



# Annual report 2009



A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (<http://europa.eu>).

Cataloguing data can be found at the end of this publication.

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The **European Centre for the Development  
of Vocational Training** (Cedefop) is the European Union's

reference centre for vocational education and training.

We provide information on and analyses of vocational  
education and training systems, policies, research and practice.

Cedefop was established in 1975  
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## Foreword

In 2009, the consequences of a world-wide financial crisis dominated economic development and had a considerable impact on policy decisions including vocational education and training (VET). Against this background and facing rising unemployment Member States used VET as a tool in various ways, for example to help firms to combine short-term work with training, using the crisis as an opportunity to provide workers with new skills. At the same time, budgetary constraints also affect provision of vocational education and training in governments and in enterprises.

Work continued on implementing European tools for VET and lifelong learning in Member States to advance the strategy of enhanced cooperation in VET. Major progress was made in implementing and designing national qualification frameworks increasingly seen as instruments for national reform and as platforms for dialogue involving a broad range of stakeholders.

At the end of 2009, the European Commission launched consultation on future EU 2020 strategy with the following cornerstones:

- continued support of knowledge-based growth,
- empowering people in inclusive societies; and
- developing a competitive, connected and greener economy.

Indeed, upskilling, reskilling and broadening the skills base are at the core of many of today's major challenges. The need not only for skills and competences, but also to recognise new or changing requirements and to design appropriate policies for education and training in response are important elements of future employment strategies. Discussions on skill needs, skill mismatch and more generally on the correspondence between labour market needs and skill and competence profiles remained high on the EU policy agenda throughout 2009; discussions supported by Cedefop's medium-term skill supply and demand forecast.



In recent years, many policies to make education and training more flexible, innovative and better aligned with individual and labour market needs have been devised. European tools based on learning outcomes, improve the transparency of qualifications and promote mobility of learners and workers. They are becoming mainstream features of education and training systems. But many changes are not yet firmly established. Upskilling and broadening knowledge, skills, and competences for tomorrow's jobs and firmly establishing lifelong learning for everybody remain major objectives. So too, does responding to the needs of an ageing workforce, longer working lives and changing labour market requirements. High youth unemployment is probably the most pressing problem, while weak labour markets and the possibility that the recovery will generate fewer new jobs than needed are additional and urgent policy challenges.

Cedefop's medium-term priorities 2009-11, agreed by its Governing Board

in June 2008 correspond to policy-makers' needs and ensure Cedefop's continued relevance. Cedefop's annual work programme 2009 focused on the strategic objective to 'contribute to excellence in VET and strengthen European cooperation in developing, implementing and evaluating European VET policy'. It has been broken down into four medium-term priorities (MTPs):

- informing European VET policies;
- interpreting European trends in and challenges for skills, competences, and learning;
- assessing VET benefits; and
- raising the profile of VET.

The layout of Cedefop's annual report 2009 mirrors the work programme 2009 to provide an easy overview of implemented activities, their outputs and outcomes, compared to set objectives. (Table 1 shows the correspondence between Cedefop's medium-term priorities, activity-based budget activities and projects.) In tabular form, descriptions of activities and projects are paired with



detailed information on progress achieved compared to 2009 objectives.

Improved communication contributed to a wider dissemination of information on VET and helped raise awareness of VET developments. Performance indicators show that Cedefop's work in 2009 was substantial and relevant, focused on the objectives and responsive to the needs of its various stakeholders.

The report also provides information on organisational development and management, including Cedefop's performance measurement system. It comprises a system of performance indicators for outputs, outcomes and impacts as defined in the objectives. It closely relates to a comprehensive system of planning which ensures consistency between indi-

vidual, project, activity and strategic objectives as well as focus on Cedefop's mission. Measurements relating to the specific priorities are displayed at the end of the respective chapters, a general overview is available in annex (1)

As evidenced by performance indicators, Cedefop's impact further increased in 2009. Cedefop's work was acknowledged in many important EU policy documents which relate to the agency's area of expertise.

An evaluation report of all regulatory agencies (2), conducted in 2009 to inform an interinstitutional debate on agencies, acknowledges Cedefop's added value.

Aviana Bulgarell  
*Director*

Christian F. Lettmayr  
*Deputy Director*

(1) This annual report is available in hard copy in English, French and German. Electronically it can be viewed or downloaded from Cedefop's website. The annual activity report 2009, containing detailed information on management and administrative issues, will become available (electronically only) in July 2010 and can be accessed through Cedefop's (new) web portal which went online in December 2009. (See <http://www.cedefop.europa.eu>).

(2) Based on a draft final report; the final report was sent to the reference group at the beginning of March 2010.

## Informing European vocational education and training policies



### Providing policy advice and expertise to stakeholders to support development and implementation of policies and European tools in VET

Cedefop's third European VET policy report, *Continuity, consolidation and change*, was prepared for and discussed at the ministerial meeting of VET Ministers in Bordeaux in November 2008 <sup>(3)</sup>. The following Bordeaux communiqué and Council conclusions <sup>(4)</sup> built on the report's findings and renewed Cedefop's mandate to monitor progress in enhanced cooperation in VET and report again at the next ministerial meeting in 2010 in Bruges under the Belgian Presidency of the European Union (EU).

The report was published in 2009 and its results were widely disseminated. At an Agora conference in March 2009, organised with the Czech Presidency the then Commissioner for Education and Culture, Ján Fígel referred to the report in his opening address as a 'milestone in the Copenhagen process'. He acknowledged Cedefop as a point of reference for the VET community worldwide. Results were presented and discussed in high-level committees, for example at meetings of Directors General (DGVT), in the Advisory Committee on Vocational Education and Training (ACVT) and the Education and Training Coordination Group (ETCG).

<sup>(3)</sup> Compare Cedefop's *Annual report 2008*.

<sup>(4)</sup> The Bordeaux communiqué on enhanced European cooperation in vocational education and training. Communiqué of European Ministers for Vocational Education and Training, European social partners and the European Commission convened in Bordeaux on 26 November 2008 to review the priorities and strategies of the Copenhagen process. [http://ec.europa.eu/education/lifelong-learning-policy/doc/bordeaux\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/bordeaux_en.pdf) : and: Conclusions of the Council and of Representatives of the Governments of the Member States, meeting within the Council, on the future priorities for enhanced European cooperation in vocational education and training (VET). Official Journal of the European Union, C 18, 24.1.2009, p. 6-10. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:018:0006:0010:EN:PDF>



The 2010 European VET policy report will cover the whole period of the Copenhagen process 2002 to 2010, which was introduced to improve cooperation in moving towards creating a European area for VET, which eases mobility and contributes to developing a less fragmented European labour market. The ministerial meeting at Bruges will provide an opportunity to review critically the process and set out the major objectives and priorities for the future. In consideration of this, a working group of the (future) Belgian Presidency, the European Commission and Cedefop was established. In 2009, Cedefop following a request from the Council (Council conclusion on *future priorities for enhanced European cooperation in vocational education and training (OJ C18, 24.1.2009)*) developed and distributed questionnaires to the DGVT and social partners and invited a contribution from its ReferNet partners (for information in ReferNet see the chapter on working in partnership). The concept of the report has been agreed and work on the 2010 report is well advanced.

## vET IN EUROPE

### Analysing policy

The **2002 Copenhagen declaration** set up a process of closer cooperation in vocational education and training (VET) in Europe, involving governments, social partners and EU institutions. The progress and priorities of cooperation have been assessed and reviewed every two years (Maastricht, Helsinki and Bordeaux communiqués). Since 2004, Cedefop has been mandated to report on how countries are progressing towards achieving commonly agreed VET policy goals. To do this, Cedefop compares VET systems; analyses VET policies and their implementation; reviews good practices; and compiles research findings, drawing links between VET and related policy areas. The agency works on several related activities and projects:

- **VET in Europe** provides comparable descriptions of national VET systems and reports on national developments.
- The **Policy report**, analyses progress every two years in major VET policy areas in the Copenhagen process. The next one is due to appear in 2010, in time for the ministerial meeting in Bruges (December 2010).
- The **VET financing** project compares Member States' strategies and mechanisms for investing in training, and evaluates their effectiveness and efficiency.
- The latest Cedefop **Research report** reviews research findings on policies and factors that drive or impede VET modernisation.

[www.cedefop.europa.eu/EN/Information-services/national-vet-systems.aspx](http://www.cedefop.europa.eu/EN/Information-services/national-vet-systems.aspx)

[www.cedefop.europa.eu/EN/analysing-policy/index.aspx](http://www.cedefop.europa.eu/EN/analysing-policy/index.aspx)



Cedefop's monitoring of national developments is partly based on cooperation with national ReferNet partners. In 2009, for the first time, they published their contributions to the 2008 European VET policy report as national reports. The regular update of the national VET system descriptions is an important source of comparative information on VET. They also are a basis for the short descriptions and flyers produced for Member States holding the presidency and in 2009 were published for the Czech Republic and Sweden.

Because of the important effects of the financial crisis, Cedefop, in close cooperation with the Swedish Presidency, monitored and analysed its impact on VET, and the VET measures taken by Member States in response. The growing importance of work-based learning and the need to research the impact of demographic developments on VET and the labour market were two important conclusions of the Swedish Presidency conference, 'the role of VET in meeting

the challenges of today and tomorrow' (Stockholm 12-13 November). The conference provided a platform to discuss the joint analysis with high-level policy-makers. Results were also disseminated through a Cedefop briefing note and other presentations, for example, to the European Parliament and the Economic and Social Committee.

### **European tools for VET and lifelong learning**

In 2009, greater attention was paid to the coherence between the European tools in an overarching lifelong learning perspective. Results of a study on relationships between credit systems and qualifications frameworks provided insights on transition and permeability in education and training and the labour market. The study was launched in 2009 but will extend into 2010.

Validation, guidance and credit transfer are increasingly becoming interlinked components of a comprehensive qualifi-



cation system. After development and discussion of common tools such as the European qualifications framework (EQF), focus has shifted to implementation. As Member States introduce them into their systems the tools need to be adapted to national requirements and further developed. Increased cooperation, good practice and exchanges of information become even more important in this phase. Cedefop was closely involved in designing and developing these tools and plays a particular role in this phase. Cedefop continues to provide scientific, technical and coordination support to working groups, clusters, peer learning events and networks set up by the European Commission and Member States to implement the Education and training 2010 agenda, most notably the European tools - the EQF, the ECVET (European credit system for VET) and EQARF (European quality assurance reference framework for VET). Cedefop also provides information on and monitors national developments.

Cedefop's work on qualifications is part of a coherent, long-term effort to analyse and understand better how qualifications are developed, awarded and used in Europe and how this is changing.

Cedefop's Agora conference on qualifications for lifelong learning and employability (Thessaloniki, 5-6 October) presented the findings of several studies and provided an opportunity to discuss policy developments at European, national and sectoral levels. Early in 2009, an international conference organised by the European Commission, European Training Foundation (ETF) and Cedefop on the European qualifications framework linking to a globalised world (Brussels, 29-30 January) provided a platform for discussing European experience, as presented by Cedefop, in comparison to international developments. Cedefop also coordinates, jointly with the European Commission, the EQF Advisory Group and its subgroups on quality assurance and mutual trust and sectoral qualifications.



### The European qualifications framework

(EQF) is an overarching framework, which makes comparison of qualifications and their levels easier. It promotes geographical and labour market mobility and lifelong learning. The framework's core consists of eight qualifications levels described in terms of **learning outcomes**. Learning outcomes define what an individual is expected to know, understand or be able to do at the end of a learning process. In contrast to learning inputs, such as years or hours of training, learning outcomes define competences, skills and knowledge.

### The European credit system for VET

(ECVET) is a tool that makes it possible to transfer learning outcomes from one qualifications system to another or from one learning pathway to another, for example from general to vocational education. ECVET is a unit-based credit system. Qualifications are divided into units of learning outcomes and credit points are attached to each unit. ECVET complements and builds on common concepts and principles of the EQF.

Through joint coordination, with the European Commission, of the cluster on recognition of learning outcomes, Cedefop has used peer learning to support development and implementation of national qualifications frameworks (NQFs) and has carried out the first systematic analysis of developments of them in Europe. Cedefop's report, *The development of national qualifications frameworks in Europe* (published September 2009) <sup>(5)</sup> showed that NQFs, now being developed by all countries, are increasingly seen as instruments for national reform and as platforms for dialogue involving a broad range of stakeholders. The numerous requests for Cedefop's speeches and expertise from Member States clearly indicate the relevance of this input for policy developments.

To support development of the ECVET, Cedefop cooperates closely with the European Commission and Member

<sup>(5)</sup> [www.cedefop.europa.eu/EN/publications/5030.aspx](http://www.cedefop.europa.eu/EN/publications/5030.aspx)





States, playing an important part in the related working groups, guiding and informing the work. Cedefop codrafted the ECVET user guide, which was issued as part of the ECVET recommendation.

The Czech EU Presidency's conference in Prague on 20 May to mark the political launching of ECVET/EQARF built in part on Cedefop's contributions. The ECVET/EQARF technical launching conference 'Moving from principles to implementation' (Brussels, 17-18 November, 300 participants) was coorganised by Cedefop. Both events marked the beginning of a new development phase.

The European quality assurance framework (EQARF) is a new framework for implementing quality assurance. Cedefop continues to support this important aspect of the learning outcomes approach, which interconnects closely the EQF and ECVET and the validation of competences and skills acquired through

formal or informal learning. Cedefop continues to support the European Commission-led working group and Member States by providing evidence on the implementation process.

Cedefop is also part of the European lifelong guidance policy network (ELPGN). Lifelong guidance with its key role of aligning guidance services in education and training with those on the labour market is gaining in importance in view of necessary skill adjustments, fast innovation cycles and longer working lives. Cedefop contributes to implementation of the priorities of the Council resolutions on guidance (2004 and 2008) and reviewing trends in training provision for career guidance counsellors through a study on *Professionalising career guidance. Practitioner competences and qualification routes in Europe* <sup>(6)</sup>, published in May 2009. The study analyses progress by Member States in developing

<sup>(6)</sup> <http://www.cedefop.europa.eu/EN/publications/12888.aspx>



### Europass: a tool for European citizens

Europass continues to grow in popularity. In 2009, Cedefop's Europass website totalled almost seven million visits.

Since its launch in 2005, people have downloaded over 18 million Europass documents (over six million in 2009 alone) and more than seven million documents have been completed online. Around 250 000 CVs are completed online every month.

The services offered by Cedefop's Europass website obviously correspond to the needs and requirements of citizens by the constantly increasing number of visits and downloads (increase by 15% in 2009 compared to 2008).

Europass is used mostly by young people (70% of CV online users are less than 30 years old), who have for the better part limited work experience (less than two years for 51% of users).

Europass has the potential to become the (European) reference format for documentation of competences, skills and knowledge in a manner which corresponds (increasingly) to the needs of the individual, providing employers with the advantages of a standard format. As learning outcome-oriented approaches become mainstream Europass will further gain in importance.

lifelong guidance policies in cooperation with the European Commission and ELGPN. First results will be presented at the Spanish Presidency conference in May 2010. Another analysis on guidance looked at measures and initiatives to support education-to-work transition of young people. A comparative study was launched in 2009 and results will be published in 2010.

Europass was designed as an overarching instrument supporting implementation of European tools and their future application. Europass is a specific tool that reaches out directly to the European citizen. The European CV has become probably the most widely used single format for CVs. It helps the less experienced to construct a CV and, by providing a standard, offers considerable advantages for recruitment. Cedefop has supported Europass by developing and maintaining the Europass instruments and the Europass website which is available in 26 languages.



## Generating new knowledge and insights

Cedefop's work in informing European VET policies not only concerns evidence-based analyses to meet stated policy needs, but also includes anticipating future policy needs and preparing information to fill knowledge gaps to the extent possible. While Cedefop's work is always connected to research, be it in-house research or liaising with the research community on specific subjects, its research reports allow exploration of a particular subject from various angles, chosen after discussion with stakeholders.

## Modernising VET – The fourth research report

In 2009, Cedefop published its fourth research report. It explores the broad subject of modernising VET. Results reflect that VET is not only responding to challenges but that it is itself a driver of

economic and societal changes. Increasing Europe's competitiveness while preserving the European social model, coping with population ageing, reducing unemployment, tackling labour-market skills needs and shortages and improving enterprises' economic performance are all key factors which exert pressure on VET and push for its modernisation. But VET also is a driver of success and competitiveness for European economies and societies if it provides learners with skills and competences, which enable them to innovate and reshape economic activities. The fourth research report gathered evidence on the role VET in sustaining economic development, promoting 'active ageing', ensuring adequate skill supply, supporting corporate innovation capacity, promoting growth and productivity, combating social exclusion and improving social cohesion. The report underlines that European VET research should mirror the priorities set by policy-makers. Research results need to identify what works, under which conditions and for whose benefit.



### Statistics and indicators

Evidence-based policy depends on reliable and comparable data. In 2009, the Council conclusions on future priorities for enhanced European cooperation in vocational education and training (OJ C18, 24.1.2009) invited Cedefop's input and asked it to contribute to a European Commission working group developing a benchmark for employability, thus, further encouraging activities for developing VET statistics. In 2009, Cedefop analysed the third continuing vocational training survey (CVTS3) in enterprises and helped prepare CVTS4. A workshop, organised by Cedefop, with European policy-makers – including social partners, industry representatives, researchers and statisticians

– provided a platform for discussion. Cedefop is part of the task force on education variables for household surveys, relating to Eurostat's adult education survey, and to coverage of VET and measurement of educational attainment in the labour force survey. Cedefop participated in more than 20 meetings and conferences related to statistics.

The table below shows the performance indicators relating to 2009 activities supporting priority 1 'Informing European VET policies'. The indicators were designed and derived from the performance measurement system Cedefop developed and implemented in 2009.

## Performance indicators 2009: MTP1 Informing VET policy

Type	No	Indicator	Results
Policy advice provided to stakeholders	1	Citations in EU policy documents	47 citations to Cedefop in EU-level policy documents overall, of which: <ul style="list-style-type: none"> <li>• 36% MTP1: Informing VET policy (19% analysing and reporting on policy developments [including a reference to Cedefop's ReferNet], 17% supporting development and implementation of common EU tools)</li> </ul>
	2	Mandates and assignments given to Cedefop in policy documents	13 mandates and assignments in EU-level policy documents overall, of which: <ul style="list-style-type: none"> <li>• 23% MTP1: Informing VET policy</li> </ul>
	4	Participation in presidency events and meetings of senior stakeholders or which support policy implementation	226 meetings overall, of which: <ul style="list-style-type: none"> <li>• 53.1% MTP1: Informing VET policies</li> </ul>
New knowledge and insights generated	5	Downloads of publications/working papers/other	375 000 downloads from the Cedefop website. Among publications published in 2009: <ul style="list-style-type: none"> <li>• 61% MTP1: Informing VET policy</li> </ul>
Raised awareness among stakeholders and the education and training or wider VET community	8	Active participation in conferences and events	82 events overall, of which: <ul style="list-style-type: none"> <li>• 56.1% MTP1: Informing VET policies</li> </ul>
	9	Usefulness/satisfaction of participants with meetings and events organised by Cedefop	90.3% of participants thought event was good or very good overall, of which: <ul style="list-style-type: none"> <li>• MTP1: Informing European VET policies 3.43 satisfaction on a scale from 1 to 4</li> </ul>
	10	Study visit outcomes among stakeholders and the education and training community <ul style="list-style-type: none"> <li>• Proportion of participants satisfied with study visits</li> <li>• Distribution of the study visits by theme</li> <li>• Distribution of study visits participants by target group</li> </ul>	<ul style="list-style-type: none"> <li>• 89% of participants are very satisfied or satisfied</li> <li>• available from 2010</li> <li>• 2 532 participants of which 4.5% social partners</li> </ul>
Raised awareness among citizens	11	Europass outcomes among citizens <ul style="list-style-type: none"> <li>• visits</li> <li>• downloads</li> <li>• creation of documentation online</li> <li>• number of countries using Europass mobility tools (from 2010)</li> </ul>	<ul style="list-style-type: none"> <li>• 7.5 million visits (24% growth on 2008)</li> <li>• 6.5 million downloads (16% growth on 2008)</li> <li>• 2.7 million documents created online (32% growth on 2008)</li> <li>• available from 2010</li> </ul>

Note: some indicators relate to the organisational level and are not presented here. All performance indicators are presented in Annex 1.

## Interpreting European trends in and challenges for skills, competences and learning



### Skill needs analysis

Cedefop's skill demand and supply forecasts for the period up to 2020 have ignited and fed discussion on future skill needs, the policies required to meet the challenges changing skill requirements pose for education training and to mitigate the related risks for labour markets and economic development.

In 2009, Cedefop, contributed substantially to this issue as a member of the new skills for new jobs expert group, which is organised by DG Employment in cooperation with DG Education and Culture. A report was presented in February 2010 at the conference on new skills for new jobs: action now.

Cedefop's work in interpreting trends in skills was cited 27 times in 2009 by official EU level policy documents from a wide range of institutions. These include Council conclusions, opinions of the Committee of the Regions and documents by European social partners and the European Commission's employment

in Europe report. Results of ongoing work were presented to major committees, including the European Economic and Social Committee, the ACVT and DGVT.

Cedefop's skill needs analysis generated new insights and filled a knowledge gap. Results point to an ongoing upskilling of European population and labour force, as well as increasing skill demands in all sectors and occupations and a trend towards knowledge-intensive jobs. Despite shrinking numbers of jobs in some areas, there will be considerable job openings in all sectors and occupations to replace people leaving the labour market for retirement or other reasons.

Cedefop's preparatory work in this area has been instrumental in a European policy debate which has widened, become highly visible and which is supported by many different institutions, organisations and researchers. Cedefop has become an authoritative source on trends in skill demand, supply and mismatch in Europe. Various national skills analyses refer to Cedefop's forecasts.



One indicator to analyse and monitor European employment guidelines is based on Cedefop's forecasts, Cedefop skill needs analysis is quoted in the European Commission's employment in Europe 2009, and ILO has launched, in cooperation with Cedefop, a new research activity on skills for green jobs. Substantial input was provided to the European Commission's communication and Spring Council conclusions on new skills for new jobs, as part of broader efforts to support a European skills policy agenda.

Cedefop was requested to continue and further develop its expertise in skills and competence needs analysis, drawing more generally on its expertise in VET. Cedefop analysis is stimulating discussion on the various underlying phenomena of

the overall trend, such as different forms of mismatch and demographic development. Regular revisions of forecasts provide timely adjustments. Preparation for an employer skill survey has progressed, along with work on skill needs in selected sectors of the European economy. In 2009, Cedefop publications such as *Future skill needs for the green economy* and a *Roadmap on priorities for future research on skill mismatch* came from this work. In early 2010, the results of the first revision of the forecast will be presented. In total six new skill needs analysis publications were released in 2009, dealing with forecasting skills supply up to 2020, anticipating occupational skill needs, skills needs for the green economy and identifying priorities for future research on skill mismatch (7).

(7) Publications titles:

*Future skill supply in Europe: synthesis report*

*Skills for Europe's future: anticipating occupational skill needs*

*Skill mismatch: identifying priorities for future research*

*Future skill supply in Europe: key findings*

*Future skill needs in Europe: medium-term forecast. Background technical report*

*Future skill needs for the green economy*





Cedefop's expert network Skillsnet counts now more than 350 active members and provides a sound platform for discussion. Network members not only inform ongoing work, but also critically discuss and transfer results of skill needs analyses into education and training policies at all levels. Dissemination and discussion of results is evidenced by Cedefop's contributions to many European Commission, social partner and presidency events in addition to conferences and meetings organised by Cedefop. In 2009, for example, Cedefop helped prepare Czech and Swedish Presidency conferences, meetings of the European Economic and Social Committee, the ACVT, the forum on climate change, and the EU-US, EU-China and EU-Canada round tables on skills forecasting and skill needs analysis. An Agora conference organised with the European Commission (DG Education and Culture and DG Employment)

debated skill needs in Europe. An international seminar on measuring generic work skills was also organised with the OECD.

### The shift to learning outcomes

The shift to learning outcomes and its implications for the functioning and role of qualifications was a key focus in 2009. Through a range of comparative studies and analyses, peer learning activities and working groups, Cedefop addressed different aspects of this issue.

The first review of European developments in *The shift to learning outcomes – Policies and practices in Europe* (February 2009) <sup>(6)</sup> confirmed that learning outcomes have been broadly accepted at political level and are increasingly influencing national education and training reforms.

A comparative analysis, *The relationship between quality assurance and VET certification in EU Member States* was

<sup>(6)</sup> <http://www.cedefop.europa.eu/EN/publications/12900.aspx>





published in July 2009 <sup>(9)</sup>). It confirmed the need for quality assurance and transparency at all stages of certification processes, a need which becomes more urgent as the learning outcome approach is implemented.

A study on *The dynamics of qualifications: defining and renewing occupational and educational standards* (July 2009) <sup>(10)</sup> indicated that more countries are introducing standards defined by learning outcomes as a basis for building bridges between the labour market and qualifications systems. Learner-centred approaches are discussed to understand better the effects of the shift to learning outcomes and competence-based approaches for designing **VET curricula and learning programmes** (final report available).

Yet another study analysed the relationship between the EQF and **sectoral qualifications** and the challenges this

raises in terms of quality, trust and value of these qualifications (final report available).

There is growing awareness of the close relationship between early recognition of skill needs, skill demand and supply, and the paradigmatic change from an input- to an outcome-oriented approach in VET and education. These developments will impact greatly on VET systems and have far-reaching consequences.

Peer learning has supported national implementation of **validation of non-formal and informal learning**. The *European guidelines for the validation of non-formal and informal learning* (published with the European Commission, July 2009 <sup>(11)</sup>) support Member States in developing national validation methods and systems.

<sup>(9)</sup> <http://www.cedefop.europa.eu/EN/publications/5055.aspx>

<sup>(10)</sup> <http://www.cedefop.europa.eu/EN/publications/5053.aspx>

<sup>(11)</sup> <http://www.cedefop.europa.eu/EN/publications/5059.aspx>



Socioeconomic and technical development indicate strongly an increasing need to improve adult education. This stems from labour market requirements as much as the need for individuals to be employable and for social inclusion. It is part of an overarching lifelong learning strategy, successful implementation of which becomes more important with a 'greying labour force'. Cedefop has reviewed its past and ongoing activities on **adult learning**. The report focuses on the contribution of learning at the workplace and continuing vocational training and was provided to the European Commission's working group on the adult learning action plan and its focus groups.

This aspect of future development also has important implications for teachers and trainers. TTNNet is one of Cedefop's expert networks which provides a platform for discussion, a channel to exchange

experience and is also important for disseminating results at national level. (See Chapter 5, subchapter on working in partnership.) On this basis, Cedefop cooperates closely with the European Commission and brings its expertise to focus groups on **teachers and trainers in VET** and adult learning staff. Cedefop and the European Commission jointly organised a conference on *'teachers and trainers at the heart of innovation and VET reforms* (Thessaloniki, 23-24 February 2009). It discussed trends and challenges, and results inform current policy debates in Member States <sup>(12)</sup>. A *Competence framework for VET professions – Handbook for practitioners* <sup>(13)</sup> was published with the Finnish National Board of Education. An analysis of professional development opportunities for in-company trainers was completed. A comparative analysis of trends and devel-

<sup>(12)</sup> The Conference conclusions are available at: [http://www.cedefop.europa.eu/EN/Files/4042-att1-1-TT\\_Conference\\_23-25\\_February\\_2009\\_CONCLUSIONS.pdf](http://www.cedefop.europa.eu/EN/Files/4042-att1-1-TT_Conference_23-25_February_2009_CONCLUSIONS.pdf)

<sup>(13)</sup> <http://www.cedefop.europa.eu/EN/publications/5035.aspx>



opments in roles, work practices and competence development for VET teachers and trainers was carried out and the findings will be published and disseminated in 2010.

To raise awareness of trends for skills, competences and learning, Cedefop experts participated in many events and organised several Cedefop events, some of which have been mentioned above. Another prominent example was the Agora conference on qualifications for lifelong learning and employability in Thessaloniki in October 2009. It provided an opportunity to discuss how the roles and functions of qualifications are changing.

The following table shows the performance indicators relating to 2009 activities supporting priority 2. The indicators were designed and derived from the performance measurement system Cedefop developed and implemented in 2009.



## Performance indicators 2009: MTP2 Interpreting trends in VET and skills

Type	No	Indicator	Results
Policy advice provided to stakeholders	1	Citations in EU policy documents	47 citations to Cedefop in EU-level policy documents overall, of which: <ul style="list-style-type: none"> <li>• 58% MTP2: Interpreting trends in VET and skills (45% skills and competences analysis, 13% qualifications for lifelong learning).</li> </ul>
	2	Mandates and assignments given to Cedefop in policy documents	13 mandates and assignments in EU-level policy documents overall, of which: <ul style="list-style-type: none"> <li>• 54% MTP2: Interpreting trends in VET and skills</li> <li>• 2 also require input from other activities within different MTPs.</li> </ul>
	4	Participation in presidency events and meetings of senior stakeholders or which support policy implementation	226 meetings overall, of which: <ul style="list-style-type: none"> <li>• 29.6% MTP2: Interpreting trends in VET and skills</li> </ul>
New knowledge and insights generated	5	Downloads of publications/working papers/other	375 000 downloads from the Cedefop website. Amongst publications published in 2009: <ul style="list-style-type: none"> <li>• 27% MTP2: Interpreting trends in VET and skills</li> </ul>
Raised awareness among stakeholders and the education and training or wider VET community	8	Active participation in conferences and events	82 events overall, of which: <ul style="list-style-type: none"> <li>• 56.1% MTP1: Informing VET policies</li> </ul>
	9	Usefulness/satisfaction of participants with meetings and events organised by Cedefop	90.3% of participants thought event was good or very good overall, of which: <ul style="list-style-type: none"> <li>• MTP2: Interpreting European trends in and challenges for skills, competences and learning 3.82 satisfaction on a scale from 1 to 4</li> </ul>

Note: some indicators relate to the organisational level and are not presented here. All performance indicators are presented in Annex 14.

## Assessing vocational education and training's benefits



Understanding fully VET's benefits is necessary to make informed choices about investment in VET and to devise new or reform existing policies and measures. In 2009, Cedefop deployed a large research programme investigating not only the economic and social benefits of VET for different groups – individuals, enterprises and economic sectors – but also its macroeconomic and macrosocial benefits. Ultimately, Cedefop aims to provide a comprehensive picture of VET's economic and social benefits and implications for policy in the fifth research report to be published in 2012. In the meantime, it will progressively publish results of independent studies on economic and social benefits of VET, starting in 2010.

In 2009, Cedefop analysed innovative mechanisms in VET financing with particular focus on cost-sharing policies, which are of particular relevance in the current context of budgetary constraints. In 2009, three publications on financing mechanisms were released

on: individual learning accounts (ILA), tax incentives and cost-sharing in newer Member States. ILAs have been implemented on a pilot basis in many EU countries to increase freedom of choice for individuals, responsiveness to learners' needs, share training costs, and influence positively motivation and participation in training. The take up of education and training tax incentives by enterprises is quite high. These incentives are appreciated by employers for reducing education and training costs and for their relatively low level of bureaucracy. On the contrary, take-up by individuals is relatively low as is general awareness of the available tax incentives. Experiences also show that tax incentives – despite inevitable deadweight – may prove particularly effective when combined with other policy measures. Cedefop's report on cost-sharing training schemes in 12 newer EU Member States confirms that the effectiveness, efficiency and impact of cost-sharing approaches vary across

## Performance indicators 2009: MTP3 Assessing VET's benefits

Type	No	Indicator	Results
Policy advice provided to stakeholders	1	Citations in EU policy documents	47 citations to Cedefop in EU-level policy documents overall, of which: <ul style="list-style-type: none"> <li>• 6% MTP3: Assessing VET's benefits (Researching VET).</li> </ul>
	2	Mandates and assignments given to Cedefop in policy documents	13 mandates and assignments in EU-level policy documents overall, of which: <ul style="list-style-type: none"> <li>• 15% MTP3: Assessing VET's benefits</li> </ul>
	4	Participation in presidency events and meetings of senior stakeholders or which support policy implementation	226 meetings overall, of which: <ul style="list-style-type: none"> <li>• 5.8% MTP3: Assessing VET's benefits</li> </ul>
New knowledge and insights generated	5	Downloads of publications/working papers/other	375 000 downloads from the Cedefop website. Among publications published in <ul style="list-style-type: none"> <li>• 2009: 10% MTP3: Assessing VET's benefits</li> </ul>
Raised awareness among stakeholders and the education and training or wider VET community	8	Active participation in conferences and events	82 events overall, of which: <ul style="list-style-type: none"> <li>• 6.1% MTP3: Assessing VET's benefits</li> </ul>
	9	Usefulness/satisfaction of participants with meetings and events organised by Cedefop	90.3% of participants thought event was good or very good overall, of which: <ul style="list-style-type: none"> <li>• MTP3: Assessing VET's benefits 3.52 satisfaction on a scale from 1 to 4</li> </ul>

Note: some indicators relate to the organisational level and are not presented here. All performance indicators are presented in Annex 14.

countries but there is evidence of their success in stimulating private investment and higher participation in VET.

Two high-level conferences helped disseminate the studies' results and provided a platform to discuss the findings. One event was organised by Cedefop the other was coorganised by the European Commission (DG TAXUD

and DG EAC) and Cedefop.

The table above shows the performance indicators relating to 2009 activities supporting priority 3 Informing European VET policies. The indicators were designed and derived from the performance measurement system Cedefop developed and implemented in 2009.

## Raising the profile of vocational education and training



### Study visits 2009

The **study visits programme for education and vocational training specialists** serves all priorities and extends beyond VET to general education. It is an important tool to stimulate mobility of teachers, trainers, policy-makers and stakeholders for common learning and exchange of good practice. In the academic year 2008-09, 2 570 participants attended 246 study visits.

Assessment of outcomes indicates a high level of participant satisfaction with the quality of discussions and good practices exchanged during study visits. It shows that study visits lead to greater common learning and networking.

Coordination of study visits for the academic year 2009/10 involved publishing the new catalogue, launching the call for applications and matching the groups. More applications from social partners (from 4% to over 6%) and stable representation of VET-related visits (43 of 237) confirms that action taken to update

### What is a study visit?

A study visit is a short stay of three to five days in a host country for a group of 10 to 15 education and vocational training specialists and decision-makers to examine a particular aspect of lifelong learning. A group usually consists of people from seven to 10 different European countries. Study visits support policy development and cooperation at European level in lifelong learning. They are coordinated by national agencies located in participating countries. Approximately 3 000 people participate in around 300 study visits each academic year (September to June). Cedefop coordinates the programme at European level.

activities succeeded. Themes are now fully coherent with EU policy priorities for education and training.

Ensuring the quality of study visits was a specific concern in 2009. To this end, a handbook for study visits organisers providing guidance and advice on how to



prepare and implement visits was published in June 2009 <sup>(14)</sup>. *The participants' companion* <sup>(15)</sup> was also published in June 2009. Work on assessment tools, preparation of thematic background documentation for the eight theme categories, a knowledge-sharing seminar for study visits organisers (14-15 September), and a quality manual with standards for all actors in the programme, provided a framework of support to improve and assure high quality in accordance with the objectives of the programme.

Special attention was given to encouraging participation by **social partners** in the programme and to raise their awareness of the opportunities it offers. A seminar on the role of social partners in implementing the EU tools was held in February to discuss promotion activities and social partners' needs.

### Communicating VET issues

Cedefop activities to raise awareness of VET's important role in lifelong learning, economic competitiveness and social cohesion target not only Cedefop's stakeholders in a narrow sense, such as senior policy-makers including social partners, but also the general public.

In 2009, a review of Cedefop's communication activities, started in 2008 led to a complete restructuring of Cedefop's web presence, regular provision of briefing notes and press releases (news service) and a restructuring of communication tools and their production. Cedefop introduced a new communications policy to strike the right balance between its different stakeholders and to put greater emphasis on online, rather than hard-copy publications (see box).

<sup>(14)</sup> <http://www.cedefop.europa.eu/EN/publications/5960.aspx>

<sup>(15)</sup> <http://www.cedefop.europa.eu/EN/publications/5065.aspx>





Cedefop developed close working relationships with European institutions and senior policy-makers, including social partners from Member States, by providing background information to support debates on VET-related issues at almost 30 meetings in 2009. These included presentations to the European Economic

and Social Committee (EESC) for its opinion on education and business partnerships, a priority theme of the Czech Presidency; Directors-General for Vocational Training, the European Trade Union Congress on skill needs; the Committee of the Regions on Cedefop's skill forecasts and development of European

### Cedefop's new communication strategy

Cedefop's new strategy provides a strategic framework based on a user-centred approach to its communication activities. Target group orientation aims at optimisation of communication channels and to define communication types and formats for the specific needs of the Centre's groups of stakeholders such as policy-makers, researchers, practitioners, media and general public. Special emphasis is placed on electronic publishing and on using Cedefop's new web portal.

Cedefop in consequence prints only a limited number of flagship publications in its Reference series supported by booklets, flyers and brochures also in hard copy. Cedefop's two

new electronic publication series – Working papers and Research papers – will make Cedefop's research results immediately available to its target groups throughout Europe.

Tailor-made communications for key stakeholders – for example, regular policy briefs – ensure fast dissemination of relevant information.

The communication strategy was discussed in depth with Cedefop's Governing Board before its adoption in October 2009. It is a comprehensive and consistent framework to improve information on VET issues and underpins Cedefop's role as authoritative source on VET development in Europe.



tools; and to networks of senior policy-makers in the regions on how to integrate European VET priorities into regions' life-long learning polices. Systematic

### Cedefop's new web portal

Cedefop's web portal was launched in December 2009. It provides a unique, single access point to Cedefop's information.

Cedefop's website is its principal means of communication. Development of the web portal required new technology for the web platform and fundamental restructuring of content.

The website was redesigned in line with Cedefop's corporate image. New terminology and controlled vocabulary were introduced to improve search functions.

The web portal's four themes (identifying skill needs, understanding qualifications, policy analysis, and developing lifelong learning) present Cedefop's work and outcomes. Importantly, the themes are not static. As Cedefop's work evolves and priorities change, the themes will change too.

exchanges of information took place between Cedefop and the European Parliament and the EESC.

The Cedefop library reference service provides responses to questions on VET. In 2009, the library answered 422 inquiries from its stakeholders including training institutions, research centres, and social partners.

In 2009, Cedefop established its web portal (see box) as a unique entry point to access all of its web services.

The most popular parts of the Cedefop website in 2009 were its news section and information on national VET systems. Many downloads of publications bears witness, not only to use of Cedefop publications, but also to the increasing number of users who rely on electronic information.

Cedefop launched a new online newsletter in May, combining the format of the previous newsletter with new features such as articles on Cedefop's activities. Five issues were distributed in 2009.



Responding to budgetary constraints and the need to focus activities, Cedefop discontinued publication of the *European journal on vocational training* from 2010. Cedefop, none the less, continues its close cooperation with researchers through its research reports, cooperation in expert networks and information exchange through ReferNet. A new electronic publication format, Cedefop research papers, was created to exchange research results in an appropriate medium.

In 2009, Cedefop published 33 new publications electronically and in hard copy. In addition, three research and working papers were published electronically.

In 2009, Cedefop received 478 visitors from all over the world.

As the only European organisation located in Thessaloniki, Cedefop maintains contact with its local and regional environment through cooperation with government representatives, cultural institutions, business representatives

and local government. In 2009, Cedefop organised a reception for the Greek members of the European Parliament and local decision-makers on the occasion of the Thessaloniki international fair and an information seminar for the local VET community which attracted more than 100 guidance professionals. To 'bring Europe closer to the citizen', Cedefop held an 'open day' for the local academic community on Europe Day (9 May) and participated in three large PR events across the country organised by the European Commission, in Thessaloniki and Komotini in May and in Athens in November.

Cedefop's conferences, meetings and events are necessary to raise awareness on VET issues and the results of Cedefop's work. They also contribute to the local economy. Some 107 conferences, seminars, workshops and meetings were attended by about 2 800 people. Cedefop's major conferences and seminars were particularly successful in raising awareness on policy issues.

## Performance indicators 2009: MTP4 Raising VET's profile

Type	No	Indicator	Results
Policy advice provided to stakeholders	4	Participation in presidency events and meetings of senior stakeholders or which support policy implementation	226 meetings overall, of which: <ul style="list-style-type: none"> <li>• 8.8% MTP4: Raising VET's profile</li> </ul>
New knowledge and insights generated	5	Downloads of publications/working papers/other	375 000 downloads from the Cedefop website. Amongst publications published in 2009: <ul style="list-style-type: none"> <li>• 2% MTP4: Raising the profile of VET</li> </ul>
Raised awareness among stakeholders and the education and training or wider VET community	7	Website traffic	<ul style="list-style-type: none"> <li>• 37% increase in visits</li> <li>• 29% increase in visitors</li> <li>• 15% increase in page views</li> </ul> (Data for 2006 to 2008. 2009 is a break in series with the previous year: complete restructuring of the website means data are not comparable).
	8	Active participation in conferences and events	82 events overall, of which: <ul style="list-style-type: none"> <li>• 7.3% MTP4: Raising VET's profile</li> </ul>
	13	Events for the local community (in Cedefop, in Greece): - Usefulness/satisfaction	84% of participants thought event was good or very good <ul style="list-style-type: none"> <li>• 3.19 satisfaction on a scale from 1 to 4.</li> </ul>

Note: some indicators relate to the organisational level and are not presented here. All performance indicators are presented in Annex 14.

This was shown by a very high degree of satisfaction and by participants' use of the information. Some 66% planned to share the information with colleagues and 40% intended to use it to develop their policies.

The table above shows the performance indicators relating to 2009 activities supporting priority 4 Informing European VET policies. The indicators were designed and derived from the performance measurement system Cedefop developed and implemented in 2009.

## Management, resources and internal controls



By December 2009, over 95% of posts on Cedefop's establishment plan were filled and recruitment procedures for open posts under way. Cedefop's budget implementation was 99% of its Community subvention and 96% overall.

As acknowledged in the reports of the Court of Auditors – annual report for 2008 and preliminary findings of the first visit for 2009 – Cedefop is working well. Reports of the Internal Audit Service (IAS), who audited the ethical framework and followed up on the audit recommendations of 2008 on Cedefop's human resource management, acknowledged progress and improvements. By the end of 2009 no very important or critical recommendations remained open <sup>(16)</sup> and no critical or very important recommendations were issued following the audit on the ethical framework.

Further improvements were implemented to the internal control system on the initiative of management, specialised services, internal audit capability and the internal control coordinator. The internal control system worked well and no material weaknesses were apparent in 2009 (see also the assessment of the internal control system in the annual activity report.) Minimum requirements for internal control standards for effective management were developed in 2009.

Major efforts were undertaken in 2009 to develop and deploy a performance management system (PMS) and set up a framework of performance indicators to monitor progress and measure output, outcome and impact.

The PMS also was part of the effort to refine monitoring and reporting. These included further improvements to the

<sup>(16)</sup> Based on the draft report of the follow-up visit; the final report was issued only in early 2010.



## Performance measurement

1. The performance measurement system (PMS) helps Cedefop to manage and evaluate its impact, efficiency, effectiveness and relevance. It is fully integrated into Cedefop's work programming and reporting and strengthens alignment of activities with strategic objective and medium-term priorities. It informs decisions for continuous improvement.

### Method

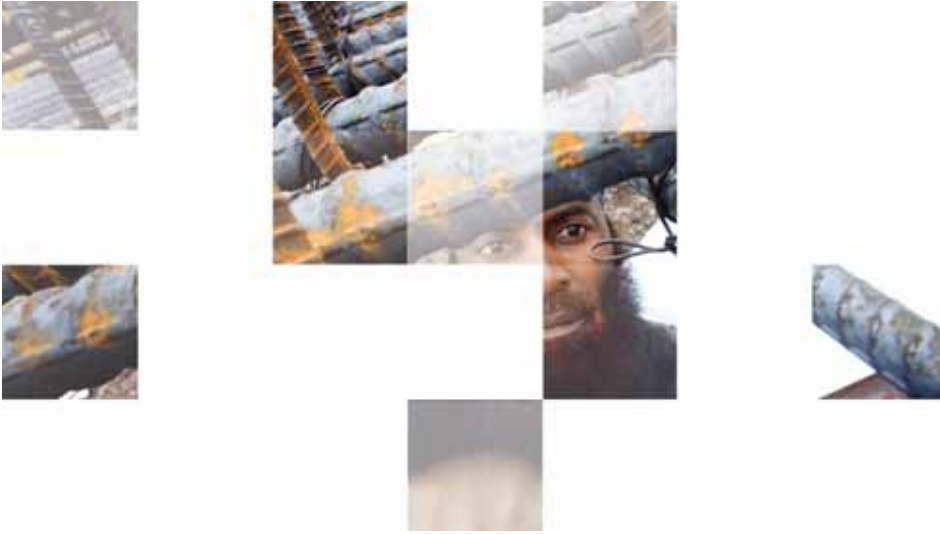
2. The PMS uses three types of results – output, outcome and impact – to measure Cedefop's performance.

### Project outputs

3. At the base are Cedefop's projects, all of which have outputs. Project outputs (studies, publications, conferences and attendance at meetings such as working groups and clusters) are monitored to check if they are produced in the quantities, at the times and with the human and financial resources planned. Outputs are for the most part directly controllable by Cedefop and vary each year: different events, different publications, etc.

### Activity outcomes

4. Following the principles of activity-based management, projects are grouped into activities (for example skills needs, policy analysis). Project outputs combine to produce activity outcomes. Cedefop's activity outcomes for example serve stakeholders by providing policy advice, filling knowledge gaps and generating new insights or raising awareness of VET issues.
5. Administrative issues are included in the PMS as the administration must support core business. Outcome indicators for the administration reflect on efficiency and effectiveness of support services. This reinforces their focus and underlines their importance for Cedefop's core business.
6. Cedefop measures whether it produces the desired outcomes through evidence of stakeholders' interest in the information it provides. Outcomes are realised over the medium-term and Cedefop has only an indirect influence over them. Outcomes are measured using the Cedefop performance indicators (see annex to the annual report).



### Organisational impact

7. The outcomes of Cedefop's activities combine to produce an impact. Cedefop, as an organisation, aims to have an impact on strengthening European cooperation, promoting evidence-based European VET and skills policy agenda and through this to be acknowledged as an authoritative source of information on VET, skills and competences. Cedefop measures its impact through evidence of people using the outcomes of its work to develop European VET policy and strengthen cooperation, knowing well that Cedefop's impact is probably not the only factor influencing these people.

### Implementation

8. Performance measurement is built into the annual budgeting, planning and reporting cycle.

9. Activity fiches are part of the annual work programme. All work programme activities have specific performance indicators. Preparing the activity fiches is one of several mechanisms to perform an ex ante evaluation of Cedefop's activities for the programming year.

10. To support the reporting process, data relating to the outputs and outcomes are collected. They are analysed to assess Cedefop's outcomes and impact. The results inform management decisions and are reflected, for example, in the annual report accounting for the resources granted to Cedefop. This is also a way of providing interim and ex post evaluation of Cedefop's activities, complementing the ex ante evaluation of the work programme.
11. The system was developed to be cost-effective. Many indicators have been built around data already collected. The PMS has systemised their exploitation (Compare performance indicators in annex).



activity-based budget (ABB) and closer monitoring of payment appropriations to avoid carryovers. Close monitoring of the risks which were defined and evaluated when establishing Cedefop's work programme 2009 helped avoid negative impacts and mitigating actions were taken in time.

Focus has shifted to measures increasing efficiency, while ensuring transparency and accountability. Demands on management and administration were also driven by general developments and demands, such as implementing data protection provisions and adapting and changing rules and regulations. Automating procedures can increase efficiency and provide an opportunity to redesign procedures and improve security. One example of automation, implemented in 2008, which successfully streamlined procedure, improved security and control and increased is 'payment automation' (PAME).

The following table shows the performance indicators relating to 2009 activities of administrative and other support ser-

#### PAME (Payment Automation MMethod)

Cedefop continues to develop e-applications to increase administrative efficiency and effectiveness. PAME, developed in 2007-08, is an automated paperless process that improves monitoring of payment appropriations and speeds up disbursements. It also simplifies everyday tasks. It has made several financial transactions more familiar to the many users in its workflow, while ensuring proper and secure record-keeping for audit purposes through daily automatic updating of the records bank. Monitoring payment orders suspended for any reason is also easier.

Only one year after its official launch, PAME reduced the number of open invoices by **70 %** (from 158 to 48) and the average duration of the payment (days to pay an invoice) by **22 %** (from 28 to 22 days).

vices. The indicators were designed and derived from the performance measurement system Cedefop developed and implemented in 2009.





## Performance indicators 2009: Efficient and effective support services

Type	No	Indicator	Results
<b>Efficient and effective support services</b>  <b>Raised awareness among stakeholders and the education and training or wider VET community</b>	14	Internal support services - Resources <ul style="list-style-type: none"> <li>• Percentage of establishment plan filled (including ongoing procedures)</li> <li>• Timeliness and duration of selection procedures</li> <li>• Training provision meets targets set in the strategy</li> <li>• % of budget executed</li> <li>- % of payments within 30 days</li> <li>• Timeliness of procurement procedures</li> <li>• Success rate of procurement processes</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of establishment plan filled on 31/12/2009</li> <li>• 60 working days from deadline for applications to report by selection board (Target = 60 days);</li> <li>• 119 working days from publication of vacancy notice to AIPN decision (Target = 120 days)</li> <li>• 8.4 average training days (target = 10 days) (Note that non-formal learning by for example attendance of conferences, workshops, etc. has not (yet) been included.)</li> <li>• 99.06% budget executed (EC subsidy)</li> <li>• 80% of payments made within 30 days</li> <li>• 76 days until the signature of contract</li> <li>• 88% success of procurement procedures; a further 10 % has been successful after a relaunch (lots are counted separately).</li> </ul>
	15	(Internal) support services – Communication Information and Dissemination <ul style="list-style-type: none"> <li>• % of services provided in the time agreed with colleagues</li> <li>• % meeting quality standards measured through satisfaction with services provided for colleagues (editing, translation, lay-out printing, library reference service)</li> </ul>	<ul style="list-style-type: none"> <li>• 55 502 hard-copy publications were distributed, of which: 14 624 were responses to individual requests and 40 808 copies were distributed to 55 conferences and exhibitions including those in-house (*)</li> <li>• 797 information requests answered by the library's reference service (*)</li> <li>• 4904 pages edited in English (*)</li> <li>• Graphic design concepts and identity systems for seven conferences, two cultural events and 129 publications of various types (*).</li> </ul>

(\*) These output indicators are provided in lieu of the outcome indicators to be available in 2010.



## Working in partnership

Close cooperation with stakeholders and other organisations working on related issues is a necessity in applied research serving policy.

It is also essential that Cedefop on an organisational level works closely with European institutions, committees, national governments, and social partners at national and European levels. Only then can Cedefop, as a comparatively small organisation, reach out to stakeholders and citizens in Member States, make its voice heard and have an impact. That its voice is heard today and that its impact can clearly be demonstrated is due to the quality of its work and its alignment with policy-makers' needs.

To a substantial degree the close partnership with stakeholders mentioned above is promoted through cooperation with Governing Board members, which include the European Commission, governments and social partners.

In VET, skills and competence-related issues, Cedefop has, for several years, developed close relationships with the EU presidencies and supported preparation and organisation of presidency events by providing background information and scientific input. In addition, Cedefop representatives contribute to these events as speakers, chairs of working sessions, etc. which also provides Cedefop with an opportunity to present and disseminate the results of its work (see annex).

Cedefop is also part of the network of regulatory agencies which meets regularly at director, head of specialised services (heads of administration, communication, etc.) level. This cooperation promotes exchanges of experience and cooperation in areas of common interest.

To address the need for close cooperation and knowledge sharing a framework was developed with the European Training Foundation (ETF). Cedefop, since 2009 no longer works on preparing can-



## Cooperation: Cedefop – Social partners

Social partners play an important role in VET policies. Not only because VET policies are vital to their constituencies (enterprises, employees), but also because social partner organisations are involved in designing and implementing various programmes.

As members of the Governing Board, social partners influence Cedefop's work programme and medium-term priorities. They help ensure that the focus of activities is well aligned with the policy needs of their constituencies. At the same time this ensures a constant flow and exchange of information and experience on pressing policy needs or on the results of Cedefop's work.

Apart from cooperation as members of Cedefop's Governing Board, as mentioned in

previous chapters, cooperation between Cedefop and the social partners materialises in different forms:

- analysis, monitoring and disseminating information on social partner activities at national and European levels;
- as subject of specific studies/reports or in the context of a wider reaching theme (for example: guidance or policy report);
- participation of Cedefop experts in social partner events to present and discuss findings of Cedefop's work;
- stimulating participation of social partner representatives in the study visits programme or at Cedefop events;
- organising (or coorganising) events targeted at social partners.

candidate countries. This and ETF's new mandate has further contributed to a clear separation of tasks between the two agencies. In 2009, ETF and Cedefop directors signed a framework for cooperation between Cedefop and the ETF after

it was adopted by both Governing Boards. Both agencies issue annually a joint work programme of information exchanges and report jointly on implementation of these activities (see annex).



Cedefop also established an intensive knowledge sharing and information exchange with the European Foundation for the Improvement of Living and Working Conditions (Eurofound). In 2009, Cedefop and Eurofound coorganised a seminar in Thessaloniki to discuss and disseminate the results of a joint study on the contribution of social bargaining to development of continuing vocational training (see annex).

### Cedefop's networks

ReferNet, Cedefop's major network is instrumental in collecting information on national developments and for disseminating information. ReferNet partners have contributed to monitoring progress of the Copenhagen process and exchanged information on news, conferences and publications with Cedefop. ReferNet, is also instrumental in constantly updating information on national VET systems which can be easily accessed through

Cedefop's web portal or national ReferNet websites (VET in Europe). Through national ReferNet websites the network provides a communication channel to VET stakeholders at national level and helps wide dissemination of Cedefop's work.

Skillsnet and TTnet are expert networks, which are important for developing work on skill needs and VET teachers and trainers. Such expert networks provide a platform for cooperation with researchers and stakeholders, which is important for methodological developments and validation of research results.

## Cedefop's impact in 2009



Cedefop's impact indicators are strengthening European cooperation, promoting an evidence-based European VET and skills policy agenda and being acknowledged as an authoritative source of information on VET, skills and competences.

Cedefop's impact is measured by evidence of Cedefop's stakeholders drawing from and using the outcomes of Cedefop's work to bring about policy developments. Impacts may be the result of a long period of work or a combination of several outcomes. Of course, Cedefop does not bring about policy developments on its own but Cedefop's activities may, along with other factors, or indirectly, contribute to situational changes in European VET and related policy.

### **An evidence-based European VET and skills policy agenda**

Ensuring that policy is guided by objective evidence and thereby improving final outcomes for European citizens is a priority

for the European Commission, Member States and the social partners. Cedefop has strongly supported developing an evidence-based VET skills and policy agenda. Entrusted as a key provider of information and analysis on forecasting skill needs and supply, Cedefop with its new forecasts for 2020, has provided an updated context for informing decisions about skill development and for major policy documents such as the communication on a shared commitment for employment (COM (2009) 257, June 2009). Moreover, Cedefop's report on European VET policy *Continuity, consolidation and change* has provided new knowledge and insights that helped senior policy-makers to agree on new priorities for training set in the Council's conclusions and the Bordeaux communiqué of late 2008.

Such evidence along with other requested contributions to policy processes and citations in key policy and European level legislative documents underline Cedefop's overall impact in



helping define an evidence-based European and VET skills agenda.

### **Stronger European cooperation as Member States implement European tools**

Within the Copenhagen process, some of the most important political contributions have been to bring greater transparency and recognition of knowledge, skills and competences across Europe, smoothing job changes, international mobility or simply giving people more choices of learning pathways. European cooperation is essential to implement successfully key European tools such as the European qualifications framework or the European credit system for vocational education and training. Cedefop has endeavoured to strengthen this cooperation wherever possible through its expertise and technical advice, and provides platforms for experience exchange and discussion.

In 2009, Cedefop made a substantial contribution to both developing and consolidating common European tools, including their concept, design and implementation. Providing policy advice is an important way in which Cedefop aims to strengthen European cooperation in this area. Growing demand from high-level stakeholders for Cedefop's input is a good indication of Cedefop's impact in helping further progress. Much of Cedefop's support in policy areas goes to the European Commission, but we also support other European institutions, senior policy-makers in Member States or support EU presidency country agendas.

The extent of European cooperation in VET is illustrated by a few examples. The Parliament's and Council's two recommendations that established the European credit system for VET and the European quality assurance reference framework, steady implementation and monitoring of the European qualifications framework and continued implementation of the learning outcomes approach – a



major reform to make systems more open and flexible and supportive of lifelong learning. These are shared achievements and Cedefop is pleased to play a role.

**An authoritative source of information on VET, skills and competences and a well run organisation**

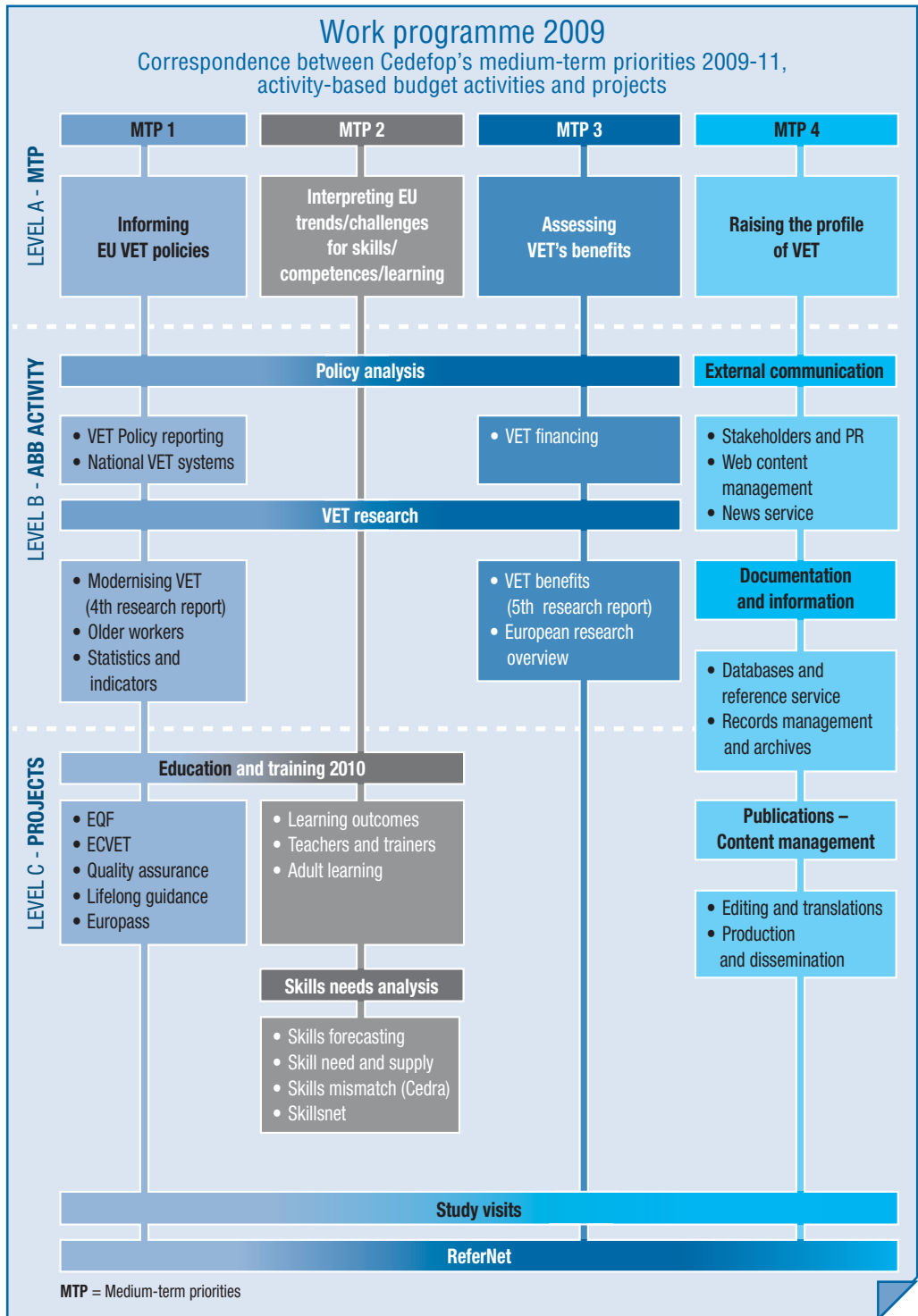
Demand for policy advice, requests or mandates to support policy processes, or invitations to attend and contribute to policy-oriented committees or expert groups are strong indicators that Cedefop is meeting its aim to become an authoritative source of information on VET, skills and competences. New Cedefop research, such as the latest research report, and policy information provided within EU presidency contexts increasingly help to form the backbone for evidence-based policy at European level, with citations in policy documents a key indicator of the value of the information

we provide. Performance measurements to track our support to policy-making processes will further guide our understanding of the ways Cedefop is having an effect and is regarded as an authoritative source.

Moreover, having correct internal policies, controls, and procedures is a necessary part of having a well-run organisation. Performance indicators point to an organisation whose efforts are clearly aligned with its strategic objective of supporting European VET policy development. Support services show good performance with Cedefop's budget execution at 99% (as regards the Community subvention, overall 96 %) for 2009 and recruitment processes completed within deadlines.

For Cedefop, 2009 was another busy year, but one in which it can point to achievements and in which its work contributed to bringing about change.

(Please see performance measurements and indicators in Annex 14).





## Implementation of the work programme 2009, by activity and project

### SPECIFIC OBJECTIVE

### INFORMING EUROPEAN VOCATIONAL EDUCATION AND TRAINING POLICIES

#### Activity: Policy analysis

**Policy analysis aims at carrying out comparative and contextualised analysis of policy progress in VET and reporting on developments in major policy areas, considering in particular the EU policy goals for VET set in the Copenhagen process.**

According to the mandate given to Cedefop in the Helsinki and the Bordeaux communiqués, the aim of the activity is to monitor and analyse performance and progress Member States have made in implementing the Copenhagen objectives and priorities to modernise European VET systems, taking into account wider socioeconomic developments as well as links with other policy areas.

#### Activity impact indicators

The policy report and the Agora conference 2009 is able to inform on policy developments and modernisation of VET systems. Also by showing examples of good practice and VET developments in a global perspective, policy-makers and the public become more aware of the need to consider the potential VET has and the challenges it faces in the wider socioeconomic context.

Further, outcomes of Cedefop policy reporting which includes comparative analysis of national reporting and countries' self-assessments, represent one of the most relevant sources for evidence-based European VET policy and decisions on further measures and priorities in the Copenhagen process.

Cedefop's publications and expertise are widely used for preparing various EU documents (such as communications, joint reports, progress reports), events and working groups at EU and national levels, as was already the case in 2008 (briefings, ministerial meetings, preparation of the Bordeaux communiqué).

#### Outcomes and impact

The policy report and the Agora conference 2009 were able to inform on policy developments and modernisation of VET systems. About 160 participants were present at the conference, which was opened by Jan Figel, Commissioner for Education and Culture. Mr Figel considered the conference a 'milestone' in the Copenhagen process and acknowledged Cedefop as a point of reference for the VET community worldwide.

Cedefop policy reporting is one of the most relevant sources for evidence-based European VET policy and decisions on further measures and priorities in the Copenhagen process (attested by the important number of downloads of the flyer and the publication).

Informing on national VET systems contributes to providing updated information on VET policy and system developments in Member States, plus Iceland and Norway, simplifying comparative analysis on themes directly relevant to the European agenda.

## Project 1. VET policy reporting

Monitoring and analysing progress in VET in the Copenhagen process and follow-up of the Helsinki and Bordeaux communiqués.

Publications	Conferences and meetings	Other key outputs
<ul style="list-style-type: none"> <li>• 2008 Copenhagen process policy report ready for the Agora (March 2009) and disseminated in several languages and to major Cedefop partners and policy-makers/stakeholders (first semester, dissemination strategy improved and number of recipients to be increased)</li> <li>• Online posted national reports on VET policy developments (in English) received from ReferNet (first semester). Some reports will be made available in the native language by ReferNet members.</li> </ul>	<p>Agora conference in March 2009 for major Cedefop partners and national stakeholders to present and discuss the findings of the analysis and the way forward, in cooperation with the Czech Presidency.</p>	<ul style="list-style-type: none"> <li>• Progress in implementing the Copenhagen objectives and priorities is analysed and presented in a comparative way at various occasions and events, taking into account the wider socioeconomic context; prepare support documents and presentations for wide dissemination.</li> <li>• Adjustment of the approach in future reporting activities</li> <li>• The preparation of the next reporting exercise, the results of which will be presented during the Belgian Presidency (II/2010) and its adjustment to future needs and priorities as agreed in the Bordeaux communiqué</li> <li>• Contribution to reporting activities of the DG EAC in the context of the Education and training 2010 work programme (as done in previous years)</li> <li>• Cooperation with DGVT, ACVT, ETCG and other bodies and committees in the process of preparation of various European policy documents and reports.</li> </ul>

## Outputs 2009

### Publications

The policy report on the Copenhagen process was published on 16 March 2009 on the occasion of an Agora conference. Hard copies were distributed to European high-level policy-makers participating at this conference. The report analyses progress of countries towards achieving the Copenhagen goals concentrating mainly on the period from end-2006 to 2008, but also looking towards the future.

### Conferences and meetings

The Agora conference was organised on 16 and 17 March 2009. The findings of Cedefop's review of progress in modernising VET were discussed with about 160 participants representing main stakeholders of the Copenhagen process (governments, European social partners and European Commission) and other international organisations.

### Other key outputs

The outcomes of the Cedefop analysis of progress were presented at various international events.

Preparation of the 2010 policy report started: themes were identified and 0-versions of the DGVT questionnaire and ReferNet template were discussed at the meeting of the enlarged coordination group policy reporting and ReferNet core group meeting (June 2009). For the first time, a draft questionnaire was prepared for social partners.

All draft questionnaires were finalised in July 2009 and sent for comments.

The themes and the roadmap for the 2010 policy report were presented and discussed at the Commission's Bruges working group meeting and at the spring DGVT and ACVT meetings. After an external consultation process, final DGVT questionnaire, questionnaire for social partners (members of the ACVT) and template for ReferNet were sent out in October 2009, with a deadline for replies by 15 February 2009. Work on 2010 policy report started (desk research, identification of possible indicators and additional information sources).

## Output indicators 2009

### Project 2. Informing on national VET systems

Elaborate and disseminate comparable thematic information on national VET systems and developments, gathered by ReferNet. The online database on national VET systems (eKnowVet) is available for a broader public and can be read both on a cross-national or thematic basis to simplify comparison. Collaboration with the European Commission and Eurydice will continue.

<p><b>Publications</b></p> <p>Comparative reports on VET themes and recent developments in all Member States posted online (in English) throughout the year. Some reports will be available in the native language on the ReferNet websites</p>	<p><b>Conferences and meetings</b></p>	<p><b>Other key outputs</b></p> <p>Establishment of a working group to discuss the structure of the reports and reexamination of the submission and revision procedure.</p>
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### Outputs 2009

<p><b>Publications</b></p> <p>All ReferNet coordinators having partnership agreements with Cedefop submitted their 2008 <i>Thematic overviews</i>. By the end of 2009, all but two countries submitted their 2009 <i>VET in Europe – Country reports</i> (25 in total). 26 <i>Thematic overviews</i> and 12 <i>VET in Europe – Country reports</i> were revised, web formatted and published online at <a href="http://www.cedefop.europa.eu/EN/Information-services/browse-national-vet-systems.aspx">www.cedefop.europa.eu/EN/Information-services/browse-national-vet-systems.aspx</a> both in <i>html</i> and <i>pdf</i> format.</p> <p>Of the remaining 13 <i>VET in Europe – Country reports</i> submitted, 10 reports have already been fully prepared for publication, while three reports are in the stage of final revision by ReferNet. These reports will be published in the course of January-February 2010.</p>	<p><b>Conferences and meetings</b></p> <p>During the ReferNet plenary meeting feedback was gathered on the 2009 <i>VET in Europe – Country reports</i> template and written consultation for the 2010 update of the template was initiated.</p>	<p><b>Other key outputs</b></p> <p>To reform thematic overviews, a new structure, a new title (<i>VET in Europe – Country report</i>) and a simplified submission procedure was defined and agreed in close cooperation with ReferNet and experts in house. To meet better the needs of evidence-based VET policy making, the new structure is more flexible and allows inclusion of topical issues, such as the role of VET in the financial crisis, European tools, or comparisons of national and international classifications.</p> <p>In addition, user-friendliness of national VET systems web page was improved and reports were made available in <i>pdf</i> parallel to the database <i>html</i> format reports.</p>
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## Activity: ReferNet

**ReferNet is a network to obtain and disseminate information on VET developments in the Member States, Norway and Iceland. Its activities are of common benefit for countries and Cedefop. ReferNet is a major source of information on VET systems, policies and research, which feeds into several Cedefop activities. ReferNet provides also information on publications, conferences, recent VET developments and initiatives in the Member States. Finally, the network actively disseminates Cedefop work. The ReferNet network is established under multiannual framework partnership agreements until 2011.**

### Activity impact indicators

The use of the information collected and analysed by ReferNet for several Cedefop activities and making comparative results available to a wide audience contribute to better inform policy-makers and the public on European VET systems, developments and policy initiatives as well as research.

With the support of ReferNet, Cedefop outcomes and outputs are better disseminated within the Member States.

### Outcomes and impact

ReferNet's national policy reports and description of national VET systems constitute one of the key sources of information on national developments for Cedefop's policy reporting and analysis, which contributes to the review of the Copenhagen process (see above).

### Output indicators 2009

Publications	Conferences and meetings	Other key outputs
	<ul style="list-style-type: none"> <li>• Plenary meeting of the network in Autumn 2009</li> <li>• Meeting of the national consortia throughout the year</li> <li>• Regional meetings of national networks throughout the year</li> <li>• Meetings with the ReferNet core group throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• A work programme for 2010 will be proposed in the first half of 2009 and be the object of specific grant agreements to be concluded by the end of the year</li> <li>• National research reports delivered to Cedefop in September 2009</li> <li>• Description of the VET system by end May 2009</li> <li>• Developing VET-Bib (monthly)</li> <li>• Providing news on recent developments and new initiatives in VET policy (at least three times per year)</li> <li>• Maintaining and updating a national ReferNet website/web pages (continuous)</li> </ul>

		<ul style="list-style-type: none"> <li>• Dissemination of news/press releases on recent developments and initiatives in VET policy (monthly)</li> <li>• Providing information on national conferences, seminars and workshops (biannually)</li> <li>• Providing contacts with the press (biannually).</li> </ul>
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## Outputs 2009

<p><b>Publications</b></p> <p><i>VET in Europe – Country reports: Spotlight on VET – Czech Republic</i>, published in four languages (EN, FR, DE, CS) for the Czech Presidency</p> <p><i>Vocational education and training in Sweden – Short description</i>, published in three languages for the Swedish Presidency.</p>	<p><b>Conferences and meetings</b></p> <ul style="list-style-type: none"> <li>• ReferNet 2009 plenary meeting. The new ReferNet core group members were elected during the meeting. Almost 80% of participants rated the event as good/very good.</li> <li>• Regional meetings for the three country groups in Madrid, Riga and Bucharest</li> <li>• Three ReferNet core group meetings.</li> <li>• A Directors' meeting to intensify cooperation between ReferNet partner institutions and to discuss strategic VET developments in Member States, as they affect ReferNet partners.</li> </ul>	<p><b>Other key outputs</b></p> <p>Note: for 2009, Cedefop contracted 27 ReferNet partners (all partners except Luxembourg and Malta).</p> <p><b>Activities covered by the grant agreements:</b></p> <ul style="list-style-type: none"> <li>• <i>National research reports</i>: 25 reports received. Two countries were unable to deliver (Greece and Ireland).</li> <li>• <i>VET in Europe – country reports</i>: 26 contributions received.</li> <li>• News on recent developments and new initiatives in VET policy: 18 partners performed this activity</li> <li>• ReferNet websites: 26 national websites are online (Norway does not yet have one).</li> <li>• Providing information on national conferences, seminars and workshops: 20 partners submitted information using a newly designed workflow submission system on the ReferNet extranet</li> <li>• Providing contacts with the press: 13 partners contributed to Cedefop's con-</li> </ul>
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		<p>tacts database by sending updated lists of media contacts</p> <ul style="list-style-type: none"> <li>• ReferNet national consortia supported Eurydice updating the <i>Structures of education and training systems in Europe</i>.</li> <li>• By the end of the year, by way of two procurement procedures (April and September), 28 specific grant agreements were concluded with Cedefop's partners for ReferNet 2010 action. No proposal was received from one partner.</li> </ul>
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#### Activity: VET research

**The activity is to review, analyse and report on VET research and related fields including links with the economy and labour market; to initiate new research that can fill in knowledge gaps; to promote cooperation and exchange with the research community; and to foster networking and communication between researchers, policy-makers and practitioners.**

The aim of the activity is to analyse, review and contextualise current VET research in Europe on the modernisation of VET and provide stakeholders and the broader public with research findings and statistical data which are of relevance for and can back up evidence-based policy-making.

#### Activity impact indicators

Policy-makers and other stakeholders are informed about research findings on the modernisation of VET and their relevance and implications for policy-making.

The analysis of the enterprises training patterns in Europe as well as of the working and learning behaviour of older workers triggers reflection on adequate incentives to promote continuing vocational training.

Cedefop expertise in VET research and international VET statistics is sought after by key stakeholders in various events and working groups, as was already the case in previous years (such as participation in Eurostat working groups and task forces, in EU and OECD expert groups or in various research conferences and seminars).

#### Outcomes and impact

Impact among policy-makers and stakeholders, by informing them of research findings on VET modernisation, will start once the whole research report (all volumes) is published and disseminated. It will be monitored as part of Cedefop's PMS in 2010.

Cedefop expertise in VET research and international VET statistics continues to be sought after by key stakeholders in various events and working groups, and is attested by our participation

in various external events and conferences (see indicator on participation in policy events and other conferences).

### Project 1. Modernising vocational education and training

The **Fourth report on VET research - Modernising vocational education and training** examines the main VET policy priorities agreed in the Copenhagen process from a research perspective and puts them in a wider context. The report reviews, among other things, developments linked to an ageing workforce, the need for enterprises to learn and innovate, and the goal to increase social cohesion and reduce social exclusion. It also examines how VET systems are modernising in response to these pressures and the priorities set in the Copenhagen process. These include attracting more people into VET, implementing qualification systems and frameworks based on learning outcomes, the professional development of VET teachers and trainers, and improving guidance and counselling to help people manage their careers.

#### Output indicators 2009

<p><b>Publications</b></p> <ul style="list-style-type: none"> <li>• Fourth synthesis report on VET research <i>Modernising vocational education and training</i> (secondsemester), based on the Background reports with original contributions from researchers published in 2008</li> <li>• Flyer and executive summary for broad distribution (second semester).</li> </ul>	<p><b>Conferences and meetings</b></p>	<p><b>Other key outputs</b></p> <ul style="list-style-type: none"> <li>• Particular research findings are analysed in a comparative and contextualised way and published separately, if convenient</li> <li>• Active dissemination of the results to the media, Cedefop stakeholders, in external conferences and meetings.</li> </ul>
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#### Outputs 2009

<p><b>Publications</b></p> <p>The fourth research report <i>Modernising vocational education and training</i> was published, the synthesis report, all three volumes of the background report and the executive summary are available online from the Cedefop website for downloading. Background reports and the executive summary are also available in print.</p>		<p><b>Other key outputs</b></p> <p>Findings of the report were presented at the international conference on research in lifelong learning in June 2009 and at the European conference on educational research in September 2009. Other dissemination activities will take place in 2010.</p>
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## Project 2. Working and learning of older workers

Carry out analyses of current research and developments to provide new insights on older workers and the interrelation between ageing and working performance and learning behaviour, to support evidence-based active ageing policies.

### Output indicators 2009

<p><b>Publications</b> A reader on working and learning at old age, containing the proceedings of a workshop held in September 2008 (second semester).</p>	<p><b>Conferences and meetings</b></p>	<p><b>Other key outputs</b> Initiate a research project that addresses older workers' learning behaviour and working performance from a neurological and educational perspective and synthesise critically other streams of research on this subject.</p>
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### Outputs 2009

<p><b>Publications</b> The reader was sent to editing and will be published early in 2010.</p>		<p><b>Other key outputs</b> This research project has been cancelled. Related research on ageing workers is continuing in Cedefop's skill mismatch activities.</p>
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## Project 3. Statistics and indicators

Support evidence-based policy and practice in VET by providing sound statistical evidence on VET related issues, support statistical activities at European and international levels and further develop quality, methods and data collection.

### Output indicators 2009

<p><b>Publications</b> Key results and analyses of the third European continuing vocational training survey in enterprises (second semester).</p>	<p><b>Conferences and meetings</b> Workshop on the further development and improvement of the European continuing vocational training survey in enterprises in (autumn 2009).</p>	<p><b>Other key outputs</b></p> <ul style="list-style-type: none"> <li>• Statistics are analysed and provided in a comparative and contextualised way</li> <li>• Better exploitation of LFS data, including national data</li> <li>• Statistical support services including web, review and contribution to various publications, data provision and in-house information service</li> <li>• Support future methodological developments by:</li> </ul>
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		<ul style="list-style-type: none"> <li>– A study on the adult education survey</li> <li>– Cooperating actively with partner organisations such as Eurostat and the OECD, and participating in various international working groups and meetings.</li> </ul>
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## Outputs 2009

<p><b>Publications</b> Draft final report received on analysis and evaluation of CVTS3; publication and briefing note in preparation.</p>	<p><b>Conferences and meetings</b></p> <ul style="list-style-type: none"> <li>• The CVTS workshop held at Cedefop provided direct recommendations for development of the fourth CVTS. It included statisticians, European policy-makers including the social partners, researchers, and industry representatives; 80% of participants rated the event as good/very good.</li> <li>• Substantial contributions to the Eurostat CVTS4 task force on preparation of the fourth CVTS; to Eurostat, AES task force on user needs, evaluation of the pilot survey and preparation of the next full-scale survey;</li> <li>• to the Eurostat task force on education variables for household surveys; specifically on coverage of VET in the LFS (and apprentices/trainees) and relevant measurement of educational attainment;</li> <li>• Participation in OECD INES, learning network on adult learning indicators considering, specifically future PIAAC outcomes;</li> <li>• SGIB, contribution to the DG EAC progress report 2009.</li> </ul>	<p><b>Other key outputs</b></p> <ul style="list-style-type: none"> <li>• CVTS workshop and other written contributions to CVTS4 to improve VET statistics, as requested by the Copenhagen process, draft Commission regulation on CVTS4 currently under consultation.</li> <li>• Selected national LFS data and methods analysed by programme orientation; presented to OECD-INES and Eurostat EVHOS task force.</li> <li>• ISCED review paper concerning VET provided to the Unesco Institute for Statistics.</li> <li>• Statistics webpage continuously updated, including Cedefop homepage statistics of the month;</li> <li>• Study on adult education survey cancelled due to budgetary constraints.</li> </ul>
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## SPECIFIC OBJECTIVE

**INTERPRETING EUROPEAN TRENDS IN AND CHALLENGES FOR SKILLS,  
COMPETENCES AND LEARNING****Activity: Skill needs analysis**

**To identify early and anticipate emerging and future skill developments and analyse skills mismatches at European, national, sectoral and company/occupational levels and transfer results to support education and training policies.**

**Activity impact indicators**

By allowing policy-makers, social partners, researchers, and practitioners to gain and exchange information and expertise on skill needs analysis and anticipation at European and international levels, Cedefop supports the transfer of results into education and training policies. Active participation of, and communication with, experts in this field is ensured by participating in EC working groups and by Cedefop's Skillsnet platform.

By improving labour market intelligence through forecasting and analysing skill needs and skill mismatch at different levels, the activity supports policy-making in education, training and employment.

Cedefop expertise in skill needs analysis is sought after by stakeholders in various events and working groups, as was already the case in 2008.

**Outcomes and impact**

In 2009, Cedefop supported an evidence-based European skills policy agenda by participating in various EC working and steering groups (NSNJ expert group in particular) and by providing new knowledge, insights and policy advice based on its skills analysis. Results of skills analysis and other findings were presented at various high-level meetings and events in Europe and beyond (Czech and Swedish Presidency conferences, EESC study group meetings, ACVT, EU-US round table, etc.).

Cedefop's expert network Skillsnet actively supported the transfer of results into education and training policies at all levels by allowing policy-makers, social partners, researchers and practitioners to discuss and exchange information and expertise related to skills analysis (Agora conference, restructuring forum on sectors' NSNJ).

Cedefop has become an authoritative source on trends in skill demand, supply and mismatch in Europe (e.g. one indicator to analyse and monitor employment guidelines is based on Cedefop's forecast, various national skills analyses refer to Cedefop's forecast, Cedefop skill needs analysis work is referenced in *Employment in Europe 2009*). This is also attested by the high number of downloads of skill needs synthesis reports on skill demand and supply.

## Project 1. Forecasting skill demand and supply

Forecasting skill demand and supply in Europe by projecting and analysing future skill needs and supply and their potential imbalances.

### Output indicators 2009

<p><b>Publications</b> Results of skills supply forecast and analysis of potential future labour market imbalances (second semester).</p>	<p><b>Conferences and meetings</b></p> <ul style="list-style-type: none"> <li>• Agora conference during the first semester to present and discuss mainly results of the skills supply forecasts and potential labour market imbalances, possibly in cooperation with the Czech Presidency</li> <li>• Expert workshops to discuss the methodology and validate data for regular forecast of skill demand and supply (second semester).</li> </ul>	<p><b>Other key outputs</b></p> <ul style="list-style-type: none"> <li>• Develop regular forecasts of skill demand and supply including various scenarios, such as a policy/impact scenario, if feasible</li> <li>• provide detailed analysis of potential labour market imbalances</li> <li>• explore the feasibility to develop a model/methodology on the interaction between skill demand and supply</li> <li>• continue participation in activities by DG EAC and DG EMPL, as for example in 2008 on the communication from the Commission on the new skills for new jobs initiative.</li> </ul>
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### Outputs 2009

<p><b>Publications</b> Results of skill supply forecast as well as conceptual and methodological issues related to potential labour market imbalances were published (synthesis report and flyer in six languages) and discussed at the Agora conference in June. The background technical report for the skill needs forecast was published in autumn. Preparation of publications related to new updated results of skill supply and demand projections started in December.</p>	<p><b>Conferences and meetings</b> The Agora conference 'Matching skills and jobs: anticipating needs in challenging times' was organised on 11 and 12 June in Thessaloniki in cooperation with the European Commission (DGs EAC and EMPL). The conference brought together researchers, policy-makers, social partners and practitioners to discuss, within the framework of the new skills for new jobs initiative, results of the skill supply forecast, identification and scope of labour market im-</p>	<p><b>Other key outputs</b> Development of regular forecasting of skill demand and supply is in progress. Results were finalised in December, including three different scenarios taking into account the economic crisis as well as a detailed analysis of potential labour market imbalances. Work on exploring the feasibility of a model/methodology on the interaction between demand and supply started. Cedefop was a member of the expert group on new skills for new jobs (NSNJ) established by the European Commission and contributed</p>
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	<p>balances and skills mismatches, employers skill needs and specific sector skill needs as well as partnerships between educational institutions and enterprises.</p> <p>Evaluation of the event by participants was very positive.</p> <p>An expert workshop to discuss the methodology for regular projections of skill supply and demand was organised in June in Thessaloniki. A second expert workshop took place in October in Malta to discuss the draft results of the skill supply and demand forecast for Europe.</p>	<p>to its work and the report to be published in 2010.</p> <p>The forecast results were presented at several high-level meetings and conferences (such as Czech and Swedish Presidency events, ACVT). Cedefop was also asked by the European Economic and Social Committee to provide its expertise for an opinion on NSNJ communication from the Commission and for the exploratory opinion on establishment of European sectoral skill councils.</p> <p>An indicator based on the forecast to analyse and monitor employment guidelines was endorsed by EMCO in June.</p> <p>Cedefop supported work on the 16 sectoral studies developed by DG EMPL by providing its expertise and background data from skill forecasts.</p>
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## Project 2. Identifying skill needs in sectors and enterprises

Enrich knowledge on future skill needs in Europe by qualitative and quantitative information on skill and competence needs in different economic sectors or areas of strategic importance and on skill and training needs in enterprises as reported by employers.

### Output indicators 2009

<p><b>Publications</b></p> <p>Results of the feasibility study 'Employers' survey on skill needs in Europe' (second semester; online).</p>	<p><b>Conferences and meetings</b></p> <ul style="list-style-type: none"> <li>• Expert workshop on results and follow up of the feasibility study on employers' skill survey in Europe (first semester)</li> <li>• Expert workshop on methods and approaches for skills analyses in particular sectors, in cooperation with Euro-</li> </ul>	<p><b>Other key outputs</b></p> <ul style="list-style-type: none"> <li>• Carry out exploratory work on employers' surveys as a tool to identify future skill and training needs in public and private enterprises in Europe, also involving social partners; if feasible, start developing a pilot European employers' skill survey</li> </ul>
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	<p>found (second semester)</p> <ul style="list-style-type: none"> <li>• International seminar on measuring generic work skills, in cooperation with the OECD in February 2009 (pilot results from the job requirements approach module of the programme for international assessment of adult competences – PIAAC).</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out an overview of national sectoral approaches and methodologies to identify skill needs with their possible utilisation at European level, also by involving the social partners.</li> </ul>
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## Outputs 2009

<p><b>Publications</b></p> <p>The feasibility study was finalised in September and publication is in progress. Two new Skillsnet sector flashes were published on-line: skill needs in healthcare (in March) and skill needs for the green economy (in June). Future skill needs for the green economy, a publication based on an expert workshop held at Cedefop in 2008 appeared in October.</p>	<p><b>Conferences and meetings</b></p> <p>An international seminar on measuring generic work skills, in cooperation with the OECD was organised in February 2009 in Thessaloniki. The pilot results from the job requirements approach module of the programme for international assessment of adult competences – PIAAC were discussed as well as several national initiatives to measure and analyse the economic contribution of generic work skills. An expert workshop on the interim results of the feasibility study on employer skill survey in Europe was organised in May in Milano. The expert workshop on methods and approaches for skills analyses in particular sectors was cancelled in favour of the new activity on skills for green jobs (agreed in the Bureau in April 2009). Cedefop supported the international conference on 'climate change: a social</p>	<p><b>Other key outputs</b></p> <p>Exploratory work on the feasibility of European employer surveys to identify future skill needs in enterprises was finalised. Development of a survey instrument started. Cedefop is a member of DG EMPL steering groups on sectoral studies and its follow-up (feasibility study on sectoral councils, restructuring forum, etc.). A new research activity on skills for green jobs started, jointly with ILO. It investigates new and changing occupational profiles, greening of existing occupations, and identifying skills and occupations that become obsolete. Six EU countries and another 15 ILO countries outside Europe are being analysed. Cedefop contributed to the forum on climate change: impact on employment with a sector flash on the green economy. Cedefop also participated in the steering committee responsible for preparing the sector's new skills for new jobs restructuring forum in</p>
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	and educational perspective' organised at Cedefop's premises in cooperation with the European Commission representation in Greece.	December 2009 and was actively involved in two of six workshops (one dedicated to the link between Cedefop's skills analysis and sectoral studies and gathered 40% of all participants).
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### Project 3. Analyse skill mismatch and its impact

Carry out theoretical and empirical research to provide policy-makers with new knowledge and research findings about various forms of skill mismatch, their impact, and implications for policy.

#### Output indicators 2009

<p><b>Publications</b></p> <p>First study on a taxonomy of skill mismatch based on: (a) type of skill mismatch; (b) level of analysis; (c) methods used to assess skill mismatch; (d) nature of the impact (transitory/permanent, short-/medium-/long-term);; and (e) policy measures effective in addressing skill mismatch (second semester).</p>	<p><b>Conferences and meetings</b></p> <p>Workshop on policy to address and/or prevent skill mismatch (second semester)</p>	<p><b>Other key outputs</b></p> <ul style="list-style-type: none"> <li>Analyse and disseminate research findings that provide new insights on different types of skill mismatch, particularly skill obsolescence, overeducation and skill shortages, their impact at various levels and their policy implications, as well as the effectiveness of policies directed at reducing skill mismatch;</li> <li>Preparatory activities for empirical studies on current gaps in skill mismatch research.</li> </ul>
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#### Outputs 2009

<p><b>Publications</b></p> <p>A roadmap on priorities for future research on skill mismatch published online as a Cedefop working paper (first semester)</p> <p>A study on the taxonomy of skill mismatch was finalised. A publication manuscript was prepared for publication in early 2010.</p>	<p><b>Conferences and meetings</b></p> <p>A workshop on skill mismatch was held as part of the Agora conference 'Matching skills and jobs' (June).</p>	<p><b>Other key outputs</b></p> <p>Preparatory activities for empirical studies on mismatch took place in the context of drawing a Cedefop roadmap for future research.</p> <p>A first empirical study on skill mismatch among ageing workers, which addresses factors that contribute and counteract skill mismatch and discusses its implications</p>
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		<p>started. The study will be published in the first semester of 2010.</p> <p>Participation in various conferences and events.</p>
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#### Project 4. **Skillsnet**

Manage the Skillsnet network – a platform bringing together highly qualified researchers and experts to discuss methods and outcomes of skill needs analyses and anticipation at European and international levels.

#### **Output indicators 2009**

<p><b>Publications</b> Regular newsletters and other information material, including working and discussion papers, both in print and online.</p>	<p><b>Conferences and meetings</b></p>	<p><b>Other key outputs</b></p> <ul style="list-style-type: none"> <li>• Expand the Skillsnet network to include more countries and experts, and maintain fruitful and effective cooperation with Skillsnet members</li> <li>• Share constantly information about main trends and developments in skill needs and supply in Europe, both in a quantitative and qualitative perspective</li> <li>• Develop further Skillsnet web pages.</li> </ul>
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#### **Outputs 2009**

<p><b>Publications</b> A new issue of the Skillsnet newsletter was published in December. New working and technical papers on forecasting skill supply are available online to Skillsnet members.</p>	<p><b>Conferences and meetings</b></p>	<p><b>Other key outputs</b> Skillsnet network includes around 350 registered experts active in early identification of skill needs. All members receive regular updates on Skillsnet activities and products. Information about main trends and developments are shared within Skillsnet on an ongoing basis and members of specific Skillsnet expert panels contribute to Cedefop activities.</p>
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		Skillsnet website is continuously updated and developed further in line with the new Cedefop web portal requirements.
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## SPECIFIC OBJECTIVE

**ASSESSING VOCATIONAL EDUCATION AND TRAINING'S BENEFITS****Activity: VET research**

**The activity is to review, analyse and report on VET research and related fields including links with the economy and labour market; to initiate new research that can fill in knowledge gaps; to promote cooperation and exchange with the research community; and to foster networking and communication between researchers, policy-makers and practitioners.**

The aim of the activity is to improve knowledge on the economic and social benefits of VET for individuals, social groups, enterprises, economic sectors and for societies as a whole; to assess various returns to investments in VET at different stages of the life cycle and compared to other possible of educational investments. Such knowledge is crucial for the foundation of policies and measures related to initial and continuing VET.

**Activity impact indicators**

By providing evidence of the specific economic and social benefits of VET, as compared to other learning pathways, Cedefop fills in a knowledge gap and informs education and training policy as well as future economic and social research.

Cedefop is being cited in the international literature on VET research for its work on the economic and social benefits of VET. Decision-makers are aware of the benefits of VET and take them into account in their policies.

**Outcomes and impact**

Outcomes will start being generated once individual studies on various types of benefits are published and disseminated. It will be monitored as part of Cedefop's performance measuring system (PMS), starting in 2010.

Project 1. **Report on European research on the economic and social benefits of VET**

Carry out empirical research to provide policy makers and researchers with new knowledge and research findings on the economic and social benefits of VET. Prepare a background and synthesis report presenting theories, methods and results of research and drawing implications for policy-making, to be published in 2011 as Cedefop's fifth research report.

### Output indicators 2009

Publications	Conferences and meetings	<p><b>Other key outputs</b></p> <p>Design, develop and monitor research to break new ground on the specific benefits of VET, covering both economic and social outcomes and including all levels – society, sectors, companies, individuals and groups of individuals</p> <p>Synthesise critically available research on the benefits of education and VET and review the theories, methods and data that are applied to the field.</p>
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### Outputs 2009

Publications	Conferences and meetings	<p><b>Other key outputs</b></p> <p>Studies on the economic and social benefits of VET are on-going. Work is progressing as planned and first findings should be disseminated mid-2010. Synthesis work will start in 2010.</p> <p>A contract was established for a two-year research programme on the macroeconomic benefits of VET.</p>
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### Project 2. [Overview on European research activities](#)

The European research overview (ERO) promotes VET-related cross-national research and supports the exchange of knowledge and information. It carries out analyses of current research and development activities by applying quantitative and qualitative research methods in comparative education. The thematic focus in 2009 is on the economic and social benefits and financing of VET.

### Output indicators 2009

<p><b>Publications</b></p> <p>Online publication of national research reports provided by ReferNet on research on the economic and social benefits</p>	Conferences and meetings	<p><b>Other key outputs</b></p> <p>Compilation and analysis of national research reports to prepare an analytical summary to be included in</p>
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of education and financing of VET in Member States, Norway and Iceland, by December 2009.		Cedefop's report on the economic and social benefits of VET, to be published in 2011.
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## Outputs 2009

<p><b>Publications</b></p> <p>Twenty-four national research reports were received and reviewed. They will be published online in 2010.</p>	<p><b>Conferences and meetings</b></p>	<p><b>Other key outputs</b></p> <p>In 2010, thematic readers will be prepared by Cedefop based on national research reports. Thematic readers will address issues of cross-national interest, including the economic and social benefits of VET.</p>
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### Activity: Policy analysis

**Policy analysis aims at carrying out comparative and contextualised analysis of policy progress and reporting on developments in major policy areas, considering in particular the EU policy goals for VET set in the Copenhagen process.**

For this specific objective, the aim of the activity is to inform stakeholders on the level, trends and patterns of VET financing, including CVT.

### Activity impact indicators

The level, trends and patterns of VET financing are better known by key stakeholders and this contributes to the exchange of good practice.

### Project. Innovative mechanisms in VET financing

Carry out comparative policy analysis of new models and trends in VET financing in European and in competitor countries, with focus on cost-sharing policies and innovative funding mechanisms, such as sectoral training funds, individual learning accounts, loans and tax incentives.

### Output indicators 2009

<p><b>Publications</b></p> <ul style="list-style-type: none"> <li>• <i>Tax incentives to promote education and training</i>, which presents an analysis of six Member States (first semester);</li> </ul>	<p><b>Conferences and meetings</b></p> <ul style="list-style-type: none"> <li>• Conference on tax treatment of education and training expenses, in co-operation with DG TAXUD (first semester); seminar on (developing)</li> </ul>	<p><b>Other key outputs</b></p> <ul style="list-style-type: none"> <li>• Disseminate the study on VET policies in non-EU countries (which includes financing);</li> </ul>
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<ul style="list-style-type: none"> <li>• <i>VET financing mechanism in selected Member States</i> (VET cost-sharing instruments in EU-12; second semester).</li> </ul>	<p>VET cost-sharing policies/ instruments in EU-12 (first semester);</p> <ul style="list-style-type: none"> <li>• Conference on VET financing in non-EU countries in cooperation with ETF, OECD and ILO (second semester).</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out a study on loans and potential involvement of financial institutions.</li> </ul>
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## Outputs 2009

<p><b>Publications</b></p> <ul style="list-style-type: none"> <li>• <i>Individual learning accounts</i>, Cedefop Panorama</li> <li>• <i>Tax incentives to promote education and training</i> was published in May 2009.</li> <li>• <i>Sharing the costs of vocational education and training. An analysis of schemes in the newer EU Member States</i> was published in October 2009.</li> </ul>	<p><b>Conferences and meetings</b></p> <ul style="list-style-type: none"> <li>• The conference 'Tax incentives for education and training' in cooperation with DG TAXUD and DG EAC took place on 22 September 2009 in Brussels. Of participants, 88% rated this event good/very good.</li> <li>• The conference 'Sharing the costs of training in the newer EU Member States' was organised on 15 and 16 October 2009 in Thessaloniki. Of participants, 94% rated this event good/very good.</li> <li>• The conference 'VET financing in non-EU countries' in cooperation with ETF, OECD and ILO (second semester) was dropped in favour of a conference (rather than a seminar) on developing VET cost-sharing policies/ instruments in 12 newer EU Member States.</li> </ul>	<p><b>Other key outputs</b></p> <ul style="list-style-type: none"> <li>• A study 'The role of loans in financing VET' was launched in December 2009.</li> </ul>
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## SPECIFIC OBJECTIVE

**RAISING THE PROFILE OF VOCATIONAL EDUCATION AND TRAINING****Activity: *European journal of vocational training***

**The *European journal of vocational training* is a scientific journal aiming at informing European VET policies and at contributing to the debate and discussion on vocational training in Europe, by publishing quality articles on research, practices, policies and innovation in this field.**

**Activity impact indicators**

Provide a platform for disseminating findings of research, policy and practice in Europe and beyond.

After due consideration of possible alternatives, in June 2009, Cedefop Governing Board decided to cease publication of the EJVT as from 2010 to allow the organisation to concentrate on core activities, at the service of key stakeholders and in line with the political mandates given to Cedefop. Despite discontinuing its academic journal, Cedefop will continue to produce the research report, analyse national contributions to produce European reviews of key research issues, and develop research projects that can provide the necessary evidence on VET and skills for policy-makers across Europe. It will continue to provide platforms for disseminating research findings of research into VET policy and practice in Europe and beyond.

**Output indicators 2009**

<p><b>Publications</b> Three issues, in English only:</p> <ul style="list-style-type: none"> <li>• No 46 (I/2009) on higher education and VET;</li> <li>• No 47 (II/2009) a general issue;</li> <li>• No 48 (III/2009) on assessment, recognition and certification of non-formal and informal learning.</li> </ul>	<p><b>Conferences and meetings</b> One meeting of the editorial committee.</p>	<p><b>Other key outputs</b> Call for expressions of interest to take over EJVT publication process; Proposals to the Governing Board on the future of the European journal and decision taken in June 2009.</p>
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**Outputs 2009**

<p><b>Publications</b> Issues No 45 (III/2008) and No 46 (I/2009) - a thematic issue on higher education and VET - were published. The remaining two issues of the EJVT (Nos 47 and 48) will appear in 2010. No 48 will, on top of a dossier on the assessment, recognition</p>	<p><b>Conferences and meetings</b> The meeting of the editorial committee was cancelled following the GB decision to cease publishing the EJVT from 2010. The last meeting of the editorial committee took place in December 2008.</p>	<p><b>Other key outputs</b> A detailed analysis of consequences of ceasing or continuing publishing the EJVT was prepared and presented to the GB in June. The decision to discontinue the publication was taken based on the findings of this analysis. . As part of the above analysis,</p>
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<p>and certification of informal and non-formal learning, include all remaining general articles (following the decision to discontinue the EJVT from 2010).</p>		<p>a call for expression of interest was addressed to about 500 commercial publishers in Spring. Five expressions of interest were received. An information campaign to key stakeholders on reasons for ceasing the publication was undertaken end June and early July.</p>
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SPECIFIC OBJECTIVE (MEDIUM-TERM PRIORITY)

## INFORMING EUROPEAN VOCATIONAL EDUCATION AND TRAINING POLICIES

### ABB activity: Education and training 2010

#### **Education and training 2010 provides a European framework for policy cooperation between Member States and the Commission in education and training.**

To achieve its specific objective 'Informing EU VET policies', Cedefop will continue to contribute significantly to the conceptual development, design and implementation of the European principles, tools and frameworks for VET and lifelong learning aimed at improving transparency of qualifications and increasing mobility of learners and workers. Active cooperation with the ETF and the ILO will be ensured, especially on developments on qualifications frameworks and mobility tools.

#### Activity impact indicators 2009

By end 2009:

- Cedefop's technical, scientific and coordination support to the clusters, networks and working groups set up to implement the Education and training 2010 agenda has fostered the development and implementation of common European tools and principles at Member State level and has increased the basis for comparison and European cooperation in education and training;
- Cedefop's independent comparative studies and analyses on quality assurance mechanisms in accreditation and certification of VET provision, credit systems and qualifications framework, lifelong guidance policies and strategies have identified and filled knowledge gaps, have fed directly into policy-making and institutional developments at EU, national and sectoral levels and contributed to coherent implementation of European principles, tools and frameworks;
- Cedefop's work has increased awareness of links and compatibility between European tools (ECVET, EQF, Europass).
- Cedefop is acknowledged as a key institutional actor regarding common EU tools, principles and frameworks, including through explicit mention in EU policy and working documents, requests for technical and scientific advice by EU policy-makers and stakeholders, membership in European boards/committees, invitations to contribute to international and EU major events.

## Project. The European qualifications framework for lifelong learning – EQF

The European qualifications framework (EQF) is a translation grid for qualifications throughout Europe aimed at supporting cross-border mobility and facilitating lifelong learning. In 2009, Cedefop will continue, in close cooperation with the Commission, to provide scientific and coordination support to the EQF advisory group (and its subgroups) and carry out a number of independent comparative studies and analyses on issues not sufficiently covered.

### Output indicators 2009

<p><b>Publications</b></p> <p>A comparative study on how certification processes are quality assured is published during the first semester 2009 and widely disseminated. The study's results represent substantial input to the subgroup of the EQF advisory group on quality assurance issues.</p>	<p><b>Conferences and meetings</b></p>	<p><b>Other key outputs</b></p> <p>The EQF advisory group and subgroups are, in close cooperation with DG EAC, successfully supported in order to ensure coherence and transparency of the EQF implementation; conceptual and background information is developed.</p> <p>A study is carried out to examine to which extent VET takes place at qualifications levels 7 and 8 of the EQF. Possibilities and obstacles in this field are identified and current trends assessed.</p> <p>An in-house analysis is carried out to map the rapid development of national qualifications frameworks (NQFs) and to identify their main strengths and limitations.</p> <p>The outcomes of testing and piloting of the EQF within LdV and LLP are analysed and cross-sectoral trends identified.</p> <p>The EQF information platform, based on 2008 Cedefop pilot project, is finalised and used as a basis for the referencing of national qualifications levels to the EQF. The information platform is also developed to respond to the needs of sectoral organisations when using the EQF.</p>
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## Output 2009

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The comparative study *The relationship between quality assurance and VET certification in EU Member States* was published online (July) ([http://www.cedefop.europa.eu/EN/Files/5196\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5196_en.pdf)) and in hard copy (August). The study analyses the way certification processes are quality assured in Member States and how this influences the credibility of qualifications. The study supports EQF implementation by clarifying conditions for mutual trust between national qualifications systems and frameworks.

The study 'Vocational education and training (VET) at EQF levels 6 to 8' was successfully launched to examine to which extent VET takes place at the highest EQF levels. The inception report is available.

Cedefop continued to coordinate, jointly with the European Commission, the EQF Advisory Group (AG) and its subgroups. The EQF AG met twice (March and September). Cedefop was involved in writing all background documents, either alone or in cooperation with DG EAC and ETF. The subgroup (B) on quality assurance and mutual trust met four times (January, February, April and June). Cedefop contributed substantially and coordinated drafting of the written proposals produced by the subgroup. The subgroup on sectors (C) met in January, May and November 2009; Cedefop cochaired the meetings and provided analytical papers and substantial content input. Work on the EQF information platform continued during 2009 with technical support from Cedefop, on content as well as the IT side. A web tool to accompany the referencing process was made available. Three meetings of this group were held in 2009.

An EQF discussion and guidance note on the added value of national qualifications frameworks was finalised by Cedefop (in cooperation with Mike Coles of the QCA) in May 2009. The note will be published by DG EAC and used to support development and implementation of NQFs across the EU.

An in-house analysis and mapping of developments of national qualifications frameworks (NQFs) was carried out for all countries taking part in the Education and training 2010 process and main trends and developments, including stakeholders' involvement, identified. The first report *Development of national qualifications frameworks in Europe* was published online in September 2009 (<http://www.cedefop.europa.eu/EN/publications/5030.aspx>).

Results were presented to the EQF AG (September), of peer learning activities (PLAs) of the cluster on learning outcomes on (i) learning outcomes as a bridge between HE and VET (Berlin, June) and (ii) on stakeholders' involvement in NQFs (Malta, October). Cedefop was invited to contribute to 14 events on EQF/NQF, based on invitations from national stakeholders (UK/Scotland, Ireland, Malta, Sweden, Germany, Estonia, Poland, Belgium/Flanders, Greece, Austria) and to three events, following an invitation from stakeholders outside the EU (Switzerland, Canada and Australia).

A discussion paper 'The development of NQFs in the European Union, main tendencies and challenges' was prepared by Jens Bjørnåvold and Slava Pevec Grm.

A discussion note on how learning outcomes can be used for describing levels in NQFs was prepared for the PLA in December 2009.

In-house analysis of the outcomes of 2006 EQF test and pilot projects (within LdV and LLP) was carried out in April and September. The analysis focused on the sectoral and the learning outcomes approaches and the results fed directly the work of EQF advisory group (sectoral subgroup) and the cluster on learning outcomes. To continue follow-up and analysis of the test and pilot projects for 2007-08, Cedefop organised a second workshop 'Testing the EQF in test and pilot projects' on 5 and 6 November in Brussels. Around 40 project promoters and experts presented their projects, exchanged experiences and analysed their preliminary/main findings.

Cedefop provided substantial input to the international conference 'The EQF - linking to a globalised world' (Brussels, January 2009, about 200 participants) organised by ETF in cooperation with



Cedefop and the Commission. Cedefop contributed to the conference background documents, distributed three publications (*The shift to learning outcomes*, *Validation of non-formal and informal learning* and a double issue of the European journal on the EQF) and played a very active role in the agenda (two keynote speeches and participation in the concluding panel). The conference gave high visibility to and recognition of Cedefop's work on EQF and learning outcomes.

### Articles published

- Rena Psifidou: 'European tools for lifelong learning and lifelong mobility: the role of Cedefop', in conference proceedings of the Balkan Society for Pedagogy and Education at the international conference on further education in the Balkan countries (Turkey).
- Loukas Zahilas: 'The European qualifications framework (EQF) - A tool to describe and compare qualifications', in Dossier ADAPT, No 22, November 2009 (<http://www.adapt.it>).

### Project. European credit system for vocational education and training – ECVET

The European credit system for vocational education and training (ECVET) is a tool to promote European mobility in VET and access to lifelong learning for young and adult learners. In 2009, Cedefop will continue to provide technical and scientific support to the Commission's working groups on ECVET towards adoption of the ECVET recommendation and will follow up ECVET implementation at national, regional and sectoral levels.

### Output indicators 2009

Publications	Conferences and meetings	Other key outputs
<ul style="list-style-type: none"> <li>• A brochure is published on the implementation of ECVET at national, regional and sectoral levels in Europe;</li> <li>• Articles are drafted and published in the European newsletter on ECVET (issued by the Commission in the framework of its call on implementing ECVET).</li> </ul>	<ul style="list-style-type: none"> <li>• One workshop on issues related to ECVET implementation (units and credits) is held – second semester 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Cedefop has actively and substantially contributed to the European ECVET users' guide (available by end of 2009);</li> <li>• Cedefop has been active in developing the European ECVET network (to be set up by the Commission in 2009);</li> <li>• Cedefop has supported the Commission in the context of the European ECVET experimentation projects.</li> </ul>
	<ul style="list-style-type: none"> <li>• One workshop on ECVET-ECTS related issues takes place in Spring 2009. The proceedings of the workshop are widely disseminated in the first semester 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• A study is launched on requirements and possibilities for a credit system for lifelong learning in Europe on the basis of the credits systems currently in use in the European education area: the European credit transfer system for higher education</li> </ul>

		(ECTS) and European credit system for vocational education and training (ECVET).
<ul style="list-style-type: none"> <li>• A study on the relationship between credit systems and qualifications framework is finalised (autumn 2009) and published (end 2009/beginning 2010). Scenarios for a credit and qualifications framework at EU level are developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Two workshops are organised on the relationships between credit systems and qualifications frameworks (February and September 2009)</li> </ul>	

## Output 2009

Cedefop was strongly involved, with the European Commission, in the ECVET launching/implementation process at EU level, including by: contributing substantially to drafting the European ECVET users' guide for experimentation (<http://www.cedefop.europa.eu/EN/news/3894.aspx>) and the ECVET brochure ([http://ec.europa.eu/education/lifelong-learning-policy/doc/ecvet/flyer\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/ecvet/flyer_en.pdf)); participating in the first two meetings of European ECVET pilot projects. Cooperation has followed the lines agreed between Cedefop and the European Commission in March 2009.

In the context of the ECVET recommendation, Cedefop provided substantial content input to the ECVET/EQARF policy launching conference under the Czech Presidency (Prague, May 2009). The users' guide was finalised for the technical launching conference on ECVET and EQARF (November 2009), which was coorganised by the European Commission and Cedefop (from agenda setting to coauthorship of conference documentation). The conference gathered around 300 participants representing key VET stakeholders at European and national levels. The ECVET workshops outlines are currently being finalised for publication as they attracted great interest from delegates. The workshop outlines are available on the Cedefop virtual community on credit systems and qualifications framework. For the ECVET November conference, a briefing note *On the move: learning and mobility come closer* ([http://www.cedefop.europa.eu/EN/Files/9018\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/9018_en.pdf)) was published in six languages. It presents the state of play on ECVET in Europe.

By monitoring and supporting ECVET pilot projects, Cedefop also contributed to the European ECVET bulletin: in May 2009 with an article on the outcomes of Cedefop's activities and forthcoming events (recent Cedefop publications, relevant to ECVET, Cedefop EQF testing workshop, <http://www.cedefop.europa.eu/EN/news/4284.aspx>); in July 2009 by providing information on Cedefop forthcoming events (October 2009 qualifications conference, November 2009 LdV workshop, <http://www.cedefop.europa.eu/EN/news/4043.aspx>), and in October 2009 with an article 'Understanding the relationships between sectors and the European qualifications framework' (<http://www.ecvet-projects.eu/Bulletins/ArchivedBulletin.aspx?id=6>).

In 2009, the issue of links between EU tools and permeability and progression was dealt with in two studies. The study on the relationships between credit systems and qualifications frameworks was finalised in December 2009; the draft report is available and the results will be presented at an expert workshop in January 2010. The report demonstrates the complexity of the links between the European tools (ECTS, ECVET, EQF, QF-EHEA) by analysing the functions and nature of each tool, and the genesis and rationales of such tools (and their links, if any) at national level. It also highlights governance, ownership and shared principles/common language as major triggers for

further development. A draft summary was produced for the Cedefop Agora on qualifications for employability and lifelong learning (October 2009); it is available as a working paper in the folder 'Conference material' on <http://www.agora.cedefop.europa.eu/qualifications2009/papers.html>. The second study 'From credit systems to permeability in education and training' was launched in September 2009. It deals with the mechanisms, forms and rationales for permeability and progression with specific focus on credit systems in use in vocational education and training and higher education. Both studies are linked to the brainstorming workshop 'Transition and permeability in education and training' which was held in May 2009 with the European Commission at Cedefop. A short summary was published in the form of an interview on 'opening pathways between higher and vocational education' in the Cedefop newsletter (<http://www.cedefop.europa.eu/etv/news/default.asp?idnews=4577>).

### Articles published (new activity)

- Isabelle Le Mouillour: 'A modern tool for vocational education and training: the European credit system for vocational education and training (ECVET)' in Dossier ADAPT, No 22, November 2009 <http://www.adapt.it/acm-on-line/Home/Pubblicazioni/DossierAdapt/documento4238.html> application/pdf (.pdf) Downloadable document (EN).
- Isabelle Le Mouillour, Mika Launikari, Rena Psifidou, Angela Musca: 'European policy initiatives supporting individual learning pathways' ([http://ktl.jyu.fi/img/portal/15150/Cedefop\\_Final\\_joint\\_paper\\_IAEVG.doc?cs=1244119525](http://ktl.jyu.fi/img/portal/15150/Cedefop_Final_joint_paper_IAEVG.doc?cs=1244119525)), a paper for the annual conference of the International Association for Educational and Vocational Guidance (IAEVG).

### Project. Quality assurance in VET

In 2009, Cedefop will continue to support the EU cooperation on quality assurance in VET towards the adoption and implementation of the recommendation on the EU quality assurance reference framework for VET (EQARF).

### Output indicators 2009

Publications	Conferences and meetings	Other key outputs
<p>The study 'Quality approaches in European SMEs in the food processing, retail and tourism sectors' is published during the second semester 2009. Outcomes are widely disseminated to key stakeholders at EU, national and sectoral levels.</p> <p>The pilot study on selected European approaches to quality assurance and accreditation is published during the first semester 2009. Outcomes will serve as an input to a conference in 2010 and to the wider comparative</p>		<p>Close cooperation with and content support to the ENQA-VET network, including by actively contributing to its 2009 conference, thematic groups and peer learning activities and disseminating its results through the virtual community.</p> <p>A comparative analysis on accreditation approaches of VET providers and programmes in the Member States is finalised. The outcomes of the analysis are the main content input for a major conference organised by</p>

study on accreditation of VET providers.		Cedefop (in cooperation with DG EAC) in Spring 2010. A study on quality assurance in the social care sector and the role of VET is finalised and its outcomes widely disseminated.
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## Output 2009

Cedefop contributed to the ENQA-VET network and its general assemblies and board meetings. Outcomes of two comparative studies on 'assuring the quality in VET through the accreditation of VET providers' and 'quality approaches for assuring the quality of training and service provision' are being finalised. The validation meeting of the outcomes of the second study took place in Brussels (14 December 2009) with DG EAC, DG Employment, Eurofound and European federations active in the field.

The study *Quality in VET in European SMEs - A review of the food processing, retail and tourism sectors in Germany, Ireland and Greece* was published in July (<http://www.cedefop.europa.eu/EN/publications/5057.aspx>).

A study on quality approaches in SMEs in Bulgaria, Romania, Slovakia and the Czech Republic is under preparation; its outcomes were presented to DG Employment in Spring 2009.

The outcomes of Cedefop's work were widely disseminated and presented at several national and EU events, including a peer learning visit on the role of social partners in quality in VET (Berlin, 27 to 30 October 2009).

A subgroup on quality in VET in the social care sector was set up and first contacts were made during the workshop in Brussels, 5 and 6 November 2009.

Cedefop provided substantial content input to the ECVET/EQARF launching conference under the Czech Presidency (Prague, May 2009).

Cedefop jointly organised the conference with DG EAC, 'Moving from principles to implementation' which marked the technical launch of the EQARF/ECVET recommendations (Brussels, 17 and 18 November 2009).

## Project. **Guidance throughout life**

In 2009, Cedefop will continue supporting the development of lifelong guidance in the Member States by monitoring guidance policies, systems, practices and progress in implementing the Council resolution on strengthening policies, systems and practices in guidance throughout life in Europe (2004). In cooperation with the European Commission and the European lifelong guidance policy network (ELGPN), Cedefop will contribute to creating a suitable institutional environment and adequate systemic devices for converging strategies towards building holistic lifelong guidance systems at national and regional levels across sectors with high equity, efficiency and quality.

## Output indicators 2009

<p><b>Publications</b></p> <p>Cedefop study on qualifications routes and competences needed by career guidance counsellors is published during the first semester of 2009 and widely disseminated to all EU and EEA countries.</p>	<p><b>Conferences and meetings</b></p> <p>A peer learning event on the results of Cedefop study on guidance and youth education-to-work transitions is held during the latter half of 2009. Concrete proposals and recommendations for future development arise from the discussions.</p>	<p><b>Other key outputs</b></p> <p>An in-house review is carried out to analyse the most recent policy and strategy developments of lifelong guidance in the Member States. The review identifies successful initiatives and provides implications and/or recommendations for future work in the area at European level.</p> <p>Successful cooperation with the European lifelong guidance policy network (ELGPN) by participating in its steering group and network meetings and activities as well as by promoting Cedefop's guidance-related initiatives in this setting.</p> <p>Cedefop's scientific guidance work is disseminated and presented at EU and international events. Conference papers linking policy, research and practice in lifelong guidance are prepared.</p>
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## Output 2009

Cedefop study on *Professionalising career guidance – Practitioner competences and qualification routes in Europe* was published in May 2009 (EN). French and German versions are being prepared. Printed copies of the study were distributed to participants (360) at the annual conference of the International Association for Educational and Vocational Guidance (IAEVG) held in Jyväskylä, Finland, from 3 to 5 June 2009. For the same conference, Cedefop submitted a scientific paper on *European policy initiatives supporting individual learning pathways* ([http://ktl.jyu.fi/img/portal/15150/CEDEFOP\\_Final\\_joint\\_paper\\_IAEVG.doc?cs=1244119525](http://ktl.jyu.fi/img/portal/15150/CEDEFOP_Final_joint_paper_IAEVG.doc?cs=1244119525)) that was presented and debated at the conference in a thematic session led by Cedefop (about 60 participants).

In July, Cedefop, the European lifelong guidance policy network (ELGPN) and the European Commission (DG EAC) reached consensus on the cooperation arrangement for carrying out the guidance policy review in 2009-10, the interim results of which will be presented at the Spanish Presidency conference in Zaragoza in May 2010. This Cedefop-led guidance policy review on the progress made by Member States in lifelong guidance since 2007 will be based on data from Refernet, DGVTs and social partners as well as professional literature. The ELGPN will contribute to the review with results from its four thematic work packages (career management skills; access to guidance; quality of guidance; guidance policy coordination and cooperation).

Cedefop contributed to ELGPN steering group meetings and the ELGPN plenary meeting. In October, Cedefop run a three-day training programme on multicultural guidance and counselling in Cyprus for 16 representatives of the Euroguidance network.

Cedefop peer learning event on *Guiding at risk youth through learning to work*, Thessaloniki on 26 and 27 November, was attended by 35 experts (including national authorities, policy-makers, researchers, guidance practitioners). The event was largely based on results of the final draft of the forthcoming Cedefop study which identifies and examines well-established and experimental guidance measures/initiatives to support school completion and education-to-work transitions of young people at the risk of dropping out of mainstream education and training. The study covers the European Union and European economic area countries. The printed and online report will be released in spring 2010 for the Spanish Presidency conference in May 2010.

The study on career guidance in restructuring enterprises has reached its final stage. Case studies/good practices on the role of guidance in restructuring enterprises were delivered to Cedefop from August to October. The final draft report is due at the beginning of 2010.

## Project. [Europass](#)

Europass is a portfolio of five instruments to help citizens to make their skills and qualifications clearly and easily understood in Europe and to move abroad. In 2009, Cedefop will continue to support the Commission in the implementation of Europass in the light of the recommendations made to the Council and the European Parliament subsequent to the external evaluation finalised in 2008. Cedefop will continue to develop and maintain the Europass web resources (Europass website, Europass mobility management tool), support national Europass centres in implementation of the Europass instruments and ensure complementarity of the initiative with related tools and programmes (ECVET, EQF).

### Output indicators 2009

Publications	Conferences and meetings	<p><b>Other key outputs</b></p> <p>Active contribution to Europass meetings and working groups (NECs, DG EAC, DG Employment, DG Enterprise).</p> <p>The Europass web resources (Europass website and Europass mobility tool) are successfully managed and statistics show an increase in the use of the Europass portal. National Europass centres receive support.</p> <p>In close cooperation with DG EAC, the recommendations resulting from the Europass external evaluation are implemented, mainly: (a) improved complementarity of Europass</p>
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	<p>with EQF and ECVET; a pilot project is launched (also involving some Member States) to test implementation of EQF levels and/or ECVET in one or more Europass instruments (such as the certificate supplement); (b) improvement of the Europass CV - consulting relevant stakeholders such as employers and recruitment agencies - to help people better identifying and describing their learning outcomes (for example ICT skills) by developing appropriate tutorials, guidelines and examples. In close cooperation with DG EAC, the impact of Europass (such as use of the CV as a standard tool for job search) is assessed by consulting relevant stakeholders (HR managers, employment services, guidance services).</p>
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## Output 2009

Cedefop continued to support the European Commission (DG EAC) in implementing Europass by:

- (a) efficiently managing Europass web resources, as reflected by statistics that show a significant increase in use of the portal (over seven million visits and 2 688 000 CVs completed online in 2009); ensuring optimal maintenance of Europass web resources;
- (b) launching a pilot project on use of EQF and ECVET in the Europass certificate supplement and Europass mobility;
- (c) supporting the Commission in preparing and monitoring the study launched by DG EAC for further development of Europass;
- (d) participating in the annual meeting of the national Europass centres (May) and in other technical meetings (Council of Europe; December).

SPECIFIC OBJECTIVE (MEDIUM-TERM PRIORITY)

**INFORMING EUROPEAN VOCATIONAL EDUCATION AND TRAINING POLICIES****ABB activity: Study visits programme for education and vocational training specialists**

The study visits programme for education and vocational training specialists is part of the lifelong learning programme (LLP) 2007-13 under the transversal programme 'Support policy developments and cooperation at EU level in LLL'. The study visits are carried out by national agencies. Since 2008, at the European Commission's invitation, Cedefop coordinates the programme and performs the following tasks: preparation of catalogue, coordinating calls for candidates and constituting groups; monitoring the visits, supporting quality; assessment and evaluation of implementation and results; dissemination and valorisation of results. Cedefop also provides specific support to social partners in raising their awareness and involving them more actively in the programme.

**Activity impact indicators 2009**

By end 2009:

- Cedefop's work on study visits themes has led to improved coherence with European policy priorities for education and training, widened the scope of themes of interest to the social partners and has increased the basis to support policy development;
- Cedefop's work on study visits' quality support has strengthened mutual learning and increased the basis for European cooperation on themes of common interest in education and vocational training
- Targeted promotion, dissemination and valorisation activities of study visits results (Cedefop's web portal, major conferences, synthesis seminars, etc.) have strengthened the study visits programme mission of exchange of good practices in lifelong learning across the EU and increased the visibility of the programme and of its added value to all target groups, including the social partners.
- Cedefop's work on the assessment and evaluation of study visits' outcomes has established a basis for tracking study visits' longitudinal impact.
- In coordination with the Commission, Cedefop will continue efforts to align more closely the study visits programme with the Lisbon strategy and the Copenhagen process.

**Output indicators 2009**

<p><b>Publications</b> The study visits catalogue for the academic year 2009-10 is published electronically (February) and in hard copy (March 2009). Outcomes of study visits in the fields of general education and LLL are analysed and overview(s) published (second semester 2009). Promotional material for the social partners to increase</p>	<p><b>Conferences and meetings</b> The annual meeting of the national agencies is held (March 2009). It takes stock of achievements and plans the way ahead. Seminars on general education and lifelong learning are held. A knowledge sharing seminar for organisers of the visits 2009-10 is held (second semester 2009).</p>	<p><b>Other key outputs</b> 260 study visits for the academic year 2008-09 are implemented and monitored from September 2008 to June 2009. A call for applications for the study visits 2009-10 is launched; more than 5000 applications received by April 2009. The groups for the study visits 2009-10 are set up.</p>
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<p>their participation in the study visits programme developed and published.</p>	<p>A seminar on a topic of the interest of social partners is organised.</p>	<p>The programme's assessment tools (added value individual questionnaire) are finalised.</p> <p>The assessment of the implementation of the study visits 2008-09 is finalised by November 2009.</p> <p>The call for proposals for the study visits catalogue 2010-11 is launched in September 2009.</p> <p>Interactive management facilities for the NAs, organisers and participants for efficient coordination of the programme are provided.</p> <p>A stable presence of VET in the programme is promoted (themes, VET type of visits, participants).</p> <p>A proportionate participation of the social partners in the programme is promoted.</p> <p>Themes of interest to the social partners, including focusing on specific sectors, are included in the catalogue.</p> <p>Awareness of the national agencies for the social partners' needs is raised.</p>
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## Output 2009

The academic year 2008-09 covered 246 study visits addressing 2570 education and vocational training specialists. The monitoring of 246 groups from September 2008 to June 2009 pointed to: (i) a stable presence of VET in the programme (41 visits in the field of VET, 128 on general education, 77 of a mixed LLL character); (ii) a proportionate participation of social partners (4.5%) and (iii) a focus on specific economic sectors (16 study visits on training in manufacturing, accommodation and food service). The largest groups represented in 2008/09 were head teachers and teacher trainers (25 %), directors of educational and training institutions, guidance and validation centres (18 %) and representatives of local, regional and national authorities (10 %). The high number of good practice examples as well as the planned involvement in other EU projects/initiatives/networks as a direct result of participation in study visits, confirmed that Cedefop's work on quality support has strengthened mutual learning and the programme's mission of exchange of good practices in LLL across the EU. The programme participants expressed high levels of satisfaction with the quality of discussions and networking opportunities (more than 90 % of participants are either very satisfied or satisfied with their study visit experience, according to group reports 2008/09).

Study visits for the academic year 2009-10 prepared: (i) the catalogue published electronically (January) and in hard copy (February); (ii) the call for applications successfully run and completed (4573 applications received by the deadline of April 2009; 2610 participants approved by the national agencies; increase in applications from social partners; applications from the former Yugoslav Republic of Macedonia and Croatia possible for the first time); (iii) 237 groups set up with 43 planned visits focused on VET. Work on updating the themes of study visits was completed: themes are organised around eight categories fully coherent with the EU policy agenda (including 'Europe 2020'). Starting from its consolidation in 2008, the programme has made significant progress towards becoming a genuinely transversal action with a lifelong learning perspective, bringing together all levels of education and training, in both thematic coverage and participation. Compared to the first year of the consolidated programme, there has been a 7 % increase in the number of visits that take a comprehensive lifelong learning approach to the themes under discussion.

Ensuring the quality of the study visits programme and targeted promotion and dissemination activities of study visits results continued to be a specific focus in 2009. Work on assessment tools is progressing well; a number of support tools were prepared and widely disseminated: (i) findings from study visits 2005-07 – *Go, see, understand...tell others* – was published electronically in June in English, French and German; (ii) *A participant's companion* (guidelines for study visits participants on how to prepare better and make the most of study visits) was published in July in English, French, German and Spanish; (iii) a *Handbook for study visits organisers* was published in English, French, German and Spanish (June). A quality manual and quality standards for all actors involved, national agencies, organisers and participants were prepared. Nearly all group reports of 2008/09 were published on the study visits website.

Background information on the themes of study visits, linking them to the current EU policy agenda was prepared. This information provides an overview of the theme's key issues and main developments at EU level and sources for further reading. All information is available at the study visits website: <http://studyvisits.cedefop.europa.eu>.

On 14 and 15 September a knowledge-sharing seminar was organised to inform organisers of study visits of recent policy developments in Europe and provide them with guidance on how to organise a good quality study visit. The focus of the seminar was on two themes largely represented in study visits in the academic year 2009/10: (a) innovation and creativity in education and training; (b) education and training for employability.

The proceedings and outcomes of the seminar are available online at the study visits website.

Synthesis reports (summarising group reports) and a synthesis seminar were prepared to disseminate the outcomes of study visits 2008/09.

Cedefop continued to pay special attention to stimulating participation of the social partners in the programme. A seminar, 'The role of social partners in implementing European tools for vocational education and training and lifelong learning' was held on 26 and 27 February 2009 in Cedefop: 17 representatives of employees' organisations, 17 representatives of employers' organisations, 17 representatives of national agencies, a representative of the European Commission and three experts participated in the seminar. A bookmark/flyer for the social partners was finalised in June and distributed to social partners and national agencies in 21 languages. All national agencies were informed of the outcomes of the social partners' seminar and received the bookmark for social partners. The proceedings and outcomes of the seminar are available online at the study visits website.

The annual meeting 2009 was held on 23 and 24 March 2009 in Thessaloniki. It took stock of achievements in 2008-09 and identified areas for further development and improvement.

Cedefop paid attention to bring study visits closer to policy development by organising and better targeting study visits to policy-makers and decision-makers at national, regional and local levels. For example, in 2009/10, two visits, 'Regional cooperation of IVET and CVET and the labour market' and 'New trends in training and developing civil servants', were piloted during the second

half of 2009 at the European Commission's initiative. The outcomes of these pilot visits are available online.

The study visits website was modified and made available in February 2009 to align it with Cedefop's corporate identity and provide more systematised information.

SPECIFIC OBJECTIVE (MEDIUM-TERM PRIORITY)

## **INTERPRETING EUROPEAN TRENDS IN AND CHALLENGES FOR SKILLS, COMPETENCES AND LEARNING**

### **ABB Activity: Education and training 2010**

**Education and training 2010 provides a European framework for policy cooperation between Member States and the Commission in education and training.**

To achieve its specific objective 'Interpreting European trends in and challenges for skills, competences and learning', Cedefop will analyse the changing roles and functions of qualifications in Europe. Particular emphasis will be given to the shift to learning outcomes as an underlying principle in VET and lifelong learning policies and how best to apply it to different purposes, including to teaching and training practices and the effects on improving adult learning. Cedefop will work closely with the ETF and the ILO, especially on global developments on qualifications.

### **Activity impact indicators 2009**

By end 2009:

- Cedefop's activities have increased the understanding of the role of qualifications in promoting and preventing learning, in particular the extent to which qualifications systems and frameworks help lifelong learning in general and adult learning in particular;
- Cedefop's activities have increased the understanding of learning outcomes as a principle for increasing the transparency of qualifications and as a way to better respond to the needs of the users of education and training, in particular individual learners, employers and sectors;
- Cedefop's activities have led to a better understanding of the requirements of teachers and trainers, taking into account the new conditions created by lifelong learning.

Project. **Qualifications and learning outcomes**

In 2009, Cedefop will continue to coordinate, jointly with the Commission, the cluster on recognition of learning outcomes. Through comparative studies and analyses, the Centre will support the efforts of the Commission, Member States and sectors to pursue a learning outcomes approach in education and training policies and practices.

### **Output indicators 2009**

<b>Publications</b>	<b>Conferences and meetings</b>	<b>Other key outputs</b>
The comparative study on the definition and renewal of occupational and education-training standards and the	A major conference is organised in May 2009 to present the findings of Cedefop's studies on the	The cluster on recognition of learning outcomes is successfully coordinated. A platform is provided for system-

way these standards influence qualifications is finalised and published during the second semester 2009. The study's outcomes include suggestions for improving links between the labour market and qualifications systems through the use of standards. The outcomes are widely disseminated to key stakeholders at national and EU levels.

changing roles of qualifications in Europe to key policy-makers and stakeholders. The conference contributes to the long-term development of a comprehensive strategy on lifelong learning at national and European levels.

atic exchange of experiences and peer learning between Member States and social partners on challenges related to national qualifications frameworks, learning outcomes and validation of non-formal and informal learning.

The comparative study on 'the changing role of qualifications in Europe' is finalised. It provides a scientifically sound basis for further developments of qualifications systems and frameworks, in particular by addressing the interrelation between qualifications, lifelong learning and globalisation.

The comparative studies on:

- the relationship between learning outcomes and VET curricula;
- the relationship between the EQF and sectoral qualifications

are finalised and their outcomes widely disseminated to the EQF advisory group, EU social partners and sectoral associations.

In cooperation with the Commission and Member States, the 2009 update of the Inventory on validation is prepared. Implementation of the European long-term e-skills agenda is successfully supported by contributing to the Commissions awareness activity 2009 (e-skills week/day/night) and through active participation in the ICT Cluster and the EC steering group of CEN/ISSS workshop.

## Output 2009

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The comparative study on occupational and education/training standards was finalised and published online (July) (<http://www.cedefop.europa.eu/EN/publications/5053.aspx>) and in hard copy (November). It illustrates the important role played by standards in European VET systems and the diversity of approaches applied in Europe – no single model seems to be developing. Learning outcomes approaches, however, are increasingly used in both education and occupational standards.

The interim report is available for the comparative study on 'the changing role of qualifications in Europe'. The study's initial results have been fed into discussions of the EQF advisory group.

Studies on 'the relationship between the EQF and sectoral qualifications' and 'the relationship between learning outcomes and VET curricula' were finalised in December. The first study led to the identification of several major trends concerning the need for sectoral frameworks, the strategies used for referencing sectoral qualifications to the EQF and the approaches for using learning outcomes. The study's outcomes fed discussions of the EQF advisory group – sectoral subgroup. The second study showed that in the nine countries under examination curricula have been re-designed based on learning outcome approaches. The role of outcome-oriented curricula to learner-centeredness is analysed and the report provides useful evidence for policy-makers, researchers and practitioners. The study's findings fed discussions of the cluster on recognition of learning outcomes and the cluster on key competences and curriculum reforms (cooperation with the latter cluster was initiated early 2009 – new activity).

The Agora conference 'Qualifications for lifelong learning and employability' took place in Thessaloniki on 5 and 6 October bringing together about 150 participants including representatives from governments, social partners, academia and other stakeholders from all over Europe who discussed the overall implications of the changes in the role and functions of qualifications to support policy development and cooperation in education and training at national and European levels.

Cedefop continued to coordinate, jointly with the Commission, the cluster on recognition of learning outcomes. The cluster met twice (Brussels, 7 and 8 May and Brussels, 3 December 2009). Four PLA events were organised on: (i) the costs and benefits of validation of non-formal and informal learning (Reykjavik, 12 and 13 February 2009), (ii) use of learning outcomes as a bridge between VET and HE (Berlin, 15 and 16 June 2009), (iii) involvement of stakeholders in the design, development, implementation and monitoring of the national qualifications framework (Malta 22 and 23 October 2009) and (iv) use of learning outcomes in defining and describing qualifications (Brussels, 4 December). Substantial content input was provided for these events (including conceptual/background documents).

As a contribution to implementation of the EU long-term e-skills agenda, Cedefop participated in meetings of the ICT cluster (Brussels, 24 and 25 June) and the CEN/ISSS workshop on ICT skills (Paris, 27 and 28 April).

*European guidelines for validating non-formal and informal learning* were finalised and published online in July – <http://www.cedefop.europa.eu/EN/publications/5059.aspx> – (joint publication with DG EAC) and in hard copy in November. The guidelines reflect the constructive cooperation between the European Commission and Cedefop in coordinating the work of the cluster and peer learning activities.

The outcomes of Cedefop's activities on qualifications, learning outcomes and validation were important input to the Czech Presidency conference on partnerships (April 2009) as well as the Swedish Presidency conference 'The role of VET in meeting challenges of today and tomorrow' (November 2009). For this conference, a background paper was prepared for the Cedefop-led workshop 'How guidance and validation can stimulate access to and progression in VET'.

An international workshop on 'curriculum innovation and reform: policies and practices' was organised in Thessaloniki, on 9 and 10 November to discuss the draft findings of the study (<http://www.cedefop.europa.eu/EN/news/15108.aspx>). Thirty representatives from 20 countries as

well as the European Commission, World Bank, OECD-CERI (Centre for Educational Research and Innovation) and Unesco-IBE (International Bureau of Education) drew up recommendations for policy-makers, practitioners and researchers. The qualitative assessment and feedback from participants was excellent.

Cedefop drafted (December 2009), in close cooperation with DG Education and Culture and DG Employment, an outline for cooperation on a 'common language for education and work', linked to development of a European standard classification for skills and competences (ESCO).

### Articles published

- Jens Bjørnåvold: 'Validation of non-formal and informal learning in Europe; Key developments and challenges', in *The quality of higher education*, No 6, 2009, Vitaus Magnus University, Vilnius.
- Loukas Zahilas, 'European policies for qualifications development', in *Development of skills, competences and pedagogical methods for teachers and professional in VET*, seminar proceedings, the Hellenic LLP national agency (Athens, Greece).
- Rena Psifidou, 'Innovation in school curriculum: the shift to learning outcomes', in *Procedia social and behavioural sciences 1* (2009), p. 2436–2440.
- Rena Psifidou, 'What learning outcome based curricula imply for teachers and trainers?', in *Bulgarian comparative education society*, Vol. 7 p. 183-188.

### Project. [Changing roles and competences of VET teachers and trainers](#)

In 2009, through research and networking with key stakeholders, Cedefop will continue monitoring trends and developments related to VET teachers and trainers. Research and reflection will focus on the changing roles and competences of VET teachers and trainers, as well as on the skill needs of VET practitioners linked to new paradigms of learning and VET reforms. In this context, Cedefop's training of trainers network – TTnet – will continue acting as a Europe-wide platform of expertise on key priority issues for the professional development of VET teachers and trainers.

### Output indicators 2009

Publications	Conferences and meetings	Other key outputs
<p>Publication of a set of competence frameworks for VET teachers and trainers (February 2009). The competence frameworks support teachers and trainers in their professional development and pave the way to new training opportunities.</p> <p>Online publication of a compilation of good practices and policies across the EU related to the professional development, qualifications and accreditation of in-company trainers (May 2009). This</p>	<p>A conference on Changing roles and competences of VET teachers and trainers is organised by Cedefop jointly with DG EAC (end February 2009).</p> <p>A TTnet workshop on the professional development of VET teachers and trainers is organised (December 2009).</p>	<p>A study is carried out on current mismatches in the vocational competences of VET teachers and trainers and on continuing training opportunities to upgrade their vocational skills and knowledge, and cope with technological changes and innovation at the workplace. The outcomes will be broadly disseminated to key stakeholders, such as the European Commission's focus group on VET teachers and trainers and the focus group on quality improvement</p>

<p>showcase of practices will be regularly reviewed and updated.</p> <p>Publication of a study on new roles and competences of VET teachers and trainers (November 2009). The study identifies and assesses the changing roles and competences of VET teachers and trainers within new paradigms of learning and training. Special attention is given to the competences that VET teachers and trainers need within new learning paradigms, in particular, for implementing pedagogical approaches based on learning outcomes.</p>		<p>in the adult learning sector of the Commission's working group on adult learning. Cedefop supports actively the work of the European Commission's focus group on VET teachers and trainers, including by sharing the findings of its studies.</p> <p>Cedefop fosters the debate on issues related to changing roles and competences of VET teachers and trainers, skill needs and professional development opportunities, through research and analysis, and the work of its training the trainers network (TTnet).</p>
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## Output 2009

Based on the results of Cedefop's study *Defining VET professions* carried out with the TTnet network, a *Competence framework for VET professions – Handbook for practitioners* was finalised and published with the National Finnish Board of Education (<http://www.cedefop.europa.eu/EN/publications/5035.aspx>). The handbook is an attempt to capture the fast-evolving and complex activities and competences required of VET teachers, trainers, school principals and training managers.

The analysis on professional development opportunities for in-company trainers was completed in September. The compilation of practices explore accreditation systems for in-company trainers, validation of on-the job learning, occupational standards, networks and communities of practice, as well as training opportunities, in a range of EU countries (Austria, Belgium, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Ireland, Italy, Malta, Norway, Romania and UK). The case studies provide the foundation for future peer learning activities and for analysis of accreditation systems for in-company trainers planned for 2010.

The interim report of the study on new roles and emerging competences of VET teachers and trainers is available and the final report will be delivered by the end of January 2010. The most important findings will be presented during the 12th TTnet annual conference, February 2010.

The conference on 'teachers and trainers at the heart of innovation and VET reforms' (Thessaloniki, 23 and 24 February 2009) jointly organised by the European Commission and Cedefop brought together 120 participants from 31 countries, representing policy-makers, social partners, practitioners, researchers and European and international organisations. It showcased promising practices and policies linked to the recruitment, training and professional development of VET teachers, school principals and trainers in enterprises. The conference conclusions are available at Cedefop's website (<http://www.cedefop.europa.eu/EN/events/6713.aspx>).

A workshop on mentoring was organised with the support of TTnet Cyprus, from 20 to 22 October in Nicosia, where the outline of a handbook on mentoring from the practitioners' point of view was discussed.



All above activities were carried out in cooperation with the European Commission and contributed to the work of its focus group on VET teachers and trainers and cluster on teachers and trainers.

### Project. **Adult learning**

In 2009, Cedefop will support the implementation and follow-up of the Commission's communication 'It is never too late to learn' and the action plan on adult learning through research and thematic reviews. The Centre will monitor and assess adult learning trends and policy developments in key areas such as broadening access and participation of adults in education and training, strengthening the quality of provision and upgrading the qualifications of the adult population, in particular, groups at risk. This work will provide the evidence base for the development of adult learning policies in the overall framework of lifelong learning strategies.

### **Output indicators 2009**

<p><b>Publications</b> Building upon the outcomes of Cedefop's past and ongoing activities, an analysis of adult learning trends and policy developments is carried out. Outcomes are published and widely disseminated during the second semester 2009. Issues to be addressed include: in-company training and flexicurity policies; incentives for participation and costs of continuing training; professional development of adult learning staff; validation of non-formal learning, and support services to adult learners such as guidance provision. The review will also consider the effects of reforms (EQF, NQFs, quality assurance, learning outcomes) on adult learning in the Member States.</p>	<p><b>Conferences and meetings</b></p>	<p><b>Other key outputs</b> Cedefop participates in and supports successfully the work of the European Commission's working group on adult learning and its focus groups.</p>
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## Output 2009

The review of past and recent Cedefop publications related to adult learning was completed in summer and an outline prepared. Drafting the report is progressing and will be completed in 2010 with statistical data from the continuing vocational training surveys. The report focuses on work-based learning and continuing training; it will include key messages for policy-makers, social partners and other key stakeholders (public employment services, training providers) as well as strategies to address the present economic downturn. In December, Cedefop launched an analysis of good practices, policies and strategies dealing with workplace learning and skill upgrading at work.

Cedefop participated in the European Commission's working group on implementation of the adult learning action plan, as well as in two focus groups on 'analysing ongoing reforms in education and training and their impact on adult learning' and 'improving the quality of adult learning provision through the training of adult educators'.

### SPECIFIC OBJECTIVE

## RAISING THE PROFILE OF VET

### Activity: External communication

Communicates Cedefop's key messages concerning VET and promote the positive image of Cedefop to key stakeholders and all media (including local and European newspapers, radio and TV broadcasters, freelance journalists and press agencies) through regular information in hard-copy and electronic format, as well as through conferences and other events. Raises public awareness by liaising with local institutions and organising visits and conferences.

### Activity impact indicators

- Cedefop contributes to greater recognition of the importance of VET and its contribution to other policy areas
- Cedefop is recognised as a reliable source of useful, clear information on vocational education and training for its various target audiences and major stakeholders (EC, EP)

### Project. Communicating with stakeholders and public relations

Communicates Cedefop's key messages concerning VET to key stakeholders and promotes the positive image of Cedefop and raises public awareness in the host country. Includes conference service.

### Output indicators 2009

Publications	Conferences and meetings	Key outputs
<ul style="list-style-type: none"> <li>• draft annual work programme 2010, by December 2009;</li> <li>• identify and communicate key messages through nine briefing notes during the year</li> </ul>	<ul style="list-style-type: none"> <li>• first trimester of 2009, meeting with the press officers and webmasters of the ReferNet partner organisations (public relations and web content)</li> </ul>	<ul style="list-style-type: none"> <li>• presentations to and contacts with key stakeholders including policy-makers at European and Member State levels and social partners</li> </ul>

	<p>management joint activity)</p> <ul style="list-style-type: none"> <li>• attend the annual meeting of the agencies communications network in first quarter of 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• handle correspondence and external enquiries</li> <li>• promote Cedefop's press coverage in cooperation with ReferNet</li> <li>• receive local and international visitors and give presentations</li> <li>• provide administrative and logistic support to the organisation of meetings and conferences.</li> </ul>
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## Outputs 2009

<p>PR flyer published and widely distributed in GR and EN at all PR events; subsequently translated into other languages and distributed in cooperation with ReferNet at Swedish Presidency events (cf).</p> <p>The draft work programme 2010 was completed in December 2009 and was approved by the Governing Board by written procedure in January 2010.</p> <p>Eight briefing notes were prepared in 2009 and seven were published on the web (the eighth will be the first note for 2010). Of the nine foreseen, one was cancelled (on migration) and one was postponed to 2010 (results of the continuing vocational training survey).</p>	<ul style="list-style-type: none"> <li>• Participation and contribution to the annual meeting of the Agencies' head of communication and information network on 31 January and 1. February 2008 in Bilbao, Spain. Fruitful discussion of communication issues, professional experiences and exchange of best practice.</li> </ul> <p><b>Public relations events:</b></p> <ul style="list-style-type: none"> <li>• 15 visits/presentations for a total of 478 visitors (from Finland, Sweden, Serbia, Switzerland, Greece, Austria, Taiwan and Cyprus).</li> <li>• Open day on the occasion of 9 May which was attended by 254 students of the two local universities and some local high schools.</li> <li>• Meeting with education and social attachés from the Permanent Representations in Brussels (18 June).</li> <li>• Reception in honour of Greek MEPs in September (46 MEPs and local</li> </ul>	<p>Presentations were made to key stakeholders throughout the year. These included the Economic and Social Committee (EESC) (in January) to provide evidence for its opinion on education and business partnerships which was a priority theme for the Czech Presidency; the European Trade Union Congress (January) on skill needs; the Committee of the Regions (February) on Cedefop's skill forecasts and the development of European tools; networks of senior policy-makers in the regions Earlall (February) and Freref (September) on integrating European VET policy priorities into regions' lifelong learning policies. Systematic exchanges of information were also agreed between Cedefop and the European Parliament and the EESC.</p> <p>The PR service includes the conference service which handled a total of 107 conferences, seminars, workshops and meetings with a total of 2816 visitors, including two</p>
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	<p>opinion leaders attended).</p> <ul style="list-style-type: none"> <li>• 30 September Cedefop presentation during the plenary session of the EESC related to employment, VET and the crisis.</li> <li>• Information seminar for local guidance professionals, attended by 106 people.</li> <li>• Cedefop participated with a stand in three PR events of the European Commission in Athens, Thessaloniki and Komotini (with an estimated total of nearly 30 000 visitors).</li> <li>• A presentation of Cedefop was made to a seminar of the National Guidance Centre (EKEP) in November.</li> <li>• Bilateral meetings in November with key MEPs: Vice-President and members of the following Committees: EMPL, Budget Control, Budget.</li> </ul> <p>The ReferNet meeting foreseen in the WP did not take place as other priorities arose and responsibilities within area CID shifted.</p>	<p>large agoras, one of them with VIPs. The PR service is responsible for the external conference provider. In cooperation with the PMS group an event evaluation form was developed. It was used to evaluate the open day in May, the Agora conference in June and all conferences and major meetings from September to December. These evaluations have fed into the present annual report.</p> <p>Continuous lobbying activities, both in Greece and in Brussels to strengthen Cedefop's visibility (such as contacts with the European Parliament magazine and the Greek-Italian Chamber of Commerce which led to placement of articles on Cedefop).</p> <p>Since September, regular PR presence in Brussels to reinforce Cedefop's visibility at institutional level. Meeting of liaison officers of the EU agencies.</p>
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## Project. **Web content management**

Web content management provides Cedefop stakeholders with easy access to well-structured and up-to-date information on VET and Cedefop and a platform for them to communicate and disseminate information on VET developments.

### Output indicators 2009

<p><b>Publications</b> Promotional multilingual brochure on the web portal, produced by the end of 2009</p>	<p><b>Conferences and meetings</b></p> <ul style="list-style-type: none"> <li>• first trimester of 2009, meeting with the press officers and webmasters of the ReferNet partner organisations (public relations and web content management joint activity).</li> </ul>	<p><b>Key outputs</b></p> <ul style="list-style-type: none"> <li>• align Cedefop's web services with its communication strategy reorganising existing and implementing new information structures for content by December 2009</li> <li>• establish the web portal as a unique entry point to access all of Cedefop's web services</li> <li>• improve the ranking and positioning of Cedefop on search engines through a search engine optimisation (SEO) strategy by June 2009</li> <li>• carry out regular content inventories.</li> </ul>
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### Output 2009

#### Cedefop web façade

Since beginning 2009, Cedefop's web presence offers a single access point to the Centre's information. All references to the European training village (ETV) were gradually and seamlessly replaced and/or redirected to the Cedefop web façade. Consequently, the Cedefop electronic newsletter was redesigned and the new version launched in May 2009. It is interesting to note that the number of page views largely increased compared to previous years (39 % for 2008-09 compared with 15 % for 2006-08) and that time series for visits and visitors improve steadily over the years (web trends).

In the first semester of 2009, three conference websites were set up under web management supervision:

- teachers and trainers at the heart of innovation and VET, 23 and 24 February 2009;
- continuity, consolidation and change: towards a European era of vocational education and training, 16 and 17 March 2009;
- matching skills and jobs: anticipating needs in challenging times, 11 and 12 June 2009.

Live and recorded video streaming was provided for the Agora conference on 11 and 12 June 2009. VET experts were able to attend the conference remotely.

The virtual communities activity report covering the period 2004 to 2008 was finalised in June 2009. At their animators' request, three VCs were closed: TTnet; lifelong guidance and European e-skills forum.

### Web portal

The web portal beta version's interfaces, both public and CMS, were tested and comments were sent to the ICT department. On 15 December 2010, the web portal was launched, providing a unique entry point to access all Cedefop's web services. The general workflow model drafted for the web portal will be implemented beginning 2010.

### New information structure for content

Content of the merged websites was revised by content owners and authorised by the heads of areas. It was sent to English editing beginning of December 2009. The content was migrated to the web portal during the second semester 2009 in line with the new thematic structure for content.

'Writing for the web' guidelines were prepared. They consist of recommendations for content contributors and editors writing for the Cedefop web portal and will serve as a basis for the writing for the web seminars to be organised in February 2010. The new thematic structure of content and the guidelines are a prerequisite to establishing a coherent search engine optimisation strategy.

Various content lists were automated as planned on both the web portal and Intranet, namely Refernet members; 'who is who' and the Governing Board.

### Policy and reporting

In line with the communication strategy, web-management policy was finalised and authorised in October 2009.

New web indicators were defined in accordance with the performance measurement system (PMS). In-house web statistics software (web trends) was configured according to PMS requirements.

### Refernet national websites and RSS feeds

In January 2009, a pilot group was set up for developing the news exchange page. The web manager made a presentation on the RSS feeds during the ReferNet regional meeting (Bucharest, 9 April 2009). The RSS feeds requirements document was finalised beginning of June 2009. New logos and web design guidelines for ReferNet national websites were delivered beginning of June 2009. A circular was sent to all ReferNet members and all necessary material was made available on ReferNet's extranet. A Refernet developers' corner was set up in December 2009 for exchanging information on Refernet's extranet.

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

News service provides regular, attractively packaged information to all media (including local and European newspapers, radio and TV broadcasters, freelance journalists and press agencies) on Cedefop's major themes and contributions to European policy-making; and to choose, write and present news items on the Cedefop web portal.

### Output indicators 2009

<p><b>Publications</b></p> <ul style="list-style-type: none"> <li>• fortnightly press releases to local and European media via e-mail</li> <li>• weekly news highlight on front page of new web portal</li> </ul>	<p><b>Conferences and meetings</b></p>	<p><b>Key outputs</b></p> <ul style="list-style-type: none"> <li>• organising media coverage establishing relationships with European journalists, press agencies and the press services of the European Commission. This in-</li> </ul>
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<ul style="list-style-type: none"> <li>monthly electronic newsletter, which brings together major news items of previous month.</li> </ul>		<p>cludes organising interviews of directorate or staff members with the media and setting up a press corner in the web portal</p> <ul style="list-style-type: none"> <li>producing or editing all Cedefop news items posted on the web portal (including highlight and newsletter).</li> </ul>
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## Output 2009

### Media coverage:

- between January and December 2009, about 130 articles were published in the EU press that included Cedefop or the full title of the agency as a key word (main sources: EMM, Factiva, Enimerossi for Greece). These included two interviews with Cedefop's Director, one in *Euro* (Czech business weekly, April) and one in *Professionalità* (Italian training journal, June). From June onwards Cedefop press releases were also posted on the European Commission's 'Mid-day express'.
- a January 2009 broadcast of a regional television programme on education issues was devoted entirely to Cedefop; the programme was prepared in cooperation with public relations and several participating colleagues;
- a technical briefing was held in Brussels on 6 June to present the findings of the second skills forecast (on supply), during which closer links were established with DG EAC and other Commission press services.

### Online news:

- newsletter: new online newsletter was launched in May, with five issues sent. We now reach over 4717 subscribers;
- web portal: press room prototype was prepared and submitted to web content manager in March. In December the 'press corner' was integrated into the new web portal; final placement and links are to be determined within the first two months of 2010. **Output indicators 2009**

## SPECIFIC OBJECTIVE

**RAISING THE PROFILE OF VET****Activity: Documentation and information service**

Documentation and information service supports colleagues and external VET experts by providing information through a comprehensive collection of hard-copy and online material on VET in Europe, provides items for Cedefop news and manages Cedefop's records

Project. **Databases and reference service**

Databases and reference service supports colleagues and external VET experts by providing relevant literature for supporting evidence-based policy-making of VET through one of the most comprehensive collections of hard-copy and online material on VET in Europe and by answering questions and providing references on VET issues.

**Output indicators 2009**

<p><b>Publications</b> Publish European training thesaurus (ETT) in English and French by December 2009.</p>	<p><b>Conferences and meetings</b></p>	<p><b>Key outputs</b></p> <ul style="list-style-type: none"> <li>• monitor, collect, organise structure and disseminate information sources for documenting the latest developments in vocational education and training at European/International levels</li> <li>• maintain at least 60 000 records in the VET-Bib database</li> <li>• validate and integrate bibliographic submissions of ReferNet members</li> <li>• develop the library collections: publications, reference material, grey literature</li> <li>• maintain and update the online European training thesaurus</li> <li>• reference service for external users, answering information requests on VET issues from Cedefop's stakeholders;</li> <li>• assistance to projects and research: supporting</li> </ul>
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		<p>Cedefop's projects and studies of both areas 'Research and policy analysis' and 'Enhanced cooperation in VET and lifelong learning'</p> <ul style="list-style-type: none"> <li>• provide contributions for Cedefop's news services.</li> </ul>
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## Output 2009

- Content of the bibliographical database VET-Bib, recognised as Europe's key source for bibliographic information in VET, was further developed in line with Cedefop's thematic priorities. So far the following themes are covered by a growing number of references: (a) identifying skills needs: 537 records; (b) understanding qualifications: 404 records; (c) analysing policy: 514 records; (d) developing lifelong learning: 293 records.
- The bibliographic database VET-Bib grows constantly and currently refers to over 72 000 VET publications, documents, websites, etc. For 2009, 4 091 new bibliographic records were submitted, of which 3 205 were entered by ReferNet.
- The library continued successfully providing answers to information requests from the main stakeholders on developments in VET: staff, Governing Board, EU, training institutions, research centres, and social partners from most Member States. In the reference service 797 information requests were registered of which 47% came directly from staff and 53% from other stakeholders.
- The library continued providing news items on legislation, latest developments in European VET policy and main events through the Cedefop website. It published and disseminated four issues of ETV-Cedefop newsletter while contributing to three issues of the new Cedefop newsletter. It participated in creating the concept of this new product. On the website 565 news and event items were published online and disseminated via Cedefop's electronic newsletter. The newsletter was distributed to 3 685 subscribers.
- The library started supporting data collection for indicators 1 and 12 in the PMS (performance measurement system). For indicator 1 'References to Cedefop in EU policy documents', 25 documents were identified. Results are based on manual searches from databases and registers of documents such as: Eur-Lex, Pre-Lex, Europarl register of documents, Consilium register of documents, databases of opinion and resolutions of Committee of the Regions and European Economic and Social Committee, and press corners from social partners organisations: ETUC, BusinessEurope, UEAPME and Eurochambers.

For indicator 6 'Citations of Cedefop in scientific literature', 295 citations were identified. Information was collected from Dialog databases and covers mainly journal articles.

For indicator 12 'Media coverage', 56 press cuttings from European press were identified. Information was gathered from Factiva, DowJones, European Media Monitoring service and Press-Display service. The Greek press is not included.

- The European training thesaurus (ETT) is a controlled vocabulary of reference for vocational education and training (VET) in Europe, covering topics of the Education and training 2010 agenda such as lifelong learning, quality of training, training systems, teachers and trainers, qualifications, vocational guidance, and others. The new version was printed and announced through the website and especially ReferNet. A new software solution (acquired by OPOCE for Eurovoc) was tested to include the new descriptors in VET-DET. Other activities were related to: data extraction from VET-Bib on use of terms related to document type; drafting a comprehensive review



of definitions of the terms included in ETT document type; started work to promote the ETT thesaurus; alignment rule for definition of terms between the old and new version of ETT (German language sample).

## Project. **Records management and archives**

Records management and archives manages a records management programme that complies fully with internal control standard 11 on document management.

### **Output indicators 2009**

Publications	Conferences and meetings	<b>Key outputs</b> <ul style="list-style-type: none"> <li>• develop and update guidelines and procedures including a business filing plan and folders structure, complete a comprehensive classification scheme;</li> <li>• provide a single records repository on LiveLink;</li> <li>• list vital Cedefop records, extending the records bank;</li> <li>• register incoming, outgoing and internal documents;</li> <li>• advise areas and services on documents process; liaise and train staff.</li> </ul>
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### **Output 2009**

- Classification system identified records in most administrative services. Classification for human resources, ICT, internal auditor, data protection officer were approved. Classification system includes records for some operational areas/services, such as ECVL/study visits, Area CID, library and documentation service.
- Cedefop records management and archives policy was approved and published on intranet.
- A training session was organised for records bank correspondents.
- The records bank is constantly populated by records bank correspondents: 13 789 records are presently stored.
- The mail registration system logged 4109 registered documents.
- Records bank correspondents for each area/service were formally designated.

Project (new). **Electronic information systems**

**Electronic information systems** to analyse and design (web-based) information and communication tools and to support Cedefop communication activities.

**Output indicators 2009**

Publications	Conferences and meetings	<p><b>Key outputs</b></p> <p><b>Integrated library system for Cedefop library (ALEPH v.18)</b></p> <ul style="list-style-type: none"> <li>• ALEPH version 18 in production</li> <li>• VET-Bib web OPAC v.18 launched</li> </ul> <p><b>Cedefop contacts database (MS Dynamics CRM 4.0)</b></p> <ul style="list-style-type: none"> <li>• Integrate contacts database with web portal to provide list of Governing Board members</li> <li>• Number of Cedefop contact owners per area trained and using the system: 4</li> <li>• Number of individual contacts: 1 500</li> <li>• Number of institution contacts: 2 000</li> <li>• Number of applications (e.g. briefing notes): 4</li> <li>• Number of marketing lists (e.g. Governing Board members): 32</li> <li>• Number of communication activities (e.g. briefing notes e-mail sent): 10</li> </ul> <p><b>Thesaurus management solution for the European training thesaurus (Mondeca ITM)</b></p> <ul style="list-style-type: none"> <li>• EN and FR versions in production</li> <li>• Import Danish, Estonian, Finnish, Italian, and Dutch from XML files exported from Multites</li> <li>• Import German, Polish and</li> </ul>
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		<p>Portuguese versions from MS Access translation tool</p> <ul style="list-style-type: none"> <li>• Import Swedish from file received</li> <li>• Enable ETT working group translators to work with system</li> </ul> <p><b>VET-data entry tool used by ReferNet (MS Access)</b></p> <ul style="list-style-type: none"> <li>• Plan to phase out VET-DET and replace with ALEPH GUI</li> <li>• Install ALEPH GUI and train pilot group of ReferNet members (2)</li> </ul>
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## Output 2009

- Aleph 18: ALEPH version 18 installed on new server. Migration of v14 configuration settings completed. Data in version 14 migrated for testing purposes. Training for system librarian and for library staff and documentalists delivered. Configuration of version 18 tested and problems fixed. Testing environment for redesign of web OPAC created and redesign completed and launched.
- Cedefop contacts database: the contacts database currently contains 754 individual contacts, such as DGVT; EU agencies; ACVT; GB members; Permanent Representations Brussels; not classified; EC Commissioners; European Commission; ReferNet members.

Two thirds of the lists (and 75% of the contacts) originally identified as part of the briefing notes campaign were imported.

The contacts database currently contains 368 institution records. During importing, we followed the institution name rules we established when there were conflicts between different institutions with the same name (false duplicates).

Three briefing notes and one Christmas card were e-mailed successfully using the contacts database.

- Thesaurus management solution for the European training thesaurus: Cedefop joined OPOCE in a call for tenders for acquiring a multilingual thesaurus management system, ITM by TEN Force/Mondeca. Export files were produced for the external contractor to test the conversion in KOS format. Following languages were sent to the external contractors: English, French, German, Italian, Dutch, Swedish, Portuguese, Danish, Spanish, Polish, Estonian, and Maltese. The test environment was installed at OPOCE and tested. Final training was organised in December 2009. The production environment will be installed in January 2010.

## Activity: Publications

Publications ensures Cedefop's hard-copy and online material is presented in a clear user-friendly way, in a format appropriate for its intended audience, and consistent with Cedefop's corporate image.

### Activity impact indicators

- high quality online and hard-copy material that contribute to Cedefop being recognised as a reliable source of useful, clear information on vocational education and training for its various target audiences and major stakeholders

### Project. **Editing and translation**

Editing and translation provides high-quality texts in the language requested.

### Output indicators 2009

	<p><b>Conferences and meetings</b></p> <ul style="list-style-type: none"> <li>• organise and attend the annual editing seminar June 2009</li> <li>• attend the two meetings of the Translation Centre Governing Board in 2009</li> </ul>	<p><b>Key outputs</b></p> <ul style="list-style-type: none"> <li>• edit around 4 700 pages of English texts to prepare them for publication</li> <li>• translate (on request) around 10 000 pages for key publications; texts for the web, press releases and briefing notes; study visits documents; Governing Board documents, etc.</li> </ul>
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### Output 2009

	<ul style="list-style-type: none"> <li>• the annual editing seminar was held from 9 to 11 March 2009</li> <li>• Cedefop representative attended the Translation Centre Governing Board in October 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• a total of 4 904 pages of English were edited in 2009. That figure includes a backlog of seven jobs from previous years that accumulated before signing a new contract with the external editor.</li> <li>• a total of around 4 916 pages were translated in 2009, on the basis of approximately 200 requests.</li> </ul>
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## Project. Production and dissemination

Production and dissemination develops graphic design concepts and identity systems that comply with Cedefop's corporate image and ensures Cedefop's hard-copy material is printed on time and delivered to its intended audience.

### Output indicators 2009

<p>Publications</p>	<p>Conferences and meetings</p> <ul style="list-style-type: none"> <li>• two cultural events hosted by Cedefop</li> <li>• photography exhibition hosted at the European Parliament</li> <li>• attend the annual meeting of EU agencies hosted by the Publications Office in July 2009</li> </ul>	<p>Key outputs</p> <ul style="list-style-type: none"> <li>• develop graphic design concepts and identity systems that comply with Cedefop's corporate image</li> <li>• develop design and lay out for hard copy and online material for around 30 publications (including the European journal)</li> <li>• develop graphic design concepts for material for three conferences and two cultural events</li> <li>• coordinate design and publishing processes</li> <li>• arrange for printing of material on the receipt of the final manuscript, publishing 80 % of manuscripts within three months of receiving the final manuscript for editing</li> <li>• maintain mailing list and deliver material to its intended audience, including for conferences and exhibitions and reply to requests for hard copies of Cedefop material</li> <li>• respond to requests for hard copies of Cedefop publications within five working days</li> <li>• maintain cost-effective stock levels</li> <li>• procurement (contract management), budgets (profiling and monitoring) finance (commitments, operational and financial initiation, invoices)</li> </ul>
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## Output 2009

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| <ul style="list-style-type: none"> <li>• Two cultural events were organised – open day and Europe day.</li> <li>• the photography exhibition to be hosted at the European Parliament was postponed, due to unavailability of exhibition space.</li> </ul> | <ul style="list-style-type: none"> <li>• Web portal design concept was developed after our corporate visual identity and guidelines for its application were provided</li> <li>• new design and layout concepts for Cedefop's electronic publications were developed in line with the new communication strategy/publications policy;</li> <li>• new templates for internal documents were developed in line with our CI visual guidelines;</li> <li>• graphic design concepts and identity systems were developed for promotional material for seven conferences and two cultural events: 51 banners, 10 posters, 6 conference folders, 8 notepads, 6 conference programmes, 2 flyers, . stickers, ppt backgrounds, waistpacks.</li> <li>• graphic design and layout concepts (including language adaptations) were developed for the following items:             <ul style="list-style-type: none"> <li>– 22 Panorama series (working papers and research papers) publications</li> <li>– 14 Reference series publications</li> <li>– 27 Information series publications</li> <li>– 7 European journals</li> <li>– 33 promotional brochures/flyers</li> <li>– 22 briefing notes</li> <li>– 4 newsletters</li> <li>– 1 logo/23 languages</li> <li>– 1 bookmark/23 languages</li> <li>– 8 web banners</li> <li>– 6 graphs</li> </ul> </li> </ul> |
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- publications produced:
  - Panorama (discontinued in 2009) 12
  - Reference series 7
  - Working papers 2
  - Research papers 1
  - Information series 14
  - Newsletters 2
  - Translations 75 (including newsletter and briefing notes)
  - Briefing notes 7
- 55 502 hard-copy publications were distributed, of which 14 624 at individuals' request and 40 808 to 55 conferences and exhibitions (in-house conferences, exhibitions and workshops are included)
- five mailing lists (ReferNet, Governing Board members, SkillsNet and European journal both priced and free) were used to disseminate publications to stakeholders. More than 4 000 hard copies were distributed. The mailing lists are regularly updated
- subscribers to *Cedefop info* were requested to subscribe to the electronic newsletter *Cedefop news*. More than 1000 responded
- a workflow was developed for in-house printing of limited print runs for newsletters and briefing notes. Supplies of special paper were organised.

•	Operational objective(s)	Actions	Timeframe (¹)
<b>41</b>	<b>Human resources</b>		
<b>4101</b>	<b>Provide basic HR services</b>		
	Develop and implement HR score board	Define relevant HR indicators, develop IT-tool (as applicable) and provide regular updates	I/2009 and then throughout
	<b>Output 2009</b>		
	Improve budget (salary cost) monitoring and forecasting	Develop IT tool in cooperation with IT-service (drawing on the work done on ABB)	I+II/2009
	<b>Output 2009</b>	Retruitment online (RECON)	
	<b>Output 2009</b>		
	<b>Output 2009</b>	Relocation of DCC	
<b>4102</b>	<b>Revision and implementation of new career development review (CDR) and</b>		
	Implementation of new CDR and promotion process	Deployment of new CDR template, a djustment of the automated workflow  Development of CDR handbook  Development of online tool user manual	I/2009
	<b>Output 2009</b>		I/2010

(¹) Timeframe = semester; (²) New; (³) Continuation.



Output indicators (°)	Outcome indicators (°)
Scoreboard available in support of HR management policy decisions (IT tool to be developed in cooperation with IT service)	Management have clear indicators to support their HR decisions
Discussions were held on the selection of indicators and a review of available data is ongoing. Indicators on working hours and absences were provided regularly throughout 2009 and specific indicators (establishment plan occupation, duration of selection procedures, training days) were monitored and reported on in connection with the performance measurement system (PMS).	
IT-tool requiring minimum manual data input	Efficient and accurate budget monitoring and forecast
A prototype was developed based on requirements defined in cooperation with the IT department.	
Work on development of an automated tool for online applications proceeded throughout 2009 following a cycle of testing and iteration. The final product was delivered in December 2009. The application will be used for the first time in Spring 2010, following additional and extensive end-user testing.	
Following the Governing Board's decision to close the DCC at Cedefop due to building disorders, a quick solution had to be found for relocation of the DCC outside Cedefop. With the technical support of the facilities manager an appropriate solution was identified (Storgi) where the Cedefop DCC started to operate on 24 August after the summer closure.	
<b>promotion process</b>	
New CDR process in place with use of online tool by all staff – new promotions system in place	Yearly staff evaluation process is simplified, more user-friendly and the evaluations are concluded within the set timeframe
Draft DGEs on appraisal and promotions were sent to the Commission for agreement, following staff committee consultation. The online objective setting workflow was deployed in November/December 2009 and trainings were held. Requirements for the appraisal workflow were drawn up.	

•	Operational objective(s)	Actions	Timeframe (*)
41	<b>Human resources</b>		
4103	<b>Implementation of the staff regulation</b>		
	Follow up on drafting DGE and implementation of the approved DGE	Draft texts, taking account of discussions in the working group of the Commission and the agencies. Implementation of the approved DGE	Throughout 2009
	<b>Output 2009</b>		Ongoing
4104	<b>Document procedures and increase efficiency</b>		
	Draft main HR procedures	Draw up inventory of main HR procedure and draft procedures on basis of rolling plan and agreed template	Throughout 2009
	<b>Output 2009</b>		
4105	<b>Implement multi-annual staff policy plan</b>		
	To ensure continuity of operations and service	To assess the risk and impact on activities and develop procedures in proportion to Cedefop resources	Throughout 2009
	<b>Output 2009</b>		2010
4106	<b>Ensure compliance with data protection rules</b>		
	Implement training profiles for main job functions Map training records of existing staff against training profiles and identify gaps	Adapt the training profile to each new staff member	Throughout 2009
	<b>Output 2009</b>		

(\*) Timeframe = semester; (°) New; (°) Continuation.

Output indicators <sup>(2)</sup>	Outcome indicators <sup>(3)</sup>
Implementing provisions are finalised, published and implemented	Rules are clear and adapted to the needs of the agency
<p>The DGE on the recruitment of temporary agents was adopted in September 2009. The DGE on the setting up of a staff committee was sent to the Commission for agreement in May 2009. Final agreement is expected in early 2010. The draft DGE on appraisal was sent to the Commission in October 2009 and the draft DGE on promotions in December 2009. The draft DGE on missions (missions guide) was sent to the Commission for agreement in September 2009 and final agreement is expected in early 2010. The DGE on middle management was sent again to the Commission in December 2009 for a technical update.</p>	
Specific procedures	Documented procedures and increased efficiency
<p>An inventory of the main procedures was drawn up. A template for documenting procedures was developed and a timeframe for drafting procedures was agreed (implementation: 2010).</p>	
Business continuity plan; specific procedures	Documented procedures
<p>A concept was developed by the head of resources and agreed at management level at the end of 2009.</p>	
Training profile with rolling two-to-three-year plan of essential and mandatory training and can be used for and adapted to new staff. It can also be used to identify training needs for existing staff	Assurance that essential and mandatory training are delivered in a timely and structured way
<p>Ongoing: training profiles were developed and are under consultation at management level.</p>	

•	Operational objective(s)	Actions	Timeframe (¹)
<b>4106</b>	<b>Ensure compliance with data protection rules (continue)</b>		
	Bring training procedures in line with training strategy	Draft procedures with clearly defined priorities, categories of training needs, etc.	I/2009
<b>Output 2009</b>			
	Support development of third language training	Identify the needs and propose training solutions for third language requirement. Monitor progress	Throughout 2009
<b>Output 2009</b>			
<b>2 Finance and procurement</b>			
<b>2.1 Finance</b>			
<b>2.1.1. ABAC</b>			
	Preparation of the migration to ABAC	Coordinate with competent EC services and other agencies concerned, preparation for the move to ABAC	Throughout 2009
<b>Output 2009</b>			
<b>2.1.2. ABB</b>			
	Enlarge the use of ABB	Standardise the various templates to be used for preparing the PDB N+1, for monitoring by trimester and annual reporting	Throughout 2009
<b>Output 2009</b>			

(¹) Timeframe = semester; (²) New; (³) Continuation.

Output indicators (°)	Outcome indicators (°)
Transparent procedures available for all staff on the Intranet	Coherent and efficient approach to training requests based on transparent and up-to-date procedures
Ongoing: procedures drafted for consultation in the joint training committee	
Training plan to cover third language requirement	Staff are sensitised to the third language requirement and training plans are in place
Third language review board established to implement assessment procedure. Language training needs of staff identified	
Definition and preparation of the system with appropriate links created and tested for Fibus features that are to be maintained	Ready to use a financial and budgetary tool fitting Cedefop's needs and specificities and responding to all new provisions of the FFR
A comprehensive feasibility study was carried out to prepare the move to ABAC. Cedefop's move to ABAC has been postponed to October 2011	
2009 ABB used for all three purposes (budget planning, regular monitoring, reporting) in a standardised, effective way throughout the year	Budget execution 2009 optimised and our budget forecasts for the PDB 2010 considerably improved by the use of a full-fledged ABB
The ABB was further developed and standardised to serve both its monitoring and planning purposes. The new 'dynamic' version allows the management team, meeting every two months, to receive an update on implementation of the ABB. Staff allocation is updated twice a year, for the mid-term review and the final report, based on information provided by heads of area. From January 2010, a time-recording tool will be in use to improve accuracy and reliability of staff's time allocation to the various activities covered by the ABB	

•	Operational objective(s)	Actions	Timeframe (¹)
<b>2.1</b>	<b>Finance (continue)</b>		
	<b>2.1.3. Accounts</b>		
	Optimise presentation of accounts	Cooperate with the competent EC services and other agencies to ensure in advance that the Cedefop accounts do not give rise to concerns or remarks by DG BUDG, ECA and IAS and are in conformity with applicable norms	Throughout 2009
	<b>Output 2009</b>		
	<b>2.1.4. Financial documentation</b>		
	Develop and standardise financial documentation available on Intranet and Livelink for internal use	Collaborate with the records manager to define the most effective system of storing and identifying/retrieving info for intra- and extra-service users	Part of I/2009 + II/2009
	<b>Output 2009</b>		

(¹) Timeframe = semester; (²) New; (³) Continuation.

Output indicators <sup>(2)</sup>	Outcome indicators <sup>(3)</sup>
<p>Workflows and information exchange procedures made clear and applicable to all concerned; final accounts 2008 and provisional accounts 2009 (based on and verified through Fibus) appreciated as faultless by competent supervising and auditing EU instances</p>	<p>Improvement of the reliability of Cedefop's financial reporting, with corresponding impact on appreciation by the EU budget and discharge authorities</p>
<p>Verification by DG Budget of accounts consolidation for 2008 and the subsequent audit by the Court of Auditors ran smoothly. The accounts of Cedefop were internally closed in an easier and more straightforward way than in earlier years, as the full operation of the payment automation tool (PAME) and the appropriate and timely instructions given to the budget correspondents of the areas allowed for reliable feeding and swift verification of accounting data. Inventory book-keeping processes were also improved and allowed a more complete and accurate estimation of actual value of Cedefop assets. End-of-year transactions for 2009 improved in quality and speed and in conformity with the Court of Auditors recommendation to control better carryovers of funds (non-automatic carryovers to 2010 not requested and automatic ones limited to the effectively required amounts)</p>	
<p>Financial information available being easy to find, see (and print or save elsewhere, as necessary), understand and exploit by interested staff at all Cedefop levels and by auditing bodies</p>	<p>Induction of newcomers to rules and practices on financial issues at Cedefop made easy, updates on such matters readily available</p>
<p>Finance-related files and information currently accessible on Intranet were reviewed, reorganised and updated to ensure that users/visitors have all useful reference material readily at their disposal. By the end of 2009 the documentation transfer and validation process was almost completed and necessary references, starting from Cedefop's amended financial rules and their implementing provisions, will be conveniently located for any electronic search and use. Training of staff took place for operating PAME and financial transactions in general, and training for project managers on ABB requirements was given at the end of September.</p>	

•	Operational objective(s)	Actions	Timeframe (¹)
<b>2.2 Procurement</b>			
<b>2.2.1. Prolive</b>			
	Standardise use of the procurement automation tool (Prolive)	Establish the Procurement Planning 2009 using Prolive data, monitor implementation by the same means	I/2009
<b>Output 2009</b>			II/2009
<b>2.2.2. Tender process</b>			
	Optimise quality of tender documentation prepared and improve dissemination	Ensure consistent use of templates and a reasonable degree of adaptation to take account of the particularities of each call, provide support to PMs for preparatory inquiries and for diffusion initiatives	Throughout 2009
<b>Output 2009</b>			
<b>2.2.3. Procurement efficiency</b>			
	Improve overall efficiency by implementing a smaller number of larger tendering procedures for studies and acquisitions	Prepare procurement planning in good collaboration with heads of areas and services concerned and with due regard to substantial impact on budget execution	Throughout 2009
<b>Output 2009</b>			

(¹) Timeframe = semester; (²) New; (³) Continuation.



Output indicators <sup>(2)</sup>	Outcome indicators <sup>(3)</sup>
<p>2009 procurement planning established on an objective, secure and reliable basis; implementation of the plan facilitated and duly monitored by a tool common and available to all concerned</p>	<p>Improved quality of all tendering procedures, reduced timeframes, enhanced budget implementation, positive appreciation from ECA</p>
<p>As its development and testing phase was only completed at the end of 2008, Prolive was put into use in early 2009 on the understanding that further refinement and improvement would be undertaken on the basis of experience acquired and feedback received from users. By the end of 2009 a few open procurement procedures were run completely and finished on Prolive and the system was adapted to become the exclusive procurement tool to be used in 2010. In 2009, of 40 procedures in total, 39 were successful</p>	
<p>Improved response from the market to our calls, both in terms of quantity and quality; reduced number and remit of requests for clarifications and of tender documents corrections; easier and less time-consuming evaluation process</p>	<p>Tendering procedures running smoothly and swiftly, with good results, no call cancellations and positive appreciation from ECA</p>
<p>The procurement service effectively assisted project managers in improving the quality, coherence, realism and comprehensiveness of tendering documentation, including ex ante carrying out of proper and reliable budget estimates. In 2009, only one call was unsuccessful</p>	
<p>Reduced number of procurement actions relating to larger subjects, split into lots as appropriate; provision for variants to allow for innovative, cost-effective solutions; yearly workload allowing for a reasonable period of very limited activity to accommodate staff leave and needed organisational/reporting tasks</p>	<p>Improved efficiency in time, resources and cost, sound and effective, proactive management reducing stress and tension at the workplace</p>
<p>The number of time-consuming procedures was reduced by using various framework contracts concluded in the past two years and by using, wherever possible, framework contracts of the Commission. Almost all procedures carried out in 2009 resulted in contracts by the end of the year</p>	

•	Operational objective(s)	Actions	Timeframe (¹)
<b>2.2 Procurement</b> (continue)			
<b>2.2.4. Procurement documentation</b>			
	Develop and standardise procurement information available on Intranet and Livelink for internal use	Collaborate with the records manager to define the most effective system of storing and identify	II/2009
<b>Output 2009</b>			
<b>3 ICT</b>			
<b>3.1 ABAC</b>			
<b>3.1.1. ABAC</b>			
	ABAC	Preparation of the move to ABAC in Cedefop , including interfaces with Cedefop existing systems	Throughout 2009
<b>Output 2009</b>			
<b>3.1.2. UniWeb</b>			
	UniWeb - a unified platform for Cedefop's web-sites	The first iteration (version) of the web portal is scheduled for production late 2008/early 2009 (Phase I). Further iterations will follow (Phase II), to: <ul style="list-style-type: none"> <li>• complete migration and/or reimplementation of web applications to the new Microsoft .NET technology</li> <li>• complete migration of web content to RedDot technology</li> <li>• further development, adjustment and improvements based on stakeholders input</li> </ul>	Throughout 2009

(¹) Timeframe = semester; (²) New; (³) Continuation.

Output indicators (°)	Outcome indicators (°)
<p>Procurement information available being easy to find, consult (and print or save elsewhere, as necessary), understand and exploit by interested staff at all Cedefop levels and by auditing bodies</p>	<p>Induction of newcomers to rules and practices on procurement issues at Cedefop made easy, updates on such matters readily available</p>
<p>Two major sets of guidelines were drafted, accompanied by relevant templates for common use and providing feedback for improvement and standardisation of Prolive workflow and facilities: guidelines on opening and evaluation committees, and guidelines on drafting tendering specifications. Revision (increase) of applicable thresholds was adopted. The amended framework was the subject of appropriate training for all staff concerned, followed by updated training on Prolive in January 2010</p>	
<p>ABAC operational by 31 March 2010 (date fixed by the Commission) - Technical support in place</p>	<p>Ready to use a financial and budgetary tool fitting Cedefop's needs and specificities and responding to all new provisions of the Financial Regulation</p>
<p>A comprehensive feasibility study for ABAC move with detailed roadmap was submitted to the Directorate. It has been proposed to delay introduction of ABAC to the second half of 2011. The Director approved the proposal. Involved staff have acquired the necessary knowledge to manage the change</p>	
<p>Content management system fully operational Trained Cedefop staff on content management system Applications migrated to new portal</p>	<p>Content experts control the content published No bottleneck in putting content online Content accessible 24/7 by all concerned parties</p>

•	Operational objective(s)	Actions	Timeframe (¹)
3.1.2. <b>UniWeb</b> (continue)			
<b>Output 2009</b>			
3.1.3. <b>Information security systems</b>			
Information security systems	<ul style="list-style-type: none"> <li>• Implementation of major improvements concerning deployment of information security systems (ISMS)</li> <li>• Technical implementations and hardening of systems</li> </ul>	Throughout 2009	
<b>Output 2009</b>			
3.1.4. <b>Transversal support</b>			
Support to core business projects	4.1. Support to core business information systems: contact DB, Europass, EknowVet, study visits.	Throughout 2009	
<b>Output 2009</b>			

(¹) Timeframe = semester; (²) New; (³) Continuation.

Output indicators <sup>(2)</sup>	Outcome indicators <sup>(3)</sup>
<p>The web portal was launched officially in December 2009. Project requirements were fully described, prioritised and delivered to development team. Graphical design proposal completed. Beta version of the web portal developed and was available for testing since August 2009 - All involved ICT staff trained for the new technological platform (.NET, Reddot). Phase II activities were planned and related procurement actions have been accomplished</p>	
<p>Finalisation of a ISM architecture, implementation of policy and additional technical works</p>	<p>Improved security through state-of-the-art positioning. Improvement of compliance with statutory requirements and standards</p>
<p>Major IT security upgrade of the Centre's front-end defence software (Firewall, IDS) was accomplished. Further planned initiatives in information security at large, depending on IAS ICT risk assessment, were halted as the risk assessment due to be performed in 2009 was shifted to February 2010</p>	
<p>State-of-the-art core business applications, adapted to the needs of stakeholders</p>	<p>Increase visibility of Cedefop, improved sharing of information among interested parties, improved efficiency</p>
<p>Contact database production and development environments installed and know-how of internal resources ensured</p> <p>Briefing notes module development completed</p> <p>Improvements were implemented in Europass (mobility tools and user events, May 2009), while its online activity continued to show sharply rising numbers (CVs and language passports completed online increased by 47 % compared to the same period in 2008) and its operational framework was renewed ensuring operational continuity for an extra four-year term to anticipate better user needs, understand political decisions and integrate improvements</p> <p>Various activities were successfully supported to ensure continuity of running systems (study visits tools upgrades, call for applications module revamped, EknowVet for on-time delivery of online reports)</p> <p>Core library system Aleph fully migrated. Finally EQF active assistance in steering the wEQF (web tool for EQF) was instrumental in providing concrete results (first version of the wEQF tool will be available by December 2010)</p>	

•	Operational objective(s)	Actions	Timeframe (¹)
3.1.4. <b>Transversal support</b> (continue)			
	Support to administrative applications and processes	4.2. Administrative tools support such as improvements of automated administrative procedures (online selection, CDR, training map, procurement, etc.) , including document registration and circulation	Throughout 2009
<b>Output 2009</b>			
<b>ICT Infrastructure operations</b>			
<b>3.2 Facilities</b>			
3.2.1. <b>Infrastructure</b>			
	Improvement of building infrastructures	<ul style="list-style-type: none"> <li>• Finalisation and installation of archives</li> <li>• Building disorders: implementation of the recommendations of the study</li> <li>• Upgrade of gardening and landscape services</li> <li>• Renew conference systems infrastructure</li> </ul>	Throughout 2009
<b>Output 2009</b>			
3.2.2. <b>Security</b>			
	Improve access control systems	Revamp and renew the access control infrastructure	Throughout 2009
<b>Output 2009</b>			

(¹) Timeframe = semester; (²) New; (³) Continuation.

Output indicators <sup>(2)</sup>	Outcome indicators <sup>(3)</sup>
Automated administrative procedures	Reduce the amount of work needed by all parties – increase transparency
<p>A significant number of projects reducing or eliminating repetitive manual processes were initiated , implemented, or progressed to the user acceptance stage.</p> <p>Key building blocks of the online application for vacancy notices (RECON) were finalised and the overall design of a modular tool automating the career review process in Cedefop was undertaken, key requirements and planning were agreed and the first module (objective-setting) was delivered for use.</p> <p>Procurement automation (Prolive) was enriched with new functionality and put into production with a series of other financial management tools developed earlier. The ABB tool underwent refinements requested by the service owner to improve planning and management of financial operations.</p> <p>A new monitoring tool for human resources ( 'Title-I Automatic monitoring') was specified, designed and is in testing phase before running-in (February 2010).</p>	
<p>Major upgrades and/or migrations were successfully performed (mail system – completed June 2009). The move to an improved networking infrastructure with optimum resilience/assurance was successfully completed (July 2009). Document management and collaborative tools, supporting database platforms for major information systems (Fibus, Livelink) – completed November 2009). Outside objectives: integration of EAR hardware assets into the ICT infrastructure of Cedefop.</p>	
Implement and monitor renovation and maintenance works	Safer and better functioning building – no disruption of services
<p>Archive room project was successfully completed. Studies on the building disorders were also completed and the recommendation approved by Cedefop's Governing Board. The Greek Government accepted the proposals and agreed to finance the repair works. OEK is preparing the launch of a tender aiming at having the repair works started in summer 2010. Cedefop consequently moved its day care centre offsite and closed two conference rooms.</p> <p>Upgrading the garden is ongoing. Renewal of conference systems infrastructure was postponed.</p>	
Improved access control through better automation and state-of-the-art equipment	Better access control
Implementation was postponed. The study will be launched early 2010.	

## ANNEX I

## Cedefop performance indicators 2009

Type	No	Indicator	Results
<b>Outcome PMS indicators</b>			
<b>Policy advice provided to stakeholders</b>	1	Citations in EU policy documents	<p>47 citations to Cedefop in EU-level policy documents</p> <ul style="list-style-type: none"> <li>• 58% MTP2: Interpreting trends in VET and skills (45% Skills and competences analysis, 13% Qualifications for lifelong learning).</li> <li>• 36% MTP1: Informing VET policy (19% Analysing and reporting on policy developments [including a reference to Cedefop's ReferNet], 17% Supporting development and implementation of common EU tools).</li> <li>• 6% MTP 3: Assessing VET's benefits (Researching VET).</li> </ul>
	2	Mandates and assignments given to Cedefop in policy documents	<p>13 mandates and assignments in EU-level policy documents</p> <ul style="list-style-type: none"> <li>• 54% MTP2: Interpreting trends in VET and skills</li> <li>• 23% MTP1: Informing VET policy</li> <li>• 15% MTP3: Assessing VET's benefits</li> <li>• 8% General Cedefop expertise</li> <li>• 2 also require input from other activities within different MTPs.</li> </ul>
	3	EU policy documents to the preparation of which Cedefop has participated	<ul style="list-style-type: none"> <li>• available from 2010.</li> </ul>
	4	Participation in Presidency events and meetings of senior stakeholders or which support policy implementation	<p>226 meetings</p> <p>86% committees, working/expert groups or other meetings of senior stakeholders of which</p> <ul style="list-style-type: none"> <li>• 14% related to presidency events</li> <li>• 53.1% MTP1: Informing VET policies</li> <li>• 29.6% MTP2: Interpreting trends in VET and skills</li> <li>• 5.8% MTP3: Assessing VET's benefits</li> <li>• 8.8% MTP4: Raising VET's profile Commission's cluster, working or expert group: 44.7%, DGVT, ACVT,</li> </ul>



Type	No	Indicator	Results
			EMCO, ETCG, LLP committee: 5.8%, EESC, Business Europe, ETUC: 4.9%, European parliament: 1.8%, Committee of regions: 0.4%, Other: 34.1%, Presidency event not described above: 8.4%.
New knowledge and insights generated	5	Downloads of publications/working papers/other	375 000 downloads from the Cedefop website <ul style="list-style-type: none"> <li>• 69% related to publications.</li> </ul> Amongst publications published in 2009: <ul style="list-style-type: none"> <li>• 61% MTP1: Informing VET policy</li> <li>• 27% MTP2: Interpreting trends in VET and skills</li> <li>• 10% MTP3: Assessing VET's benefits</li> <li>• 2% MTP4: Raising the profile of VET.</li> </ul>
	6	Citations of Cedefop publications/studies in the literature	<ul style="list-style-type: none"> <li>• available from 2010.</li> </ul>
Raised awareness among stakeholders and the education and training or wider VET community	7	Website traffic	<ul style="list-style-type: none"> <li>• 37% increase in visits</li> <li>• 29% increase in visitors</li> <li>• 15% increase in page views</li> </ul> (Data for 2006 to 2008. 2009 is a break in series with the previous year: complete restructuring of the website means data are not comparable).
		Search engine position	<ul style="list-style-type: none"> <li>• available from 2010.</li> </ul>
	8	Active participation in conferences and events	82 events <ul style="list-style-type: none"> <li>• 56.1% MTP1: Informing VET policies</li> <li>• 29.3% MTP2: Interpreting trends in VET and skills</li> <li>• 6.1% MTP3: Assessing VET's benefits</li> <li>• 7.3% MTP4: Raising VET's profile.</li> </ul>
	9	Usefulness/satisfaction of participants with meetings and events organised by Cedefop	90.3% of participants thought event was good or very good <ul style="list-style-type: none"> <li>• 3.52 satisfaction on a scale from 1 to 4.</li> <li>• MTP1: Informing European VET policies 3.43</li> <li>• MTP2: Interpreting European trends in and challenges for skills, competences and learning 3.82</li> <li>• MTP3: Assessing VET's benefits 3.52.</li> </ul>

Type	No	Indicator	Results
	10	Study visit outcomes among stakeholders and the education and training community <ul style="list-style-type: none"> <li>• Proportion of participants satisfied with study visits</li> <li>• Distribution of the study visits by theme</li> <li>• Distribution of study visits participants by target group</li> </ul>	<ul style="list-style-type: none"> <li>• 89% of participants are very satisfied or satisfied</li> <li>• available from 2010</li> <li>• 2 532 participants of which 4.5% social partners.</li> </ul>
Raised awareness among citizens	11	Europass outcomes among citizens <ul style="list-style-type: none"> <li>• visits</li> <li>• downloads</li> <li>• creation of doc. online</li> <li>• no. of countries using Europass mobility tools (from 2010)</li> </ul>	<ul style="list-style-type: none"> <li>• 7.5 million visits (24% growth on 2008)</li> <li>• 6.5 million downloads (16% growth on 2008)</li> <li>• 2.7 million documents created online (32% growth on 2008)</li> <li>• available from 2010.</li> </ul>
	12	Media coverage, take-up of articles and press releases	90 articles on Cedefop
	13	Events for the local community (in Cedefop, in Greece): <ul style="list-style-type: none"> <li>• Usefulness/satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• 84% of participants thought event was good or very good</li> <li>• 3.19 satisfaction on a scale from 1 to 4.</li> </ul>
Efficient and effective support services	14	Internal support services – Resources <ul style="list-style-type: none"> <li>• Percentage of establishment plan filled (including ongoing procedures)</li> <li>• Timeliness and duration of selection procedures</li> <li>• Training provision meets targets set in the strategy</li> <li>• % of budget executed</li> <li>• % of payments within 30 days</li> <li>• Timeliness of procurement procedures</li> <li>• Success rate of procurement processes</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of establishment plan filled on 31/12/2009</li> <li>• 60 working days from deadline for applications to report by selection board (Target = 60 days);</li> <li>• 119 working days from publication of vacancy notice to AIPN decision (Target = 120 days)</li> <li>• 8.4 average training days (target = 10 days) (Note that non-formal learning by for example attendance of conferences, workshops, etc. has not (yet) been included.)</li> <li>• 99.06% budget executed (EC subsidy)</li> <li>• 80% of payments made within 30 days</li> <li>• 76 days until the signature of contract</li> <li>• 88% success of procurement procedures; a further 10% has been successful after a relaunch (lots are counted separately).</li> </ul>
	15	(Internal) support services – Communication Information and Dissemination	<ul style="list-style-type: none"> <li>• 55 502 hard-copy publications were distributed, of which 14 624 were responses to individual requests and</li> </ul>

Type	No	Indicator	Results
	16	<ul style="list-style-type: none"> <li>• % of services provided in the time agreed with colleagues</li> <li>• % meeting quality standards measured through satisfaction with services provided for colleagues (editing, translation, lay-out printing, library reference service)</li> </ul> <p>Quality and satisfaction with internal services, including training</p>	<p>40 808 copies were distributed to 55 conferences and exhibitions including those in-house (*)</p> <ul style="list-style-type: none"> <li>• 797 information requests answered by the library's reference service (*)</li> <li>• 4 904 pages edited in English (*)</li> <li>• Graphic design concepts and identity systems for seven conferences, two cultural events and 129 publications of various types (*)</li> </ul> <p>• available from 2011.</p>

### Output PMS indicators

1	Number of publications/working papers	120 publications of different types <ul style="list-style-type: none"> <li>• 12 Panoramas (discontinued in 2009), 7 Reference series, 2 Working Papers, 1 Research Paper, 14 Information series, 2 Newsletters, 75 Translations (including newsletter and briefing notes), 7 Briefing notes.</li> </ul>
2	Number of meetings/events organised by Cedefop	107 meetings/events organised by Cedefop.
3	Number of news items published on website	565 news items.
4	Number and types of visitors at Cedefop events	2 816 visitors (some visit more than once). Type (based on respondents to evaluation questionnaires): National/regional government org. or agency (47.9%), Education, VET or guidance centre/institution or university (34.6%), Enterprise (3.9%), Other (3.9%), Social-partner organisation (3.1%), The European Commission (2.6%), Non-governmental organisation (2.6%), Non-EU international organisation (1.3%).
5	Number of study visits	• 246 study visits.

(\*) These output indicators are provided in lieu of the outcome indicators to be available in 2010.

## ANNEX II

## Cedefop's support for the EU Presidencies in 2009

## Introduction

1. Cedefop supported the Czech and Swedish EU Presidencies in 2009 in their work to develop European VET policy through important contributions to their policy initiatives and the conferences they organised. Initial discussions also took place to identify Cedefop's contribution to the Spanish and Belgian EU Presidencies in 2010.

## Policy initiatives

#### Enhancing partnerships between education and training institutions and employers

2. Cedefop contributed to the debate of the European Economic and Social Committee, launched by the Czech presidency on partnerships between education and training institutions and employers. The opinion was linked to the preparation of the Council conclusions on partnerships (see below).

#### VET in times of the crisis

3. To support the Swedish Presidency's VET conference *The role of vocational education and training in meeting the challenges of today and tomorrow* held in November, Cedefop collected information on Members States' VET measures in response to the economic crisis through its ReferNet network. Cedefop's analysis of this input, the information collected by the Presidency from General Directors, recovery plans and other sources formed the basis for the briefing note *Learning in a crisis* (see below), distributed at the conference.

#### Copenhagen Process – preparing for the overall review in Bruges 2010

4. To prepare for the overall review of the Copenhagen process (2002- 2010) in

Bruges in December 2010, discussions were organised by the European Commission and prospective Belgian EU Presidency. These meetings aimed to align planning for the Bruges Communiqué and the roadmap for Cedefop's policy report for 2010. The reporting process and potential content of the report were presented and discussed at the spring meetings of Directors general for vocational training and the Advisory committee for vocational training. Following consultation in summer, Cedefop's draft survey was agreed at the Bruges working group and the Directors' general October meeting. Subsequently, questionnaires were sent to Directors general, Cedefop's ReferNet and – for the first time – national social partners to be returned by 15 February 2010.

#### Presidency conferences and meetings

##### Thematic conference on flexicurity: Implementing flexicurity in times of crisis (Prague, 25-26 March 2009)

5. Cedefop was invited to speak in the plenary session on *Lifelong learning: matching skills and labour market needs on the path to recovery* (see below). Cedefop's presentation on future skill needs, the importance of anticipating skill needs and the situation in Member States led to invitations to make contributions to future Presidency events on related issues.

##### Partnership between education and training institutions and employers for lifelong learning (Prague, 6-7 April 2009)

6. Cedefop's Director was invited to speak in the workshop on *Anticipation of skills needs with regard to employability – development of skills within lifelong learning*.

The workshop discussed how cooperation among different actors can help ensure that skills developed in education and training match labour market needs. Cedefop also supported the workshop on *Recognition and relevance of learning outcomes from the view of employers; development of qualification frameworks*. Conference outcomes were used for the draft Council conclusions on enhancing partnerships between education and training institutions and employers in the context of lifelong learning.

#### **New tools for VET: ECVET and EQARF (Prague, 20 May 2009)**

7. Given Cedefop's contributions to the work on quality assurance and the European credit system for VET (ECVET), Cedefop's director was invited to give a key note speech at this conference. Co-organised by the European Commission and Czech EU Presidency to launch and promote ECVET and EQARF recommendations, the conference addressed Directors general for vocational training, social partners at EU level as well as representatives of VET institutions and other stakeholders. Cedefop's project managers working on quality assurance and ECVET provided expertise in the respective workshops.

#### **New skills for new jobs (Gothenburg, 22-23 October 2009)**

8. Cedefop was invited to speak on future labour market demands at this conference organised by the Swedish public employment service within the framework of the Presidency.

#### **The role of vocational education and training in meeting the challenges of today and tomorrow (Stockholm, 12-13 November 2009)**

9. Cedefop was invited to participate in the discussions by the European Commission and the Swedish Presidency on the conference themes. Cedefop provided content support through the briefing note *Learning in a crisis* and its background paper for the conference seminar on how guidance and validation can stimulate access to and progression in VET. Both papers were prepared in close cooperation with the Presidency. Cedefop's director was invited to give a key note speech, its deputy director contributed to a panel discussion and Cedefop's expert on validation led the workshop.

#### **Quality VET-A key to success (Stockholm, 3-4 December, 2009)**

10. Cedefop's deputy director contributed to the panel discussion of this conference which was organised by the Swedish national agency for education and ENQAVET in the framework of the Swedish EU Presidency.

#### **Imagine. Create. Innovate (Stockholm, 16 and 17 December 2009)**

11. Cedefop participated in the closing conference of the European Year of Innovation and Creativity which the European Commission and the Presidency held to assess the activities which had been organised during the year on creativity and innovation.

## ANNEX III

## Major publications 2009

Title	Description
<i>European training Thesaurus</i>	A thesaurus is the most effective documentary tool in existence, allowing high-quality indexing (description of content and characteristics) and high-performance information searching (giving increased precision and simplifying recall). The third edition of the European Training Thesaurus (ETT) is a bilingual publication (English-French) and contains over 2500 terms related to vocational education and training (VET).
<i>Modernising vocational education and training. Fourth report on vocational training research in Europe: background report. Volumes 1, 2, 3</i>	The fourth report on VET research documents discusses and analyses the socioeconomic context and VET reforms, based on latest research evidence. The report informs and improves policy-making and helps develop the VET research agenda. It thus provides and discusses the evidence base for enhanced cooperation in VET.
<i>Future skill needs in Europe: medium-term forecast. Background technical report</i>	This publication provides a detailed technical background and reviews the first skill demand forecast in Europe. It outlines the approach and methods adopted and presents the results for Europe as a whole (EU-25, Norway and Switzerland) as well as for individual countries. It also untangles many data and technical issues and sets out the solutions that were adopted. The overall aim is to develop a comprehensive system for producing detailed and consistent quantitative projections of future skill needs across Europe. This approach and the set of results provide a sound foundation to take the debate on the changing pattern of demand for skills forward.
<i>The shift to learning outcomes. Policies and practises in Europe</i>	This publication is a detailed comparative study of how education and training policies and practices in 32 countries are moving toward the learning outcomes approach. The study illustrates the impact of this approach on policy development at European and national level; the development of curricula and standards; improvement of testing and assessment; and teaching and training practices.
<i>Continuity, consolidation and change. Towards a European era of vocational education and training</i>	This third review of joint work to modernise VET endorsed in 2002 by European countries, the European Commission and European social partners indicates that the coordinated approach in the Copenhagen process is driving change forward.

Language(s)	Bibliographical reference	Link
English, French	Cedefop. Luxembourg: Publications Office, 2009	<a href="http://www.cedefop.europa.eu/EN/publications/12898.aspx">www.cedefop.europa.eu/EN/publications/12898.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2009 (Cedefop Reference series, 69) (Cedefop Reference series, 70) (Cedefop Reference series, 71)	<a href="http://www.cedefop.europa.eu/EN/publications/12892.aspx">www.cedefop.europa.eu/EN/publications/12892.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2009	<a href="http://www.cedefop.europa.eu/EN/publications/5015.aspx">www.cedefop.europa.eu/EN/publications/5015.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2009 (Cedefop Reference series, 72)	<a href="http://www.cedefop.europa.eu/EN/publications/12900.aspx">www.cedefop.europa.eu/EN/publications/12900.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2009 (Cedefop Reference series, 73)	<a href="http://www.cedefop.europa.eu/EN/publications/12894.aspx">www.cedefop.europa.eu/EN/publications/12894.aspx</a>

Title	Description
	<p>Since 2006, work on common principles, guidelines and tools has significantly progressed. European and national agendas for VET are aligning. Countries have worked on quality, attractiveness and good governance to make VET more equitable and more relevant to labour market needs. But progress varies.</p>
<p><i>European guidelines for validating non-formal and informal learning</i></p>	<p>These European guidelines on validating non-formal and informal learning result from more than two years' cooperation between European countries in the cluster on recognition of learning outcomes and the Education and training 2010 process. While referring to the common European principles on identifying and validating non-formal and informal learning, adopted by the Council of Ministers in 2004, these guidelines provide expert advice to be used voluntarily by stakeholders at national and local levels.</p>
<p><i>Terminology of European education and training policy. A selection of 100 key terms</i></p>	<p>This glossary defines a selection of 100 terms used in the field of education and training policy in Europe. It is intended for researchers and practitioners and more generally for all those involved in education and training policy. It does not represent an exhaustive inventory of the terminology used by specialists; rather it identifies key terms that are essential for an understanding of current education and training policy in Europe.</p>
<p><i>Future skill supply in Europe. Medium-term forecast up to 2020</i></p>	<p>This publication presents a first and indicative medium-term forecast of skill supply in Europe until 2020. It provides complementary information on how many people with different qualifications will be available in future labour markets, developing macro-economic projections and alternative scenarios for each Member State, plus aggregate European results.</p>
<p><i>Using tax incentives to promote education and training</i></p>	<p>The report shows important differences among the countries analysed in the tax treatment of spending on education and training. It underlines the role of tax incentives for education and training and illustrates that tax incentives are appreciated by employers and employees, particularly in reducing education and training costs and for their low levels of bureaucracy.</p>
<p><i>Implications of demographic change for vocational education and training in the EU</i></p>	<p>The report discusses the impact of demographic trends on vocational education and training (VET) in EU-27. It presents short-, medium- and long-term projections of the future number of VET students and graduates, for the period 2005-50 focusing on up to 2030. The analysis is based on the 2004 Eurostat population projections and centres on the cohorts aged 15-24.</p>
<p><i>Innovative learning measures for older workers</i></p>	<p>Devising attractive lifelong learning (LLL) measures to address the needs of mature employees, is a challenging task. The challenge has as much to do with changes in the world of work (workplaces) as the need for new policies in learning (training institutions). Further, good practice in one context can be difficult to transfer to another. Forecasts indicate that the story of the future is labour shortages.</p>



Language(s)	Bibliographical reference	Link
German, English, French	Cedefop. Luxembourg: Publications Office, 2009	<a href="http://www.cedefop.europa.eu/EN/publications/5059.aspx">www.cedefop.europa.eu/EN/publications/5059.aspx</a>
German, English, Spanish, French, Italian, Portuguese	Cedefop. Luxembourg: Publications Office, 2009	<a href="http://www.cedefop.europa.eu/EN/publications/13125.aspx">www.cedefop.europa.eu/EN/publications/13125.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2009	<a href="http://www.cedefop.europa.eu/EN/publications/5069.aspx">www.cedefop.europa.eu/EN/publications/5069.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2009 (Cedefop Panorama series, 165)	<a href="http://www.cedefop.europa.eu/EN/publications/5992.aspx">www.cedefop.europa.eu/EN/publications/5992.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2009 (Cedefop Panorama series, 162)	<a href="http://www.cedefop.europa.eu/EN/publications/14901.aspx">www.cedefop.europa.eu/EN/publications/14901.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2009 (Cedefop Panorama series, 159)	<a href="http://www.cedefop.europa.eu/EN/publications/12910.aspx">www.cedefop.europa.eu/EN/publications/12910.aspx</a>

Title	Description
<i>Individual learning accounts</i>	This publication examines the design and use of individual learning accounts for learning. It is based on the Cedefop seminar, Individual learning accounts: an incentive for financing continuing vocational education and training, which presented research results on financing continuing vocational education and training through such accounts.
<i>Professionalising career guidance. Practitioner competences and qualification routes in Europe</i>	The competence of career guidance staff makes an essential contribution to the quality of career guidance services. This report confirms that current training provision for such staff is highly variable between countries and sectors in Europe, although there is clear movement towards more specialised training. Opportunities for staff mobility are limited, particularly between education and labour market sectors and from paraprofessional to professional roles.
<i>The dynamics of qualifications. Defining and renewing occupational and educational standards</i>	The aim of this Cedefop report is to improve our understanding of how vocational qualifications are constructed and renewed. This is done by comparing how qualifications standards are defined and redefined in the 32 countries taking part in the Education and training 2010 programme.
<i>Vocational education and training in Sweden. Short description</i>	As this report goes to press, major reforms of vocational education and training (VET) are imminent in Sweden. At the same time, the current global economic crisis lends urgency to the need for VET to help learners develop the knowledge, skills and competences that suit their talents and match labour market requirements.
<i>Sharing the costs of vocational education and training. An analysis of schemes in the newer EU Member States</i>	The study maps and compares vocational education and training (VET) cost-sharing mechanisms and regulatory instruments across the 12 newer Member States (Bulgaria, the Czech Republic, Estonia, Cyprus, Latvia, Lithuania, Hungary, Malta, Poland, Romania, Slovenia and Slovakia). It evaluates the influence of these mechanisms and instruments on private investment and participation in VET. It establishes which ones are more successful and identifies shortcomings in their governance.

Language(s)	Bibliographical reference	Link
English	Cedefop. Luxembourg: Publications Office, 2009 (Cedefop Panorama series, 163)	<a href="http://www.cedefop.europa.eu/EN/publications/12896.aspx">www.cedefop.europa.eu/EN/publications/12896.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2009 (Cedefop Panorama series, 164)	<a href="http://www.cedefop.europa.eu/EN/publications/12888.aspx">www.cedefop.europa.eu/EN/publications/12888.aspx</a>
English	Cedefop. Luxembourg: Publications Office, 2009 (Cedefop Panorama series, 176)	<a href="http://www.cedefop.europa.eu/EN/publications/5053.aspx">www.cedefop.europa.eu/EN/publications/5053.aspx</a>
German, English, French	Cedefop. Luxembourg: Publications Office, 2009 (Cedefop Panorama series, 181)	<a href="http://www.cedefop.europa.eu/EN/publications/5045.aspx">www.cedefop.europa.eu/EN/publications/5045.aspx</a>
German, English, Spanish, French, Italian, Portuguese	Cedefop. Luxembourg: Publications Office, 2009 (Cedefop Panorama series, 182)	<a href="http://www.cedefop.europa.eu/EN/publications/5021.aspx">www.cedefop.europa.eu/EN/publications/5021.aspx</a>

## ANNEX IV

## Cedefop governing board (as at 31 December 2009)

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

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

## Participating in the Bureau meeting

Chairman Government representative	Mr <b>Peter Kreiml</b> Bundesministerium für Unterricht, Kunst und Kultur – Austria
Vice-chairman European Commission	Mr <b>Jordi Curell Gotor</b> European Commission Directorate General Education and Culture Director DG EAC/A
Vice-chairman Representative of employees' organisations	Mr <b>Petri Lempinen</b> Finnish Confederation of Salaried Employees – STTK
Vice-chairman Representative of employer's organisations	Ms <b>Barbara Dorn</b> Bundesvereinigung der Deutschen Arbeitgeberverbände – Germany
Coordinator Government group	Ms <b>Tarja Riihimäki</b> Ministry of Education – Finland
Government representative	Ms <b>Micheline Schveys</b> Ministry of Education and Training – Belgium
European Commission	Ms <b>Belen Bernaldo De Quiros</b> European Commission Directorate General Education and Culture Head of unit DG EAC-A3
European Commission	Mr <b>Peter Baur</b> European Commission Directorate-General Education and Culture Deputy Head of Unit DG EAC-A3
Coordinator, employers' group	Mr <b>Marcus Schwenke</b> BusinessEurope
Coordinator, employees' group	Mr <b>Joël Decaillon</b> Confédération Européenne des Syndicats – CES/ETUC
Observer EEA representative	Ms <b>Kristin Evensen</b> Royal Ministry of Education, Research and Church Affairs – Norway

## Cedefop Governing Board Members <sup>(1)</sup>

	Government representatives	Employees' organisations' representatives	Employers' organisations' representatives
BE	(rota system) Ms <b>Micheline Scheys</b> Ministry of Education and Training	Mr <b>Michel van Uytfanghe</b> ACV-CSC	Mr <b>Jan Delfosse</b> F.E.D.I.S.
	Ms Isabelle Voiturier FOREM		
BG	Ms <b>Valentina Deikova</b> Ministry of Education and Science	Ms <b>Svetla Toneva</b> KNSB – Confederation of Independent Trade Unions in Bulgaria	Ms <b>Galia Bozhanova</b> Bulgarian Industrial Association Union of the Bulgarian Business
CZ	Mr <b>Miroslav Prochazka</b> National Institute of Technical and Vocational Education	Ms <b>Milada Pelajova</b> Czech-Moravian Confederation of Trade Unions	Mr <b>Pavel Chejn</b> The Czech Association of Employers in Energy Sector (CSZE)
DK	Mr <b>Roland Svarrer Østerlund</b> Undervisningsministeriet	Mr <b>Erik Schmidt</b> Salaried Employees and Civil Servants Confederation (FTF-DK)	Mr <b>Henrik Bach Mortensen</b> Dansk Arbejdsgiverforening
DE	Mr <b>Peter Thiele</b> Bundesministerium für Bildung und Forschung	Mr <b>Hermann Nehls</b> Deutscher Gewerkschaftsbund – DGB	Ms <b>Barbara Dorn</b> Bundesvereinigung der Deutschen Arbeitgeberverbände
EE	Mr <b>Kalle Toom</b> Estonian Ministry of Education and Research	Ms <b>Kaja Toomsalu</b> Confederation of Estonian Trade Unions	Mr <b>Tarmo Kriis</b> Estonian Employers' Confederation
IE	Mr <b>Patrick Hayden</b> Employment and Training Strategy Department of Enterprise, Trade and Employment	Mr <b>Peter Rigney</b> Irish Congress of Trade Unions	Ms <b>Tony Donohoe</b> IBEC Irish business and employers
EL	Mr <b>Konstantinos Tsoutsoplidis</b> Ministry of Employment and Social Protection	Mr <b>Michalis Kouroutos</b> G.S.E.E.	Mr <b>Evangelos Boumis</b> Titan Cement Company S.A.
ES	Mr <b>Francisco Javier Alfaya Hurtado</b> Ministerio de Trabajo e Inmigración Subdirector General de Políticas Activas de Empleo del Servicio Público de Empleo Estatal (SPEE)	Ms <b>Luz Blanca Cosío Almeida</b> UGT	Mr <b>Juan Menéndez Valdés</b> Confederación Española de Organizaciones Empresariales – CEOE

<sup>(1)</sup> Council Decision of 14 September 2009 renewing Cedefop Governing Board (OJ C 226 of 19.09.2009, page 2).

	<b>Government representatives</b>	<b>Employees' organisations' representatives</b>	<b>Employers' organisations' representatives</b>
<b>FR</b>	Ms <b>Elisabeth Arnold</b> Ministère de l'éducation nationale	Ms <b>Laurence Martin</b> Force Ouvrière - F.O.	Mr <b>Bernard Falck</b> Mouvement des Entreprises de France – MEDEF
<b>IT</b>	Mr <b>Filippo Mazzotti</b> Ministerio del Lavoro, della Salute e delle Politiche Sociali Direzione Generale per le Politiche per l'Orientamento e la Formazione	Mr <b>Roberto Pettenello</b> CGIL	Mr <b>Claudio Gentili</b> Confindustria
<b>CY</b>	Mr <b>George Papageorgiou</b> Ministry of Labour and Social Insurance	Mr <b>Nicos Nicolaou</b> Cyprus Workers' Confederation – SEK	Mr <b>Michael Pilikos</b> Cyprus Employers & Industrialists Federation
<b>LV</b>	Mr <b>Janis Gaigals</b> Ministry of Education and Science	Ms <b>Santa Ozolina</b> Free Trade Union Confederation of Latvia – LBAS	Ms <b>Ilona Kiukucane</b> Latvian Employers' Confederation
<b>LT</b>	Mr <b>Romualdas Pusvaškis</b> Ministry of Education and Science	Ms <b>Tatjana Babrauskienė</b> Lithuanian Trade Union Confederation	Ms <b>Laura Sirvydiene</b> Lithuanian Confederation of Industrialists
<b>LU</b>	Mr <b>Nic Alff</b> Ministère de l'Education nationale et de la Formation professionnelle	Ms <b>Danièle Nieves</b>	Mr <b>Paul Krier</b> Chambre des Métiers du Grand-Duché du Luxembourg
<b>HU</b>	Ms <b>Ildikó Modláné Görgényi</b> National Institute of Vocational Education	Mr <b>Ferenc Toth</b> SZEFE	Mr <b>Zoltán Pete</b> National Federation of Hungarian Contractors
<b>MT</b>	Mr <b>Paul A. Attard</b> Ministry of Education, Youth and Employment	Mr <b>William Portelli</b> Confederation of Malta Trade Unions	Mr <b>Andrew W.J. Mamo</b> Gales & Mamo (Trading) Ltd
<b>NL</b>	Mr <b>Peter van IJsselmuiden</b> Ministerie van Onderwijs, Cultuur en Wetenschappen	Mr <b>Bart Bruggeman</b> Christelijk Nationaal Vakverbond (CNV)	Mr <b>Jan Willem van den Braak</b> Vereeniging VNO-NCW
<b>AT</b>	Mr <b>Peter Kreiml</b> Bundesministerium für Unterricht, Kunst und Kultur	Mr <b>Alexander Prischl</b> Österreichischer Gewerkschaftsbund – ÖGB	Mr <b>Gerhard Riemer</b> Industriellenvereinigung
<b>PL</b>	Mr <b>Piotr Bartosiak</b> Ministry of National Education Ministerstwo Edukacji Narodowej Department of Vocational Training and Continuing Education	Mr <b>Zygmunt Cybulski</b> OPZZ	Mr <b>Josef Jacek Hordejuk</b> The Chamber of Craftmanship and Enterprise

	<b>Government representatives</b>	<b>Employees' organisations' representatives</b>	<b>Employers' organisations' representatives</b>
<b>PT</b>	Ms <b>Maria da Conceição Afonso</b> DGERT Employment and Vocational Training	Mr <b>Augusto Praça</b> CGTP-IN	Mr <b>José Sanchez Ramirez</b>
<b>RO</b>	Ms <b>Gabriela Ciobanu</b> National Centre for VET Development	Mr <b>Gheorghe Simon</b> National Confederation of Free Trade Unions in Romania – CNSLR-FRATIA	Mr <b>Ion Hohan</b> General Confederation of Romanian Industrialists UGIR-1903
<b>SI</b>	Mr <b>Anton Simonič</b> Ministry of Education and Sport Division for European Affairs	Mr <b>Marjan Urbanč</b> Association of Free Trade Unions of Slovenia – ZSSS	Mr <b>Anze HirsI</b> Association of Employers of Slovenia
<b>SK</b>	Mr <b>Juraj Vantuch</b> Comenius University Ministry of Education	Mr <b>Alexander Kurtanský</b> Confederation of Trade Union of the Slovak Republic (KOZ SR)	Mr <b>Daniel Hrdina</b> Association of Employers of Transport, Post Offices & Telecommunications of the Slovak Republic
<b>FI</b>	Ms <b>Tarja Riihimäki</b> Coordinator for the Government Group Ministry of Education	Mr <b>Petri Lempinen</b> Vice-Chairman Finnish Confederation of Salaried Employees STTK	Ms <b>Mirja Hannula</b> Confederation of Finnish Industries – EK
<b>SE</b>	Ms <b>Carina Lindén</b> Swedish Ministry of Education and Research	Ms <b>Ulrika Hektor</b> TCO Sweden	Mr <b>Karin Thapper</b> The Association of Swedish Engineering Industries
<b>UK</b>	Ms <b>Nicola Archer</b> Joint International Unit – Department for Education and Skills	Mr <b>Leslie Manasseh</b> Trade Union Congress	Mr <b>Richard Wainer</b> Confederation of British Industry – CBI

## European Commission representatives <sup>(2)</sup>

Ms <b>Odile Quintin</b> Directorate General Education and Culture Director-General for Education and Culture
Mr <b>Jordi Curell Gotor</b> Vice-chairman Directorate General Education and Culture Director DG EAC-A Lifelong Learning: horizontal Lisbon policy issues and international affairs Éducation et Formation tout au long de la vie: politiques horizontales Lisbonne et affaires internationales
Ms <b>Belen Bernaldo de Quiros</b> Directorate General Education and Culture Head of unit A3 Jean Monnet; partenariats universités/acteurs économiques; relations avec les agences
Mr <b>Peter Baur</b> Directorate General Education and Culture Deputy Head of Unit DG EAC-A3

**Government  
representatives**

**Employees' organisations'  
representatives**

**Employers' organisations'  
representatives**

## Coordinators

	Mr <b>Josef Niemiec</b> <sup>(3)</sup> European Trade Union Confederation	Mr <b>Marcus Schwenke</b> BUSINESSEUROPE
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## Observers

<b>IS</b>	Ms <b>Ásta Sif Erlingsdóttir</b> Ministry of Education, Science and Culture University of Iceland – Research Liaison office		
<b>NO</b>	Ms <b>Kristin Evensen</b> Royal Ministry of Education, Research and Church Affairs	Mr <b>Tor-Arne Solbakken</b> Norwegian confederation of Trade Unions	Mr <b>Helge Halvorsen</b> Confederation of Norwegian Business and Industry

<sup>(2)</sup> Communication – Appointment of Commission representatives (OJ C 88, 25.3.2000 page 6).

<sup>(3)</sup> Nominated by ETUC in November 2009



## ANNEX V

## Human resources

**Staff situation at 31 December 2009**

The establishment plan 2009 had 101 posts (50 AD and 51 AST).

On 31 December 2009, the Centre employed 96 staff on the basis of the establishment plan. There were more temporary than permanent posts, both in function group AD (35/15) and in function group AST (20/31).

On 31 December 2009, 5 posts were not occupied:

- 2 AD selection procedures were ongoing
- 1 staff member will take up duties in early 2010
- 1 AD post will be advertised early 2010
- 1 AST post will be filled when the staff member returns from unpaid leave in May 2010
- 1 recruitment procedure was underway for the replacement of the Head of Area Research and Policy Analysis who will retire in 2010.

In addition to the above, Cedefop's personnel comprised:

- 6 Seconded National Experts
- 1 Official on secondment from the Commission
- 26 Contract Agents.

The following non-statutory intra-muros staff also worked at the Centre:

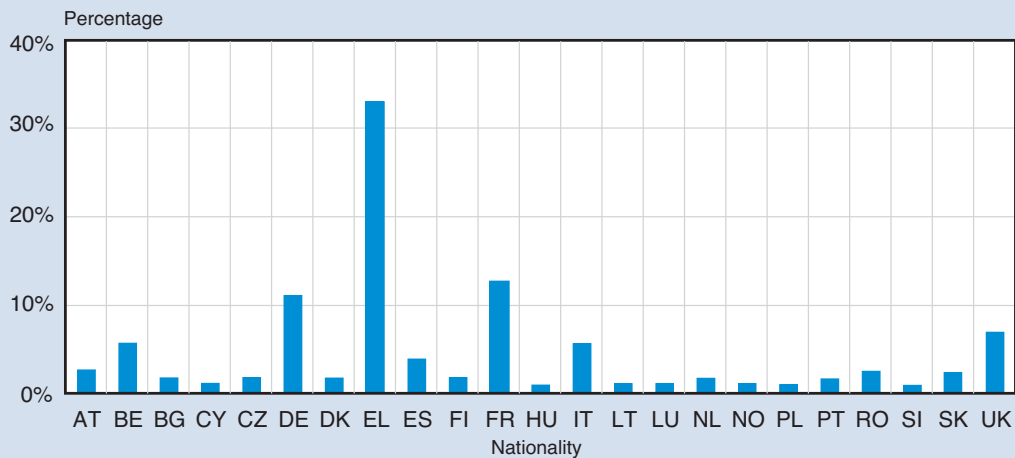
- Medical officer, ICT support (e.g. Helpdesk) and day care centre support;
- A specific service contract provides for one or two security guards to be at the disposal of the Centre 24 hours a day, in three shifts.  
They also put at the disposal of the Centre 1 switchboard operator;
- Cleaning services;
- Specific contracts provide for maintenance of the building and the grounds.

On 31 December 2009, there were 129 staff working at Cedefop not including the non-statutory staff.

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

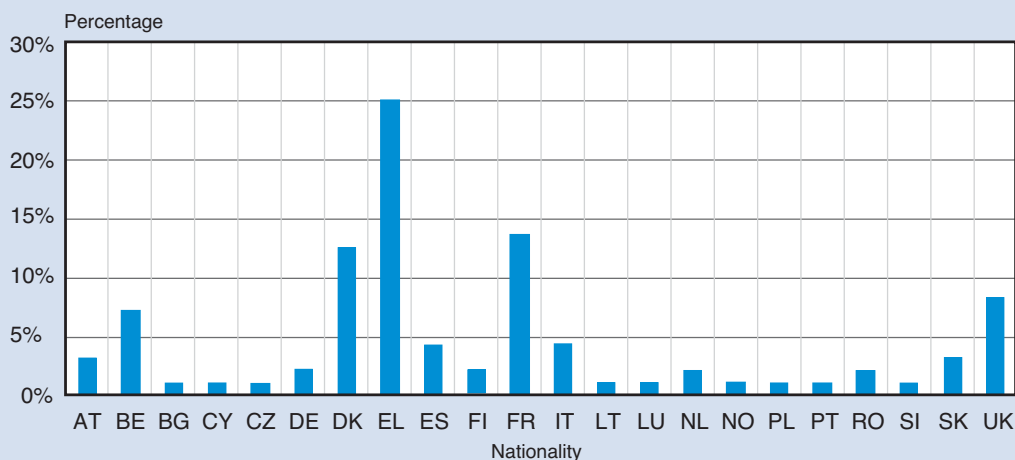
## Nationality

### Staff (\*) by nationality

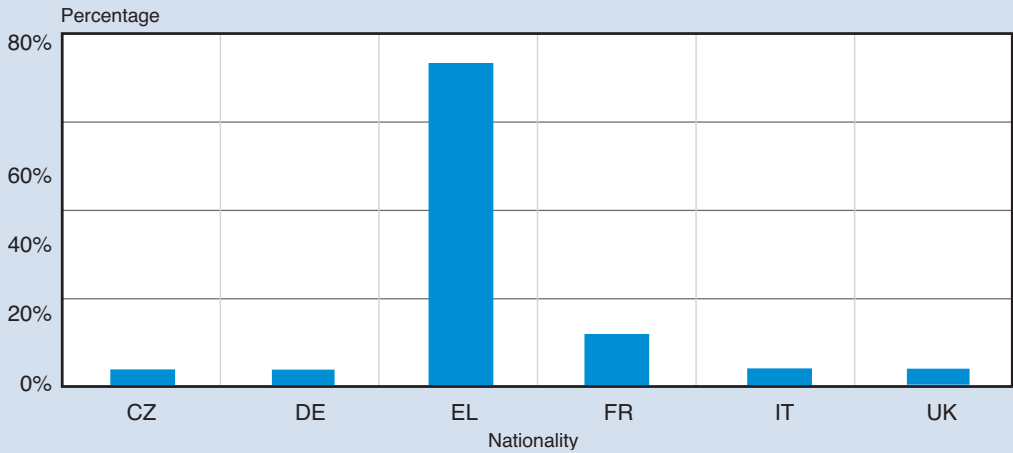


(\*) Includes officials, temporary agents, contract agents and seconded experts;  
 13 staff members have double nationality from an EU Member State.

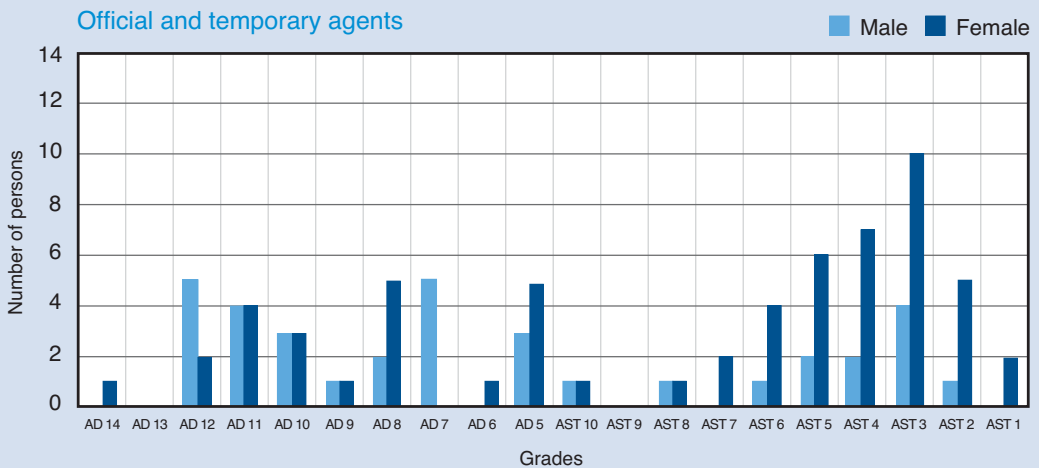
### Officials and temporary agents by nationality

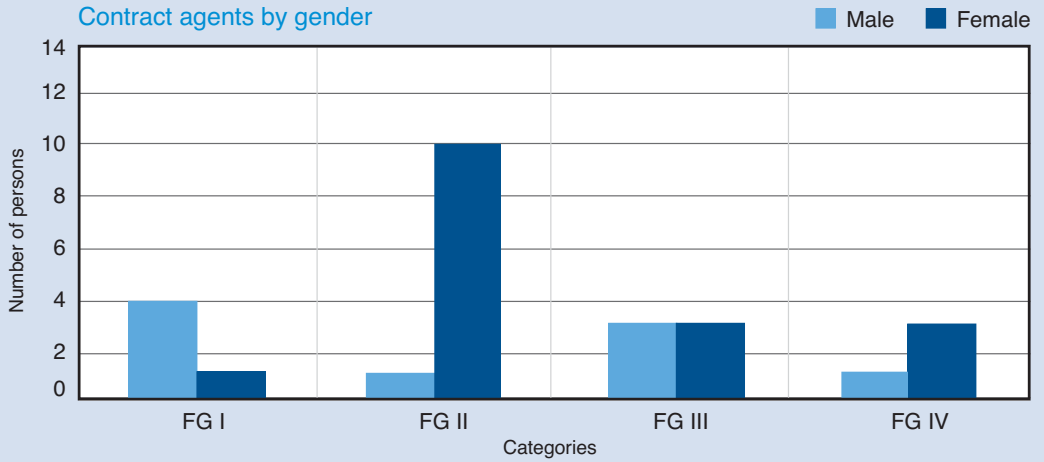


### Contract agents by nationality



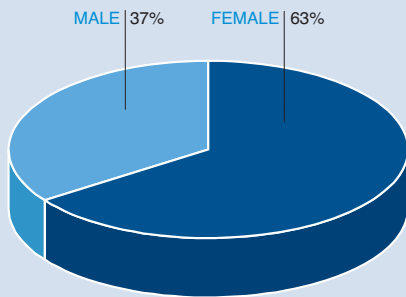
### Cedefop occupied posts (male/female)





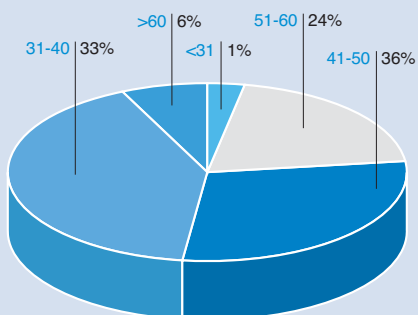
### By gender

All staff (excluding SNEs) by gender



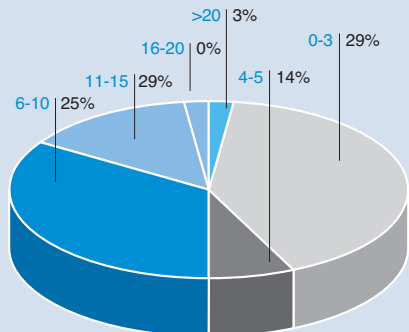
### By age

Officials, temporary agents and contract agents by age



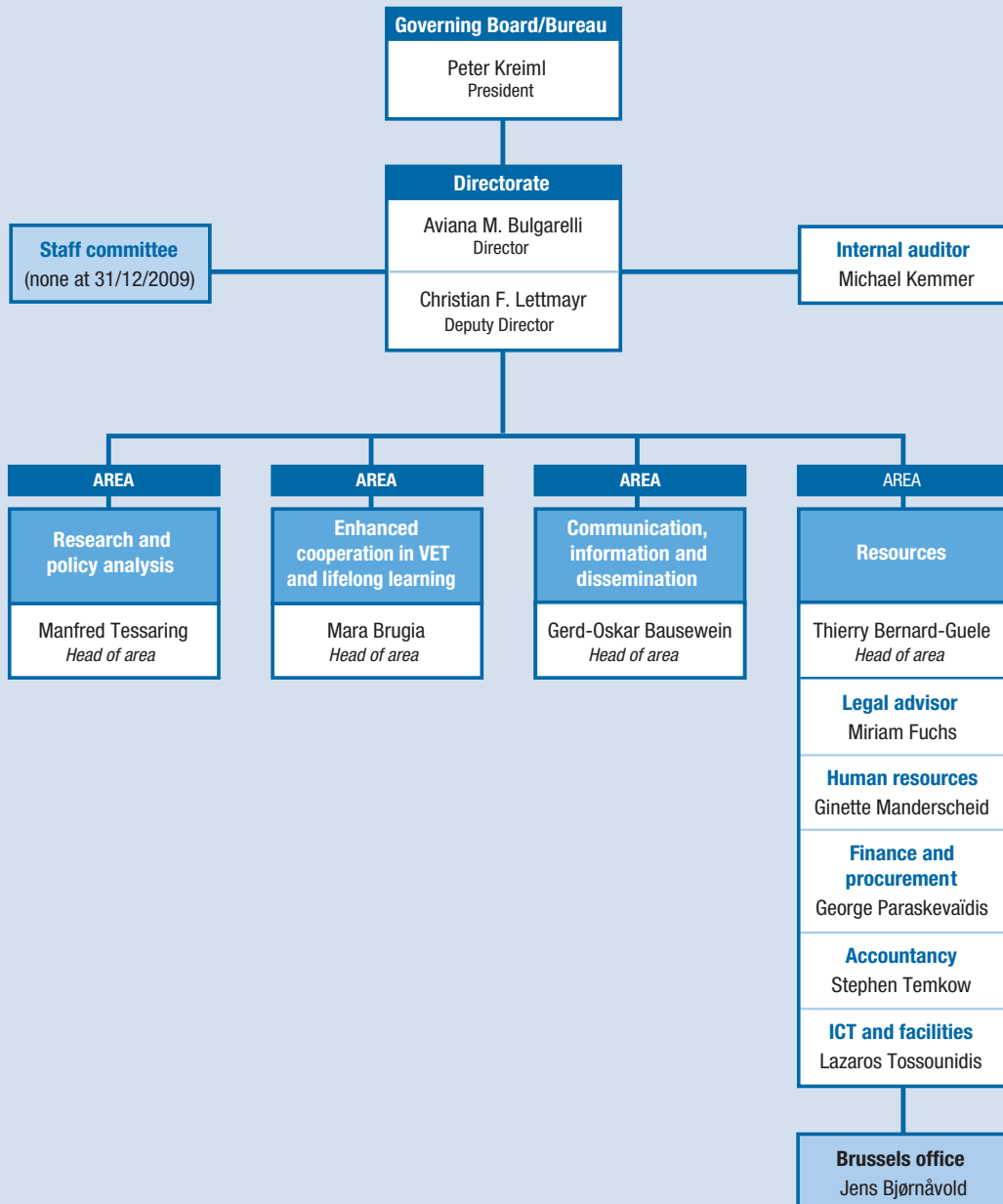
### By years of service

Officials, temporary agents and contract agents by service



## ANNEX VI

## Cedefop organisation chart (situation at 31 December 2009)



## ANNEX VII

### Budget execution 2009

Headings	A – Initial budget	B – Transfers and BRS	C – Final budget (after end of year transfers & BRS)
<b>Title 1</b> (Staff)	10 519 000	-75 000	10 444 000
<b>Title 2</b> (Investment building, equipment)	1 288 000	31 360	1 319 360
<b>Title 3</b> (except chapter 31)	4 888 000	232 629	5 120 629
<b>Total budget</b> (except chapter 31)	16 695 000	188 989	16 883 989
31 (Particip. of non member states & BRS)	394 842	1 250 000	1 644 842
<b>TOTAL BUDGET</b> (with chapter 31)	<b>17 089 842</b>	<b>1 438 989</b>	<b>18 528 831</b>

#### Implementation of Community subvention:

Community subvention	16 590 000
Own resources (except chapter 31 and BRS)	105 000
<i>Sum 1</i>	16 695 000
Refund (translations)	188 989
<i>Sum 2</i>	16 883 989
<b>of which implemented in 2009</b>	<b>99 %</b>

D – Blocked on provisional and specific (for commitment)	E – Remaining budget at year end = C–D	F – Effective execution (blocked as % of final budget)	G – Automatic carry-overs to 2010	H – Final budget execution = D+G	I – Budget execution rate = H/C
10 141 580	302 420	97.10 %	254 686	10 396 266	99.54 %
868 671	450 689	65.84 %	403 904	1 272 575	96.45 %
2 275 980	2 844 649	44.45 %	2 780 875	5 056 855	98.75 %
13 286 232	3 597 7758	78.69 %	3 439 465	16 725 696	99.06 %
1 039 172	605 670	63.18 %		1 039 172	
<b>14 325 404</b>	<b>4 203 428</b>	<b>77.31 %</b>	<b>3 439 465</b>	<b>17 764 868</b>	<b>95.88 %</b>

## ANNEX VIII

### ABB compact report (2009)

Area	Activity name	FTE	Title 1	Title 2	Title 3	Total
RPA	Policy analysis	12.25	976 353.38	125 092.72	533 756.64	1 635 202.74
RPA	Skill needs analysis	9.60	795 319.56	98 045.18	358 515.15	1 251 879.89
RPA	VET research	13.52	1 149 004.32	138 060.48	405 310.22	1 692 375.02
RPA	ReferNet	4.98	459 973.61	50 827.47	899 381.35	1 410 182.43
RPA	European journal vocational training	3.23	271 995.83	32 949.75	64 856.76	369 802.34
ECVL	Education and Training 2010	27.62	2 349 952.80	282 142.94	1 477 017.34	4 109 113.08
ECVL	Study visits	16.29	1 175 441.55	166 408.22	419 131.07	1 760 980.84
CID	External communication	15.26	1 270 865.83	155 852.67	271 674.37	1 698 392.87
CID	Information and documentation	13.56	1 119 303.96	138 488.18	310 795.75	1 568 587.89
CID	Publications – Content management	9.80	805 798.69	100 132.34	147 561.29	1 053 492.32
<b>ABB (A)</b>		<b>126.11 <sup>(1)</sup></b>	<b>10 374 009.53 <sup>(2,3)</sup></b>	<b>1 287 999.95 <sup>(2)</sup></b>	<b>4 887 999.94 <sup>(2)</sup></b>	<b>16 550 009.42</b>
<b>Budget 2009 (B)</b>			<b>10 444 000.00</b>	<b>1 319 360.00</b>	<b>6 765 471.00</b>	<b>18 528 831.00</b>
<b>(B) – (A)</b>			<b>69 990.47 <sup>(1)</sup></b>	<b>31 360.05 <sup>(4)</sup></b>	<b>1 877 471.06 <sup>(5)</sup></b>	<b>1 978 821.58</b>

<sup>(1)</sup> Underspending mainly due to the non-acceptance of the Commission's proposal with regard to the annual adjustment of salaries (rappel).

<sup>(2)</sup> Small differences due to automatic rounding in calculations performed by the system.

<sup>(3)</sup> Difference of 140 000 EUR with the initial budget shown in the budget Implementation table due to assigned own revenue.

<sup>(4)</sup> Title 2 has an additional 31 360 EUR (transfer from Title 1).

<sup>(5)</sup> The difference corresponds to 2009 appropriations in Chapter 31

'Participation of non-member states in the work programme', broken down as follows:

Budgetary contributions from Norway and Iceland: 394 842 EUR – cannot be used before corresponding appropriations from previous years are fully spent

Contribution Agreement DG EMPL (BRS 1/2009): 1 000 000 EUR – the actual funds will be made available to Cedefop in 2010

Complementary subsidy from the EC

for the building problems (BRS 1/2009):

250 000 EUR – received in mid-December 2009

Refund from the Translation Centre (BRS 1/2009):

188 989 EUR – received in mid-December 2009

Transfer from Title 1:

43 640 EUR



## ANNEX IX

## Cooperation between the ETF and Cedefop, summary joint progress report 2009

### Foreword

Cedefop is the European Union's (EU's) agency to support the development of vocational education and training policies. Cedefop is based in Thessaloniki, Greece and contributes to implementing the education and training work programme 2010, drawn up to achieve the Lisbon goal and make Europe's education and training systems a world reference for quality by 2010. The Copenhagen declaration and the Maastricht and Bordeaux communiqué granted Cedefop a specific role to support and monitor progress in Member States every two years, in what is known as the Copenhagen process. Cedefop, with the support of its Governing Board (comprising representatives from the European Commission, Member States and social partners) will continue to provide its expertise to support evidence-based policy-making and promote closer European cooperation in vocational education and training.

The ETF is an agency of the European Union based in Turin, Italy. It was established to contribute to the development of the education and training systems of the EU partner countries. The ETF's mission is to help transition and developing countries to harness the potential of their human resources through the reform of education and training systems in the context of the EU's external relations policy. The ETF bases its work on the conviction that human resources development in a lifelong learning perspective can make a fundamental contribution to increasing prosperity, creating sustainable growth and encouraging social inclusion in transition economies. The

ETF deploys and recruits experts from many disciplines to handle complex and multi-dimensional topics in a team environment, in order to create new knowledge, insight and solutions.

The ETF uses Cedefop as a source of information and best practice in the EU and EEA countries in the field of vocational education and training and the labour market in order to carry out its mission of supporting economic and social reform in its partner countries outside the EU. Cedefop benefits from the ETF's experience to date both in the candidate and in other partner countries. Although both agencies work in the vocational education and training area, there is no overlap between their work. They join forces where necessary to help the European Community to reach its objectives. The ETF supports EU external relations policies and works with non-EU Member States, whereas Cedefop works with EU Member States and is part of EU internal policy to which the EEA countries are associated.

The ETF operates in the framework of the EU's external assistance policies. Its role is to help partner countries formulate and implement public policy solutions that are appropriate to the problems they face in their economic, social and political contexts. The ETF works in collaboration with partner country stakeholders to provide guidance in the face of a multitude of possible alternative policy solutions. Through its policy analysis, advisory and capacity building actions, the ETF supports knowledge dissemination and policy management to promote realistic priority and objective setting. Partner countries have limited

resources for research or evidence based policy development and there are large opportunity costs in reform strategies. The ETF synthesises policy approaches and the context of partner countries.

## Introduction

During 2009, ETF and Cedefop further systematised their cooperation to maximise the benefits for their respective mandates. This resulted in a series of cooperative activities covering contributions to the development and implementation of EU approaches in the area of lifelong learning, the sharing of partner country experiences with Cedefop, contributions to publications in relevant areas and the sharing of knowledge and experience in key areas of mutual interest.

Cedefop and ETF also worked together to create a new framework for cooperation between themselves for the period 2010-2013. The framework is included in annex. The framework will be implemented on an annual basis through a joint work programme attached to the annual work programmes of each agency. A joint report on the implementation will be attached to each agency's Annual Activity Report.

## Report of ETF – Cedefop cooperation 2009

### 1. Participation and contribution to European Developments in Lifelong Learning.

**1.1. European Qualification Framework**  
ETF and Cedefop worked together in the implementation of the European Qualifications Framework (EQF) <sup>(1)</sup> through joint participation in the EQF Advisory Group. During the year, the ETF and Cedefop worked together with the European Com-

mission to explore the relation between the European Qualifications Framework and development outside the EU in the area of qualifications Framework. The cooperation produced a major international conference in 2009 hosted by the European Parliament within the calendar of the Czech Presidency. The cooperation has highlighted opportunities for mutual learning between the rest of the world and the EU and contributed to making European developments in lifelong learning more visible to the wider world<sup>1</sup>. Both agencies participated substantially to the work of the cluster on recognition of learning outcomes, a platform provided for systematic exchange of experiences and peer learning between Member States and social partners on challenges related to National Qualifications Frameworks, learning outcomes and validation of non-formal and informal learning.

### 1.2. European Developments in Quality Assurance

ETF and Cedefop experts cooperated in following developments in quality assurance in vocational education in Europe through participation in the European Network for Quality Assurance in Vocational Education and Training (ENQA-VET). The network is the platform for the development of a European Quality Assurance and Reference Framework (EQARF) <sup>(2)</sup>. ETF and Cedefop jointly contributed to the development of EQARF in 2009, e.g., Governing Board General Assembly Meetings of the ENQAVET, and Thematic Groups e.g., peer reviews as a tool for quality and quality assurance at VET provider level. The main purpose of the Network is to create a structured and sustainable platform for participating countries to exchange information and experience, to dialogue and allow for mutual learning on the issues of quality development in VET.

### 1.3. Standing Group on indicators and benchmarks for Vocational Education and Training <sup>(3)</sup> in Europe.

In 2009, ETF cooperated with Cedefop through joint participation and contribution to the standing group on indicators and benchmarks. The standing group prepares the progress report for the Annual Report on the achievement of the goals for 2010. Cooperation in this group ensures common understanding of the methodological approaches and data gathering being undertaken at the European level to monitor VET developments. The cooperation provides a conduit for exchange of experiences between the two agencies for data collection and network development and maintenance.

### 1.4. Cooperation in the European Lifelong Guidance developments

In 2009, ETF continued to cooperate with Cedefop in the area of career guidance through different activities: regular contact and exchange of information between the Cedefop and ETF experts on the topic of career guidance, as well as mutual participation/contribution to events, for example ETF contribution to a Peer Learning event in Thessaloniki on 26-27 November. Cedefop contributed to a Knowledge-Sharing event for ETF staff in Turin during May. This was followed by the hosting of two meetings of the Cedefop-ETF expert team in Turin. ETF and Cedefop jointly participated in European Lifelong Guidance Policy Network (ELGPN) and its annual work programme during the year. The ELGPN assists the EU member states and the Commission in moving forward EU cooperation on lifelong guidance in both the education and employment sectors.

In 2009, for the first time countries from the Western Balkans were linked to this policy network, at the joint initiative of the ETF and Cedefop.

### 1.5. Cooperation in Teacher Training (TT)

The Cedefop TNet <sup>(4)</sup> conference brought together 130 policymakers at both European and national levels, representatives of European and international institutions, training practitioners, social partners, representatives of training institutions and researchers. ETF helped Cedefop plan this major conference and to select workshop organisers and provided a keynote speech as well as assisting with relevant participation from Croatia.

Representatives from Montenegro, Serbia and Turkey Candidate countries were supported by the ETF LEARN <sup>(5)</sup> project had invited representatives from and helped Cedefop to identify representative from Croatia.

## 2. Copenhagen Process as per the Bordeaux Communique Contributions to the Bruges Review 2009

As expressed in the conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the future priorities for enhanced European cooperation in vocational education and training <sup>(6)</sup>, Cedefop and the European Training Foundation continue to support the Commission, in particular in the monitoring and reporting of progress in implementation.

In that context, ETF and Cedefop have cooperated during 2009 in the preparation of the report on progress in implementing European policy priorities for VET in the Copenhagen process (2002-10) Cedefop being involved with the EU Member States and the European Free Trade Association (EFTA)/European Economic Area (EEA) Countries, and ETF being involved with the Candidate Countries (Croatia, Turkey and the Former Yugoslav Republic of Macedonia).

### 3. Support for Research Cooperation

#### 3.1. Cooperation in Contributions to Publications

ETF and Cedefop cooperated together on research on international trends on the development of National Qualification Frameworks, both in Europe and in the wider world. Three major studies were undertaken in 2009: a broad review of trends in qualification framework frameworks on both the EU and in partner countries of the EU; a specific series of case studies undertaken in cooperation with the ILO; and a review of developments in regional qualification frameworks internationally. The results of these studies will inform on going discussions on the role of national qualifications frameworks in promoting lifelong learning and will contribute to the agenda of a major conference on the EQF in the second half of 2011.

#### 3.2. Joint Seminar Participation on VET data collection

In 2009 participated in a Cedefop workshop with representatives from all of the EU member states in partnership with Eurostat. The workshop supported the Task Force charged with preparing Eurostat's 4<sup>th</sup> Continuing Vocational Training Survey (CVTS4).

### 4. Information, Knowledge Management and Dissemination

The series of information and knowledge sharing workshops between the two agencies continued in 2009. In 18 September 2009, Cedefop presented the development of work on qualification issues and the preparation of the 2010 policy report to ETF staff in Turin. This is scheduled to be followed up in 28 January 2010, ETF with a presentation on the development of national qualification frameworks in its partner countries and of the work on migrations to Cedefop staff in Thessaloniki, as well as the new ETF process (Torino process) aimed at providing a consistent analysis of progress along the VET reforms and systems in its partner countries.

In the area of VET financing cooperation continued with ETF being invited in the Cedefop Agora on sharing the costs of VET in October 2009 and Cedefop being invited in an ETF conference in Sarajevo in January 2009 about adult training developments

Cedefop also shared information with ETF on their work in relation to skill anticipation, covering the likely changes in skill demand over the coming decade, and likely changes in the supply of skills and the possibilities of imbalances between demand and supply

## 5. Impact of the Cooperation

The cooperation in 2009 continued to strengthen the capacities of each agency in their respective mandates for the European Commission. The cooperation ensured that Candidate Countries were fully aware of the developments with the Copenhagen process and that these countries included in assessments undertaken in 2009.

Knowledge sharing and dissemination between the two agencies enabled each agency to understand distinctions in trends and applications in vocational education in their different mandates, particularly in the context of responses to the financial crisis during 2009. The cooperation was also very important in ensuring that ETF was in a position to assess the feasibility of including EU approaches in the Enlargement, Neighbourhood, and Development Cooperation programmes. Related to this was the ability of the agencies to work together with the European Commission to explore with Member and Non Member States the external impact of the European approaches to lifelong learning and how European developments can influence policy making in non member states and the implications of this – both for external and internal developments.

- (<sup>1</sup>) Additional information on this conference is available from the ETF website at: <http://www.etf.europa.eu>. Information on the European Qualifications Framework is available from the website of DG Education and Culture at the European Commission ([http://ec.europa.eu/education/lifelong-learning-policy/doc44\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm)).
- (<sup>2</sup>) The European Quality Assurance Reference Framework (EQARF) is designed to promote better vocational education and training by providing authorities with common tools for the management of quality. More information on the framework is available from the European Network for Quality Assurance in Vocational Education and Training (<http://www.enqavet.eu/EQARF-website.htm>).
- (<sup>3</sup>) The Standing Group on Indicators and Benchmarks (SGIB), an expert group representing all member states, was also set up to advise the Commission on the use of indicators and benchmarks. More information is available from The Centre for Research in Lifelong Learning, [http://crell.jrc.ec.europa.eu/indicators\\_and\\_benchmarks.htm](http://crell.jrc.ec.europa.eu/indicators_and_benchmarks.htm)
- (<sup>4</sup>) More information on Cedefop TTnet is available from <http://www.cedefop.europa.eu/EN/about-cedefop/networks/teachers-and-trainers-network-ttnet/teachers-and-trainers-network-TTnet.aspx>
- (<sup>5</sup>) Information on the ETF LEARN project in South Eastern Europe is available from the ETF website at [www.etf.europa.eu/WEB.NSF/pages/Project\\_area:\\_SEE\\_VET\\_TT\\_network\\_EN?Opendocument](http://www.etf.europa.eu/WEB.NSF/pages/Project_area:_SEE_VET_TT_network_EN?Opendocument)
- (<sup>6</sup>) More information on these Conclusions is available in the Bordeaux Communiqué: [http://ec.europa.eu/education/news/news1087\\_en.htm](http://ec.europa.eu/education/news/news1087_en.htm)

## Framework for cooperation between Cedefop and the ETF

Under the education and training 2010 programme and the strategic framework for European cooperation in education and training (7)

### 1. Purpose

This document establishes a framework for cooperation between the ETF and Cedefop for the period 2010-2013. Both agencies work in the area of vocational education and training in a lifelong learning perspective, but with distinct missions, geographical scopes and objectives. The ETF is a change agent with a direct operational role in improving human resource capacities in ETF partner countries (8). Cedefop contributes to the development and promotion of vocational education and training (VET) policy in the EU through research, policy analysis, exchanges of information and experience, and by providing expertise to the European Commission, Member States and social partners. Cooperation to date has been productive and of benefit to the implementation of European programmes and priorities.

### 2. The roles and mandates of Cedefop and the ETF

Cedefop is the EU's agency supporting vocational education and training policy development at European level. Cedefop supports the European Commission, EU Member States and the social partners in their work to improve vocational education.

Cedefop is acknowledged as an authoritative source of information on VET, skills and competences. Its strategic objective for 2009-11 is to 'contribute to excellence in VET and strengthen European cooperation in developing, implementing and evaluating European VET policy'. This objective is supported by four priorities:

- informing European VET policies,
- interpreting European trends in and challenges for skills, competences and learning,
- assessing the benefits of VET, and
- raising the profile of VET.

These priorities focus Cedefop's research, policy analysis and networking activities on filling knowledge gaps, generating new insights and raising awareness about VET issues. Using the evidence gathered and its expertise, Cedefop provides advice to support an evidence-based European VET and skills policy agenda and to strengthen European cooperation.

The European Parliament, the European Council, the European Commission, Member States and European Social partners have entrusted Cedefop with some important tasks.

These include reporting on progress made by EU Member States in implementing common policy priorities for improving VET. Cedefop's biennial VET policy reports have been the basis for key policy decisions. Another task is skill needs analysis and anticipation. Cedefop's pan-European forecasts for skill demand and supply have stimulated debate on how Europe can raise the skill level of its workforce and avoid skill mismatches. Cedefop is also directly involved in developing common European tools and principles (such as EQF, ECVET, Europass, EQARF) and supporting their implementation. These include the European Qualifications Framework and Europass which improve the understanding of qualifications and skills and support mobility and common principles in policy areas such as lifelong guidance and the val-

idation of informal learning.

The ETF provides advice and assistance to the European Commission on human capital development in its partner countries outside the EU. The ETF helps transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy. The ETF's work improves the productivity of the EU's external assistance by technical support to the Commission and the productivity of partner country human capital systems and their ability to address the policy challenges they face in relation to skill formation.

The ETF provides services to a range of stakeholders and clients with shared interests in the contribution that human capital development can make to EU external assistance objectives and to the Commission's actions in relation to the external dimension of its internal policies<sup>(9)</sup>. These stakeholders include European institutions such as the European Commission, the European Parliament, related European agencies and EC Delegations, as well as policy stakeholders in partner countries. The ETF also works with the international donor community to exchange information and lessons learned in the assistance field and to collaborate on activities of mutual relevance.

The ETF's functions<sup>(10)</sup> within its geographical scope, under its regulation, within the context of the appropriate Community instruments and international agreements<sup>(11)</sup>, are to:

- provide information, policy analyses and advice on human capital development

issues in partner countries;

- promote knowledge and analysis of skills needs in national and local labour markets;
- support relevant stakeholders in partner countries in building capacity in human capital development;
- facilitate the exchange of information and experience among donors engaged in human capital development reform in partner countries;
- support the delivery of Community assistance to partner countries in the field of human capital development;
- disseminate information and encourage networking and the exchange of experience and good practice between the EU and partner countries and amongst partner countries in human capital development issues;
- contribute, at the Commission's request, to the analysis of the overall effectiveness of training assistance to the partner countries.

### 3. Cooperation between Cedefop and the ETF 1997-2009

Since 1997, Cedefop and the ETF, have developed a formal cooperation within the framework of their own specific missions and responsibilities. Cooperation between the two agencies is defined through an agreement which was developed in 2001 in advance of the EU enlargements of 2004 and 2007. The agreement facilitated effective working arrangements between the two organisations during the enlargement process, including the introduction of the



new Member States to Cedefop's ReferNet networks, as well as policy reporting and research processes. Between 2001 and 2009, the ETF and Cedefop have cooperated in the following areas:

- the ETF has supported candidate countries in their participation in Cedefop projects and initiatives;
- the joint development and parallel implementation of projects through a series of joint activities for candidate countries as part of each agency's annual work programme;
- the involvement of Cedefop and ETF experts in events and projects of mutual interest organised by both agencies;
- regular exchange and use of each other's publications during the implementation of their own work programmes: for example, ETF staff have drawn on Cedefop's national and topical reports within the context of the various VET reform programmes for which it has been responsible; similarly, Cedefop makes good use of the various candidate country reports produced by the ETF in the preparation of its Study Visits Programme and policy reports;
- Cedefop is represented on the ETF's Editorial Board and vice versa.
- exchanges of information, covering two meetings per year to ensure knowledge sharing, on different policy options which can help advance reforms in national education and training systems in the EU and in third countries as part of Education and Training 2010 work programme.
- participation in Learning Cluster Meetings in support of the Education and Training 2010 work programme (to which Member States, the candidate and EFTA/EEA countries participate)
- collaborations and exchange of experiences and good practices on administrative issues.

Since 2009 and following the inclusion of Romania and Bulgaria in the EU, Cedefop has concluded its project on the familiarisation of candidate countries.

#### 4. Cooperation between Cedefop and the ETF 2010-13

In the context of the institutional mandate and the geographical scope of each agency Cedefop and the ETF will cooperate through:

- exchanges of information and experience on key EU and third country policy issues of mutual interest and which are of relevance to each agency's mandate. Two meetings per year (one in Thessaloniki and one in Turin) will ensure knowledge sharing.
- cooperation on the EQF/NQF implementation activities. More specifically regarding the EQF external dimension an EU-internal working/coordination group will be set up to take forward this work with third countries. This group will be coordinated by the ETF and include representatives from interested Member States, Cedefop and DG EAC. An international group consisting of country representatives from different parts of the world, international organisations (UNESCO, ILO, OECD) as well as EU organisations (ETF, Cedefop and DG EAC) will be set up to plan the follow up of the January 2009 conference on qualifications frameworks in third countries.
- citations and usage of each other's work, materials and publications where relevant to the implementation of the Education and Training 2010 programme, the strategic framework for EU cooperation in education and training ("ET 2020") and its tools, the Instrument for Pre-Accession (IPA) and the European Neighbourhood and Partnership Instrument (ENPI);



- cooperation and exchange of information and good practices on administrative issues. Ad hoc procedures on specific issues (e.g. participation in evaluation panels).

## 5. Implementing the framework for cooperation

Cedefop and the ETF will implement the framework through a joint annual work programme annexed to the annual work programmes of each agency. Cedefop and ETF will convene at least two joint thematic meetings per year to ensure knowledge sharing and complementarity in their activities. The ETF and Cedefop will provide an annual report to the European Parliament concerning the implementation of the framework of cooperation. This will be included in the Annual Activity Report of both agencies. Ongoing strategic collaboration between the two agencies will be maintained through cooperation at Director

level and their attendance at the Board meetings of the two agencies. The framework for cooperation will be reviewed at the request of either agency's Governing Board at the latest by 2013.

<sup>(7)</sup> Council conclusions for a new strategic framework for cooperation between EU Member States to reform their education and training systems [www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/educ/107622.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf) (12.05.2009).

<sup>(8)</sup> ETF partner countries are defined in Article 1 (a), (b), (c) of the ETF Recast Regulation (EC) No 1339/2008.

<sup>(9)</sup> Actions in the area of human capital development related to increased coherence, effectiveness and visibility of the EU – Europe in the World. COM (2006) 287 Final.

<sup>(10)</sup> The ETF may also undertake other such tasks as may be agreed between the Governing Board and the Commission, within the general framework of its mandate,

<sup>(11)</sup> The Instrument for pre-accession, the European Neighbourhood Instrument and other Community instruments and agreements designated by the ETF Governing Board. Regulation (EC) No. 1339/2008, Article 1.

<sup>(12)</sup> Framework for cooperation between the ETF and Cedefop, June 2001.

## SIGNATURES

For Cedefop

Aviana Bulgarelli, *Director*  
Done at Thessaloniki, 25.11.2009

For the ETF

Madlen Serban, *Director*  
Done at Turin, 20.11.2009

## ETF cooperation with Cedefop in 2009

Operational objective	Actions	Activities	Timeframe (semester)	Output indicators
Implement the Cedefop-ETF cooperation agreement	Organise knowledge sharing seminars jointly with the ETF and joint missions to candidate countries.	<p>One knowledge sharing seminar on 18 September in Turin (subjects were Cedefop work on qualifications, preparation of the 2010 policy report, and exchanges on the ETF Torino process).</p> <p>One knowledge sharing seminar 29 January 2010 (postponed to 2010 because of heavy agenda in 2009 for both agencies) subjects were ETF work on NQF and migrations, as well as exchanges on expertise development at the ETF and on ReferNet.</p>	2009	One seminar for staff of the two agencies.
		ETF Participation in the annual ReferNet meeting in September 2009 and ETF support for participation Croatia, Turkey and FYROM.	2009	ETF Participation and support for Candidate Country participation.
	Organise annual meetings of the ETF- Cedefop joint working group.	ETF-Cedefop organised 18 September in Turin.	2009	One meeting of the joint working group and activity report to the European Parliament.
			July 2009	Joint ETF-Cedefop report for the EU Parliament.

Operational objective	Actions	Activities	Timeframe (semester)	Output indicators
Collaborate on the External Dimension of the European Qualifications Framework	Collaborate on the preparation and implementation of a conference on the External Dimension of the EQF.	Joint preparation on EQF between ETF and Cedefop.	July 2008 January 2009	Conference organised in Brussels 29-30 January.
	Participate in the EQF Advisory Group.	Participation in EQFAG throughout 2009 – preparation with DGEAC and Cedefop of proposal for working on the external dimension of the EQF.	2009	Background analysis on the external dimension of the European Qualifications Framework.
Involve ETF and Cedefop experts in thematic activities carried out by the respective institutions	Participation in seminars and meetings.	ETF participation in the Cedefop AGORA on sharing the costs of VET in October 2009. Participation of Patrycja Lipinska in an ETF Conference in Sarajevo in January 2009 about Adult training developments.	2009	Presentations at meetings and joint events.

Please note that further annexes regarding Cedefop staff by area, ReferNet, study visits, Europass, major conferences in 2009, Cedefop-Eurofound cooperation, and Cedefop in key EU-level policy documents (2009) can be found in the electronic version on: [www.cedefop.europa.eu/EN/](http://www.cedefop.europa.eu/EN/)

ANNEX X

## Photo credits

### Cedefop I Photomuseum Award

For the second consecutive year, Cedefop and the Museum of Photography, Thessaloniki organised the International Cedefop I Photomuseum Award. Cedefop and the Thessaloniki Museum of Photography – the only State museum exclusively dedicated to photography – invited photographers from all over the world to take part in this competition.

The International Cedefop I Photomuseum Award is bestowed on the best entry on the theme of working and learning. The title of the competitions 2007 and 2008 was ‘People at work, people in training’; for 2010, the title is ‘Learning for life, working to grow’.

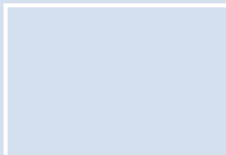
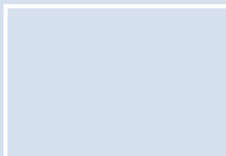
Competition entries are judged by an international jury of photography specialists. The award consists of a cash prize of EUR 5 000 and the winning entry is showcased at the next Photobiennale, to be held in Thessaloniki in 2010.

As a fixture of the Photobiennale, this cooperation between the two institutions highlights the event’s international profile.

The festival includes about 30 exhibitions held across the city of Thessaloniki, portfolio reviews, awards, master classes, colloquia and screenings. Some of the exhibitions are also shown abroad and in other Greek cities.

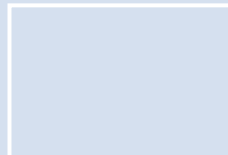
#### Claudio Hils

MAKING OF THE EURO  
pages: II, IV and 2  
Award 2007 / shortlisted



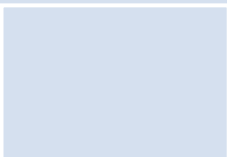
#### Heiko Specht

BUSINESS ON STAGE  
pages: 4-11  
Award 2008 / hon. mention



**Anja  
Schlamann**

interSHOPs  
pages: 12-14  
Award 2007 / shortlisted



**Sirio  
Magnabosco**

THE WAIT  
pages: 16-27  
Award 2007 / First Prize



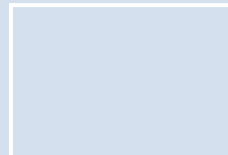
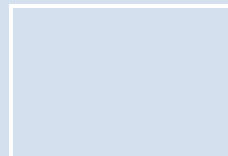
## Myrto Papadopoulos

OUT ON A LIMB  
pages: 28, 29 and 31-37  
Award 2008 / First Prize



## Rafaël Trapet

TRAVAILLE, CONSOMME  
ET T'ES TOI?  
pages: V and 38-41  
Award 2007 / shortlisted





CEDEFOP

European Centre for the Development  
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