



Work programme

2003 2004

2005 2006

2007 **2008**

2009 2010



Work programme 2008



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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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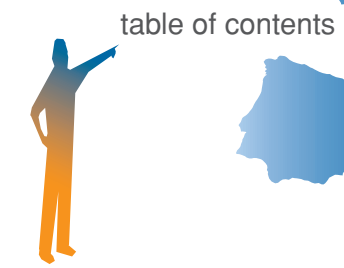
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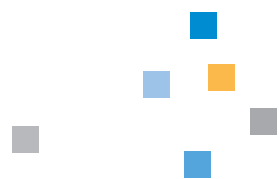
■ introduction

The skill levels of the European Union's (EU) workforce must be raised to improve competitiveness, growth rates, job prospects, and promote social inclusion. At the Lisbon Council in 2000 the EU institutions, Member States and social partners made a commitment to devise policies to modernise their education and training systems to make them the best in the world by 2010. Cedefop, as the EU's agency supporting vocational education and training (VET) policy development, is actively involved in this process.

Using its expertise gathered through research, analysis and networking, Cedefop proposes ideas for new VET policies, provides scientific advice, helps develop tools to support policy implementation, stimulates debate and disseminates information through websites, publications, networks, study visits, conferences and seminars. Founded in 1975 ⁽¹⁾, Cedefop moved to Greece in 1995.

Policy background

Since Lisbon, the European Council has repeatedly underlined that VET is essential to a knowledge-based society and a European labour market open to all. It is central to strategies for lifelong learning, long-term competitiveness and social cohesion. The partnership for growth and jobs ⁽²⁾, the strategy for growth and jobs ⁽³⁾ the joint approach for active social inclusion ⁽⁴⁾, European Commission Communications on 'flexicurity' ⁽⁵⁾, and to promote young people's participation in education, employment and society ⁽⁶⁾ and the Youth Pact ⁽⁷⁾ all call for more investment in human capital, better education and training and comprehensive lifelong learning strategies. The European Social Fund ⁽⁸⁾ invests substantially in VET. The Action plan on adult learning stresses the need to guarantee learning opportunities for those with low literacy levels and inadequate work and social skills.



new phase



However, to contribute successfully to these strategies, VET has to improve. Knowledge, skills and competences need to be matched better to the needs of society and the economy. After the Lisbon Council, the Education and training 2010 work programme was established to develop high quality, efficient and equitable education and training systems. In parallel, specifically to strengthen European cooperation in improving VET policy, the EU, its Member States and social partners launched the Copenhagen process ⁽⁹⁾ in 2002. Reviewing the process every two years ⁽¹⁰⁾ they decided to work closer together on several priorities. They agreed to look at ways to improve VET's status and quality to attract more people into it. To make VET more responsive to the needs of a labour market with an ageing workforce and many who find it hard to get a job. They also agreed to encourage more employers to offer training places, and adapt training better to meet new demands at the workplace.

A new phase

In 2008, Cedefop and its partners will debate and prepare new medium-term priorities for 2009-11. However, already this year, Cedefop enters a new phase after being invited to take on further responsibilities for two key tasks that are important not only for this year, but also for the future.

First, Cedefop will present its third policy report on the Copenhagen process in France at the end of 2008. The European Commission and Member States welcomed Cedefop's first report in 2004 ⁽¹¹⁾. The second, presented to ministers in Helsinki in 2006 ⁽¹²⁾, pointed out that, with the active support of social partners, improvements had been made, but also highlighted areas where much remains to be done. Recognising the importance of rigorous analysis to the success of the Copenhagen process, the European Commission and Member States strengthened Cedefop's role in monitoring progress in implementing the agreed priorities.

Second, after successfully managing the study visits programme for over 20 years, the European Commission invited Cedefop to coordinate the consolidated programme for education and training specialists in the new lifelong learning programme from 2008 to 2013. The new programme will have many more participants and Cedefop will focus on the quality, evaluation and results of the visits, and ensure they include themes of interest to social partners.

Objectives for 2008

objectives social partners added value

The work programme 2008 is consistent with the EU VET policy framework set by the Copenhagen process and the Education and training 2010 work programme ⁽¹³⁾, and Cedefop's founding Regulation and medium-term priorities 2006-08 ⁽¹⁴⁾. Cedefop's strategic objective is to contribute to achieving the Lisbon goal to modernise VET. To serve its strategic objective in 2008, Cedefop's specific objectives are to:

- provide evidence from research, statistical data and policy analysis to support VET policy-making;
- increase knowledge and mutual learning on VET policy and practice in Member States by reporting on developments and policy options;
- strengthen European cooperation in VET policy development by providing expertise to help design and support common European VET initiatives and tools;
- increase the visibility and understanding of VET issues through effective communication.

To achieve these goals Cedefop will use its internal expertise, research and policy analysis skills, networking experience, data resources and dissemination tools to:

- support exchanges of information and experience and the sharing of good policies through study visits, networks, conferences and seminars;
- provide stakeholders and citizens with relevant information on key issues via electronic and printed publications;
- involve candidate countries in the EU VET policy framework, working closely with the European Training Foundation (ETF).

Through its activities Cedefop aims to increase its influence and standing as an authoritative European voice on VET. Further, Cedefop will work to become an example of good practice in managing its human and financial resources.

Added value

European cooperation in VET depends on high-quality information to support and complement action in Member States. Cedefop is exceptionally well placed to provide such information.

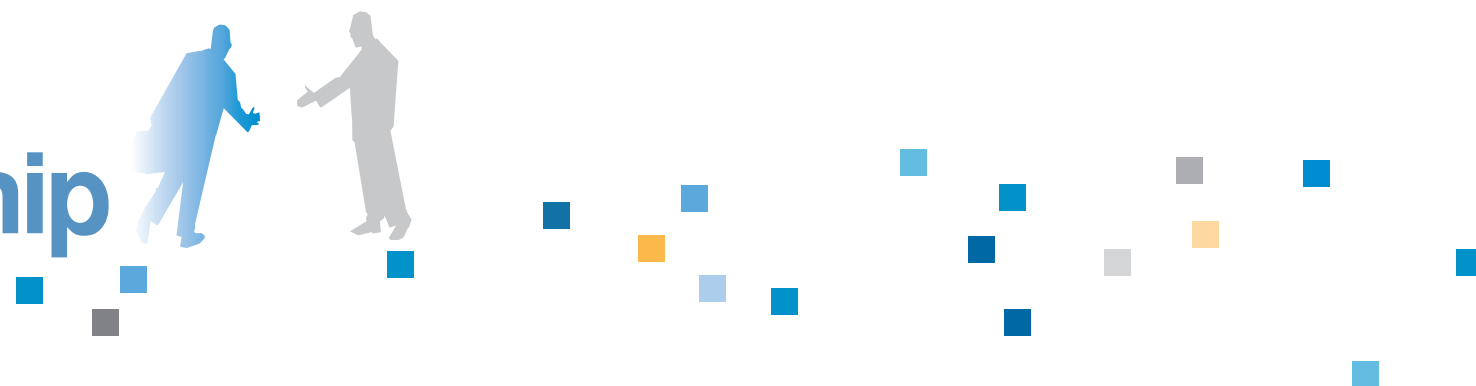
The added value of Cedefop's activities is to provide:

- an independent scientific European perspective through comparative analyses of developments that raise awareness and understanding of VET issues across the EU;
- insights into complex issues to identify common European approaches and principles to improve VET and achieve common aims;
- a unique forum that brings together diverse VET interests of policy-makers, social partners, researchers and practitioners to debate proposals for policy and research;
- increased awareness of the image and importance of VET, ensuring VET issues are considered in other policies, including general education, employment and social policy.

Social partners and continuing training: two mainstream issues

Social partners are, uniquely, present at all levels of VET policy and practice – European, national, regional, sectoral and enterprise. Their interests and responsibilities cover both initial and continuing training. Developing continuing training is essential as an older workforce needs to learn new skills. Both the social partners and continuing training are key aspects of several Cedefop projects, rather than being distinct ones themselves. Their extent and importance to Cedefop's work needs to be clearly understood. Several projects require the active contribution of social partners, including the early identification of skill needs (page 12) and the VET policy report (page 13). For the new consolidated study visits programme (page 21), Cedefop has a specific remit to encourage social partner participation and identify themes of interest to them. Social partner interests central to Cedefop's projects on continuing training include analysing the survey on skill needs in enterprises, the third continuing vocational training survey CVTS 3 (page 10), financing

Working in partnership



continuing training and the role of sectoral training funds (page 15), work on learning outcomes (page 17), the European qualifications framework (page 18), quality (page 19) and lifelong guidance (page 20).

Working in partnership

In working to improve VET, Cedefop partners many organisations, each bringing its own expertise. To develop VET policy Cedefop's major partners are the European Commission, Member States and social partners. On issues of social partnership, labour relations and VET, Cedefop shares expertise with Eurofound (the European Foundation for the Improvement of Living and Working Conditions – see annex vi). With the ETF (European Training Foundation – see annex vii), Cedefop helps integrate candidate countries into the EU VET policy process. Cedefop partners the Centre for Research on Education and Lifelong Learning (CRELL) working on education and training benchmarks and indicators to support policy-making. Developments in general education and its growing links with VET are followed in

liaison with Eurydice (the European education network). In the interests of VET, Cedefop seeks strategic partnerships with other EU agencies, such as the European Agency for Health and Safety at Work (OSHA), international organisations, such as OECD, UNEVOC, and VET research institutions in non-EU countries.

Cedefop's networks (see annex v) are powerful tools to collect and disseminate information, exchange experience, stimulate debate and generate ideas. Cedefop's major networks include:

- (a) ReferNet (European network of reference and expertise in VET) is Cedefop's primary source of information on VET developments in Member States. ReferNet contributes to many projects, including reporting on the Copenhagen process. ReferNet comprises a consortium of organisations representative of VET in each Member State led by a national coordinator;
- (b) the Cedefop research arena (Cedra) network encourages cooperation between researchers and capitalises on international research. Cedra forms

small European research networks to do development work on selected topics, often leading to a publication or web-based information;

- (c) Skillsnet (network on early identification of skill needs) examines new, emerging and changing skill needs in sectors, occupations and enterprises and the implications of employment and demographic changes. It carries out medium-term forecasts of skill supply and demand for all EU Member States. Skillsnet members include researchers, policy-makers, practitioners and social partners from all over the world;
- (d) the VET teachers and trainers network (TTnet) supports the professional development of VET teachers and trainers, who are essential to the quality and modernisation of VET systems. TTnet provides policy recommendations, guidance and tools for VET teachers and trainers. It comprises 21 national networks of key public and private sector organisations training VET teachers and trainers.

Research and policy analysis in vocational education and training



Specific objectives

By bringing new knowledge from research, statistical data and policy analysis Cedefop provides evidence to support VET policy-makers. Effective VET policies rely on understanding the social and economic trends that change individual and labour market needs. Cedefop's research provides insight into these trends and assesses their policy implications. The transfer of research evidence and policy results is encouraged through Cedefop's networks and contacts that strengthen cooperation between researchers and policy-makers.

Cedefop's policy analysis activities encourage mutual learning on VET policy and practice, by looking at how Member States tackle the challenges their VET systems face, raising awareness of the policy options chosen and the reasons why. This work is led by Cedefop's Research and policy analysis area (see organisation chart annex ii).

- (a) **Activities:** research on trends and issues influencing VET, including analysis of new and changing skill needs, forecasting skill demand and supply in Europe, development of statistical indicators and analysis of the third continuing vocational training survey (CVTS3). Reporting on policy developments in the Copenhagen process and related issues. Networking and information gathering.
- (b) **Results:** background volumes of the fourth research report on 'Modernising vocational education and training'; three issues of the *European journal of vocational training*; European VET policy report, studies, newsletters, concept and discussion papers, workshops and conferences; information on VET policy developments on the European training village (ETV) www.trainingvillage.gr/ to stimulate reflection and debate.

Cedefop's activities in research and policy analysis are detailed below.

Vocational education and training research and cooperation

Research reporting

Research and policy-making often seem to have different agendas. Researchers' interests may not match those of policy-makers who, in turn, can be too busy to take into account what researchers are saying. Consequently, basing policy decisions on firm research evidence can be difficult to achieve. Cedefop's fourth research report addresses this issue. It brings together research experts to examine the VET policy priorities agreed by the European Commission, Member States and European social partners in the Copenhagen process.

The report reviews the external factors creating pressure to modernise VET. These include increased competitiveness, an ageing workforce, people lacking the right skills, 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. These include attracting more people

into VET, improving its less attractive image in comparison to general education by raising its quality and the opportunities it provides to help people find work or continue their education. Implementing qualification systems and frameworks based on learning outcomes that will make comparison of qualifications easier and recognise learning at work. Considering the implications for the professional development of VET teachers and trainers as expectations of them change and improving guidance and counselling to help people manage their career choices.

Cedefop will publish the background report, with original contributions from researchers in 2008. The synthesis report, summarising the major findings of the background volumes will follow in 2009.

Work will continue to prepare the fifth research report for publication in 2010/11. Cedefop, in consultation with its partners, will identify the report's themes. Cedefop will also disseminate results of a study on sectoral training funds.



Early identification of skill needs

VET policy would be more proactive if it could identify and anticipate better new, emerging and changing skill needs. Cedefop and its Skillsnet network examine changes in sectors, occupations and enterprises. In 2008, it will analyse and disseminate results of a medium-term forecast of sectoral and occupational skill needs in Europe. Focus groups and workshops will identify trends and future skill needs in key sectors agreed with network members (for example healthcare, environment and logistics).

More and better quality information is needed to understand skill supply and demand at European level. To address this, Cedefop is working on three related tasks. First, the ongoing development of a common approach to regular skill needs forecasting. Second, a European skill supply forecast with indications of possible imbalances between skill supply and demand in coming years. Third, exploring a common European approach to enterprise surveys on skill and training needs. An Agora conference on 21 and 22 February 2008 will

debate Skillsnet's work and the results of the skill needs forecast (page 25).

Statistics and indicators in VET and lifelong learning

Effective EU VET policy development requires statistics and indicators. European VET systems are very different, making collection of comparable statistical data difficult. This leaves gaps in what we know about VET trends and makes good policy-making more difficult. Cedefop is working to improve VET statistics and indicators and to get the best out of available data from national and international sources. The third continuing vocational training survey (CVTS3) is the only comparable source of detailed data on initial and continuing and training in enterprises. The data have been collected through the European statistical system, Eurostat and national statistical offices. Cedefop will help analyse, publish and disseminate the results.

To develop new internationally comparable data and indicators, Cedefop is supporting OECD's preparation of its Programme for the international assess-

ment of adult competences (PIAAC). Cedefop is working, in particular, on the 'job requirements approach' (JRA) a key element of the survey. OECD and Cedefop will organise an international seminar, early in 2009, on the pilot results from the JRA.

An international large scale assessment of VET (VET-LSA) to deepen our understanding of what influences VET quality has been initiated by the German Federal Ministry for Education and Research (BMBF). It will measure the vocational competence level of young people and analyse the relationship between different institutional settings and occupational competence. Cedefop will act as an advisor and observer to the project. Cedefop will work to broaden the survey's relevance for a larger group of European countries than those currently involved.

European journal of vocational training

Cedefop's *European journal of vocational training* is a valued resource for European VET research, policy and practice. It is unique in its European perspective and publication of high-quality articles in five

languages (Spanish, German, English, French and Portuguese) three times a year. Cedefop will raise the journal's standing and visibility by including it in more international citation indexes. Cedefop will follow a more targeted marketing strategy for the journal, and strengthen cooperation with other journals. Two journal issues in 2008 will be thematic and contribute to the debate on the European qualifications framework, and higher education and VET.

Policy analysis and reporting

European VET policy report

Reviewing Member States' action to improve VET can stimulate ideas, innovation and new policies at national and EU levels. Cedefop's reports review and analyse policy progress in the Copenhagen process to support VET policy decision-making by the European Commission, Member States and social partners.

The 2008 report has three goals. First, to review what Member States are doing to achieve the shared policy aims and how



coordination

financing

they perceive their progress in, for example, finding ways to attract more people into VET and enabling people to combine vocational and general education pathways. Second, to assess progress in achieving EU objectives, in particular, implementing European VET tools such as the European qualifications framework, Europass and the Council Resolution on lifelong guidance, all designed to address common challenges. Third, to discuss the report's findings in relation to social and economic challenges and their implications for future VET policy, looking beyond the target date of 2010. The report will examine many themes. These include access to VET and making sure it is equitable; VET and lifelong learning; strengthening links between VET and labour market needs; governance and financing of VET systems; the role and use of EU tools in national VET systems; and measuring and assuring VET quality and improving VET statistics.

To ensure the report's relevance to policy priorities and needs, Cedefop will work closely with its coordination group on policy reporting (comprising members of the European Commission, Cedefop's Governing Board, French Presidency representatives, ETF, ReferNet consortium leaders and Cedefop experts). The report's main sources will be Directors-General for vocational training in Member States, ReferNet and Education and training 2010 thematic clusters and working groups and the joint interim report (and the national reports on which it is based). Cedefop studies will complement information on, for example, apprenticeship and alternate learning in higher education, new teaching methods to make learning more attractive for the low-qualified, and new key competences for VET, such as multilingual skills for educational and labour market mobility.

A brochure of the key findings will be presented at the Education Ministerial Conference of the French Presidency in the latter part of 2008.

National VET systems database (eKnowVet)

The national VET systems database is a unique reference tool for descriptive information on VET providing a context and rationale for policy options in Member States. Users can view information by country or across countries for their chosen themes. ReferNet supplies contributions from all 27 Member States (plus Iceland and Norway). In 2008, national descriptions will be updated and published online.

VET financing

The EU invests less in VET than, for example, Japan and the US. Who pays for and who benefits from training raises questions about how fairly costs are shared and how efficiently money is used. Cedefop will examine how Member States finance VET, in particular, continuing training. The analysis will include training funds (including those at sectoral level), tax incentives, individual learning accounts and vouchers. It will look at how effective those policies are, in particular in encouraging those for whom the costs have prevented them from participating in

education and training. It will explore the roles of public authorities, social partners and enterprises.

Cedefop will carry out two studies on cofinancing mechanisms in selected Member States and analyse the third continuing vocational training survey and other statistical sources at European and international levels. Results of studies on sectoral training funds in Europe and VET financing policies in non-EU countries will be disseminated to support decision-making on VET financing policy. Cedefop will also organise a seminar and a conference to stimulate debate on current challenges as well as on future priorities for VET financing.

Enhancing European cooperation in VET and lifelong learning



Specific objective

Despite being very different, Europe's VET systems share many similar problems. One way Member States tackle them is through European cooperation in VET policy development. Cedefop strengthens this cooperation by providing expertise to help design and support common European VET initiatives and tools, and stimulate exchanges of ideas and common learning. This includes contacts with specialists from candidate countries to support their integration into the EU VET policy framework and inform Member States of developments there. This work is led by Cedefop's Enhanced cooperation in VET and lifelong learning area (see organisation chart annex ii).

(a) **Activities:** high-level technical support and expertise to the Education and training 2010 work programme clusters, networks and ad hoc groups of EU and Member States' experts developing concepts and European VET tools and their implementation, and examining issues related to the Copen-

hagen process. Coordinating the study visits for education and VET specialists. Associating VET experts from candidate countries with the EU VET policy framework through Cedefop's activities.

(b) **Results:** advice on concepts, tools and working methods for European initiatives; principles for common action, tools and guidelines for policy implementation, dissemination of ideas, exchanges of experience, publications and updated information on the ETV [www.trainingvillage.gr/]; knowledge sharing between EU Member States and candidate countries about VET policies.

Cedefop's specific activities to enhance European cooperation in VET and lifelong learning are outlined below.

Supporting Education and training 2010

Learning outcomes and qualifications

Learning inputs, the questions of when, where and how learning takes place, have traditionally decided the nature, significance and level of qualifications in comparison with others. However, emphasis is moving away from learning inputs to learning outcomes, namely what a learner knows, understands or is able to do, at the end of any kind of learning sequence. This change recognises that valuable and relevant learning takes place in many different settings, in schools, at work and during leisure time. This provides opportunity for more flexible VET systems to emerge, making lifelong and much broader 'lifewide' learning easier too.

How big a change this is for national qualification systems and frameworks is not fully known. So, Cedefop is looking at how qualifications systems function and how they may be affected by learning outcomes-based approaches, including introducing methods and systems to validate non-formal and informal learning.

supporting education

One question raised by applying learning outcomes is how occupational and educational standards relate to each other. For example, to what extent are learning outcomes approaches already used and how much do they influence the renewal and relevance of VET qualifications. Another question is how learning outcomes affect classroom practices and how this in turn influences VET curricula, assessment methods and pedagogies. A third is whether the shift to learning outcomes is part of a more fundamental change in the way knowledge, skills and competences are recognised, and whether this signifies the emergence of new forms of qualifications systems in Europe. The rapid development of national qualifications frameworks in EU Member States indicates this may be the case. Cedefop will explore these questions through comparative studies in 2008. Finally, Cedefop will disseminate the results of the 2007 European inventory on validation of non-formal and informal learning.

Through the EU's cluster on recognition of learning outcomes, Cedefop will use work on learning outcomes to support



qualifications framework

development of other tools for assessing and transferring learning, notably national qualifications frameworks and the European qualifications framework (see below), ways to validate non-formal and informal learning and the European credit transfer system for VET (page 19). Where beneficial Cedefop will work with other clusters, on these related themes.

European qualifications framework (EQF)

The EQF will make comparison and transfer of qualifications easier and so support lifelong learning and mobility between jobs and countries. It will be based on learning outcomes to provide a common reference for relating the different national qualifications frameworks, of those countries that have them or decide to develop them, to each other. Trust between countries is essential if institutions and people are to use the EQF. Everyone must have confidence that the quality of each national qualifications framework is assured before it can be linked to the EQF.

Quality assurance agreements in higher education and VET have, so far, only to a limited extent focused on assessing and certifying learning outcomes. The shift towards learning outcomes requires a more systematic quality approach and so Cedefop will carry out a feasibility study on common European quality principles for certification to strengthen confidence in the EQF. Cedefop will also support discussion on implementing the EQF.

It is also important that sectors have confidence in the EQF. Sectors, increasingly, look beyond national borders. Sometimes this leads to European or international standards for qualifications. Cedefop will study how to put in place mechanisms to make it possible for sectors to use the EQF as a reference. This work will also focus on quality assurance approaches to support trust between different users of the EQF. Several EU pilot projects are currently testing the sectoral dimension of the EQF. Cedefop will monitor them to obtain more experience on the EQF's link to sectors and identify key sector level trends.

e-Skills

Long-term and consistent measures and policies are needed to get the best out of e-Skills⁽¹⁵⁾. In October 2008, Cedefop will host and organise jointly with DG Enterprise a major conference on the progress and achievements of e-Skills and discuss how to establish a long-term e-skills agenda.

European credit system for vocational education and training (ECVET)

ECVET is a credit transfer and accumulation system. ECVET credit points are attached to qualifications and units as additional information. It aims to make it possible to transfer learning outcomes from one qualifications system to another, or between general and vocational education to promote lifelong learning through VET. Using the results of the European Commission's consultation process in 2007, Cedefop will use exchanges of experience in Member States and sectors to help develop and evaluate tools for people to use ECVET. Cedefop will also support the European Commission's proposal to the Council and

European Parliament for a Recommendation on ECVET.

Quality in vocational education and training

Having confidence about their quality is a precondition to establishing trust in other VET systems. The success of the EQF and ECVET depend on this trust being in place. A Recommendation on a European quality assurance reference framework is proposed in 2008. It aims to consolidate and encourage use of the common quality assurance framework (CQAF), a set of principles on which to build systems of quality assurance for VET. Through further analysis and dissemination Cedefop will also encourage use of CQAF working with the European network on quality assurance in VET (ENQA-VET). Cedefop will also look at the relevance of the CQAF to needs of small- and medium-sized enterprises and economic sectors.

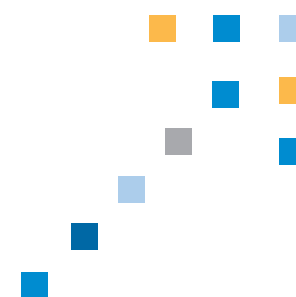
guidance

Guidance throughout life

To make informed choices about lifelong learning and to manage their careers, people need lifelong guidance. By monitoring guidance policies, systems, practices and progress in implementing the 2004 Council Resolution on lifelong guidance⁽¹⁶⁾, Cedefop will work with the European lifelong guidance policy network to help develop lifelong guidance in Member States. Cedefop will also study two specific areas. First, guidance services for employed adults. Cedefop and Eurofound will look at how guidance is provided for people working in enterprises undergoing economic restructuring. Second, the qualifications of guidance practitioners. Here Cedefop will examine their initial and in-service training, how they are accredited and the qualifications they require.

Europass

Europass⁽¹⁷⁾ is a way for people to make their skills and qualifications clearly and easily understood and help them move anywhere in Europe for education, training or a job. Statistics show use of the Europass portal (www.europass.cedefop.europa.eu) is constantly rising. Since its launch in February 2005, over nine million visits have been recorded, above two million CVs completed online and more than 11 million documents downloaded. Building on this success, Cedefop, with the European Commission, will continue to promote Europass, taking care to ensure it can be used with other tools, such as the EQF and ECVET. In 2008, results of an evaluation of Europass will be known and changes made to take account of its findings. It is already planned to use the evaluation to improve the Europass website to meet users' needs better.



VET teachers and trainers

VET Teachers and trainers are key to modernising European VET systems. They need better training opportunities so they can update their skills and cope with changing roles and demands. Cedefop's training of trainers network – TTnet – is a Europe-wide platform of expertise on priority issues for VET teachers and trainers, professional development. To support initial and continuing training for VET teachers and trainers, TTnet is working on a competence framework that describes their fundamental roles, skills and competences. Key stakeholders from the 22 countries in TTnet will be consulted on the framework. At the end of the year, Cedefop will host a major conference on national and European developments associated with VET teachers and trainers. The European Commission has a focus group on VET teachers and trainers and Cedefop will provide expertise and technical help to support its work.

Consolidated study visits programme

Study visits⁽¹⁸⁾ support European cooperation and policy development. They provide an opportunity for education and vocational training specialists from 33 participating countries to meet and discuss issues of common interest, share expertise and experience. Themes of the visits will follow EU and Member State education and training policy priorities. Participants will include experts and officials designated by national, regional and local authorities, directors of education and training establishments, guidance and experience accreditation services, and social partners.

Starting in 2008, at the European Commission's invitation, Cedefop will coordinate the consolidated study visits, which combines the former Arion study visits, for education specialists, with the study visits for VET specialists that Cedefop managed for over 20 years. The new programme will have three types of visit, those focusing on general education, those focusing on VET, and those on lifelong learning combining education and training issues. Cedefop's role is to ensure that European VET issues,



Supporting.

candidate countries

such as the Copenhagen process priorities and common European tools such as the EQF, which is also linked to higher education, feature prominently in the themes of the visits. Given their key role in VET, it is important that social partners are well represented among participants of study visits. Cedefop will organise seminars specifically to examine social partners' needs, inform them about the new programme and establish contacts for them with national coordinators in participating countries.

With the European Commission and national agencies, Cedefop will ensure a smooth merger to bring the new programme into full effect for the academic year 2008/09. To help run the study visits, Cedefop will prepare the visits catalogue, coordinate calls for candidates and monitor composition of the groups. Cedefop will also evaluate the new programme's implementation, survey its quality and disseminate its results.

Supporting candidate countries

VET reform in the three candidate countries, Croatia, the former Yugoslav Republic of Macedonia and Turkey, is also far-reaching. To support their integration into the EU VET policy framework, VET institutions and experts from the three candidate countries will work with Cedefop in several areas. As members of the Skillsnet network, they will examine early identification of skill needs and work-related learning. In the VET teachers and trainers network, they will support debate on ways to raise standards and access to training for the profession. ReferNet contact points will be set up in the candidate countries to help collect and disseminate information on candidate countries' VET systems.

Several activities will support exchanges of experience to create a common understanding of VET issues between EU and candidate countries. Two knowledge-sharing seminars with the ETF will be organised, to consider the Copenhagen process priorities and the needs of candidate countries. VET experts from candidate countries will participate in the new consolidated study visits programme (page 23), Cedefop's workshops and seminars on the social dialogue and Agora conferences. To raise its own profile Cedefop will participate in events organised by the European Commission in the candidate countries and will organise, with the ETF, information workshops on Cedefop's activities and EU VET developments.

Communicating with stakeholders and citizens



Specific objective

VET plays a crucial role in Europe's effort to reposition itself in the global economy and respond to the major social challenges. VET is a key instrument to address the EU's problems of an ageing workforce with low skills relative to its main competitors and increased international competition. Effective communication is essential for Cedefop's work to provide added value and so support European cooperation in VET. It is also essential for Cedefop's work to be recognised to promote its identity as a centre of expertise in European VET issues. This work is led by Cedefop's Communication, information and dissemination area (see organisation chart annex ii).

- (a) **Activities:** collection, organisation and dissemination of information, communication with stakeholders and citizens;
- (b) **Results:** websites, databases, publications, conferences and events, news, briefing notes, updates on developments, exchanges of experience.

Cedefop's specific communication and dissemination activities are outlined below.

Communication and public relations

Cedefop has diverse target groups with different information needs. It aims to serve them with relevant, timely, objective, reliable, and where possible, comparable information. To achieve this Cedefop has developed distinct and regular communication activities.

News on VET

Cedefop provides a news service online on the home page of the Electronic training village (ETV) (www.trainingvillage.gr) and through the monthly ETV newsletter. Cedefop info, published in German, English and French and available online and in print, also provides updates of VET policy developments in Europe. Senior policy-makers require brief, highly-structured information. Cedefop will examine ways to meet their information needs better, in particular through short, regular briefing notes on policy developments and improvements to news services.

To support the two presidency countries in 2008, Cedefop will print short descriptions of the VET systems of Slovenia and France and disseminate them at EU presidency meetings and events. Short descriptions are prepared in close cooperation with the presidency countries and report on how VET systems are organised and developments related to the EU VET policy agenda. Cedefop's other publications (see annex I), many of which are available online, make the results of Cedefop's project work accessible and tangible. They also support knowledge-sharing and when effectively targeted can contribute to policy development.

VET information

The ETV's databases hold a lot of information on VET in Europe for policy-makers, researchers, practitioners and other VET professionals to support decision-making and knowledge-sharing. Cedefop's ETV also provides online tools to support scientific analysis and research. VET-Bib with over 60 000 references is the most complete VET bibliographical database in Europe and the European training thesaurus the most advanced multilingual tool for indexing VET related publications.

Future skill and occupational needs will be the subject of a Cedefop Agora conference, in Thessaloniki, on 21 and 22 February 2008, organised with the Skillsnet network. The conference will discuss the results from the first European forecast of skill needs and what the future research agenda should be on skill needs forecasting.



Raising the profile of VET

To raise awareness of VET issues, Cedefop will provide a steady stream of material for press releases and media contacts. Cedefop will work with other agencies and the European Commission's European communications network to develop press links. To improve recognition of its products Cedefop will launch a new logo and corporate image in 2008. Cedefop will also promote its work more widely at selected fairs, conferences and exhibitions sharing a stand with the European Commission.

The European Commission and Cedefop will support the first EuroSkills competition in Rotterdam, 18-20 September 2008 (www.euroskills2008.nl) by promoting the event and encouraging Member States to compete. EuroSkills creates a new platform to promote craftsmanship, skills and the visibility and attractiveness of VET in Europe.

To provide non-VET specialists and citizens generally, especially those living in Thessaloniki, with information about Cedefop and the work it does, its corporate website [www.cedefop.europa.eu] explains Cedefop as an organisation, outlining its role, aims and structure. Cedefop's promotional literature will focus on how its work at European level ultimately benefits people. For example, how Europass can help people move anywhere in Europe for education, training or work.

Relations with the local community in Thessaloniki are developed through presentations to visitors (ranging from ministers and senior officials to school children). Cedefop also contributes to city's cultural life, for example by hosting art exhibitions. In 2008, Cedefop with the Thessaloniki Photomuseum will organise, for the second time, an international prize for photography relating to work and VET.

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annexes

Provisional publications list 2008

Cedefop organisation chart

Human resources

Budget 2008

Cedefop's networks

Integrating candidate countries:
ETF – Cedefop cooperation

Eurofound – Cedefop cooperation

References and further reading

ANNEX I

Provisional publications list 2008

Policy analysis

- Progress on Copenhagen process – analytic summary
- Individual learning accounts in Europe
- Sectoral training funds in Europe

New skill needs

- Medium-term forecast of occupational skill needs in Europe – summary (*)
- Medium-term forecast of occupational skill needs in Europe – background report (*)
- Skill needs in agri-food and forestry-wood chains
- Skill needs in healthcare sector
- Skillsnet newsletter
- Skillsnet sector flash
- Skillsnet flyer

Research

- Innovative learning measures for older workers
- Demographic perspectives and implications for VET
- Market challenges and European identity
- VET and higher education
- National research report 2006/07

VET policies in non-EU countries

- Modernising VET – fourth report on VET research: synthesis report
- Fourth research report – background reports
- Towards a roadmap for future research
- Evaluation of Eurostat data sources related to education, training and skills

Education and training 2010

- Learning outcomes
- Occupational and educational standards
- Developments in validation of non-formal and informal learning since 2004
- Career development at work – A review of career guidance to support people in employment

- Guidance for workforce development: conference report
- Handbook on national guidance forums
- Accreditation and quality assurance in VET
- Quality in VET in small and medium-sized enterprises in food processing, retail and tourism
- Assuring the quality of VET systems through the definition of the expected outcomes – A cross-country analysis in seven countries
- VET teachers and trainers: conference report
- e-Skills: conference report

Social partners

- Sectoral partnership: conference report
- Sectoral partnership: conference report

Study visits

- Study visits catalogue 2008-09
- Study visits information flyer for social partners
- Information flyer for study visits programme
- Good practices from study visits
- The origins of study visits programme

Information on VET

- Vocational education and training in Slovenia
- Spotlight on VET in Slovenia
- Vocational education and training in France
- Spotlight on VET in France
- Online descriptions of VET systems in EU Member States

VET research tools

- European training thesaurus English-French (hard-copy, other languages will be online)
- VET glossary
- Cedefop catalogue 2009-10

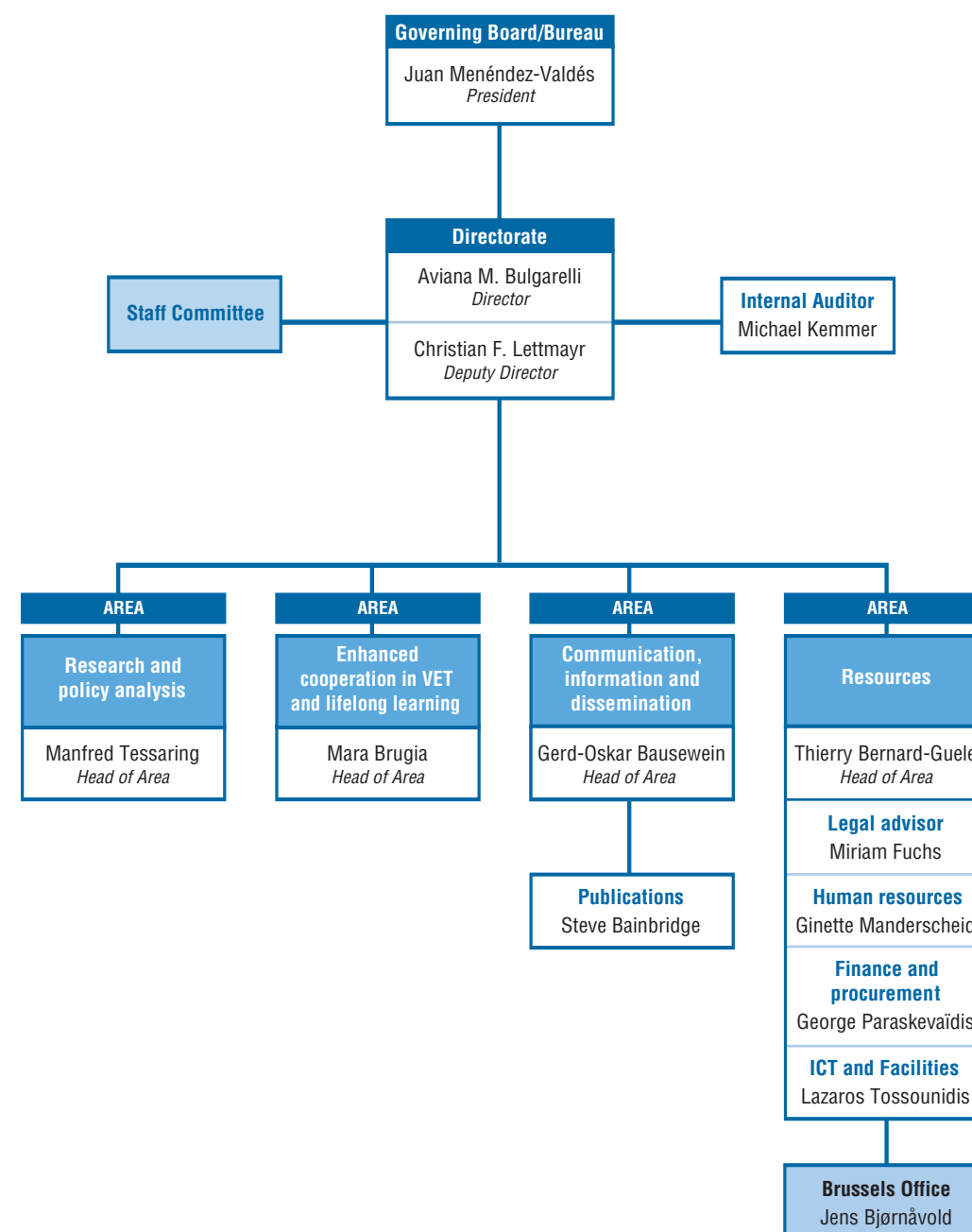
Periodicals

- European journal of vocational training – issues 42/43 and 44
- Cedefop info – four issues

ANNEX II

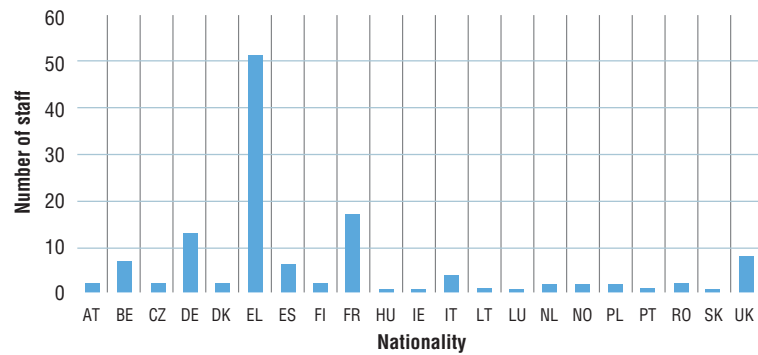
Cedefop organisation chart

(situation at 31 December 2007)

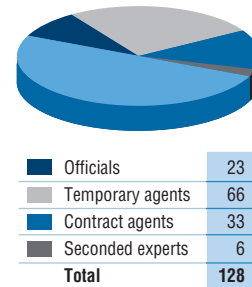


ANNEX III Human resources (situation at 31 December 2007)

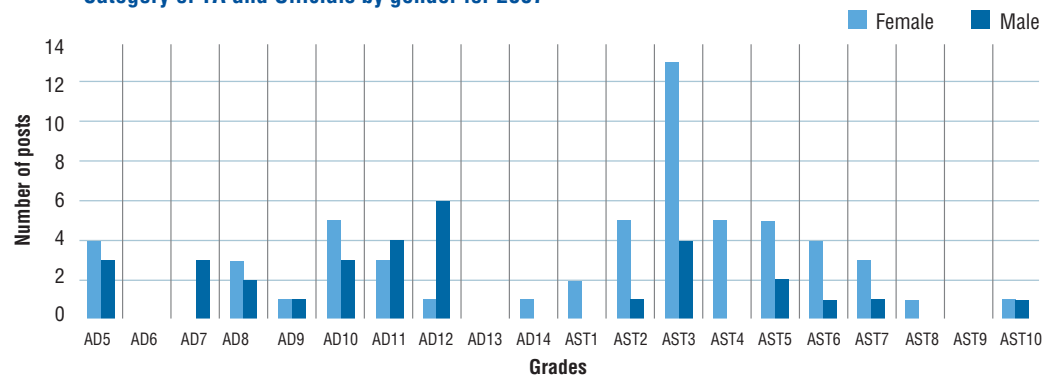
Staff by nationality



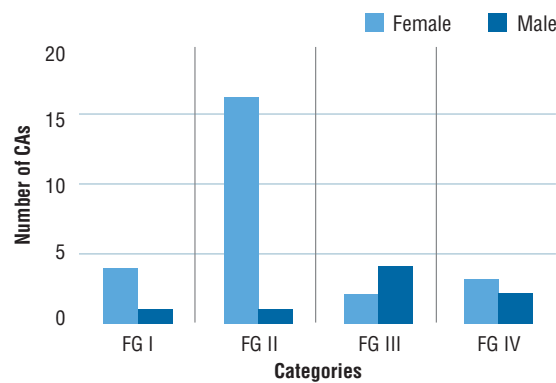
Staff by type of contract



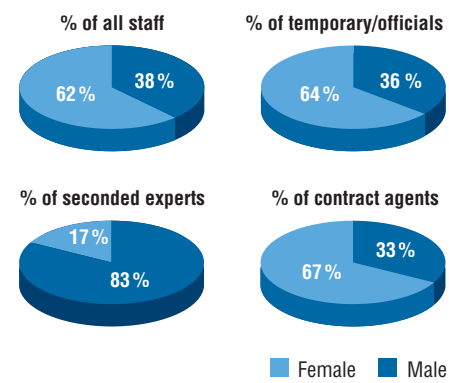
Category of TA and Officials by gender for 2007



Category of Contract Agents by gender for 2007



Staff by gender



ANNEX IV Budget 2008

A. Budget by title

	in mio Euros	in %
Title 1 – staff and personnel	10.60	60.2
Title 2 – running costs	1.41	8.0
Title 3 – operational costs	5.59	31.8
Total budget	17.60	100.0
of which subvention	17.06	96.9

B. Distribution of budget to operational activities
(status 21 December 2007) (*)

Project title	Budget in %
Research	16.5
Skillsnet	3.6
Policy analysis	10.3
European journal of vocational training	6.2
Education and training 2010	22.4
Study visits for education and vocational education and training specialists	10.7
Supporting candidate countries	0.6
Information and documentation	14.5
External relations	6.6
Content management and dissemination	8.5

(*) Please note that the attribution of the budget to the operational activities in the Activity Based Budget may change to a minor extent following further adjustments in the planning process.

ANNEX V

Cedefop networks

Network title	For more information see:
European network of reference and expertise in VET (ReferNet)	www.cedefop.europa.eu/index.asp?section=8&sub=3 http://extranet.cedefop.europa.eu/
Network on early identification of skill needs (Skillsnet)	www.trainingvillage.gr/skillsnet/
Study visits for those responsible for vocational training	http://studyvisits.cedefop.europa.eu/
Network of national Europass centres (NECs) (operated by the European Commission with Cedefop's support)	http://europass.cedefop.europa.eu
VET teachers and trainers network (TTnet)	www.trainingvillage.gr/etv/Projects_Networks/TTNet/
Cedefop research arena – CEDRA network – Older workers and lifelong learning	www.trainingvillage.gr/etv/Projects_Networks/Cedra/
Social partners managing industrial change: competences and skills for restructuring	www.trainingvillage.gr/etv/Projects_Networks/SocialP/
Redcom: (réseau européen de dissémination en éducation comparée)	www.e-education-europe.org/uk/rubriques/eee/1.asp

ANNEX VI

Integrating candidate countries

ETF-Cedefop cooperation

The ETF uses Cedefop as a source of information and best practice on VET and the labour market in the EU to carry out its mission of supporting economic and social reform in countries outside the EU. Cedefop benefits from the ETF's experience of candidate and other partner countries. Although both agencies work on VET there is no overlap between their work. They join forces where necessary to help the EU 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. Both agencies support the transfer of knowledge on EU policy developments in education, training and lifelong learning to the candidate countries (Croatia, the former Yugoslav Republic of Macedonia and Turkey). Candidate countries are integrated into VET developments in the EU.

Cooperation provides both agencies with access to information on VET in the EU and Member States on the one hand and information on candidate countries on the other. Knowledge-sharing activities and participation of ETF staff in research and other initiatives contribute to developing expertise and keeping up to date with EU policy developments.

ANNEX VII

Cooperation between Cedefop and Eurofound

A framework for developing cooperation between Cedefop and Eurofound

The European Foundation for the Improvement of Living and Working Conditions' (Eurofound) main role is to provide information, advice and expertise on living and working conditions, industrial relations and change management in Europe for key actors in the field of EU social policy, based on comparative information, research and analysis. Its main fields are: employment and working conditions; work-life balance; industrial relations and partnership and social cohesion.

Cedefop and Eurofound support the Lisbon strategy, Eurofound through the employment strategy and Cedefop by developing EU VET policy. Both consider that increasing and strengthening synergies is of strategic importance for tackling challenges.

Both agencies consider that lifelong learning and living and working conditions are closely linked as key elements of overall industrial relations. For that reason, enhancing cooperation between the two agencies should produce new useful services to fill some of the information, research and expertise gaps in the support provided to the European Commission, the Member States and the social partners.

ANNEX VIII

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