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CEN/Workshop "ICT/SKILLS"

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End-User eSkills Framework Requirements

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Brussels, 12 January 2009

CEN Workshop ICT-SKILLS End-User eSkills Framework Requirements

OPEN CALL FOR PROJECT TEAM EXPERTS

The “End-User eSkills Framework requirements” project of the CEN Workshop on ICT-Skills has received EC/EFTA funding in the context of the 2008 ICT Standardization Work Programme. The project aims to survey the requirements for a digital end-user skills framework as articulated by industry, certifying organisations, and individuals and propose practical tool sets derived from such a framework.

Through this call for Project Team experts, CEN invites applications from experts who would like to work as a member of this Project Team. (Project Teams are, in CEN's terminology, small teams of paid experts who execute specific tasks under the direction of a Workshop.) As described in the technical proposal, a Project Team, composed of 1 project leader, 1 assistant project leader and 2 executive experts is required.

The Terms of Reference (ToR) of the Project Team are attached in **Annex I**. These ToR describe in more detail what is expected from this Project Team. One expert should demonstrate expertise in research methodologies, survey design and web development; the other one should have expertise in the development of knowledge/skills/competency descriptors.

In **Annex II**, you will find attached the rules for the setting up and functioning of Project Teams in CEN. In line with these CEN general rules on the selection and appointment of the Project Team experts, the selection will be made by a selection panel whose composition for this Project Team will be

- Paolo Schgör, the Workshop Chair,
- Hubert Delafon, the Workshop vice-chair
- Luc Van den Berghe as representative of the CEN Secretary-General,
- and Philippe Magnabosco (AFNOR) who is the Workshop Secretary.

The reimbursement rate for accepted experts is 650 €/person day. Travel and lodging costs incurred in the context of this project are however not reimbursed. It is expected that a considerable part of the work can happen electronically.

Payments to Project Team experts are dependent on CEN having received the corresponding payments by the European Commission. In this particular case, the payment steps are: 20% upon signature, 30% at acceptance by EC of the Interim Report and the 50% remaining at the EC approval of the Final Report. Applicants have to know that the delay before CEN being in a position to issue the interim and final payment may be in the order of several months.

Interested candidate experts are kindly requested to send their nominations **by 9th February 2009, to Luc Van den Berghe**, Unit Manager at the CEN Innovation and Business Development Department (luc.vandenbergh@cen.eu), and **Philippe Magnabosco** (philippe.magnabosco@afnor.org), Workshop Secretary. Preferred method is by e-mail, including a short Curriculum Vitae, and clarifying whether the application is to become project team leader or project expert.



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Please note that companies can nominate their personnel, and also any individual may apply as a candidate expert (self-employed CONTRACTORS-EXPERTS: see **Annex III**).

We look forward to receiving your applications.

Yours sincerely,

Luc Van den Berghe,
Unit Manager
Innovation and Business Development

Terms of Reference for a Project Team on End-User eSkills Framework Requirements

The Project Team will report to the Workshop on ICT-Skills
(the “reference authority”)

1. Policy Relevance and Expected Market Impact

1.1 Objective and Deliverables

1.1.1 Objective

To survey the requirements for a digital end-user skills framework as articulated by industry, certifying organisations, and individuals and propose practical tool sets derived from such a framework.

1.1.2 Rationale and Target Groups

Much of the activity around the creation of frameworks relating to ICT has focused on the practitioner (e.g. SFIA, ICT eCompetence Framework). This work has been important for the ICT sector, but by necessity has excluded end users, who constitute a much larger and more heterogeneous group. Due to the scale and complexity of the group involved, the development of a complete framework, containing all key skills and competencies relating to ICT in the workplace, is a considerable task. A previous proposal – the Digital End-User Skills Framework (see section 1.1.4 for details) – proposed engaging in such an activity. On reflection, it may be better to first explore more thoroughly the key drivers for the development of such a framework. For that reason, this proposal describes a user requirements definition activity that would quantify the type of framework that would be of practical benefit to the key framework user groups. These requirements would both directly and indirectly point to the tools, derived from the framework, that could be used by these user groups.

The key user groups considered are:

- Human resource and training functions within medium to large scale organisations – these functions require a way of describing ICT skills and competencies that relates logically to job roles and that can be used to identify skills gaps. Human resource managers could use an end-user eSkills framework to build job specifications and profiles and to identify appropriate candidates. Training managers could use it to build focused training plans, purchase training in a structured way, and reuse content,
- Training and/or certification organisations – these users could benefit from referencing an end-user digital skills space to create flexible training and certification solutions that relate to a common framework. Syllabus development would be supported by an agreed knowledge and skills domain. Certification could be built around logical and required groupings of knowledge, skills, and competencies (KSCs).

- Individuals – access to appropriate and recognisable descriptions of their skills sets would facilitate individual mobility. A commonly accepted “language” for expressing end-user eSkills would allow people to reflect their specific KSCs on documents such as CVs and would allow employers to compare the relative merits of prospective employees.
- Regulatory authorities - these organisations need tools to assist in tasks such as mapping qualifications. National qualification frameworks are engaged in formalising and structuring the certification space to allow certifications to map to each other. This process would be assisted by a standard expression of the eSkills domain.

1.1.3 Project Activities and Deliverables

The key elements of the project are:

- An examination of existing end-user skills frameworks in operation (e.g. e-Skills National Occupational Standards in the U.K)
- Choosing an appropriate survey approach, selecting the survey group, and contacting them.
- Creation of a survey and research instrument/s – based on the appropriate survey approach (e.g. quantitative or qualitative such as focus groups) - that would identify framework/tool requirements for the different user groups and that would contain mocked up examples of framework elements.
- Carrying out the survey
- Synthesis of survey findings
- Specific recommendations regarding the structure of an end-user digital skills framework and an associated tool set.
- Communication with the key stakeholders concerning the findings to facilitate for the development of focused projects that would deliver specific and needed tools.

These activities will result in the following specific project deliverables:

1. An interim report containing:
 - A statistically valid survey response from key stakeholders
 - The documented outputs of a workshop of key stakeholders
 - Aggregated and summarised data that indicate the possible structure and use of an end-user eSkills framework.
2. A communication event with key stakeholder from the target groups and parties concerned with eSkills framework development. This event would serve to:
 - Disseminate the recommendations derived from the survey
 - Gather feedback and critical analysis from interested parties to inform the final project report.
3. The final report will be CEN Workshop Agreement with the following components:
 - The existing landscape of end-user eSkills frameworks
 - The outcomes of the surveys of relevant target groups
 - Specific recommendations regarding the construction of an end-user digital skills framework and associated tool set.



These three components would constitute the deliverables of the CEN Workshop Agreement.

1.2 Policy Relevance

The proposal is relevant to EU legislation, policies and actions relating to ICT standardisation, as set out in the 2008 ICT Standardization Work Programme, including the following:

- [European e-Skills Summit Declaration](#): October 2002.
- [Decision 2318/2003/EC](#): Adoption of a multi-annual programme for the effective integration of information and communication technologies (ICT) in education and training systems in Europe (e-Learning Programme).
- [e-Skills in Europe: Towards 2010 and Beyond](#): Synthesis report of the European e-Skills Forum presented at the European e-Skills Conference on 20-21 September 2004 in Thessalonica. [A Declaration](#) was adopted recognizing that the way forward is through multi-stakeholder partnerships.
- Communication of the European Commission of 7 September 2007 on [“e-Skills in the 21st Century: Fostering Competitiveness, Growth and Jobs”](#) Com 469 final and Competitiveness Council Conclusions of 23 November 2007 on a long-term e-skills strategy.

In addition, the proposed project supports Commission service priorities set out in the 2008 ICT Standardisation Work Programme: namely, that work should support conceptual and technical frameworks with relevance to e-learning and life-long competency and that there should be a focus on developing standards relating to advanced ICT users, and not solely ICT practitioners.

The project, in its efforts to define the user requirements for an end-user eSkills framework, will support the creation of a broad framework that services a variety of user-groups (see 1.1.2) through the provision of a common reference system that allows practical solutions to real-world challenges.

In summary, the intention is that the project will support the actions of the European Commission in strengthening the process of convergence of ICT Skills Frameworks within the EU by:

- Providing a validation from a broad range of stakeholders, including industry, of the structure of an end-user eSkills framework.
- Providing an explicit indication from potential users of the practical relevance of such a framework and of the types of tool sets that would support their use of the framework.

1.3 Expected Market Impact

There are a variety of real-world challenges relating to end-user eSkills. An end-user eSkills Framework should be able to tackle these by

- Contributing to activities in human resource planning and career / competence development in both large and small and medium sized enterprises.



- Assisting enterprises and individuals to enhance employability and support their efforts in competence and career development.
- Encouraging education and certification providers to improve quality and deliver relevant education and training opportunities

However, a framework will only be able to deliver on this if there is a clear understanding of the potential user groups of the framework and the specific use to which they would put it. Identifying these is the specific goal of this project. Without completing this exercise prior to the creation of an end-user eSkills framework, there is a danger that it will fail to deliver what is needed by its target user groups.

1.4 Stakeholder Engagement

The intention is that the project will arrive at a consensus view on the possible structure and purpose of an end-user eSkills framework by consulting with a wide range of stakeholders, including those from industry, academia, national framework organisations, and training / certifying organisations. This consultation is set out in more details in the work plans. In addition, the project team should ideally be drawn from a range of backgrounds to reflect the variety of stakeholders involved.

2. Execution of Work

2.1 Methodology and Approach

The experts primarily carrying out the project work will have to be knowledgeable in a range of specific areas including skills and competency description in the ICT domain and framework development.

The project team will consist of four experts:

- A project lead (PL)
- An assistant project lead (APL)
- Two project experts (PEs) – one with expertise including research methodologies, survey design and web development, one with expertise including the development of knowledge/skills/competency descriptors

More details of the specific methodologies to be used in the project are provided in the work plan below.

2.2 Work Plan

2.2.1 Phase 1 – Context and Methodology

The first phase of work, which would take approximately four months, would involve:

- Surveying different implementations in Europe and elsewhere of end-user eSkills frameworks
- Consideration of the definition of an end-user
- Identifying the different types of user for an end-user eSkills framework and validation with the stakeholder group
- Considering a sector-specific approach to defining end-user eSkills.

- Defining and developing a research instrument and research methodology that will elicit information on:
 - The perceived need for such a framework
 - The required detail / level relating to KSCs that should be displayed in that framework
 - The appropriate expression of these KSCs (e.g. as learning outcomes)
 - The specific tools relating to the framework that would have practical benefit for respondents
- Confirm potential respondents from the relevant user groups as participants in substantive survey.

Key performance indicators will be:

- A number of up-to-date descriptions of existing end-user eSkills frameworks
- A number (4) of up-to-date descriptions of the potential users of such a framework
- An examination of the potential offered by a sector-specific approach to examining end-user skills
- A methodologically valid survey instrument that contains possible or suggested approaches for presenting/using such a framework
- A representative sample of respondents drawn from the differing groups of relevant stakeholders. Sample size and sample selection for each user group can only be accurately determined after the completion of the desk research on existing end user eSkills frameworks and potential users of end user eSkills frameworks.(see Appendix A.3 for more detail). However, the intention is that the survey will be broad and qualitative, pointing to smaller groups of respondents giving more detailed and nuanced responses. A key element of this phase of the study will be the identification of the appropriate set of respondents. This being said, the intention would that at least 12 organizations from at least 4 countries spread across the 4 different user groups would be involved
- A technical meeting of the Workshop to elicit feedback and comment on the direction of the project.

The phase 1 work package will consist of deliverables that meet these KPIs, including a technical meeting of the CEN / ISSS Workshop.

2.2.2 Phase 2 – Survey Pilot

The second phase of work, which would take approximately three months, would involve:

- Piloting the survey instrument on a subset of respondents. It is anticipated that this survey instrument will be a detailed questionnaire completed remotely by respondents. This survey will be created with different “flavours” depending on the perceived different requirements of the potential user groups - human resource functions, training / certification organizations, regulatory authorities, and individuals (see Appendix A.3 for more detail).
- Revising the survey instruments based on feedback



Key performance indicators will be:

- A validated survey instrument that answers project objectives
- Survey instructions based on feedback from respondents

The phase 2 work package will consist of deliverables that meet these KPIs.

2.2.3 Phase 3 – Survey

The third phase of work, which would take approximately three months, would involve:

- Circulating the survey to respondents
- Driving the completion of the survey instrument with these respondents
- Hosting a workshop to extract qualitative information from key stakeholders
- Aggregation of survey data
- Presentation of findings to a technical meeting of the CEN / ISSS Workshop to elicit feedback and comment on the projects initial findings.

Key performance indicators will be:

- A statistically valid survey response
- The documented outputs of a workshop of key stakeholders
- Aggregated and summarised data that indicate the possible structure and use of an end-user eSkills framework.
- An interim report capturing all project activity to date.

The phase 3 work package will consist of deliverables that meet these KPIs, including a technical meeting of the CEN / ISSS Workshop.

An interim report will be delivered containing:

- A statistically valid survey response from key stakeholders
- The documented outputs of a workshop of key stakeholders
- Aggregated and summarised data that indicate the possible structure and use of an end-user eSkills framework

2.2.4 Phase 4 – Analysis and Recommendations

The fourth phase of work, which would take approximately 4 months, would involve:

- Deriving recommendations from the survey on the structure of the end-user eSkills framework.
- Deriving recommendations from the survey on relevant tool-sets that could sit on top the framework
- Communicating the recommendations to all relevant stakeholders and receiving comments from them on possible next steps.
- Delivering a final report.



Key performance indicators will be:

- A user-validated structure for an end-user eSkills Framework
- A user-validation specification for framework development
- A specification for tools, utilising the framework, that could support specific user requirements
- A final report that captures all these key project elements.
- A stakeholder event to articulate and discuss findings.
- At least 2 further presentations of the project findings at events outside of CEN/ISSS Workshop meetings.

The phase-4 work package will consist of deliverables that meet these KPIs, including a final project report and a stakeholder event that will allow the project findings and suggestions to be articulated and discussed with relevant stakeholders.

The final report to EC/EFTA will be a CWA with the following contents :

- A description of the existing landscape of end-user eSkills frameworks
- The outcomes of the surveys of relevant target groups
- Specific recommendations regarding the construction of an end-user digital skills framework and associated tool set.

2.3 Summary of Work Packages, Milestones, and Resource Requirement

	Deliverable / Milestone	Time line	Owner	Project (days)	team	Contrib. in Kind (days)
WP0	Setting up of the Project Team by CEN (call for experts, approval of the selected experts, contractual arrangements with experts)	M1-M3	CEN			
WP 1	Survey of different implementations in Europe of end-user eSkills frameworks	M4-M5	PT	PL 5 APL 5 PE 6 (3x2)		
	Documentation of different types of user for an end-user eSkills framework	M4-M5	PL/APL	PL 3 APL 3		
	Completion of a pilot research instrument and research methodology	M6-M7	PT	PL 10 APL 10 PE 16 (8x2)		
	Confirm potential respondents from the relevant user groups and validate end-user definitions with them.	M6-M7	PL/APL	PL 3 APL 3		
	CEN Workshop to consider initial project activity	M7	CEN	PL 2 APL 2		36 (12 attendees X 3)
WP 2	Pilot of the survey instrument on a subset of respondents	M8-M9	PL/APL	PL 2 APL 2		
	Revision of the survey instruments based on feedback	M9-M10	PT	PL 5 APL 5 PE 8 (4x2)		
WP 3	Circulation of the survey to respondents	M11	PL/APL	PL 1 APL 1		
	Ensuring completion of the survey instrument with these respondents	M12	PL/APL	PL 2 APL 2		
	Workshop with key stakeholder representatives	M12	PT	PL 3 APL 3 PE 4 (2x2)		30 (10 attendees x 3)
	Aggregation of survey data	M13	PT	PL 4 APL 4 PE 4 (2x2)		
	CEN Workshop to consider initial survey results	M13	CEN	PL 2 APL 2		36 (12 attendees X 3)
	Delivery of interim report to EC/EFTA	M13	CEN	Inputs (see above) of PL		
WP 4	Documented recommendations from the survey on the structure of the end-user eSkills framework.	M14-M15	PT	PL 4 APL 4 PE 4 (2x2)		
	Documented recommendations from the survey on relevant tool-sets that could sit on top the framework	M15-M16	PT	PL 4 APL 4 PE 4 (2x2)		
	Hold an open meeting of the CEN Workshop to disseminate the draft recommendations to all relevant stakeholders and to obtain their final feed-back	M17	PT	PL 3 APL 3 PE 2 (1x2)		45 (15 attendees x 3)
	Delivery of final report to EC/EFTA	M17	CEN	Inputs (see above) of PL		
			Total	154		147



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3. Financing

Paid Project Team Experts – 154 days @ €650 per day €100,100.00

Appendix A - Starting Points

A.1 Existing end-user eSkills Definitions and Frameworks

One leading example of an eSkills framework is the UK **National Occupational Standards (NOS)**. These standards describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.

The NOS have several uses, including self assessment, professional development and career development. In addition an e-skills passport has been developed which offers an online skills management system that helps in assessing current work-based IT and technology skills, and to build a plan to improve them and obtain a relevant qualification.

Another guiding framework structure is the recently agreed **European Qualifications Framework (EQF)**. This framework which aims to promote citizens' mobility between countries and to facilitate lifelong learning will be a guiding input into any end-user eSkills framework, as all national qualifications should relate to the EQF by 2010, and all individual qualification certificates must bear a reference to the appropriate EQF level by 2012. Any proposed end-user eSkills framework will have to be conscious of the above commitments and ensure that qualifications hosted/referenced in the new framework would be able to be cross-referenced to the EQF.

EQF is described in terms of *learning outcomes* (made up of three categories: Knowledge, Skills, and Competences). The proposed end-user eSkills framework must ensure that a learning outcome focused approach is used to assist in comparison and cooperation between countries and institutions. The eight qualification levels of EQF will serve as an input in the proposed end-user eSkills framework.

It will be important to also address developments in the eSkills market outside Europe (e.g. the U.S.) to assess recent developments in the area of eSkills definitions and frameworks.

An additional input at this stage will also come from **Framework Content Developers**. This will provide an insight into the current technology capabilities (what are developers selling?) as well as an overview of the type of user requirements that are common from clients interested in developing a framework.

A.2 Existing IT Professional Definitions and Frameworks

Existing **IT Professional Frameworks** offer a possibility to transfer existing innovations into the development of the end-user eSkills framework. Lessons learned from the development of frameworks like SFIA (UK), CIGREF (France) and AITTS (Germany) may provide useful input into a methodology for development, choosing the target audience, developing tools etc.

A.3 Core User Groups for a European end-user eSkills Framework

There are four core user groups identified for the framework: human resource functions, training / certification organisations, regulatory authorities, and individuals.

- **Human resource functions:** Human Resource staff and organisations will benefit from an end-user eSkills framework through the ability to use such a framework for creating accurate job descriptions, to assist in benchmarking against required KSC, to carry out skills evaluations and comparisons, to carry out performance appraisals.
- **Training / certification organisations:** These use the framework to map their training and certifications against competing/complementary certifications, to benchmark qualifications, to provide learning pathways to fill skills gaps uncovered from skills assessments etc.
- **Regulatory authorities:** These include national qualifications authorities that will be responsible for implementing mapping to the EQF in their countries. These authorities will need tools to assist in this task to map qualifications etc.
- **Individuals:** They can use the framework to assess their own skills, to look at skills requirements for job profiles, to generate skills pathways to meet their skills development aspirations.

A.4 Possible Survey Methodology

There are a variety of approaches that might identify pertinent information: These include options such as survey, focus groups, semi-structured interviews, and observation (i.e. tracking/viewing a user working with framework mock-ups). It is likely that a survey on its own would not gather sufficient information to add value. Multiple approaches may have to be investigated in the pilot and then reduced to 2 to 3 options for the full research. A central element of the research would probably be a workshop with a representative sample of participants covering the following areas:

- Overview of research into other frameworks in use, overview of potential uses of an end-user eSkills framework,
- Survey session – each attendee completes survey, possibly in advance.
- Each attendee uses mock up frameworks and associated tools (possibly different options for each user group)
- Group session to discuss what they thought of the mocked up tools

A.5 Possible Framework Implementation Approaches

The interface between the user and the framework clearly needs to be driven by user requirements. The interface and associated functionality needs to be able to provide the answer to the question posed of the framework. Examples of questions that a user might pose are:

- What is the best way of describing the skills that are required for a specific job role within my organisation?
- What are the key KSCs that must be covered by the certification programme that I am developing for a particular eSkills sub-domain?
- How do I describe my own KSCs in a manner that will convey a maximum amount of accurate information to my prospective employer?

Depending on the question being posed, a different level of granularity or detail, for example, on the framework may be required. Different possible ways of displaying skills are indicated below.

Figure 1: Possible framework structure displayed at item level

Department: production	Select a framework:		save	hide Items
Profile: test	Main Concepts and Uses			
Individual: sadf				
Category	Skill set	Item		
<input type="checkbox"/> 1 Hardware (1B)	<input type="checkbox"/> 1.1 The Computer	<input type="checkbox"/> 1.1.1 Identify the main parts of the computer. <input type="checkbox"/> 1.1.2 Basics of Using a Computer <input type="checkbox"/> 1.1.3 List and compare different types of computer: personal computer, tower computer, laptop computer, palmtop. <input type="checkbox"/> 1.1.4 Identify and understand different components: system unit, hard drive, floppy drive, monitor, mouse, keyboard.		
<input type="checkbox"/> 2 Hardware (2A)	<input type="checkbox"/> 2.1 Hardware, Software Information Technology <input type="checkbox"/> 2.2 Input Devices <input type="checkbox"/> 2.3 Output Devices	<input type="checkbox"/> 2.1.1 Understand the terms hardware, software, Information Technology (IT). <input type="checkbox"/> 2.2.1 Identify some of the main devices for inputting data into a computer such as: mouse, keyboard, trackball, scanner, touchpad, lightpen, joystick, digital camera, microphone. <input type="checkbox"/> 2.3.1 Identify common output devices for displaying the results of processing carried out by a computer, such as: monitors, screens, printers, plotters, speakers. Know where these devices are used.		

Figure 2: Possible framework structure displaying at skill set level

Profile: test	Main Concepts and Uses		save	show Items
Individual: sadf				
Category	Skill set			
<input type="checkbox"/> 1 Hardware (1B)	<input type="checkbox"/> 1.1 The Computer			
<input type="checkbox"/> 2 Hardware (2A)	<input type="checkbox"/> 2.1 Hardware, Software Information Technology <input type="checkbox"/> 2.2 Input Devices <input type="checkbox"/> 2.3 Output Devices <input type="checkbox"/> 2.4 Input/Output Devices <input type="checkbox"/> 2.5 Computer Basics			

This type of practical example will form a key part of the project in order to provide clear direction to subsequent framework-building activities.

Rules for the establishment and functioning of a Project Team in the CEN Workshops

1 The concept of a Project Team (PT)

Project Teams are a light working structure, bringing together for a specified period of time a limited number of technical experts to complete specified tasks.

2 Types of work assigned to a PT

A Project Team may be created for each of the following purposes:

- to prepare a draft programme of work on behalf of a Workshop or Workshop Project, developing standardization/specification requirements;
- to provide support to a Workshop or Workshop Project on (a) specific and delimited task(s);
- to carry out a study or investigation and to produce a Report with recommendations to the Workshop or Workshop Project;
- to prepare the first drafts of CWAs for Workshop consideration and approval;
- to carry out editing of documents;
- to investigate and implement under the direction of the Workshop or Workshop Project prototype and pilot implementations of standards/specifications;
- to prepare and carry out specific implementations under the direction of the Workshop or Workshop Project (for example through the creation of a Web site, or a register of objects or codes, where CEN is required to provide a service to the standardization community).

3 Proposal for a PT

Proposals to establish Project Teams may be made by an existing or proposed Workshop, or Workshop Project, or by registered Workshop participants. The proposal submitted shall include the proposed Terms of Reference of the PT, including Technical Proposals where available, and the expected deliverables with corresponding target dates, as well as the required resources.

The originators shall also indicate the priority accorded to the request, due justification why a Project Team approach has to be used and the corresponding funding.

Proposals shall be approved by (where appropriate) the Workshop Project participants, and by the Workshop Plenary.

4 Terms of Reference of a PT

The proposal for a PT shall provide the necessary information to enable a good understanding of the expected task(s) and the corresponding outcome.

Proposals must at least contain the following sections :

- 1) Title of the Project Team to be established
- 2) Subject and Scope
- 3) Justification of a PT
- 4) Reference authority (Workshop in charge of the follow-up of action)
- 5) General context/Background/Environment
- 6) Work plan, including duration and target dates
- 7) Manpower (in man-days or man-months)
- 8) Characteristics of the expertise required and criteria for selection of candidates

9) Expected deliverable(s).

If relevant, and according to the type of work assignment, the Terms of Reference should also provide information about reference specifications and documents, and connected working bodies.

A Workshop Plenary may decide to open calls for Technical Proposals to its members, if there is a need to establish the detailed workplan for the Project; such calls, to be made by the Workshop Secretariat and posted on the CEN Web Pages, may be concurrent with the call for the Project Team's establishment. Technical Proposals may be made by companies or individuals. Selection of Technical Proposals shall be made by a Selection Panel as specified in section 5, and the selection approved by the Workshop Plenary. Approved Technical Proposals shall be included in the Project Team's Terms of Reference.

5 Approval and establishment of a PT

Calls for applications to become members of a PT shall be made by the Workshop Secretariat, and notified to the CEN Member bodies and to registered Workshop participants, with a minimum time limit of one month. Applications to become members of a Project Team shall be made only by individuals. Where a Project Team requires only an editing task, it may comprise only one individual.

A Selection Panel established by the Workshop shall make the selection of the best-qualified candidates for Project Team membership according to the criteria laid down in the call for candidates. The membership of the Panel shall include, the Chairman and Secretary of the Workshop (if they are not themselves candidates), the Project Manager of any relevant Workshop Project (if he/she is not a candidate) and a representative of the CEN Secretary-General.

One or more specialists who have a good knowledge of the subject concerned and its industrial and standardization environment may assist the Selection Panel. These specialists shall not be candidates for the PT or involved with the submission of competitive Technical Proposals.

The Selection Panel shall ensure the composition of the Project Team is balanced, having regard to the required expertise in the subject matter and the different interest groups present in the Workshop.

The Selection Panel shall inform the Workshop of the composition of the Project Team. Workshop participants with specific objections to the inclusion of one or more of the selected individuals shall notify the Chairman of the Selection Panel, with their grounds for objection. The Selection Panel shall consider any objections and notify the Workshop Plenary of the outcome of their consideration.

Contracts will only be signed with companies, in principle not with individuals. These companies bear total legal liability for the expert(s) from their companies and for the good execution of the work contracted.

One signatory of the contract shall be the Secretary-General, or the responsible person of the CEN member holding the Workshop Secretariat, the other signatory shall be the relevant management level of the organisation providing the expert.

Workshop Chairmen and Project Managers who become experts in a PT shall not chair those parts of the meeting discussing the PT's progress and deliverables. Workshop Secretariat officials who become experts in a PT shall resign from their duties until the PT completes its tasks.

6 Management of a PT

Supervision of the PT work lies within the responsibility of the CEN Secretary General, delegated to the Secretariat of the Workshop, which shall be responsible for the administrative procedure and payment of the PT experts.

The Workshop Plenary shall be responsible for monitoring the PT, and for the technical approval of its results. PTs not preparing a formal document for approval, but which have been responsible for other tasks, shall prepare a report on their activities for the Workshop's acceptance. The PT shall in any case be disbanded when its tasks are completed.



After consulting the CEN Secretary-General, CEN or the CEN member holding a Workshop Secretariat may terminate a contract if there is evidence that a PT expert is not fulfilling his/her contractual requirements or his/her performance is deficient. In general, any problems arising should be resolved with the organization providing the expert before a contract is cancelled.

7 Rules for financing of a Project Team

The Project Team members shall produce an invoice for each payment to be made by the CEN/CS. The CEN/CS commits itself to make the payments as rapidly as possible. However it can only make the payments after it has received the payment from the sponsoring body (e.g. CEC, EFTA Secretariat, private interest groups, etc.).



CONTRACTOR-EXPERT - extract from General Terms and Conditions of the contract between CEN and a Project Team expert

Article 1/1/-A - Employee status for the EXPERT (Applicable to CONTRACTORS designating an Employee to participate in a Project Team)

The CONTRACTOR and CEN agree that the EXPERT shall be and remain an employee of the CONTRACTOR until the termination for whatever reason of the EXPERT's contract of employment with the CONTRACTOR, and shall not be deemed to be an employee of CEN.

The CONTRACTOR will continue to fulfil all legal obligations of an employer (e.g. social service contributions and charges, medical insurance contributions, fiscal charges and similar charges which are to be borne by any employer).

In addition, the CONTRACTOR shall ensure that adequate provision is made, whether by insurance or otherwise, to compensate for any injury or illness suffered by him/her in the course of the execution of the present contract.

The EXPERT shall perform his/her obligations under this contract without any bound of subordination to CEN and shall therefore not be subject to the dispositions of the Belgian law of 3 July 1978 relative to employment contracts.

Article 1/1-B - Self-Employed Status

(Applicable to self-employed CONTRACTORS EXPERTS)

The CONTRACTOR EXPERT and CEN agree that the CONTRACTOR shall remain a self-employed person and shall not be deemed to be an employee of CEN.

The CONTRACTOR EXPERT certifies that he/she is covered by a social security scheme in that capacity, and that he/she has taken adequate provision to cover his/her professional liability, and to cover him/her against the risk of injury or illness suffered by him/her in the course of the execution of the present contract.

The CONTRACTOR EXPERT shall perform his/her obligations under this contract without any bound of subordination to CEN, and shall therefore not be subject to the dispositions of the law of 3 July 1978 relative to employment contracts.