the ILO, UNESCO, the OECD and Cedefop acknowledged the importance apprenticeship continues to have. Clear and coherent policy design underpinned by commonly understood and shared goals between education and training and labour market is a *sine qua non* to achieve quality and accrue value of apprenticeship. This has been valid until today and will remain valid in the future.

Further information is available on: [www.cedefop.europa.eu/en/events-and-projects/events/2019-joint-cedefop-and-oecd-symposium-next-steps-apprenticeship-0](http://www.cedefop.europa.eu/en/events-and-projects/events/2019-joint-cedefop-and-oecd-symposium-next-steps-apprenticeship-0)



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Finding the right mix of occupational and transversal skills for VET to be relevant for today's and tomorrow's jobs is one of the main challenges. Key competences are not only crucial for personal development, social integration and lifelong learning; they are increasingly important for jobs, as Cedefop evidence shows. Strengthening them has been one of the priorities for European cooperation in VET.

To underpin the analysis on progress in this endeavour, Cedefop conducted a comparative study on a selected set of key competences in initial VET. Findings were presented to Directors General for VET during the Romanian Presidency and discussed in a Cedefop workshop which also reflected on how to shape key competences for VET in the future. The final report will be published in 2020.

## KEY COMPETENCES – A 'MUST HAVE' IN VET

Cedefop's study on literacy, multilingual and digital competences in initial VET aimed to understand better how countries have translated their joint decision to reinforce key competences into policy and programmes. Looking into these three inter-related competences, the study reveals that national policies:

- often refer or relate to EU or international initiatives while links to the common priorities for VET are less evident;
- tend to include more than one key competence and have a wider scope than initial VET; those addressing only one have mainly focused on digital;
- often set out visions without defining explicit objectives, targets and actions, which makes it difficult to operationalise them and monitor results;
- embed key competences in programmes and curricula, less so in standards, assessment of learning outcomes or teacher training.

The study draws on desk research, interviews and focus groups across the EU, Iceland and Norway. It also looked at how the three key competences are integrated in VET qualifications as well as sample curricula of programmes preparing for the accommodation and food service, manufacturing and construction sectors.

The final study report will take account of discussions held at a Cedefop workshop which looked at national examples, policy challenges and remedies. Policy-makers and representatives from the European Commission, its Joint Research Centre, UNESCO and World Skills confirmed the need to blend occupation-related and key competences in VET. The use of

different terminology, however, hampers related discussions. Participants also voiced the need to:

- understand better how literacy, multilingual, digital and entrepreneurship competences are embedded in apprenticeships;
- learn how sustainable development skills are reflected in VET;
- find out what support is available to teachers and trainers to help learners develop key competences.



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Comparing and analysing VET features, trends and progress requires thorough understanding and up-to-date information on how VET works in each country. Central to Cedefop's expertise and activities, it has proved a valuable source of information for its partners and a prerequisite for policy learning. The newly released database makes this wealth of information easily accessible and presents it in a comparable and user-friendly way. Its comprehensive information complements the concise overviews provided in the *Spotlight on VET* series <sup>(22)</sup>.

### REVEALING THE HIDDEN WEALTH OF VET SYSTEMS INFORMATION

Since its foundation, informing on VET systems has been a core task of Cedefop. In the past two decades, this activity has been supported by ReferNet, the Agency's network in the EU Member States, Iceland and Norway, to gather the large volume of data and increasingly dynamic developments.

Cedefop's wealth of information shows how VET systems are governed and structured, what role they play in countries' overall education and training, which qualifications they offer, and how they are evolving. The new VET in Europe database <sup>(23)</sup> is easy to navigate and allows users to:

- learn about more than 35 VET systems through a single-entry point;
- compare information by country and theme;
- view national VET system diagrams and download national reports.

This database helps policy-makers, social partners, researchers and other stakeholders to understand better the similarities and differences of national VET systems. It also informs about programme types, qualification levels they lead to, share of work-based learning, providers and target groups. The information will be updated biennially.

In 2019, Cedefop contributed substantially to the European vocational skills week: it helped shape the *VET for all – Skills for life* <sup>(24)</sup> conference; provided a keynote speech; and moderated and contributed to workshops drawing on different strands of its work. Agency experts also contributed to the event *VET in and for the world* <sup>(25)</sup>. The #CedefopPhotoAward was once more an integral part of the VET excellence award competition.

## KEY ACHIEVEMENTS 2019

The quality, relevance and impact of Cedefop's work in contributing to EU level VET and adult learning policy and its implementation was confirmed by the European Commission, concluding the 2017 external evaluation of agencies within the remit of DG Employment <sup>(26)</sup>. Recommendations for further improvement, in most cases relating to all four agencies, are being followed up.

A survey Cedefop conducted for the first time in 2019 among its users indicates high satisfaction rates. For 80% – from a list of EU, international and national bodies – Cedefop is the organisation they use most frequently to obtain information for their work. This correlates with the high rating the Agency received for the reliability of the information it provides and the characteristics of outputs users considered most important. Around 90% of the respondents considered Cedefop's outputs overall as reliable, clear and up-to-date, suitable to their needs and presented in an attractive form. Nevertheless, the feedback points to areas that can be improved, such as speedier release of information gathered. Unsurprisingly, stakeholders often associate Cedefop outputs with publications, its main product line for over 40 years. More than 70% of respondents use them regularly and assess them very positively.

When asked if they would recommend any of Cedefop's outputs to their colleagues, 56% of the respondents are extremely likely to do so; only 12% considered this unlikely. With the resulting net promotor score of 44, Cedefop has set a

<sup>(22)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/4168](http://www.cedefop.europa.eu/en/publications-and-resources/publications/4168)

<sup>(23)</sup> [www.cedefop.europa.eu/en/tools/vet-in-europe/about-us](http://www.cedefop.europa.eu/en/tools/vet-in-europe/about-us)

<sup>(24)</sup> [https://ec.europa.eu/social/vocational-skills-week/vet-all-skills-life-conference\\_en](https://ec.europa.eu/social/vocational-skills-week/vet-all-skills-life-conference_en)

<sup>(25)</sup> [https://ec.europa.eu/social/vocational-skills-week/vet-and-world-conference\\_en](https://ec.europa.eu/social/vocational-skills-week/vet-and-world-conference_en)

<sup>(26)</sup> The evaluation in 2017 assessed Cedefop individually and in a cross-cutting perspective with the other three agencies within the remit of DG Employment: Eurofound, the ETF and EU-OSHA. <https://ec.europa.eu/social/BlobServlet?docId=21035&langId=en>

benchmark for public-service institutions. The users' recommendation to promote Cedefop's interactive tools and databases more widely signals that deploying more online sources was the right decision. Their suggestions to include more visualisations and link the different databases also confirm that the Agency's current work is moving in the right direction. 90% of respondents assessed the individual databases very positively.

The policy learning forums which Cedefop has organised in recent years are highly valued among participants. 98% of respondents who participated in one or more of these events agree that they are 'a good way to share the experiences of countries/stakeholders in policy and practice and learn from one another'. For most, the policies/practices of others proved relevant for their own countries/work (over 90%) and they also applied some of the knowledge gained (90%).

## USE OF CEDEFOP EVIDENCE BY ITS EUROPEAN STAKEHOLDERS AND PARTNERS

For EU-level education and training policy development, 2019 was a transitional year. This was also the case in other policy areas. Decision-making has been postponed, as the new European Commission only took office in autumn 2019. This limited the number of EU-level policy documents

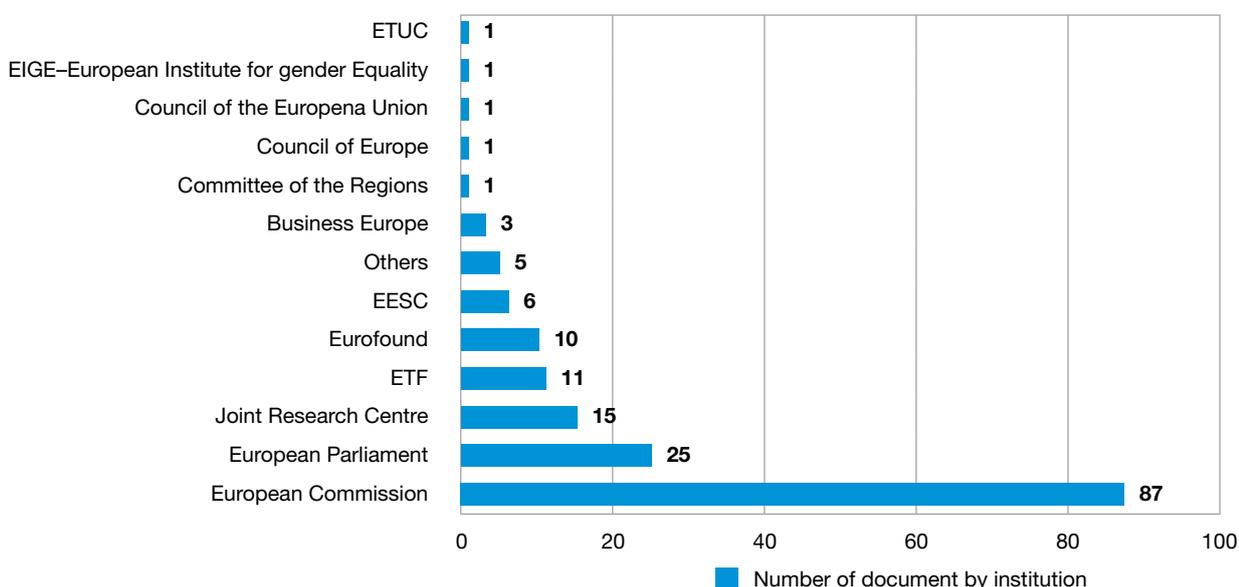
likely to take up Cedefop work. Nevertheless, the quantitative and qualitative data gathered through Cedefop's performance measurement system, which the European Parliament acknowledged as 'exemplary' <sup>(27)</sup>, confirm the trust in the Agency's evidence and expertise. The Council conclusions on the implementation of the Upskilling pathways recommendation, which invite the Commission to draw on Cedefop's expertise <sup>(28)</sup>, and the opportunity to present Cedefop's work in this field to the Education committee are proof of this trust.

As in previous years, the European Commission used Cedefop's work extensively. Commission papers account for about half of a total of 167 citing or referring to it, followed by European Parliament documents and other agencies (Figure 1). The most frequent user was the Directorate General for Employment, Social Affairs and Inclusion; but also DG Migration and Home Affairs and the DG for Communication Networks, Content and Technology cited Cedefop. Commission reports (Figure 2) covered a variety of themes, including employment and social developments, labour market and wage developments, work-life balance and digital transformation on EU labour markets. The use of Cedefop work by the sister agencies reflects the continued striving for synergies.

<sup>(27)</sup> [www.europarl.europa.eu/doceo/document/TA-8-2019-0258\\_EN.html#top](http://www.europarl.europa.eu/doceo/document/TA-8-2019-0258_EN.html#top)

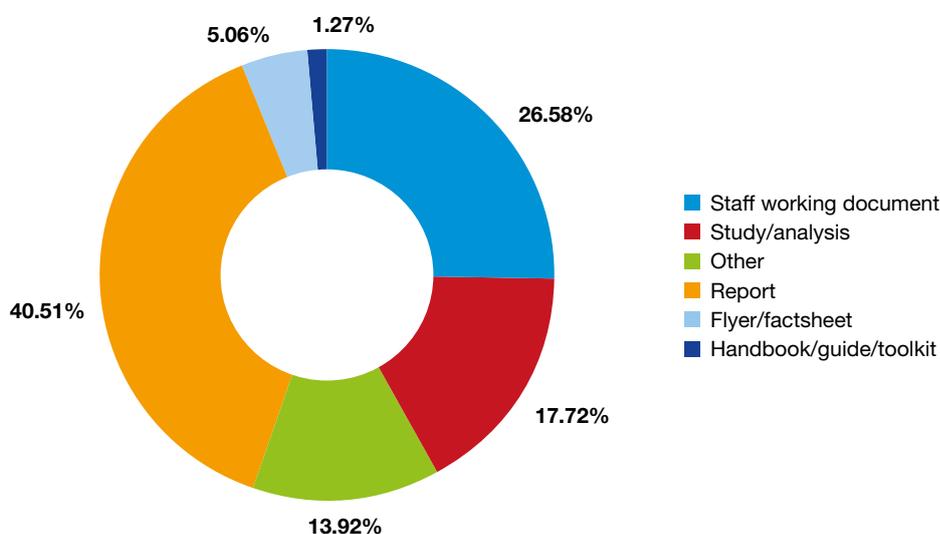
<sup>(28)</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52019XG0605\(01\)&from=RO](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52019XG0605(01)&from=RO)

**Figure 1. EU institutions and EU-level stakeholders using Cedefop work**



Source: Cedefop performance measurement, indicator 1: EU-level documents citing Cedefop.

Figure 2. Type of Commission documents citing Cedefop work



NB: 'Other' includes background documents for discussion by policy-makers and experts, for instance in Commission working groups.

Source: Cedefop performance measurement, indicator 1: EU-level documents citing Cedefop.

Citations in academic literature and publication downloads again demonstrated that both recent and earlier Cedefop work is relevant to topical issues. Research on the benefits of VET published in 2011, for instance, was the most downloaded publication. This comes at a time when digital and green transformation make investment in skills a must and education and finance ministers met for the first time ever to discuss how to ensure high-level learning outcomes and inclusiveness of education and training. Downloads, which increased by over 20% in comparison to 2018, also confirm the continued need for information on VET systems and user preference for concise formats.

Web traffic confirms the high interest in Cedefop work. In comparison to 2018, visits to its web portal increased by about 35% which coincided with updates and the release of several new databases. Skills Panorama, which Cedefop manages for the Commission, again attracted more traffic than in the previous year: nearly 50% growth in users, also in new visitors, and over 20% in returning visitors.

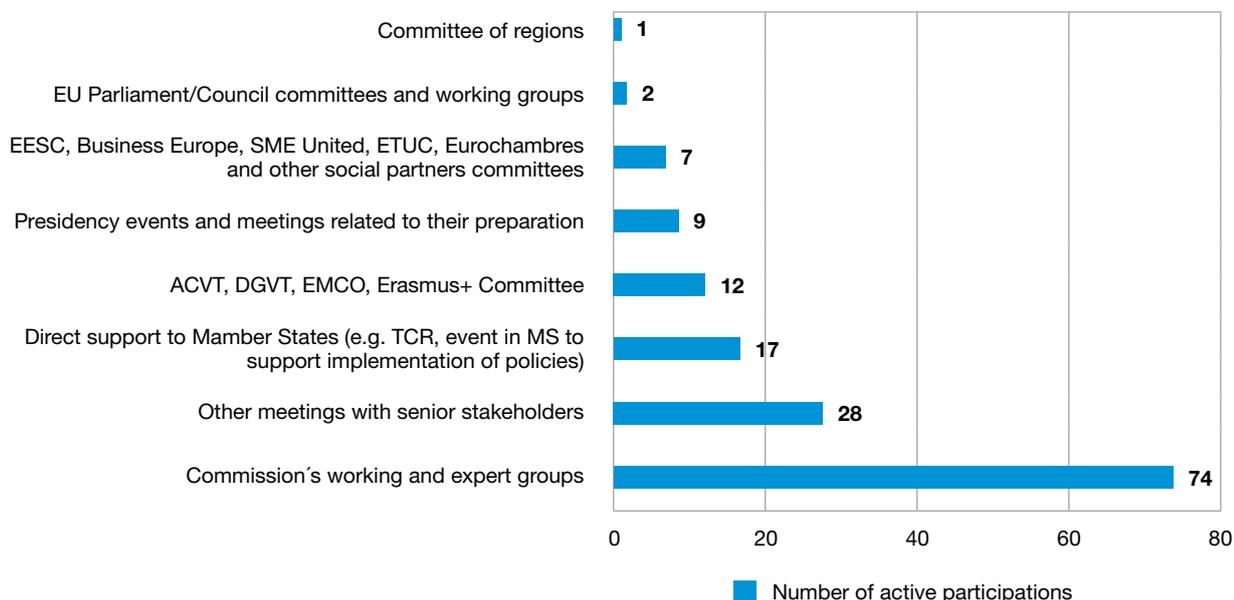
## INVITATIONS BY EUROPEAN STAKEHOLDERS AND PARTNERS TO SHARE CEDEFOP EXPERTISE

Cedefop was again invited to prepare background notes, present its findings and chair discussions at

many EU-level senior stakeholder meetings supporting policy development and implementation (150 in total; Figure 3). Several European social partner events provided the opportunity to present findings from different strands of work. As in the past, Cedefop provided substantial input to the EQF advisory group. Its papers on various themes informed discussions at the regular meetings as well as peer learning activities. Based on its long-standing expertise on validation of non-formal and informal learning, the Agency supported the Commission's work on evaluating countries' progress in this field. Contributions also related to lifelong guidance policy.

It may seem natural that the EU's Agency for VET, skills and qualifications participates in meetings of the Presidencies, ACVT or DGVT and Commission working groups. However, being invited to draft papers, take on an active role or, as for instance in the vocational skills week, help shape and steer (parts of) Commission events, is not a given. Cedefop takes this as acknowledgment of its expertise. The invitation by the European Asylum Support Office, to share expertise on learning outcomes to support their certification and accreditation working group exemplifies that Cedefop is valued as a European source for VET, skills and qualifications also outside its usual partners.

**Figure 3. Active participation of Cedefop in policy relevant meetings of senior stakeholders**



Source: Cedefop performance measurement, indicator 4.

Cedefop's direct support to Member States in implementing EU-level policy decreased in comparison to previous years: the first cycle of country reviews on apprenticeship in nine countries has been concluded and those on governance and skills anticipation and matching are nearing completion. In line with the need to reprioritise, in 2018 the Governing Board agreed not to undertake new thematic country reviews in 2019. Noteworthy was the invitation to present Cedefop findings to members of Germany's Parliament investigating *VET in the digital work environment* (June 2019) <sup>(29)</sup>.

## CEDEFOP EVIDENCE AND EXPERTISE VALUED OUTSIDE EUROPE

Cedefop was also invited to share expertise from its different strands of work globally in events organised by the ILO and UNESCO; the south-east Asian nations; the South African Qualifications

Authority as part of the ongoing South Africa-EU dialogue; and in the framework of the Asia-Europe Education Ministers' meeting.

Among the international organisations, the OECD again used Cedefop work most extensively, followed by the ILO and UNESCO-UNEVOC. Take-up in ILO papers to a large extent reflects the cooperation on green skills. Noteworthy is that Cedefop's skills evidence was also used by a paper of the International Monetary Fund and a report commissioned by the UN's refugee agency (UNHCR). Overall, take-up of Cedefop findings by international organisations remained at the same level as in previous years (98 documents) but was more evenly balanced across different strands of work. This applied specifically to monitoring of VET developments and skills anticipation and matching, with around 28% of the references each; the closely interrelated strands of work on promoting access to and attractiveness of VET, increasing efficiency and supporting inclusion made up over 20%.

## AN EFFICIENTLY RUN ORGANISATION COMMITTED TO HIGH STANDARDS

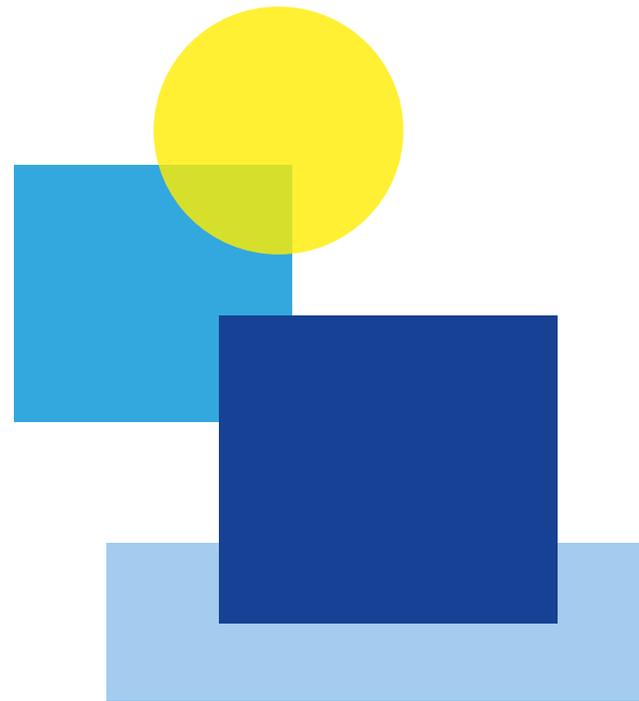
Cedefop continued its work to increase administration efficiency and achieve collaboration with

<sup>(29)</sup> [www.bundestag.de/ausschuesse/weitere\\_gremien/enquete\\_bb/anhoeerungen?url=L2F1c3NjaHVlc3NIL3dlaXRlcmVfZ3JlbWllbi9lbnF1ZXRIX2JiL2FuaG9lcnVuZ2VuL2FuaG9lcnVuZy1hdXMtdW5kLXdlaXRlcmJpbGR1bmctMi1zaXR6dW5nLS02NDQ3NTY=&mod=mod585204www.cedefop.europa.eu/en/news-and-press/news/how-vet-systems-respond-digitalisation-and-future-work-challenges-cedefop-evidence](http://www.bundestag.de/ausschuesse/weitere_gremien/enquete_bb/anhoeerungen?url=L2F1c3NjaHVlc3NIL3dlaXRlcmVfZ3JlbWllbi9lbnF1ZXRIX2JiL2FuaG9lcnVuZ2VuL2FuaG9lcnVuZy1hdXMtdW5kLXdlaXRlcmJpbGR1bmctMi1zaXR6dW5nLS02NDQ3NTY=&mod=mod585204www.cedefop.europa.eu/en/news-and-press/news/how-vet-systems-respond-digitalisation-and-future-work-challenges-cedefop-evidence).

other agencies. More recent actions have aimed at pooling content expertise to create synergies, as in the fourth edition of the European company survey jointly managed by Cedefop and Eurofound.

Cedefop continued supporting its highly qualified staff through continuing professional development and a healthy and safe working environment conducive to dialogue, innovation and learning. To capture the efforts to improve our energy and environmental management, Cedefop was among the first agencies to introduce an environmental indicator.

The excellent budget execution of 99.99% in 2019 demonstrates the Agency's successful effort towards optimal use of resources entrusted. Cedefop's achievements also illustrate the commitment of the Agency management and staff to meeting the highest standards of ethics, integrity and compliance.



# RESULTS ACHIEVED

## 2.1. OPERATIONAL ACTIVITY: SHAPING VET BY MODERNISING VET SYSTEMS AND INSTITUTIONS AND BY SUPPORTING THE USE OF EU TOOLS AND PRINCIPLES

### PERFORMANCE

183

REFERENCES  
IN EU POLICY DOCUMENTS



For example:

- European Commission staff working document on Employment and social developments in Europe 2019 - Sustainability and governance: the role of social dialogue
- European Commission 2019 reports on the European Semester
- European Parliament briefing on Skills for the labour market: EU policies for VET and upskilling

60

ACTIVE CONTRIBUTIONS  
TO POLICY-RELEVANT MEETINGS  
OF SENIOR STAKEHOLDERS



For example:

- European Commission steering group on the instruments supporting the European Union VET policy
- EQF and Europass advisory groups and ESCO meetings
- 17th European week of regions and cities
- European Asylum Support Office working group on certification and accreditation

55

WRITTEN CONTRIBUTIONS  
TOPOLICY DOCUMENTS OF  
EU 51 AND INTERNATIONAL  
ORGANISATIONS (4)



For example:

- input to the country reports of the 2019 *Education and training monitor*
- background papers for the meetings of the DGVT on key competences
- joint papers with the Commission for the EQF advisory group
- review of (updated/draft) reports relating NQFs to the EQF
- conclusions of the Asia-Europe education ministers' meeting

45<sup>000</sup>

DOWNLOADS OF CEDEFOP  
PUBLICATIONS



#### TOP THREE PUBLICATIONS:

- *Defining, writing and applying learning outcomes* (5 283)
- *Spotlight on VET: 2018 compilation* (4 713)
- *Briefing note: What future for vocational education and training in Europe?* (3 047)

In line with its multiannual objective to **monitor policy trends and analyse developments**, Cedefop drafted 35 <sup>(30)</sup> country chapters on VET policies in EU-28+ on the implementation of the pri-

orities agreed in the 2015 Riga conclusions. They describe the state of play in each country at the beginning of the Riga reporting period and policy developments until 2019. The country chapters inform the Cedefop and ETF joint synthesis report on measures that Member States are taking to implement the agreed five Riga medium-term deliverables (MTDs) over the period 2015-20 and

<sup>(30)</sup> These include EU-28 countries, Norway and Iceland. Separate chapters are drafted for the three communities in Belgium and for England, Northern Ireland, Scotland and Wales. The country chapters will be published online in the first half of 2020.

the strategic objectives for European cooperation in VET. Findings of Cedefop's analysis were discussed in several events <sup>(31)</sup>. Final outcomes will be presented at a high level Cedefop-ETF joint conference in June 2020 organised under the auspices of the Croatian Presidency and in cooperation with the German Presidency to feed the work towards the Osnabrück communiqué on the future priorities for VET.

At the request of DG EMPL, Cedefop drafted 28 country fiches on the latest developments in VET and adult learning for the *2019 Education and training monitor*, the Commission's annual publication on recent policy measures in education and training.

Work in 2019 also focused on analysing Cedefop's current approach to **policy reporting**. Discussions took place with ReferNet partners on ways to improve the annual data collection on recent policy developments and improve the quality and timely availability of its outputs. This was the key topic of discussions in the two ReferNet partnership forums that took place in May in Bergen and Valletta and a specific working group organised in June in Thessaloniki with representatives of ReferNet coordinators, national representatives and Cedefop Management Board members. In the light of the proposed improvements, Cedefop designed a new concept of policy reporting and analysed all policy developments reported by ReferNet since 2015 to fit the structure of a new database. As a result, a database of policy initiatives is under development and will be made available to ReferNet for the 2020 policy reporting exercise.

Work continued on the **VET in Europe online presentation tool** <sup>(32)</sup>; this allows for easier selection, compilation and comparison of data on VET systems in the EU Member States, Norway and Iceland. It is designed to help policy-makers, social partners, researchers and other stakeholders better understand similarities and differences of national VET systems through easy-to-navigate up-to-date descriptions structured by theme. The database also contains detailed information about each VET programme type, including qualification

levels, share of work-based learning, providers and target groups. The tool was launched in December 2019. Cedefop also finalised 23 <sup>(33)</sup> **VET in Europe country reports** with detailed descriptions of European VET systems which were used to populate the tool.

For the Romanian and the Finnish Presidencies, **short descriptions** <sup>(34)</sup>, **spotlights** <sup>(35)</sup> and **animated videos** <sup>(36)</sup> on **VET in Romania and Finland** were released on time and disseminated to several high-level meetings (including the meeting of Directors General for VET and the European vocational skills week).



A special edition **Spotlights on VET in Europe: 2018 compilation** <sup>(37)</sup> was published in March offering a clear and concise overview of VET systems in the EU-28, Iceland and Norway, including graphical presentations of systems with key features that allow comparison between them. This edition includes a set of statistics on key aspects of VET in the EU-28+ countries, including: share of upper secondary learners in vocational and general education programmes; participation of adults in lifelong learning; early leavers from education and training; and employment rates of young graduates.

<sup>(31)</sup> For example, the March meeting of DGVTs, the UNEVOC 2019 TVET leadership programme, DG EMPL summer school on skills, the December meeting of the Advisory Committee on Vocational Training.

<sup>(32)</sup> [www.cedefop.europa.eu/en/news-and-press/news/cedefop-launches-vocational-education-and-training-europe-database](http://www.cedefop.europa.eu/en/news-and-press/news/cedefop-launches-vocational-education-and-training-europe-database)

<sup>(33)</sup> The following country reports were made available in 2019: BE, BG, CY, CZ, DE, DK, EE, ES, FR, HU, IE, IS, LT, LU, LV, NL, NO, PL, PT, SI, SE, SK, UK.

<sup>(34)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/4171](http://www.cedefop.europa.eu/en/publications-and-resources/publications/4171), [www.cedefop.europa.eu/en/publications-and-resources/publications/4176](http://www.cedefop.europa.eu/en/publications-and-resources/publications/4176)

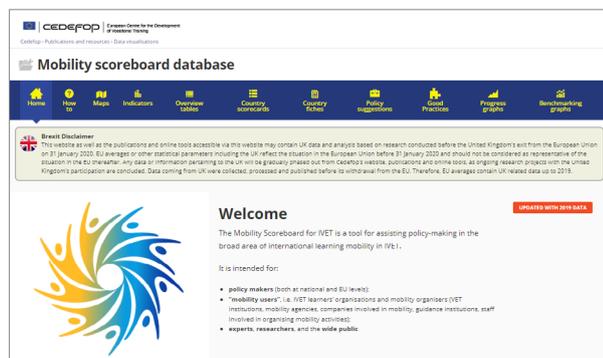
<sup>(35)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/8128](http://www.cedefop.europa.eu/en/publications-and-resources/publications/8128), [www.cedefop.europa.eu/en/publications-and-resources/publications/8133](http://www.cedefop.europa.eu/en/publications-and-resources/publications/8133)

<sup>(36)</sup> [www.cedefop.europa.eu/en/news-and-press/news/watch-cedefops-new-video-romania-vet-system](http://www.cedefop.europa.eu/en/news-and-press/news/watch-cedefops-new-video-romania-vet-system), [www.cedefop.europa.eu/en/publications-and-resources/videos/vocational-education-and-training-vet-finland](http://www.cedefop.europa.eu/en/publications-and-resources/videos/vocational-education-and-training-vet-finland)

<sup>(37)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/4168](http://www.cedefop.europa.eu/en/publications-and-resources/publications/4168)

The previous year's efforts to develop quality criteria and guidelines for the national news on VET began to bear fruit. **109 national news items on VET** were published in 2019 <sup>(38)</sup> improving further their timely availability on the Cedefop website. Some were used in and informed several Cedefop activities. Themes covered included the impact of automation on jobs, promoting excellence and modernising VET, upskilling and reskilling vulnerable groups, skills anticipation and matching, apprenticeship-related measures, and improving digital skills among VET learners.

Work on the **mobility scoreboard** focused on updating the online data based on the information received from countries in 2018. The updated scoreboard was made available on Cedefop's website and on the Eurydice-Cedefop joint platform. Country-specific policy briefs targeted to national policy-makers were also prepared and sent to stakeholders in Iceland, Portugal and Slovenia. In parallel, work on the cross-country thematic policy briefs continued; a concept for these briefs was designed in collaboration with the Commission and a draft prototype was submitted to the Commission in December.



Results of the **Key competences in initial VET** study were discussed in the ET2020 working group on digital education (Brussels, 15 February), at the DGVT meeting (Alba Iulia, 18 March) and in the ET2020 WG on VET during the EU vocational skills week (Helsinki, October). The study analyses how literacy, digital and multilingual competences are promoted in initial VET in the EU, Iceland and Norway. Results show that, despite a broad range of national policies promoting key competences, few focus on initial VET and even fewer target a

single key competence. Most policies are linked to broader societal objectives: employability, social inclusion and lifelong learning. Too broad policies, abstract objectives, time and budget constraints are among the main challenges preventing smooth implementation. Programme delivery varies by key competence and sector; implementation is often channelled through a combination of programme delivery, standards, teacher training, but less through assessment standards.

On 19 and 20 September, Cedefop organised a workshop to discuss the results of the study, with more than 50 participants including national policy-makers, social partners, researchers, the European Commission, ETF, UNESCO and WorldSkills. It was also an opportunity to identify challenges and remedies in implementing policies supporting key competences, and to define questions/topics that stakeholders would like Cedefop to provide evidence on in the future.



Cedefop worked closely with the Commission in **supporting the implementation of the EQF** in line with the priorities of the revised 2017 EQF recommendation. The Agency provided conceptual input to the EQF Advisory Group (AG) meetings in February, May, June and November and comments to the updated 'referencing reports' <sup>(39)</sup> of Latvia, the Netherlands, UK (England, Northern Ireland and

<sup>(38)</sup> [www.cedefop.europa.eu/en/events-and-projects/networks/refernet/news](http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet/news)

<sup>(39)</sup> Referencing reports provide information and evidence on the referencing of national qualifications levels to the EQF levels, following the 10 EQF referencing criteria. These include: a clear and demonstrable link established between NQF levels and the EQF; qualifications based on learning outcomes; transparent procedures and criteria for inclusion of qualifications in the NQF; all qualifications with an EQF level are quality assured. Referencing

Wales) and draft reports of Bosnia and Herzegovina and Serbia. Cedefop also contributed to the work of various EQF AG project groups by providing substantial input to the 'horizontal comparison project group' and to the final report of the project group on the levelling of international qualifications. In addition, Cedefop actively supported the peer learning activities of the EQF AG on transversal skills and competences (Brussels, January 2019) and qualifications databases (Budapest, March 2019).

In 2019, Cedefop put substantial effort into reviewing and analysing progress in the implementation of national qualifications frameworks. The **European inventory of national qualifications frameworks (NQF) 2018** <sup>(40)</sup>, covering 39 countries and consisting of 43 national chapters was drafted in-house in close cooperation with national stakeholders. A concise NQF overview was released to capture the latest developments <sup>(41)</sup>.

Data on NQF progress were gathered through the NQF survey on implementation, communication and use of NQF/EQF, carried out in cooperation with the European Commission. Cedefop's analysis was presented to the EQF Advisory Group in June directly supporting its work. The analysis shows that comprehensive frameworks are gaining ground in Europe. European countries tend to use their frameworks to create comprehensive maps of qualifications in all sectors (VET, higher education, general education, adult learning); many frameworks are being opened up to include qualifications awarded outside regulated formal education and to help validate non-formally and informally acquired skills and competences. In several countries NQFs play an increasingly important coordination role, allowing for better linking of policy domains: education, validation of non-formal and informal learning, quality assurance, and monitoring skills supply. The impact of NQFs is growing, particularly in the review and renewal of qualifications standards and stakeholders' involvement as comprehensive frameworks act as a platform for cooperation across education subsystems and the education and labour market.

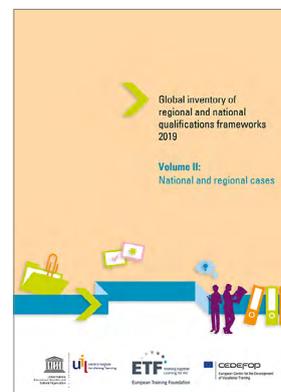
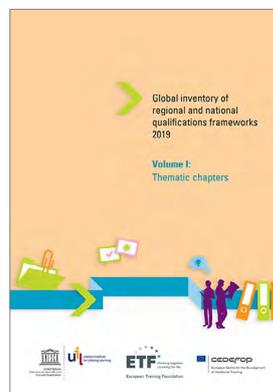
reports are available at: <https://ec.europa.eu/ploteus/en/referencing-reports-and-contacts>

<sup>(40)</sup> [www.cedefop.europa.eu/en/publications-and-resources/country-reports/european-inventory-on-nqf](http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/european-inventory-on-nqf)

<sup>(41)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/8609](http://www.cedefop.europa.eu/en/publications-and-resources/publications/8609)



Increased cooperation and international dialogue on qualifications frameworks has continued in 2019, in close collaboration with the ETF, UNESCO-HQ and UNESCO (UIL). Cedefop has contributed to the **fourth edition of the national and global qualifications frameworks inventory, published in 2019** <sup>(42)</sup>. The inventory gathers information on progress in establishing national and regional qualifications frameworks, as well as the challenges and success factors in implementation in more than 100 countries in all five continents. It covers seven regional qualifications frameworks, including the EQF.



Cedefop continued contributing to the development of **ESCO**, focusing on the restructuring of the skills terminology and further development and integration of terminology on transversal skills and competences. Cedefop's input to the further development of the skills terminology reflects its experience of the analysis of online job vacancies and the development of methodologies for comparing VET qualifications.

<sup>(42)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/2224-0](http://www.cedefop.europa.eu/en/publications-and-resources/publications/2224-0) and [www.cedefop.europa.eu/en/publications-and-resources/publications/2225](http://www.cedefop.europa.eu/en/publications-and-resources/publications/2225)

The work on an international **handbook** supporting the writing and application of **learning outcomes** in education and training has been taken forward in cooperation with UNESCO. A first regional peer learning activity was organised in June – as part of the South Africa-EU dialogue – and allowed for in-depth discussions on similarities between European and African experiences. The handbook will significantly strengthen Cedefop’s expertise and capacity in taking forward work on learning outcomes in the European context. In 2019, Cedefop created an overview of existing and relevant guidance material and research that has been produced at European and international levels.

Maintenance and improvements of the existing **Europass** platform took place in 2019 (new statistical visualisation tool, portal available in Serbian, easy-to-read Excel sheet service). Cedefop continued to support DG EMPL on the conceptualisation and development of the new Europass to ensure a smooth transition from the current portal to the new platform (to be taken over by the Commission in June 2020). Record traffic was reported to the Europass portal in 2019: 30 million visits (+13 % compared to 2018) and 25 million CVs created online (+13 % compared to 2018). The milestone of 150 million CVs filled online since its launch in 2005 was reached in November 2019.

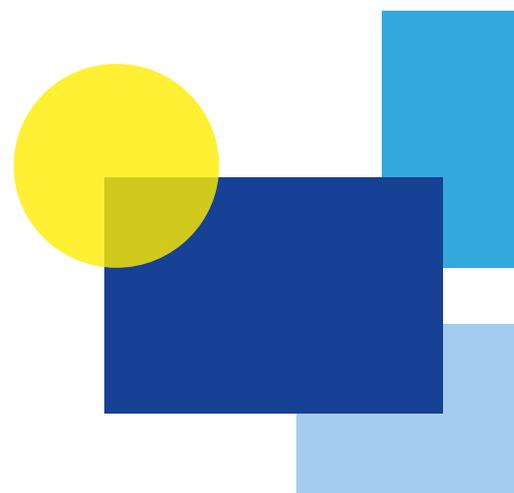
The **European community of learning providers** continued its work within the three dedicated subgroups on the challenge of technology-enhanced learning, EU mobility and migration. The Community’s main conclusions and proposals were presented in the EU vocational skills week in Helsinki in October. For technology-enhanced learning the urgency lies in the need to make education meet changes in the world of work and preventing a new social divide. Mobility becomes a priority when looking at the increased *Erasmus+* budget to support it and at mobility as key driver for education, intercultural understanding and personal growth. The most recent migration waves have created the challenge for the EU to integrate the newly arrived third country nationals into European society, culture and employment.

Cedefop also played an active part in the working group looking at the future of **ECVET** and **EQAVET**.

On the **Future of VET** work, a dedicated event in the European Parliament in February 2019 discussed the main findings of the *Changing nature and role of VET in Europe* research project

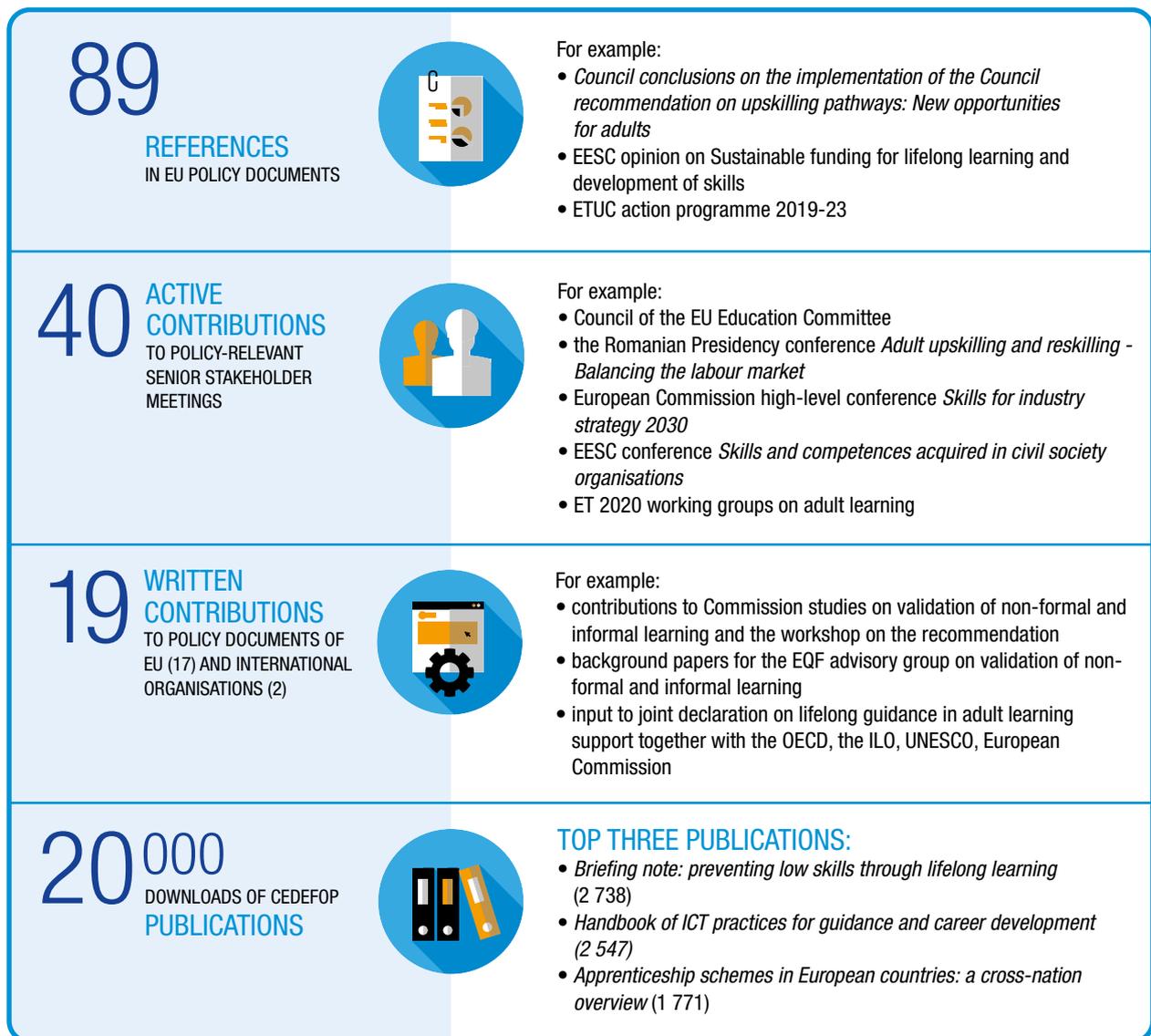
with stakeholders at European level. Findings have informed policy discussions on VET post-2020.

The development of a methodology for **comparing the content and profile of VET qualifications** continued. A first report on terminological reference points for comparison was completed in June. The report looks into the strengths and weaknesses of existing classifications (including ESCO, O\*NET, World Skills Standards) and makes recommendations on their future use. A second report, exploring how to gather and analyse national qualification data, was completed in November (both reports will be published in 2020). The overall objective is to develop methodologies making it possible for countries to learn from others more systematically, making visible content priorities and choices. This work is closely coordinated with the EQF AG working group on horizontal comparison of qualifications. Close links are also established to the work of UNESCO on world reference levels.



## 2.2. OPERATIONAL ACTIVITY: VALUING VET TO EMPOWER PEOPLE TO ACHIEVE COMPETENCES AND SKILLS FOR WORK AND LIFE

### PERFORMANCE



In 2019, Cedefop intensified its conceptual work and policy learning activities in the area of **adult learning and vocational training**.

The research work on the potential of **work-based learning in developing upskilling pathways** for adults provided new evidence on the extent of the low-skilled adult population, on the priority target groups most in need of upskilling,

selected national case studies and best practices, as well as insights about effective design and implementation of upskilling pathways policies in different national contexts. Cedefop's first version of the **analytical framework on upskilling pathways** was prepared and disseminated to national and European stakeholders, bringing together various resources and knowledge

generated within the Agency, including on adult learning, early leaving, financing, guidance, validation, and work-based learning. The analytical framework is organised around 10 key areas which represent important systemic features for establishing strategic, coherent and coordinated approaches to upskilling pathways for adults.

For the first time, Cedefop was invited by the Romanian Presidency to present its work on upskilling pathways at a Council Education Committee meeting in April.



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In May, Cedefop and the European Economic and Social Committee organised the **second policy learning forum (PLF)** ‘Upskilling pathways: a vision for the future’. Building on the outcomes of the first PLF, the event brought together stakeholders to support them in the implementation of Upskilling pathways for adults. Discussion revolved around Cedefop’s analytical framework on upskilling pathways, which was enriched based on feedback received from the stakeholders, as well as complemented by good practice examples which may inspire stakeholders on possible ways to address existing challenges. Drawing in this experience, the seventh Cedefop Brussels seminar, organised with the Romanian Presidency, shared evidence on the extent and heterogeneity of low skills among adults and stimulated the debate on coordinated and strategic approaches to developing upskilling pathways for low-skilled adults. Cedefop continued to provide expert input to the Commission and other stakeholders’ activities, including the Adult Learning Working Group, the Romanian Presidency conference ‘Upskilling and reskilling’ and the European vocational skills week in Helsinki.

Cedefop’s long-standing work on **apprenticeships** continued in 2019 and was enriched by new lines of activity. The call for papers and Cedefop symposium ‘Next steps for apprenticeship’ organised in cooperation with the OECD and held in Paris on 7 October 2019, looked at the future of apprenticeship from the perspective of external mega trends – such as socio-demographic changes, new technologies and new forms of work organisation, trends in education and training – and how they (would) affect the design and delivery of apprenticeship and/or the policy approaches towards its provision.



Cedefop has further developed its **Community of apprenticeship experts**. Set up in 2018, the Community includes one individual apprenticeship expert for almost all EU Member States, plus Norway and Iceland. The Community has a dedicated web page on Cedefop’s website <sup>(43)</sup>. Thanks to the voluntary contributions of its members, the first activity of the Community for 2019 concerned the update and revision of schemes listed in Cedefop’s European database of apprenticeship schemes. Cedefop has mapped the information the database provides against the criteria set by the European framework for quality and effective apprenticeships. The aim is to develop a user-friendly and interactive tool to retrieve the relevant information directly and generate an ‘implementation dashboard’. The Community members have been also engaged in exploring topics of common interest for which they intend to work with Cedefop in 2020 to generate new knowledge. The Community’s second annual meeting was held back-to-back with the Cedefop-OECD symposium on apprenticeships.

<sup>(43)</sup> [www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes](http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes)



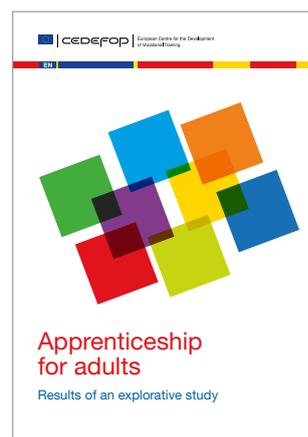
Within the ongoing study on **long-term cross-country mobility in apprenticeships**, an analytical framework has been prepared and disseminated to Cedefop's stakeholders. It identifies several dimensions and corresponding variables of possible relevance for long-duration cross-country apprentice mobility at three levels: frameworks, systems and implementation. The dimensions and variables have been tested during the field work in 2019 through country and project case studies, together with an approach to assess demand for apprenticeship mobility policies in the EU. To complement this study, ReferNet partners prepared articles on long-term mobility in apprenticeships with a focus on institutional aspects. The articles <sup>(44)</sup> aimed at identifying possible or actual enablers and disablers of long-term cross-country apprentice mobility at two levels: framework (external factors to apprenticeships) and apprenticeship system/scheme design. The articles also aimed at identifying what works and what does not in existing policies, initiatives and projects regarding international apprentice mobility.

The summary report from the explorative study on **apprenticeship for adults** was published in November <sup>(45)</sup>. The study analyses what EU countries and four non-EU countries have in place in relation to apprenticeship for adults. It is the first piece of work that addresses the topic from an EU-wide perspective. Largely based on data collection and findings from both literature review and field work, the study confirms that adults increasingly participate in apprenticeship training often due to policy interventions that have removed barriers to participation in existing apprenticeship schemes.

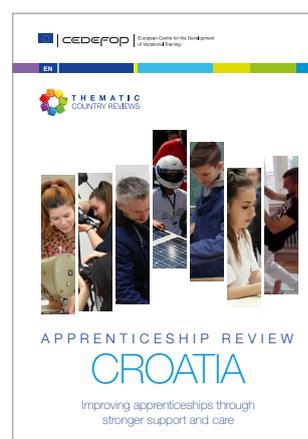
<sup>(44)</sup> [www.cedefop.europa.eu/en/events-and-projects/networks/refernet/thematic-perspectives/international-mobility-apprentices](http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet/thematic-perspectives/international-mobility-apprentices)

<sup>(45)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/4179](http://www.cedefop.europa.eu/en/publications-and-resources/publications/4179)

While no truly specific adult apprenticeship schemes were identified in the EU, the study confirms the fundamental distinction between apprenticeships proposed by Cedefop in previous research: apprenticeships as a mode of learning versus apprenticeships as an education system.



With the completion of reports on **Croatia and Cyprus** <sup>(46)</sup> as well as French-speaking Belgium, the first cycle of thematic country reviews and flash thematic country reviews in nine countries was concluded. Building upon lessons learned during the reviews, Cedefop published online a revised analytical framework on apprenticeships <sup>(47)</sup>. Mainly addressed to policy-makers and social partners, the framework is a common tool to analyse apprenticeship systems and schemes in Europe.



<sup>(46)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/4173](http://www.cedefop.europa.eu/en/publications-and-resources/publications/4173)

<sup>(47)</sup> [www.cedefop.europa.eu/files/cedefop\\_analytical\\_framework\\_for\\_apprenticeships\\_0.pdf](http://www.cedefop.europa.eu/files/cedefop_analytical_framework_for_apprenticeships_0.pdf)

In its activities on legal adult-refugee mobility, Cedefop published the conceptual framework that sketches the potential, the key elements and main issues to be addressed in creating a skills-based complementary pathway to protection. The central element of such a pathway is matching refugees' skills and qualifications and labour market needs in a potential receiving country that offers adult refugees a clear perspective of employment with a route to self-reliance. The publication is complemented by two flyers (48) (49) that support Cedefop's work in promoting the project among national stakeholders, particularly employers' organisations.



In April, Cedefop held the second policy learning forum (PLF) 'Unlocking the potential of learning at the workplace by, and for, **teachers and trainers in VET**' (50). Building on the outcomes of the first forum in 2016, participants discussed how to build stronger bridges between school and the workplace, so that teachers and trainers benefit in their professional development and better support learners in innovative and effective ways. The PLF discussed the role of school leadership, joint creation of knowledge by teachers, trainers and learners, the need to involve all stakeholders, and stronger partnerships between education and the world of work. Cedefop also contributed to the feasibility study on expanding the Commission's SELFIE tool (51) to VET and in particular to work-based learning environments.

(48) [www.cedefop.europa.eu/en/publications-and-resources/publications/8132](http://www.cedefop.europa.eu/en/publications-and-resources/publications/8132)

(49) [www.cedefop.europa.eu/files/8131\\_en.pdf](http://www.cedefop.europa.eu/files/8131_en.pdf)

(50) [www.cedefop.europa.eu/en/events-and-projects/events/second-policy-learning-forum-unlocking-potential-learning-workplace-and-teachers-and-trainers-vet](http://www.cedefop.europa.eu/en/events-and-projects/events/second-policy-learning-forum-unlocking-potential-learning-workplace-and-teachers-and-trainers-vet)

(51) [https://ec.europa.eu/education/schools-go-digital\\_en](https://ec.europa.eu/education/schools-go-digital_en)



© Cedefop, 2019/Sakis Gioumpasis

Cedefop provided continued support to a variety of activities on **validation of non-formal and informal learning**, carried out by the Commission and other stakeholders, including the finalisation of the 2018 inventory update (52). Results of the inventory show increasing diffusion of validation arrangements and strategies across Member States, with all countries having validation arrangements in place or under development in 2018. However, results also show that work still remains to be done to ensure more comprehensive approaches, as well as to improve training provision for validation practitioners and the associated monitoring and evaluation of policies. The results were presented at the third Validation of prior learning Biennale. The event gathered around 300 participants and served to share Cedefop's work on validation with a wide range of stakeholders. Cedefop is also providing expert input into the Commission's study on the evaluation of the Council recommendation of 20 December 2012 on validation.



© Validation biennale

(52) [www.cedefop.europa.eu/validation/inventory](http://www.cedefop.europa.eu/validation/inventory)

Cedefop's new study on **validation and lifelong guidance** <sup>(53)</sup> contributes to increasing understanding of these two important policy areas and moving towards a more holistic and coherent approach to the development of truly lifelong learning systems. The analysis of 13 case studies identified main factors ensuring successful coordination between guidance and validation services, including:

- (a) adequate information and guidance before deciding to undergo validation, throughout and also after the entire validation process;
- (b) use of common qualifications or competence standards, occupational standards or other reference frameworks through all the stages of the practice in order to identify, document and assess skills;
- (c) quality of staff resources/competences and tools used.

Cedefop and the European Commission are jointly steering the study on **Lifelong guidance policy and practice in the EU: trends, challenges and opportunities**. Aiming to contribute to defining a post-2020 vision, this research identifies opportunities and challenges for the development of national lifelong guidance systems across the EU, including diverse types of coordination at different levels. Continued work from **CareersNet** – Cedefop's expert network on lifelong guidance – has been producing new knowledge on policy developments in national lifelong guidance systems (2017-19), which has allowed Cedefop to identify new trends in guidance across the EU. This knowledge will be published online in the European inventory of lifelong guidance systems and practices in 2020. In addition, an interactive online version of the decision-making tool, based on the version published in the *Handbook for ICT practices in guidance and career development*, was introduced – for testing and feedback – during the annual CareersNet meeting in Rome in September 2019.

In the scope of the work on financing and attractiveness of VET, Cedefop launched a **new database on financing apprenticeships in the EU** <sup>(54)</sup>. The information reflects the outcomes of Cedefop's study on Financing apprenticeships/dual VET in the EU, and brings

together a significant amount of data on financing apprenticeships across the EU countries for the first time. The new tool presents financing arrangements for apprenticeships at system level, including the main sources of funding and financial flows, the characteristics and the level of some apprenticeship costs, and the volumes of funding involved. It also offers detailed descriptions of the main financing instruments (such as training funds based on levies, tax incentives and grants) implemented to incentivise employers to provide apprenticeship places and encourage individuals to take on apprenticeship training.

Cedefop also published a new version of the **database on financing adult learning** <sup>(55)</sup>. This online tool provides comprehensive information on financing instruments for companies and individuals in EU countries to increase provision of, participation and private investment in CVET/adult learning. The database provides detailed information on over 200 financing instruments such as training funds, tax incentives, vouchers/individual learning accounts, loans, training leave and payback clauses. The tool offers a mapping of all analysed instruments at country and EU levels, descriptions for type of instrument and diffusion across countries, as well as a comparison between the instruments. New data will be collected in 2020.



<sup>(53)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/5575](http://www.cedefop.europa.eu/en/publications-and-resources/publications/5575)

<sup>(54)</sup> [www.cedefop.europa.eu/en/tools/financing-apprenticeships](http://www.cedefop.europa.eu/en/tools/financing-apprenticeships)

<sup>(55)</sup> [www.cedefop.europa.eu/en/publications-and-resources/tools/financing-adult-learning-db](http://www.cedefop.europa.eu/en/publications-and-resources/tools/financing-adult-learning-db)

Cedefop's continued work on **tackling early leaving from VET** led to a new enriched edition of its related toolkit <sup>(56)</sup>, aimed at supporting policy reflection, monitoring and evaluation in this area. Users can be informed about activities on how to use the toolkit to inform policy-making and successful practice; benefit from over 200 resources of best practices, publications, tools, statistics and quick wins; and learn about 10 protective factors and 17 intervention approaches tailored to the needs of the six most common profiles of learners at risk or early leavers. A new reflection tool for VET providers and an improved version of the tool for policy-makers aim to support key VET stakeholders to develop a comprehensive strategy to tackle early leaving. Since its launch in May 2017, the toolkit has reached 47 000 users and generated over 122 200 page views. Cedefop 'ambassadors' <sup>(57)</sup> of the toolkit include around 60 members from 21 countries actively contributing to its development and wide dissemination. The 'ambassadors news info', a new communication initiative to engage ambassadors in promoting the toolkit's resources, was shared among them in October and December.

The new edition of the toolkit was launched in the policy forum 'What role for Community lifelong learning centres? The potential of one-stop shops for preventing youth at risk from disconnecting', jointly organised by Cedefop with the Lifelong Learning Platform (LLLPP) in May 2019 <sup>(58)</sup>. Hosted by the Romanian Presidency of the Council of the EU, the event attracted over 90 participants from EU-level stakeholders. Participants valued the awareness raised that early leaving from education and training is better addressed on wider contexts such as community lifelong learning centres that can provide proximity, multidisciplinary services and also intergenerational and intercultural learning environments. Thanks to new evidence provided by Cedefop, the policy forum allowed participants to understand better the role of VET for learners at risk, early leavers and their lifelong learning. During the event, the briefing note *Preventing low skills through lifelong learning* <sup>(59)</sup> and a joint briefing note with the LLLLPP *Implementing a holistic*

*approach to lifelong learning: Community lifelong learning centres as a gateway to multidisciplinary support teams* <sup>(60)</sup> were disseminated.



The second **Cedefop opinion survey** entered the field stage and first results were produced by the end of 2019 (reports to be published in 2020). This edition of the survey will provide information on the perceptions and opinions of European workers, learners and citizens about adult learning and CVET at the EU level as well as at the national level.

<sup>(56)</sup> [www.cedefop.europa.eu/TEL-toolkit](http://www.cedefop.europa.eu/TEL-toolkit)

<sup>(57)</sup> [www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/ambassadors](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/ambassadors)

<sup>(58)</sup> [www.cedefop.europa.eu/en/events-and-projects/events/policy-forum-what-role-community-lifelong-learning-centres](http://www.cedefop.europa.eu/en/events-and-projects/events/policy-forum-what-role-community-lifelong-learning-centres)

<sup>(59)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/9136](http://www.cedefop.europa.eu/en/publications-and-resources/publications/9136)

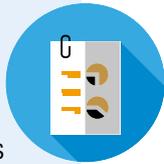
<sup>(60)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/2226](http://www.cedefop.europa.eu/en/publications-and-resources/publications/2226)

## 2.3. OPERATIONAL ACTIVITY: INFORMING VET BY OFFERING LABOUR MARKET INTELLIGENCE AND SKILL NEEDS ANALYSIS

### PERFORMANCE

162

REFERENCES  
IN EU POLICY DOCUMENTS



For example:

- European Commission staff working document on Employment and social developments in Europe 2019 – Towards a greener future: employment and social impacts of climate change policies
- EESC opinion on Supportive education systems to avoid skills mismatches – what transition is needed?
- BusinessEurope position paper on the future of EU migration policy

36

ACTIVE  
CONTRIBUTIONS  
TO POLICY-RELEVANT  
MEETINGS OF SENIOR  
STAKEHOLDERS



For example:

- Sectoral skills for the future - Blueprint in the Spotlight seminar
- European statistical system (ESS) net big data meetings
- labour market statistics working group
- meetings of the expert group on graduate tracking
- committee meeting of German Bundestag
- meetings in Bulgaria, Estonia, Greece and Slovakia with senior stakeholders on the governance of skills anticipation and matching systems

1

WRITTEN  
CONTRIBUTION  
TO POLICY DOCUMENTS  
OF INTERNATIONAL  
ORGANISATIONS



- Skills for a greener future: a global view based on 32 country studies by ILO

38<sup>000</sup>

DOWNLOADS OF CEDEFOP  
PUBLICATIONS



#### TOP THREE PUBLICATIONS:

- *Briefing note - Artificial or human intelligence?* (9 473)
- *Briefing note – The skills employers want!* (4 869)
- *Skills forecast trends and challenges to 2030* (4 305)

181<sup>000</sup>

VISITS  
TO THE EU SKILLS  
PANORAMA WEBSITE



THE TOTAL NUMBER OF PAGE VIEWS WAS MORE THAN 384 000

The sections with quantitative data and indicators (dashboards), analytical highlights and European skills index (ESI) are the most visited.

Work on developing new surveys and collecting new data to be used for developing policy-relevant evidence progressed on several fronts. The joint **Cedefop/Eurofound European company survey** (ECS 2019) closed the fieldwork. Technical reports and data were delivered by December. In addition, the necessary steps were taken to launch the second **European skills and jobs survey** (ESJS2) in early 2020. An expert working group comprising academic and policy-makers (including European Commission, JRC, OECD) met in February to debate the survey concept developed by Cedefop. As part of the work, Cedefop drafted a discussion paper examining the feasibility of carrying out ESJS2 as a matched employer-employee survey. By the end of 2019 Cedefop had also developed a background report, a background note and a draft survey questionnaire to be tested in 2020.

Country reports based on Cedefop's 2018 **skills forecast** were released in January and an overview report of the 2018 **European skills index** was published in May. Most of the work on the skills forecast and the European skills index in 2019 focused on preparing their 2020 release on Cedefop's web portal and Skills Panorama. Preliminary forecast results were discussed at an expert workshop held in Vienna (November) to validate forecast findings and methods and to generate new ideas for further development and analysis. The European skills index was updated using the most recent data and submitted to the Commission's Joint Research Centre for independent statistical audit. To promote the skills forecast and index ahead of their upcoming releases, flyers outlining their value for policy-makers and other stakeholders were released in December <sup>(61)</sup>.



<sup>(61)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/8134](http://www.cedefop.europa.eu/en/publications-and-resources/publications/8134) and [www.cedefop.europa.eu/en/publications-and-resources/publications/8135](http://www.cedefop.europa.eu/en/publications-and-resources/publications/8135)

The work on developing skills intelligence by analysing **online job advertisements** reached an important milestone. Results for seven countries were released in April via Cedefop's newly developed Skills-OVATE web interface <sup>(62)</sup>. The first release was supported by a briefing note <sup>(63)</sup> and video teaser explaining the approach <sup>(64)</sup>. Cedefop also published a short guide <sup>(65)</sup> outlining the methodology and potential of its online job vacancy analysis, a synthesis report <sup>(66)</sup> providing an overview of trends shaping the online job labour market in the EU, and country reports providing insight into national online labour markets. Online job advertisements from 11 EU Member States were added to Skills-OVATE in September, along with a video teaser to showcase the tool's possibilities <sup>(67)</sup>. Information for the remaining countries was prepared for release in early 2020. In parallel to preparing the information for publication online, quality checks took place, significant efforts were made to increase the robustness of the information, and data analysis and visualisation options were expanded.



- <sup>(62)</sup> [www.cedefop.europa.eu/en/data-visualisations/skills-online-vacancies](http://www.cedefop.europa.eu/en/data-visualisations/skills-online-vacancies)
- <sup>(63)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/9137](http://www.cedefop.europa.eu/en/publications-and-resources/publications/9137)
- <sup>(64)</sup> [www.cedefop.europa.eu/en/publications-and-resources/videos/check-out-our-new-skills-online-vacancy-analysis-tool-europe](http://www.cedefop.europa.eu/en/publications-and-resources/videos/check-out-our-new-skills-online-vacancy-analysis-tool-europe)
- <sup>(65)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/4172](http://www.cedefop.europa.eu/en/publications-and-resources/publications/4172)
- <sup>(66)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/5572](http://www.cedefop.europa.eu/en/publications-and-resources/publications/5572)
- <sup>(67)</sup> [www.cedefop.europa.eu/en/publications-and-resources/videos/skills-online-vacancy-analysis-tool-expanding](http://www.cedefop.europa.eu/en/publications-and-resources/videos/skills-online-vacancy-analysis-tool-expanding)

A preview of first results was presented at a high-level lunch discussion organised by DG EMPL in April. To support data quality, Cedefop has continued cooperating closely with national stakeholders as well as Eurostat and its big data taskforce and *ESSnet big data* project. Cedefop organised training on how to navigate its online job vacancy data and hosted the ESSnet workshop in June. At the same time, it also engaged with national experts in a workshop which aimed at understanding patterns and trends better and identifying challenges and future development opportunities. In parallel, discussions on future possible cooperation with Eurostat to develop further a European system for gathering information from web sources (online job advertisements and other types of web data) have led to concrete actions. To support the development of the European Trusted Smart Statistics Centre and the Web Intelligence Hub, the decision was taken to join resources and share expertise.

Cedefop released a working paper to contribute to continuing debate on the societal impact of **artificial intelligence and automation of work** <sup>(68)</sup>. Findings were presented in a briefing note along with other evidence on artificial intelligence and implications for VET systems. To understand better where automation is likely to have the largest impact and to illustrate its potential employment effect, Cedefop started a small-scale study using matched employer-employee data from a technologically advanced EU country (Ireland). The study investigates the links between firms' propensity to automate work, employer characteristics and subsequent staff developments, in terms of growth and decline of occupations and changes in firms' occupational structure. Results show that firms embracing technological change and informing their staff about technological developments were more likely to hire people in occupations with growing employment shares. Firms without an individual performance management system and on-the-job training provision are more likely to hire workers in declining 'automated' occupations.

To provide new evidence on learning and skill matching in ICT-based forms of work, Cedefop concluded its **CrowdLearn study** (*Skills formation and skills matching in online platform work*). A draft

report based on a literature review and qualitative analysis of interviews with 80 crowd workers and 30 platform owners was made available ahead of the full report, scheduled for release in 2020, to provide early access to key findings <sup>(69)</sup>. These findings and their policy implications were discussed during Cedefop's eighth Brussels seminar, jointly organised with the Finnish Presidency in December.



Analysing **statistical data on VET** and work-based learning to support evidence-informed policy-making remains an important activity. Cedefop published a research paper on CVET in enterprises <sup>(70)</sup> based on analysis of the latest two Continuing vocational training surveys (CVTS). The research paper provides comparative evidence on various indicators for skills development in enterprises and pays particular attention to training in small and medium-sized enterprises (SMEs). The share of enterprises providing training is increasing, particularly in countries which previously lagged behind. Another key finding is that, while the training gap between large and small enterprises is narrowing, it remains substantial. Analysis of the prevalence and labour market outcomes of work-based learning based on the 2016 ad hoc module of the labour force survey is ongoing. The update of the VET statistical overviews was completed and preparation for publishing the report started. Cedefop has also continued its cooperation with Eurostat and its Education and training and Labour market statistics working groups tasked

<sup>(68)</sup> [www.cedefop.europa.eu/files/automation\\_risk\\_in\\_the\\_eu\\_labour\\_market.pdf](http://www.cedefop.europa.eu/files/automation_risk_in_the_eu_labour_market.pdf)

<sup>(69)</sup> [www.cedefop.europa.eu/files/crowdlearn\\_literature\\_review.pdf](http://www.cedefop.europa.eu/files/crowdlearn_literature_review.pdf)

<sup>(70)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/5573](http://www.cedefop.europa.eu/en/publications-and-resources/publications/5573)

with preparing the LFS module on the situation of young people in the labour market.



The programme **Assisting EU countries in skills matching** was completed and final reports for all countries under review are being finalised.

Following three rounds of consensus building among national stakeholders, and the development of national policy roadmaps outlining feasible short-to-medium term actions to strengthen skills governance, final meetings were organised in Greece (April) and in Bulgaria (June).

A dissemination meeting held in April, involving high-level policy-makers, formally concluded the review in Slovakia. In Estonia, meetings were held to inform stakeholders of the state of play of the review, to prepare the final round of consensus building, and to gather information linked to the Estonian 2035 strategy. A final meeting is planned for April 2020. Cedefop carried out an online survey targeting 1800 potential users of the Greek online skills intelligence web portal and surveyed guidance practitioners on their experiences in using the findings of the Estonian skills anticipation programme OSKA. In Bulgaria, an online survey was deployed among the country's 265 municipalities to understand better how they view and tackle skill mismatch, to map ongoing collaboration with local and regional stakeholders and other administrative levels, and to detect their aspirations in terms of using labour market and skills information at local level for policy purposes. The online survey in Slovakia focused on mapping the information needs of VET institutions and employers and collecting suggestions on how skills governance can be strengthened.

Building on review findings and identified development needs, Cedefop designed and organised customised seminars to **support**

**national capacity building.** A seminar on implementing graduate tracking and employer surveys was held in April in Slovakia and a course on skills anticipation and skills foresight methods targeted to the needs of Greek stakeholders was delivered in June. A seminar on skills foresight, scenario building and use of big data analysis was held in November in Estonia.

To support policy learning in the field of skills governance more widely, Cedefop launched **Matching skills** <sup>(71)</sup> in January. This web tool presents in-depth information on 130 education and training and labour market policy instruments in EU Member States. It aims to increase understanding of how skills intelligence can be used in policy measures to match jobseekers' and learners' skills better to current and future labour market needs. To promote its use, a flyer was released in April <sup>(72)</sup>. Cedefop has identified a range of additional policy instruments to be analysed and included in the tool in 2020 with a view to expanding coverage.



Cedefop's work on **sectors** is gaining interest. Continuing collaboration with DG EMPL on the Blueprint for sectoral cooperation on skills has been successful. Cedefop provided new insights on **green skills**, releasing a report to assess progress in greening the economy and skills since 2010 in six European countries, along with a video teaser in April <sup>(73)</sup>. It presented the findings at the ILO Global forum on boosting skills for a just transition (June). Cedefop invited stakeholders from four EU Member States (including members of its Management Board) to the forum.

<sup>(71)</sup> [www.cedefop.europa.eu/en/tools/matching-skills/](http://www.cedefop.europa.eu/en/tools/matching-skills/)

<sup>(72)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/8129](http://www.cedefop.europa.eu/en/publications-and-resources/publications/8129)

<sup>(73)</sup> [www.cedefop.europa.eu/en/publications-and-resources/publications/3078](http://www.cedefop.europa.eu/en/publications-and-resources/publications/3078) and [www.cedefop.europa.eu/en/publications-and-resources/videos/skills-green-jobs-video](http://www.cedefop.europa.eu/en/publications-and-resources/videos/skills-green-jobs-video)

Cedefop continues to disseminate its research and engages regularly with national and international stakeholder forums to debate the findings. Findings from Skills-OVATE have been extensively disseminated. New evidence developed on Digitalisation and future of work was presented at a high-level global conference *Artificial intelligence and education* in Beijing (May), in a committee meeting with Members of Parliament of the German Bundestag (June), an EESC hearing (June) and an ASEAN workshop in Vietnam (October). Chairing the Inter-agency group on technical and vocational education and training (IAG-TVET) on Digitisation and Skills Mismatch, Cedefop is also leading interinstitutional discussions on the value and challenges of using big data and artificial intelligence methods for detecting skill needs and tackling skill mismatches in increasingly digitised labour markets. As part of this work, Cedefop is coordinating efforts to develop a brochure aimed at supporting policy-makers in developing and using big data tools for policy.

The **Skills Panorama** is undergoing continuous update: this includes several indicators, analytical highlights on occupations, plus the update of the **European skills index**. Five Skills Panorama blog articles were published <sup>(74)</sup>. Updates of analytical highlights on national skills anticipation systems and practices, and a new highlight on the maritime sector, were underway and are foreseen to be published in 2020.

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<sup>(74)</sup> <https://skillspanorama.cedefop.europa.eu/en/articles>

# COMMUNICATION, INFORMATION AND DISSEMINATION

## PERFORMANCE

**72 000**  
DOWNLOADS OF CEDEFOP  
BRIEFING NOTES



Continued, systematic and targeted promotion and dissemination of Cedefop publications resulted in high demand for briefing notes targeting policy-makers and published on Cedefop's web portal in eight languages.

**605** ARTICLES  
REFERRING TO CEDEFOP IN  
EUROPEAN MEDIA



Close to 60% of the press clippings refer to the work done by Cedefop on skills anticipation and matching. Events like the Cedefop photo award are well-addressed in the media (23 quotations).

**13 857**  
FOLLOWERS ON  
FACEBOOK  
(INCREASED BY 14.67%  
OVER 2018)



**TOTAL NUMBER OF VIEWS**  
THE TOTAL NUMBER OF VIEWS OF CEDEFOP VIDEOS  
CLIPS AND VIDEO INTERVIEWS PRODUCED AND  
PUBLISHED ONLINE IN 2019 IS MORE THAN

**90 300**

**8 798**  
FOLLOWERS ON  
TWITTER  
(INCREASED BY 16.84%  
SINCE 2018)

**59** EVENTS  
ORGANISED BY  
CEDEFOP



**96%** of respondents rated Cedefop's events as GOOD or VERY GOOD

**50%** were POLICY-MAKERS at EU/national level

**14%** RESEARCHERS

**7%** PRACTITIONERS

**7%** SOCIAL PARTNERS

**5%** REPRESENTATIVES OF ENTERPRISES

This activity focuses on communicating Cedefop's key messages on VET to its stakeholders and on promoting a positive image of Cedefop at European, national and local levels.

Cedefop's key account specific communication activities are complemented by several tailored event and visitor programmes, detailing the latest VET issues and Cedefop's role. Specific events for Brussels-based stakeholders were successfully continued.

In 2019, Cedefop received 15 delegations, including high-ranking visitors, like the Head of the EU representation of Cyprus, MEP Eva Kaili, MEP Theodoros Zagorakis and the former European Commission's Chief Spokesperson Margaritis Schinas. It also hosted the following EU-related third-party events: Thessaloniki's Maritime Economic Forum; meetings of the ICT Advisory Committee of EU agencies; the College of Chairs of Staff Committees of central EU institutions; the Italian trade union APF steering committee; the Interinstitutional IT Committee, and the Peer-learning and mentoring workshop for confidential counsellors and HR officers organised by Cedefop.

In Brussels, Cedefop's lunch event 'The role of VET in shaping the future of Europe' was hosted by MEP Anne Sander at the European Parliament in February.



© Cedefop, 2019/ Roman Cosmin

In June, the seminar 'Developing coherent approaches to upskilling pathways for low-skilled adults' was realised in Brussels in cooperation with the Romanian Presidency of the Council of the EU.

In December, a stakeholder event *Skill development of workers in the platform economy* took place in Brussels in cooperation with the Finnish Presidency of the Council of the EU.

Cedefop contributed to the two-day EU *Entrepreneurship and employment* conference organised by the European Commission in Thessaloniki on 29 and 30 November.



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The close collaboration between Cedefop and DG EMPL continued in the area of social media activities, including jointly promoting the European vocational skills week in Helsinki and the #CedefopPhotoAward 2019.



**Cedefop's award initiative**, endorsed by the European Commission and recognised as an integral part of the European vocational skills weeks in 2016, 2017 and 2018, proved also in 2019 to be an excellent tool to raise VET visibility, to engage stakeholders and to reach out to European youth in initial VET and learners in continuing vocational training and adult learning. The participation rate increased further in 2019: submissions from 380 learners (compared to 280 in 2018), representing 73 VET schools in 20 countries, were received. The winning team from the College of Engineering, Art and Design and Institute for Research and Technology Graz-Ortweinschule in Austria and the team from the Economic and Tourism School of Daruvar in Croatia were nominated to receive their awards at the fourth European vocational skills week (#EU Vocational Skills) in Helsinki (14 to 18 October) by European Commissioner for Employment, Social Affairs, Skills and Labour Mobility, Marianne Thyssen.

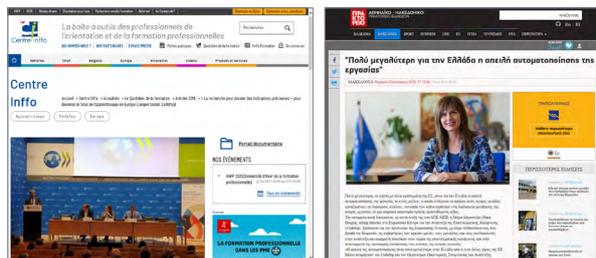
Cedefop's *Prix du jury* went to VET students from the Marmația Technological High School in Romania. This team travelled to Thessaloniki for the opening of the 60th Thessaloniki International Film Festival on 31 October. The accompanying #CedefopPhotoAward 2019 exhibitions in Helsinki and Thessaloniki were very well received by stakeholders and the wider public.



Cedefop published six briefing notes: *Setting sail for the future*; *Preventing low skills through lifelong learning*; *The skills employers want!*; *Qualifications frameworks in Europe: 2018 developments*; *Artificial or human intelligence* and *Not just new jobs: digital innovation supports careers*. All briefing notes are available online in eight languages plus the language of the European Presidency country (DE, EL, EN, ES, FI, FR, IT, PL, PT and RO). Communication activities included also three issues of Cedefop's print magazine *Skillset and match*, 10 issues of Cedefop's electronic newsletter, 59 website headlines, 134 Facebook posts and over 1 520 tweets and retweets. 17 press releases and 15 video clips and interviews (with over 90 300 views) complemented Cedefop's communication activities in 2019.

Also worth noting is the Agency's **media coverage** which included in 2019 an article on Cedefop in Social Agenda magazine's special issue on the new European Labour Authority, and interviews with Greece's Athens/Macedonian News Agency, the French newspaper *Le Quotidien de la Formation*, the UK magazine *Times Higher Education*, the French website Centre Inffo, Spain's Radio Capital and Spain's business website *elEconomista.es*.

Linguistic support, layout/design and dissemination services were provided for the realisation of communication and public relation activities. Most publications were published online only, and briefing notes and research papers



are also available in e-book format. Printing-on-demand and the dissemination of hard copy publications continue to play an important role. The production of video animations for VET systems of EU Presidency countries continued successfully. The animations *Vocational education and training in Austria*, *Vocational education and training in Romania* and *Vocational education and training in Finland* were published in February, June and September.

Cedefop's web portal ([www.cedefop.europa.eu](http://www.cedefop.europa.eu)), a hosted cloud-based platform, continued to focus on new data visualisation functionalities for increased usability and outreach.

Seven online tools were completed/upgraded and made available online: the European database on apprenticeships schemes; the online vacancy analysis; a new edition of the VET toolkit for tackling early leaving; the financing adult learning database; the online database for financing apprenticeship; upgraded mobility scoreboard data visualisations; and the VET systems in Europe database.

At the same time, preparatory work <sup>(75)</sup> for the launch of a next generation Cedefop web portal in 2021 was carried out, providing valuable evidence for the development of web portal specifications and implementation in 2020. A cross-departmental dedicated working group, chaired by Cedefop's Research Support Centre (former Library), provided valuable input for the creation of a Cedefop open access repository within the web portal project, and developed scenarios for the future role of the service.

The Research Support Centre continued to ensure user friendly access to valuable scientific information and relevant electronic subscriptions for Cedefop's operational departments. Archive and records management continued successfully preserving the 'memory of the Agency' and ensured that organisational records are authentic, reliable, and accessible to meet business, financial, and legal obligations.

<sup>(75)</sup> Analysis and user consultation phase.

# RELATIONS WITH EU AGENCIES



European Training Foundation

## 4.1. COOPERATION WITH THE ETF

In 2019 the two agencies continued their long-standing collaboration tradition. Since 1997, the ETF and Cedefop have created synergies in areas that are relevant to both agencies, taking into account their different mandates, geographic scope and stakeholders. This has led to increased efficiency, economies of scale and increased service levels. The current framework of cooperation (2018-20) aims at more structured collaboration in thematic areas and activities of common concern to stakeholders and regulatory functions.

In 2019, Cedefop and ETF experts were involved in events and activities of mutual interest. Cedefop, the ETF and UNESCO, in cooperation with the Commission, contributed significantly to the third Validation of prior learning Biennale that took place in Berlin, on 7 and 8 May.

The two agencies continued working together on VET policies and systems, finalising the joint synthesis report describing the state of play in each country on the five Riga MTDs. Coordinated work included joint papers and presentations informing ACVT and DGVT discussions.

Cooperation on EQF implementation continued and the European inventory of NQFs was published, including seven ETF countries. Increased effort was also made to take forward international dialogue on qualifications frameworks, in close collaboration with the ETF and UNESCO-HQ and UNESCO (UIL). The fourth edition of a national and global qualifications frameworks inventory was published in 2019. Main findings of the global inventory were presented together with the ETF and UNESCO in the ASEMME7 (seventh Asia-Europe Meeting of Education Ministers) in Bucharest on 15 and 16 May.

The two agencies continued their collaboration on work-based and adult learning, also in the framework of the inter-agency working group on work-based learning together with the OECD, the ILO, UNESCO and other major international organisations.

In 2019, the ETF and Cedefop conducted two joint knowledge-sharing seminars. The Thessaloniki event (25 June) focused on the mapping of centres of vocational excellence, financing work-based learning as part of VET reform, and the use of crowd-sourced videos for creating more authentic communications content. The Turin event (16 December) for the first time included representatives from JRC and Eurofound, discussing the common relevance of digital skills – digital economy, and its impact on work, employment relations and skills. In addition, communication activities of the two agencies were presented. In 2019 the two agencies attended each other's Management Board meetings, while their Brussels liaison offices cooperated effectively.



## 4.2. COOPERATION WITH EUROFOUND AND EU-OSHA

Following the entry into force of its new regulation, Cedefop intensified its collaboration with Eurofound and established closer links with EU-OSHA to ensure consistent implementation of their regulations among the three agencies, in the spirit of the common approach. This started with a joint meeting organised by DGEMPL soon after the entry into force of the new regulations, where the three agencies had the opportunity for exchange with the Commission's services regarding the implications of the new regulations; it was followed by regular exchanges of views and documents (including policies, rules of procedures) and a systematic effort to ensure a consistent approach among the three agencies.

The long-standing cooperation with Eurofound on the core business has been reinforced. On top of regular exchange of work programmes and programming documents, more emphasis has been placed on regular knowledge exchange and joint shaping of policy-relevant work. In 2019 the most important cooperation was the joint development and funding of the European company survey (ECS). Cedefop and Eurofound cooperated closely in developing the survey questionnaire, coordinating the fieldwork and in developing a joint communication strategy to disseminate the survey's findings.



#### 4.3. COOPERATION WITH ENISA

By the end of 2019, the service-level agreement (SLA) signed in 2017 between Enisa and Cedefop, covering cooperation in IT services, procurement, facilities, communications and in compliance, regularity and legality, expired. Both agencies' executive directors met in December 2019 and agreed to renew their commitment to cooperate and share services. As a result of that commitment, a new SLA will be signed early in 2020 that will further the cooperation and synergies between both agencies.



#### 4.4. COOPERATION WITH THE EU AGENCIES' NETWORK

Cedefop continues to be an active member of the EU Agencies Network (EUAN) and to share services and create synergies with other agencies. This mostly takes the form of joint call for tenders organised with other agencies, participation in interinstitutional calls for tenders and exchange of knowl-

edge and expertise across agencies, on matters such as IT systems, cyber-security or HR practices.

In February, the Chair of the EU Agencies Network (EUAN) received a joint letter from the Secretary-General of the European Commission and the Director-General of DG BUDG, informing the network of recent steps undertaken by the Commission to strengthen internal risk management. The Commission recommended to the decentralised agencies and joint undertakings of the EUAN to undertake a similar peer review exercise with a focus on their critical risks. The performance development network (PDN) was mandated to organise the exercise. Agencies were grouped in various clusters. The cluster *Social and employment* included the CdT, Cedefop, the ETF, Eurofound and EU-OSHA. The main benefit for the agencies in the *Social and employment* cluster was the comparison of methodologies and the interpretation of what constitutes a critical risk. While all agencies follow the same (Commission) guidelines and have different critical risks, an occasional peer review was seen as a useful exercise. Continuous dialogue on risk assessment, risk management practices, and on the implementation of the new internal control framework were flagged as important.

Within the EU agencies' PDN, Cedefop, Eurofound, EU-OSHA and ETF agreed to compare administrative indicators and their methodologies with the aim of aligning them where possible. Through cooperation on this issue, the agencies respond to a recommendation by the European Commission following their external evaluation in 2017 <sup>(76)</sup>.

End 2019, the network decided to create a task force to propose strategic directions for the next generation of shared services. Cedefop is a member of this task force.

<sup>(76)</sup> The evaluation in 2017 assessed Cedefop individually and from a cross-cutting perspective with the other three agencies within the remit of DG Employment: Eurofound, Cedefop, ETF and EU-OSHA. <https://ec.europa.eu/social/BlobServlet?docId=21035&langId=en>

# RESOURCES

The performance indicators of the Agency (see Section 1 and Annex II) attest to the efficient and effective delivery of administrative services, in support of the core business.

In 2019, Cedefop's administration put emphasis on implementing the actions stemming from the 2018 audit on HR and ethics, in particular on an overall recast of Cedefop's selection and recruitment procedure. The revised procedure not only improves compliance with the Regulatory framework and transparency for applications; it also puts emphasis on efficiency and increasing quality in selection processes, thus improving the capacity of the Agency for attracting and recruiting talents.

Streamlining and digitising procedures and harmonisation of the IT landscape with the European Commission and other agencies are driving the modernisation of the Agency's administrative processes and of its ICT infrastructure and services. To pursue the efforts related to the simplification and digitisation of procedures and processes, an internal working group was set up to select a first set of procedures for digitisation.

In parallel, preparatory work for the migration to ABAC (the finance and accounting system of the European Commission) continued with a view to making efficiency gains, primarily in finance and accounting. The ABAC project will start in 2020.

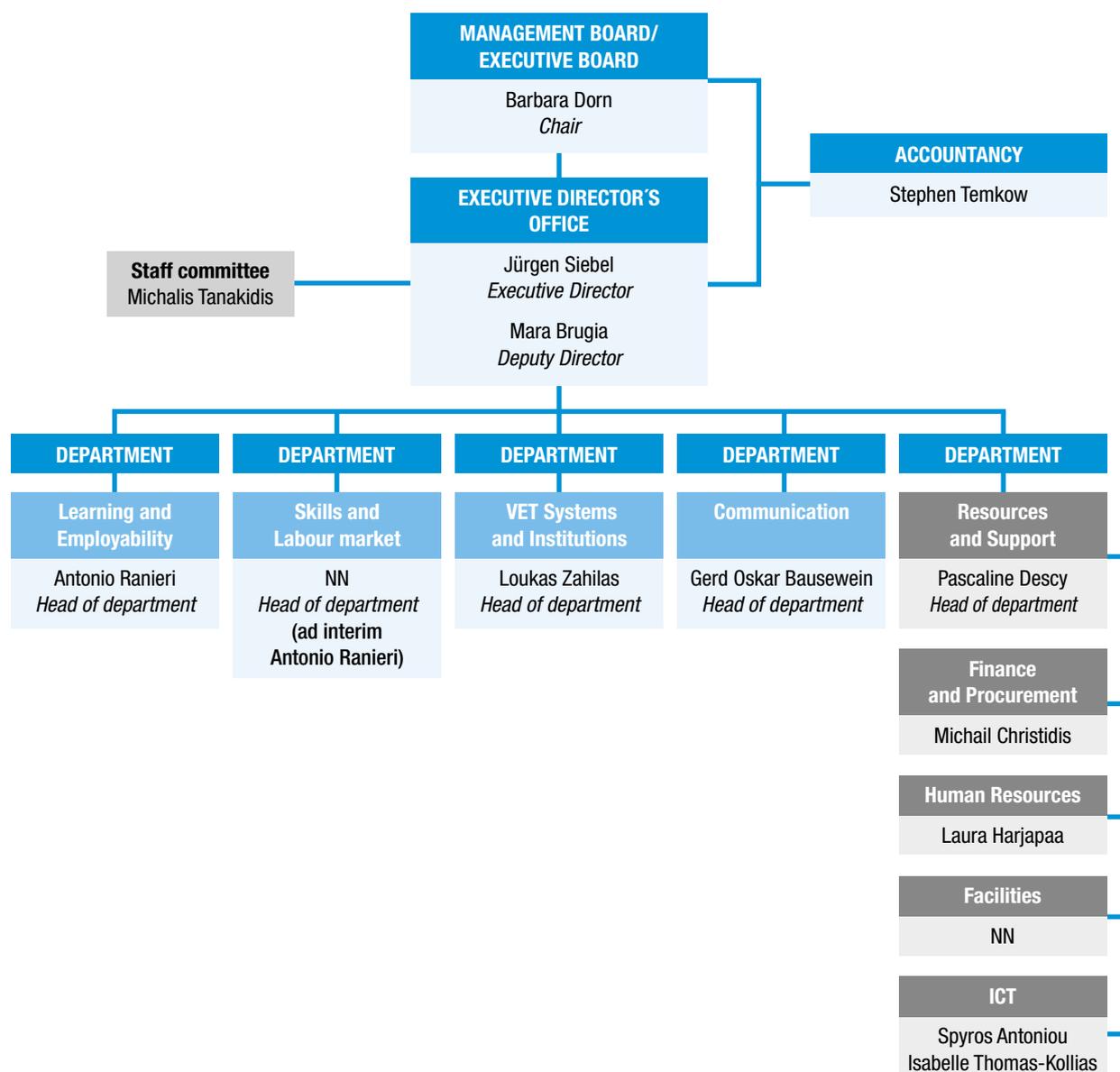
The Agency has pursued its efforts to reduce its environmental footprint. The environmental performance of the Agency is regularly monitored, and specific actions were taken in 2019 towards reducing the use of plastic.

## ABBREVIATIONS/ACRONYMS

<b>ACVT</b>	Advisory Committee on Vocational Training
<b>ASEMME7</b>	seventh Asia-Europe Meeting of Education Ministers
<b>CPD</b>	continuing professional development
<b>CVET</b>	continuing vocational education and training
<b>DG BUDG</b>	European Commission's Directorate General for Budget
<b>DG EMPL</b>	European Commission's Directorate General for Employment, Social Affairs and Inclusion
<b>DGVT</b>	Directors General for Vocational Education and Training
<b>EEA</b>	European Economic Area
<b>EAfA</b>	European alliance for apprenticeships
<b>EESC</b>	European Economic and Social Committee
<b>EC</b>	European Commission
<b>ECVET</b>	European credit system for vocational education and training
<b>EFTA</b>	European Free Trade Association
<b>ELET</b>	early leaving from education and training
<b>EMS</b>	environmental management system
<b>EQAVET</b>	European quality assurance in vocational education and training
<b>EQF</b>	European qualifications framework
<b>ESS</b>	EU statistical system
<b>ESSnet</b>	European Statistical System Network
<b>ETF</b>	European Training Foundation
<b>ETUC</b>	European Trade Union Confederation
<b>EU-OSHA</b>	European Agency for Safety and Health at Work
<b>HE</b>	higher education
<b>IAG-TVET</b>	Inter-agency group on technical and vocational education and training
<b>ICT</b>	information and communication technology
<b>IVET</b>	initial vocational education and training
<b>ILO</b>	International Labour Organization
<b>KPI</b>	key performance indicator
<b>LFS</b>	labour force survey
<b>LMI</b>	labour market information
<b>LMSI</b>	labour market and skills intelligence
<b>MEP</b>	Member of the European Parliament
<b>MTD</b>	Riga medium-term deliverable
<b>NQF</b>	national qualifications framework
<b>PDN</b>	performance development network
<b>PLF</b>	policy learning forum
<b>RLMI</b>	real time labour market information
<b>SME</b>	small and medium-sized enterprises
<b>TVET</b>	technical and vocational education and training
<b>VET</b>	vocational education and training
<b>WBL</b>	work-based learning

# ANNEXES

## I. ORGANISATION CHART SITUATION ON 31 DECEMBER 2019



## II. SELECTED PERFORMANCE INDICATORS:

1 JANUARY TO 31 DECEMBER 2019

Selected performance indicators: MTPs 2017-20

Type	Indicator	2019
<b>Cedefop is a key player in attaining the EU policy objectives for VET,</b>		
	Policy documents to the preparation of which Cedefop has participated <i>of EU institutions</i>	68
	<i>of international organisations</i>	7
	Contributions of Cedefop to policy relevant meetings of senior stakeholders (active)	150
<b>Cedefop is acknowledged and valued as a European source for</b>		
Cedefop value 2017-20	EU policy documents citing Cedefop's work	167
	Policy documents of international organisations citing Cedefop's work	98
	Downloads of Cedefop publications	424 000
	of which briefing notes	72 000
	Citations of Cedefop publications/studies in the literature	838
	Active participation in conferences and events	52
	Quality and expected impact of events organised by Cedefop	96%
	Website traffic	
	<i>Visits</i>	790 000
	<i>Unique visitors</i>	687 000
	<i>Page views</i>	1 335 000
	Media coverage, take-up of articles and press releases	605
	Facebook followers	13 857
	Twitter followers	8 798
	Europass outcomes among citizens	
	<i>Visits to the Europass website</i>	30.1 m
	<i>Creation of Europass CVs online</i>	25.08 m
	Skills Panorama portal traffic	
	<i>Users</i>	150 000
	<i>Sessions</i>	181 000
<b>Cedefop is an efficient, well-run and compliant Agency providing a nurturing environment to a qualified and motivated staff</b>		
KPIs for the Director	Rate of implementation of commitment appropriations (budget execution)	99.99%
	Rate of outturn (payment appropriations)	98.97%
	Rate of payments completed within the legal/contractual deadlines	98.56%
	Rate of accepted audit recommendations implemented within agreed deadlines	83.33%
	Percentage of establishment plan filled (including outgoing procedures)	95%
	Engagement of Cedefop staff members	60%
	Timeliness recruitments procedures (average number of days)	
from deadline for applications (date) to finalisation of selection board report to APN (date)	62	
from publication of vacancy notice (date) to decision of AIPN (date)	96	

### III. WEB-BASED SERVICES

Web service	Mobility scoreboard
<b>Principal objectives</b>	<p>The Mobility scoreboard is intended 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 wider public on mobility-related issues.</li> </ul>
<b>Planned outcomes</b>	<p>The scoreboard is expected to:</p> <ul style="list-style-type: none"> <li>• further inform policy-making in the area of IVET learning mobility;</li> <li>• make policy-monitoring in this area easier;</li> <li>• make mobility-related information of practitioners, learners, experts, researchers and the wider public more complete.</li> </ul>
<b>Plans and priorities for future development</b>	<ul style="list-style-type: none"> <li>• Update of database content</li> <li>• Production of country-specific policy briefs</li> <li>• Production of cross-country thematic policy briefs</li> <li>• Policy learning forum</li> <li>• Work on increased visibility and use by stakeholders</li> </ul>
<b>Indicators</b>	<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>
<b>Resource allocation 2019</b>	<p>0.50 FTEs 3 000 EUR</p>
<b>Report 2019</b>	<p>Scoreboard data were updated, including all 14 scoreboard indicators. The layout of the scoreboard pages was modernised, in line with the overall web portal update policy.</p>
Web service	Europass
<b>Principal objectives</b>	<ul style="list-style-type: none"> <li>• Support to the European Commission (DG EMPL) for the conceptualisation and development of Europass 2</li> <li>• Maintenance and improvement of the existing Europass platform</li> </ul>
<b>Planned outcomes</b>	<p>2019</p> <ul style="list-style-type: none"> <li>• Involvement in the design and development of the new Europass. Development and maintenance services for the existing Europass web resources</li> </ul> <p>2020</p> <ul style="list-style-type: none"> <li>• Cedefop will continue its support to the Commission until the launch of the new portal (May/June 2020) and keep developing and maintaining the existing Europass.</li> <li>• Cedefop will carry out an analysis of the CVs completed online to extract trends and intelligence on jobseekers' skills.</li> </ul>
<b>Plans and priorities for future development</b>	<ul style="list-style-type: none"> <li>• Provide support to the Commission in shaping and implementing the new Europass framework</li> <li>• Ensure a smooth transition between the current Europass framework and the future Europass 2</li> </ul>
<b>Indicators</b>	<p>Visibility among citizens:</p> <ul style="list-style-type: none"> <li>• number of visits;</li> <li>• number of downloads;</li> <li>• number of CVs generated online.</li> </ul>

<b>Resource allocation 2019</b>	2.65 FTEs 230 000 EUR
<b>Report 2019</b>	Support was provided to the European Commission (DG EMPL) for the conceptualisation and development of the new Europass. Several new features improved the usability of the existing Europass platform. Record traffic was reported to the Europass portal in 2019: 30 million visits (+13% compared to 2018) and 25 million CVs created online (+13 % compared to 2018). The milestone of 150 million CVs filled online since launch in 2005 was reached in November 2019.
<b>Web service</b>	<b>EQF</b>
<b>Principal objectives</b>	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 facilitate lifelong and life-wide progression in learning and career. Maintenance and improvement of the EQF, NQF and learning outcomes websites.
<b>Planned outcomes</b>	2019 outputs <ul style="list-style-type: none"> <li>• Provide support to five meetings of the EQF AG (February, April, June, October and December)</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 support to four planned peer learning activities (PLA) on EQF/NQF implementation (on communication issues, on horizontal comparison, on quality assurance and on EQF level 5 (jointly with the European Commission))</li> <li>• Update the NQF fiches with focus on NQF impact</li> <li>• Regularly update and improve the EQF and NQF website</li> </ul>
<b>Plans and priorities for future development</b>	Support EQF work programme (2019-20) in the following key areas: <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>
<b>Indicators</b>	<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: in the qualifications documents and in the qualifications databases</li> </ul>
<b>Resource allocation 2019</b>	2.75 FTEs 10 000 EUR

<b>Report 2019</b>	<p>The EQF/NQF/learning outcomes website provides a consistent picture of activities. A key challenge is to update information consistently and ensure that linkages between subjects and sources are working well. Detailed discussions will be needed with the Commission on how to divide work between our web services and the Commissions services in this area, given their complementarity.</p> <p>In 2019, Cedefop provided analytical support and contributed to notes and analytical documents for four EQF AG meetings and contributed to the work on the levelling of international qualifications and the information exchange between national qualification frameworks or systems that have been referenced to the EQF. Substantial input was provided to the horizontal comparisons working group.</p> <p>Cedefop has updated 43 national chapters on NQF developments with focus on impact. The chapters forming the European NQF inventory 2018 are accessible at <a href="http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/european-inventory-on-nqf">www.cedefop.europa.eu/en/publications-and-resources/country-reports/european-inventory-on-nqf</a>. In addition, a short and concise overview of NQF developments in 2019 in 39 European countries was realised: <a href="http://www.cedefop.europa.eu/en/publications-and-resources/publications/8609">www.cedefop.europa.eu/en/publications-and-resources/publications/8609</a></p>
<b>Web service Skills Panorama</b>	
<b>Principal objectives</b>	<p>The principal objective of the Skills Panorama is to provide a single-entry point to information on skills needs and labour markets in the EU. The aim is not only to offer data and information but also to select and present that information in a way that helps users make informed decisions or choices on education, training and employment issues.</p> <p>The key objective for 2019 is to showcase the potential of the online job vacancies for seven EU countries as part of the skills and labour market intelligence.</p>
<b>Planned outcomes</b>	<ul style="list-style-type: none"> <li>• Launch of a selected number of indicators coming from the online job vacancies analysis (Q1)</li> <li>• Update relevant indicators for which new data will become available (ongoing)</li> <li>• Introduce new qualitative information (blog articles) (ongoing)</li> </ul>
<b>Plans and priorities for future development</b>	<p>The future plans and priorities of the Skills Panorama will focus on keeping the website up to date, leading to potential successful integration into the new Europass.</p>
<b>Indicators</b>	<p>Number of users          Number of new visitors          Number of returning visitors          Number of sessions          Average session duration</p>
<b>Resource allocation 2019</b>	<p>2.5 FTEs          200 000 EUR</p>
<b>Report 2019</b>	<p>Data and analysis offered in the Skills Panorama were kept up-to-date, including the new indicator and policy theme dashboard for the skills in online vacancies (a.k.a. RLMI), updated EU SILC indicators 2019, LFS, GDP and Cedefop skills forecast indicators. A new set of visuals called 'Key facts' was developed to provide quick overviews on occupations, countries and sectors. In addition to news, events and resources, seven new articles were added to the Skills Panorama blog (Machines, robots and the threat of automation to EU jobs; European skills index: skills systems explained; Refugees and the labour market: the role of skills in facilitating access; Four questions and answers for career guidance!; Vacancy analysis goes online!; Crafting skills intelligence; and Is the gig economy the new (old) world?). A Skills Panorama marketing strategy was adopted and 10 marketing campaigns were implemented using both social media and email marketing. Indicators for the reporting period:</p> <ul style="list-style-type: none"> <li>• number of users – 150 345</li> <li>• number of new visitors – 149 536</li> <li>• number of returning visitors – 15 270</li> <li>• number of sessions – 181 098</li> <li>• average session duration – 00:01:46</li> </ul>



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