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European Centre for the Development  
of Vocational Training

EN


# Work programme 2009







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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 by Council Regulation (EEC) No 337/75.

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# Introduction



About half the European population acquires skills through vocational education and training (VET). The European Union (EU), its Member States and social partners <sup>(1)</sup> are committed to making Europe's education and training systems the best in the world. This requires VET to respond to rapid changes in labour markets and technology. VET must be integral to systems of lifelong learning, to enable people to adapt and develop their skills continuously. To achieve this, the EU began to develop systematic policy priorities and common European tools in 2000.

Founded in 1975 <sup>(2)</sup> and based in Greece since 1995, Cedefop is the EU's agency supporting European VET policy development. Cedefop is supporting the EU, its Member States and the social partners who are working more closely than ever to modernise VET and create a European working and learning area. Cedefop's added value is the high quality of its analyses, expertise and information to support European cooperation in VET. Cedefop provides:

- (a) an independent scientific European perspective through comparative analyses of developments that raise awareness and understanding of VET issues across the EU;
- (b) insights into complex issues to identify common European approaches and principles to improve VET and achieve common aims;
- (c) a unique forum that brings together diverse VET interests of policy-makers, social partners, individual learners, researchers and practitioners to debate proposals for policy and research;

- (d) increased awareness of VET's image and importance, ensuring VET issues are considered in other policies, including general education, employment and social policy.

Skills bring opportunity, equity, and progress. Opportunities can arise for people through better job prospects and for businesses through competitive advantage. Equity is strengthened as skills can help people at a disadvantage in the labour market overcome barriers to a satisfying working life <sup>(3)</sup>. Progress can come as skills may contribute to innovation <sup>(4)</sup>, development, better services and safer products.

Cedefop's strategic objective for 2009-11 <sup>(5)</sup> is to 'contribute to excellence in VET and strengthen European cooperation in developing, implementing and evaluating European VET policy'.

This strategic objective is supported by four priorities, namely:

- (a) informing European VET policies;
- (b) interpreting European trends in and challenges for skills, competences and learning <sup>(6)</sup>;
- (c) assessing VET's benefits;
- (d) raising the profile of VET.

These priorities guide Cedefop's annual work programmes. They focus its activities on supporting VET policy-making by strengthening European cooperation through new knowledge, better understanding and mutual learning. Using its expertise gathered through research, policy analysis and networking, Cedefop monitors and reports on VET policies, helps design and develop common European principles and tools to support policy implementation. It brings new knowledge

in skills and competences, stimulates debate and disseminates information through its website, publications, networks, study visits, conferences and seminars.

Cedefop's activities are relevant to both initial and continuing VET and their contribution to lifelong learning. The outcomes are aimed at decision-makers in European institutions, Member States, and the social partners who are, uniquely, present at all levels of VET policy and practice, in particular sectors and enterprises.

This work programme outlines how Cedefop will support development of European VET policy in 2009. It is divided into:

- (a) a narrative which reviews the policy background and then outlines how Cedefop will take forward each of its four priorities in 2009 (see Table 1);
- (b) detailed activity and project fiches. They present Cedefop's work in a logical framework, showing the expected impact of each activity and the output of each related project. An activity may include several projects and it should be noted that not all projects in a particular activity serve the same priority. How the activities and their projects relate to each of the four priorities is shown in the table 'Correspondence between medium-term priorities, activity based budget activities and projects
- (c) an activity-based budget (ABB) that shows the human and financial resources allocated to each activity.

The work programme is consistent with the European VET policy framework set by the Lisbon strategy <sup>(7)</sup> *Education and training 2010* work

programme <sup>(8)</sup> and its Copenhagen process <sup>(9)</sup>. It is also consistent with new policy developments concerning lifelong learning such as Europe's renewed social agenda <sup>(10)</sup>, preparation of an updated strategic framework for European cooperation in education and training <sup>(11)</sup>, which is expected to include themes that Cedefop is working on, such as learning outcomes, lifelong guidance and teachers and trainers and the forthcoming Commission Communication new skills for new jobs: anticipating and matching labour market and skills needs. It is also consistent with the European Commission's evaluation of Cedefop <sup>(12)</sup>, completed in 2008, by focusing Cedefop's work on supporting policy development and proposing improvements to align communications and other policies in Cedefop to complement this approach.

In line with the priorities for 2009-11, Cedefop will continue activities that are flagship projects for 2009. First, Cedefop's support of the Copenhagen process through debate of its third policy report on the Copenhagen process, which reviews Member States' progress in implementing agreed European priorities in VET. Second, Cedefop's work on future demand and supply of skills and skill mismatch, which is linked to the European Commission's communication of December 2008. Third, Cedefop's analyses of different aspects of learning outcomes which continue to explore the effects of what some regard as a paradigm shift in approaches to teaching, training and learning. Fourth, Cedefop's expert support to the development of common European tools.





Cedefop's activities in 2009 also look beyond 2010, when the current strategy agreed in Lisbon in 2000 is scheduled to end. Several Cedefop studies launched in 2009 will be finalised in 2010. They will help bridge the transition to the new strategy and provide it with a firm evidence base.

## Policy background

General competence levels must increase, to meet the needs of the labour market and to enable citizens to enjoy high standards of living. There are around 80 million low-skilled people in Europe, a third of the population of working age. Forecasts point to a sharp decline of almost 12.5 million jobs for those with no or low formal qualifications. However, Europe <sup>(13)</sup> potentially faces a major skills problem in the near future. Over 20 million new jobs are expected to be created between 2006 and 2020. According to a Cedefop study <sup>(14)</sup>, most additional jobs over the period 2006-20 will require high-level qualifications. However, numbers of early school leavers (more than one in seven young people left school at lower-secondary level in 2007) remain persistently high. More than half the total job openings (new jobs, plus jobs to replace people leaving the labour market) are expected to require medium-level qualifications. Further, the skills in many current jobs will change, requiring people to continuously update them. Many of these jobs will require vocational qualifications, emphasising the critical role of VET in lifelong learning. However, overall, not enough adults participate in lifelong learning <sup>(15)</sup>

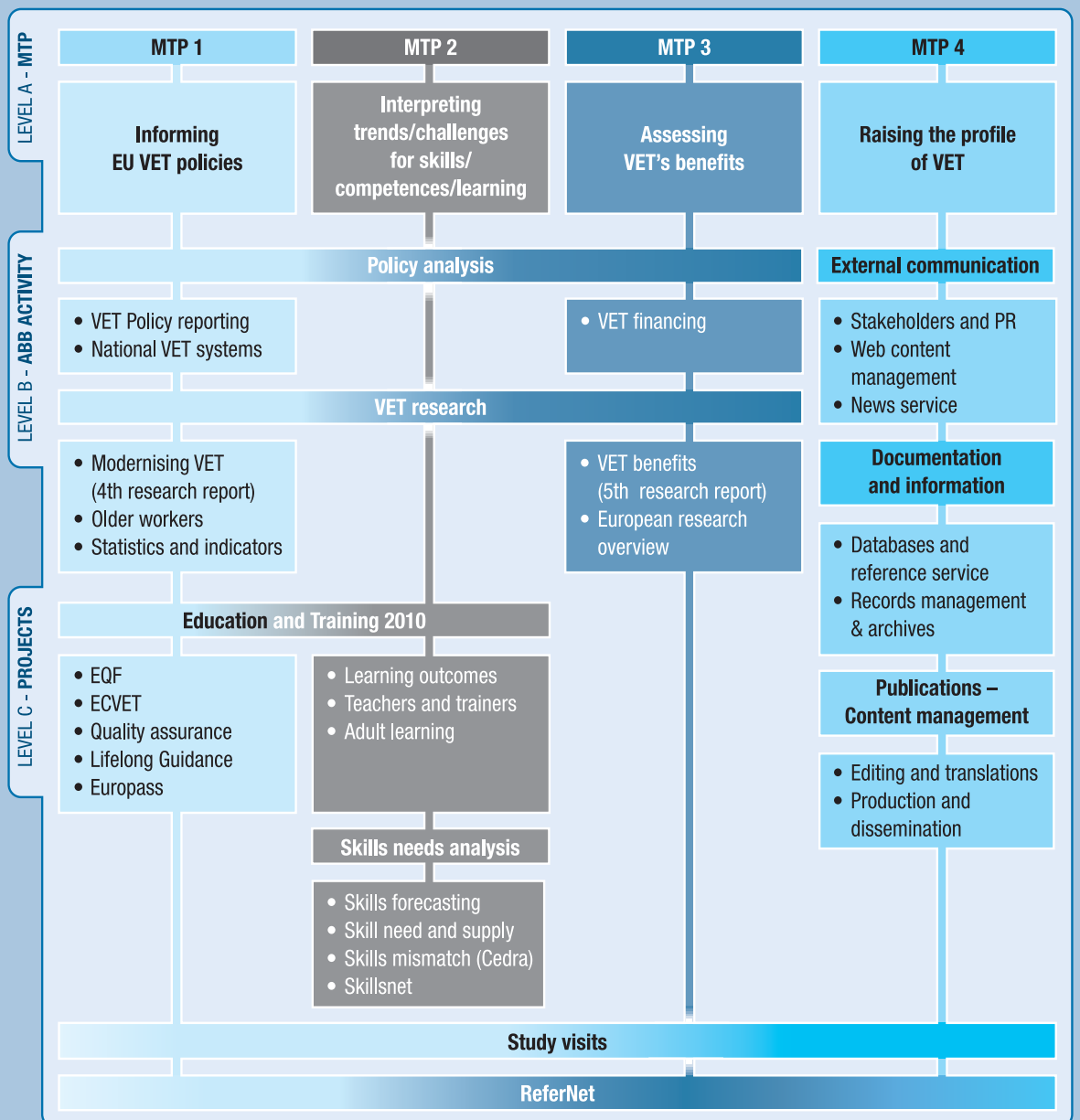
and recent years have not seen any significant improvement <sup>(16)</sup>. Consequently, there is strong evidence of increasing need for, and even shortages of, people with adequate levels of qualification in many areas.

European social trends <sup>(17)</sup> also emphasise the importance of skills. Increased life expectancy and declining birth rates bring longer working lives. A more mobile younger generation requires linguistic and cultural skills. Climate change and increasing pressure on natural resources brings the need for innovation and new 'green' jobs. Immigrants and an increasing number of second generation learners with a migrant background <sup>(18)</sup> need the right skills to integrate successfully <sup>(19)</sup>.

Low levels of educational attainment and insufficient skills are major causes of poor labour market performance and social exclusion. They threaten older workers and those marginalised in society who risk losing, or cannot find, a job. They polarise jobs dividing them into those of high-quality with good conditions and those of low quality with poor conditions. They emphasise the 'digital divide' between those benefiting from advances in new technology and those left behind by it. They separate regions and sectors developing through globalisation from others struggling with economic restructuring. To avoid such divisions that undermine social cohesion, Europe must invest more in its human and social capital. VET is a major tool in the construction of Europe's new social agenda <sup>(20)</sup>.



Table 1. **Work programme 2009 – Correspondence between Cedefop’s medium-term priorities 2009-11, activity-based budget activities and projects**



PRIORITY 1

# Informing European vocational education and training policies

With increasing emphasis on education and training, the 2008-10 Lisbon cycle focuses on developing and implementing existing policies. Cedefop combines policy analysis, research, expertise and peer learning to support development of European VET policies and common European tools and principles.

Following its mandate from ministers in the Maastricht and Helsinki communiqués <sup>(21)</sup> and the Bordeaux communiqué in November 2008 <sup>(22)</sup>, Cedefop will organise debate on the findings of its **third policy report on the Copenhagen process**. This report succeeds those presented at Maastricht in 2004 <sup>(23)</sup> and Helsinki in 2006 <sup>(24)</sup> and reviews what Member States are doing to achieve shared policy aims and agreed European objectives. Setting its analysis in a clear socio-economic context, the report aims to be a valuable source for evidence-based European VET policies by sharing knowledge and stimulating ideas and innovation. Senior policy-makers will debate the report's findings at an Agora conference in Cedefop in March 2009. It will be jointly organised with the Czech Presidency. Cedefop will disseminate the report widely and stimulate debate on its conclusions through presentations at conferences and meetings throughout the year. In cooperation with the European Commission Cedefop contributes to monitoring implementation of VET priorities by Member States, outlined in their national reports, under the Education and training 2010 work programme.

To strengthen the evidence base for policy-making in the Copenhagen process, Cedefop has gathered research expertise to examine VET policy priorities. In 2009, Cedefop will disseminate

the results of **'Modernising vocational education and training: Cedefop's fourth report on VET research'**. Taking a medium-term perspective, the report analyses how the pressures of an ageing workforce, people lacking the right skills, the need for enterprises to learn and innovate, and the aim to increase social cohesion are affecting VET.

Research suggests four complementary keys for future policy-making in the Copenhagen process; social, economic, institutional and professional. For the social strand, evidence suggests that VET has a major role to play to reduce social exclusion and increase social cohesion. For the economic, research confirms how critical training is, demonstrating that company-provided training enhances process and product innovation, economic growth and productivity. Research on VET attractiveness emphasises that some institutional policies are of particular interest. These include diversifying VET provision; opening routes for lower-ability students; modularisation; options to re-enter general education either at secondary or tertiary level; and the modernisation of VET systems' governance (quality assurance, qualifications frameworks, partnerships). The report confirms the importance of information, advice and guidance to make career-related decision-making more efficient over the lifespan. Research suggests various ways to modernise information, advice and guidance and maximise its impact, all dealing with professional practice.

Given demographic change and VET's role in 'active ageing policies' to support **older workers** in the Council conclusions on adult learning <sup>(25)</sup>, Cedefop will circulate the findings of its analysis



of current and new research on the relationship between ageing, work performance and learning behaviour.

Cedefop's database on **national VET systems** and developments enables comparisons to be made between Member States. Reports will be edited and updated for all Member States in English on Cedefop's European training village website (<http://www.trainingvillage.gr/>).

Communiqués agreed in the Copenhagen process and the Council conclusions called for a coherent framework of **statistics and indicators** and the Copenhagen process to monitor progress in education and training policy <sup>(26)</sup>. Cedefop, in cooperation with the European Commission and Centre for Research on Education and Lifelong Learning (CRELL), will continue to support the development of relevant VET statistics and indicators. Cedefop will disseminate the findings of its analyses of the third continuing vocational training survey (CVTS3) in enterprises. It will bring new insights into investment in, types of and participation in training in enterprises. Cedefop will continue to contribute to statistical activities at European and international levels to improve data quality, methods and collection. It will work on ways to exploit data from in the Labour Force Survey and support developments in the Adult Education Survey.

The **European qualifications framework (EQF)** is a tool for comparing qualifications throughout Europe to support lifelong learning and educational and job mobility, not only between countries, but also between the different parts of the education and training systems within countries. This is increasingly important as the bound-

aries between VET, general and higher education are blurring. More and more higher education programmes relate to labour market needs and higher education institutions are also moving more into continuing training. The EQF and national qualifications frameworks, (NQFs) will support creation of flexible learning pathways, enabling people to transfer from VET to general education and vice-versa, at all levels of learning. Cedefop will build on the European Parliament and Council recommendation to establish the EQF <sup>(27)</sup> and will support the European Commission in coordinating its EQF advisory group (and its subgroups). Cedefop will support the work on implementing the EQF through scientific expertise, conceptual and background information provided by various studies and comparative analyses. A key aspect of this work is to consult and involve all stakeholders, including the social partners whose support for NQFs is essential for them to have value on the labour market.

To encourage confidence in the EQF, Cedefop will report on how quality in certification processes is assured. It will also identify the strengths and limitations of (NQFs) and the extent to which they improve access, transfer and recognition of qualifications. Cedefop will also advise on current trends, possibilities and obstacles relating to VET at the EQF's highest qualifications levels and on the outcomes of EQF pilot projects in the Leonardo da Vinci and Lifelong learning programmes. With the European Commission, Cedefop will complete the EQF information platform, which will be the basis for referencing national qualifications levels to the EQF.



The **European credit system for VET (ECVET)** is being developed to enable credits for learning outcomes to be transferred from one qualifications system to another, or between general and vocational education, to promote lifelong learning through VET. Cedefop will build on the proposed Recommendation of the European Parliament and of the Council <sup>(28)</sup> by providing technical and scientific support to the European Commission's working groups and European network on ECVET. By analysing innovative aspects of ECVET, Cedefop will advise on the relationship between credit systems and European, national and sector qualifications frameworks. It will also advise on steps towards a European credit system for lifelong learning, including on links between the European credit transfer system for higher education (ECTS) and ECVET.

**Quality assurance** is the basis of trust in other VET systems. Success of the EQF and ECVET depends on this trust being in place. Adoption and implementation of the proposed Recommendation on the European quality assurance reference framework for VET <sup>29</sup> with the European Commission and the European network on quality assurance in VET (ENQA-VET). Cedefop will continue its support for quality assurance by disseminating the findings of its pilot study on accreditation approaches of VET providers and programmes in Member States. It will follow this up by starting, in 2009, a more extensive comparative analysis, which will be the subject of a joint Cedefop and European Commission conference in spring 2010. Cedefop will also disseminate information on quality approaches in European small and medium-sized enterprises in food

processing, retail and tourism and finalise a study on the social care sector. In 2009, linked to the work of the ENQA-VET network, a peer-learning event is planned to examine the priorities of the social partners concerning quality assurance.

To make informed choices about lifelong learning and manage their careers, people need **guidance throughout life**. To assist the European Commission in supporting implementation of the Council Resolution on guidance endorsed in 2004 <sup>(30)</sup> and following up the new Council Resolution <sup>(31)</sup>, Cedefop will identify successful initiatives and make recommendations on policy development and implementation. Cedefop's study on guidance for young people moving from education to work will be debated and proposals made on how best to support them. Cedefop will contribute to the debate on a European competence-based framework for guidance practitioners by presenting information on the qualifications and competences career guidance counsellors need. Cedefop will also study the role of guidance in strategies to support workers at risk due to economic restructuring.

The Decision of the European Parliament and of the Council established **Europass** <sup>(32)</sup> to support geographical and job mobility. It is a portfolio of five instruments to make people's skills and qualifications more easily understood in Europe. Cedefop will continue to support the European Commission in implementing the proposals of the Europass external evaluation <sup>(33)</sup> and will improve the Europass CV in consultation with interested groups such as employers and recruitment agencies. Cedefop will continue to develop and maintain the Europass web resources



(<http://europass.cedefop.europa.eu>) and support national Europass centres in ensuring that Europass complements related tools, such as the EQF and ECVET.

**Study visits** for education and vocational training specialists support European cooperation and policy development in lifelong learning. They provide an opportunity for experts from different countries to meet and discuss issues of common interest and share their experience and expertise. Study visits are part of the Lifelong learning programme 2007-13 <sup>(34)</sup>. They are carried out by national agencies and coordinated by Cedefop on behalf of the European Commission. In the academic year 2008/9, Cedefop will implement and monitor 260 study visits, with around 2 600 participants and 40 themes covering the priorities set for education and training at national and European levels. Ensuring the quality of the study visits programme will be a specific focus in 2009 and involves finalising assessment tools to measure the visits' impact. Cedefop will assess study visits' results and identify examples of good practice and disseminate them widely. For the academic year 2009/10, Cedefop will prepare and disseminate the visits catalogue, coordinate the call for applications and monitor the implementation of study visits. Cedefop will further improve its interactive management information system. Working with the European Commission, Cedefop will continue its efforts to strengthen coherence between the study visits programme and the policy priorities set for education and training at European and national levels (Lisbon strategy and Copenhagen process).

Cedefop encourages participation by social partners in study visits to provide them with a forum to exchange experience and share knowledge with education and training specialists. Cedefop will continue to ensure that study visits include themes of interest to social partners. It will raise awareness of social partners' needs among national agencies managing the programme in participating countries and advise on how best to meet them. Through publications, seminars and other targeted activities, Cedefop will encourage social partners to participate in the study visits.

PRIORITY 2

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

To interpret European trends, Cedefop's work is based on three related aspects; analysing skill demand and supply, examining trends in the way people acquire skills and supporting the professional development of the VET teachers and trainers.

Future demand and supply of skills in the EU, early identification of new emerging skill and competence requirements at all levels, and anticipation – and prevention – of potential skill gaps and mismatch due to demographic change and economic restructuring are at the heart of the current EU policy agenda, in line with the Lisbon strategy. The Integrated guidelines for growth and jobs 2008-10 and the 2007 Council Resolution on new skills for new jobs <sup>(35)</sup> are important milestones in this strategy. In response to the Council's request for an assessment of future skills requirements <sup>(36)</sup>, Cedefop contributed to a Communication of the Commission on anticipating and matching labour market and skills needs <sup>(37)</sup>. Cedefop provided a forecast of skill needs up to 2020 <sup>(38)</sup>, analyses of skill needs in key sectors of the economy and of systems on early identification of skill needs in the European Member States <sup>(39)</sup>.

Over the past years, Cedefop has become a key reference for **skill needs analysis and forecasting**. In 2009, Cedefop will continue to be prominent in this field. With financial support from the European Commission's Directorates General for Employment and Education and Culture Cedefop will begin the work to help establish a regular, systematic assessment of long-term supply and demand in EU labour markets, and engage in new research to fill knowledge gaps,

for example on the interaction between skill demand and supply. In doing so, it will continue to play an important role in implementing the above-mentioned Commission's Communication on new skills for new jobs and assist the European Commission in further development. Cedefop will organise an Agora conference in Thessaloniki to present and discuss the results of its forecast of skill supply and potential labour market imbalances between demand and supply.

However, skill demand and supply forecasts refer to macroeconomic developments and formal skills and qualifications. The analysis of skill and competence needs – both in quantitative and qualitative terms – at the meso level of sectors and the micro level of enterprises is essential to complement the macro picture. There is a considerable knowledge gap in **identifying skill and competence needs in enterprises and selected key sectors** at European level. Cedefop, in consultation with the social partners and other stakeholders, will fill this gap by conducting a feasibility study of an employers' skill survey to identify future skill, competence and training needs in European enterprises and by analysing skill needs in selected key sectors of the European economy.

Further, Cedefop will carry out research on **skill mismatch** and its impact. Its findings will provide new insights on skill obsolescence, over-education and skill shortages. Research will look at the impact and persistence of skills mismatch and measures that may be taken to prevent or alleviate the distortions it may cause on the future labour market. International cooperation with OECD will continue with a joint international seminar in February 2009 on measuring generic work skills, presenting the pilot results from the job requirements approach module of the Programme for international assessment of adult competences (PIAAC) <sup>(40)</sup>.

**Learning outcomes** form part of an innovative approach to teaching, training and learning <sup>(41)</sup> and are regarded by some as a paradigm shift. The emphasis is on defining learning outcomes to shape the learner's experience, rather on the content of the subjects that make up the curricula. Learning outcomes are central to the EQF and national qualifications frameworks, Europass, and ECVET. Cedefop will support the debate and systematic exchange of experiences and peer-learning between Member States and social partners on qualifications and learning outcomes through a range of comparative studies analysing different aspects of this issue. First, how definitions and renewals of occupational and education/ training standards influence qualifications and how standards may be used to improve links between the labour market and qualifications systems. Second, the changing role of qualifications in Europe, their interrelation with lifelong learning and globalisation and how to develop qualifications systems and frame-

works. Third, the relationship between learning outcomes and VET curricula and learning programmes. Fourth, on the EQF and sectoral qualifications. In May 2009, Cedefop will organise a major conference on qualifications and learning outcomes to present the findings of several studies on the changing roles of qualifications in Europe to key policy-makers and stakeholders. The conference aims to contribute to developing a comprehensive lifelong learning strategy at national and European levels by examining the impact of defining and describing qualifications through learning outcomes.

This information will support the European Commission's cluster on recognition of learning outcomes, which is jointly coordinated by Cedefop. Work in 2009 will focus on supporting development of national qualifications frameworks and implementing systems for **validating non-formal and informal learning**, based on the common principles agreed in 2004 <sup>(42)</sup> and the European guidelines launched by the cluster in autumn 2008. The European Commission, Member States and Cedefop will prepare an update of the inventory on validation <sup>(43)</sup>.

Cedefop's contribution to implementing the European long-term **e-Skills agenda** <sup>(44)</sup> will focus on the e-Competence framework, ICT certification and qualifications, the European e-Skills and careers portal and participation in the ICT cluster and in the steering group CEN/ISSS workshop with the European Commission's Directorate-General for Enterprise.





Cedefop will continue monitoring trends and developments affecting the **roles and competences of VET teachers and trainers**. As highlighted in the communiqués of the Copenhagen process, the Council conclusion on teacher education and the European Commission’s communication on improving competences for the 21st Century <sup>(45)</sup>. Teachers and trainers are central to assuring high quality education and training. Cedefop will support the European Commission’s focus group on VET teachers and trainers and will jointly organise a major conference on the changing competences of VET teachers and trainers. Cedefop will support the debate and policy developments through its study on the new roles and competences of VET teachers and trainers in new concepts of learning, in particular, the competences they need to implement didactical approaches based on learning outcomes. Cedefop will also disseminate a set of competence frameworks for VET teachers and trainers and a compilation of good practice and policies on the professional development of in-company trainers. It will also disseminate a study on mismatches in VET teachers and trainers’ competences and their continuing training opportunities. Cedefop’s training of trainers network – TTnet – will continue to be a Europe-wide platform of expertise on VET teachers’ and trainers’ professional development.

Cedefop will support development of a European **adult learning** policy as part of the lifelong learning strategy through follow-up of the Council’s conclusions <sup>(46)</sup> and the European Commission’s action plan <sup>(47)</sup>. Cedefop will monitor and assess adult learning trends and policy developments 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.

## PRIORITY 3

# Assessing vocational education and training's benefits



Despite its perceived benefits, research on returns to public and private investment in skills is relatively underdeveloped in Europe. Although there are many studies on the benefits of education not enough is known about the more specific impact of VET. Understanding how VET contributes to careers and employment prospects, as well as its impact on productivity, enterprise performance, competitiveness and social inclusion is essential to informing investment choices about VET. Council conclusions on efficiency and equity in education and training called for research on the impact of investment in education and training <sup>(48)</sup>.

By providing evidence of the specific economic and social benefits of VET, as compared to other learning pathways, in its **Fifth report on European VET research – Economic and social benefits of VET**, to be published and disseminated in 2011, Cedefop will fill a knowledge gap and inform education and training policy. Cedefop will analyse existing research, review the theories, methods and data and design and finance new research to break new ground on the returns to VET. Research will cover economic and social benefits for society, economic sectors, companies and individuals. To complement this work and support knowledge exchange, Cedefop will analyse and disseminate online national VET research reports from the Member States, Iceland and Norway.

**VET financing** is a key issue and investment in human capital is a high priority <sup>(49)</sup>. Cedefop will provide information on levels, trends and patterns of VET expenditure, focusing on cost-sharing policies and instruments, such as sectoral training funds (where social partners have a leading role) individual learning accounts, loans and tax incentives. VET cost-effective sharing instruments in the newer Member States and VET financing in non-EU countries will be the subject of a Cedefop conference in cooperation with its European and international partners. Cedefop will jointly organise, in Brussels, a conference with the European Commission on tax treatment of education and training expenses.

PRIORITY 4

# Raising the profile of vocational education and training



VET is a basis for high performance and quality in working life for an increasingly diverse and ageing workforce. However, it does not enjoy parity of esteem with general education and its value at the centre of lifelong learning tends to be underestimated. Barriers between VET, general and high education need to come down as in each country separate systems of education and training are restructuring to become a single national system of lifelong learning, which values all types of learning. This will enable people to move between VET and general education and vice-versa, at all levels of learning, including higher education.

Raising the profile of VET requires effective communication. **Cedefop's communications policy** is to disseminate clear, reliable, timely, and – where possible – comparable information, striking a balance between the specific information needs of policy-makers, including social partners, and act as an open source of information for the wider VET community of researchers, practitioners and the general public.

Cedefop is reorganising its communication services to align them with its new priorities 2009-11. Following the recommendations of the external evaluation, Cedefop<sup>(50)</sup> is moving to an impact-driven strategy for publications, with a gradual shift to web-based products and digital publications, to match better the needs of target groups.

During 2009, Cedefop will establish its web portal [www.cedefop.europa.eu](http://www.cedefop.europa.eu). The portal will have new information structures for web content and provide a unique entry point to access all Cedefop's web services including:

- (a) information on Cedefop's activities,
- (b) projects and networks and Cedefop as an organisation,
- (c) news on training developments (policy briefing notes, newsletter, press releases),
- (d) Cedefop's databases (bibliographical database, online European training thesaurus, information on VET systems in Europe, research, statistics and indicators),
- (e) the Cedefop bookshop,
- (a) forthcoming conferences, events, workshops and seminars,
- (f) access to the Europass and study visits websites.

A search engine optimisation strategy also aims to improve the ranking and positioning of Cedefop's web services on search engines.

Cedefop will communicate key messages on VET to stakeholders and media (including local and European newspapers, radio and TV) through regular information, in hard-copy and electronic format. It will establish relationships with European journalists, press agencies and the European Commission's press services and will issue fortnightly press releases. Cedefop will continue to produce high quality publications that contribute to its recognition as a source of reliable, relevant and useful information on VET for its various target audiences and major stakeholders.



Cedefop will support VET experts access to literature by maintaining the most comprehensive collection of hard-copy and online material on VET in Europe, with over 60 000 references in its bibliographical database. Cedefop's reference service is open to answer questions and queries on VET from Cedefop's stakeholders. Throughout the year Cedefop expects to receive and make presentations to around 3 000 experts and visitors from all over Europe, helping establish Thessaloniki as an important venue for European VET policy.

In 2009, Cedefop will publish three issues of the ***European journal of vocational training***, in English only, two of which will be thematic:

- (a) Issue 46 (I/2009), on higher education and VET.
- (b) Issue 47 (II/2009), a general issue;
- (c) Issue 48 (III/2009), on assessment, recognition and certification of non-formal and informal learning.

However, 2009 is a transitional year for the journal and in June the Governing Board will decide its future. To decide the Governing Board will weigh up several important factors. It will consider the relevance of the European journal in the context of Cedefop's new communications policy developed to serve its growing role in supporting development of European VET policy and the new demands this has brought. It will also consider options and implications for resources of continuing to publish the European journal. Taking these issues into account the Governing Board will decide on what basis it is feasible and cost-effective to continue the journal, or to stop publication of the journal and use the resources for other activities.

# Management, resources and internal controls

An effective and efficient **administration** makes an indirect but important contribution to achieving Cedefop's operational objectives. It helps develop, organise and manage the organisation's skills. It maintains the physical environment and ICT architecture with which colleagues work and supports them in procurement, contract and financial procedures. Further, in its dealings with outside organisations and contractors it projects Cedefop's image. Cedefop has set itself the goal to move toward quality management in managing its human and financial resources. In 2009, Cedefop will consolidate administrative changes introduced over the previous years. Using results from external and internal audits, evaluations and internal assessments, and applying modern management techniques, in full compliance with the regulations, priority will be given to increasing efficiency by streamlining procedures, planning and reporting.

The Internal Audit Capability will continue to support the Director to control risks and monitor compliance through assurance audits and solution-oriented consultancy designed to add value and improve Cedefop's operations.

Cedefop will further improve its **planning and reporting**. These developments are guided by the objectives to establish an efficient and comprehensive performance monitoring system, improve periodic reporting to management including project managers, ensuring good documentation of business processes, and structure risk assessment and risk management. Cedefop has developed a set of impact indicators to measure its performance and impact over the period 2009-11 at activity level and sources of verification to measure

them. These indicators represent an aggregation of the expected impact of Cedefop's various activities. These sources will be monitored and analysed to provide an assessment of Cedefop's performance.

In 2009, Cedefop's **activity-based budgeting** (ABB) will be used for budget planning, monitoring and reporting. In procurement, automation of procedures will continue and efficiency will be improved by implementing fewer but larger tendering procedures.

To raise Cedefop's corporate image the new architecture for the Cedefop website, integrating Cedefop's various websites on a single operating platform, will be implemented in 2009. Cedefop will migrate and/or re-implement web applications to use Microsoft.NET technology as a development operating platform. Cedefop will also migrate to use RedDot technology for web content management. Cedefop will also renew its conference systems infrastructure. Concerning the building, works to ensure its safety will continue and the findings of the ongoing study implemented.



## Working in partnership

In working to improve VET, Cedefop partners many organisations, each bringing its unique expertise. In 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). Cedefop shares information with the ETF (European Training Foundation – see Annex V), to help integrate candidate countries into the European VET policy process. In close cooperation with the European Commission, Cedefop partners the Centre for Research on Education and Lifelong Learning (CRELL) working on education and training benchmarks and indicators to support policy-making. Cedefop will also work with the network for quality assurance in VET (ENQA-VET) and the European lifelong guidance policy network (ELPGN). 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 ILO and VET research institutions in non-EU countries.

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

**ReferNet** (European network of reference and expertise in VET) is Cedefop's primary source of information on VET systems and policy developments in Member States. It provides Cedefop with data for documentation activities and contributes to various projects, including reporting on VET-related policy and research activities in the EU. It also supports Cedefop's communication strategy by channelling and disseminating information at national level. ReferNet comprises national consortia consisting of representatives of VET organisations in each Member State led by a national coordinator;

**Skillsnet** (network on early identification of skill needs) brings together highly qualified researchers and other experts from various fields, to present and discuss methods and outcomes of analysis to anticipate skill needs, as well as medium to longer-term prospects of skills available in the labour market at European and international levels.

the **Training of trainers network** (TTnet) supports professional development for VET teachers and trainers, who are essential to the quality and modernisation of VET. TTnet provides policy recommendations, guidance and tools for them. It comprises 21 national networks of key public and private sector organisations training VET teachers and trainers.



## Risk assessment

There are budgetary, policy and operational risks to the 2009 work programme.

Further budget cuts can affect staff and operations.

Policy risks can bring uncertainty or changes in Cedefop's expected contribution and so affect the quality, relevance and impact of Cedefop's work. Policy risks are largely beyond Cedefop's control, but through close cooperation with its partners it aims to identify potential problems as early as possible and adapt quickly. Policy risks include:

- (a) changes in VET-related policy priorities of the European Commission, Member States and social partners;
- (b) new demands to take on additional responsibilities that may stretch resources and limit the impact of Cedefop's work;
- (c) different expectations of Cedefop's work among its Governing Board and stakeholders, leading to disappointment over the final results, reduced impact and the view that resources were wasted and opportunities lost;
- (d) stakeholders being unable to provide sufficient commitment to Cedefop's networks and steering groups;
- (e) partiality towards general education overshadowing VET issues.

Operational risks can delay work and undermine its quality and impact. Cedefop has a greater degree of control over some operational risks. It manages them through planning, clear procedures, internal controls and, where appropriate, wide dissemination and marketing.

Operational risks include:

- (a) other internal policies (communications, IT, personnel, financial and administrative) not aligned in support of Cedefop's core business;
- (b) ineffective communication with stakeholders;
- (c) the calibre of personnel being insufficient to meet the work demands;
- (d) unsuccessful tenders, delays and poor quality of submissions from external contractors, partners, or both;
- (e) resource or other constraints of European Commission services having service-level agreements with Cedefop, affecting administrative tasks, for example, training, EPSO competitions, new financial software (ABAC), publications through the Publications Office.

# Activity fiches

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 socio-economic 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 socio-economic context.

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

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

#### Project 1. VET policy reporting

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

#### Output indicators 2009

##### Publications

- 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 (1<sup>st</sup> semester, dissemination strategy improved and nr of recipients to be increased)
- Online posted national reports on VET policy developments (in English) received from ReferNet (1<sup>st</sup> semester). Some reports will be made available in the native language by ReferNet members

##### Conferences and meetings

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



### Other key outputs

- 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
- Adjustment of the approach in future reporting activities
- 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
- Contribution to reporting activities of the DG EAC in the context of the Education and Training 2010 Work programme (as done in previous years)
- Cooperation with DGVT, ACVT, ETCG and other bodies and committees in the process of preparation of various European policy documents and reports

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### 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 facilitate comparison. Collaboration with the European Commission and Eurydice will continue.

#### Output indicators 2009

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#### Publications

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

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#### Conferences and meetings

#### Other key outputs

Establishment of a working group to discuss the structure of the reports and re-examination of the submission and revision procedure

## 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 mutual 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.

## Output indicators 2009

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### Publications

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#### Conferences and meetings

- Plenary meeting of the network in Autumn 2009
  - Meeting of the national consortia throughout the year
  - Regional meetings of national networks throughout the year
  - Meetings with the ReferNet core group throughout the year
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#### Other key outputs

- 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
- National research reports delivered to Cedefop in September 2009
- Description of the VET system by end May 2009
- Developing VET-Bib (monthly)
- Providing news on recent developments and new initiatives in VET policy (at least 3 times per year)
- Maintaining and updating a national ReferNet website/web pages (continuous)
- Dissemination of news/press releases on recent developments and initiatives in VET policy (monthly)
- Providing information on national conferences, seminars and workshops (biannually)
- Providing contacts with the press (biannually)

## 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 (e.g. participation in Eurostat working groups and task forces, in EU and OECD expert groups or in various research conferences and seminars)

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### Project 1. **Modernising vocational education and training**

The 4<sup>th</sup> 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 career.

#### Output indicators 2009

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##### Publications

- Fourth synthesis report on VET research ‘Modernising Vocational Education and Training’ (2<sup>nd</sup> semester), based on the Background reports with original contributions from researchers which have been published in 2008
  - Flyer and executive summary for broad distribution (2<sup>nd</sup> semester)
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##### Conferences and meetings

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##### Other key outputs

- Particular research findings are analysed in a comparative and contextualised way and published separately, if convenient
  - Active dissemination of the results to the media, Cedefop stakeholders, in external conferences and meetings
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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

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##### Publications

A reader on working and learning at old age, containing the proceedings of a workshop held in September 2008 (2<sup>nd</sup> semester)

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##### Conferences and meetings

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##### Other key outputs

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

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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

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##### **Publications**

Key results and analyses of the third European Continuing Vocational Training Survey in enterprises (2<sup>nd</sup> semester)

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##### **Conferences and meetings**

Workshop on the further development and improvement of the European Continuing Vocational Training Survey in enterprises in (autumn 2009)

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##### **Other key outputs**

- Statistics are analysed and provided in a comparative and contextualised way
  - Better exploitation of LFS data, including national data
  - Statistical support services including web, review and contribution to various publications, data provision and in-house information service
  - Support future methodological developments by:
    - A study on the Adult Education Survey
    - Cooperating actively with partner organisations such as Eurostat and the OECD, and participating in various international working groups and meetings
- 

#### SPECIFIC OBJECTIVE

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

#### Activity – Skill needs analysis

**To early identify 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 level, 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.

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**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**

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**Publications**

Results of skills supply forecast and analysis of potential future labour market imbalances (2<sup>nd</sup> semester)

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**Conferences and meetings**

- Agora conference during the 1<sup>st</sup> semester to present and discuss mainly results of the skills supply forecasts and potential labour market imbalances, possibly in cooperation with the Czech presidency
  - Expert workshops to discuss the methodology and validate data for regular forecast of skill demand and supply (2<sup>nd</sup> semester)
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**Other key outputs**

- Develop regular forecasts of skill demand and supply including various scenarios, such as a policy/impact scenario, if feasible
  - Provide detailed analysis of potential labour market imbalances
  - Explore the feasibility to develop a model/methodology on the interaction between skill demand and supply
  - Continue active 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
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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**

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**Publications**

Results of the feasibility study 'Employers' survey on skill needs in Europe' (2<sup>nd</sup> semester; on-line)

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**Conferences and meetings**

- Expert workshop on results and follow up of the feasibility study on employers' skill survey in Europe (1<sup>st</sup> semester)
  - Expert workshop on methods and approaches for skills analyses in particular sectors, in cooperation with Eurofound (2<sup>nd</sup> semester)
  - 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 Program for International Assessment of Adult Competences – PIAAC)
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**Other key outputs**

- 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
- 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

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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.

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#### Output indicators 2009

##### **Publications**

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 (2<sup>nd</sup> semester)

##### **Conferences and meetings**

Workshop on policy to address and/or prevent skill mismatch (2<sup>nd</sup> semester)

##### **Other key outputs**

- 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;
- Preparatory activities for empirical studies on current gaps in skill mismatch research.

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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 level

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#### Output indicators 2009

##### **Publications**

Regular newsletters and other information material, including working and discussion papers, both in print and online.

##### **Conferences and meetings**

##### **Other key outputs**

- Expand the Skillsnet network to include more countries and experts, and maintain fruitful and effective cooperation with Skillsnet members
  - Share constantly information about main trends and developments in skill needs and supply in Europe, both in a quantitative and qualitative perspective
  - Develop further Skillsnet web pages
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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.

**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****Other key outputs**

- Design, develop and monitor research to break new grounds on the specific benefits of VET, covering both economic and social outcomes and including all levels – society, sectors, companies, individuals and groups of individuals;
- Synthesise critically available research on the benefits of education and VET and review the theories, methods and data that are applied to the field.

**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

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### Publications

Online publication of the National Research Reports provided by ReferNet on research on the economic and social benefits of education and financing of VET in the Member States, Norway and Iceland, by December 2009.

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### Conferences and meetings

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### Other key outputs

Compilation and analysis of the National Research Reports to prepare an analytical summary to be included in Cedefop's report on the economic and social benefits of VET, to be published in 2011.

## 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 in the field.

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### 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 a focus on cost-sharing policies and innovative funding mechanisms, such as sectoral training funds, individual learning accounts, loans, tax incentives.

## Output indicators 2009

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### Publications

- Study on 'Tax incentives to promote education and training', which presents an in-depth analysis of six member states (1<sup>st</sup> semester);
  - Study on 'VET financing mechanism in selected member states' (VET cost-sharing instruments in EU-12; 2<sup>nd</sup> semester).
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### Conferences and meetings

- Conference on tax treatment of education and training expenses, in cooperation with DG TAXUD (1<sup>st</sup> semester);
  - Seminar on (developing) VET cost-sharing policies/ instruments in EU-12 (1<sup>st</sup> semester);
  - Conference on VET financing in non-EU countries in cooperation with ETF, OECD and ILO (2<sup>nd</sup> semester).
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### Other key outputs

- Disseminate the study on VET policies in non-EU countries (which includes financing);
  - Carry out a study on loans and potential involvement of financial institutions.
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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.

#### Output indicators 2009

##### Publications

- Three issues, in English only:
  - Issue 46 (I/2009) on higher education and VET;
  - Issue 47 (II/2009) a general issue;
  - Issue 48 (III/2009) on Assessment, recognition and certification of non-formal and informal learning.

##### Conferences and meetings

One meeting of the editorial committee

##### Other key outputs

- 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
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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 enhancing the transparency of qualifications and increasing the mobility

of learners and workers. Active cooperation with the ETF and the ILO will be ensured, especially on the 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 the common European tools and principles at Member States 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 level and contributed to a coherent implementation of European principles, tools and frameworks;
- Cedefop's work has increased awareness of links and compatibility between the European tools (e.g. ECVET, EQF, Europass).
- Cedefop is acknowledged as a key institutional actor as regards the 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.

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### 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 sub-groups) and carry out a number of independent comparative studies and analyses on issues not sufficiently covered.

### Output indicators 2009

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#### Publications

A comparative study on how certification processes are quality assured is published during the 1<sup>st</sup> semester 2009 and widely disseminated. The study's results represent a substantial input to the sub-group of the EQF Advisory Group on quality assurance issues.

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#### Conferences and meetings

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#### Other key outputs

The EQF Advisory Group and sub-groups 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.

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.

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.

The outcomes of testing and piloting of the EQF within LdV and LLP are analysed and cross-sectoral trends identified.

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.

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## Project **European Credit system for Vocational Education and Training – ECVET**

The European Credit system for Vocational Education and Training (ECVET) is a tool to facilitate 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 the adoption of the ECVET Recommendation and will follow-up the ECVET implementation at national, regional and sectoral level.

### Output indicators 2009

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#### Publications

- A brochure is published on the implementation of ECVET at national, regional and sector levels in Europe;
- Articles are drafted and published in the European newsletter on ECVET (issued by the Commission in the framework of its call on implementing ECVET).
- 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.

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#### Conferences and meetings

One workshop on issues related to ECVET implementation (i.e. units and credits) is held – second semester 2009.

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#### Other key outputs

- Cedefop has actively and substantially contributed to the European ECVET users' guide (available by end of 2009);
  - Cedefop has been active in developing the European ECVET network (to be set up by the Commission in 2009);
  - Cedefop has supported the Commission in the context of the European ECVET experimentation projects.
  - 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.
  - 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 (ECTS) and European Credit System for Vocational Education and Training (ECVET).
  - Two workshops are organised on the relationships between credit systems and qualifications frameworks (February and September 2009)
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**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**

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**Publications**

The study 'Quality approaches in European SMEs in the food processing, retail and tourism sectors' is published during the 2<sup>nd</sup> semester 2009. Outcomes are widely disseminated to key stakeholders at EU, national and sectoral levels.

The pilot study on selected European approaches to quality assurance and accreditation is published during the 1<sup>st</sup> semester 2009. Outcomes will serve as an input to the Conference in 2010 and to the wider comparative study on accreditation of VET providers.

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**Conferences and meetings**

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**Other key outputs**

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.

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 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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**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 the field of 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**

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**Publications**

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.

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**Conferences and meetings**

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 in this subject area arise from the discussions.

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### Other key outputs

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.

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.

Cedefop's scientific guidance work is disseminated and presented at EU and international events. Conference papers linking policy, research and practice in the area of lifelong guidance are prepared.

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### Project

#### Europass

Europass is a portfolio of five instruments to help citizens make their skills and qualifications clearly and easily understood in Europe and 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 the National Europass Centres in the implementation of the Europass instruments and ensure the complementarity of the initiative with related tools and programmes (ECVET, EQF).

#### Output indicators 2009

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### Publications

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### Conferences and meetings

#### Other key outputs

Active contribution to Europass meeting and working groups (e.g. NECs, DG EAC, DE Employment, DG Enterprise).

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.

In close cooperation with DG EAC, the recommendations resulting from the Europass external evaluation are implemented, mainly: (a) enhanced complementarity of Europass with EQF and ECVET; a pilot project is launched (also involving some Member States) to test the implementation of EQF levels and/or of ECVET in one or more Europass instruments (e.g. 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 (e.g. use of the CV as a standard tool for job search) is assessed by consulting relevant stakeholders (HR managers, employment services, guidance services).

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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) 2007-2013 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 terms of raising their awareness and involve them more actively in the programme.

#### Activity impact indicators 2009

By end 2009:

- Cedefop's work on the study visits themes has led to enhanced coherence with the 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 (e.g. 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 the 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.

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**Project** (see above)

#### Output indicators 2009

##### Publications

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 their participation in the study visits programme developed and published.

##### Conferences and meetings

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 2009-2010 is held (second semester 2009).  
 A seminar on a topic of the interest of social partners is organised.

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### Other key outputs

260 study visits for the academic year 2008-2009 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 2009-2010 are set up.

The programme's assessment tools (added value individual questionnaire) are finalised.  
 The assessment of the implementation of the study visits 2008-09 is finalised by November 2009.

The call for proposals for the study visits catalogue 2010-11 is launched in September 2009.

Interactive management facilities for the NAs, organisers and participants for efficient coordination of the programme are provided.

A stable presence of VET in the programme is promoted (themes, VET type of visits, participants).

A proportionate participation of the social partners in the programme is promoted.

Themes of interest to the social partners, including focusing on specific sectors, are included in the catalogue.

Awareness of the National Agencies for the social partners' needs is raised.

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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 facilitate 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.

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#### **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**

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##### **Publications**

The comparative study on the definition and renewal of occupational and education-training standards and the way these standards influence qualifications is finalised and published during the 2<sup>nd</sup> 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 level.

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##### **Conferences and meetings**

A major Conference is organised in May 2009 to present the findings of Cedefop's studies on the 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 level.

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##### **Other key outputs**

The Cluster on Recognition of learning outcomes is successfully coordinated. A platform is 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.

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.

The implementation of the European long-term eSkills 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.

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**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**

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**Publications**

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.

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 showcase of practices will be regularly reviewed and updated.

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.

**Conferences and meetings**

A conference on Changing roles and competences of VET teachers and trainers is organised by Cedefop jointly with DG EAC (end February 2009).

A TTnet workshop on the professional development of VET teachers and trainers is organised (December 2009).

**Other key outputs**

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 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.

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 Training Network (TTnet).

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**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****Publications**

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 2<sup>nd</sup> 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.

**Conferences and meetings****Other key outputs**

Cedefop participates to and supports successfully the work of the European Commission's working group on adult learning and its focus groups.

## SPECIFIC OBJECTIVE

**Raising the profile of VET****Activity – External communication**

**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)

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**Project****Communicating with stakeholders and public relations**

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**

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**Publications**

- draft annual work programme, by December 2009;
- identify and communicate key messages through nine briefing notes during the year

**Conferences and meetings**

- first trimester of 2009, meeting with the press officers and webmasters of the ReferNet partner organisations (Public Relations and Web Content Management joint activity)
- attend the annual meeting of the agencies communications network in first quarter of 2009

**Key outputs**

- presentations to and contacts with key stakeholders including policy-makers at European and Member State level and social partners
- handle correspondence and external enquiries
- promote Cedefop's press coverage in cooperation with ReferNet
- receive local and international visitors and give presentations
- provide administrative and logistic support to the organisation of meetings and conferences

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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**

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**Publications**

- promotional multilingual brochure on the web portal, produced by the end of 2009;

**Conferences and meetings**

- first trimester of 2009, meeting with the press officers and webmasters of the ReferNet partner organisations (Public Relations and Web Content Management joint activity)

**Key outputs**

- align Cedefop's web services with its communication strategy reorganising existing and implementing new information structures for content by December 2009
  - establish the web portal as a unique entry point to access all of Cedefop's web services
  - improve the ranking and positioning of Cedefop on search engines through a search engine optimisation (SEO) strategy by June 2009
  - carry out regular content inventories
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**Project****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****Publications**

- fortnightly press releases to local and European media via e-mail
- weekly news highlight on front page of new web portal
- fortnightly press releases to local and European media via e-mail
- monthly electronic newsletter, which brings together major news items of previous month

**Conferences and meetings****Key outputs**

- organising media coverage establishing relationships with European journalists, press agencies and the press services of the European Commission. This includes organising interviews of directorate or staff members with the media and setting up a press corner in the web portal
- producing or editing all Cedefop news items posted on the web portal (including highlight and newsletter)

## 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

**Activity impact indicators**

Timely information provided to stakeholders on developments in VET

**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 for on VET issues

## Output indicators 2009

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### Publications

Publish European training thesaurus (ETT) in English and French by December 2009

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### Conferences and meetings

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### Key outputs

- monitor, collect, organise structure and disseminate information sources for documenting the latest developments in vocational education and training at European/International levels
  - maintain at least 60 000 records in the VET-Bib database
  - validate and integrate bibliographic submissions of ReferNet members
  - develop the library collections: publications, reference material, grey literature
  - maintain and update the online European training thesaurus
  - reference service for external users, answering questions and queries on VET from Cedefop's stakeholders;
  - assistance to projects and research: supporting Cedefop's projects and studies of both areas 'Research and policy analysis' and 'Enhanced cooperation in VET and lifelong learning'
  - provide contributions for Cedefop's news services
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## 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

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### Publications

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### Conferences and meetings

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### Key outputs

- develop and update guidelines and procedures including a business filing plan and folders structure, complete a comprehensive classification scheme;
  - provide a single records repository on Livelink;
  - list vital Cedefop records, extending the records bank;
  - register incoming, outgoing and internal documents;
  - advise areas and services on documents process; liaise and train staff
-

## SPECIFIC OBJECTIVE

## Raising the profile of VET

**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

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

**Output indicators 2009****Publications****Conferences and meetings**

- organise and attend the annual editing seminar June 2009
- attend the two meetings of the Translation Centre Governing Board in 2009

**Key outputs**

- edit around 4 700 pages of English texts to prepare them for publication
- 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.

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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****Publications****Conferences and meetings**

- two cultural events hosted by Cedefop
  - photography exhibition hosted in the European Parliament
  - attend the annual meeting of EU agencies hosted by the Publications Office in July 2009
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### Key outputs

- develop graphic design concepts and identity systems that comply with Cedefop's corporate image
  - develop design and lay out for hard copy and online material for around 30 publications (including the European journal)
  - develop graphic design concepts for material for three conferences and two cultural events
  - coordinate design and publishing processes
  - 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
  - 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
  - respond to requests for hard-copies of Cedefop publications within five working days
  - maintain cost-effective stock levels
  - procurement (contract management), budgets (profiling and monitoring) finance (commitments, operational and financial initiation, invoices)
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•	Operational objective(s)	Actions	Timeframe (*)
<b>1</b>	<b>Human Resources</b>		
<b>1.1</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
	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>1.2</b>	<b>Implementation of new CDR and promotion process</b>		
	Implementation of new CDR and promotion process	Deployment of new CDR template, adjustment of the automated workflow Development of CDR handbook Development of on-line tool user manual	I/2009
<b>1.3</b>	<b>Implementation of the staff regulations</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>1.4</b>	<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>1.5</b>	<b>Business continuity</b>		
	To ensure continuity of operations and service	To assess the risk and the impact on the activities and develop procedures in adequation with Cedefop resources	Throughout 2009
<b>1.6</b>	<b>Support staff competence and career development through training</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
	Bring training procedures in line with training strategy	Draft procedures with clearly defined priorities, categories of training needs etc	I/2009
	Support the development of 3rd language training	Identify the needs and propose training solutions for 3rd language requirement Monitor progress	Throughout 2009

(\*) Timeframe = semester



Output	Impact 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
IT-tool requiring minimum manual data input	Efficient and accurate budget monitoring and forecast
New CDR process in place with use of on-line 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
Implementing provisions are finalised, published and implemented	Rules are clear and adapted to the needs of the Agency
Specific procedures	Documented procedures and increased efficiency
Business continuity plan Specific procedures	Documented procedures
Training profile with rolling 2-3 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 (for operationality) and mandatory training are delivered in a timely and structured way
Transparent procedures available for all staff on the Intranet	Coherent and efficient approach to training requests based on transparent and up-to-date procedures
Training plan to cover 3rd language requirement	Staff are sensitized to the 3rd language requirement and training plans are in place

•	Operational objective(s)	Actions	Timeframe (*)
<b>2</b>	<b>Finance and procurement</b>		
<b>2.1</b>	<b>Finance</b>		
	<b>2.1.1. ABAC</b>		
	Preparation of the migration to ABAC	Coordinate with the EC competent services and with the other Agencies concerned in view of preparing the move to ABAC	Throughout 2009
	<b>2.1.2. ABB</b>		
	Enlarge the use of ABB	Standardise the various templates to be used for for preparing the PDB N+1, for monitoring by trimester and annual reporting	Throughout 2009
	<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>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>2.2</b>	<b>Procurement</b>		
	<b>2.2.1. Prolive</b>		
	Standardise the use of the procurement automation tool (PROLIVE)	Establish the Procurement Planning 2009 using PROLIVE data, monitor implementation by the same means	I/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

(\*) Timeframe = semester

Output	Impact indicators
Definition and preparation of the system with appropriate links prepared 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
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
Workflows and information exchange procedures made clear and applicable to all concerned; provisional and final accounts 2008 (based on Fibus) and provisional accounts 2009 (based on ABAC with Fibus support) appreciated as faultless by the competent supervising and auditing EU instances	Improvement of the reliability of Cedefop's financial reporting, with corresponding impact on appreciation by the EU budget and discharge authorities
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	Induction of newcomers to rules and practices on financial issues at Cedefop made easy, updates on such matters readily available
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	Improved quality of all tendering procedures, reduced timeframes, enhanced budget implementation, positive appreciation from ECA
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	Tendering procedures running smoothly and swiftly, with good results, no call cancellations and positive appreciation from ECA

•	Operational objective(s)	Actions	Timeframe (*)
	<b>2.2.3. Procurement Efficiency</b>		
	Improve overall efficiency by implementing a smaller number of larger tendering procedures for studies and acquisitions	Prepare the Procurement Planning in good collaboration with the Heads of Areas and Services concerned and with due regard to substantial impact on budget execution	Throughout 2009
	<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 identifying/retrieving info for intra- and extra-service users	II/2009
<b>3 Information and Communication technology and facilities (ICTF)</b>			
<b>3.1 ICT</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>3.1.2. UniWeb</b>		
	UniWeb – a unified platform for Cedefop’s websites	The first iteration (version) of the Web portal is scheduled for production at late 2008 / early 2009 (Phase I). Further iterations will follow (Phase II), in order to: <ul style="list-style-type: none"> <li>• complete migration and/or re-implementation 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
	<b>3.1.3. Information Security Systems</b>		
	Information Security Systems	Implementation of major improvements concerning deployment of information security systems (ISMS) – Technical implementations and hardening of systems	Throughout 2009

(\*) Timeframe = semester

Output	Impact indicators
<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>Enhanced efficiency in time, resources and cost, sound and effective, proactive management reducing stress and tension at the workplace</p>
<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>ABAC operational by 31/03/2010 (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>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 on-line – Content accessible 24/7 by all concerned parties</p>
<p>Finalisation of a ISM architecture, implementation of policy and additional technical works</p>	<p>Enhanced security through state of the art positioning. Improvement of compliance with statutory requirements and standards</p>

•	Operational objective(s)	Actions	Timeframe (*)
	<b>3.1.4. <i>Transversal Support</i></b>		
	Support to core business projects	4.1 Support to core business Information Systems: Contact DB, Europass, EknowVet, study visits	Throughout 2009
	Support to administrative applications and processes	4.2 Administrative Tools support such as improvements of automated administrative procedures (on-line selection, CDR, training map, procurement, etc) , including document registration and circulation	Throughout 2009
<b>3.2 Facilities</b>			
	<b>3.2.1. <i>Infrastructure</i></b>		
	Improvement of the 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 infrastructures</li> </ul>	Throughout 2009
	<b>3.2.2. <i>Security</i></b>		
	Improve Access Control Systems	Revamp and renew the access control infrastructure	Throughout 2009
<b>• Directorate/ Internal Audit Capability (IAC)</b>			
	Internal Audit Capability		
	Pursue internal audit activities using a risk-based approach	Draft the annual audit plan 2009 and update the audit strategy	I/2009
		Update risk assessment 2009/2010 and draft the annual audit plan 2010	IV/2009
	Give advice to the Director in order to control risks in accordance with Art. 23 (2) of the Financial Decision, detailed in Art. 15 of Cedefop's Implementation Decision on the Financial Rules	Perform assurance audits (ex-post and in-process) according to the annual audit plan	Throughout 2009
		Perform consulting activities according to the annual audit plan and give advice on internal control procedures	Throughout 2009

(\*) Timeframe = semester

Output	Impact indicators
State of the art core business applications, adapted to the needs of stakeholders	Increase visibility of Cedefop, improved sharing of information among interested parties, improved efficiency
Automated administrative procedures	Reduce the amount of work needed by all parties – increase transparency
Implement and monitor renovation and maintenance works	Safer and better functioning building – no disruption of services
Enhanced access control through improved automation and state-of-the-art equipment	Better access control
IAC Risk Assessment; Audit Plan 2009, Updated Audit Strategy 2009 – 2011	Internal auditing according to internationally accepted auditing standards
IAC Risk Assessment 2009/2010; Draft Audit Plan 2010	Internal auditing according to internationally accepted auditing standards
Audit Reports	Advice on risk control and effective application of internal control standards
Consultancy Reports; documented advice	

# Activity-based budget 2009

Area	Activity name
Research and policy analysis (RPA)	Policy analysis
RPA	Refernet
RPA	VET research
RPA	Skill needs analysis
RPA	<i>European journal of vocational training</i> (*)
Enhanced cooperation (ECVL)	Education and training 2010
ECVL	Study visits
Communication, information and dissemination (CID)	External communication
CID	Documentation and information
CID	Publications – content management
	<b>ABB (1)</b>
	<b>Budget 2009 (2)</b>
	<b>(2) – (1)</b>

(<sup>1</sup>) 2 new AD5 and 1 AD6 posts are not included in the ABB. The allocation of these posts is underway (estimated cost 58 000 EUR).

(<sup>2</sup>) Title 2 will have an additional 150 000 EUR from BL 3100 (appropriations from previous years).

(<sup>3</sup>) The difference corresponds to 2009 appropriations on BL 3100 'Participation of non-member states in the work programme' which may be used later in the year.

Title 3 will have a package of additional funds (542 170 EUR) from BL 3100 (appropriations from previous years), allocated as follows:

BL 3070 Transversal technical support: 69 000 EUR

BL 3080 ReferNet: 208 170 EUR

BL 3200 Research and Policy analysis: 36 000 EUR

BL 3350 Study visits: 229 000 EUR

(\*) For the activity *European journal of vocational training*: Assumed implementation for 12 months.





FTE	Title 1	Title 2	Title 3	Total
12.27	993 239.71	125 421.29	533 853.33	1 652 514.33
9.45	793 048.26	96 617.55	358 108.56	1 247 774.37
13.52	1 166 343.57	138 127.82	405 332.17	1 709 803.56
4.98	466 552.90	50 894.60	899 401.78	1 416 849.28
3.23	276 269.51	32 999.29	64 871.38	374 140.18
27.64	2 380 487.68	282 506.16	1 477 118.30	4 140 112.14
16.30	1 196 305.97	166 554.83	419 171.03	1 782 031.83
15.27	1 290 485.06	156 006.00	271 716.75	1 718 207.81
13.57	1 136 800.35	138 641.56	310 838.14	1 586 280.05
9.81	818 413.28	100 230.86	147 588.52	1 066 232.66
<b>126.04 <sup>(1)</sup></b>	<b>10 517 946.29</b>	<b>1 287 999.96</b>	<b>4 887 999.96</b>	<b>16 693 946.21</b>
	<b>10 519 000.00</b>	<b>1 288 000.00</b>	<b>5 282 842.00</b>	<b>17 089 842.00</b>
	<b>1 053.71 <sup>(1)</sup></b>	<b>0.05 <sup>(2)</sup></b>	<b>394 842.04 <sup>(3)</sup></b>	<b>395 895.79</b>

ANNEX I

# Provisional publications list 2009

## Informing vocational education and training policy

Policy report on the Copenhagen process

Modernising vocational education and training – fourth research report executive summary

Modernising vocational education and training – fourth research report synthesis

Modernising vocational education and training – background reports, volumes 1, 2 and 3

Working and learning in old age

Spotlight on vocational education and training in the Czech Republic

Vocational education and training in Sweden

Vocational education and training: comparative reports

National vocational education and training policy reports

Online descriptions of VET systems in EU Member States

Analysis of the third continuing vocational training survey

National research report: mobility and migration

The relationship between credit systems and qualification frameworks

Quality assurance and certification of VET in the Member States

The implementation of ECVET at national, regional and sector levels in Europe

Quality approaches to vocational education and training in small and medium-sized enterprises

European approaches to quality assurance and accreditation (pilot study)

Career guidance practitioners' competences and qualification routes in Europe

Study visits catalogue 2009-2010

Overview of study visits' outcomes

Study visits information flyer for social partners



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

Skill supply forecast and possible skill mismatches

Skill mismatch taxonomy

Employers survey on skill needs – feasibility study

Skillsnet newsletter

The dynamics of qualifications – the definition and renewal  
of occupational and educational standards

Changing roles and competences of VET teachers and trainers

Good practice and policies on professional development of teachers and trainers (online)

Analysis of adult learning trends and policy developments

### **Assessing VET's benefits**

Tax incentives to promote education and training

VET financing in 12 European Union countries

Individual learning accounts in Europe

National research report: benefits of vocational education and training

### **Raising the profile of VET**

European training thesaurus English – French (hard-copy, other languages will be on line)

VET glossary

Cedefop catalogue 2010-11

### **Periodicals**

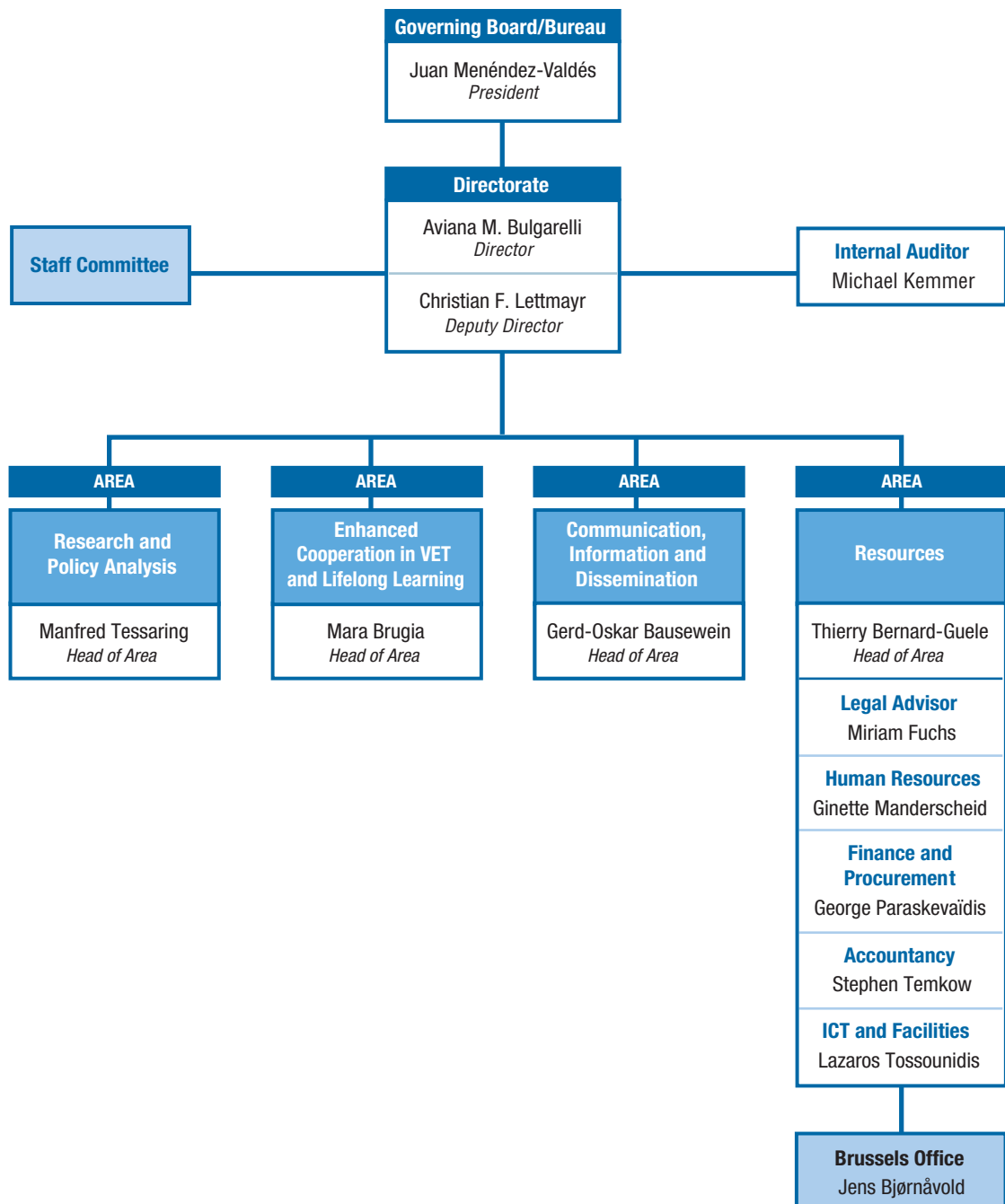
*European journal of vocational training* (issues 46, 47 and 48)

Briefing notes (nine per year on a key vocational education and training policy issues)

Cedefop monthly electronic newsletter (vocational education and training news items)

ANNEX II

# CEDEFOP organisation chart (situation at 1 October 2008)

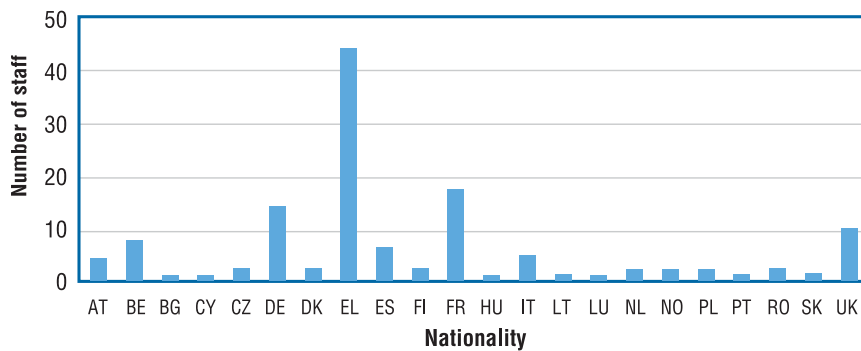




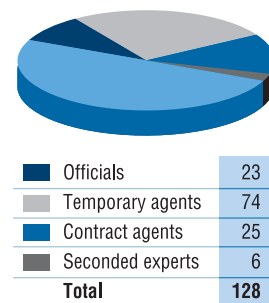
# ANNEX III Human resources

**Staff by nationality 2008**

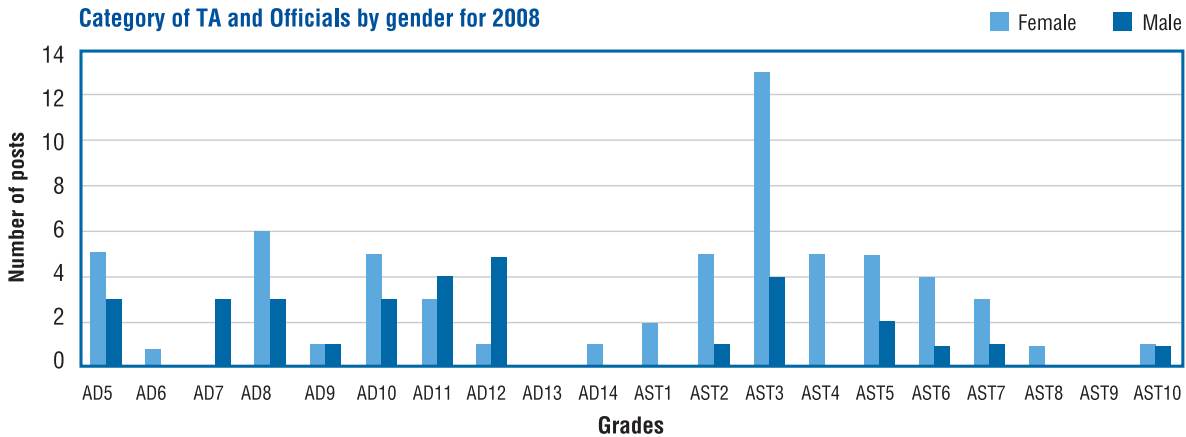
(include Officials, TAs, CAs and Second Experts)



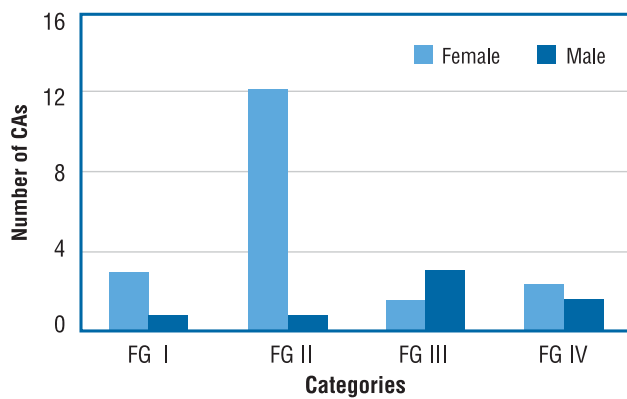
**Staff by type of contract**



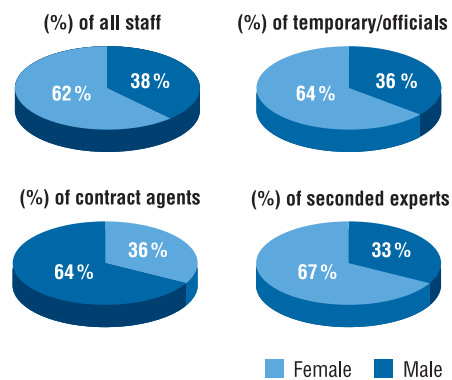
**Category of TA and Officials by gender for 2008**



**Category of Contract Agents by gender for 2008**



**Staff by gender**



## ANNEX IV

# Cedefop networks

Network title	For more information see:
European network of reference and expertise in VET (ReferNet)	<a href="http://www.cedefop.europa.eu/index.asp?section=8&amp;sub=3">http://www.cedefop.europa.eu/index.asp?section=8&amp;sub=3</a> <a href="http://extranet.cedefop.europa.eu/">http://extranet.cedefop.europa.eu/</a>
Network on early identification of skill needs (Skillsnet)	<a href="http://www.trainingvillage.gr/skillsnet/">http://www.trainingvillage.gr/skillsnet/</a>
VET teachers and trainers network (TTnet)	<a href="http://www.trainingvillage.gr/etv/Projects_Networks/TTNet/">http://www.trainingvillage.gr/etv/Projects_Networks/TTNet/</a>
Cedefop research arena – CEDRA network	<a href="http://www.trainingvillage.gr/etv/Projects_Networks/Cedra/">http://www.trainingvillage.gr/etv/Projects_Networks/Cedra/</a>



## ANNEX V

# Cooperation between Cedefop and the European Training Foundation

Cedefop and the European Training Foundation (ETF) have complementary expertise. Although both agencies work <sup>(1)</sup> in vocational education and training, there is no overlap in their functions. ETF is a change agent with a direct operational role in improving human resource capacities in EU partner countries. Cedefop contributes to developing and promoting 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.

Building on the achievements of cooperation in previous years, in 2009 Cedefop and ETF's joint work will reflect the priorities of their respective work programmes. Cooperation between the two agencies will focus on:

- facilitating candidate countries' <sup>(2)</sup> involvement in policy development and related Community VET programmes. In particular, Cedefop, with support from ETF and national liaison offices in participating countries, will continue to involve candidate countries in the study visits programme, which are part of the EU's Integrated programme for lifelong learning. Study visits support the priorities of Copenhagen process, Leonardo da Vinci programme and the framework of actions of the social partners.

- acquainting and, where appropriate, preparing candidate countries for full participation in Cedefop activities and networks, in particular Cedefop's ReferNet (network of reference and expertise) so that they can play a full part by the time of accession.

Cedefop and ETF will also strengthen their general and thematic cooperation through two knowledge-sharing events and joint working meetings between their experts (one in Turin and one in Thessaloniki). They will also prepare the annual joint report for the European Parliament.

Cedefop and ETF will cooperate on preparing a conference on the external dimension of the EQF to be held in Brussels at the end of January 2009.

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<sup>(1)</sup> ETF uses Cedefop as a source of information and best practice in the EU and EEA countries in vocational education and training and labour market to support third countries' economic and social reform. Cedefop benefits from ETF's experience and knowledge in candidate and other partner countries. Cedefop and ETF join forces to provide complementary technical and scientific expertise where this is necessary to help achieve EU objectives.

<sup>(2)</sup> Candidate countries considered here are: Croatia, Turkey and the former Yugoslav Republic of Macedonia.

## ANNEX VI

# Cooperation between Cedefop and Eurofound



Cedefop and Eurofound cooperate in continuing vocational training (CVT) as part of industrial relations, a crucial topic linked to Lisbon agenda and Copenhagen process. Supporting social partner organisations facing challenges in this area is an important activity of both agencies.

Cedefop and Eurofound have launched a joint study the contribution of collective bargaining to the development of continuing vocational training in Europe. Its principal objective is to provide an overview of how social dialogue and collective bargaining contribute to developing CVT policies and initiatives in all EU Member States and Norway, since introduction of the Copenhagen process in 2002 and considering the Lisbon Agenda <sup>(3)</sup>. The study specifically addresses the following points, the:

- (a) main features of national CVT systems;
- (b) forms of involvement and intervention by social partners in CVT;
- (c) role of collective bargaining in promoting CVT at different levels;
- (d) positions of social partners on CVT, including an overview of the debate on CVT, focussing on the strengths and weaknesses of current CVT systems and policies.

In February 2009, Cedefop and Eurofound will host a seminar to disseminate and debate the study's findings. The aim is to improve understanding and develop knowledge on the role of social partners and the challenges they face in dealing with CVT provision in Europe. In addition, the seminar will:

- (a) discuss features of CVT policies in industrial relations models;
- (b) review practices and trends of social partner involvement in national CVT systems and policies and concerning joint initiatives to encourage CVT provision, at different levels.

In spring 2009, a briefing note on the outcomes of the event will be disseminated by Cedefop. A working paper will also be produced, based on contributions by speakers and participants.

<sup>(3)</sup> The final overview report (plus 28 national reports) will be available online at: <http://www.eurofound.europa.eu/eiro/> and <http://www.trainingvillage.gr/etv/default.asp>



ANNEX VII

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