



Annual report 2008

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

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

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

reference centre for vocational education and training.

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

Cedefop was established in 1975
by Council Regulation (EEC) No 337/75.

Europe 123, 570 01 Thessaloniki (Pylea), GREECE

PO Box 22427, 551 02 Thessaloniki, GREECE

Tel. +30 2310490111, Fax +30 2310490020

E-mail: info@cedefop.europa.eu

www.cedefop.europa.eu

Aviana Bulgarelli, *Director*

Christian Lettmayr, *Deputy Director*

Juan Menéndez-Valdés, *Chair of the Governing Board*



Christian Lettmayr
Deputy Director

Aviana Bulgarelli
Director

Table of contents

Foreword	2
Towards a European area of VET – Cedefop’s third policy review	4
Designing and implementing common european principles and tools for VET – Education and training 2010	7
New skills and new jobs: matching labour market needs	12
Evidence for modern and effective VET policies	15
Sharing experience and stimulating policy cooperation: the consolidated study visits programme	20
Cedefop’s impact on EU policy in 2008	22
Raising visibility among citizens	25
Informing VET stakeholders	28
Aiming for excellence – Human resource developments and budget implementation 2008	31
Performance management, impact measurement and planning	33
Annexes	35

Foreword



The ministerial conference in Bordeaux in November 2008 acknowledged that, ‘... a European vocational education and training (VET) area is being built, based on transparency and mutual trust ...’.

This reflects the significant progress made at European and national levels, in the co-operation process, launched in 2002 by the European Commission, Member States and social partners, to modernise European VET. The launch of the European qualifications framework and European Parliament and Council Recommendations on a European quality assurance reference framework for VET and on a European credit system for VET, all European tools to make mobility easier, were landmarks in 2008. All these are considerable achievements for a process based on voluntary European cooperation.

However, despite the progress made, many of the targets set in Lisbon in 2000 to be achieved in 2010 will not be reached. Two years from the target date, some seem further away than ever. Accepting this, in the Bordeaux communiqué European ministers and social partners committed themselves to continue to modernise European VET.

Against this background, Cedefop’s medium-term priorities for 2009-11 were

agreed by its Governing Board in June 2008. The priorities are consistent with policy-makers’ needs and ensure Cedefop’s continued relevance to developing European VET policy. For 2009-11, Cedefop’s strategic objective 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 which focus on activities to strengthen European cooperation through new knowledge, better understanding and mutual learning.

Cedefop’s work programme 2008 defined four objectives, to:

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



Most activities implementing the 2008 work programme in 2008 supported more than one of these objectives. In this Annual Report 2008, Chapters 1, 3 and 4 cover mainly objective (a) and parts of (b). Chapter 2 covers objectives (b) and (c), chapter 5 objective (c) and chapters 7 and 8 objective (d).

More widely, economic development was affected by rising inflation in the first half of 2008 and the financial crash in the second. This led to a global depression which has shattered citizens' trust in continued prosperity. No serious estimates about the length of the economic slump can yet be made. It is, however, safe to say that lasting remedies and new jobs will only come from continuous innovation. This will require people to have at least medium-level competences. Consequently, Europe must resist the temptation to cut VET expenditure, but concentrate on economic solutions which include VET.

The year 2008 was very successful for Cedefop. Its support to policy development is highly visible. Cedefop has been invited to give keynote speeches and provide background information and documents to many major policy events. Cedefop's expertise is

widely acknowledged, its support in several policy areas has been explicitly requested in important European policy documents.

This annual report explains how those results were achieved. Part 1 is available in English, French and German ⁽¹⁾ in hardcopy and electronically on Cedefop's website. Part 2, containing a tabular presentation of progress in 2008, showing results per activity, project or action is published only electronically can be obtained from Cedefop's website.

The annual activity report 2008, containing detailed information on management and administrative issues, will also be available electronically from July 2009

(see <http://www.cedefop.europa.eu> under the section reporting).

Aviana Bulgarell
Director

Christian F. Lettmayr
Deputy Director

⁽¹⁾ The French and German version will be available by July 2009.

Towards a European area of VET – Cedefop's third policy review



Following its mandate from the European Commission, Member States and social partners, given at Helsinki in 2006, Cedefop carried out a major work analysing progress by countries in implementing European policy priorities to modernise European VET systems (known as the Copenhagen process). Cedefop's report, entitled, 'Continuity, consolidation and change' shows the renewed commitment to continue to strengthen co-operation to make lifelong learning a reality. It also shows that countries are focusing on improving quality, attracting more people into VET through a balance of excellence and equity, and good governance. Countries are also working to meet targets to implement common European principles and tools (in particular developing national qualifications frameworks in line with the European qualifications framework, based on learning outcomes). Europass (a collection of documents for people to set out their skills and competences presented in a standard format across Europe) is widely used. However, the report illustrates that the European credit system for VET still requires substantial work and investment. This is also true of implementing lifelong guidance systems, where policies in most countries, despite in-

creasing commitment, remain fragmented.

Social exclusion inhibits both social cohesion and economic growth. Many European policies advocate a social role for VET. Countries have launched many initiatives to improve access to better and more appropriate education and training for various vulnerable groups. Improving access for all to education and training is a guiding principle highlighted in national laws and strategic documents.

Although there are differences in degree and of priority, Member States are addressing similar issues. Most new initiatives aim at specific target groups, (especially early school leavers and other young people not in education, employment or training, low-skilled people, older workers and migrants). More importance is being given to making VET accessible to all and to guarantee to people various learning pathways that combine individual needs with flexibility.

A European VET area is emerging. However, increased investment in VET is not always a priority. Limited resources and a downward trend of company investment in continuing vocational training (possibly aggravated by the current economic crisis) are encouraging development of new financing



mechanisms. Countries continue to experiment with cost-sharing approaches, such as securing investment in training through levies and providing financial incentives for companies such as tax incentives, vouchers, learning accounts, saving schemes and low cost loans. These, generally, prove successful in increasing provision of training and encourage participation in learning. However, each financing mechanism carries a risk of deadweight effect (financing training that would have taken place without the incentives) and specific target groups might be difficult to reach. In response, countries are adjusting existing financing arrangements or introducing new schemes to improve targeting, to reach a larger share of the population and harmonise different financing instruments to ensure their complementarity and synergy.

By delegating responsibilities to regional or local levels and giving more autonomy to VET providers, countries aim to make decision-making more effective and VET more responsive to labour market needs. There is a clear trend towards strengthening regional and local networking and learning partnerships. For the future, countries recognise the need for better coordination of policies

Making lifelong learning a reality – why Europeans do not participate more in lifelong learning

Progress towards the European benchmark – 12.5 % of adults aged 25 to 64 years participating in lifelong learning in the EU by 2010 – is slow, with stagnating or decreasing participation in some countries. In 2007, only 9.7 % of Europeans in this age group participated in lifelong learning.

According to the third Continuing Vocational Training Survey (CVTS), 40 % of enterprises did not provide any training to their employees in 2005. Almost three quarters did not see any need for training. To meet their skill needs, non-training enterprises often recruit people with the required skills and competences (54 % in the EU) rather than invest in their continuing vocational training (CVT). One in three European enterprises said that lack of time is important reason why training is not provided.



and practice developed by different bodies, greater stability of governance structures and continuity of policies.

Education and training are seen as key instruments to manage the present economic crisis given the long-term challenges of increasing skill needs, demographic and technological change and improving competitiveness in a globalised world.

Cedefop's policy analysis ⁽²⁾ was presented to the informal ministerial meeting in Bordeaux in November 2008. The Bordeaux communiqué, which followed the meeting, again requested Cedefop (in cooperation with other European and international organisations) to assess implementation of

European VET policy priorities in 2010. It invited Cedefop to continue working to improve VET statistics and develop further activities to anticipate skill needs and mismatches.

Cedefop's 2008 policy report, will be published in March 2009 to coincide with Cedefop's Agora conference 'Continuity, consolidation and change: towards a European area of vocational education and training', organised with the Czech Presidency, in Thessaloniki. The summary of the policy report's findings *In the finishing straight: from Copenhagen to Bordeaux* is available in five languages from: www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=515

⁽²⁾ Cedefop's policy analysis is based on reports by Directors-General for VET, contributions by its ReferNet partners and various Cedefop studies. It draws on information from the European social partners, ETF, and selected studies by other international organisations as well as data by Eurostat and other international sources. ReferNet (Cedefop's network of national networks) enables close cooperation with Member States and is vital for collecting and disseminating information on European VET.

Designing and implementing common European principles and tools for VET – Education and training 2010



The shift to learning outcomes and its implications for the role of qualifications is central to the European qualification framework (EQF) and national qualifications frameworks, European credit system for VET (ECVET) and validating non-formal and informal learning became a key focus in 2008.

Through various comparative studies, Cedefop has analysed different aspects of learning outcomes. Cedefop provided the first overview of European developments in *The shift to learning outcomes – conceptual, political and practical developments in Europe*, published in May 2008. It confirmed that learning outcome approaches are playing a crucial role in national education and training reforms and increasingly influencing teaching, learning and assessment. Cedefop also analysed the relationship between quality assurance and certification processes. The study points to the need for quality assurance at all stages of certification processes and its role as the link between current traditions of input-based with outcomes-based quality assurance. Cedefop also looked at how defining and renewing occupational and education/training standards influence qualifications and how standards can build bridges between the

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

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



labour market and qualifications systems (final report available). These studies not only address knowledge gaps in current research on VET and lifelong learning, but also inform directly policy developments at European, national and sectoral levels.

Adoption of the **EQF Recommendation** by the European Parliament and Council on 23 April 2008 was a milestone after a long development process largely driven by Cedefop experts. Cedefop participates in the EQF implementation by coordinating, jointly with the European Commission, the EQF advisory group established in March 2008. The group comprises representatives of national qualifications authorities and others involved in awarding qualifications in Europe.

Common criteria to reference national qualifications levels to the EQF, which were finalised in November, are a concrete tool to support Member States in designing their national qualification frameworks.

The EQF launch conference, organised by DG Education and Culture, the Education, Audiovisual and Culture Executive Agency and Cedefop, in Brussels, 3-4 June, gave high visibility and wide recognition to Cedefop's work on the EQF, even beyond the EU.

Through joint coordination with the European Commission of the cluster on **recognition of learning outcomes**, Cedefop systematically used peer learning activities to support development and implementation of national qualifications frameworks (NQFs). Cedefop is publishing, with the Commission, regularly updated overviews of NQF developments in Europe. Peer learning activities have also supported national development and implementation of **validation of non-formal and informal learning**. European guidelines validating non-formal and informal learning, agreed in December, are a clear example of support to Member States to develop and implement validation methods and systems. Adult learning and higher education sectors are discussing how to use them as a basis to inform further developments in both sectors. *A snapshot on validation of non-formal and informal learning in Europe* was published in May.

Cedefop's workshop 'Testing the EQF: relating international, national and sectoral qualifications to the EQF', in November 2008, identified various ways in which sectors, companies, public authorities and countries can use the EQF as a reference point for sectoral qualifications. The workshop pre-



sented concrete proposals for building mutual trust, a key issue for the EQF implementation.

Cedefop's substantial support to developing **ECVET** contributed importantly to adoption of a draft Recommendation on establishing the European credit system for VET (ECVET) by the European Commission in April and the European Parliament in December 2008. The Recommendation explicitly acknowledges Cedefop's contribution to forging the ECVET concept. Cedefop provided scientific expertise to the ECVET's development process at EU level. Cedefop also supported the Commission in co-drafting the ECVET users' guide, which accompanies the Recommendation and by contributing to the ECVET working and steering groups. Cedefop also coorganised, with the French EU Presidency, the ECVET conference 'From principles to practice' on the main challenges of implementing the ECVET, in Paris in December 2008.

Cedefop was invited to contribute to the round table of the French EU Presidency conference on European mobility for young apprentices, in Paris in November 2008. It discussed ECVET as a tool to recognise learning by apprentices. The many requests

from Member States for Cedefop's contributions to ECVET related issues reflect the appreciation of Cedefop's work.

In **lifelong guidance**, Cedefop contributed extensively to the Council Resolution on better integrating lifelong guidance into lifelong learning strategies which was adopted on 21 November 2008. Cedefop's publication, *From policy to practice: a systemic change to lifelong guidance in Europe* reports on Member States' progress in implementing the 2004 Council Resolution on lifelong guidance. The 2008 Resolution calls for strengthening European cooperation on lifelong guidance provision and provides a role for Cedefop. The Resolution was prepared by the French EU Presidency conference 'Managing transitions – lifelong careers guidance within the European area' held in Lyon in September 2008. This event illustrated Cedefop's work on lifelong guidance and discussed three Cedefop publications.

Cedefop's important contribution to **adult learning** was acknowledged in the draft Council Conclusions on adult learning adopted in May 2008. The Conclusions reinforce cooperation with Cedefop. Cedefop provided expertise to the Commission's working



group on the adult learning action plan and its focus groups set up in February 2008.

Cedefop provided expertise and technical support to the European Commission's focus groups on **teachers and trainers in VET**. Preparations were made for a joint DG Employment and Culture and Cedefop conference to be held in February 2009 on teachers and trainers and policy reforms. Outcomes of the thematic workshops on key issues for training and professional development of teachers and trainers (quality approaches on VET teaching and training and mentoring in VET) will identify important trends and challenges to inform policy debates in Member States ⁽³⁾.

Cedefop's work and expertise on **quality assurance in VET** contributed to adoption of a draft Recommendation on the establishment of a European quality assurance reference framework for VET (EQARF) by the European Commission in April and the European Parliament in December 2008. The draft Recommendation acknowledges Cedefop's technical and scientific support to

developing the EQARF. Cedefop took part in the study group of the European Economic and Social Committee and reported on EQARF. A study on quality approaches in small and medium-sized enterprises in Germany, Ireland and Greece was finalised and its results were widely disseminated.

The **European quality assurance reference framework (EQARF)** for vocational education and training is designed to help Member States develop, improve and monitor their VET systems on the basis of common principles, criteria and tools. The EQARF should contribute to quality improvement in VET and increase transparency and consistency of VET policy developments between Member States and so promote mutual trust, mobility of workers and learners, and lifelong learning.

The Europass website is available in 26 languages. Statistics show a significant increase in its use. Between February 2005, when the website was launched and the end of 2008, 14 million visits have been

⁽³⁾ Cedefop established many years ago an expert network, TTnet, which provides a sound platform for experience exchange and close cooperation.



recorded. Cooperation has started to make the Eures and Europass websites interoperable. Also in 2008, the Europass mobility management tool was finalised and installed in more than 15 countries.

In 2008, Europass was evaluated. The evaluation concluded, ‘that the Europass initiative is achieving its objectives as a mobility tool for citizens and is relevant to their needs, helping them to make their competences and qualifications easier to understand and more acceptable in both learning contexts and the labour market. The implementation of Europass is good value for money. Its cost-effective implementation tools – the network of national Europass centres and the Internet portal managed by Cedefop – are appreciated by stakeholders and largely satisfy users, as explicitly confirmed through a specific survey’⁽⁴⁾.

Europass enables citizens to make their skills and qualifications easily understood throughout Europe. It encourages mobility for those wishing to work or learn anywhere in Europe. Cedefop helps develop Europass documents and it develops, hosts and maintains the Europass website in 26 languages (<http://europass.cedefop.europa.eu>). Most popular is the European CV, which can be filled in and stored online and updated whenever necessary.

In 2008, visitors to the website exceeded six million, almost 50 % higher than 2007. Over two million citizens completed their European CV online and over 5.6 million Europass documents were downloaded. As in 2007, every third visitor filled in his or her CV. Consequently, the European CV has become a standard tool, bringing added value to enterprises and individuals and the EU closer to people.

⁽⁴⁾ European Commission: Report from the Commission to the European Parliament and the Council on the first evaluation of the Europass initiative, COM (2008) final.



New skills and new jobs: matching labour market needs

Publications for download:

- *The shift to learning outcomes – conceptual, political and practical developments in Europe*
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=494
- *Validation of non-formal and informal learning in Europe – A snapshot 2007*
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=493
- *From policy to practice – A systemic change to lifelong guidance in Europe*
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=505
- *Career development at work – A review of career guidance to support people in employment*
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=504
- *Establishing and developing national lifelong guidance policy forums: A manual for policy-makers and stakeholders*
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=508

Following up the Council Resolution of 15 November 2007 (2007/C 290/01), the spring 2008 European Council asked the European Commission to present a comprehensive assessment of future skill requirements in Europe up to 2020 and to undertake steps to anticipate future needs (Doc. 7652/08). The aim is to prevent skill mismatch to ensure a highly skilled workforce with a better match between skills and labour market needs. The European Commission was asked to carry out this task in cooperation with Cedefop and other institutions. The Bordeaux communiqué (2008) also called for further development of activities to anticipate skill needs and mismatches, in close cooperation with Cedefop, ETF and Eurofound.

Cedefop's contribution to improving understanding of future skills for new and changing jobs was reflected in the European Commission's Communication new skills for new jobs, of 16 December 2008. Cedefop provided an overview on anticipation systems in Member States and produced European level forecasts of occupational skill needs up to 2020. Cedefop also established a framework for regular European forecasts of skill supply and demand and simultane-



ous forecasts for all EU countries will be published in 2009 and 2011. Cedefop has also started exploring possible future imbalances and skill mismatch. Further, in November 2008, Cedefop's proposal to introduce future skill needs as a forward looking indicator to analyse employment guideline 24 of the European employment strategy was adopted by the Employment Committee indicators group.

Collection of evidence of skill needs at sectoral level, focused on the health care sector and the green economy. Conclusions of related workshops are available online (www.cedefop.europa.eu/skillsnet) and will be disseminated through 'Sector flashes' and Skillsnet newsletters.

Cedefop is examining the feasibility of a common European approach to employers' surveys for skill needs analysis. It is also cooperating with OECD to develop an international survey on generic skills requirements at the workplace as part of OECD's international programme of assessment of adult competencies (PIAAC).

Activities on early identification and anticipation of skill needs have raised Cedefop's visibility. The Agora conference on skills forecasts in February 2008 was a great success;

Future skill needs: focus on 2020

Cedefop's medium-term forecast of skill needs in Europe (EU-25) focuses on economic sectors, occupations and three levels of qualifications (high, medium and low). The study was carried out in 2007, before the economic crisis. Results highlight a general increase in qualification levels across most jobs and all occupational categories. Projected changes of qualification requirements are rather dramatic. In 2020, 31.3 % of all jobs will need high qualifications (compared to 25.1 % in 2006) and 50 % medium qualifications, most of them vocational qualifications (compared to 48.3 % in 2006). The share of jobs requiring low qualifications will fall from 26.5 % in 2006 to 18.6 % in 2020. These structural shifts are likely to happen despite the crisis.

Cedefop is exploring to what extent structural changes of sectors, occupations and skill needs may be affected by the economic crisis in the medium- to long-term.

Cedefop. *Future skill needs in Europe: focus on 2020*. Luxembourg: Publications Office, 2008.



Learning and ageing

At a workshop held in September, academic experts from all over the world discussed how ageing and learning processes interact and contributed to identifying opportunities for realising true active ageing societies. At national and European policy levels, there has been substantial attention for the impact of population ageing, but analyses so far have mostly focused on the sustainability of pension systems. Analysing ageing from the perspective of lifelong learning presents a true challenge, as it requires an interdisciplinary approach involving insights from behavioural, medical and social sciences. Through its continued involvement in research on ageing, Cedefop intends to shed light on the implications of longer working lives in terms of learning practices and processes and to provide useful insights to an emerging discussion.

Source: Cedefop workshop 'Working at old age', 29-30 September 2008. Papers and proceedings will be published in 2009.

140 000 copies of publications on future skill needs in Europe were downloaded and Skills-net membership increased by more than 43 % from 200 members at the end of 2007 to 287 in November 2008. Cedefop was invited to present its analysis of future skill needs at several events such as EuroSkills 2008, the French EU Presidency conference on lifelong learning and job security, the Directors-General for Vocational Education and Training and to the Employment Committee. All these demonstrate the considerable interest and positive feedback of policy-makers at EU and national levels.

To raise policy-makers' awareness of demographic change and its implications for skills and the labour market, Cedefop continued its work on older workers. Cedefop provided input to the European Economic and Social Committee's opinion on ageing workers and organised a scientific workshop on working at old age.

Evidence for modern and effective VET policies

Publications for download:

- on future skill needs:
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publications.asp?section=28
- on labour market policy, including older workers and skill needs:
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publications.asp?section=7

Modern VET is not only an aim but also a means to address the challenges ahead. VET plays an important role in sustaining economic development, promoting active ageing, ensuring adequate skill supply, supporting corporate innovation capacity, growth and productivity, combating social exclusion and enhancing social cohesion.

Key features of VET reforms, such as improving VET attractiveness, implementing qualifications frameworks, the professional development of VET teachers and trainers, lifelong information advice and guidance, are analysed in depth in Cedefop's fourth research report. The report provides research in the priorities of the Copenhagen process on EU enhanced cooperation in VET. Research findings from different socioeconomic disciplines are analysed in-depth with a view to inform the European VET policy debate. The synthesis of the fourth research report will be published in 2009, accompanied by comprehensive background reports.

Understanding VET's contribution to an individual's career, job prospects and degree of social inclusion, as well as VET's impact on economic growth and productivity is important to assess the value of investment in



VET's impact on the economic performance of firms

Researchers have investigated many possible impacts of employer-provided VET on a firm's economic performance: product quality, new product development, market share, sales growth, productivity, operating profit, return on assets, and profit growth. Among these, three benefits point to a strong potential link with VET: innovation capacity, growth and productivity. First, training may improve firms' innovation capacity since skills are prerequisite for staff to take advantage of product and process innovations. Second, training improves a firm's chances of survival and growth: there are significant positive correlations between training provision, likelihood of survival and sales growth. Third, it is evident that workplace training improves firms' productivity: training enables workers and managers to adopt better production and management techniques, raising output and productivity.

Research however shows that these effects are not straightforward. Much depends on the training type and content, trainees' characteristics, and the human resources strategy of which training is part. Formal and general external courses may prove more efficient than non-formal and internal training; senior staff may learn more from training than younger employees. A firm's performance may also benefit more from training when the staff trained are redeployed in positions where they can apply the knowledge acquired

Despite these well established positive outcomes, 40 % of EU firms still do not train their staff. Further research is needed on possible other benefits of VET for enterprises, to raise their awareness of and willingness to invest in training.

Source: Cedefop. *Modernising vocational education and training. Fourth report on vocational education and training research.* Luxembourg: Publications Office, forthcoming.



VET compared to other types of education or learning. Demonstrating positive returns of VET may help to inform and guide enterprises' and individuals' decisions on investing in training. Despite their key policy relevance in the Copenhagen process and Lisbon strategy, evidence from analysis of these issues is scarce. To fill gaps in policy and research evidence, Cedefop has developed a research programme on the economic and social benefits of VET. First results will be available in early 2010.

To complement and improve VET research transparency in Europe and provide valuable sources of reference for researchers and stakeholders at national and international levels, Cedefop, with ReferNet, published 19 reports on national VET research. These reports will be collected again in 2009, sharpening input on national research issues and findings.

Improving availability and use of comparable data on VET at European level to support research, and developing and monitoring training policies remain priorities of the Copenhagen process and are emphasised in the Bordeaux communiqué. In 2008, Cedefop made data more readily accessible through a new statistics and indicators

section on its website. Cedefop also started analysis of Eurostat's third continuing vocational training survey and results will be available in autumn 2009. Cedefop's publication, *Evaluation of Eurostat data sources* helped set the direction for future developments in data coverage and quality, to improve data use and comparability. Cedefop also contributed to key discussions on methods to improve data comparability organised by Eurostat and the French EU Presidency.

Cedefop also researched other issues relevant to European VET policy. One study analysed the consequences of demographic change on future VET participation, VET graduates supply and VET teachers and trainers demand. The full findings are available from Cedefop's website and a summary of the results were published in a Cedefop Briefing Note.

VET financing issues were examined through studies on joint finance mechanisms, tax incentives and sectoral training funds. Social dialogue on VET in the Copenhagen process and a background paper, prepared with Eurofound, on the contribution of collective bargaining to developing continuing vocational training analyses the



Sectoral training funds and individual learning accounts

Sectoral training funds (STFs) managed by the social partners, sometimes in cooperation with government, contribute to improving both the quantity and quality of training supply (public and private), in particular by aligning it to specific sector situations and needs. STFs are increasingly sector centres of knowledge and expertise in labour market and training issues, carrying out a range of activities such as mediation, research, consulting and advice. However, red tape, especially in administering STFs can deter companies, particularly small and medium-sized enterprises (SMEs) from taking advantage of the funds.

Source: Cedefop. *Social partners and sectoral training funds - Mobilising resources*. Briefing Note.

Individual learning accounts (ILAs) allocate money to individuals to purchase training. However, irrespective of the type of scheme, ILAs are part of a recent trend to shift away from simply financing training providers to a more demand-led approach that finances learners who decide themselves the training they want. The aim is to create a market for education and training and encourage innovation, flexibility and responsiveness among competing providers. The idea is that financing learners will also promote investment in subjects prioritised by learners themselves, bringing greatest advantage to learners and responding to labour market needs. However, with freedom of choice also comes responsibility and many ILAs include a joint financing element that shares training costs between different partners.

Source: Cedefop. *Promoting choice, responsibility and participation in training: individual learning accounts*. Briefing Note.



social partners' contribution to VET developments in Europe. The paper provides a basis to investigate further the link between education and training and industrial relations. Mutual learning and expertise sharing on VET financing mechanisms were fostered by an Agora conference in May and two seminars on sectoral training funds and individual learning accounts. Interest and participation in these events, as well as Cedefop's invitation to external events to present findings demonstrate the relevance and topicality of the issues Cedefop is working on for VET stakeholders, in particular social partners.

Publications on the following topics can be downloaded:

- Research reports:
http://www.cedefop.europa.eu/etv/Projects_Networks/ResearchLab/published.asp
- National research reports (ERO):
http://www.cedefop.europa.eu/etv/projects_networks/ero/PB_Search.asp
- Briefing notes:
<http://www.cedefop.europa.eu/etv/news/default.asp?idnews=4131>
- Individual learning accounts:
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=527
- Sectoral training funds:
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=499
- Statistics:
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publications.asp?section=13
- Implications of demographic change:
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=506

Sharing experience and stimulating policy cooperation: the consolidated study visits programme



The transition from managing old study visits programme under the Leonardo da Vinci programme to coordinating the much larger consolidated study visits programme for education and vocational training specialists under the Integrated lifelong learning programme (2007-13) was successfully managed. The pilot phase (March to June 2008) comprised 153 visits and subsequently, the first full cycle of the consolidated programme was implemented.

Some 306 study visits for around 2 600 participants were in the catalogue 2008/09. Ensuring the quality of the study visits programme was a focus of Cedefop's work in 2008. This included preparing (with a working group comprising representatives of national agencies, Cedefop's Governing Board and lifelong learning programme committee) new study visits themes reflecting EU priorities for education and training. It also involved collecting proposals for study visits for the 2009/10 catalogue and finalising an organiser's handbook on preparing and implementing study visits. Work was also carried out to fine-tune assessment tools and prepare background information on the 13 themes covered by the visits. A knowledge-sharing seminar for

What is a study visit?

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

Cedefop coordinates the programme at European level.

study visit organisers was held in November 2008 to help them prepare high quality visits. The management information system was modified to support new tasks and processes related to the consolidated study visits programme.



Two study visits in 2008

Sustainable development and institutional certification in education, Finland, March 2008

Participants discussed the role of education in sustainable development through a detailed case study of the Muurame upper secondary school. This is the first Finnish school awarded a national certificate recognising its work in promoting sustainable development and environmental studies. Participants noticed that although education for sustainable development is encouraged in all countries, none had progressed as far as Finland in terms of accrediting good practice. Criteria provided to schools for them to review their own environmental performance before applying for accreditation was felt to be a valuable tool and easily adapted to all of the countries represented in the group.

European cooperation – intercultural dialogue, Estonia, April 2008

The visit organised by the Rakvere Russian Gymnasium gave participants a wide variety of new ideas for intercultural dialogue. They realised that not only methods but also understanding of this topic can be different. It was a unique experience to see pupils learning in Russian within the Estonian language and culture.

Participants observed school lessons and saw the topic through the eyes of the headmaster, the teachers, the pupils, as well as district and local authority representatives. Listening to their presentations or just talking to them helped participants understand this particular environment and gave them reasons to revise their attitude regarding the intercultural dialogue. Discussions with the town mayor and school headmaster highlighted the need for contacts with other European countries.



Cedefop's impact on EU policy in 2008

Special efforts were made to encourage participation of social partners in the study visits programme and raise their awareness of the opportunities it offers. A seminar for the social partners was held in February and a working group of social partners met in December 2008 to identify themes of interest and reflect on strategies to promote the programme to social partners. Special attention was also given to the evaluation and dissemination of study visits result, for example by contributing to the joint DG Education and Culture and EU French EU Presidency conference on 'Apprentices: paths of European mobility' in Bordeaux on 27 November 2008.

Publication to download:

- Study visits catalogue 2009/10:
http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=530

Cedefop provides evidence to inform EU policy-makers. One way to measure Cedefop's impact is references to its work in major European policy documents. They show that Cedefop's work is recognised and used as a basis for policies. Some also request Cedefop's input to follow-up policies. Both demonstrate appreciation and recognition of Cedefop's capacity and expertise.

The many policy documents – 19 in 2007 and 21 in 2008 – referring to Cedefop clearly indicate a high level impact and that results are well communicated to decision-makers. Some 10 key European Commission, Council and Parliament official documents can be distinguished as being of major significance (see box)

As part of a revised communication strategy, policy-makers as a target group have been specifically addressed through Briefing Notes. Although only introduced in 2008 and targeted at a very small and exclusive circle of senior policy-makers, Briefing Notes policy briefs have attracted 950 subscriptions. Downloads of the eight notes published on Cedefop's website have constantly increased and were well over 11 000 in December 2008.



Some key European Commission, Council and parliament documents referring to Cedefop's work in 2008

- Bordeaux ministerial communiqué;
- Council Conclusions on future priorities for enhanced European cooperation in VET;
- Council Resolution on better integrating lifelong guidance;
- Commission Communication on multilingualism;
- Commission staff working document on improving competences for the 21st century;
- Agenda for European cooperation on schools;
- Proposal for a Recommendation of the European Parliament and of the Council on the establishment of a European quality assurance reference framework for vocational education and training associated impact assessment;
- Proposal for a recommendation on a European credit system in VET and impact assessment;
- Council Conclusions on adult learning;
- Commission Communication on new skills for new jobs;
- Updated strategic framework for EU cooperation in education and training).

See Annex XIV for a complete list of policy documents.

Another indicator of Cedefop's impact on the policy debate is contributions to high level conferences, committees and working groups organised by European institutions (Parliament, Commission, Economic and Social Committee, agencies), EU Presiden-

cies, Member States, European social partners and international organisations. While data have not been systematically collected in 2008, Cedefop was invited to many high level conferences to deliver keynote speeches and participate in panel discussions. The



Briefing Notes

Briefing Notes are published in electronic format and are closely linked to Cedefop's priorities and major outcomes. Target groups are key stakeholders, policy-makers and social partners. Tailor-made for their information needs the Briefing Notes are in up to six languages (English, French, German, Greek, Italian and Spanish) and sent to a mailing list of 950 selected recipients. In addition, Briefing Notes can be downloaded from Cedefop's website.

The most popular Briefing Note in 2008 was 'Mind the gap: Europe's potential skills deficit', published in September. It was downloaded more than 3 100 times. It outlines the results of Cedefop's analysis of *Future skill needs in Europe – Focus on 2020*.

The last Briefing Note in 2008 covered training and demographic change and was based on the findings of the Cedefop study *Implications of demographic change for vocational education and training in the EU*. It points out that Europe will lose two million vocational education and training (VET) students between 2005 and 2030 and around 600 000 VET graduates over the same period. At the same time European population's ageing requires tapping the employment potential of people throughout their lives. The decline and rapid ageing of Europe's population have considerable consequences for future labour supply and may negatively affect European economic growth and competitiveness.

most prominent examples are the Slovenian and French EU Presidency conferences (see annex XV). This indicator shows how Cedefop effectively serves its key stake-

holders represented in its Governing Board (European Commission, Members States and social partners).

Raising visibility among citizens

Cedefop's publications were also distributed and presented at 24 conferences, including those organised by the French EU Presidency on lifelong guidance and on statistics and indicators ⁽⁵⁾.

⁽⁵⁾ List of conferences: Individual learning accounts: an incentive for financing continuing vocational education and training; Agora conference: Skills for Europe's future; Information seminar for social partners on the consolidated study visits for VET specialists; ReferNet coordination group meeting; Policy Reporting enlarged coordination group meeting; Agora conference: Investing in people – Strategies for financing VET; Skill needs in the healthcare sector; Annual meeting of the study visits programme; Medium-term forecast of skills supply in Europe: interim results; PLE on national lifelong guidance policy forums; European lifelong guidance policy network steering group meeting; National reference points: a network for quality in the Member States; Sectoral training funds in Europe; Working at old age: Emerging theories and empirical perspectives on aging and work; Future skill needs for the green economy; European e-Skills 2008 conference; PLE on qualifications of guidance counsellors; ReferNet annual plenary meeting; Conference on climate change: a social and educational perspective – immigration, consumers, green professions; Workshop on changing qualifications; Knowledge sharing seminar for organisers; Quality in work-based learning; TNet workshop: mentoring in VET, developing European perspectives; EQF sectoral workshop.

Informing the public on VET issues is a tall order for a small agency. While access to information and new publications on VET is provided through Cedefop's web and library services, new attempts have been made to improve information to the public by establishing a dedicated press service and regular publication of press releases. In 2008, 19 press releases were published leading to 90 references in the international press ⁽⁶⁾. Readily accessible through the Cedefop website, press releases have been downloaded about 5 000 times.

These efforts will continue in 2009. It is planned to overcome the language barriers through a close cooperation with our ReferNet partners.

ReferNet partners are also a major dissemination tool for VET information in Member States. National ReferNet websites will ideally provide an antenna to send and receive VET information. They are presently being redesigned as part of a fundamental revision of Cedefop's web presence.

⁽⁶⁾ While these have been more than twice as many than in 2007, measurements are still not very reliable and may not capture all responses, nor do they yet allow a more differentiated analysis.



Press releases

Cedefop press releases articulate Cedefop's core messages for the broader public by addressing information needs of European press agencies, print, TV and broadcasting journalists. Published every two weeks and distributed online, press releases are strictly following the journalistic principle 'who, what, where, when, why and how'.

Typical topics are major results of Cedefop's analysis and research activities, the availability of important Cedefop publications or Cedefop conferences and events.

Most projects and studies of Cedefop are targeted at policy-makers and VET stakeholders and of a lesser interest to average citizens. However Europass, a joint undertaking with DG Education and Culture, has succeeded in attracting widespread interest and has certainly increased Cedefop's visibility. (See Chapter 2 for a description of Europass. Detailed statistics are annexed to this report.)

Being one of two European organisations in Thessaloniki and from 2009 onwards the only one, Cedefop is, to some extent, the representative and face of the EU in the area. This adds a special responsibility.

Cedefop cooperates closely with the European delegation in Athens, with whom a joint event was organised in December 2008. About 2 200 external participants, including European Commission officials, government representatives and social partners to researchers, VET experts and other practitioners attended Cedefop events in Thessaloniki in 2008. Most came from outside of Greece and stayed several days. Thus, Cedefop makes an important contribution to the local economy.



At the Helexpo, one of the major Greek fairs and policy events of the year and held in Thessaloniki, Cedefop hosted a reception for Greek Members of the European Parliament at the Museum of Contemporary Arts. In cooperation with the Greek Foreign Ministry, the Austrian Ministry of Education, the Austrian Embassy in Athens and the Austrian trade commissioner, Cedefop organised a public concert of the Vienna Swing Factory at its premises. As in 2007, Cedefop sponsored and organised jointly with the Thessaloniki Museum of Photography an international photo prize.

Cedefop – Thessaloniki PhotoMuseum Award 2008

In 2008, for the second time, Cedefop, with the Thessaloniki Museum of Photography, awarded an international photo prize as part of the Thessaloniki International Photobiennale. The theme of the prize was 'People at work, people in training'.

First prize in 2008 was awarded to Ms Myrtó Papadopoulou for her series of 15 photographs of workers on a construction site in New Jersey, USA, titled 'Out on a limb'. Second prize went to Mr Heiko Specht from Germany and third to Mr Ralf Tooten from Thailand.

During the Photobiennale 2008, the Museum of Photography and Cedefop presented an exhibition of last year's winning portfolio by Sirio Magnabosco, at the Thessaloniki Chamber of Commerce. An exhibition of the works of last year's shortlisted candidates from 2007 was presented at Cedefop.

Informing VET stakeholders



While Cedefop, as part of a larger web portal project, is on the way to establishing systematic monitoring of its web presence ⁽⁷⁾, available figures indicate not only rising popularity, but also an impressive level of acceptance has already been reached. It is likely that the new web portal will lead to further increases. In total, over two million files were downloaded in 2008 (excluding downloads from the Europass website) and indicates acceptance by and interest of VET stakeholders. The top 30 publications have been downloaded well over 300 000 times.

Cedefop's high profile events attracted widespread television and news coverage in Greece and Europe. Cedefop also placed over 500 news items on its website and has over 3 700 subscribers to its electronic newsletter. Some 6 000 copies of all (printed) Cedefop publications were sent out on request.

Among VET stakeholders, researchers are an important target group. Cedefop's cooperation with researchers takes many different forms, such as close contact in vari-

Flagship publications 2008

The study *Future skill needs in Europe: medium-term forecast* was Cedefop's most successful publication in 2008. Published in February, the number of downloads increased to more than 117 000 by December 2008. The forecast covers the period 2006-15 and shows that the long transition of European economies away from the primary and manufacturing sectors and towards services is not yet complete. A major outcome of Cedefop's study, and even more significant in its impact, is the growing requirement of skills and qualifications at all levels. According to the reference scenario, between 2006 and 2015, Europe will gain 12.5 million additional jobs at the highest qualification level and 9.5 million at the medium level (especially vocational qualifications). But jobs for workers with low qualifications will decline by 8.5 million. Even jobs for unskilled manual workers are demanding more qualifications, while skilled manual workers will increasingly need

⁽⁷⁾ Cedefop is presently adapting specialised software to its needs, which will deliver more differentiated statistics already for 2009.



medium-level qualifications. The forecasting exercise was carried out before the current economic crisis but is based on a projection of past trends and includes all economic downturns since 1970. It focuses on longer-term trends and covers 25 Member States of the European Union (without Bulgaria and Romania), plus Norway and Switzerland.

Although the economic crisis places a question mark over the precise figures, the trend in demand for higher skills is expected to continue, with the proportion of jobs requiring high, medium and low level skills being as forecast.

Since July 2008 an extension of the forecast on skill needs in Europe to 2020 is available online.

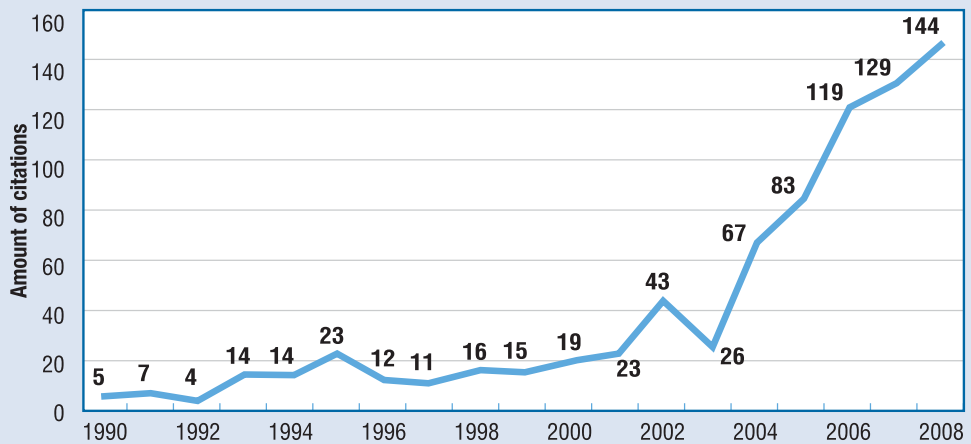
ous networks, exchanges of experience in events, or publication of studies and joint work on presentations and working papers. Cedefop follows VET research closely through national research reports provided by Refer-Net and provides a platform for publications. Citations of Cedefop in the Social Science research literature continue to increase. Although numbers appear modest it must be underlined that they signify a clear upward trend as shown in the graph on page 30.

Membership of expert networks, notably Skillsnet increased sharply. Although Cedefop's publications were increasingly downloaded (117 000 downloads of the skill needs forecast alone) less positive is the continued decline of subscriptions of the *European journal of vocational training*. The journal's impact, quality and efficiency were evaluated in 2008. The results will be followed up in 2009.

In 2008, Cedefop published 24 new publications. In the autumn a new (electronic) type of publication 'working papers' was launched following revision of Cedefop's publication policy. Working papers can be either downloaded or printed on demand. Downloads of the first two working papers exceeded 1 000 in less than two months.



Scientific citations to Cedefop (1990-2008)



Cedefop experts organised over 65 workshops and conferences in 2008, which were a major channel for the dissemination of information. They not only provided an important platform to exchange experience and development new ideas, but they also attracted many external visitors to Cedefop as already mentioned above. A list of major conferences organised in 2008 is at Annex XIII.

Note: Improvements in the measurement of web usage and conference participations will allow, in future, a more differentiated and detailed presentation of our interaction with target groups.

Aiming for excellence – Human resource developments and budget implementation 2008



In 2008, Cedefop had 98 % of its staff establishment plan filled. This reflects good planning, effective recruitment and stable personnel and an unusually low rate of turnover. Recruitment was mainly of VET experts. Attracting high quality experts enables Cedefop to meet operational challenges and provide high quality input in line with its mission and stakeholders' needs. Cedefop also recruits seconded national experts. This brings valuable benefits to the organisation by an influx of new ideas and to experts by providing them practical experience of work in the European context. It is, however, increasingly difficult to recruit seconded experts as many institutions are hesitant to transfer staff members.

Good planning, proper follow up and improved efficiency contributed to a budget implementation of overall almost 97 %. Almost 100 % of the subsidy Cedefop receives from the EU was spent. The activity-based budget used in 2008 for the first time was further refined and was used to inform strategic decisions by both Cedefop's management and Governing Board.

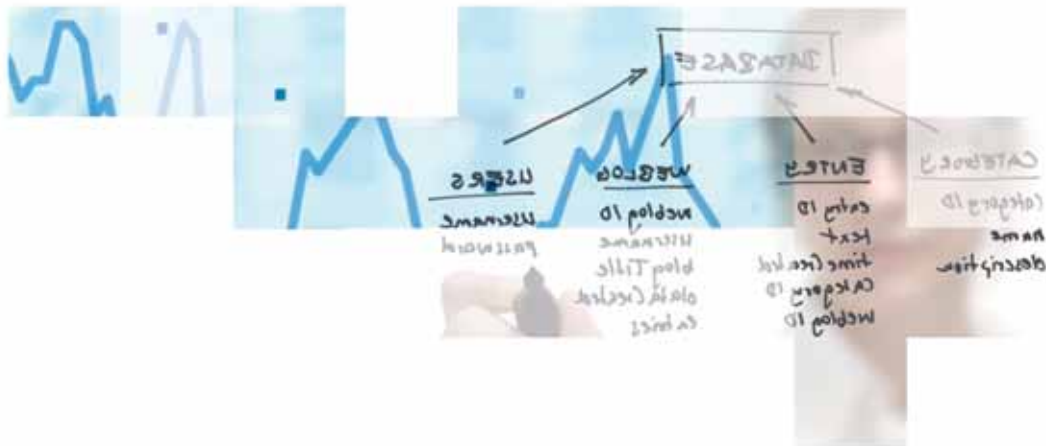
The report of the European Court of Auditors for 2007 gave the Centre a clean bill of health. The observation that the objectives should be formulated in an even clearer and

Seconded national experts

Seconded national experts (SNEs) have a dual role. They bring their experience of issues they deal with to Cedefop and take back to their home administration the knowledge of EU issues acquired during their secondment.

Typically, SNEs are seconded from the civil services of EU countries, the European Economic Area (EEA), candidate countries, non-member countries or international organisations. Occasionally, experts employed in social partner organisations, private and voluntary sectors or international organisations are also seconded to Cedefop, especially in areas where their unique skills and knowledge are specifically required. Secondments may last between two to four years.

SNEs remain in the pay of their employer but receive a daily allowance from Cedefop. They may also receive a monthly travel allowance depending on the place of origin. Finally, Cedefop covers school fees of children of SNEs in line with the rules for Cedefop officials and temporary staff.



Good administration

Good administration is to organise people and resources efficiently and effectively so as to direct activities toward the achievement of a mission and objectives. In practical terms, Cedefop seeks to ensure that the right staff and the best resources are available to support Cedefop's core business in full compliance with a complex regulatory framework (staff regulations and financial regulation), while safeguarding good working conditions and applying a modern style of management, orientated towards results and performance.

The principles of good administration also guide Cedefop's contacts with its stakeholders and citizens. Accountability, transparent procedures, proper responses to requests, impartiality and fairness guide the behaviour of Cedefop's staff. Members of the public increasingly see themselves as customers and, as such, expect good service. The challenge for good administration is to strike the balance between impartiality, lawfulness, consistency and reliability and customer-orientation with a need for fast and individual responses.

and has improved planning of the medium-term priorities and the work programme 2009.

Internal audits indicated to the administration risks, scope for further improvement and suggested ways to increase efficiencies and avoid risks.

Following adaptation of the Financial Regulations of the European Commission, Cedefop adjusted its financial rules accordingly. After completion of the mandatory consultations the new rules will be adopted in 2009. In 2008, the Governing Board adopted the revised Internal control standards.

Performance management, impact measurement and planning



Performance management relies on formulating clear, realistic and operational objectives, along with meaningful indicators for their measurement. Measurement of outputs such as publications or conferences, or completion of procedures (procurement, recruitments, etc.) is straightforward.

Efficiencies can be indicated by comparing outputs to inputs of human and financial resources. In 2008, Cedefop implemented an activity-based budget in which human and financial resources are attributed to various activities⁽⁸⁾. During the reporting cycle use of resources is measured.

Outputs are well described in the detailed presentation of activities (activities typically comprise several projects), projects (which typically comprise several actions) and actions. This tabular presentation is the basis for detailed progress reporting⁽⁹⁾.

In 2008, Cedefop adopted new medium-term priorities based on the founding regulation and European VET policy priorities. They define strategic objectives and priorities and will guide Cedefop's annual work programmes and its work for 2009-11. Annual work programmes, as done already in planning for 2009, define compatible objectives and impact indicators on the activity level, while the performance indicators on project level are output oriented. The objectives-pyramid ensures compatibility and synergies between objectives on the different levels. It cascades down to individual objectives which are defined for each staff member as part of the annual appraisal procedure.

At the same time Cedefop has started to devise a system of indicators and data collection to improve measurement of impacts on a regular basis.

⁽⁸⁾ The ABB has been further developed based on the experiences of 2008 and allows now, as of 2009, monthly reporting on resources consumed on project and activity level.

⁽⁹⁾ See Annual report 2008, Part 2, available only electronically (www.cedefop.europa.eu/default.asp).



Annexes

I	Cedefop governing board (31.12.2008)	36
II	Cedefop organisation chart (31.12.2008)	41
III	Human resources	42
IV	Cedefop staff by area (31.12.2008)	46
V	Study visits in 2008	49
VI	ETF-Cedefop cooperation	51
VII	Cedefop-Eurofound cooperation (2008)	53
VIII	Network of reference and expertise	54
IX	Budget execution 2008	60
X	ABB compact report (2008)	62
XI	Europass 2008	63
XII	Major publications 2008	64
XIII	List of major conferences 2008	68
XIV	Cedefop in key EU documents from Commission and Council	78
XV	Cedefop's support for the Slovenian and French EU Presidencies	83

ANNEX I

Cedefop governing board (as at 31 December 2008)

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

<http://www.cedefop.europa.eu/index.asp?section=2&sub=4>

Participating in the Bureau meeting

Chairman Representative of employers' organisations	Mr Juan Menéndez Valdés Confederación Española de Organizaciones Empresariales – CEOE
Vice-chairman European Commission	Mr Gordon Clark European Commission Directorate General Education and Culture Director DG EAC/A
Vice-chairman Government representative	Mr Peter Kreiml Bundesministerium für Unterricht, Kunst und Kultur
Representative of employees' organisations	Mr Petri Lempinen Finnish Confederation of Salaried Employees – STTK
Representative of employers' group	Ms Barbara Dorn Bundesvereinigung der Deutschen Arbeitgeberverbände
Government representative	Ms Tarja Riihimäki Ministry of Education
European Commission	Ms Belen Bernaldo De Quiros European Commission Directorate General Education and Culture Head of unit A3
European Commission	Mr Peter Baur European Commission Directorate-General Education and Culture Deputy Head of Unit A3
Coordinator, employers' group	Mr Matthew Higham BusinessEurope
Coordinator, employees' group	Mr Joël Decaillon Confédération Européenne des Syndicats – ETUC
Observer EEA representative	Ms Kristin Evensen Royal Ministry of Education, Research and Church Affairs

Cedefop Governing Board Members ⁽¹⁾

	Government representatives	Employees' organisations' representatives	Employers' organisations' representatives
BE	(rota system) Ms Micheline Scheys Mr Alain Diseur Ministry of Education and Training	Mr Mieke De Raedemaecker ⁽²⁾ ABVV/FGTB	Mr Jan Delfosse F.E.D.I.S.
BG	Ms Valentina Deikova Ministry of Education and Science	Ms Svetla Toneva KNSB – Confederation of Independent Trade Unions in Bulgaria	Ms Galia Bozhanova Bulgarian Industrial Association Union of the Bulgarian Business
CZ	Mr Miroslav Prochaska National Institute of Technical and Vocational Education	Mr Radovan Langer Czech-Moravian Confederation of Trade Unions	Mr Pavel Chejn The Czech Association of Employers in Energy Sector (CSZE)
DK	Mr Villy Hovard Pedersen Undervisningsministeriet	Mr Erik Schmidt Salaried Employees and Civil Servants Confederation (FTF-DK)	Mr Henrik Bach Mortensen Dansk Arbejdsgiverforening
DE	Mr Peter Thiele Bundesministerium für Bildung und Forschung	Mr Hans-Detlev Küller Deutscher Gewerkschaftsbund – DGB	Ms Barbara Dorn Bundesvereinigung der Deutschen Arbeitgeberverbände
EE	Mr Kalle Toom Estonian Ministry of Education and Research	Ms Kaja Toomsalu Confederation of Estonian Trade Unions	Mr Tarmo Kriis Estonian Employers' Confederation
IE	Mr Patrick Hayden Employment and Training Strategy Department of Enterprise, Trade and Employment	Mr Peter Rigney Irish Congress of Trade Unions	Ms Tony Donohoe ⁽³⁾ IBEC
EL	Mr Stavros Stavrou Advisor to the Ministry of Employment and Social Protection	Mr Georgios Dassis G.S.E.E.	Mr Evangelos Boumis Titan Cement Company S.A.
ES	Ms Maria José Garijo Equiza ⁽⁴⁾ Ministerio de Trabajo y Asuntos Sociales Gestion de Formacion Ocupacional del Servicio Publico de Empleo Estatal	Ms Luz Blanca Cosio Almeida ⁽⁵⁾ UGT	Mr Juan Menéndez Valdés Vice-chairman Confederación Española de Organizaciones Empresariales – CEOE

	Government representatives	Employees' organisations' representatives	Employers' organisations' representatives
FR	Mr Pierre Le Douaron Ministère des affaires sociales, du travail et de la solidarité	Mr Stéphane Lardy ⁽⁶⁾ Force Ouvrière – F.O.	Mr Bernard Falck Mouvement des Entreprises de France – MEDEF
IT	Mr Enrico Eugenio Ceccotti Direttore dell'Osservatorio per le politiche attive del lavoro della Provincia di Roma	Ms Mietta Timis UIL	Mr Claudio Gentili Confindustria
CY	Mr Michael Physentzides Human Resource Development Authority Ministry of labour and social insurance	Mr Nicos Nicolaou Cyprus Workers' Confederation – SEK	Mr Michael Pilikos ⁽⁷⁾ Cyprus Employers & Industrialists Federation
LV	Mr Gunars Krusts Ministry of Education and Science	Ms Ilze Trapenciere Free Trade Union Confederation of Latvia – LBAS	Ms Ilona Kiukucane Latvian Employers' Confederation
LT	Mr Romualdas Pusvaškis Ministry of Education and Science	Ms Tatjana Babrauskiene Lithuanian Trade Union Confederation	Ms Laura Sirvydiene Lithuanian Confederation of Industrialists
LU	Mr Nic Alff ⁽⁸⁾ Ministère de l'Education nationale et de la Formation professionnelle	Ms Renata Santini IFES/CGT-L	Mr Paul Krier Chambre des Métiers du Grand-Duché du Luxembourg
HU	Ms Ildikó Modláné Görgényi National Institute of Vocational Education	Ms Gabriella Lipka Baski MKSZSZ	Mr Zoltán Pete National Federation of Hungarian Contractors
MT	Mr Paul A. Attard Ministry of Education, Youth and Employment	Mr Joseph P. DeGiovanni Malta Union of Teachers	Mr Emanuel Said Malta Federation of Industry
NL	Mr Peter van IJsselmuiden ⁽⁹⁾ Ministerie van Onderwijs, Cultuur en Wetenschappen	Mr Bart Bruggeman Christelijk Nationaal Vakverbond (CNV)	Mr Jan Willem van den Braak Vereeniging VNO-NCW
AT	Mr Peter Kreiml Vice Chairman Bundesministerium für Unterricht, Kunst und Kultur	Mr Alexander Prischl Österreichischer Gewerkschaftsbund – ÖGB	Mr Gerhard Riemer Industriellenvereinigung
PL	Mr Piotr Bartosiak Ministry of National Education and Sport	Mr Zygmunt Cybulski OPZZ	Mr Josef Jacek Hordejuk The Chamber of Craftmanship and Enterprise

	Government representatives	Employees' organisations' representatives	Employers' organisations' representatives
PT	Ms Maria da Conceição Afonso DGERT Employment and Vocational Training	Mr Joaquim João Dias da Silva UGT	Mr José Sanchez Ramirez
RO	Ms Madlen Șerban National Centre for VET Development	Mr Gheorghe Simon National Confederation of Free Trade Unions in Romania – CNSLR-FRATIA	Mr Ion Hohan General Confederation of Romanian Industrialists UGIR-1903
SI	Ms Elizabeta Skuber Osterman Ministry of Labour, Family and Social Affairs	Mr Marjan Urbanč ⁽¹⁰⁾ Association of Free Trade Unions of Slovenia – ZSSS	Mr Anze Hirsil ⁽¹¹⁾ Association of Employers of Slovenia
SK	Mr Juraj Vantuch Comenius University Ministry of Education	Mr Dusan Harvan Confederation of Trade Unions of the Slovak Republic – KOZ SR	Mr Daniel Hrdina Association of Employers of Transport, Post Offices & Telecommunications of the Slovak Republic
FI	Ms Tarja Riihimäki Ministry of Education	Mr Petri Lempinen Vice-Chairman Finnish Confederation of Salaried Employees STTK	Ms Tarja Tuominen Confederation of Finnish Industries EK
SE	Ms Carina Lindén Ministry of Education and Science	Ms Ulrika Hektor ⁽¹²⁾ TCO Sweden	Mr Karin Thapper The Association of Swedish Engineering Industries
UK	Ms Nicola Sams ⁽¹³⁾ Joint International Unit - Department for Education and Skills	Mr Paul Mackney Trades Union Congress	Mr Richard Wainer Confederation of British Industry – CBI

⁽¹⁾ Council Decision of 18 September 2006 (OJ C 240 of 05.10.2006) and Council Decision of 25 May 2007 (OJ C 120 of 31.05.2007)

⁽²⁾ OJ C 75 of 26.03.2008 p.10

⁽³⁾ OJ C 19 of 25.01.2008

⁽⁴⁾ OJ L 115 of 29.04.2008 p.32

⁽⁵⁾ OJ C 75 of 26.03.2008 p.10

⁽⁶⁾ OJ C 75 of 26.03.2008 p.10

⁽⁷⁾ OJ C 75 of 26.03.2008 p.10

⁽⁸⁾ OJ C 60 of 05.03.2008 p.1

⁽⁹⁾ OJ L 115 of 29.04.2008 p.32

⁽¹⁰⁾ OJ L 153 of 12.06.2008 p.36

⁽¹¹⁾ OJ C 75 of 26.03.2008 p.10

⁽¹²⁾ OJ C 249 of 01.10.2008 p.4

⁽¹³⁾ OJ C 14 of 19.01.2008 p.21

European Commission representatives ⁽¹⁴⁾

Ms Odile Quintin Directorate General Education and Culture Director-General	
Mr Gordon Clark Vice-chairman Directorate General Education and Culture Director DG EAC/A Éducation et Formation tout au long de la vie: politiques horizontales Lisbonne et affaires internationales	
Ms Belen Bernaldo de Quiros Directorate General Education and Culture Head of unit A3 Jean Monnet; partenariats universités/acteurs économiques; relations avec les agences	
Mr Peter Baur Directorate General Education and Culture Deputy Head of Unit A3	

**Government
representatives**

**Employees' organisations'
representatives**

**Employers' organisations'
representatives**

Coordinators

	Mr Joël Decaillon Confédération européenne des Syndicats	Mr Marcus Schwenke ⁽¹⁵⁾ BUSINESSEUROPE
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Observers

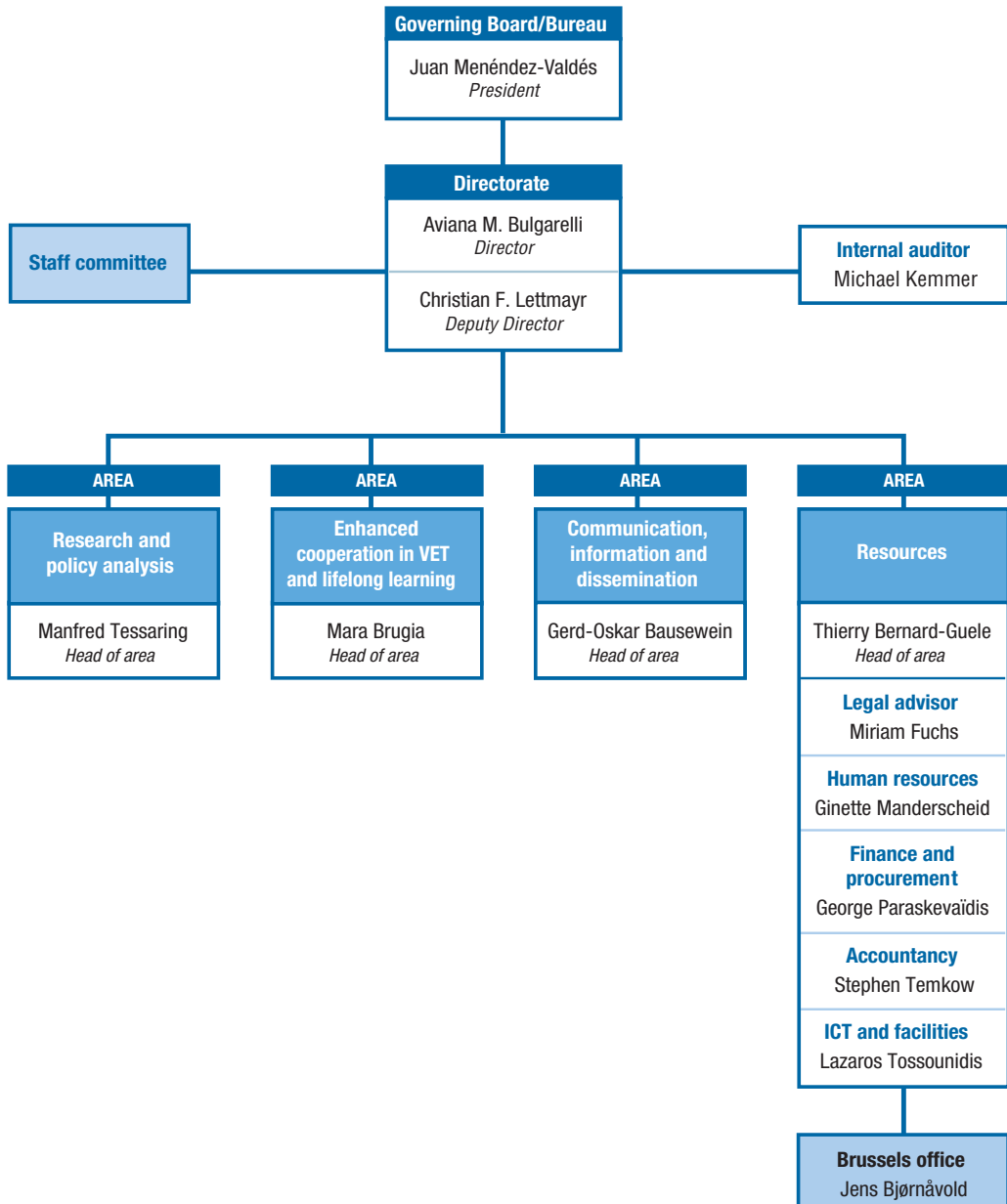
IS	Ms Ásta Sif Erlingsdóttir Ministry of Education, Science and Culture University of Iceland – Research Liaison office		
NO	Ms Kristin Evensen Royal Ministry of Education, Research and Church Affairs	Mr Helge Halvorsen Confederation of Norwegian Business and Industry	Mr Tor-Arne Solbakken Norwegian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

⁽¹⁴⁾ Communication – Appointment of Commission representatives (OJ C 88, 25.3.2000 page 6)

⁽¹⁵⁾ Nominated by BusinessEurope in December 2008

ANNEX II

Cedefop organisation chart (situation at 31 December 2008)



ANNEX III

Human resources

Staff situation at 31 December 2008

The establishment plan 2008 has 99 posts.

On 31 December 2008, the Centre employed 97 staff on the basis of the establishment plan. The table of posts attached to the budget for 2008 contained 99 posts in total (47 AD and 52 AST).

There are more temporary than permanent posts, both in function group AD (32/15) and in function group AST (32/20).

On 31 December 2008, 2 posts were not occupied:

- in the case of the vacant AD post: the selection procedure is ongoing
- in the case of the vacant AST post: the post will be converted into AD in January 2009 pending approval of Cedefop's Governing Board.

In addition, Cedefop's personnel comprises:

- 5 seconded national experts (DE, ES, HU, IT, NO)
- 1 official on secondment from the Commission
- 25 contract agents.

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

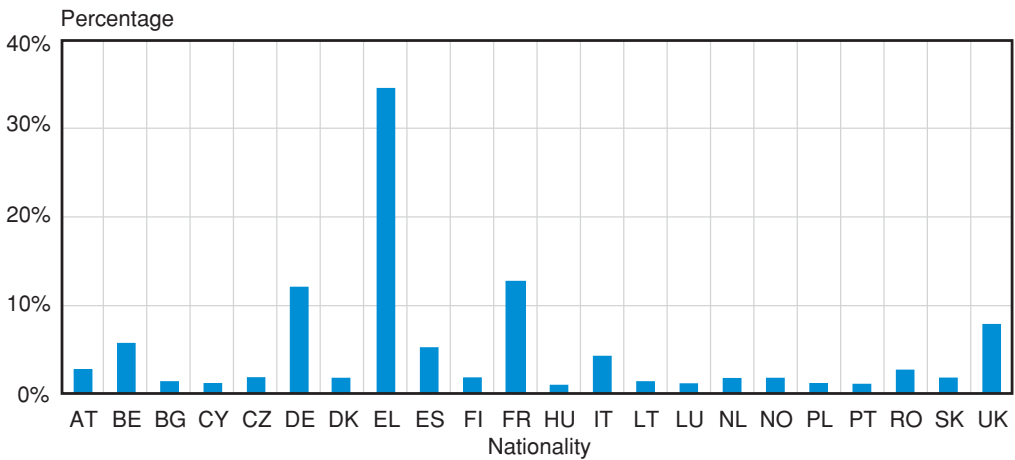
- 3 service contracts:
 - Area Resources: medical officer, IT Department support (helpdesk) and day care centre support;
- a specific service contract provides for one or two security guards to be at the disposal of the Centre 24 hours a day, in three shifts. They also put at the disposal of the Centre 1 switchboard operator.
- a specific service contract provides for building maintenance

On 31 December 2008, there were 128 staff working in the Centre not including the service contracts.

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

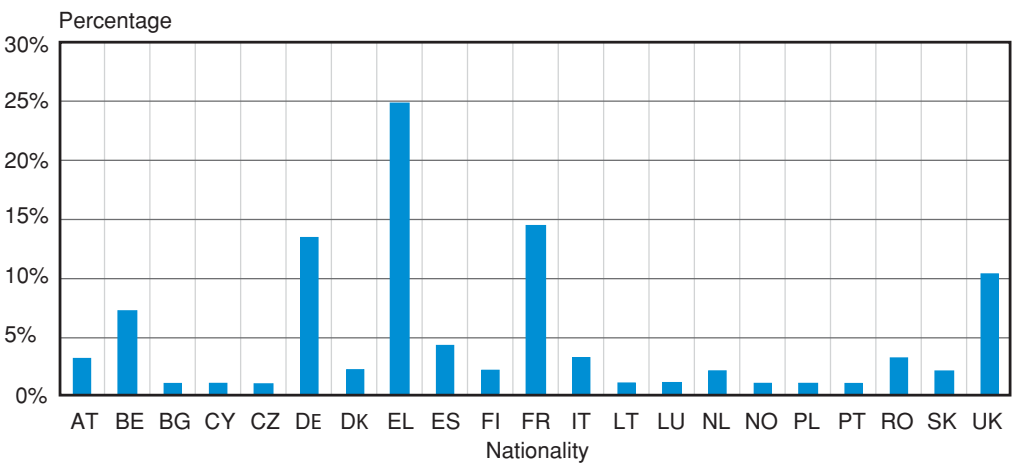
Nationality

All staff (*) by nationality

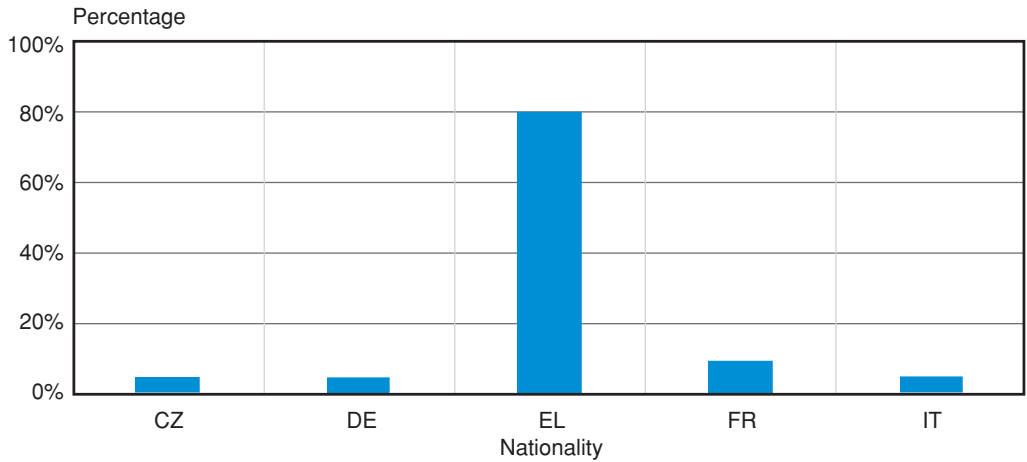


(*) All staff include officials, temporary agents, contract agents and seconded experts;
12 staff members have double nationality.

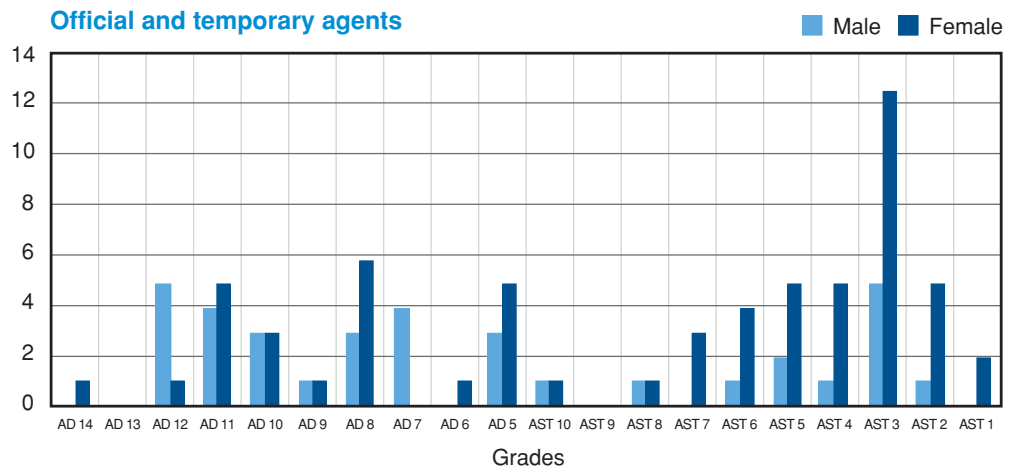
Officials and temporary agents by nationality

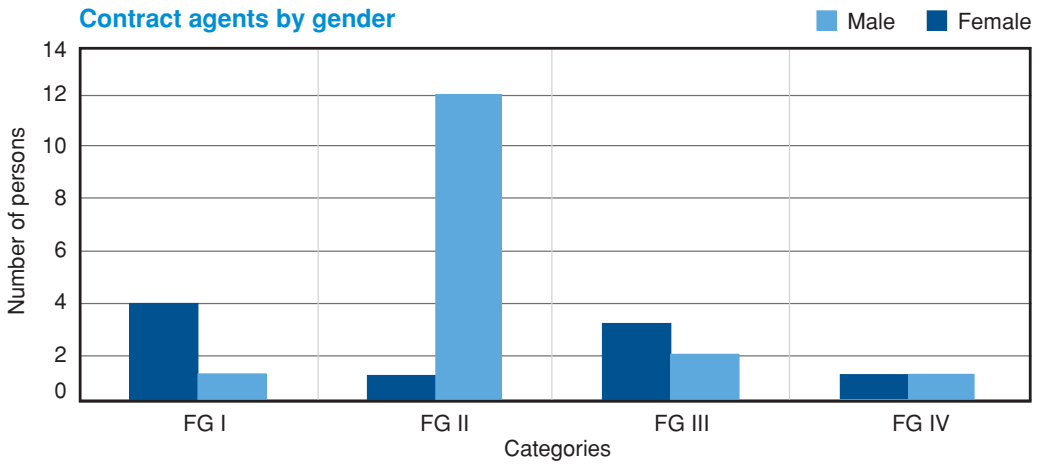


Contract agents by nationality



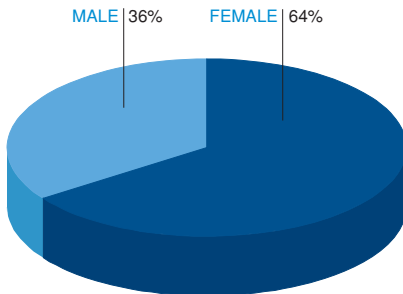
Cedefop occupied posts (male/female)





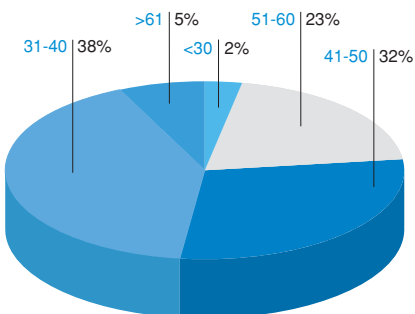
By gender

All staff (excluding SNEs) by gender



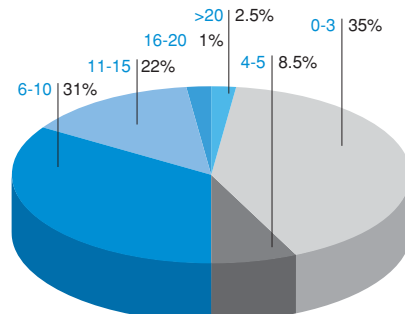
By age

Officials, temporary agents and contract agents by age



By years of service

Officials, temporary agents and contract agents by age



ANNEX IV

Cedefop staff by area (31.12.2008)

Directorate

Bulgarelli Aviana, *Director*
 Lettmayr Christian, *Deputy Director*
 Boucouvala-Ketterer Michèle, *secretary directorate*
 Roda-Lienard Patricia, *secretary directorate*
 Soerensen-Ballis Tine, *secretary directorate*
 Schmid Eleonore, *assistant to the director*
 Kemmer Michael, *internal auditor*

1. Area research and policy analysis

Head of area: Tessaring Manfred

Herpin Béatrice, *secretary to head of area/area budget correspondent*
 Bohlinger Sandra, *research and policy analysis*
 Bousquet Sylvie, *ReferNet coordinator/translator/linguistic support*
 David Craescu Ramona Carmen, *assistant to policy analysis and reporting*
 Descy Pascaline, *project manager research reporting and cooperation*
 Dunkel Torsten, *project manager*
 Elson-Rogers Sarah, *project manager policy reporting and eKnowVET*
 Galvin Arribas Manuel, *project manager supporting social partners*
 Graziosi Adriano, *ReferNet administrator*

Hrabinska Maria, *senior expert in policy analysis and reporting*
 Ispanki György, *project manager eKnowVET content liaison officer*
 Lipińska Patrycja, *project manager policy reporting and VET financing*
 Mughini Clara, *research and policy cooperation and dissemination*
 Nestler Katja, *project manager statistics and indicators*
 Panagiotou Roula, *secretary project managers*
 Pettigrew Mary Norah, *senior expert in evaluation*
 Puurunen Rauni-Elena, *secretary project managers*
 Schmid Eleonora, *project manager policy reporting*
 Stimpson Alex, *project manager development of statistics and indicators*
 Szovics Peter, *project manager sectoral approach and financing*
 Tchibozo Guy, *project manager research reporting*
 Van Loo Jasper Bastiaan, *project manager Cedefop research arena*
 Van de Veerdonk Eleonore, *secretary project managers*
 Vouyouka Ismini, *technical support agent to project manager*
 Wintrebert Catherine, *secretary project managers*
 Zoppi Marena, *secretary publications and web*
 Zugersteinova Alena, *project manager early identification of skillneeds*

2. Area enhanced cooperation in VET and LLL

Head of area: Brugia Mara

Katsaouni Pelagia, *secretary to head of area/area budget correspondent*

Basiakou Joanne, *secretary to project manager*

Berkat Maria, *secretary study visits*

Bertzeletou Tina, *project manager quality*

Bjørnåvold Jens, *project manager learning outcomes*

De Martino Alessia, *secretary study visits*

Feuerstein Michaela, *study visits programme coordinator*

Gadji Silke, *secretary study visits*

Jemeljanova Irina, *project manager study visits*

Karkanti Chrysoula-Giasemi, *secretary study visits*

Kostakis Giorgos, *project manager study visits*

Launikari Mika Tapio, *project manager guidance*

Lardinois de la Torre Rocio, *project manager TTnet*

Le Mouillour Isabelle, *project manager*

Musca Angela, *assistant study visits*

Noutsia Yvonne, *secretary project managers*

Nychas Christine-Evelyn, *secretary publications*

Oraiopoulou Vasiliki, *secretary project managers*

Psfidou Irene, *project manager VET policy*

Skjerve Tormod, *project manager sectoral approach*

Tissot Philippe, *project manager Europass and terminology*

Wehrheim Stéphanie, *secretary study visits*

White Caroline, *secretary project managers*

Zahilas Loukas, *senior expert in VET*

3. Area communication, information and dissemination

Head of area: Bausewein Gerd Oskar

Karagiozopoulou Mary, *secretary to head of area*

Bainbridge Steve, *head of publications*

Bensasson Simon

Bond David, *English editor*

Brenner Bettina, *librarian/documentalist*

Bustamante Jesus, *system librarian*

Cazals Madeleine, *secretary for French translation*

Clark Alison, *translation*

Cloake Annette, *secretary for English translation and editing*

Crabbe David, *translator*

Dreyer Isabel, *coordinator for hardcopy and other media design and production*

Fotopoulou Zacharoula, *distribution/dissemination and production of publications agent*

Frey Corinna, *translator/project manager*

Ioannides Michael, *web content management assistant*

Kanakoglou Vania, *mail registration*

Karamanoli Maria, *secretary linguistic service*

Mourmouris Despo, *coordinator conference and interpretation service*

Nezi Ioanna, *translator/project manager*

Roman Cosmin, *documentalist*

Santos Maite, *documentalist*

Seiffert Peter, *dissemination and stock management agent*

Tanakidis Michalis, *assistant publications and dissemination*

Toussaint Nancy, *web manager*
Tsaika Annie, *secretary library*
Tzolas Ekaterina, *secretary library and documentation*
Willem Marc, *head of library, documentation and archives*
Wolny Dagmar, *secretary publications and dissemination*

4. Area resources

Head of area: Thierry Bernard-Guele

Kiorpelidou Josephina, *secretary*
Manderscheid Ginette, *head of human resources*
Paraskevaidis George, *head of finance and procurement*
Tossounidis Lazaros, *head of ICT and facilities department*
Antoniou Spyros, *network and telecommunications administrator and data protection officer*
Assumel-Luridin Clotilde, *administrative assistant procurement service*
Avramidou Kyriaki, *training secretary and support to the administration*
Bassou Dimitra, *secretary human resources*
Boucouvalas Vassilis, *conference technician*
Chatzitheodorou Lia, *switchboard operator/receptionist*
Clark Alison, *training coordinator*
Deliopoulos Aris, *cook*
Dimakopoulos Dimitris, *driver*
Dovas Kalliope, *impresario holder*
Eleftheroudi Dimitra, *assistant procurement*
Fuchs Miriam, *legal advisor*
Gayraud Bernard, *building infrastructure and security supervisor*
Hamers H el ene, *senior administrator*
Joureau Philippe, *accounting assistant*

Kalpakidi Athanasia, *accounting officer*
Karamanis John, *web developer/systems administrator*
Koufa Christina, *secretary human resources*
Kyparissa Martha, *kindergarten teacher*
Lantzoni Alexandra, *financial clerk*
Markoglou Anastassios, *central mail agent /driver*
Mellios Thomas, *applications developer*
Mouffe Bernadette, *financial assistant*
Nikola idis Dimitris, *restaurant manager*
Papadopoulos Alexis, *inventory clerk*
Papargeris Stella, *web developer/database administrator*
Pedersen Trine, *assistant to head human resources*
Sakellariou Theodoros, *systems administrator*
Siaperas Athanassios, *ICT administrator*
Sirakov Yancho, *procurement assistant*
Stogianou Elena, *procurement service secretary*
Tanis Dimitris, *cook*
Temkow Stephen, *accountant*
Theodoridis Theodoros, *secretary human resources*
Thomas-Kollias Isabelle, *support and project management of information systems*
Zaveska-Deligianni Sarka, *kindergarten teacher*
Zekou Chryssa, *secretary to the head of ICT and facilities*

ANNEX V

Study visits in 2008 (*)

Pilot phase: March-June 2008

Type of visit	Number of visits planned	Number of visits cancelled	Number of visits that took place
General education	143	16	127
Mixed	16	2	14
VET	13	1	12
Total	172	19	153

Academic year 2008/09

(a) September-December 2008

Type of visit	Number of visits planned	Number of visits cancelled	Number of visits that took place
General education	67	12	55
Mixed	63	18	45
VET	23	8	15
Total	153	38	115

(b) Full academic year (September 2008-June 2009)

Type of visit	Number of visits planned	Number of visits cancelled	Number of visits that took place
General education	152	23	129
Mixed	103	25	78
VET	51	10	41
Total	306	58	248

(*) Data of 22 January 2009

A: March-June 2008 (pilot phase)

B: September-December 2008

C: September 2008-June 2009

Study visits per country

Country	A	B	C
Austria	6	4	10
Belgium	5	3	7
Bulgaria	5	6	9
Cyprus	0	0	2
Czech Republic	3	7	9
Denmark	2	5	6
Estonia	4	4	7
Finland	3	0	7
France	16	14	27
Germany	14	8	16
Greece	3	2	4
Hungary	3	6	7
Ireland	2	3	6
Italy	10	11	23
Latvia	3	2	4
Lithuania	2	2	4
Luxembourg	1	0	1
Malta	0	1	1
Netherlands	3	5	8
Poland	12	13	23
Portugal	10	3	13
Romania	5	5	8
Slovenia	4	3	5
Slovakia	0	0	1
Spain	18	7	26
Sweden	7	5	9
United Kingdom	12	14	28
Turkey	13	20	30
Iceland	1	0	1
Liechtenstein	0	0	
Norway	5	0	4
Total	172	153	306

Study visits participants

Number of...	A	C
applications received	2 800	4 686
active participants	1 510	2 595
cancelled participants	216	223

Study visits participants by country


Country	A	C
Austria	45	101
Belgium	42	67
Bulgaria	39	44
Cyprus	0	30
Czech Republic	26	68
Denmark	24	46
Estonia	36	74
Finland	37	101
France	109	186
Germany	90	106
Greece	40	47
Hungary	19	42
Ireland	22	67
Italy	82	221
Latvia	28	39
Lithuania	10	36
Luxembourg	9	10
Malta	0	13
Netherlands	33	86
Poland	58	83
Portugal	105	138
Romania	40	68
Slovenia	38	26
Slovakia	0	
Spain	198	296
Sweden	87	100
United Kingdom	104	235
Turkey	118	191
Iceland	12	16
Liechtenstein	0	0
Norway	59	58
Total	1510	2595

ANNEX VI

ETF-Cedefop cooperation

Progress in 2008

1. In accordance with the Framework for co-operation between Cedefop and ETF both agencies helped candidate countries (Croatia, the former Yugoslav Republic of Macedonia and Turkey) to familiarise themselves with EU policy developments in vocational education, training and life-long learning.
2. The ETF uses Cedefop as a source of information and best practice in the EU and EEA countries on vocational education and training and the labour market for supporting non-EU countries' economic and social reform. Cedefop benefits from the ETF's experience and knowledge both in candidate and other partner countries.
3. An ETF-Cedefop summary joint progress report on cooperation during 2008 was submitted to the European Parliament in November 2008.
4. Both agencies worked closely together to support the Commission technically and scientifically in implementing the enhanced European cooperation in vocational education and training (Copenhagen process) and its efforts to take forward the "Education and Training 2010" work programme.
5. The series of information and knowledge sharing workshops between the two agencies continued in 2008. A knowledge sharing seminar was organised in Turin on 9 June 2008. Cedefop experts presented the skills needs forecasting, VET financing and the changing role of qualifications projects. The second seminar was organised in Thessaloniki on 10 December 2008 and was focused on human resources development and qualifications development issues.
6. The Cedefop-ETF joint working group (JWG) met twice (9 June 2008 and 10 December 2008) to discuss the joint work programme, future cooperation between the two agencies and candidate countries and also to evaluate the progress.

- 
7. The framework of the ETF–Cedefop co-operation on candidate countries was funded from the IPA budget approved by the Commission (DG ELARG) in 2007 and from the ETF budget. In this context, several activities have been carried out in 2008:
- Cedefop organised one familiarisation event in Thessaloniki in December 2008 on major European developments in areas such as the EQF, ECVET, ReferNet, Teachers and Trainers (TTnet), and Europass. The event increased Cedefop’s visibility and key VET experts from Turkey and FYROM were informed about Cedefop activities and latest developments in EU VET policies.
 - Cedefop continued inviting experts from the candidate countries to ReferNet, TTnet and Skillnet Conferences. The acquaintance of the experts with the networking activities further contributed to the better preparation of their full participation.
 - Cedefop with the support of ETF reinforced the participation of Turkey and Croatia in the study visits programme within the Lifelong Learning Programme.
 - Experts from Turkey, Croatia and FYROM were invited in Cedefop Agora events. Cedefop activities and EU priorities were disseminated in the candidate countries.
 - ETF and Cedefop organised a common mission to Turkey (Ankara July 2008) to present the cooperation between the two EU institutions and also the different working areas and responsibilities.

ANNEX VII

Cedefop-Eurofound cooperation (2008)

Cedefop and Eurofound initiated a joint project on “*The contribution of collective bargaining to the development of Continuing Vocational Training (CVT) in Europe.*”

The main objective of the study is to provide an overview of how social dialogue and collective bargaining contributes to the development of CVT policies and initiatives in EU Member States plus Norway, since the introduction of the Copenhagen process in 2002 and in the light of the Lisbon Agenda.

The project specifically addresses the following points:

- Main features of national CVT systems.
- Contribution of collective bargaining at different levels to the design and implementation of CVT systems, including the illustration of the principal features of collectively agreed CVT programmes.
- Positions of the social partners on CVT and an overview of the ongoing debate on CVT, focussing especially on the strengths and weaknesses of the present CVT systems and policies.

The project activities comprised a comparative analytical report on the contribution of collective bargaining to the development of CVT and the organisation of a conference to disseminate the results.

Twenty-eight national reports have been delivered through Eurofound’s EIRO Network of correspondents. These national reports served as the basis for the overview report. Both the overview report and the national reports were revised and prepared for dissemination in the second semester and will be available online end January 2009. The results of the study have however already been used both by Eurofound (for a seminar supporting social partners on skill development) and Cedefop (for its policy reporting activities).

To disseminate the results of this report, plus other researches and practices, a seminar will be organised on the 9-10 February 2009, at Cedefop’s premises in Thessaloniki. The seminar is targeted at practitioners, namely, the representatives of sectoral and inter-professional social partner organisations from the Member States. The seminar was announced in Cedefop and Eurofound web sites in November 2008. After the seminar Cedefop and Eurofound will prepare a joint newsletter to foster a wider dissemination and visibility of the outcomes of the study and seminar among relevant stakeholders at European, national and sectoral levels.

ANNEX VIII

Network of reference and expertise

ReferNet National coordinators

AT

Ms **Sabine Tritscher-Archan**
 IBW – Institut für
 Bildungsforschung der Wirtschaft
 Rainergasse 38
 1050 Wien, ÖSTERREICH
T +43 15451671-15
F +43 15451671-7715
M tritscher-archan@ibw.at
W www.ibw.at/
R www.refernet.at

BE

Mr **Reinald Van Weydeveldt**
 VDAB – Vlaamse Dienst voor
 Arbeidsbemiddeling en
 Beroepsopleiding
 Kaizerlaan 11
 1000 Brussel, BELGIË
T +32 25061321
F +32 25061561
M reinald.vanweydeveldt@
 vdab.be
W www.vdab.be
R www.refernet.be

BG

Ms **Vanya Tividosheva**
 HRDC – Bulgarian National
 Observatory
 Graf Ignatiev str. 15 – 4th floor
 1000 Sofia, BULGARIA
T +359 29155086
F +359 29155049
M vtividosheva@hrdc.bg
W www.hrdc.bg/news.php
R http://refernet.hrdc.bg/

CY

Ms **Yianna Korelli**
 HRDA – Αρχή Ανάπτυξης
 Ανθρώπινου Δυναμικού της
 Κύπρου / Human Resource
 Development Authority of Cyprus
 Anavissou 2, Strovolos,
 P.O. Box 25431
 1392 Nicosia, CYPRUS
T +357 22390364
F +357 22428522
M y.korelli@hrdauth.org.cy
W www.hrdauth.org.cy
R www.refernet.org.cy

CZ

Ms **Věra Czesaná**
 NVF – Národní Vzdělávací Fond /
 National Training Fund
 Opletalova 25
 110 00 Praha 1, ČESKÁ REPUBLIKA
T +420 224500540
F +420 224500502
M czesana@nvf.cz
W www.nvf.cz/
R www.refernet.cz

DE

Ms **Ute Hippach-Schneider**
 BIBB – Bundesinstitut für
 Berufsbildung / Federal Institute
 for Vocational Education and
 Training
 Robert-Schumann-Platz 3
 53175 Bonn, DEUTSCHLAND
M hippach-schneider@bibb.de
W www.bibb.de
R www.refernet.de

DK

Mr **Svend-Erik Povelsen**
 CIRIUS
 Fiolstræde 44
 1171 København K, DANMARK
T +45 33957099
F +45 33957001
M sep@CiriusMail.dk
W www.ciriusonline.dk
R www.refernet.dk

EE

Ms **Kersti Raudsepp**
 INNOVE – Elukestva Õppe
 Arendamise Sihtasutus /
 Foundation for Lifelong Learning
 Development
 Lõõtsa 4
 11415 Tallinn, EESTI/ESTONIA
T +372 6998080
F +372 6998081
M kersti.raudsepp@innove.ee
W www.innove.ee
R www.innove.ee/refernet

EL

Ms **Katerina Kechagia**
 OEEK – Οργανισμός
 Επαγγελματικής Εκπαίδευσης
 και Κατάρτισης / Organisation for
 Vocational Education and Training
 Ethnikis Antistasis 41 and
 Karamanoglu
 142 34 Athens, GREECE
T +30 2102709084
F +30 2102771829
M tm.spoudon@oEEK.gr
W www.oEEK.org

ES**Ms Maria Luz De La Cuevas Torresano**

INEM – Servicio Público de Empleo Estatal / Ministerio de Trabajo y Seguridad Social
Condesa de Venadito 9
28027 Madrid, ESPAÑA

T +34 915859834

F +34 915859819

M mluz.cuevas@inem.es

W www.inem.es

R www.inem.es/inem/relint/referNet/index.html

HU**Mr Tamás Köpeczi-Bócz**

OKMT – Oktatási és Kulturális Minisztérium Támogatáskezelő Igazgatósága / Observatory for Educational Development
Bihari János utca 5.
Budapest
1055, MAGYARORSZÁG/HUNGARY

T +36 13013161

F +36 13013163

M kopeczi.bocz.tamas@hepih.hu

W www.okmt.hu

R www.refernet.hu

IT**Ms Isabella Pitoni**

ISFOL – Istituto per lo sviluppo della formazione professionale dei lavoratori
via Lancisi 29
00161 Roma, ITALIA

T +39 0644590636

F +39 0644590639

M i.pitoni@isfol.it

W www.isfol.it

R www.isfol.it/BASIS/web/prod/document/DDD/rnet_hompag.htm

FI**Mr Matti Kyrö**

OPH – Opetushallitus / Finnish National Board of Education
Hakaniemenranta 6
P.O. Box 380

FI-00531 Helsinki, SUOMI/FINLAND

T +358 40 348 7124

F +358 40 348 7865

M matti.kyro@oph.fi

W www.oph.fi

R www.oph.fi/info/refernet

IE**Ms Celia Flynn**

FÁS – Training and Employment Authority

P.O. Box 456

27-33 Upper Baggot Street

Dublin 4, IRELAND

T +353 16070536

F +353 16070634

M celia.flynn@fas.ie

W www.fas.ie

R www.fas.ie/en/refernet

LT**Ms Giedre Beleckiene**

PMMC – Profesinio mokymo metodikos centras / Methodological Centre for Vocational Education and Training

Gelezinio Vilko g. 12

LT-01112 Vilnius

LIETUVA/LITHUANIA

T +370 52497126

F +370 52498183

M giedre@pmmc.lt

W www.pmmc.lt

R www.pmmc.lt/refernet

FR**Mr Régis Roussel**

Centre INFFO – Centre pour le développement de l'information sur la formation permanente
4 avenue du Stade de France
93218 Saint Denis de la Plaine Cedex, FRANCE

T +33 155939212

F +33 155931725

M r.roussel@centre-inffo.fr

W www.centre-inffo.fr

R www.centre-inffo.fr/Le-reseau-REFER-France.html

IS**Ms Dóra Stefánsdóttir**

Rannsóknáþjónusta Háskóla Íslands / Research Liaison Office of the University of Iceland
Dunhaga 5
107 Reykjavík, ICELAND

T +354 5254900

F +354 5528801

M rthj@hi.is

W www.hi.is

R www.refernet.is

LU**Mr Claude Cardoso**

INFFPC – Institut National pour le développement de la Formation Professionnelle Continue

38, rue de l'Avenir

1147 Luxembourg, LUXEMBOURG

T +352 469612-201

F +352 469620

M claude.cardoso@infpc.lu

W www.infpc.lu/

LV

Ms Baiba Ramina
AIC – Latvijas Akadēmiskās
informācijas centrs / Centre for
information on continuing
vocational training
Valnu iela 2
Rīga, LV-1050, LATVIJA
T +371 7225155
F +371 7221006
M baiba@aic.lv
W www.aic.lv
R www.aic.lv/refernet

MT

Mr James Calleja
Malta Qualifications Council
16/18, Tower Promenade
St Lucia
SLC 1019, MALTA
T +356 27540051
F +356 21808758
M james.j.calleja@gov.mt
W www.mqc.gov.mt

NL

Mr Karel Visser
ECBO – Expertisecentrum
Beroepsonderwijs/ Centre of
Expertise VET
Pettelaarpark 1
Postbus 1585
5200 BP s-Hertogenbosch
NEDERLAND
T +31 736872500
F +31 736872505
M karel.visser@ecbo.nl
W www.ecbo.nl
R www.refernet.nl

NO

Ms Cecilia S. Lyche
Utdanningsdirektoratet –
Norwegian Directorate of
Education and Training
P.O. Box 2924 Tøyen
0608 Oslo, NORWAY
T +47 23301239
F +47 23301299
M cecilia.lyche@
utdanningsdirektoratet.no
W www.utdanningsdirektoratet.no/

PL

Ms Agnieszka Luck
BKKK – Biuro Koordynacji
Kształcenia Kadr / Co-operation
Fund Foundation
Ul. Górnoślaska 4A
00-444 Warszawa
POLSKA/POLAND
T +48 224509857
F +48 224509856
M aluck@cofund.org.pl
W www.cofund.org.pl
R www.refernet.pl

PT

**Ms Fernanda Ferreira and
Ms Isilda Fernandes**
DGERT – Direção-Geral do
Emprego e das Relações de
Trabalho
Praça de Londres, n.º 2-5.º
1049-056 Lisboa, PORTUGAL
T +351 218441405
F +351 218441466
M fernanda.ferreira@
dgermtss.gov.pt
M isilda.fernandes@
dgermtss.gov.pt
W www.dgermtss.gov.pt
R www.dgermtss.gov.pt/refernet

RO

Mr Catalin Ghinararu
INCSMPS – National Scientific
Research Institute for Labour and
Social Protection
Povernei Street nr. 6-8, Sector 1
010643 Bucureşti, ROMÂNIA
T +40 213124069
F +40 213127593
M ghinararu@incsmips.ro
W www.incsmips.ro

SE

Mr Shawn Mendes
Skolverket – Statens Skolverk /
Swedish National Agency for
Education
Alströmergatan 12
SE-106 20 Stockholm
SVERIGE
T +46 852733287
F +46 8244420
M Shawn.mendes@skolverket.se
W www.skolverket.se

SI

Ms Metka Šlander
CPI – Centra RS za poklicno
izobraževanje / National Institute
for Vocational Education and
Training
Ob železnici 16
SI-1000 Ljubljana
SLOVENIJA
T +386 15864207
F +386 15422045
M slander@cpisi.si
W www.cpi.si
R www.refernet.si

SK**Mr Juraj Vantuch**

SIOV – Štátny inštitút odborného vzdelávania/ Slovenské národné observatórium odborného vzdelávania / State Institute of Vocational Education/ Slovak National Observatory of Vocational Education
 Bellova 54/a, 831 01 Bratislava
 SLOVENSKO/SLOVAKIA
T +421 254776774
F +421 254776774
M sno@siov.sk
W www.siov.sk
R http://siov.sk/refernet/

UK**Ms Natalia Cuddy**

QCA – Qualifications and Curriculum Authority
 83 Piccadilly
 London
 W1J 8QA
 UNITED KINGDOM
T +44 2075095555
F +44 2075096546
M CuddyN@qca.org.uk
W www.qca.org.uk
R www.refernet.org.uk

ReferNet National Representatives**AT****Mr Peter Schlögl**

OEIBF – Österreichisches Institut für Berufsbildungsforschung
F +43 13197772
M peter.schloegl@oeibf.at

BG**Ms Vanya Tividosheva**

Human Resource Development Centre
T +359 29155086
F +359 29155049
M vtividosheva@hrdc.bg

DE**Ms Ute Hippach-Schneider**

BIBB – Bundesinstitut für Berufsbildung
M hippach-schneider@bibb.de

BE**Mr Reinald Van Weydevelde**

(for the period 2008-2011)
 VDAB – Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding
T +32 25061321
F +32 25061561
M reinald.vanweydevelde@vdab.be

CY**Mr Yiannis Mourouzides**

HRDA – Αρχή Ανάπτυξης Ανθρώπινου Δυναμικού της Κύπρου / Human Resource Development Authority of Cyprus
T +357 22390367
F +357 22428522
M y.mourouzides@hrdauth.org.cy

DK**Mr Svend-Erik Povelsen**

CIRIUS
T +45 33957099
F +45 33957001
M sep@CiriusMail.dk

Ms Sigrid Dieu

FOREM
(for the period 2012-2015)
T +32 71206156
F +32 71206198
M sigrid.dieu@forem.be

CZ**Ms Věra Czesaná**

NVF – Národní Vzdělávací Fond / National Training Fund
T +420 224500540
F +420 224500502
M czesana@nvf.cz

EE**Ms Kersti Raudsepp**

INNOVE – Elukestva Õppe Arendamise Sihtasutus / Foundation for Lifelong Learning Development
T +372 6998086
F +372 6998081
M kersti.raudsepp@innove.ee

EL

Ms Ermioni Barkaba
 OEEK – Οργανισμός
 Επαγγελματικής Εκπαίδευσης
 και Κατάρτισης / Organisation for
 Vocational Education and Training
T +30 2102709144
F +30 2102771829
M tm.t-v@oEEK.gr

ES

**Ms María Luz De La Cuevas
 Torresano**
 INEM – Servicio Público de
 Empleo Estatal. Ministerio de
 Trabajo y Seguridad Social
T +34 915859834
F +34 915859819
M mluz.cuevas@inem.es

FI

Mr Matti Kyrö
 OPH – Opetushallitus / Finnish
 National Board of Education
T +358 40 348 7124
F +358 40 348 7865
M matti.kyro@oph.fi

FR

Mr Régis Roussel
 Centre INFFO – Centre pour le
 développement de l'information
 sur la formation permanente
T +33 155939212
F +33 155931725
M r.roussel@centre-inffo.fr

HU

Mr Tamás Köpeczi Bócz
 OKMT – Oktatási és Kulturális
 Minisztérium Támogatáskezelő
 Igazgatósága
T +36 13013161
F +36 13013163
M kopeczi.bocz.tamas@hepih.hu

IE

Ms Celia Flynn
 FAS The Training and
 Employment Authority
T +353 1 6070536
F +353 1 6070634
M celia.flynn@fas.ie

IS

Mr Thòrir Ólafsson
 Ministry of Education,
 Science and Culture
T +354 5459500
M thorir.olafsson@mrn.stjr.is

IT

Ms Isabella Pitoni
 ISFOL – Istituto per lo sviluppo
 della formazione professionale
 dei lavoratori
T +39 0644590636
F +39 0644590639
M i.pitoni@isfol.it

LT

Ms Giedre Beleckiene
 PMMC – Profesinio mokymo
 metodikos centras /
 Methodological Centre for
 Vocational Education and Training
T +370 52497126
F +370 52498183
M giedre@pmmc.lt

LU

Mr Jos Noesen
 Ministère de l'Education nationale
 et de la formation professionnelle
T +352 24785241
F +352 474116
M jos.noesen@men.lu

LV

Ms Baiba Ramina
 AIC – Latvijas Akadēmiskās
 informācijas centrs / Centre for
 information on continuing
 vocational training
T +371 7225155
F +371 7221006
M baiba@aic.lv

MT

Ms Margaret M Ellul
 Ministeru ta' l-Edukazzjoni,
 Żgħażaġh u Xogħol / Ministry of
 Education, Youth and Employment
T +356 25982440
F +356 25982339
M margaret.m.ellul@gov.mt

NL

Mr Karel Visser
 ECBO – Expertisecentrum
 Beroepsoponderwijs
T +31 736872500
F +31 736872505
M karel.visser@ecbo.nl

NO

Ms Anne Katrine Kaels
 Norwegian Directorate for
 Education and Training
T +47 23301200
F +47 23301299
M anne.katrine.kaels@
 utdanningsdirektoratet.no

PL

Ms. Beata Puszczewicz
 Task Force for Training and
 Human Resources (BKKK)
T +48 224509800
F +48 224509856
M beatapu@cofund.org.pl

PT

Ms **Fernanda Ferreira** and
Ms **Alexandra Teixeira**
DGERT – Direção-Geral do
Emprego e das Relações de
Trabalho
T +351 218441405
F +351 218441466
M fernanda.ferreira@
dgert.mtss.gov.pt

RO

Mr **Cesar Birzea**
IES – Institute of Educational
Sciences
T +40 213136491
F +40 213121447
M cesar.birzea@ise.ro

SE

Mr **Shawn Mendes**
Skolverket – Statens Skolverk /
Swedish National Agency for
Education
T +46 852733287
F +46 8244420
M Shawn.mendes@skolverket.se

SI

Ms **Mojca Cek**
CPI – Centra RS za poklicno
izobrazevanje / State Institute of
Vocational Education
T +386 15864223
F +386 15422045
M mojca.cek@cpi.si

SK

Mr **Juraj Vantuch**
Comenius University, Faculty of
Education
T +421 2 50222300
F +421 2 44254958
M vantuch@fedu.uniba.sk

UK

Mr **Tom Leney**
QCA – Qualifications and
Curriculum Authority
T +44 2075095392
F +44 2075096970
M leneyto@qca.org.uk

ANNEX IX

Budget execution 2008

Headings	Initial budget	BRS	Transfers	A - Final budget	B - Financial commitment / payment (for CP)
Title 1 (Staff)	10 568 000		-744 578	9 823 422	9 797 787
Title 2 (Investment building, equipment)	1 409 000		336 765	1 745 765	1 550 155
Title 3 except chapter 31 CE	5 188 000		407 813	5 595 813	5 494 668
Title 3 except chapter 31 CP	5 780 948	0	0	5 780 948	3 916 813
Total budget EU 27	17 165 000	0	0	17 165 000	16 842 610
Earmarked revenue					
3100 (Participation of non member states)	404 322			404 322	0
3124 (Contrib. agreem. No IPA/2008/149-549)	0	180 000		180 000	135 000
3125 (DG EMPL contrib. to Skillsnet)	0	600 000		600 000	600 000
Total Chapter 31	404 322	780 000	0	1 184 322	735 000
Total title 3 (Operational expenditure) including earmarked revenue	5 592 322	780 000	407 813	6 780 135	6 229 668
TOTAL BUDGET (including DG EMPL - IPA - EFTA countries)	17 569 322	780 000	0	18 349 322	17 577 610

C - Execution in % of budget = B / A	D - Legal cmt	E - Today execution % of final budget = D / A	F - Ongoing procedures tender out	G - Legal commitment foreseen on provisional commitments	H - Planned commitments renewal or FWC	I - Non automatic carry over	Total for the year J = D + F + G + H + I	Budget execution foreseen 31/12/2008 K = J / A
99.74%	9 797 787	99.74%	0	0	0	7 038	9 804 825	99.81%
88.80%	1 550 155	88.80%	0	0	0	170 960	1 721 114	98.59%
98.19%	5 494 668	98.19%	0	0	0	0	5 494 668	98.19%
67.75%								
98.12%	16 842 610	98.12%	0	0	0	177 997	17 020 607	99.16%
0.00%	0	0.00%	0	0	0	0	0	0.00%
75.00%	135 000	75.00%	0	0	0	0	135 000	75.00%
100.00%	600 000	100.00%	0	0	0	0	600 000	100.00%
62.06%	735 000	62.06%	0	0	0	0	735 000	62.06%
91.88%	6 229 668	91.88%	0	0	0	0	6 229 668	91.88%
95.79%	17 577 610	95.79%	0	0	0	177 997	17 755 607	96.76%

ANNEX X

ABB compact report (2008)

Area	Activity name	FTE	Title 1	Title 2	Title 3	Total
RPA	Research	13.27	1 123 507.45	155 175.17	561 587.50	1 840 270.12
RPA	Skill needs	6.84	502 595.31	79 998.58	186 653.56 ⁽³⁾	769 247.45
RPA	Policy analysis	17.79	1 376 532.79	208 042.79	932 160.42	2 516 736.00
RPA	European journal of vocational training	7.35	673 022.60	85 943.77	455 969.28	1 214 935.65
ECVL	Education and Training 2010	23.70	1 927 712.51	277 216.10	1 818 908.36	4 023 836.97
ECVL	Study visits	16.26	1 121 967.22	190 168.50	355 669.41 ⁽³⁾	1 667 805.13
ECVL	Supporting candidate countries	0.36	32 347.48	4 221.66	180 566.23	217 135.37
CID	Information and documentation	16.42	1 300 366.85	192 046.95	713 568.39	2 205 982.19
CID	External relations	5.69	402 554.84	66 539.61	103 821.00	572 915.45
CID	Content management	17.41	1 371 725.06	203 646.84	362 645.80	1 938 017.70
ABB (A)		125.09 ⁽⁴⁾	9 832 332.12	1 462 999.97	5 671 549.95	16 966 882.04
Budget (B)			10 210 450.00	1 463 000.00	6 675 872.00	18 349 322.00
(B) – (A)			378 117.88 ⁽¹⁾	0.03 ⁽²⁾	1 004 322.05 ⁽³⁾	1 382 439.96

⁽¹⁾ Title 1: The budget figure 2008 for Title 1 is higher than the actual figures reflected in the ABB because it provides for the retroactive salary increase (annual Council Regulation) and the promotions which are both due later in the year. In addition, unforeseen departures and an under-spending of the SNE budget are affecting the actual budget execution on Title 1.

⁽²⁾ Title 2: Small differences (EUR ~ 0.10) may occur between ABB and budget because of necessary rounding in calculations.

⁽³⁾ This difference of EUR 1 004 322 is due to:

(a) the total assigned revenue of EUR 404 322 on budget line 3100 (participation of non-member countries - Norway, Iceland) as, in accordance with the financial rules, appropriations carried over from previous years have to be used before the revenue of the current year; thus, the additional T3 budget allocated to ECVL/study visits (EUR 269 830) is booked on the accumulated reserve of such contributions and not on the corresponding 2008 appropriations.

(b) the supplementary budget of EUR 600 000 on budget line 3125 (Contribution Agreement No 30-CE-0205942/00-61) approved as BRS2 and allocated to RPA/skill needs in November 2008.

⁽⁴⁾ Small differences in total FTE may occur between compact report and staff allocation per activity report. This is due to necessary rounding in calculations in the redistribution of FTE.

ANNEX XI

Europass 2008

Launched in February 2005 in English and French, the Europass website (<http://europass.cedefop.europa.eu>), developed and hosted by Cedefop on behalf of the Commission, is now available in 26 languages.

Statistics 2008

Use of the Europass portal (<http://europass.cedefop.europa.eu>) is constantly rising:

- over **6 million** visits (14 million since February 2005);
- **5,6 million** documents downloaded (12,6 million since February 2005); top downloaded documents are CV template, instructions and examples;
 - (a) age group of CV online users: 45 % of users are below 25, and only 18 % are in the category 35+;
 - (b) top five mother tongues of CV online users: Portuguese, Italian, German, Hungarian and Spanish.
- **over 2 million** documents generated online (2,026,000 CVs and 44,000 Europass Language Passports) (4,390,000 documents generated online since February 2005);

Developments in 2008

Many developments took place in 2008 to improve the Europass website, mainly:

- better structured fields of the CV online for better interoperability;
- cooperation with DG Employment towards full interoperability between Europass and Eures (to be operational by June 2009);
- updated technical resources Europass XML schema (v.2.0);
- online statistical reports provide data on the Europass website (activity per month/ year, per country/language).

ANNEX XII

Major publications 2008

Title	Description
<i>Vocational education and training in Slovenia</i>	This report on vocational education and training in Slovenia, published during the Slovenian EU Presidency, is part of a series of reports that Cedefop publishes regularly on national vocational education and training systems.
<i>Validation of non-formal and informal learning in Europe. A snapshot 2007</i>	Building on the extensive 2007 update of the European inventory on validation of non-formal and informal learning, the report captures some of the main trends in this field and outlines the main challenges facing us in validating non-formal and informal learning in the coming years.
<i>Future skills in Europe</i>	This publication presents a consistent and comprehensive medium-term forecast of employment and skill needs across the whole of Europe. It develops macroeconomic projections and alternative scenarios for each Member State and aggregate results at European level. It provides data on future employment developments by economic sector, occupation and qualification until 2015 and uses comparative data for all Member States.
<i>The shift to learning outcomes</i>	This publication is a detailed comparative study of how education and training policies and practices in 32 countries are moving toward the learning outcomes approach. The study also addresses how European cooperation in all areas of learning – including higher education – integrates this approach, as illustrated by the ongoing work on the European and national qualification frameworks.
<i>From policy to practice: a systemic change to lifelong guidance in Europe</i>	The need to improve policies, systems and practices for guidance in Europe was stressed by the Council Resolution on lifelong guidance (May 2004). This report aims to document how much progress is being achieved in reforming career guidance provision. All European Union Member States plus Norway have reported on the extent to which they have addressed the five priority areas identified in the Council Resolution. The report outlines significant developments, trends and challenges of guidance systems and policies, and identifies interesting practice from which policy-makers and practitioners can draw inspiration.

Language(s)	Bibliographical reference	Link
German, English, French	Cedefop. Luxembourg: Publications Office, 2008	http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/486/4072_de.pdf http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/486/4072_en.pdf http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/486/4072_fr.pdf
English, French	Cedefop. Luxembourg: Publications Office, 2008	http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/493/4073_en.pdf http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/493/4073_fr.pdf
English	Cedefop. Luxembourg: Publications Office, 2008	http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/485/4078_en.pdf
German, English		http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/494/4079_de.pdf http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/494/4079_en.pdf
German, English, French	Cedefop. Luxembourg: Publications Office, 2008 (Cedefop Panorama series; 149)	http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/505/5182_de.pdf http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/505/5182_en.pdf http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/505/5182_fr.pdf

Title	Description
<i>Career development at work</i>	How should workplaces support career development? This review of guidance provision across 25 Member States identifies best practices, looks into the impact of ICT and examines the role played by intermediaries such as trade unions and private consultancies.
<i>Evaluation of Eurostat education, training and skills data sources</i>	Adequate and consistent data are the key to understanding what is happening in vocational education and training (VET). This publication takes stock of the VET data available from current and planned Eurostat surveys and data collections. It provides a clearer picture of the current and future scope of VET statistics, important methodological issues for comparing and combining different data sources and short, medium and long-term visions of improvements.
<i>Establishing and developing national lifelong guidance policy forums</i>	This manual supports Member States in strengthening structures for more effective guidance policy formulation and implementation. It identifies outstanding initiatives, good practices as well as gives insights into strategic choices and experimental approaches that Member States have taken while setting up national guidance forums. This publication is an ideal tool for policy- and decision-makers with responsibility for national and regional guidance policies, systems and practices in the education and employment sectors.
<i>Sectoral training funds in Europe</i>	This publication explores the various types of funds that have been set up across Europe, and examines their advantages and drawbacks. Sectoral funds are intended to mobilise additional resources for continuing training and to target the needs of specific sectors.
<i>Vocational education and training in France</i>	This report on vocational education and training in France, published during the French EU Presidency, is part of a series of reports that Cedefop publishes regularly on national vocational education and training systems.
<i>Skill needs in Europe: focus on 2020</i>	Future skill needs are high on Europe's policy agenda. To support the European Commission in preparing its communication, 'New skills for new jobs', Cedefop reviewed its earlier forecast and extended the time horizon from 2015 to 2020. The updated findings are outlined in this booklet.

Language(s)	Bibliographical reference	Link
English	Cedefop. Luxembourg: Publications Office, 2008 (Cedefop Panorama series; 151)	http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/504/5183_en.pdf
English	Cedefop. Luxembourg: Publications Office, 2008 (Cedefop Panorama series; 161)	http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/510/5185_en.pdf
English, French	Cedefop. Luxembourg: Publications Office, 2008 (Cedefop Panorama series; 153)	http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/508/5188_en.pdf http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/508/5188_fr.pdf
English	Cedefop. Luxembourg: Publications Office, 2008 (Cedefop Panorama series; 156)	http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/499/5189_en.pdf
German, English, French	Cedefop. Luxembourg: Publications Office, 2008	http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/511/5190_de.pdf http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/511/5190_en.pdf
English	Cedefop. Luxembourg: Publications Office, 2008 (Cedefop Panorama series; 160)	http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/511/5190_fr.pdf
	Cedefop. Luxembourg: Publications Office, 2008 (Cedefop Panorama series; 160)	http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/498/5191_en.pdf

ANNEX XIII

List of major conferences 2008

Title	Date	Venue
Seminar on individual learning accounts: an incentive for financing continuing vocational education and training	31 January 2008	Cedefop premises
Skills for Europe's future – Cedefop Skillsnet Agora conference	21-22 February 2008	Cedefop premises
Quality in VET teaching and training	27-29 February 2008	Dublin
Information seminar for social partners on the consolidated study visits for education and vocational training specialists	28-29 February 2008	Cedefop premises

Short description**Link**

On 31 January 2008 Cedefop's seminar, 'Individual learning accounts (ILAs), an incentive for financing continuing vocational education and training', in Thessaloniki, presented research results on financing CVET through such accounts. The seminar was attended by 21 participants (practitioners, researchers and policy-makers) from Europe, Canada and the US. Participants acknowledged that ILAs may play a role in achieving the EU's objectives set out in the Copenhagen process, an integral part of the Lisbon strategy. Topics included how public policies and employment services develop ILAs and link them to career management and training, how social partners can co-finance ILAs, and what the outcomes of pilot ILA schemes evaluations show. Some clear policy lessons may be drawn by comparing the pilot projects presented at the seminar and several issues and challenges remain.

<http://www.cedefop.europa.eu/etv/news/default.asp?idnews=3098>

The conference announced for the first time the results of medium-term forecast of occupational skill needs in Europe carried out by Cedefop, disseminated other information on future skill needs collected and shared among experts and researchers in Cedefop's network Skillsnet, and discussed the findings and future network plans with policy-makers, social partners, practitioners and all other relevant stakeholders.

<http://agora.cedefop.europa.eu/skillsnet2008>

<http://www.cedefop.europa.eu/index.asp?section=3&sub=1&read=2918>

The aim of the workshop was two-folded. Participants discussed the improvements that needed to be introduced in a competence framework for VET teachers and trainers developed by TTnet (Training of trainers' network). The second focus of the workshop was to identify and discuss different concepts and practices of quality in vocational teaching and training within the 22 countries participating in TTnet.

<http://www.cedefop.europa.eu/etv/news/default.asp?idnews=3154>

<http://www.cedefop.europa.eu/index.asp?section=3&read=3292>

The main objectives of the seminar was to show social partners the benefits they can draw from the study visits programme and to raise the awareness of National agencies representatives on how social partner needs can be best accommodated.

Title	Date	Venue	
Enlarged coordination group Policy	8 April 2008	Cedefop premises	
Meeting on the technical group on assessment and evaluation tools for study visits	17 April 2008	Cedefop premises	
Annual meeting of the study visits programme	26-27 May 2008	Cedefop premises	
Cedefop research arena skill mismatch brainstorming workshop	30 May 2008	Cedefop premises	
Agora XXVII conference <i>Investing in people: strategies for financing VET</i>	19-20 May 2008	Cedefop premises	
Skill needs in the health care sector	22-23 May 2008	Cedefop premises	

Short description	Link
<p>To present the initial results of Cedefop's questionnaire to the DGVT and to discuss their impact on the Bordeaux Communiqué. Also to discuss the next steps in the work, specifically the national reports expected from ReferNet.</p>	
<p>The objective of this working group was to develop instruments and recommendations for monitoring and evaluation of the programme implementation as well as for impact assessment and valorisation of results. This first meeting focused on the end of visit report.</p>	
<p>The main objectives of the meeting was to assess the experience of the study visits of March-June 2008 and to agree on approaches to the implementation of the study visits that will take place from September 2008 to June 2009 with the aim to support the quality of the programme.</p>	<p>http://www.cedefop.europa.eu/index.asp?section=3&read=3402</p>
<p>The workshop gathered international experts on skill mismatch issues. Outcomes included 5 priorities for future research on skill mismatch.</p> <ol style="list-style-type: none"> 1. Improve measurement of skill and skill mismatch. 2. Examine the persistence of skill mismatch and its impacts. 3. Improve understanding of skill mismatch processes, its dynamics and the consequences of skill mismatch. 4. Focus on skill mismatch for vulnerable groups on the labour market. 5. Improve data availability. 	<p>http://www.cedefop.europa.eu/index.asp?section=3&read=3510</p>
<p>The conference gave an overview of countries efforts to improve public and private investment in VET through cost-sharing approaches: tax incentives, (sectoral) training funds, vouchers, ILA, saving schemes and loans. The conference examined evidence on how effective, efficient and equitable such approaches are and how EU funds can supplement national resources.</p>	<p>http://agora.cedefop.europa.eu/vetfinancing2008/</p>
<p>Cedefop in cooperation with the European Social Dialog Committee in the Hospital sector in the European Union (EPSU and HOSPEM) organised a workshop which aim was to identify the key trends and future skill needs in the health care sector.</p> <p>It looked in particular at interaction between technology, ICT and skill needs, management of health care and education and training needs in the sector.</p>	<p>http://www.cedefop.europa.eu/etv/Projects_Networks/Skillsnet/events.asp?idnews=3275</p>

Title	Date	Venue	
Employers' surveys as a tool for identification of skill needs	22-23 May 2008	Paris/France	
Medium-term forecast of skills supply in Europe: interim results	02-03 June 2008	Cedefop premises	
PLE on national lifelong guidance policy forums	04-05 June 2008	Cedefop premises	
First conference on the national reference points: a network for quality in the Member States for Quality in the member states	05-06 June 2008	Cedefop premises	
Seminar on social partners and sectoral training funds in Europe: mobilising resources, sharing costs and responsibilities	25-26 September 2008	Cedefop premises	

Short description	Link
<p>Cedefop organised in cooperation with OECD a second expert workshop on a common approach to employers' surveys as a tool for identification of skill needs.</p> <p>The aim of this workshop was to discuss proposals for a future general approach and specific steps, to identify core questions on skill needs for a common European survey and/or for a common module of national surveys, to discuss available national surveys' results related to the core questions, including the extensive experience of some OECD countries outside of Europe and to propose specific future steps for a further follow up.</p>	<p>http://www.cedefop.europa.eu/etv/Projects_Networks/Skillsnet/events.asp?idnews=3327</p>
<p>Cedefop organised this workshop with its expert network on early identification of skill needs – Skillsnet – within the framework of the project on skill forecasting. The main objective was to discuss with country experts the data and interim results of the medium-term forecasts of skills supply in Europe.</p>	<p>http://www.cedefop.europa.eu/etv/Projects_Networks/Skillsnet/events.asp?idnews=3500</p>
<p>The aim was to exchange expertise and experiences of designating national guidance forums as well as developing and implementing their action plans in an efficient and sustainable way with a strong future orientation. Further, the event aimed at stimulating future action on reinforcing the role of the national guidance forums as well as on bringing all key players and stakeholders more strongly into the discussion of lifelong guidance policy making in the Member States and at the EU level.</p>	<p>http://www.cedefop.europa.eu/index.asp?section=3&sub=6&read=3506</p>
<p>To bring together the seventeen existing national reference points and reflect jointly upon their role as a bridge between the European level and the ENQA-VET and the national one. To exchange views on the conditions and requirements necessary for them to fulfil their mission.</p>	<p>The Cedefop virtual community on quality assurance in VET</p> <p>http://communities.cedefop.europa.eu/quality</p>
<p>A Cedefop seminar showed that the sectoral training funds set up in 15 European countries are increasingly important means of financing and delivering targeted training, and for providing guidance, advice and forecasts on training needs. But so far these funds have been less efficient in providing such services to employees of smaller companies, especially of micro enterprises. During the seminar, which brought together representatives of social partners and fund managers from several EU countries – Belgium, Cyprus, Denmark, France, Hungary, Italy, the Netherlands, Spain, the UK, and Iceland, Cedefop presented its new publication, <i>Sectoral Training Funds in Europe</i>.</p>	<p>http://www.cedefop.europa.eu/index.asp?section=3&sub=1&read=3667</p>

Title	Date	Venue	
Workshop on older workers	29-30 September 2008	Cedefop premises	
Future skill needs for the green economy	06-07 October 2008	Cedefop premises	
European e-Skills conference	09-10 October 2008	Cedefop premises	
ReferNet annual plenary meeting	16-17 October 2008	Cedefop premises	
Knowledge sharing seminar for organisers of study visits	03-04 November 2008	Cedefop premises	

Short description	Link
<p>The workshop assembled an international forum of researchers and experts from 18 countries. It provided new insights on ageing and work to support evidence-based active ageing policies that are currently emerging in many industrialised societies. Cedefop intends to publish the proceedings online and in its Panorama series.</p>	<p>http://www.cedefop.europa.eu/etv/news/default.asp?idnews=3804</p>
<p>Cedefop organised this international workshop with its expert network on early identification of skill needs – Skillsnet – to identify the key trends and future skill needs for the green economy. Green jobs will require new skills in new and emerging occupations. Identifying what those skills will be may make action to combat climate change more effective.</p>	<p>http://www.cedefop.europa.eu/etv/Projects_Networks/Skillsnet/events.asp?idnews=3800</p>
<p>The conference attracted 150 participants from 34 countries representing governments, social partner organisations, universities and other EU institutions. The Conference concluded that Europe is increasingly developing its human capital to be globally competitive and significant progress is being made towards the important goal of implementing a long-term e-skills strategy.</p>	<p>http://eskills.cedefop.europa.eu/conference2008/</p> <p>http://www.cedefop.europa.eu/etv/News/default.asp?idnews=3401</p>
<p>49 participants from the ReferNet network, incl 1 representative for Turkey and 1 for Croatia. Also 1 representative from Eurydice.</p> <p>Plenary meeting dedicated to the final preparation of the WP 2009.</p> <p>Main focus on:</p> <ol style="list-style-type: none"> 1. feedback on the national policy reports feeding into the Cedefop policy report; 2. better definition of the scope and purpose of the 2009 activities, incl. national VET research reports; 3. preparation of the new template for the thematic overviews; 4. session dedicated to the regional feedback 	<p>http://livelink/livelink/livelink.exe/fetch/2000/199537/216260/20709758/customview%2Ehtml?func=ll&objId=20709758&objAction=browse&viewType=1</p>
<p>The seminar provided the organisers of the 2008-2009 study visits with information and guidance on how to best organise study visits that support policy cooperation and development in education and training, both at EU level and in participating countries. The seminar involved formal presentations, open discussions, practical presentations of successful study visits, knowledge sharing workshops, feedback, and recommendation sessions. Key messages from the seminar are published online as support to all organisers.</p>	<p>http://studyvisits.cedefop.europa.eu/index.asp?cid=5&artid=6631&scid=80&artlang=EN&per_id=2509</p>

Title	Date	Venue	
Medium-term forecast of skills supply in Europe: final results	11-12 December 2008	Cambridge	
Familiarisation workshop for the candidate countries	11-12 December 2008	Cedefop premises	

Short description**Link**

Cedefop organised the sixth technical workshop on European skills forecasting, with the participation of experts from Skillsnet (Cedefop's network on early identification of skill needs).

The workshop discussed the draft final results of the medium-term forecast of skill supply in Europe.

http://www.cedefop.europa.eu/etv/Projects_Networks/Skillsnet/events.asp?idnews=4093

The workshop was organised in Cedefop's premises for 50 experts from FYROM and Turkey on 11 and 12 December 2008. The objective was to support the active participation and involvement of representatives from the candidate countries in the transfer of knowledge on EU policy developments in education, training and lifelong learning and to exchange experiences so as to create a common understanding of VET issues between EU and candidate countries. The event increased Cedefop's visibility in the CCs.

ANNEX XIV

Cedefop in key EU documents from Commission and Council

Sources: EUR-Lex, Factiva, Council Register of documents, Commission Register of documents

(Documents related to Cedefop's financial accounts, discharge, recruitment notices, orders of the Court for 1st Instance and procurement documents have been excluded.)

2008

1. **Conclusions of the Council** and of the Representatives of the Governments of the Member States, meeting within the Council, **on the future priorities for enhanced European cooperation in vocational education and training (VET)**, Official Journal of the European Union, C 18, 24.1.2009, p. 6-10
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:018:0006:0010:EN:PDF>
2. **Resolution of the Council** and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on better integrating **lifelong guidance into lifelong learning strategies**. Official Journal of the European Union, C 319, 13.12.2008, p. 4-7
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:319:0004:0007:EN:PDF>
3. **The Bordeaux Communiqué on enhanced European cooperation in vocational education and training**: Communiqué of the European Ministers for vocational education and training, the European social partners and the European Commission, meeting in Bordeaux on 26 November 2008 to review the priorities and strategies of the Copenhagen process
http://ec.europa.eu/education/lifelong-learning-policy/doc/bordeaux_en.pdf
4. Commission Staff Working Document Accompanying Document to the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: **Multilingualism: an asset for Europe and a shared commitment** **An Inventory of Community actions in the field of multilingualism** and results of the online public consultation SEC(2008) 2443, 18.9.2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SEC:2008:2443:FIN:EN:PDF>
5. Commission Staff Working Document Accompanying Document to the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: **Multilingualism: an asset for Europe and a shared commitment** **Impact Assessment** SEC(2008) 2445, 18.9.2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SEC:2008:2445:FIN:EN:PDF>
6. Commission staff working document accompanying the communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – **Improving competences for the 21st century: an Agenda for European Cooperation on Schools** SEC(2008) 2177, 3.7.2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SEC:2008:2177:FIN:EN:PDF>
7. Report from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions on the **external**

evaluation of the European Centre for the Development of Vocational Training

COM(2008) 356 final, 13.6.2008

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0356:FIN:EN:PDF>

8. **Council conclusions** of 22 May 2008 on **adult learning**. Official Journal of the European Union, C 140, 6.6.2008, p. 10-13
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:140:0010:0013:EN:PDF>
9. Proposal for a Recommendation of the European Parliament and of the Council on the establishment of a **European quality assurance reference framework for vocational education and training** COM(2008) 179 final, 9.4.2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:EN:PDF>
10. Commission staff working document – Accompanying document to the Proposal for a Recommendation of the European Parliament and of the Council on the establishment of a European quality assurance reference framework for vocational education and training (**EQARF**) – **Impact assessment**. SEC(2008) 440, 9.4.2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52008SC0440:EN:NOT>
11. Commission staff working document – Accompanying document to the Proposal for a Recommendation of the European Parliament and of the Council on the establishment of a European quality assurance reference framework for vocational education and training (**EQARF**) – **Impact assessment summary**. SEC(2008) 441, 9.4.2008
12. Proposal for a Recommendation of the European Parliament and of the Council on the **establishment of the European credit system for vocational education and training (ECVET)**. COM(2008) 180, 9.4.2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0180:FIN:EN:PDF>
13. Commission staff working document – Accompanying document to the Proposal for a Recommendation of the European Parliament and of the Council on the establishment of a European Credit System for Vocational Education and Training (ECVET) **Impact assessment**. SEC(2008) 442, 9.4.2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52008SC0442:EN:NOT>
14. Commission staff working document - Accompanying document to the Proposal for a Recommendation of the European Parliament and of the Council on the establishment of a European credit system for vocational education and training (ECVET) – **Impact assessment summary** SEC/2008/0443 final
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52008SC0443:EN:HTML>
15. Communication from the Commission to the European Parliament and the Council – **European agencies – The way forward** COM(2008) 135 final 11.3.2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0135:FIN:EN:PDF>

16. **Commission Staff Working Document**
– Accompanying the Communication from the Commission to the European Parliament and the Council – **European agencies** – The way forward, SEC(2008) 323, 11.3.2008
<http://ec.europa.eu/transparency/regdoc/rep/2/2008/EN/2-2008-323-EN-1-0.Pdf>
17. **New skills for new jobs**: better matching and anticipating labour market needs: Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. COM (2008) 868, 8.12.2008
http://ec.europa.eu/education/lifelong-learning-policy/doc/com868_en.pdf
18. **Commission Staff Working Document**
– Accompanying the Communication from the Commission to the European Parliament and the Council - **New skills for new jobs**: better matching and anticipating labour market needs SEC(2008) 3058, 18.12.2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SEC:2008:3058:FIN:EN:PDF>
19. **An updated strategic framework for European cooperation in education and training** COM(2008) 865, 16.12.2008
http://ec.europa.eu/education/lifelong-learning-policy/doc/com865_en.pdf
20. **Commission Staff Working Document**
– Accompanying the Communication from the Commission to the European Parliament and the Council, the European Economic and Social Committee and the Committee of the Regions ‘**An updated strategic framework for European cooperation in education and training**’ **Impact Assessment** SEC(2008) 3047, 16.12.2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SEC:2008:3047:FIN:EN:PDF>
21. **Commission Staff Working Document**
– Accompanying the Communication from the Commission to the European Parliament and the Council, the European Economic and Social Committee and the Committee of the Regions ‘**An updated strategic framework for European cooperation in education and training**’ **Impact Assessment Summary** SEC(2008) 3047, 16.12.2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SEC:2008:3048:FIN:EN:PDF>

2007

1. **Commission staff working document - The single market: review of achievements** – Accompanying document to the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - A single market for 21st century Europe (SEC (2007) 1521 final 20.11.2007)
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52007SC1521:EN:HTML>
2. **Council Resolution of 15 November 2007 on the new skills for new jobs** OJ C 290, 4.12.2007, p. 1-3
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:290:0001:0003:EN:PDF>
3. Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions ‘**Delivering lifelong learning for knowledge, creativity and innovation**’ **Draft 2008 joint progress report** of the Council and the Commission on the implementation of the “Education and Training 2010 Work Programme (COM (2007) 703 final 6.11.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0703:FIN:EN:PDF>

4. **Commission staff working document** – Annexes to the Report from the Commission to the Council and the European Parliament – 2006 **Report on PHARE, pre-accession** and transition instruments country sections & additional information (COM (2007) 679 final, 6.11.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52007SC1462:EN:HTML>
5. Proposal for a Decision of the European Parliament and of the Council repealing Council Decision 85/368/EEC on the **comparability of vocational training qualifications** between the Member States of the European Community (COM (2007) 680 final, 6.11.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0680:FIN:EN:PDF>
6. **Commission staff working document** – Accompanying document to the Communication from the Commission – **Freight Transport Logistics Action Plan – Impact Assessment** (SEC (2007) 1320 final, 18.10.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52007SC1320:EN:HTML>
7. **Commission staff working document** – Accompanying document to the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – **Mid-term review of industrial policy – A contribution to the EU's Growth and Jobs Strategy** (SEC (2007) 917 final, 4.7.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52007SC0917:EN:HTML>
8. **Commission working document** – Report on the implementation of the **Action Plan 'Promoting language learning and linguistic diversity'** (SEC (2007) 1222 final, 25.9.2007) <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52007SC1222:EN:HTML>
9. Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions – **E-skills for the 21st century: fostering competitiveness, growth and jobs** (COM (2007) 496 final, 7.9.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0496:FIN:EN:PDF>
10. **Commission staff working document** – Accompanying document to the Communication from the Commission to the Council and the European Parliament – **Improving the Quality of Teacher Education – Impact Assessment** {COM(2007)392}{SEC(2007)933} – This Report commits only the Commission's services involved in its preparation and does not prejudice the final form of any decision to be taken by the Commission (SEC (2007) 931 final, 3.8.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52007SC0931:EN:HTML>
11. **Opinion** of the European Economic and Social Committee on the Proposal for a Recommendation of the European Parliament and of the Council on the establishment of the **European Qualifications Framework for lifelong learning** COM(2006) 479 final – 2006/0163 (COD) OJ C 175, 27.7.2007, p. 74-77.
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:175:0074:0077:EN:PDF>
12. **Commission staff working document - Developments since the 2005 Communication on industrial policy: Economic Situation and Challenges – Status of Initiatives Launched** (SEC (2007) 892 final, 22.6.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52007SC0892:EN:HTML>
13. **Implementing the Community Lisbon Programme** - Proposal for a Recommen-

- dition of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning (COM (2006) 479 final, 5.9.2006).
- <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0479:FIN:EN:PDF>
14. **Commission staff working document** – Annex to the Report from the Commission to the Council and the European Parliament – 2005 **Report on PHARE, pre-accession and transition instruments** {COM(2007) 3 final} - Country sections & additional information (SEC (2007) 11, 12.1.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52007SC0011:EN:HTML>
 15. Proposal for a Regulation of the European Parliament and of the Council establishing a **European Training Foundation (recast)** (COM (2007) 443 final, 25.7.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0443:FIN:EN:PDF>
 16. **Commission staff working document** – **Developments since the 2005 Communication on industrial policy: Economic Situation and Challenges – Status of Initiatives Launched** (SEC (2007) 892, 22.6.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52007SC0892:EN:HTML>
 17. Council Decision of 25 May 2007 **appointing and replacing** members of the **Governing Board** of the European Centre for the Development of Vocational Training OJ C 120, 31.5.2007, p. 4-5.
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:120:0004:0005:EN:PDF>
 18. Communication from the **Commission A coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in education and training** (COM (2007) 61 final, 21.2.2007).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0061:FIN:EN:PDF>
 19. **Commission staff working document** accompanying document to the Communication from the Commission – **Action Plan for Energy Efficiency** – Realising the potential analysis of the action plan for energy efficiency – Realising the potential (SEC (2006) 1173, 19.10.2006).
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52006SC1173:EN:HTML>

ANNEX XV

Cedefop's support for the Slovenian and French EU Presidencies

Introduction

1. Cedefop's support to develop European VET policy continued through important contributions to both policy initiatives and debate organised by the Slovenian (January to June 2008) and French (July to December 2008) EU Presidencies. Presidency priorities in VET included making progress on the European qualifications framework, follow-up of the Copenhagen process, with the third biennial report to ministers at Bordeaux in November, and lifelong guidance. Cedefop provided high quality analyses, expertise and information to support European cooperation in VET in these areas and contributed to work on improving mobility and statistics and indicators. Cedefop's work on anticipation of skill needs also provided important labour market background to inform decision-making in developing European policy.
2. The wide use of Cedefop's work and expertise is a reassuring sign that its medium-term priorities 2009-11 are aligned with the information needs of European VET policy-makers in the European Commission, Member States and social partners. Further, interest is also growing in Cedefop's work on the benefits of VET which aims to anticipate information needs and fill a knowledge gap.

Policy initiatives

Progress on the European qualifications framework (EQF)

3. Cedefop supported the European Commission and the Slovenian Presidency in bringing the Recommendation on the EQF ⁽¹⁾ to a successful adoption by the European Parliament and Council on conclusion in April 2008. The official launch of the EQF, organised by the European Commission and Cedefop, took place in May 2008, during the Slovenian Presidency and French presidencies on making progress.

Council conclusions and the Bordeaux communiqué

4. Cedefop, as a member of the French Presidency's working group along with the European Commission, the European social partners and ETF, discussed and commented on the various drafts of the Council conclusions of 21 November ⁽²⁾ and Bordeaux communiqué of 26 November 2008 ⁽³⁾.

⁽¹⁾ http://www.he-leo-project.eu/survey-of-basic-documents-on-nqf-eqf/eu/eqf/recommendation_lexuriserv_230408.pdf/view

⁽²⁾ http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/104234.pdf

⁽³⁾ http://ue2008.fr/webdav/site/PFUE/shared/import/1126_informelle_resultats/Bordeaux_Communique_EN.pdf

5. Before the summer, as input to the communiqué, Cedefop provided an outline of the socioeconomic context and development of the Copenhagen process, as well as the first findings of Cedefop's review analysing progress in implementing countries' common VET priorities. These findings were based on information provided by DGVTs responding to Cedefop's questionnaire and were reflected in the communiqué. The conclusions and communiqué cite Cedefop's work on skill needs ⁽⁴⁾, as part of the socioeconomic context of VET reform and endorse Cedefop's important role in monitoring and reporting on progress in the Copenhagen process. The Council conclusions also cite Cedefop's role in improving statistics.

Council resolution on lifelong guidance

6. The Council resolution on better integrating lifelong guidance into lifelong learning strategies of 21 November 2008 ⁽⁵⁾ was initiated by and prepared during the French Presidency. Cedefop provided expertise and know-how and contributed to the drafting process from initiation to adoption. The resolution cited Cedefop's recent report ⁽⁶⁾ on the implementation of the Council's 2004 resolution on lifelong guidance ⁽⁷⁾ in Member States. The 2008 resolution foresees a continuing role for Cedefop, working with the European lifelong guidance policy network. Cedefop

aims at linking guidance practitioners (including their continuing professional development) more closely to supporting the implementation of the European credit system for vocational education and training (ECVET), and the European qualifications framework (EQF).

Presidency conferences and meetings

Managing transitions – lifelong careers guidance within the European area (Lyon, 17-18 September 2008)

7. Cedefop provided much of the content for the French Presidency's conference on lifelong guidance. Cedefop's deputy director gave a keynote speech on the most recent guidance policy developments in Europe. Further, three Cedefop reports on guidance ⁽⁸⁾, along with an executive summary combining the findings of each report were published for the conference. They were well received and positive feedback was given by several participants.

Euro-Mediterranean conference (Marseille 5-6 November 2008)

8. Cedefop was invited by the French Presidency to present European lifelong learning policies and European tools, in particular the EQF, to a Mediterranean Cultural Assembly comprising government

⁽⁴⁾ Future skill needs in Europe (Cedefop, 2008)
http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/485/4078_en.pdf

⁽⁵⁾ http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/104236.pdf

⁽⁶⁾ From policy to practice – a systemic change to lifelong guidance in Europe
www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=505

⁽⁷⁾ http://ec.europa.eu/education/policies/2010/doc/resolution2004_en.pdf

⁽⁸⁾ From policy to practice – a systemic change to lifelong guidance in Europe
www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=505.
Establishing and developing national lifelong guidance policy forums
www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=508
Career development at work
www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=504

representatives and social partners from all Mediterranean countries. The presentation helped raise the profile of the EQF among non-European Mediterranean countries and there was considerable interest. Feedback from French Presidency representatives was very positive.

Formation tout au long de la vie et la sécurisation des parcours
(Paris, 13-14 November 2008)

9. Cedefop was invited to make a presentation at this presidency conference which discussed the challenges for policy-makers in improving policies for lifelong learning. The director gave the keynote speech on the new skills for new jobs initiative and the need for better information about future labour market needs. Cedefop's work in this area and others, including sectoral training funds, was widely quoted during the conference.

International comparisons of education systems
(Paris, 13-14 November 2008)

10. Cedefop provided the keynote speech on the relevance of indicators for education and training policy in a knowledge-based economy. Cedefop also helped prepare the workshop on indicators for vocational education and training and specifically made a presentation on the state of the art of European comparisons, outlining possibilities for indicator development to help fill some of the gaps in information on VET trends. The conference conclusions drew on several recommendations in Cedefop's publication *Evaluation of Eurostat data sources*⁽⁹⁾, which reflected broad consensus on the next steps and which had been published specifically in time for the conference. It was agreed that

focus should be on improving concepts and definitions, data collections and exploiting data better. Cedefop will continue its involvement in developing statistics and indicators.

Meeting of ministers, social partners and the European Commission
(Bordeaux, 26 November 2008)

11. Cedefop's director made the keynote speech on VET at the ministerial meeting, bringing together the findings of Cedefop's analysis of progress by Member States in implementing the agreed Copenhagen priorities. The presentation pointed to successful and important alignment of national and European priorities in VET, the substantial progress in the development of policies, European tools, principles and guidelines and the need for the application of those policies and implementation of European tools. The findings of Cedefop's analysis were summarised in a Cedefop brochure 'In the finishing straight', which was widely distributed at the ministerial meeting.

European mobility for young apprentices (Paris, 27-28 November 2008) and Apprentices: paths of European mobility (Bordeaux, 27 November 2008)

12. Cedefop was invited to support two French Presidency events on mobility. The conference on European mobility for young apprentices discussed issues and strategies to encourage mobility among young apprentices. Cedefop made a presentation during the round table that discussed the ECVET as a tool to recognise learning by apprentices that takes place in another Member State. The Apprentices: paths of European mobility conference discussed conceptual approaches, institutionally and regionally, to enhance apprentices' mobility. Cedefop used its expertise in managing and

⁽⁹⁾ www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=510

coordinating the study visits programme to contribute to the debate on concepts for organisation and quality assurance of mobility for apprentices in alternate training systems.

Other presidency business

13. Cedefop supported the presidency with presentations at meetings of the Directors-General for vocational training and Advisory council for vocational training September 2008. Cedefop's presentations, linked particularly to skill needs and the Copenhagen process, were in line with Member State and social partner VET priorities. In addition, Cedefop published in three languages and distributed widely its short description on VET in France.

Conclusions and next step

14. The French Presidency provided Cedefop with an opportunity to support the policy-making process and support policy-makers from the European Commission, Member States and social partners. Cedefop looks forward to working with the Czech Presidency in the first six months of 2009 and supporting their initiatives. These include the joint Agora conference planned for March, to be held in Thessaloniki, to discuss the follow-up to Bordeaux.





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**CEDEFOP**European Centre for the Development
of Vocational Training

Europe 123, 570 01 Thessaloniki (Pylea), GREECE
Postal address: PO Box 22427, 551 02 Thessaloniki, GREECE
Tel. +30 2310490111, Fax +30 2310490020
E-mail: info@cedefop.europa.eu
www.cedefop.europa.eu

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